



---

# Graminia 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.....	12
Goal Three - Outcomes, Performance Measures, Targets & Strategies .....	15
Meeting the Needs of Diverse Learners.....	16
Professional Development Plans.....	17
Future Challenges .....	18
Budget .....	19
School Satisfaction Survey Results .....	20
A.I.S.I. ....	22
Accountability Pillar Summary.....	25
School Education Plan Approval Form .....	26

---

## **School Foundation**

---

### **FOUNDATIONAL STATEMENTS**

#### **Mission Statement**

Graminia School, through an active partnership between school, home and community will provide a quality well rounded program to meet, encourage, and challenge students' needs in a healthy, safe and caring environment.

---

## School Profile

---

### SCHOOL PROFILE

**Principal:** Linda Simmonds-Haney

**Assistant Principal:** Leslie Kronewitt

**Address:** 51101 Range Road 271 Spruce Grove, AB T7Y 1G7

**Phone:** (780) 963-5035

**Fax:** (780) 963-5069

**E-mail:** [graminia@psd70.ab.ca](mailto:graminia@psd70.ab.ca)

**Website Address:** [www.psd70.ab.ca/schools/graminia](http://www.psd70.ab.ca/schools/graminia)

### School Profile

Student Population: 509

No. of teachers: 26.10

No. of support staff: 11

Grades Served: Kindergarten to grade nine

### Unique features of our school include...

- Safe Caring Environment that focuses on the development of children and adolescents
- Rural K-9 Community School
- Caring, committed and professional staff
- High level of community/parent involvement
- Excellence in academic achievement
- Inclusive settings and programming for students with special needs
- Assistive Technology
- Outdoor Classroom
- Extensive playground development
- Strong emphasis on utilizing technology to enhance learning

### Quotes from Parent Advocates

*“Graminia School has a true sense of community. From the staff, who are always easy to approach and ready to listen to concerns, to the large group of parent volunteers who work hard to make this school the best place for our children, it’s evident that Graminia is not just a school, but a family.” – Colleen Chorzempa – parent of gr. 5 and 9 students.*

*“Graminia School has a unique sense of community that you can sense when you first walk in the front doors. The kids AND their parents are heavily involved in various aspects of the school operations and activities, which contributes to a real sense of community and school pride. – Christy Cuku-parent of gr. 3 and Kindergarten students.*

### How we define success for our students...

- Academic achievement
- Achieving independence in learning
- Display characteristics of responsible citizenship
- Students participate in a variety of cultural, social and physical activities

### What we are most proud of at our school...

- Safe and Caring relationships within school.
- Students achieving academic success

- Collaboration and commitment of staff to continuous improvement
- Community/ school partnership that works to ensure student success

**What makes our school "good" and how do we know...**

- Academics – High student achievement as measured by the grade 3, 6 and 9 Provincial Achievement Tests.
- Professional Development– Our staff continuously seeks to improve its practices to improve student achievement at Graminia School, with a current focus on critical thinking, technology and assessment.
- Focus on Citizenship and Social Responsibility through implementation of The Leader in Me program.
- Excellent learning opportunities are provided through differentiated instruction, a variety of complementary courses and integrated special education programs which allows opportunities for success for all students.
- Variety of extracurricular activities – Students from K-9 have opportunities to be involved in extracurricular activities which are provided by both the teaching staff and community programming.
- Community support and involvement – Graminia School celebrates a large percentage of parents volunteering, as demonstrated by the level of parent satisfaction on the annual Parkland School Division Survey.

---

## Trends and Issues

---

### EMERGING TRENDS AND ISSUES

- Building capacity to differentiate to meet the needs of all learners-Action on Inclusion has reinforced the importance of meeting the needs of a wide range of abilities within the regular classroom. Teachers need capacity building to improve their ability and confidence in identifying levels of functioning and meeting diverse student needs.
- Timely delivery of programs for special needs students-Developing a process by which we identify and respond, in a planned, predictable manner so that student learning needs are met will be our focus as we strive to provide timely service. Awareness of and access to all available support services will improve response time.
- Build 21<sup>st</sup> Century competencies in Social Responsibility and Cultural, Global and Environmental Awareness-Developing positive student leadership opportunities so that our students see themselves as part of a broader world. Learning how to be a good person in a digital world will be a focus area for Graminia School as part of our social responsibility program.
- Increasing student and staffs' abilities to embed technology-We need to close the gap between how students use technology in real life and how it is used to enhance learning in the school setting.
- Embracing 21<sup>st</sup> century literacy that centers around collaboration, inquiry and problem solving through critical thinking-Develop life-long learners who are able to access and evaluate information using all media formats while applying critical thinking strategies.
- Implementation of Curriculum-based Reporting and Assessment-Implementation of the new Division report card is changing teacher practice and the evidence of learning that teachers gather. Teachers will require time to collaborate and develop assessment tools. Stakeholders will need support to understand the new reporting document.

---

## Priorities

---

Parkland School Division has three priorities for the 2011 – 2014 Three Year Education Plan.

- Developmentally responsive curriculum and assessment
- Citizenship and Social Responsibility
- Strategic System Planning

How is the school going to ensure these priorities are incorporated into its Three Year Education Plan?

- Graminia School is using the impetus of the new Divisional report card to drive our teaching practice. Our implementation process will occur over the course of two school years. In the 2011-2012 school year we will continue to use the existing descriptors for grades K-4. At grades 5-9 a move will be made from percentages for core subjects to descriptors and implementing the new report card for all non-core. During the 2011-2012 transition year our work will focus on designing and realigning our existing assessment practices to the new divisional report card. Our focus on assessment will involve collaboration and a partnership with the Galileo Educational Foundation as we continue to focus on developmentally responsive curriculum and assessment. Programming at Graminia will also include Early Literacy Intervention, a Classroom Support Teacher, Learning Coach and ongoing professional development in Balanced Literacy and Literature Circles. In the 2011-2012 school year Graminia School will be participating in an iPad Pilot project to enhance teacher practice in 21<sup>st</sup> Century Literacy.
- Enhanced leadership opportunities through a newly established Student Council will afford students leadership in activities that embrace the entire school community through school spirit building, volunteerism and service to others. The Council will serve as a forum to have student voices heard in the school in a developmentally appropriate and authentic manner. In partnership with the School Council, Graminia School will be implementing The Leader in me program during the 2011-2012 school year.
- Bridging the distance between our school and the Division as a whole has allowed us to reconnect to the larger system as a whole. We are focused on the same goals and priorities with the shared intent of improving learning for all.

---

## **Overview of Achievements**

---

### PROVINCIAL ACHIEVEMENT TEST RESULTS (APPENDIX A)

- Achievement at Acceptable Standard and Standard of Excellence on Grade 3 Math and LA above provincial standard
- Outstanding results reported at Grade 9 (regular and K and E) Science, Math and LA for both Acceptable Standard and Standard of Excellence
- Above provincial standard participation rates on all exams

### MEETING THE NEEDS OF DIVERSE LEARNERS (APPENDIX B)

- Success of students on Knowledge and Employability PAT exams
- Students in Early Literacy Intervention demonstrating growth in reading
- ERECS consultation services and increased classroom use of assistive technology, Occupational Therapy, Behavior Therapy strategies
- Training and implementation of Read Write Gold

### PARKLAND SATISFACTION SURVEY (APPENDIX C).

- Parents are satisfied with the overall quality of education at Graminia School.
- Students at Graminia School feel safe.
- Parents and students feel that the technology being used is helping the learning environment.

### AISI REPORTING REQUIREMENTS (APPENDIX D)

- Creation and implementation of critical thinking challenges across the grades.
- Common professional development focus for staff.
- Growth in building shared leadership.
- Teachers built collections of exemplars that incorporated intellectual tools.

## 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 Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	87.5	88.2	89.0	90.0	92.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	17.6	18.6	19.0	19.5	20.0

### 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	56	56	34	56	52
		Acceptable Standard (%)	92.9	90.9	97.1	94.3	86.5
		Standard of Excellence (%)	19.6	14.5	35.3	22.6	21.2
	Mathematics 3	Students Enrolled	56	56	34	n/a	52
		Acceptable Standard (%)	89.3	87.5	94.1	n/a	80.8
		Standard of Excellence (%)	26.8	26.0	29.4	n/a	32.7
Grade 6	English Language Arts 6	Students Enrolled	63	55	54	65	59
		Acceptable Standard (%)	93.7	94.5	94.3	91.9	84.7
		Standard of Excellence (%)	12.7	21.8	13.2	19.4	15.3
	Mathematics 6	Students Enrolled	63	55	54	n/a	59
		Acceptable Standard (%)	71.4	81.8	79.2	n/a	74.6
		Standard of Excellence (%)	4.8	12.7	17.0	n/a	11.9
	Science 6	Students Enrolled	63	55	54	65	59
		Acceptable Standard (%)	90.5	89.1	86.8	85.5	69.5
		Standard of Excellence (%)	31.7	27.3	15.1	19.4	18.6
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	65	59
		Acceptable Standard (%)	n/a	n/a	n/a	74.6	57.6
		Standard of Excellence (%)	n/a	n/a	n/a	4.8	6.8
Grade 9	English Language Arts 9	Students Enrolled	75	60	60	63	61
		Acceptable Standard (%)	89.3	90.0	89.8	88.9	91.8
		Standard of Excellence (%)	14.7	11.7	18.6	6.3	16.4
	English Lang Arts 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	6
		Acceptable Standard (%)					100.00
		Standard of Excellence (%)					0.0
	Mathematics 9	Students Enrolled	75	60	60	63	61
		Acceptable Standard (%)	77.3	68.3	81.4	71.4	91.8
		Standard of Excellence (%)	24.0	16.7	16.9	15.9	19.7
	Mathematics 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	6
		Acceptable Standard (%)					83.3
		Standard of Excellence (%)					0.0
	Science 9	Students Enrolled	75	60	60	63	61
		Acceptable Standard (%)	84.0	81.7	83.1	90.5	98.4
		Standard of Excellence (%)	24.0	11.7	28.8	23.8	39.3
Science 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	6	

		Acceptable Standard (%)					100.0
		Standard of Excellence (%)					16.7
	Social Studies 9	Students Enrolled	n/a	n/a	n/a	63	61
		Acceptable Standard (%)	n/a	n/a	n/a	74.6	85.2
		Standard of Excellence (%)	n/a	n/a	n/a	14.3	13.1
	Social Studies 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	6
		Acceptable Standard (%)					83.3
		Standard of Excellence (%)					16.7

**Comments on Results:**

Our grade 3 and 9 results are strong with room to focus on increasing our performance at Standard of Excellence. Achievement at Grade 6 requires improvement at both Acceptable Standard and Standard of Excellence. The most effective way to improve student achievement is through improved teacher practice. Our work on assessment practices will drive teacher instructional practices.

**Strategies:**

Teachers will improve student achievement through the following Division instructional strategies:

- o Development of critical thinking skills through the context of 21<sup>st</sup> century literacy in partnership with the Galileo Educational Foundation and our AISI project
- o Use of effective assessment and reporting processes
- o Implementation of differentiation of instruction strategies in instruction

## Goal One: Success for Every Student

*Outcome: Students are prepared for the 21<sup>st</sup> 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.	76.2	77.0	77.0	78.0	79.0
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.	63.5	78.9	65.0	70.0	75.0

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	37	72.9	158	75.4	152	80.3	138	74.3	164	76.2
Parent	37	72.9	34	67.5	34	73.2	23	70.2	30	76.0
Student	n/a	n/a	104	69.6	99	73.2	88	68.5	108	68.1
Teacher	n/a	n/a	20	90.0	19	94.7	27	87.3	26	84.5
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	33	54.5	53	80.9	48	87.0	48	68.8	56	63.5
Parent	33	54.5	33	81.8	29	79.3	21	52.4	30	50.0
Teacher	n/a	n/a	20	80.0	19	94.7	27	85.2	26	76.9

**Comments on Results:**

As a school and part of a broader education system, we need to better understand what the attitudes and behaviors are that will make our students successful at work so that we are better able to target our work. Our professional development will focus on assessment practices that help students own their own learning.

**Strategies:**

Provide student leadership opportunities and a site-based student advisory committee.  
Improving Assessment and Reporting practices.

## 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.	86.8	85.9	87.0	88.0	89.0
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.	82.4	84.5	85.0	86.0	87.0
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.	84.3	85.8	86.0	87.0	88.0

### 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	37	81.7	158	87.0	152	93.1	138	77.9	164	86.8
Parent	37	81.7	34	75.4	34	86.8	23	65.0	30	84.9
Student	n/a	n/a	104	90.5	99	92.5	88	82.3	108	87.1
Teacher	n/a	n/a	20	95.0	19	100	27	86.4	26	88.5

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	37	81.1	109	84.0	101	84.9	102	85.5	113	82.4
Parent	37	81.1	34	77.1	34	82.1	23	83.3	30	80.4
Student	n/a	n/a	55	86.8	48	83.8	52	80.0	57	77.3
Teacher	n/a	n/a	20	88.1	19	88.8	27	93.1	26	89.4

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	37	85.1	158	85.1	152	87.8	138	85.4	164	84.3
Parent	37	85.1	34	81.7	34	82.1	23	84.1	30	83.3
Student	n/a	n/a	104	79.6	99	82.2	88	79.4	108	75.1
Teacher	n/a	n/a	20	93.9	19	98.9	27	92.6	26	94.6

Comments on Results:

Our stakeholders indicate that they are, overall, happy with the quality of education at Graminia School. Work with our students in the area of citizenship and safety at school will need to continue with the implementation of The Leader in Me program.

Strategies:

In partnership with School Council, support the implementation of The Leader in Me, citizenship and social responsibility program.

## 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.	82.0	81.8	83.0	84.0	85.0
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.	79.0	81.2	82.0	83.0	85.0

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	36	69.5	53	83.6	53	83.4	50	80.0	56	82.0
Parent	36	69.5	33	70.1	34	69.9	23	66.7	30	70.1
Teacher	n/a	n/a	20	97.0	19	96.8	27	93.3	26	93.8
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	36	83.3	156	76.8	149	83.8	136	80.7	162	79.0
Parent	36	83.3	33	67.7	33	81.8	23	65.2	30	80.0
Student	n/a	n/a	104	84.9	99	87.2	88	84.8	109	77.8
Teacher	n/a	n/a	19	78.9	17	82.4	25	92.0	24	79.2

**Comments on Results:**

We are pleased with the results with regard to level of involvement in decisions. We will continue to access student input into complementary course offerings and school activities through surveys and student council.

**Strategies:** Build parent understanding of effective assessment and reporting through monthly School Council meetings, newsletter articles, parent information sessions and the school blog.

## 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
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	na				
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	na				
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	67		70	75	80
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	20		23	27	30
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	na				
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	na				
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	na				
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	na				
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	na				

**Comments on Results:**

Early intervention strategies will need to be targeted to our at-risk FNMI students to improve results.

**Strategies:** Teachers will improve student achievement through the following Division instructional strategies:

- o Build awareness of Aboriginal culture and traditions to promote a sense of belonging for FNMI students
- o Collaborate with other Division school instruction staff to learn best practices in supporting aboriginal learners
- o Implementation of differentiation of instruction strategies in instruction

---

## Meeting the Needs of Diverse Learners

---

- Early Literacy Initiative –support for early years readers (0.3 FTE)
- Coordination of ECS Special Ed services through CLICK
- Middle Years Classroom Support Teacher-focus on literacy (0.5 FTE)
- Special Education Coordinator (0.2 FTE)
- Knowledge and Employability Programming (grades 8, 9)
- Consultation Services through ERECS (Edmonton Educational Consulting Services)
- Implementation of the Learning Coach Model

### Successes/Achievements

- Success of students on Knowledge and Employability PAT exams
- Students in Early Literacy Intervention demonstrating growth in reading
- ERECS consultation services and increased classroom use of assistive technology, Occupational Therapy, Behavior Therapy strategies
- Training and implementation of Read Write Gold

### Challenges

- Building staff capacity in drafting and implementing effective IPP documents
- Meeting diverse student needs in an integrated setting
- Making effective use of technology as a tool to meet student needs
- Responding in a timely manner to learner needs

---

## Professional Development Plans

---

- Highlight of professional development plan, including major areas of professional development focus for the 2011-2012 school year:
  - Critical Thinking focus with link to quality assessment and reporting practices
  - Partnership with Galileo Educational Foundation
  - Professional Reading of Backwards by Design
  - Ongoing Professional Development in Balanced Literacy
  - Training of site-based Learning Coach/es
  - Staff training/updating in Covey's 7 Habits of Effective People
  - Building Capacity of Support Staff in Meeting Student Needs Learning Community
- Highlight of the anticipated impact of professional development offerings on teacher practice:
  - Embedding use of intellectual tools in assessment and reporting practices
  - Improved Citizenship and Social Responsibility amongst students
  - Development of literacy strategies across the curriculum
  - Improved response to learner needs
- Identify how teacher growth plans align to the school's education plan:
  - Link to AISI plan and Assessment and Reporting
  - Proficiency in literacy and numeracy
  - Preparation for the future through implementation of Leader in Me program
- Technology Plans:
  - Increase computer to student ratio through purchase of student laptops
  - Model and build staff capacity to meet ICT Outcomes
  - Build staff capacity to use assistive technology to increase student learning

---

## **Future Challenges**

---

- Assessment and Reporting
- Effective Communication with the Parent Community
- Facilitating collaborative teaching time
- Meeting the needs of high needs learners in integrated classroom settings
- Implementing high leverage professional development strategies

# Budget

## Budget Report

Parkland School Division #70  
2011-12 Preliminary Budget Working Copy

### Graminia

#### Revenue And Allocations To Budget Center

Site Allocation	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
ECS Regular Allocation	\$177,132	\$177,132
ECS Regular Enrolment	50 students	50 students
ECS Regular Allocation Rate	\$3,542.64	\$3,542.64
ECS Mild & Mod Allocation	\$2,895	\$2,895
ECS Mild & Mod Allocation Rate	\$2,894.63	\$2,894.63
ECS Mild Moderate & Gifted Enrolment	1 students	1 students
ECS PUF Allocation	\$9,162	\$9,162
Grade 1 Allocation	\$354,264	\$354,264
Grade 1 Allocation Rate	\$7,085.29	\$7,085.29
Grade 1 Enrolment	50 students	50 students
Grade 2 Allocation	\$283,412	\$283,412
Grade 2 Allocation Rate	\$7,085.29	\$7,085.29
Grade 2 Enrolment	40 students	40 students
Grade 3 Allocation	\$255,070	\$255,070
Grade 3 Allocation Rate	\$7,085.29	\$7,085.29
Grade 3 Enrolment	36 students	36 students
Grade 4 Allocation	\$278,351	\$278,351
Grade 4 Allocation Rate	\$5,567.01	\$5,567.01
Grade 4 Enrolment	50 students	50 students
Grade 5 Allocation	\$305,968	\$305,968
Grade 5 Allocation Rate	\$5,666.03	\$5,666.03
Grade 5 Enrolment	54 students	54 students
Grade 6 Allocation	\$232,307	\$232,307
Grade 6 Allocation Rate	\$5,666.03	\$5,666.03
Grade 6 Enrolment	41 students	41 students
Grade 7 Allocation	\$329,807	\$329,807
Grade 7 Allocation Rate	\$5,319.47	\$5,319.47
Grade 7 Enrolment	62 students	62 students
Grade 8 Allocation	\$329,807	\$329,807
Grade 8 Allocation Rate	\$5,319.47	\$5,319.47
Grade 8 Enrolment	62 students	62 students
Grade 9 Allocation	\$276,612	\$276,612
Grade 9 Allocation Rate	\$5,319.47	\$5,319.47
Grade 9 Enrolment	52 students	52 students
Class Size Adjustment	(\$20,430)	(\$20,430)
4 CSI Adjustment	\$9,741	\$9,741
5-6 CSI Adjustment	\$18,521	\$18,521
7-9 CSI Adjustment	\$0	\$0
CSI Adjustment K-3	(\$48,692)	(\$48,692)
Level 6 Code 42 Allocation	\$88,212	\$88,212
Level 6 Code 42 Allocation Rate	\$17,053.10	\$17,053.10
Level 6 Code 42 Enrolment	4 students	4 students

## 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.

<b>SATISFACTION SURVEY RESPONSE RATES</b>										
	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	27%	24%	n=7	14%	94%	90%	93%	73%	62%	78%
<b>SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.</b>										
	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	School Result	Parkland Result
Overall quality of education / I like my school (gr. 3/6)	90%	90%	94%	92%	77%	83%	96%	98%		
School Characterized by dignity, respect, and <b>caring</b>			93%	95%	77%	86%	61%	87%		
Dignity & Respect			71%	87%	92%	91%	55%	78%		
Friends at school					99%	98%	100%	97%		
Safe environment:										
Building	76%	88%	96%	93%	85%	87%	96%	89%		
Classroom			99%	96%	85%	93%				
Grounds	73%	80%	87%	87%						
Students are treated fairly	84%	91%	94%	93%	79%	80%	93%	96%		
Satisfaction with the variety of program choices available	69%	84%			77%	79%	93%	95%		
Teachers use computer technologies to help learn			91%	89%	91%	95%	89%	86%	86%	90%
Technology improves student learning					90%	92%	87%	83%		
The School/Teachers provide help and support	85%	87%	97%	96%	77%	83%				
Process to respond to needs of at-risk students							57%	83%		
Parents satisfaction with access to special needs services <sup>1</sup>	29%	71%								
Parents satisfaction with timeliness of special needs services <sup>1</sup>	29%	72%								
Students with special needs are meeting their IPP goals <sup>1</sup>	14%	76%					63%	88%		
Responsive Programming / Curriculum	83%	88%					81%	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%			77%	73%	71%	86%
Students are prepared for post-secondary studies		78%			77%	81%		
Students have information re: next steps in learning programs	79%	88%			79%	84%		
Satisfaction with career planning assistance		54%			64%	68%		
Students are being prepared to be good citizens	79%	92%	97%	96%	77%	75%	90%	93%
Students know how they should behave			99%	99%	97%	97%		
Satisfaction with progress and achievement of your child	85%	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	79%	86%					62%	82%
School's effort to involve parents in child's learning experiences	85%	86%					82%	95%
Satisfaction with involvement of special needs specialists <sup>1</sup>	57%	65%						
Satisfaction with quality of special education services overall <sup>1</sup>	57%	71%						
School Council has meaningful role							89%	90%
Teachers are available discuss child's education	94%	93%						
School always works to improve the quality of education offered	79%	89%					100%	98%
Way school informs about progress & achievement	76%	86%	93%	94%	79%	86%	96%	98%
Satisfaction with communications from the school/Division	97%	89%					85%	88%
Satisfaction that educational dollars are well spent in school	83%	80%						
Access to Professional Development activities							86%	90%
Quality of professional development activities							75%	87%

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



## **Professional Development and Implementation Strategies of the TC<sup>2</sup> Critical Thinking Model**

### **Divisional Professional Development Plan**

#### **For Lead Teachers**

- **Sessions Facilitated by TC<sup>2</sup>** (dates subject to change):
  - October 6, 2011 with Roland Case
- **Sessions Facilitated by Learning Services**
  - October 25, 2011 Embedding CT
  - March 5, 2012 Embedding CT
  - May 11, 2012 Celebration Year End

### **Divisional Implementation Support**

#### **For Lead Teachers**

- **Support from Learning Services**
  - Communicate and collaborate via InsidePSD Website
  - Direct access to curriculum facilitators as required

### **School Based Staff Professional Development Plan**

- Lead teachers participate in all mandatory Divisional PD days.
- Lead teachers at ERLC Sept. 28, 2011 Laura Lipton Strategies and Structures for Professional Learning
- In-service for new staff in Critical Thinking Sept. 22 and 23, 2011
- Facilitate collaborative work through Lead Teacher modeling, coaching and peer coaching release time
- Presentations and Support to facilitate implementation of ‘menu items’
- Embedding Critical Thinking in 21<sup>st</sup> Century Literacy with Right to Read Literacy Consulting Services
- Partnership with Galileo Educational Foundation facilitate critical thinking and assessment on the following days:
  - October 11 and 12, 2011
  - February 1 and 2, 2012
  - May 8 and 9, 2012

**School Based Implementation Support**

- Scheduled time (.15 FTE) for Lead Teachers to attend Divisional critical thinking PD sessions, Implementation Support sessions and collaborate
- Scheduled time for classroom teachers to attend other Divisional critical thinking PD sessions
- Release time for teachers to plan
- Literacy Across the Curriculum PD Focus grades K-9
- Purchase resources to support implementation of critical thinking and 21<sup>st</sup> Century literacy into teaching practice
- Incorporate critical thinking activities into Staff PD days, from Oct to May 2011

**Research Base:**

- *21<sup>st</sup> Century Skills Professional Development- The Partnership for 21<sup>st</sup> Century Skill*, 2008  
[www.21stcenturyskills.org](http://www.21stcenturyskills.org)
- *21<sup>st</sup> Century Curriculum and Instruction- The Partnership for 21<sup>st</sup> Century Skills*, 2008  
[www.21stcenturyskills.org](http://www.21stcenturyskills.org)
- *Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis* – Concordia University, Montreal, Quebec, 2008  
*Sage Journals Online* <http://rer.sagepub.com/cgi/content/abstract/78/4/1102>
- Foundation for Critical Thinking <http://www.criticalthinking.org/CTmodel/CTModel1.cfm#>
- *Habits of Thought*- Susan Black, 2004, American School Board Journal
- *For the Sake of Argument*- Alex Hernandez, Melissa Aulkaplan, Robert Schwartz, 2006, Educational Leadership

**Collaboration with other schools:**

1. Lead teachers will collaborate with AISI Lead teachers from other schools who share the same focus area.
2. Literacy Professional Development will occur in collaborative groups with other schools.

**Integration and Sustainability:**

1. Teachers will implement assessments they will create during collaborative planning time.
2. Teachers will collect exemplars throughout the school year.
3. Teachers will access lessons that have been created by other members of the AISI Cohort within PSD, which will be posted on InsidePSD portal.
4. Ongoing conversations at staff meetings.
5. Involve Educational Assistants in Staff PD activities.

**School Community Involvement:**

1. Lead teachers will facilitate a critical thinking presentation at school council meetings.
2. Articles on CT and assessment in Graminia newsletter.
3. Have discussions and gather data (answers to parent survey questions) at school council meeting in fall and in May 2012.
4. Create a bulletin board about critical thinking and assessment.
5. Create displays of student artifacts. Teacher assessment tools and criteria, e.g. in front showcase, on TV, in hallways.
6. Continue the Photo Drop for CT activities on the Public drive.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2011**  
**School: 2229 Graminia School**

Measure Category	Measure Category Evaluation	Measure	Graminia 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 Schools	Acceptable	<a href="#">Safe and Caring</a>	84.3	85.4	86.1	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
		<a href="#">Program of Studies</a>	82.4	85.5	84.8	80.9	80.5	80.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Education Quality</a>	86.8	77.9	86.0	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		<a href="#">Drop Out Rate</a>	1.1	0.0	0.0	4.2	4.3	4.7	Very High	Maintained	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	<a href="#">PAT, Acceptable</a>	87.5	88.2	88.9	79.1	78.3	77.2	High	Maintained	Good
		<a href="#">PAT, Excellence</a>	17.6	21.0	19.5	19.4	18.3	18.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma, Acceptable</a>	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
		<a href="#">Diploma, Excellence</a>	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate (Revised)</a>	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
		<a href="#">Transition Rate (8 yr)</a>	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Work Preparation</a>	63.5	68.8	78.9	80.1	79.9	79.8	Very Low	Declined	Concern
		<a href="#">Citizenship</a>	76.2	75.3	77.0	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Good	<a href="#">Parental Involvement</a>	82.0	80.0	82.3	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Good	<a href="#">School Improvement</a>	79.0	80.7	80.4	80.1	79.9	78.8	High	Maintained	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
- 5) 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:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

1. I, \_\_\_\_\_ (School Council Chairperson/Advisory Council Member (circle)) 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:

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2. I, \_\_\_\_\_ (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: \_\_\_\_\_

## Graminia

### Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$184,217	\$155,712
ECS Regular Enrolment	52 students	48 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS Mild & Mod Allocation	\$2,895	\$2,821
ECS Mild & Mod Allocation Rate	\$2,894.63	\$2,821.48
ECS Mild Moderate & Gifted Enrolment	1 students	1 students
ECS PUF Allocation	\$29,037	\$9,162
Grade 1 Allocation	\$361,350	\$265,580
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	51 students	39 students
Grade 2 Allocation	\$304,667	\$251,960
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	43 students	37 students
Grade 3 Allocation	\$283,412	\$326,868
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	40 students	48 students
Grade 4 Allocation	\$278,351	\$280,862
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	50 students	54 students
Grade 5 Allocation	\$311,632	\$213,247
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	55 students	41 students
Grade 6 Allocation	\$226,641	\$317,270
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	40 students	61 students
Grade 7 Allocation	\$361,724	\$320,916
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	68 students	63 students
Grade 8 Allocation	\$324,487	\$239,413
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	61 students	47 students
Grade 9 Allocation	\$255,334	\$341,291
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	48 students	67 students
Class Size Adjustment	(\$51,583)	
4 CSI Adjustment	(\$1,847)	
5-6 CSI Adjustment	(\$3,513)	
7-9 CSI Adjustment	\$29,076	
CSI Adjustment K-3	(\$75,299)	
Level 6 Code 42 Allocation	\$85,266	\$38,070
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	5 students	2 students

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

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Level 6 Code 43 Allocation	\$17,053	\$38,070
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	1 students	2 students
Level 6 Code 44 Allocation	\$34,106	\$57,105
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	2 students	3 students
English Second Lanuage Allocation	\$2,310	\$0
English Second Lanuage Alocation Rate	\$1,155.21	\$1,126.02
ESL Enrolment	2 students	0 students
FNMI Allocation	\$23,067	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	22 students	
FNMI factor	\$0.1906	
Approved Special Allocation	(\$10,000)	\$0
AISI Allocation	\$48,138	\$59,513
Innovative Technology Funding Allocation	\$0	\$17,436
Transfers to from Other Sites	(\$5,582)	(\$10,678)
Surplus / Deficit Carryforward	\$147,378	\$258,156
Salary Conversion	(\$28,662)	
<b>Total Site Allocation</b>	<b>\$3,185,238</b>	<b>\$3,182,775</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>98%</b>	<b>98%</b>

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$50,000	\$50,000
<b>Total Individuals</b>	<b>\$50,000</b>	<b>\$50,000</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>2%</b>	<b>2%</b>

Other	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Revenue	\$30,000	\$30,000
<b>Total Other</b>	<b>\$30,000</b>	<b>\$30,000</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>1%</b>	<b>1%</b>

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$3,265,238</b>	<b>\$3,262,775</b>
---	--------------------	--------------------

**Expenditures**

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Certificated</b>	<b>\$2,590,877</b>	<b>\$2,467,310</b>
<b>% of Expenditures</b>	<b>79%</b>	<b>76%</b>

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Uncertificated</b>	<b>\$379,789</b>	<b>\$357,197</b>
<b>% of Expenditures</b>	<b>12%</b>	<b>11%</b>

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Personnel</b>	<b>\$54,656</b>	<b>\$98,211</b>
<b>% of Expenditures</b>	<b>2%</b>	<b>3%</b>

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget

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

<b>Contracted/General Services and Supplies</b>	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
Support Services	\$18,882	\$10,459
Other Prof/ Tech Services	\$36,500	\$5,000
Postage	\$1,200	\$1,200
Printing	\$900	\$900
Advertising	\$1,400	\$1,400
Telephone & Fax	\$6,000	\$6,000
Travel	\$1,500	\$1,500
Subsistence	\$2,000	\$4,000
Staff Development	\$8,000	\$12,000
Contracted Transportation	\$8,000	\$17,000
Maint & Repair Equipment	\$5,574	\$11,000
Membership Fees	\$500	\$500
Registration Fees	\$1,000	\$1,000
Supplies	\$97,100	\$96,000
Textbooks	\$8,000	\$10,000
Media Materials	\$6,000	\$10,000
Software	\$1,000	\$5,000
Furniture & Equip Under 5000	\$7,000	\$7,000
Technology Intergration	\$10,000	\$40,000
Labour Transfer to other sites	\$6,000	\$6,000
Supplies & Services Transfers to other sites	\$10,000	\$30,000
Transfer to Reserves (Contingencies)	\$3,359	\$64,098
<b>Total Contracted/General Services and Supplies</b>	<b>\$239,915</b>	<b>\$340,057</b>
<b>% of Expenditures</b>	<b>7%</b>	<b>10%</b>

<b>Total Expenditures</b>	<b>\$3,265,237</b>	<b>\$3,262,775</b>
---------------------------	--------------------	--------------------

### Summary

	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
Total Revenues and Allocations To Budget	\$3,265,238	\$3,262,775
Total Expenditures	\$3,265,237	\$3,262,775
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

### Notes

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