

Memorial Composite High School



2011 – 2014 Education Planning 2010/11 Annual Educational Results



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School Foundation

What is our purpose? (Mission)

Our Memorial Composite High School culture, based on strong, collaborative relationships, promotes learning, caring, and respect. These three values form the basis for our professional actions, discussions, and goals.

Our fundamental purpose is learning. A high level of learning for all is both the reason Memorial Composite High School exists and the fundamental responsibility of our staff, students, and stakeholders. The basis for our instruction is the prescribed curricula, from which we provide a balanced program for all students. We believe in a curriculum of personal and social significance and strive to stimulate academic curiosity, enabling students to acquire and apply critical thinking skills.

Learning is more than an academic exercise. Our purpose includes helping students develop citizenship, empathy, and responsibility. We foster in our students a sense of community, as well as a sense of respect and commitment to themselves and others. We share in the responsibility of developing the learner as a whole child.

We create a supportive and accepting culture and atmosphere in which we *actively promote* the students' efforts to reach their maximum potential.

What do we hope to accomplish? (Vision)

We will work to develop excellent citizens for the 21st Century. Excellent citizens are independent thinkers with a strong sense of responsibility and commitment to themselves and to their beliefs. They have informed opinions and understand how to work within the parameters of a fair, just, and democratic society. Excellent citizens are not only able to learn, but they can unlearn and re-learn as the situation dictates. They know how to treat their fellow community members and have a sense of belonging, both in a small community setting as well as in a global situation. They are willing to mentor others, dedicate time and energy to worthwhile causes, and work towards improving their world. Excellent citizens are learners who understand the commitment they must have to their learning, in an immediate nature and on a life-long basis.

We will work to become an even stronger professional learning community. A professional learning community is a team committed to developing the greatest potential in students. This community knows that the fundamental purpose for a school is student learning. A professional community is prepared to do what it takes to ensure success for each learner, enacting whatever interventions are deemed necessary. There is a sense of inter-dependency in this community. All members have a shared sense of purpose and collaborate with their colleagues, both within their discipline and beyond.

School Profile

Memorial Composite High School

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Student Population: 1200 students (plus 150 Outreach)
Teaching Staff: 55
Support Staff: 35
Serving Grades 10 – 12

Unique features of MCHS:

- ✚ We are a 21st Century building – we opened at our new location in February, 2010.
- ✚ We have vibrant Career and Technology Studies (over 50 courses), Fine Arts (Choral, Band, Art, Drama), Second Languages (German, French, and Japanese), Work Experience, and Registered Apprenticeship programs– we are a true Composite High School.
- ✚ Our P.L.A.C.E (Practical Living and Community Education) and MAP (Modified Academic Programs) programs provide educational opportunities for young adults with moderate to severe cognitive and/or physical challenges.
- ✚ We have a strong Outreach program, designed to accommodate students for whom a traditional classroom delivery approach is not effective.
- ✚ We offer a full complement of extra-curricular activities, relying heavily on teacher and community volunteers.
- ✚ We are setting the future for our students with an increased focus on citizenship and social responsibility.
- ✚ We are extremely aware of the significance of our school to the town of Stony Plain – Memorial Composite has been a part of Stony Plain since 1950.

Parent Advocates:

My experience at MCHS as a parent/school council member has been very positive. Memorial accommodates a variety of learning abilities with great success. In dealing with administration and staff, I have found both to be very caring, approachable and dedicated.

- J. Robutka

A dynamic and caring learning environment is what every student experiences when they enter Memorial. Programs such as the Arts, Media, Drama, Music and Athletics allow students to find their niche and explore interests, as well as developing diverse skills to carry them through to adulthood. Teachers, parents and community members take immense pride in showcasing Memorial Composite High School.

- D. Weidman

How we define success:

Ultimately, the students who graduate from our school define success for us. This success is demonstrated when our students develop the independence and critical thinking skills required to be true 21st Century learners. We are proud of the number of students who leave our campus and go on to become successful, productive citizens. Other indicators of success include our reputation in the community, the number of students residing outside of our catchment area who choose to enroll at MCHS, and the high levels of academic achievement demonstrated by our students.

We are most proud of:

MCHS is most proud of the excellent, diverse programs we offer our students, and the dedication and talent of our staff – programs that provide a multitude of choice and academic opportunity, and staff who are passionate about student learning. Our parents and students have confidence in our abilities to offer excellent programs and our constant drive to improve learning. Our students perform well on diploma examinations, and leave our school feeling prepared for work or post-secondary enrolment. We are proud to be a long-standing, integral part of Stony Plain – our school name is a tribute to the fallen soldiers of World War II, and we are proud to be that symbol of remembrance.

What makes our school “good”? How do we know?

MCHS is more than a good school – we are an excellent school, and we know so because:

- ✚ Our students, parents, and staff are pleased with the broad range of programs and the overall quality of education we offer the youth of Stony Plain and area.
- ✚ A high percentage of our students complete high school in three years, and a low percentage drop out.
- ✚ A high percentage of our students are eligible for Rutherford Scholarships.
- ✚ Our students are excellent ambassadors for our school.
- ✚ Our staff demonstrate care towards our students and are genuinely concerned about their lives.
- ✚ We offer a wide range of programs and serve a diverse clientele – meaning there is a place for each and every one of our students at MCHS.

Trends and Issues

- ✦ We continue to strive to balance academic and social needs, for students whose lives continue to become increasingly complex.
- ✦ We continue to see increasing and ever-changing requirements of students with special needs. We remain a strong model for appropriate inclusion of all our students.
- ✦ We continue to focus professional learning on appropriately and effectively embedding technology into teaching and learning, including those personal devices students bring to school.
- ✦ Requirement and demand for continuous, embedded professional development, resulting in increased collaboration, within and throughout departments.
- ✦ Our high school completion rates remain high and drop-out rates remain low – students are increasingly successful at MCHS!

Priorities

Keeping in line with the priorities of Parkland School Division,

- ✦ Teacher practice which provides developmentally responsive curriculum and effective assessment for all students, Kindergarten through Grade 12.
- ✦ Kindergarten through Grade 12 students demonstrate skills of Citizenship and Social Responsibility..

our mission and vision highlight our priorities as a school:

- ✦ Our fundamental purpose is learning. We focus on making curriculum and learning relevant and appropriate for our students.
- ✦ Our culture is collaborative and promotes learning, caring, and respect.
- ✦ We are a community of interdependent professional learners, dedicated to continuous improvement in our practice.
- ✦ We actively promote the students' efforts to reach their maximum potential and are committed to meeting the needs of the 21st Century learner. We offer a full complement of extra-curricular and enrichment activities to fully engage our students.

Overview of Achievements

Our three pillars learning, caring, and respect continue to support and focus our work on the continuous improvement of teaching and learning. Our achievements relate to these areas:

Learning

- Our students, parents, and teachers overwhelmingly agree we offer high-quality educational programming and a broad program of studies.
- Low percentage (4.3%) of our students drop out of school between the ages of 14-18 and that rate continues to decrease.
- High percentage (72.9% three-year rolling average) of our students complete high school within 3 years.
- Our FNMI learners continue to lead the province, by a significant margin, in high school completion rates, performance on diploma examinations, and transition rates to post-secondary.
- Students, teachers, and parents are very pleased with the quality of curricular and co-curricular opportunities provided (e.g. field trips, extended travel, guest speakers, talent shows).
- We continue to maintain a reputation in the community as a school that provides quality customer service through our CTS department (students demonstrate excellence in their work).
- Improved student attendance results in increased learning opportunities.
- Staff are committed to continued learning as a professional community and enhancing teaching and learning (common assessments, critical thinking exercises, innovative use of technology).

Caring

- We celebrate student achievement and citizenship through both formal and informal recognition (pep rallies, awards ceremonies, honour role, cafeteria incentives, athlete of the month, etc.).
- Student involvement in global CSR projects (e.g. Live Free, Spread the Net, Postcards to Soldiers, Christmas hampers, Nationwares, Jeans for Teens, etc.).
- Our students feel comfortable expressing their opinions regarding matters of concern to them; they (82%) and their parents (87%) believe they are treated fairly at school.
- We pride ourselves on being a truly inclusive environment – making connections between students, regardless of their educational and personal needs.
- We develop programs, structures, and student-friendly spaces to support the whole student (common area, fitness area, academic support).
- We provide multiple opportunities for student-success.
- We provide extensive opportunities for student involvement in extra-curricular activities (98% of our students are satisfied with their opportunity to be involved in extra-curricular activities).
- Our students participate in environmental initiatives as part of their citizenship at MCHS.

Respect

- Our students are proud of their school and its heritage in the community as a symbol of remembrance to WW II veterans (e.g. all 1200 students respectfully participate in our Annual Remembrance Day Ceremony).
- Our students, parents, and teachers believe the quality of education we offer has either improved or stayed the same in the past five years.
- Parents are satisfied with how readily available teachers are to discuss their child's education.
- Our students proudly accept their responsibility as ambassadors for MCHS and Parkland School Division (both as hosts of events and as visitors to other schools and places).
- Student behavior expectations focus on student accountability, citizenship, and demonstrating respect.

Goal One: Success for Every Student

Outcome: Students achieve educational outcomes.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Overall percentage of students who achieved the acceptable standard on diploma examinations.	84.6	87.6	87.6	88	90
Overall percentage of students who achieved the standard of excellence on diploma examinations.	13.9	16.5	16.5	18	20
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	70.8	72.9	73	73.5	74
Drop Out Rate - annual dropout rate of students aged 14 to 18.	4.3	4.2	4.2	4.1	4.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.2	45.9	48	50	52
High school to post-secondary transition rate within six years of entering Grade 10.	54.0	53.3	56	57	58
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.8	57.3	58	59	60

Diploma Exam Results Course By Course Summary By Students Writing. (To be completed October)

		2007	2008	2009	2010	2011
English Lang Arts 30-1	Students Writing	175	200	204	184	198
	Acceptable Standard %	92.6	93.1	91.7	87.5	92.4
	Standard of Excellence %	16.2	25.7	10.8	5.4	7.1
English Lang Arts 30-2	Students Writing	132	121	135	141	138
	Acceptable Standard %	93.2	93.4	94.8	93.6	94.2
	Standard of Excellence %	7.6	4.1	11.1	12.1	9.4
French Lang Arts 30-1	Students Writing	-	-	-	-	-
	Acceptable Standard %	-	-	-	-	-
	Standard of Excellence %	-	-	-	-	-
Français 30-1	Students Writing	-	-	-	-	-
	Acceptable Standard %	-	-	-	-	-
	Standard of Excellence %	-	-	-	-	-
Pure Mathematics 30	Students Writing	139	153	151	146	159
	Acceptable Standard %	79.1	73.9	86.8	80.1	76.7
	Standard of Excellence %	23.0	16.3	19.2	19.2	22.0
Applied Mathematics 30	Students Writing	95	61	74	76	73
	Acceptable Standard %	75.8	77.0	83.8	85.5	74.0
	Standard of Excellence %	10.5	11.5	10.8	17.1	6.8
Social Studies 30	Students Writing	150	173	162	5	-
	Acceptable Standard %	81.3	83.8	86.4	-	-
	Standard of Excellence %	23.3	17.3	17.3	-	-
Social Studies 30-1	Students Writing	-	-	-	155	149
	Acceptable Standard %	-	-	-	83.9	82.6
	Standard of Excellence %	-	-	-	10.3	14.8
Social Studies 33	Students Writing	142	141	166	19	-
	Acceptable Standard %	91.5	87.9	88.6	89.5	-
	Standard of Excellence %	17.6	17.0	16.3	26.3	-
Social Studies 30-2	Students Writing	-	-	-	156	171
	Acceptable Standard %	-	-	-	88.5	90.1
	Standard of Excellence %	-	-	-	17.3	17.0
Biology 30	Students Writing	118	136	132	161	112
	Acceptable Standard %	89.8	90.4	88.6	77.6	83.0
	Standard of Excellence %	28.8	30.1	19.7	18.6	23.2
Chemistry 30 Old	Students Writing	128	111	1	-	-
	Acceptable Standard %	96.9	95.5	-	-	-
	Standard of Excellence %	36.7	44.1	-	-	-
Chemistry 30	Students Writing	-	-	126	118	118
	Acceptable Standard %	-	-	88.9	81.4	77.1
	Standard of Excellence %	-	-	32.5	22.0	25.4
Physics 30 Old	Students Writing	51	65	1	-	-
	Acceptable Standard %	96.1	90.8	-	-	-
	Standard of Excellence %	41.2	33.8	-	-	-
Physics 30	Students Writing	-	-	49	57	52
	Acceptable Standard %	-	-	91.8	86.0	94.2
	Standard of Excellence %	-	-	26.5	24.6	44.2
Science 30	Students Writing	34	60	68	61	75
	Acceptable Standard %	94.1	100	94.1	88.5	76.0
	Standard of Excellence %	41.2	35	30.9	37.7	16.0

Diploma Final Course Marks By Course Summary By Students Writing. (To be completed October)

		2007	2008	2009	2010	2011
English Lang Arts 30-1	Students Writing	175	200	204	184	198
	Acceptable Standard %	99.4	99.5	100	98.4	97.5
	Standard of Excellence %	25.7	19.5	16.2	9.8	16.7
English Lang Arts 30-2	Students Writing	132	121	135	141	138
	Acceptable Standard %	96.2	96.7	99.3	97.9	95.7
	Standard of Excellence %	5.3	5.0	8.1	8.5	7.2
French Lang Arts 30-1	Students Writing	-	-	-	-	-
	Acceptable Standard %	-	-	-	-	-
	Standard of Excellence %	-	-	-	-	-
Français 30-1	Students Writing	-	-	-	-	-
	Acceptable Standard %	-	-	-	-	-
	Standard of Excellence %	-	-	-	-	-
Pure Mathematics 30	Students Writing	139	153	151	146	159
	Acceptable Standard %	92.8	90.2	97.4	88.4	91.8
	Standard of Excellence %	25.9	25.5	20.5	21.2	25.2
Applied Mathematics 30	Students Writing	95	61	74	76	73
	Acceptable Standard %	93.7	91.8	97.3	94.7	89.0
	Standard of Excellence %	10.5	14.8	8.1	14.5	6.8
Social Studies 30	Students Writing	150	173	162	5	-
	Acceptable Standard %	95.3	96.5	96.3	-	-
	Standard of Excellence %	26.0	22.0	16.7	-	-
Social Studies 30-1	Students Writing	-	-	-	155	149
	Acceptable Standard %	-	-	-	96.8	98.0
	Standard of Excellence %	-	-	-	18.7	20.1
Social Studies 33	Students Writing	142	141	166	19	-
	Acceptable Standard %	95.8	97.2	97.0	100	-
	Standard of Excellence %	12.7	12.8	13.9	10.5	-
Social Studies 30-2	Students Writing	-	-	-	156	171
	Acceptable Standard %	-	-	-	96.2	97.1
	Standard of Excellence %	-	-	-	11.5	10.5
Biology 30	Students Writing	118	136	132	161	112
	Acceptable Standard %	94.9	95.6	97.7	90.7	95.5
	Standard of Excellence %	30.5	31.6	27.3	19.9	28.6
Chemistry 30 Old	Students Writing	128	111	1	-	-
	Acceptable Standard %	98.4	97.3	-	-	-
	Standard of Excellence %	33.6	40.5	-	-	-
Chemistry 30	Students Writing	-	-	126	118	118
	Acceptable Standard %	-	-	96.0	90.7	90.7
	Standard of Excellence %	-	-	34.9	28.0	28.8
Physics 30 Old	Students Writing	51	65	1	-	-
	Acceptable Standard %	96.1	93.8	-	-	-
	Standard of Excellence %	47.1	40.0	-	-	-
Physics 30	Students Writing	-	-	49	57	52
	Acceptable Standard %	-	-	100	94.7	98.1
	Standard of Excellence %	-	-	26.5	28.1	46.2
Science 30	Students Writing	34	60	68	61	75
	Acceptable Standard %	97.1	100	97.1	96.7	94.7
	Standard of Excellence %	17.6	25	25.0	32.8	14.7

Measure History

High school completion rate of students within three years of entering Grade 10.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	391	70.4	380	71.3	369	72.8	381	74.5	399	70.8
4 Year Completion	348	78.3	389	74.9	380	79.4	369	77.2	382	81.8
5 Year Completion	339	75.7	348	80.5	389	76.7	381	81.8	370	80.5

Annual drop-out rate of students aged 14 to 18.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1144	3.4	1124	4.1	1162	4.2	1169	4.4	1117	4.3
Returning Rate	68	18.6	49	12.9	58	19.7	60	19.4	60	33.1

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

	2006	2007	2008	2009	2010
N	395	381	370	381	399
% Writing 0 Exams	17.7	15.9	15.3	13.8	17.7
% Writing 1+ Exams	82.3	84.1	84.7	86.2	82.3
% Writing 2+ Exams	78.2	78.5	80.0	83.5	79.5
% Writing 3+ Exams	60.7	59.2	59.5	62.0	59.2
% Writing 4+ Exams	51.4	41.2	48.2	48.2	46.2
% Writing 5+ Exams	24.8	25.2	28.2	29.5	27.2
% Writing 6+ Exams	5.7	4.8	10.4	5.1	8.4

	2006	2007	2008	2009	2010
N	395	381	370	381	399
English 30 / English Language Arts 30-1	49.6	45.7	50.3	50.7	44.4
English 33 / English Language Arts 30-2	29.4	34.4	31.9	33.9	35.3
Total of 1 or more English Diploma Exams	78.5	79.5	80.5	83.7	78.9
Social Studies 30	44.8	40.2	45.7	40.9	2.5
Social Studies 30-1	n/a	n/a	0.0	0.0	35.8
Social Studies 33	34.2	38.3	35.9	42.8	4.5
Social Studies 30-2	n/a	n/a	0.0	0.0	37.1
Total of 1 or more Social Diploma Exams	77.7	77.4	80.0	83.5	78.9
Mathematics 30 / Pure Mathematics 30	36.5	29.9	37.0	35.4	33.3
Mathematics 33 / Applied Mathematics 30	18.0	23.6	15.9	18.6	17.8
Total of 1 or more Math Diploma Exams	52.7	53.3	52.4	53.8	50.6
Biology 30	26.8	26.5	32.7	32.5	36.3
Chemistry 30 Old	30.1	30.2	29.5	2.1	0.0
Chemistry 30	n/a	n/a	n/a	25.7	26.6
Physics 30 Old	15.9	12.3	16.2	0.8	0.0
Physics 30	n/a	n/a	n/a	11.0	13.8
Science 30	15.4	7.9	15.4	17.1	13.8
Total of 1 or more Science Diploma Exams	56.2	45.9	54.1	52.5	51.9
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	0.0	0.0	0.0	0.0	0.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
4 Year	348	30.2	389	27.8	380	29.0	369	29.3	382	30.4
6 Year	340	58.8	339	48.3	347	52.6	390	53.3	381	54.0

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	2006	2007	2008	2009	2010
Total Grade 12 Students	368	358	359	360	370
Percent Eligible for Scholarship	57.3	56.1	57.4	58.3	56.8

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	368	199	54.1	173	47	105	28.5	211	57.3
2007	358	187	52.2	162	45.3	83	23.2	201	56.1
2008	359	195	54.3	157	43.7	98	27.3	206	57.4
2009	360	194	53.9	163	45.3	105	29.2	210	58.3
2010	370	189	51.1	167	45.1	98	26.5	210	56.8

Comments on Results:

- We are proud to indicate that these results include students at our main campus as well as our Outreach.
- The percentage of our students who drop out of school remains low.
- Percentage of students scoring at the standard of excellence continues to fluctuate.
- We try to balance encouraging students to write 4+ diploma exams with also encouraging them to create a diverse program that includes complementary programs.
- We continue to see improvement in our transition rates to post-secondary institutions.

Strategies:

- Conversations with parents of students registering for Grades 11 and 12 regarding the students' programs.
- Focus on improving communication with parents and students regarding informed decisions on program choices, including complementary and core programs (a "Coles Notes" version of our registration book has been posted online).
- Continue to support department collaboration and professional development around program enhancement and planning. Department goals focus on improving acceptable standard and standard of excellence.
- Continue to commit staff to Alberta Education/PD initiatives and capitalize on that expertise.
- Continue to focus on critical thinking skills and lesson planning to improve upon and develop these skills (AISJ).
- Develop school-based measures to determine performance in complementary programs (credits earned, percentage who transition to apprenticeship, etc.).

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.	72.6	68.9	75	77	80
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.	73.6	72.4	74	76	78

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	80	51.6	408	60.5	352	66.9	350	67.3	500	72.6
Parent	80	51.6	80	44.9	68	55.0	59	55.1	74	59.0
Student	n/a	n/a	287	51.7	242	57.6	240	62.6	371	67.7
Teacher	n/a	n/a	41	84.8	42	88.0	51	84.2	55	91.2
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	80	61.3	119	74.6	109	70.2	109	73.3	126	73.6
Parent	80	61.3	78	59.0	67	64.2	58	60.3	72	63.9
Teacher	n/a	n/a	41	90.2	42	76.2	51	86.3	54	83.3

Comments on Results:

- Our students continue to effectively model the characteristics of active citizenship – has improved significantly since 2007, especially with students and teachers.
- We continue to make progress on reinforcing appropriate attitudes and behaviours to increase the likelihood of success at work.
- This continues to be a major focus of our student work at MCHS and MCHS Outreach – we are pleased to see continued improvement.

Strategies:

- Re-vamping our technology-based programs to better align with the needs of 21st C citizenship.
- Continue to focus on embedding technology in our classes (as a necessary tool rather than a novelty) – continue to focus PD on this area of growth utilizing the skills of our TIA.
- Reporting on citizenship and social responsibility.
- Continue to focus on effective skills for the world of work (being on time, taking personal responsibility, etc).
- Continue to focus on exposing students to guest speakers that encourage them to consider CSR on a global level (e.g. Amanda Lindhout, Romeo Dallaire).

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.	87.0	86.3	88	89	90
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.	82.1	81.9	83	84	85
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.	82.3	79.8	83	84	85

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	80	83.1	409	85.3	352	87.0	350	86.7	500	87.0
Parent	80	83.1	81	80.5	68	81.0	59	80.7	74	80.5
Student	n/a	n/a	287	78.5	242	83.9	240	84.1	371	85.8
Teacher	n/a	n/a	41	96.7	42	96.0	51	95.4	55	94.5

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	80	76.6	409	81.6	352	81.7	350	82.4	500	82.1
Parent	80	76.6	81	77.2	68	79.3	59	74.5	74	73.7
Student	n/a	n/a	287	71.6	242	75.0	240	78.8	371	79.1
Teacher	n/a	n/a	41	96.0	42	90.7	51	93.9	55	93.4

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	80	71.4	408	76.0	352	84.2	350	79.1	499	82.3
Parent	80	71.4	80	65.8	68	80.9	59	70.1	74	77.9
Student	n/a	n/a	287	72.6	242	79.0	240	76.6	370	78.9
Teacher	n/a	n/a	41	89.7	42	92.8	51	90.5	55	90.2

Comments on Results:

- Parent satisfaction with access to programs is low compared to the satisfaction expressed by students and teachers. Exploration of this discrepancy is required, but as these are parents of our Grade 10 students, we are concerned it may be because our programs are over-subscribed and therefore students cannot get in to every complementary course they request. Parent satisfaction in Grade 11, as shown by the PSD satisfaction survey appears much higher (92% compared with 79%).
- Our staff clearly understand and support all of the creative initiatives regarding programs at MCHS.

Strategies:

- We continue to enhance and refine our programs to meet the changing needs of student population.
- Continue to mandate full course-load for grade 10 students, including complementary courses.
- Continue to promote WEX and RAP, Green Certificate, and Skills Canada as a tie to the world of work.
- Continue to showcase our programs through our annual Grade 9 Open House.
- Continue to enhance customer service opportunities in CTS courses.
- Continue to use CSR speakers to promote the importance of caring for others and the environment – critical challenge follow-up lessons to further enhance this learning and practice.
- Establish a weekly “good news” submission to the local paper.
- Continue to promote our “branding” as a community that promotes learning, caring, and respect.
- Students continue to accept and acknowledge their responsibility as a caring, respectful citizen by signing a declaration of acceptable behavior.

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.	73.1	73.7	74	75	76
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.	77.5	73.6	78	79	80

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	80	67.4	121	73.7	110	74.7	110	72.8	129	73.1
Parent	80	67.4	80	61.7	68	65.9	59	68.0	74	62.5
Teacher	n/a	n/a	41	85.7	42	83.5	51	77.5	55	83.7

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	78	73.1	406	68.4	352	78.1	345	74.2	497	77.5
Parent	78	73.1	80	61.3	68	72.1	59	64.4	74	71.6
Student	n/a	n/a	287	66.9	242	74.1	240	84.3	371	85.9
Teacher	n/a	n/a	39	76.9	42	88.1	46	73.9	52	75.0

Comments on Results:

- Students have a different perspective on school improvement than teachers and parents.
- Parental satisfaction with their involvement in decisions about their child's education remains steady but lower than desired.
- Parental satisfaction with school improvement has markedly improved since 2010.

Strategies:

- More concerted effort to involve parents – better web presence (informative, up-to-date website and Facebook), Twitter, on-hold information.
- Parents online access to marks and attendance, through HomeLogic (goal 2012).
- Encourage regular, timely email access from teachers to parents.
- Staff continually re-examine their practices under the umbrella of “learning, caring, and respect”.
- Learning coaches collaborate with teachers to improve learning for all students (training & collaboration for four Learning Coaches).
- Collaborate with outside agencies and community members to continue development of student leadership in the areas of citizenship and social responsibility.

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.	11.0	7.2	8.0	6.0	4.0
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	45.5	46.6	50	60	70
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	89.5	80.7	89	89	90
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	0	10.8	10	12	15
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	27.3	26.7	30	40	45
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	28.9	45.6	40	45	50
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	37.5	31.7	45	50	55

Comments on Results:

- This year's FNMI drop-out rate is significantly higher than previous years. We believe this is an anomaly and close observation will tell.
- This year's high school completion and Rutherford Scholarship rates are back up to where they traditionally have been. Although these rates are significantly below that of the rest of our students, they remain significantly above provincial FNMI results.
- Our FNMI student results at the acceptable standard on diploma exams have shown a marked increase this year. This is an area of focus and we are hopeful that these results show the beginning of a positive trend.
- This year's standard of excellence results are clearly disappointing, but we believe it to be an anomaly.

Strategies:

- Continue to develop strategies to directly communicate with FNMI families (telephone calls).
- Continue to work through PSD to establish and maintain strong educational ties with PFN Education Authority.
- Continue to provide strong role models for FNMI families such as FNMI staff members, and strong ties with PFN community members.
- Our Aboriginal Liaison workers continue to promote positive relationships and student leadership opportunities.
- Continue to celebrate Aboriginal culture on an ongoing basis (such as celebrating Aboriginal Day, Invitational Aboriginal Floor Hockey tournament, Aboriginal Leadership Projects).
- Continue to provide individual program plans for each FNMI student.

Meeting the Needs of Diverse Learners

Specialized Programming:

Numerous programs to support needs of students with specific learning needs and those students who are at risk:

- PLACE (Practical Living and Community Education) – designed to meet the needs of those students who have severe physical and learning needs.
- MAP (Modified Academic Program) – a 3-year transition program designed to meet the needs of students with moderate delays in cognitive abilities and adaptive behavior.
- Supported classes in English and Social at Grade 10 for students who can succeed in regular programming with the assistance of an EA, smaller class sizes, and designated “academic support” time.

Supports

- Outreach Program – designed to provide flexible programming for those students who require a non-traditional setting to complete high school.
- Aboriginal Liaison workers who work directly with students from Paul Band to address and promote cultural activities, student leadership, and also to support social needs.
- Academic Support – structure to support students with IPPs or those who are otherwise at risk.
- Learning Coaches – work with teachers to develop capacity in supporting the specific learning needs of all students.

Meaningful Complementary Programming

- We offer a multitude of CTS, Fine Arts, and Second Languages programming, providing programs of choice for all our students while they earn credits toward their high school diploma.
- Outreach offers “crash-CALM” as well as scheduled in-services on 1-credit modules to promote completion of requirements.
- Summer school – an intense, 4-week program for students who wish to complete courses outside of the regular school year.
- An extensive off-campus education program, including RAP, Green Certificate, and Work Experience.
- Numerous cultural trips (Eco trip to Costa Rica, Cultural Exchange to Germany, Cultural Exploration to Europe each year).

Successes:

- Increased graduation and transition to post-secondary rates of our FNMI learners.
- Increased inclusion/transition rates of learners in MAP to main-stream or world of employment.
- Increased enrollment in RAP as a move toward apprenticeship.
- Increased number of students willing to compete at Skills Canada (and do extremely well).
- Increased number of Outreach students who score at the standard of excellence, and the acceptable standard on diploma examinations.

Challenges:

- Ways to increase/maintain teaching staff for full-time CTS programs (we have more students who wish to take CTS programs than space permits).
- Continue to find/offer/support PD that encourages teachers to remain innovative and creative, to use technology effectively, and to differentiate instruction.
- Continue to provide supports to our Paul First Nation students (i.e. liaison workers, cultural events, effective transition supports/strategies).
- Continue to staff Outreach at the level appropriate to maintain its successes.
- Remain consistent with Alberta Education’s inclusive model of education while supporting the needs of the students who fall outside the traditional areas of academic programming.

Professional Development Plans

As a learning institution, the importance of continual growth is not only focused on students, but on our staff members as well. Professional learning at MCHS has a focus that continues from the 2010-11 school year in the following areas:

1. Professional Learning Communities & Pyramids of Intervention – staff attended the PSD-sponsored “Pyramids of Intervention” Conference in the fall.
2. Critical Thinking – AISI focus – Our critical thinking focus centres on subject-specific areas as well as global citizenship. Two guest speakers will speak to our students during the 2011-12 school year. Lessons surrounding critical challenges based on these speakers will be created and used as a build-up and follow-up to these assemblies. Individual departments spent significant time developing lessons that included critical challenges during the 2010-11 school year, and this focus (with an increased emphasis on using the term “critical” thinking) will continue for the 2011-12 school year.
3. Assessment – the main focus of individual department professional growth. A standard, MCHS assessment policy, based on PSD assessment guidelines was developed during the 2010-11 school year. The 2011-12 school year sees the implementation of this policy as well as department work on creating appropriate formative and summative assessment tasks, working within the context of improving student learning. Twenty staff attended the annual AAC conference in October. Departments have already collaborated significantly on this area of development. We will continue to support this collaboration through the regularly scheduled PD days as well as taking time during the school year for teachers to meet with each other.
4. Improving Student Engagement through Technology – as students will now have access to a Wi-Fi network through which they can use personal electronic devices and as such, we understand teachers need to utilize these devices (and others) to increasingly engage students. Our TIA, along with a teacher in charge of Innovation and Technology will work with individual staff (teachers and EAs) to develop meaningful learning experiences. Ten MCHS staff members are participating in the PSD-sponsored “Learning Leader” project.

As a whole, we expect that our staff will continue to grow as learners and professionals, with the ever-present goal of improving teaching and learning. These initiatives were developed by representatives from each area of our school as part of our leadership team duties. This team includes administrators, coordinators, and department heads. Teacher growth plans, as part of the expectation that they should align with school goals, will have at least one component that focuses on one or more of these priorities.

Future Challenges

Goal One: Success for Every Student

- Work needs to be done to improve the percentage of students who achieve the standard of excellence on diploma exams.
- Although the percentage of students who score at the Acceptable standard on diploma exams is higher than the provincial average, the current result is lower than previous years. This will need to be continually observed.
- We continue to encourage more students to complete diploma exams in mathematics and science.
- We continue to work to increase the percentage of students who transition to post-secondary.
- The percentage of teachers, parents, and students who believe we have a safe and caring school has increased, but still remains lower than the provincial results.
- We continue to work to increase completion rates for our Outreach students.

Goal Two: Transformed Education through Collaboration

- We continue to work to improve upon and provide more opportunities for parental involvement in decision-making and in their child's learning experiences. Our results are increasing but there remains room for improvement.
- Survey results indicate that, although improvement has been noted, work remains to be done in increasing parental satisfaction with students' access to special needs services. We continue to focus communication with parents and feeder schools in this regard.
- The percentage of parents, teachers, and students who indicated that MCHS shows continued improvement, continues to increase but still remains lower than the provincial results.

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

- The high school completion rate for our FNMI students is high compared to the province, but lower than desired.
- The high school drop-out rate for our FNMI students increased in 2010 – this will need to be monitored closely.
- We continue to work towards an increased participation of FNMI students in writing diploma exams.

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	11%	24%	n=14	14%		90%	67%	73%	86%	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)	97%	90%		92%	88%	83%	100%	98%	
School Characterized by dignity, respect, and caring	86%	87%		95%	85%	86%	93%	87%	
Dignity & Respect				91%	81%	78%			
Friends at school				98%	97%	97%			
Safe environment:				93%	88%	87%			
Building	89%	88%		96%	92%	93%	96%	89%	
Classroom				87%					
Grounds	74%	80%							
Students are treated fairly	87%	91%		93%	82%	80%	98%	96%	
Satisfaction with the variety of program choices available	92%	84%			93%	79%	99%	95%	
Teachers use computer technologies to help learn	92%	89%		95%	90%	86%	97%	90%	
Technology improves student learning				92%	84%	83%			
The School/Teachers provide help and support	83%	87%		96%	89%	83%			
Process to respond to needs of at-risk students							95%	83%	
Parents satisfaction with access to special needs services ¹	79%	71%							
Parents satisfaction with timeliness of special needs services ¹	77%	72%							
Students with special needs are meeting their IPP goals ¹	77%	76%					95%	88%	
Responsive Programming / Curriculum	92%	88%					90%	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	81%	74%			72%	73%	85%	86%
Students are prepared for post-secondary studies	87%	78%			87%	81%		
Students have information re: next steps in learning programs	92%	88%			94%	84%		
Satisfaction with career planning assistance	62%	54%			80%	68%		
Students are being prepared to be good citizens	86%	92%		96%	73%	75%	93%	93%
Students know how they should behave				99%	98%	97%		
Satisfaction with progress and achievement of your child	95%	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	78%	86%					86%	82%
School's effort to involve parents in child's learning experiences	78%	86%					92%	95%
Satisfaction with involvement of special needs specialists ¹	60%	65%						
Satisfaction with quality of special education services overall ¹	77%	71%						
School Council has meaningful role							90%	90%
Teachers are available discuss child's education	87%	93%						
School always works to improve the quality of education offered	89%	89%					96%	98%
Way school informs about progress & achievement	76%	86%		94%	90%	86%	96%	98%
Satisfaction with communications from the school/Division	74%	89%					81%	88%
Satisfaction that educational dollars are well spent in school	92%	80%						
Access to Professional Development activities							88%	90%
Quality of professional development activities							85%	87%

A.I.S.I.

Project Title: Challenging Students to Think Critically

Main Goal: Our students will be strong critical thinkers and demonstrate excellent citizenship and social responsibility skills.

Number of staff involved: Four lead teachers directly involved with the project at the division level, but each of our teachers (59) is responsible for developing lessons/activities that focus on critical thinking, both curricular and CSR-focused.

Significant Outcomes

- We have learned that many of our lessons already incorporate critical challenges and focus on critical thinking. With a more concerted focus, we have begun to develop a common language and centre on thinking with a critical focus. We do however, need to focus on using the terminology more regularly to make students aware that what they are doing is “critical thinking”. Lead Teachers are working with staff to identify CT strategies and to build and implement more opportunities, and remain actively engaged in TC² sessions as facilitated by Division Office.
- Our focus on thinking critically about citizenship and social responsibility has encouraged students to become more involved in local, national, and international causes.
- Our focus on critical literacy at the grade 10 level has begun to show success in student reading and writing. These students show increased success at both the Grade 10 and 11 levels.
- Members from each department work with representatives from TC² to develop critical challenges based on curricular lessons.

What is working well?

- Lessons developed around CT have proven to be successful. Staff are developing a strong understanding of CT strategies.
- Citizenship and Social Responsibility, and thinking critically about local, national, and international issues has increased awareness and willingness to contribute in our students.
- Collaboration among teachers and supports provided by lead teachers.

What did not work well?

- Overall, this project is working well, but we do have room for improvement on targeting the specific language around critical thinking – reminding students that the tasks they are completing involve critical challenges and informed judgments will help to inform them of their own ability to think critically.

Outline and explain any program adjustments made during the year.

- No adjustments were made during the 2010-11 school year, but the project will be scaled back somewhat this school year, due to a decrease in funding. We will continue to develop critical challenges in classes but will focus only two critical challenges on CSR.

Specify how you shared and celebrated your AISI project and findings.

- Lead teachers share at each CT/AISI meeting and at staff meetings.
- Students participated in a critical challenge focused on Earth Week.
- CSR activities and accomplishments were shared in each newsletter.
- CSR/CT activities shared and discussed at each School Council meeting.

Explain any unanticipated results or effects.

- Students take responsibility by initiating CSR projects – critically selected by their understanding of school, community, and global needs.

Results for School-based Performance Measures

Professional Development

- Increased access to, and utilization of professional development activities
 - 2010/11 saw a 10 % increase in participation in professional development activities among teaching staff (areas of priority: assessment, professional learning communities, critical thinking).
 - 94% of teaching staff are satisfied with their access to professional development opportunities (up from 83% in 2010).

Learning, Caring and Respect – our School Focus

- Continued increase in percentage of staff, parents, and students who agree our students model the characteristics of active citizenship (72.6% compared to the previous 3-yr average of 64.9%).
- Continued, high percentage of students who feel staff-student relationships demonstrate high levels of respect (81% for the past two years).
- 98% of students believe we offer opportunities to be involved in activities outside of school.

Increased Program Development and Success

- Increased enrolment and retention in complementary programs of Art, Drama, and Music.
- Increase in CEUs earned through Outreach courses (5052 credits earned in 2009/10 – approximately 25% increase from 2008/09).
- Increased number of visits by counselors to feeder schools (all feeder schools were visited).

Successful Student Learning

- 88% of Grade 12 students are satisfied with the quality of education they receive at MCHS (remains consistently high).
- 93% of students feel informed about the criteria used to assess their work.

Measure Category	Measure Category Evaluation	Measure	Memorial Composite High 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	Safe and Caring	82.3	79.1	79.8	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	Program of Studies	82.1	82.4	81.9	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	87.0	86.7	86.3	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		Drop Out Rate	4.3	4.4	4.2	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	70.8	74.5	72.9	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.3	79.1	78.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.6	19.4	18.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	84.6	85.0	87.6	82.6	83.4	84.0	Intermediate	Declined	Issue
		Diploma: Excellence	13.9	15.7	16.5	18.7	19.0	18.9	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	46.2	48.2	45.9	54.9	53.5	53.5	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	56.8	58.3	57.3	59.6	56.9	57.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	54.0	53.3	51.4	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	73.6	73.3	72.7	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	72.6	67.3	64.9	81.9	81.4	79.9	Intermediate	Improved Significantly	Good
Parental Involvement	Issue	Parental Involvement	73.1	72.8	73.7	79.9	80.0	79.4	Low	Maintained	Issue
Continuous Improvement	Good	School Improvement	77.5	74.2	73.6	80.1	79.9	78.8	High	Improved	Good

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: _____

Memorial Composite High

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Grade 10 Allocation	\$2,525,524	\$2,305,974
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 10 Allocation Rate	\$5,132.43	\$4,986.66
Grade 10 CEU Average Factor	41.50 CEU	41.50 CEU
Grade 10 Enrolment	415 students	390 students
Grade 11 Allocation	\$1,909,265	\$1,795,198
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 11 Allocation Rate	\$5,132.43	\$4,986.66
Grade 11 CEU Average Factor	35.00 CEU	36.00 CEU
Grade 11 Enrolment	372 students	350 students
Grade 12 Allocation	\$1,605,718	\$1,555,838
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 12 CEU Average Factor	30.00 CEU	30.00 CEU
Grade 12 Allocation Rate	\$5,132.43	\$4,986.66
Grade 12 Enrolment	365 students	364 students
CTS Allocation	\$524,460	\$403,203
CTS CEUs Tier 1	1,800 CEU	1,600 CEU
CTS CEUs Tier 2	680 CEU	770 CEU
CTS CEUs Tier 3	5,880 students	4,400 students
CTS Tier 1 Allocation Rate	\$40.86	\$39.83
CTS Tier 2 Allocation Rate	\$51.46	\$49.97
CTS Tier 3 Allocation Rate	\$70.73	\$68.41
Level 6 Code 41 Allocation	\$0	\$19,035
Level 6 Code 41 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 41 Enrolment	0 students	1 students
Level 6 Code 42 Allocation	\$255,797	\$114,211
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	15 students	6 students
Level 6 Code 43 Allocation	\$85,266	\$57,105
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	5 students	3 students
Level 6 Code 44 Allocation	\$341,062	\$266,491
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	20 students	14 students
Level 6 Code 45 Allocation	\$17,053	\$19,035
Level 6 Code 45 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 45 Enrolment	1 students	1 students
Special Needs Pending	\$0	\$95,176
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	5 students
English Second Lanuage Allocation	\$4,621	\$1,126
English Second Lanuage Allocation Rate	\$1,155.21	\$1,126.02
ESL Enrolment	4 students	1 students

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

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
First Nation Grade 10-12 Allocation	\$14,259	\$16,215
First Nation Grade 10-12 Allocation Rate	\$396.07	\$386.06
Grade 10-12 First Nation Enrolment	students	42 students
Grade 10-12 First Nation Enrolment (330)	36 students	
First Nation Liaison Worker	\$64,255	\$62,133
FNMI Allocation	\$67,103	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	64 students	
FNMI factor	\$0.1906	
AISI Allocation	\$80,887	\$100,000
Innovative Technology Funding Allocation	\$0	\$42,994
Career and Technology Studies Funding Allocation	\$0	\$97,659
Transfers to from Other Sites	(\$125,591)	(\$98,793)
Surplus / Deficit Carryforward	\$175,881	\$489,341
Salary Conversion	\$28,514	
Total Site Allocation	\$7,574,073	\$7,341,940
% of Revenue And Allocations To Budget Center	98%	99%

Provincial Priority Targeted Funding	2011-12 Finalized Budget	2010-2011 Finalized Budget
Children and Youth with Complex Needs	\$35,254	
Total Provincial Priority Targeted Funding	\$35,254	
% of Revenue And Allocations To Budget Center	0%	

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$90,000	\$50,000
Total Individuals	\$90,000	\$50,000
% of Revenue And Allocations To Budget Center	1%	1%

Other	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Revenue	\$10,000	\$0
Total Other	\$10,000	\$0
% of Revenue And Allocations To Budget Center	0%	0%

Total Revenue And Allocations To Budget Center	\$7,709,327	\$7,391,940
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$5,358,084	\$4,997,291
% of Expenditures	70%	68%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$1,425,094	\$1,282,260
% of Expenditures	18%	17%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$150,693	\$136,294
% of Expenditures	2%	2%

* - 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
Miscellaneous Services	\$2,100	\$2,100
Support Services	\$45,887	\$45,000
Other Prof/ Tech Services	\$32,000	\$12,000
Postage	\$15,500	\$15,500
Printing	\$7,500	\$5,500
Advertising	\$2,000	\$2,000
Telephone & Fax	\$8,000	\$8,000
Travel	\$15,000	\$10,000
Subsistence	\$20,000	\$20,000
Staff Development	\$50,000	\$55,000
Contracted Transportation	\$42,000	\$35,000
Maint & Repair Equipment	\$10,000	\$10,000
Maint & Repair Vehicles	\$10,000	\$10,000
Equipment Rental	\$30,000	\$30,000
Facility Rental	\$31,000	\$25,000
Membership Fees	\$1,000	\$2,500
Registration Fees	\$15,000	\$15,000
Subscriptions	\$1,000	\$1,000
Supplies	\$150,000	\$150,000
Textbooks	\$50,000	\$55,000
Media Materials	\$23,000	\$25,000
Software	\$22,000	\$20,000
Furniture & Equip Under 5000	\$25,000	\$25,000
Technology Intergration	\$66,274	\$100,000
Acquisition of Prop & Equip Capital	\$20,000	\$80,000
Labour Transfer to other sites	\$20,000	\$55,000
Supplies & Services Transfers to other sites	\$40,000	\$25,000
Transfer to Reserves (Contingencies)	\$21,195	\$137,495
Total Contracted/General Services and Supplies	\$775,456	\$976,095
% of Expenditures	10%	13%

Total Expenditures	\$7,709,327	\$7,391,939
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$7,709,327	\$7,391,940
Total Expenditures	\$7,709,327	\$7,391,939
Variance	\$0	\$0

Notes

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

Memorial Outreach

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Grade 10 Allocation	\$87,985	\$74,800
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 10 Allocation Rate	\$5,132.43	\$4,986.66
Grade 10 CEU Average Factor	30.00 CEU	35.00 CEU
Grade 10 Enrolment	20 students	15 students
Grade 11 Allocation	\$153,973	\$252,183
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 11 Allocation Rate	\$5,132.43	\$4,986.66
Grade 11 CEU Average Factor	30.00 CEU	30.00 CEU
Grade 11 Enrolment	35 students	59 students
Grade 12 Allocation	\$248,410	\$216,279
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 12 CEU Average Factor	22.00 CEU	22.00 CEU
Grade 12 Allocation Rate	\$5,132.43	\$4,986.66
Grade 12 Enrolment	77 students	69 students
CTS Allocation	\$3,392	\$3,288
CTS CEUs Tier 1	21 CEU	21 CEU
CTS CEUs Tier 2	8 CEU	8 CEU
CTS CEUs Tier 3	30 students	30 students
CTS Tier 1 Allocation Rate	\$40.86	\$39.83
CTS Tier 2 Allocation Rate	\$51.46	\$49.97
CTS Tier 3 Allocation Rate	\$70.73	\$68.41
Outreach Allocation	\$66,426	\$63,541
Outreach Allocation Rate	\$66,425.50	\$63,540.75
First Nation Grade 10-12 Allocation	\$11,486	\$13,126
First Nation Grade 10-12 Allocation Rate	\$396.07	\$386.06
Grade 10-12 First Nation Enrolment	students	34 students
Grade 10-12 First Nation Enrolment (330)	29 students	
FNMI Allocation	\$7,339	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	7 students	
FNMI factor	\$0.1906	
Innovative Technology Funding Allocation	\$0	\$3,393
Transfers to from Other Sites	\$125,591	\$81,440
Surplus / Deficit Carryforward	\$0	\$132,332
Salary Conversion	\$24,650	
Total Site Allocation	\$729,251	\$840,382
% of Revenue And Allocations To Budget Center	100%	100%

Total Revenue And Allocations To Budget Center	\$729,251	\$840,382
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$385,468	\$468,122

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

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
% of Expenditures	53%	56%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$225,092	\$193,282
% of Expenditures	31%	23%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$10,077	\$9,753
% of Expenditures	1%	1%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$865	\$526
Support Services	\$0	\$1,000
Other Prof/ Tech Services	\$2,500	\$4,500
Postage	\$0	\$100
Printing	\$250	\$250
Advertising	\$250	\$250
Electricity	\$6,000	\$5,000
Telephone & Fax	\$4,100	\$3,500
Travel	\$500	\$1,000
Subsistence	\$1,500	\$2,500
Staff Development	\$4,500	\$5,000
Maint & Repair Equipment	\$7,500	\$7,500
Equipment Rental	\$2,800	\$2,800
Facility Rental	\$45,000	\$57,000
Membership Fees	\$500	\$500
Registration Fees	\$500	\$500
Subscriptions	\$350	\$250
Supplies	\$5,000	\$20,000
Textbooks	\$15,000	\$20,000
Media Materials	\$500	\$500
Software	\$2,500	\$2,500
Furniture & Equip Under 5000	\$3,000	\$5,000
Technology Intergration	\$2,500	\$6,786
Labour Transfer to other sites	\$1,500	\$1,500
Supplies & Services Transfers to other sites	\$1,500	\$1,500
Transfer to Reserves (Contingencies)	\$0	\$19,262
Total Contracted/General Services and Supplies	\$108,615	\$169,224
% of Expenditures	15%	20%

Total Expenditures	\$729,251	\$840,381
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* - See the notes section for details about Line Item notes on this page

Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$729,251	\$840,382
Total Expenditures	\$729,251	\$840,381
Variance	\$0	\$0

Notes

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