



Brookwood School

2011 – 2014 Education Planning

2010/11 Annual Educational Results Report



Parkland School Division No. 70
Excellence in Education

TABLE OF CONTENTS

School Foundation Statements	3
School Profile	4
Trends & Issues	6
Priorities	7
Overview of Achievements	8
Goal One - Outcomes, Performance Measures, Targets & Strategies	9
Goal Two - Outcomes, Performance Measures, Targets & Strategies	11
Goal Three - Outcomes, Performance Measures, Targets & Strategies	14
Meeting the Needs of Diverse Learners	15
Professional Development Plans	16
Future Challenges	17
Budget	18
School Satisfaction Survey Results	19
A.I.S.I.	21
Results for School-based Performance Measures	23
Accountability Pillar Summary	25
School Education Plan Approval Form	26

School Foundation

FOUNDATIONAL STATEMENTS

Vision

We envision an Early Years school where there is a strong focus on the development of the whole child in a safe collaborative learning community.



Mission

Our primary purpose is to build the foundation for life-long learning through quality learning opportunities so that each child can achieve their personal best.

Collective Values/Beliefs/Commitments:

We commit to:

- ❖ holding high expectations for students' behavior with the goal of developing respectful, caring and responsible citizens.
- ❖ a shared responsibility for life-long learning; enhancing partnerships with parents by promoting open ongoing communication.
- ❖ nurturing the social, emotional, physical, and intellectual development of the whole child.
- ❖ having high but achievable expectations for students, while striving to meet their diverse learning needs.
- ❖ identifying key understandings of the curriculum to align assessment and instructional best practice.
- ❖ monitoring each student's progress through formative and summative assessment to ensure continuous student progress.
- ❖ promoting and celebrating successes within the school community.
- ❖ motivating students in an engaging, structured and caring environment where they feel connected, safe and successful in their learning.
- ❖ participating in meaningful, ongoing and job embedded professional development through professional learning communities to engage in reflective practices.

School Profile

SCHOOL PROFILE

School Name: **Brookwood School**
 Principal: **Glen Thiel**
 Address: **460 King Street, Spruce Grove, Alberta, T7X 2T6**
 Phone: **780-962-3942**
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Website Address: <http://www.psd70.ab.ca/brookwood>

Student Population	550
Number of Teachers	32
Number of Support Staff (includes all staff in a non-teaching role)	16
Grades Served	Kindergarten to Grade 4

Unique Features of Our School

- Staff and parents of Brookwood are committed to working together as a Professional Learning Community, implementing a culture of “sustained school improvement efforts”. The collaborative team embraces the fundamental purpose of school, which is, “learning for all students”.
- Our school-based Professional Learning Community is working in partnership with other Spruce Grove “Early Years” schools (Millgrove School and Parkland Village) in collaborative Grade Level Professional Learning Communities, called Tri-School PLC’s.
- Brookwood is designed as an open concept facility. The result is an inviting culture which promotes teamwork by students, staff and parent volunteers.
- Brookwood staff works hard to offer many program opportunities for our children. These include curricular, extra-curricular and citizenship development programs.
- Brookwood has an active group of parent volunteers averaging about 5000 hours per year in volunteer time to the school. Our School Council actively promotes a number of programs to support the students of Brookwood and their learning, including Tel-a-pal, Hot Lunch, Cultural Events and so on.
- We are a leader in the area of technology. Teachers actively engage students in technology projects, which offer many opportunities for students to engage in a variety of technology projects using computers, SMART Boards and other technologies.

Quotes from a Parent Advocates...

“Brookwood School offers a well rounded educational experience. As a parent I feel confident that my children are receiving the academic education they require, however, I am thankful that the staff offer extra programs as well. Some of these programs include the drama club, choir, spirit team and running club, which my children look forward to and enjoy very much. They also have the opportunity to see cultural productions that they may not have the chance to see otherwise.”

(School Council Vice-Chair)

“The staff at Brookwood School is very committed to our students. This is shown daily in the classroom as well as with all of the extracurricular programs the dedicated staff offer the students. Our children look forward to a new experience every time they enter the doors at Brookwood School.”

(School Council Chair)

How do we define student success?

At Brookwood, our primary purpose is to provide quality-learning opportunities to enhance the growth and potential of each child. When we see students developing competence and confidence, we are proud of their successes. In general, we define student success as growth and learning. More specifically we look to see if students are meeting grade level curriculum expectations, as well as displaying qualities of good citizenship.

Trends and Issues

EMERGING TRENDS AND ISSUES

Trends and issues help schools identify opportunities and challenges that may impact planning, budgeting, providing programs and achieving results. A trend shows a direction of data over time, e.g. enrolment growth. An issue is a condition that may affect the school's ability to fulfill its mandate or to achieve its goal.

Increasing Enrollment:

The community of Spruce Grove has been growing rapidly over the last several years. The result of this sustained growth has been an increase in enrollment at Brookwood which began at the Kindergarten level in the last few years. This has led to the need for classroom space, the effect of which is that Brookwood will be required to create as many as five (5) new classroom spaces over the next few years. The net result is that spaces for individual or small group student assistance, for School Council programs such as Hot Lunch and for outside support professionals (OT, SLP, etc.) will be difficult to find.

Alberta Education's Special Education "Setting the Direction" Initiative:

Alberta Education's *Setting the Direction* Initiative outlines the direction for Special Education programming that began with the 2010-11 school year. *Setting the Direction* is beginning a significant change in how school divisions will organize for providing services for students with special needs. Inclusion in the regular classroom is the preferred placement for most students. The most significant change that will result from *Setting the Direction* is our understanding of what "inclusion" means. This will be an ongoing discussion in all school divisions as staffs grapple with what that means in both a theoretical and a pedagogical way. We know that the role of the classroom teacher will change as they become more responsible for the delivery of programming for students with mild and moderate needs within an inclusive classroom setting.

In 2008-09, Brookwood began to reevaluate the provision of services for students with needs. Our work has centered around classroom inclusion as the model for effective programming. Part of this has focused on a variety of changes to programming and delivery of services. For example we have been purposeful in creating capacity with staff including teachers and education assistants to best meet the diverse and changing needs of students. We have worked to address the academic, social, physical and emotional needs of our students, for example; social skills training groups, occupational therapy groups, Read & Write Gold, speech services, and other services which provides specialized academic support services for students. Services for students are fluid and responsive in nature, which means that assignments for education assistants and services to students are flexible and change with emerging needs.

In 2011-12, Brookwood will put resources in place to support the implementation of a Learning Coach. As a result, teachers are supported in a variety of ways in the classroom. We will continue to evaluate our service delivery model to students with an eye to the developing recommendations of Alberta Education's Special Education *Setting the Direction* Initiative.

Budget Considerations:

Funding for education has been and will be an issue for the foreseeable future. As a result of budget constraints at the Division level, we know that Brookwood School will be impacted. At this time we cannot predict all of the ramifications and spin-offs that budget constraints will have, we can however remain responsive to the changes while working to maintain effective programming and services for students. The net result is that, Brookwood staff may be required to make decisions on how to best utilize the available resources.

Priorities

Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 12.

Brookwood School staff will ensure that this priority is incorporated into our Three Year Education Plan by working with the Division's Student Services department, with other schools and our school community on programming and implementation in the following focus areas:

- AISI & PD Focus on Critical Thinking Skills & Strategies, with the goal of developing a common language, understanding and implementation of best practices, all with the goal of improving student learning and assessment.
- Special Education Services will be a focus in light of Alberta Education's *Setting the Direction* Initiative. Our goal at Brookwood will be to continue our work in developing services which are responsive and supportive to the needs of students. In 2011-12, Brookwood will put resources in place to support the implementation of a "Learning Coach".
- Comprehensive Assessment & Reporting Strategies will continue to be a focus for Brookwood School staff. Our goal will be continued improvement in assessment strategies as it relates to student learning, with the goal of improved student learning and the implementation of best practice teaching strategies. Brookwood School staff will be implementing Parkland School Division's new report card for 2011-12. Discussions will continue regarding effective assessment practices as they relate to completion of the new report card.

Kindergarten through Grade 12 students demonstrate skills of Citizenship and Social Responsibility.

Brookwood School staff will ensure that this priority is incorporated into our Three Year Education Plan by working with the Division's Student Services department, with other schools and our school community on programming and implementation in the following focus areas:

- We will continue to expand social skills development within Brookwood School that is responsive to the needs of our students and their families. This will include support for the Brookwood Code, social skills training groups, playground interventions among other things.
- Student Leadership is an important aspect of our citizenship work at Brookwood. We will endeavour to support current initiatives and to expand student leadership opportunities at all grade levels. This has included environmental initiatives such as garbage-less lunches.
- Brookwood Staff will be exploring the Covey Program, "The Leader in Me" for possible implementation in the 2012-13 school year. We believe that this initiative will support and enhance our current Citizenship & Social Responsibility work.

Overview of Achievements

Provincial Achievement Tests:

In 2010-11, Brookwood stakeholders were very pleased with the students' academic achievement as we were above the Jurisdictional and Provincial averages. According to the Provincial Achievement Test Results: *Standards Achieved by Students Writing the Test:*

- The L.A. cohort result saw 96.2% of students who wrote the test perform at the Acceptable Standard
 - In writing, 93.7% of students performed at the Acceptable Standard
 - In reading, 94.9% of students performed at the Acceptable Standard
- The Math cohort result saw 87.3% of students who wrote the test perform at the Acceptable Standard
 - With 27.8 % of students at the Standard of Excellence

Satisfaction Survey – Highlights

- While the data below represents the highlights from our Satisfaction Survey Results, we were pleased to have maintained our high level of success in many areas. To see further highlights, related to specific (10-11) Brookwood Education Plan Goals & Measures, please see pages 10 – 13 of this document. Successes can be attributed to our ongoing commitment to growth at Brookwood.
- According to the PSD Satisfaction Survey, 100% of staff, 96% of parents, and 97% of students surveyed were satisfied with the overall quality of education at Brookwood School.

Satisfaction Survey – Areas which have improved:

- Satisfaction that the school/teachers provide help & support	<u>10-11</u> Parents: 98%	<u>09-10</u> 93%	<u>08-09</u> 87%	}	As a result of our commitment to meeting the diverse needs of learners
- Satisfaction that technology improves student learning	<u>10-11</u> Staff: 100% Students: 98%	<u>09-10</u> 90% 89%	<u>08-09</u> 83% 94%	}	As a result of technology upgrades, focused PD, Class Webpages & Tech support
- Satisfaction with safety on the grounds	<u>10-11</u> Students: 85%	<u>09-10</u> 71%	<u>08-09</u> 88%	}	As a result of increased supervision and staggered recess (K & 1-4)
- Satisfaction with communication from the school/Division	<u>10-11</u> Staff: 95% Parents: 96%	<u>09-10</u> 86% 93%	<u>08-09</u> 91% 87%	}	As a result of Inside Brookwood staff info. page, email newsletter, website improvements, Employee Self-Serve

AISI

The School focus for the 2009-2012 AISI project: “**Spruce Grove Early Years Schools Tri-School PLC: Challenging Students to Think Critically**”. Brookwood, Millgrove and Parkland Village staffs function as Professional Learning Communities (School-Based as well as Tri-School) and Early Years (K-4) schools. We have focused on implementing AISI Critical Thinking Strategies aligned with Early Years Research; our major focus has been on the understanding, creation & implementation of Critical Thinking Strategies with the goal of improved teaching and learning and increase student achievement.

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Overall percentage of students in Grade 3 who achieved the acceptable standard on provincial achievement tests.**	90.7	91.8	91	91.5	92
Overall percentage of students in Grade 3 who achieved the standard of excellence on provincial achievement tests.	19.4	18.6	20	20.5	21

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled (To be completed October)

			2007	2008	2009	2010	2011
Grade 3	English Language Arts 3	Students Enrolled	98.6	96	97	100	98.8
		Acceptable Standard (%)	94.3	88.5	88.7	97.0	95
		Standard of Excellence (%)	20.0	14.6	14.4	11.0	11.3
	Mathematics 3	Students Enrolled	98.6	96	97	n/a	98.8
		Acceptable Standard (%)	85.7	85.4	91.8	n/a	86.3
		Standard of Excellence (%)	22.9	25.0	28.9	n/a	27.5

Comments on Results:

- **Brookwood School staff are satisfied with the Gr. 3 P.A.T. results. Our students continue to do well at the Acceptable Standard. We will however, still place a larger emphasis on getting more students to score well at the Standard of Excellence.**

Strategies:

- **Continue work on comprehensive assessment & reporting**
- **Continue AISI Focus on embedding Critical Thinking into teaching and learning**
- **Provide and promote focused Professional Development for all PSD staff**
- **Integrate technology appropriately in teaching and learning**

Goal One: Success for Every Student

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.3	88.7	86	86.5	87
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	87.0	78.2	n/a	n/a	n/a

Measure History										
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	89.1	120	88.9	147	88.3	140	88.9	152	84.3
Parent	22	89.1	22	87.3	27	86.6	22	87.2	22	83.5
Student	n/a	n/a	76	80.2	99	83.0	96	83.2	105	71.7
Teacher	n/a	n/a	22	99.1	21	95.2	22	96.4	25	97.6
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	21	57.1	44	88.6	45	74.5	42	71.4	45	87.0
Parent	21	57.1	22	86.4	25	64.0	21	52.4	20	90.0
Teacher	n/a	n/a	22	90.9	20	85.0	21	90.5	25	84.0

Comments on Results:

- **While Brookwood is certainly focused on teaching the attitudes and behaviours that will make them successful as they go through school, we feel that making them successful at work when they finish school is not a priority at the early years level. Some of the attitudes and behaviours that make them successful in school should be similar to those that will make students successful in other aspects of their lives, including any future work.**
- **Brookwood staff will undertake to explore data in order to understand the significant decline in students agreement that “students model the characteristics of active citizenship” of the 2010-11 school year.**

Strategies:

- **Brookwood Staff will be exploring the Covey Program, “The Leader in Me” for possible implementation in the 2012-13 school year. We believe that this initiative will support and enhance our current Citizenship & Social Responsibility work.**
- **Grade Level PLC’s (Professional Learning Communities) will work together to support Citizenship & Social Responsibility and Leadership initiatives**

- Continue to promote the Brookwood Code (code for student conduct)
- Continue to work with parents, students and staff to identify and promote next steps to support Citizenship & Social Responsibility
- Identify, share and promote best practices of digital citizenship
- Continue to identify, promote and implement promising practices in assessment of, for and as learning
- Integrate technology appropriately in teaching and learning
- Continue work on comprehensive assessment & reporting
- Communicate the efforts that Brookwood is making to prepare students for life-long learning as it pertains to the long range world of work.

Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	94.2	96	96.5	97
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.6	87.9	91	91.5	92
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.8	91.5	90.5	91	92

Measure History										
Overall teacher, parent and student satisfaction with the overall quality of basic education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	92.2	120	93.2	147	95.8	140	93.6	152	95.5
Parent	22	92.2	22	86.4	27	89.5	22	87.8	22	91.5
Student	n/a	n/a	76	94.7	99	98.0	96	93.8	105	95.7
Teacher	n/a	n/a	22	98.5	21	100.0	22	99.2	25	99.3

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	90.9	44	87.5	48	87.7	44	88.5	47	90.6
Parent	22	90.9	22	89.7	27	89.2	22	85.1	22	87.7
Teacher	n/a	n/a	22	58.4	21	86.3	22	91.9	25	93.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	85.5	120	91.3	147	92.0	140	91.2	152	89.8
Parent	22	85.5	22	89.8	27	89.6	22	89.8	22	89.8
Student	n/a	n/a	76	86.8	99	89.2	96	87.5	105	81.9
Teacher	n/a	n/a	22	97.3	21	97.1	22	96.4	25	97.6

Comments on Results:

- **Brookwood staff is pleased to have consistency in scores related to these three performance measures. The strategies listed below have contributed and will continue to be part of our programming.**

Strategies:

- **Provide targeted and responsive Professional Development for Special Education Key contacts and Educational Assistants, i.e. use of assistive technology and development of Individual Program Plans**
- **In 2011-12, Brookwood will be involved in the planning and implementation of the “Learning Coach” model**
- **Grade Level & Tri-School (Parkland Village, Millgrove & Brookwood) PLC’s will work together to support the development of best practice in teaching, learning and assessment**
- **Continue AISI Focus on embedding critical thinking into teaching and learning**
- **Ensure access to secure and relevant digital resources, devices and support as required by the learning task**
- **Grade Level PLC’s (Professional Learning Communities) will work together to support Citizenship & Social Responsibility initiatives**
- **Continue to promote the Brookwood Code (code for student conduct)**
- **Brookwood Staff will be exploring the Covey Program, “The Leader in Me” for full implementation in the 2012-13 school year. We believe that this initiative will support and enhance our current Citizenship & Social Responsibility work.**
- **Continue implementation of Parkland’s Emergency Response Plan**

Goal Two: Transformed Education Through Collaboration

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	85.8	83.5	84	84.5
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.9	86.9	90	90.5	90.1

Measure History										
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	73.4	44	89.5	48	88.1	44	79.8	47	82.9
Parent	22	73.4	22	79.1	27	85.0	22	63.3	22	69.1
Teacher	n/a	n/a	22	100.0	21	91.3	22	96.3	25	96.7

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	90.9	115	91.9	144	88.5	137	80.4	150	87.9
Parent	22	90.9	22	95.5	27	92.6	21	81.0	21	85.7
Student	n/a	n/a	74	95.9	97	92.8	95	93.7	105	90.5
Teacher	n/a	n/a	19	84.2	20	80.0	21	66.7	24	87.5

Comments on Results:

- **Brookwood staff will undertake to explore data in order to understand the two year decline in parents' satisfaction with parental involvement in decisions about their child's education**

Strategies:

- **Continue to support Grade Level & Tri-School (Parkland Village, Millgrove & Brookwood) PLC's work together to support the development of best practice in teaching, learning and assessment**
- **Continue work on comprehensive assessment & reporting**
- **Maintain and improve avenues of communication to meet the informational needs of all parents**
- **Identify and inform parents on the avenues of communication that are available for parent information and input on decisions about their child's education**
- **Continue to support the work of School Council and volunteers**

- Provide targeted and responsive Professional Development for Special Education Key contacts and Educational Assistants, i.e. use of assistive technology and development of Individual Program Plans
- Continue to provide and promote responsive & focused Professional Development opportunities for all Brookwood staff
- Integrate technology appropriately in teaching and learning
- Continue AISI Focus on embedding Critical Thinking into teaching and learning
- Communicate to parents the ongoing work that Brookwood is doing to promote continuous school improvement

Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	Insufficient Data for Reporting				
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.					

Comments on Results:

- Brookwood FNMI numbers were not large enough for official reporting to occur.

Strategies:

- Continue to identify, promote and support the implementation of promising practices for FNMI learners in all schools
- Collect and analyze data to identify and address gaps in FNMI student achievement
- Provide and promote Professional Development opportunities for PSD staff (e.g.: cultural awareness, infusing aboriginal perspectives in Social Studies)

Meeting the Needs of Diverse Learners

Alberta Education's *Setting the Direction* Initiative outlines the direction for Special Education programming that began with the 2010-11 school year. *Setting the Direction* is the beginning of significant change in how school divisions will organize for providing services for students with special needs. Inclusion in the regular classroom is the preferred placement for most students. The most significant change that will result from *Setting the Direction* is our understanding of what "inclusion" means. This will be an ongoing discussion in all school divisions as staffs grapple with what that means in both a theoretical and a pedagogical way. We know that the role of the classroom teacher will change as they become more responsible for the delivery of programming for students with mild and moderate needs within an inclusive classroom setting.

In 2008-09, Brookwood began to reevaluate the provision of services for students with needs. Our work has centered around classroom inclusion as the model for effective programming. As a result of our work, we have implemented a variety of changes to programming and delivery of services. For example:

- We have been purposeful in creating capacity with staff including teachers and education assistants to best meet the diverse and changing needs of students. Staff have been encouraged to participate in PD offerings to improve their knowledge and skill base. In 2011-12, Brookwood will put resources in place to support the implementation of a "Learning Coach".
- We have worked to address the academic, social, physical and emotional needs of our students, for example; social skills training groups, occupational therapy groups, Read & Write Gold support, speech services, etc.
- Services for students are fluid and responsive in nature, which means that assignments for education assistants and services to students are flexible and change with emerging needs. As a result, students and teachers are supported in a variety of ways in the classroom.

We will continue to evaluate our service delivery model to students with an eye to the developing recommendations of Alberta Education's Special Education *Setting the Direction* Initiative and our goal to be responsive and flexible in meeting the needs of students.

Brookwood School works closely with the CLICK team to effectively program early intervention for Kindergarten Students. We have designed specific team meeting days for teachers and CLICK resource people to meet, share information and program for students.

Brookwood School is a satellite site for an Early Education (EE) classroom. Working with EE coordinators from Broxton Park we help to facilitate programming and parent support for students who will be destined to attend Brookwood for Kindergarten. The building of strong relationships with families has been an effective tool for integration of students and parents into the Brookwood School Community. It has also allowed us to gain a solid understanding of the needs of our EE students which helps us to develop smooth transitions and programming upon their entry into Kindergarten.

The biggest challenge at Brookwood with respect to programming for students of need include,

- Budgetary constraints, resources are managed with the goal of meeting the diverse needs of all students from those with severe needs to those with mild to moderate needs. We have had to be creative and flexible in our deployment in order to be responsive to the needs of students.
- Space is another concern at Brookwood. As the school population has increased, we have fewer and fewer spaces for Educational Assistants, parent volunteers and teachers to work with students outside the classroom. We have had to be very creative in our utilization of available space. As we continue to grow this issue will be compounded.

Professional Development Plans

Professional Development Focus for 2011-12

Brookwood School staff, in aligning our AISI work to the work that will be completed Divisionally, will work collaboratively with the Early Years Schools in Spruce Grove (Millgrove & Parkland Village), in our Tri-School PLC, to operationalize the Divisional plan for effective implementation of Critical Thinking Skills as presented by TC². This will continue to form the foundation for our Professional Development Plan for the 2011-12 school year.

Our work on Critical Thinking Skills & Strategies will be supported through the collaborative efforts of school-based and Tri-School grade level Professional Learning Communities, a combined endeavor of the staffs of Brookwood, Millgrove and Parkland Village schools. PD plans will be developed as a collaborative effort between the Tri-School Lead Team (K-4) and the Tri-School Admin. PLC. Our focus will be to establish effective PD for all teachers following a model that the Spruce Grove Early Years Tri-School PLC has developed, with the Lead Teacher facilitation being only one aspect of that PD plan.

The result of our Professional Development work will be to collaboratively continue our efforts toward the development of a, “critical thinking environment” with common language for Critical Thinking Skills & Strategies at the Early Years level. Teachers will develop best practice strategies and resources for effective implementation of Critical Thinking Skills & Strategies into the classroom.

Brookwood teachers will work collaboratively to develop professional growth plans which consider the school education plan (goals and outcomes) and support AISI work into implementation of Critical Thinking Skills and Strategies in the classroom. These may be individual in nature or may be a grade level PLC collaboration.

Future Challenges

Student Assessment:***Provincial Achievement Tests - Achievement at the Standard of Excellence in LA***

While Brookwood students have demonstrated significant achievement (96.2%) in attaining the Acceptable Standard on the Language Arts – Provincial Achievement Test, we have been unable to attain the 20% target set for achievement at the Standard of Excellence, reaching only 11.3% for 2010-11.

Part of our strategy to address this disparity will be to focus, as part of our AISI Critical Thinking Project, on Functional Writing. While Brookwood students remain good writers our hope is that more students will achieve the Standard of Excellence with this focus.

PSD Satisfaction Survey Results:

Below are areas of future challenge as identified from Parkland School Division's Satisfaction Survey Results:

Satisfaction that educational dollars are well spent in the school	<u>10-11</u>	<u>09-10</u>	<u>08-09</u>
Parents:	77%	93%	87%

There is a need to investigate the reason for the significant decrease in parent satisfaction.

Increasing Enrollment:

The community of Spruce Grove has been growing rapidly over the last few years. The result of this sustained growth has been an increase in enrollment at Brookwood which has begun at the Kindergarten level. This has led to the need for classroom space, the effect of which is that Brookwood will be required to create five (5) new classroom spaces over the next three years, this began with two classroom spaces in the 2010-11 school year and included one (1) classroom space in 2011-12. The net result is that spaces for individual or small group student assistance, for School Council programs (such as Hot Lunch, fundraising & other events) and for outside support professionals (OT, SLP, etc.) will continue to be difficult to find.

Budget Considerations:

Funding for education has been and will be an issue for the foreseeable future. As a result of budget constraints at the Division level, we know that schools will be impacted. At this time we cannot predict all of the ramifications that budget constraints will have. As Brookwood continues to enroll students with very complex needs, with limited resource allocations, we will be challenged to distribute resources effectively. However, we remain responsive to changes while working to maintain effective programming and services for students. The net result is that as a staff Brookwood may be increasingly obligated to make hard decisions on how to best utilize the available resources.

Budget

*Budget information
and Highlights
to be submitted here*

Parkland Satisfaction Survey (2010/11) Spring Results

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show schools satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff that completed the 2009 - 2010 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School	Parkland Division	# of surveys returned	Parkland Division	School	Parkland Division	School	Parkland Division	School	Parkland Division
Survey Response Rates	39%	24%	n=4	14%	75%	90%		73%	83%	78%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.									
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Overall quality of education / I like my school (gr. 3/6)	96%	90%	97%	92%		83%	100%	98%	
School Characterized by dignity, respect, and caring	94%	87%	95%	95%		86%	98%	87%	
Dignity & Respect			95%	91%		78%			
Friends at school						97%			
Safe environment:	91%	88%	93%	93%		87%	84%	89%	
Building			95%	96%		93%			
Classroom			83%	80%	85%	87%			
Grounds									
Students are treated fairly	100%	91%	95%	93%		80%	100%	96%	
Satisfaction with the variety of program choices available	94%	84%				79%	89%	95%	
Teachers use computer technologies to help learn	94%	89%	98%	95%		86%	100%	90%	
Technology improves student learning			98%	92%		83%			
The School/Teachers provide help and support	98%	87%	97%	96%		83%			
Process to respond to needs of at-risk students							93%	83%	
Parents satisfaction with access to special needs services ¹	-	71%							
Parents satisfaction with timeliness of special needs services ¹	-	72%							
Students with special needs are meeting their IPP goals ¹	-	76%					98%	88%	
Responsive Programming / Curriculum	89%	88%					91%	89%	

Note 1: Answered by parents with children that receive special needs assistance in school.

SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work		74%				73%		86%
Students are prepared for post-secondary studies		78%				81%		
Students have information re: next steps in learning programs	93%	88%				84%		
Satisfaction with career planning assistance		54%				68%		
Students are being prepared to be good citizens	98%	92%	100%	96%		75%	100%	93%
Students know how they should behave			100%	99%		97%		
Satisfaction with progress and achievement of your child	91%	90%						

SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making	93%	86%					82%	82%
School's effort to involve parents in child's learning experiences	96%	86%					100%	95%
Satisfaction with involvement of special needs specialists ¹	-	65%						
Satisfaction with quality of special education services overall ¹	-	71%						
School Council has meaningful role							100%	90%
Teachers are available discuss child's education	98%	93%						
School always works to improve the quality of education offered	98%	89%					100%	98%
Way school informs about progress & achievement	94%	86%	95%	94%		86%	100%	98%
Satisfaction with communications from the school/Division	96%	89%					95%	88%
Satisfaction that educational dollars are well spent in school	77%	80%						
Access to Professional Development activities							93%	90%
Quality of professional development activities							89%	87%

Note 1: Answered by parents with children that receive special needs assistance in school.

A.I.S.I.

AISI - Challenging Students to Think Critically

Brookwood School staff, in aligning our AISI work to the work that will be completed Divisionally, will work collaboratively with the Early Years Schools in Spruce Grove (Millgrove & Parkland Village), in our Tri-School PLC, to operationalize the Divisional plan for effective implementation of Critical Thinking Skills as presented by TC². The goal, outcomes and research question for our school-based project will mirror the Divisional goal, outcomes and research question as listed below:

Improvement Goal:

To improve student achievement and engagement in grades K-12 through the promotion of critical thinking.

Outcomes:

- Students are problem solvers and critical thinkers.
- Students are motivated to learn.
- Teachers are embedding critical thinking in their teaching practice.
- A common language around critical thinking exists in Parkland School Division.
- Students are well prepared for life and work environments.

Research Question: *What significant impacts does the embedding of critical thinking skills in teaching and learning have on student achievement and engagement?*

AISI & Tri-School PLC's

- Brookwood School in collaboration with Millgrove and Parkland Village staffs have selected a team of Lead Teachers (K-4) who form a PD Team for effective implementation of TC² Critical Thinking Model.
- Throughout the 2011-2012 school year, TC² representatives will continue working with the Lead Teachers to assist them in learning and incorporating the TC² Critical Thinking Model. While some of the sessions will have general critical thinking as the focus, other sessions will be more specifically focused on the application of critical thinking in priority areas.
- Lead Teachers at Brookwood will be responsible for creating a “critical thinking environment”, however, it is important to keep in mind that the Critical Thinking Model will take a fair amount of time to master, and that for the first half of the year, while Lead Teachers will be able to share their learning, they will focus more on applying it in their own classrooms and sharing with their colleagues. During the second part of the year, Lead Teachers will work with other teachers in a coaching capacity.
- The AISI project and the Tri-School Lead Team have incorporated the Critical Thinking Model for the past two years. Lead Teachers have worked closely with small grade level groups of teachers.
- Year three (11-12) of the project will lend itself to a deeper infusion of the Critical Thinking Model within the entire school, with the Lead Teacher taking on more of a coaching role. For this reason, Divisional AISI PD for Lead Teachers in year three will incorporate more specific Instructional Coaching.

AISI work will be supported through the collaborative efforts of school-based and Tri-School grade level Professional Learning Communities, a combined endeavor of the staffs of Brookwood, Millgrove and Parkland Village schools. PD plans will be developed as a collaborative effort between the Tri-School Lead Team (K-4) and the Tri-School Admin. PLC. Our focus will be to establish effective PD for all teachers following a model that the Spruce Grove Early Years Tri-School PLC has developed, with the Lead Teacher facilitation being only one aspect of that PD plan.

Results for School-based Performance Measures

APPENDIX A: Comparisons between Alberta Education's Accountability Pillar and Parkland School Division's Satisfaction Survey Results for Brookwood School for the 2010-11 school year.

The charts below show a comparison of similar measures between *Alberta Education's Accountability Pillar* and *Parkland School Division's Satisfaction Survey Results*. Alberta Education's Accountability Pillar was complete by grade 4 students and their parents and by teachers. Parkland School Division's Satisfaction Survey was completed by grade 3 students, grade 2 parents and by all school staff. Overall, comparisons reflect similar information.

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment for students.

<i>Provincial Performance Measure</i> (Accountability Pillar Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	Brookwood School	89.8
<i>Parkland School Division Performance Measure</i> (Division Satisfaction Survey Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	Brookwood School	97.8

Outcome: The education system meets the needs of all K-12 students, society and the economy.

<i>Provincial Performance Measures</i> (Accountability Pillar Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. 	Brookwood School	90.6
<i>Parkland School Division Performance Measures</i> (Division Satisfaction Survey Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher and parent satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. 	Brookwood School	91.5

<i>Provincial Performance Measures</i> (Accountability Pillar Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student satisfaction with the overall quality of basic education. 	Brookwood School	95.5
<i>Parkland School Division Performance Measures</i> (Division Satisfaction Survey Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student satisfaction with the overall quality of basic education. 	Brookwood School	97.7

Goal Two: Excellence in Student Learning Outcomes System Priorities

Outcome: Students demonstrate high standards in learner outcomes.

Provincial Achievement Test scores are not reflected in the Parkland School Division Satisfaction Survey Results and thus are not part of this comparison.

Outcome: Students are well prepared for employment.

Student preparation for employment is not reflected in the Parkland School Division Satisfaction Survey Results, for K-4, and thus are not part of this comparison.

Outcome: Students model the characteristics of active citizenship.

<i>Provincial Performance Measures</i> (Accountability Pillar Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 	Brookwood School	84.3
<i>Parkland School Division Performance Measures</i> (Division Satisfaction Survey Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 	Brookwood School	99.3

Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

Outcome: Key learning outcomes for FNMI students improve.

Specific FNMI scores are not reflected in the Parkland School Division Satisfaction Survey Results and thus are not part of this comparison.

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

<i>Provincial Performance Measures</i> (Accountability Pillar Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 	Brookwood School	82.9
<i>Parkland School Division Performance Measures</i> (Division Satisfaction Survey Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 	Brookwood School	98.0

Outcome: The education system at all levels demonstrates leadership, innovation and continuous improvement.

<i>Provincial Performance Measures</i> (Accountability Pillar Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 	Brookwood School	87.9
<i>Parkland School Division Performance Measures</i> (Division Satisfaction Survey Results)		<i>Current Result</i> %
<ul style="list-style-type: none"> Overall percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 	Brookwood School	98.3

ACCOUNTABILITY PILLAR (May 10-11) - SUMMARY PAGE

School: 2219 Brookwood School

Goal	Measure Category	Measure Category Evaluation
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent
	Student Learning Opportunities	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good
	Student Learning Achievement (Grades 10-12)	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent
	Continuous Improvement	Excellent

Measure	Brookwood Elementary School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring	89.8	91.2	91.5	88.1	87.6	86.6	Very High	Maintained	Excellent
Program of Studies	90.6	88.5	87.9	80.9	80.5	80.1	Very High	Maintained	Excellent
Education Quality	95.5	93.6	94.2	89.4	89.2	88.9	Very High	Maintained	Excellent
Drop Out Rate	n/a	n/a	n/a	4.2	4.3	4.7	n/a	n/a	n/a
High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
PAT: Acceptable	97.0	88.7	90.5	79.1	78.3	77.2	Very High	Maintained	Excellent
PAT: Excellence	11.0	14.4	16.3	19.4	18.3	18.2	Low	Maintained	Issue
Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a	n/a	n/a
Work Preparation	87.0	71.4	78.2	80.1	79.9	79.8	Very High	Improved	Excellent
Citizenship	84.3	88.9	88.7	81.9	81.4	79.9	Very High	Declined	Good
Parental Involvement	82.9	79.8	85.8	79.9	80.0	79.4	Very High	Maintained	Excellent
School Improvement	87.9	80.4	86.9	80.1	79.9	78.8	Very High	Maintained	Excellent

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

School Education Plan Approval Form

School Name: BROOKWOOD SCHOOL

Principal: Glen Thiel

1. I, **Dawn Lutomsky** (School Council Chairperson) certify that the proposed School Education plan was developed in consultation with parents and that the School Council has/will have opportunities to develop strategies in support of the school education plan. (Make reference to numbers of meetings and number of parents represented) as outlined following:

Monday, Sept. 26, 2011 – 15 parents in attendance. Monday, Oct. 24, 2011 – 15 parents

in attendance. Nov. 28, 2011 – 15 parents in attendance

Signature: _____ Date: _____

2. I, **Glen Thiel** (Principal) certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's current School-Based Education Planning Manual.

Principal's Signature: _____ Date: _____

3. Amendments required prior to Superintendent's approval:

4. The proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's School-Based Education Planning Manual.

Superintendent's Signature: _____ Date: _____

Brookwood

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$393,233	\$431,453
ECS Regular Enrolment	111 students	133 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS Mild & Mod Allocation	\$23,157	\$25,393
ECS Mild & Mod Allocation Rate	\$2,894.63	\$2,821.48
ECS Mild Moderate & Gifted Enrolment	8 students	9 students
ECS PUF Allocation	\$49,395	\$53,974
Grade 1 Allocation	\$963,599	\$708,213
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	136 students	104 students
Grade 2 Allocation	\$736,870	\$810,359
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	104 students	119 students
Grade 3 Allocation	\$836,064	\$537,969
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	118 students	79 students
Grade 4 Allocation	\$501,031	\$540,919
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	90 students	104 students
Class Size Adjustment	(\$391,440)	
4 CSI Adjustment	\$8,572	
CSI Adjustment K-3	(\$400,012)	
Level 6 Code 42 Allocation	\$119,372	\$171,316
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	7 students	9 students
Level 6 Code 43 Allocation	\$17,053	\$19,035
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	1 students	1 students
Level 6 Code 44 Allocation	\$119,372	\$76,140
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	7 students	4 students
Special Needs Pending	\$0	\$19,035
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	1 students
English Second Lanuage Allocation	\$8,086	\$0
English Second Lanuage Allocation Rate	\$1,155.21	\$1,126.02
ESL Enrolment	7 students	0 students
FNMI Allocation	\$30,406	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	29 students	
FNMI factor	\$0.1906	
Approved Special Allocation	(\$10,000)	\$0

* - See the notes section for details about Line Item notes on this page

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
AISI Allocation	\$46,273	\$57,207
Innovative Technology Funding Allocation	\$0	\$13,140
Surplus / Deficit Carryforward	\$128,817	\$22,361
Salary Conversion	(\$57,405)	
Total Site Allocation	\$3,513,884	\$3,486,515
% of Revenue And Allocations To Budget Center	99%	99%

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$44,030	\$44,030
Total Individuals	\$44,030	\$44,030
% of Revenue And Allocations To Budget Center	1%	1%

Total Revenue And Allocations To Budget Center	\$3,557,914	\$3,530,545
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$2,748,841	\$2,661,353
% of Expenditures	77%	75%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$592,093	\$554,547
% of Expenditures	17%	16%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$44,008	\$70,069
% of Expenditures	1%	2%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$0	\$1,000
Support Services	\$18,169	\$500
Other Prof/ Tech Services	\$12,000	\$10,000
Postage	\$499	\$500
Printing	\$1,000	\$4,000
Advertising	\$800	\$800
Telephone & Fax	\$5,000	\$5,000
Travel	\$2,451	\$17,515
Subsistence	\$2,000	\$2,000
Staff Development	\$28,606	\$50,000
Contracted Transportation	\$4,515	\$4,000
Maint & Repair Equipment	\$3,000	\$3,000
Equipment Rental	\$500	\$500
Membership Fees	\$750	\$750
Registration Fees	\$3,086	\$17,515
Supplies	\$52,273	\$50,000
Textbooks	\$1,323	\$8,000
Media Materials	\$1,000	\$2,000
Software	\$1,000	\$2,000
Furniture & Equip Under 5000	\$10,000	\$10,000

* - See the notes section for details about Line Item notes on this page

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Technology Intergration	\$20,000	\$15,000
Acquisition of Prop & Equip Capital	\$5,000	\$12,000
Labour Transfer to other sites	\$0	\$1,500
Supplies & Services Transfers to other sites	\$0	\$2,500
Transfer to Reserves (Contingencies)	\$0	\$24,496
Total Contracted/General Services and Supplies	\$172,972	\$244,576
% of Expenditures	5%	7%

Total Expenditures	\$3,557,914	\$3,530,545
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$3,557,914	\$3,530,545
Total Expenditures	\$3,557,914	\$3,530,545
Variance	\$0	\$0

Notes

* - See the notes section for details about Line Item notes on this page