



Seba Beach School 2011 – 2014 Education Plan 2010/11 Annual Educational Results Report



Parkland School Division No. 70

Excellence in Education

Updated May 2011

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School Foundation

FOUNDATIONAL STATEMENTS

Our Vision:

Seba Beach School is dedicated to the development of children. This requires not only an academic focus, but also a team approach to building a strong foundation of honesty, responsibility and respect .

Our Mission:

Our mission is to provide developmentally responsive learning environments that facilitate the academic and citizenship and social development of our students.

Success for our students

Our students are successful when they:

- (1) Enjoy learning and see learning as a lifelong journey to develop and fully realize their potential.
- (2) Display confidence in their knowledge, abilities and skills and have a positive outlook towards life and their future.
- (3) Demonstrate a high degree of responsibility, respect and honesty in their relationships with others and to themselves.
- (4) Model the characteristics of citizenship and social responsibility both inside the school and in their community

Our Principles:

- (1) Our work is first and foremost about children, their learning and development.
- (2) Effective decisions are made within an environment that supports meaningful collaboration.
- (3) Successful learning occurs in purposeful, safe and respectful environments.
- (4) People have the freedom to choose and are responsible for their decisions.

At Seba Beach School, **we BELIEVE** that:

- (1) The Seba Beach School learning community must be a safe and caring environment in which all students are treated fairly and with respect.
- (2) All students should be educated as 21st century learners, prepared for an ever changing technological world where they are required to access reliable information, think critically, problem solve and learn to work collaboratively with others.

- (3) Student progress in achieving established instructional, behavioral and social goals should be frequently and systematically monitored using a variety of assessment techniques.
- (4) Ongoing open and honest communication between students, parents and staff is central to fostering a healthy learning environment that develops and maximizes student psychological, social and intellectual growth.

School Profile

SCHOOL PROFILE

School Name: Seba Beach School
Principal: Mr. Shawn Ram
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School Profile

Student Population: 124
No. of teachers: 8
No. of support staff: 7
Grades Served: K - 9

Unique features of our school include...

- Experienced and synergistic staff
- Large variety of extra-curricular activities and off campus learning opportunities
- Strong relationships with students and families
- Excellent achievement in early years leveled reading programs
- Balanced Literacy Approach to English Language Arts instruction
- Reading Intervention Program
- Leveled Literacy Program
- Secure and safe learning environment
- High parent, student, staff satisfaction with the overall quality of the school
- Infusion of First Nation cultural perspectives throughout grades and subjects
- Large variety of exploratory options for students in grades 7-9 ranging from Metalworking to Choral

Quotes from Parent Advocates ...

- *Teachers are effective and open minded, the school embraces various cultures and most importantly my children are safe and happy...* Robbie Wikstrom, parent
- *Seba Beach School is the friendliest school on the planet – it offers a safe, caring environment, providing great opportunities for learning and teaching.*” Heather MacGregor, Parent

How we define success for our students...

Learners at Seba Beach School are successful when they can demonstrate their academic growth in various ways such as projects, teacher created assessments and/or standardized assessments. Seba Beach students demonstrate the characteristics of citizenship and social responsibility not only within the school but in their home communities as well. Our students are successful when they view learning as a continuum that they can enter from any point, and a journey which continues throughout their life.

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

- (1) *Our warm, caring and welcoming atmosphere.*
- (2) *Our students' growth and achievement in academics, sports and citizenship and social responsibility.*
- (3) *Our cohesive, collaborative and dedicated staff, and*
- (4) *Our strong parental and community support*
- (5) *Our small school (family) atmosphere, which is represented by the many parents that are always volunteering to help and many staff whom have been here for many years.*

What makes our school "great" and how do we know... *Some of the things that contribute to making Seba Beach a great school are:*

- *We are a school where **every student** has the opportunity for involvement in a wide variety of in-class, extra-curricular activities and off-site learning experiences.*
- *We are a small school where all staff develop meaningful relationships with students and families. (A place where everyone knows your name).*
- *Our celebrations of student citizenship through initiatives such as our “Pat on the Back”, “Very Impressive Student” and “Student of the Month” awards are a testament to the high calibre of students and positive attitudes that many of our children display.*
- *Our warm, caring community atmosphere is a feature many guests to the school comment on.*
- *Our positive parental support and confidence is reaffirmed in surveys, conversations and through our School Council.*
- *The amazing team work and collaboration that occurs between the staff and parents at the school, showing the commitment to our students, learning and citizenship.*
- *All of our students are engaged, participating and enjoying being part of the school.*

Trends and Issues

EMERGING TRENDS AND ISSUES

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

Student Population

Enrollment at Seba Beach School continues to decline from year to year. More students complete grade nine moving into High School than those who register in Kindergarten. In addition, we typically see several families move out of the Seba Beach community each year to larger centers. While the number of students in our catchment area continues to decline, it is important to note that the number of students from Paul First Nation has typically remained fairly consistent, with approximately 40% of students at Seba Beach School being First Nations. This consistent decrease in enrollment brings many challenges, one of which has been our transition to combined grades classes from Kindergarten to Grade Nine. Teachers and support staff continue to learn and explore how to program effectively for these grade configurations.

Achievement

Scores on standardized achievement tests such as the Provincial Achievement Tests for grades 3, 6 and 9 remain as an area for continued growth and focus at Seba Beach School. Student achievement on these tests typically remains below division and provincial averages in both the acceptable standard and the standard of excellence. These results provide data which assists in our planning and programming at Seba Beach School. At Seba Beach School, with the highly transient nature of our school population we find it imperative to supplement the data gathered from Provincial Achievement Tests with various measures of student growth such as leveled reading programs, performance based assessments and standardized tests such as Highest Level of Achievement Tests to create a complete picture of student learning and achievement.

Technology

The ability to use technology to both engage the 21st century learner, in addition to assisting with instruction, student engagement, student learning and assessment continues to increase in importance. In addition, staff at Seba Beach School continue to explore the role that technology can play in combined grades classes as well as collaborative learning. As a staff at Seba Beach School, we are committed to continuing to purchase the technology required to support our learners. In addition, teachers are committed in professional growth plans to continue to use technology such as digital whiteboards (i.e. SMARTboards) and digital presenters (i.e. ELMO's) to further engagement and learning opportunities for our 21st century learners. In addition teachers are engaging in learning opportunities that focus on the integration of 21st century technologies to incorporate collaborative learning, networking and digital responsibility and citizenship.

Priorities

Parkland School Division has three priorities for the 2010 – 2013 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?

The staff of Seba Beach School recognize the importance of our School Education plan aligning with the Division Educational Plan, as well as the benefits of staff professional growth plans aligning with School Education Plans. As such, administration has ensured that the strategies embedded within the School Education Plan work towards achieving school and divisional priorities.

The strategies and initiatives listed below represent some of the work that the staff of Seba Beach School will be undertaking to ensure that divisional and school priorities are being met.

- Continued collaboration with Wabamun School, Entwistle School and Tomahawk School to offer a broad range of exploratory option courses
- Continued opportunities for Seba Beach School staff to work with other PSD schools on professional development days and throughout the school year
- Creation and implementation of a West End Professional Development Cohort for teachers (Entwistle, Seba Beach, Tomahawk, Wabamun, Keephills, Duffield)
- Emphasis on retaining a music specialist on our staff to ensure rich, meaningful learning opportunities are available
- Daily Physical Education is offered at Seba Beach School as opposed to Daily Physical Activity
- Accessing grants and funding from sources such as “Friends of Seba” and the “Alberta Initiative for the Arts”, Trans Alta etc. to provide additional expertise and learning opportunities for students
- Implementation of Moving your Mind (formerly know as OMA) Program (if available)
- Implementation of leveled reading programs Kindergarten through Grade 5 (leveled reading will be available for middle years students who have not yet completed the program by the end of grade 5)
- Implementation of a Balanced Literacy Program in early years (to be continued over the next several years)
- Implementation of a Balanced Literacy Program in middle years (to be continued over the next several years)
- Implementation of the Leveled Literacy Initiative to support struggling readers in early years classes
- Utilization of various assessment tools such as Highest Level of Achievement Tests (HLAT), Performance Based Assessments (PBA’s), Canadian Test of Basic Skills (CTBS), BRIGANCE or Canadian Achievement Tests (CAT-4) to assess student performance and growth
- Implementation of “Promoting Positive Behavior In Alberta Schools”
- Implementation of “No Put Downs Program” (in our early years classes)
- Implementation of “Beyond the Hurt” Program
- Investigate the implementation of “Rainbows” Program

Professional Development opportunities provided to staff on Professional Development days will continue to align with School Education Plan goals as well as Division Education Plan goals. In addition, all professional development opportunities accessed by staff at Seba Beach School must align with individual staff members professional growth plans, thereby meeting school and division education plan goals.

Overview of Achievements

Seba Beach School is extremely proud of the work we continue to do with our students and parents to address challenges such as student growth and achievement, citizenship and social responsibility, creating a safe and caring school environment, and working to provide quality educational opportunities for all of our students.

At Seba Beach School there is staff and parent recognition that all efforts and goals, whether academic or non-academic, ultimately lead to maximizing student learning and achievement. In particular, literacy and numeracy both receive the greatest focus through all grade levels. In an attempt to continue to develop literacy skills and habits at home and school, we are proud to have implemented a leveled home reading program from grades K-6. During 2011-2012, this program will be extended to students in grades 7-9 who have not yet completed the leveled reading program at the end of grade 6. In addition, we have one middle years teacher who will be completing her Balanced Literacy training during the 2011-2012 school year, with another middle years teacher beginning Balanced Literacy training in the 2011-2012 school year. Finally, in order to continue to support those early years learners who require significant support to develop their reading skills, we have implemented a reading intervention program which will be continued during the 2011-2012 school year. A number of instruments and measures are used to assess both growth and achievements of our students.

**It is important to recognize that because Seba Beach School is a small school, consisting of 140 students, all statistical results identified within this report are based upon small student and parent sample sizes.*

PROVINCIAL ACHIEVEMENT TEST RESULTS (See Appendix A)

PARKLAND SATISFACTION SURVEY 2010-2011

Note: Parent Participation in the satisfaction survey for the 2010-2011 school year was extremely high, with 22 parents returning their surveys. This is an increase of over approximately 250% from the previous year and represents 44% % of possible respondents.

- a. 100% of parents are satisfied with:
 - the school's effort to improve your child's computer technology skills
 - the way computer technologies are used by your child's teachers to enhance learning
 - your child's class size
 - the educational progress and achievements of your child
 - the communication you receive from the school
 - that teachers are available to discuss your child's education
 - the effectiveness of the principal
 - the quality of learning resources available to your child
 - the overall quality of education your child receives
 - that the school always works to improve the quality of education it offers to students

- b. 100% of students in grades 3 and 6 responded that:
 - I have friends at school

- Adults at the school care about me
 - Teachers use computer technologies at school to help me learn better
 - My school is helping me learn to be a good citizen
 - Teachers provide the help and support I need
 - I like my school
- c. 100% of students in grade 9 responded that:
- I have friends at school
 - I know how I should behave at school
 - I feel safe in the school building
- d. 100% of staff are satisfied that Seba Beach School:
- That your school’s research work in AISI is improving teaching and learning in your school
 - With the safety of the school or work site environment
 - That your school or work site is a good place to work
 - That the staff work well together
 - That the school tries to continually improve the quality of education it offers to students
 - That student assessment information is used both to help improve student performance and to improve instruction
 - With the overall quality of education offered in your school

RESULTS FOR SCHOOL-BASED PERFORMANCE MEASURES – Highest Level of Achievement Test (HLAT)

Grade	Students at Excellence	Students at Proficient	Students at Adequate	Students at Limited	Students below grade level	Number of IPP's
One	12.0%	0.0%	25.0%	25.0%	38.0%	
Two	0.0%	17.0%	38.0%	28.0%	22.0%	7
Three	0.0%	36.0%	21.0%	0.0%	43.0%	4
Four	0.0%	33.0%	11.0%	0.0%	56.0%	5
Five	0.0%	40.0%	0.0%	30.0%	30.0%	0
Six	29.0%	0.0%	36.0%	14.0%	21.0%	
Seven	0.0%	23.0%	8.0%	23.0%	46.0%	
Eight	7.0%	14.0%	21.0%	21.0%	36.0%	
Nine	12.0%	33.0%	33.0%	0.0%	22.0%	

RESULTS FOR SCHOOL-BASED PERFORMANCE MEASURES – Canadian Test of Basic Skills (CTBS)

Grade	Reading Growth	Math Growth	Students in LA at Grade Level	Students in Math at Grade Level	Students in Science at Grade Level	Students in Social at Grade Level
One	0.30	NA	63.0%	63.0%	100.0%	100.0%
Two	0.60	0.90	61.0%	94.0%	94.0%	89.0%
Three	0.90	1.00	64.0%	100.0%	93.0%	100.0%
Four	0.50	0.90	33.0%	100.0%	33.0%	100.0%
Five	0.79	0.60	90.0%	70.0%	100.0%	100.0%
Six	0.79	1.20	100.0%	100.0%	100.0%	100.0%
Seven	-0.30	0.28	75.0%	94.0%	94.0%	81.0%
Eight	0.00	-1.50	58.0%	65.0%	82.0%	65.0%
Nine	0.30	0.48	67.0%	67.0%	67.0%	58.0%

OCTOBER ACCOUNTABILITY PILLAR RESULTS

a. *Seba Beach School continues to make strides with all three goals identified in Parkland School Division as supported by our recent results in the Accountability Pillar Summary. We are extremely proud that every measure within all three goals showed a significant increase from the previous years' result. Some of the results we would like to celebrate are:*

- Safe and caring schools increase from 78.4% (2010) to 91.9%
- Education Quality increase from 89.6% (2010) to 97.4%
- Work preparation increase from 75% (2010) to 89.9%
- Citizenship increase from 77.4% (2010) to 84.6%
- Parental involvement increase from 75% (2010) to 91.7%
- School improvement increase from 78.7% (2010) to 83.2%
- PAT : Acceptable Standard increase from 58% to 62%
- PAT : Excellence Standard increase from 12% to 14%

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.**	62.1	58.6	64	66	68
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	13.6	9.5	14	15	16

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	24	16	10	7	14
		Acceptable Standard (%)	75	81.3	70	71.4	92.9
		Standard of Excellence (%)	12.5	18.8	0	28.6	21.4
	Mathematics 3	Students Enrolled	24	16	10	7	14
		Acceptable Standard (%)	70.8	68.8	70.0	71.4	64.3
		Standard of Excellence (%)	8.3	18.8	10	28.6	14.3
Grade 6	English Language Arts 6	Students Enrolled	25	19	18	21	14
		Acceptable Standard (%)	64	57.9	50.0	66.7	57.1
		Standard of Excellence (%)	16	10.5	5.6	4.8	14.3
	Mathematics 6	Students Enrolled	25	19	18	21	14
		Acceptable Standard (%)	60.0	47.4	55.6	42.9	42.9
		Standard of Excellence (%)	8	5.3	5.6	0	0
	Science 6	Students Enrolled	25	19	18	21	14
		Acceptable Standard (%)	76	57.9	61.1	52.4	50.0
		Standard of Excellence (%)	32	10.5	11.1	4.8	7.1
	Social Studies 6	Students Enrolled	25	19	18	21	14
		Acceptable Standard (%)	60.	52.6	N/A	38.1	35.7
		Standard of Excellence (%)	20	0	N/A	0	0
Grade 9	English Language Arts 9	Students Enrolled	22	16	13	16	12
		Acceptable Standard (%)	59.1	66.7	42.6	50.0	50.0
		Standard of Excellence (%)	0	13.3	0	18.8	16.7
	Mathematics 9	Students Enrolled	22	16	13	16	12
		Acceptable Standard (%)	45.5	37.5	50.0	43.8	33.3
		Standard of Excellence (%)	0	12.5	0	18.8	0
	Science 9	Students Enrolled	22	16	13	16	12
		Acceptable Standard (%)	59.1	50	53.8	56.3	58.3
		Standard of Excellence (%)	9.1	0	7.7	18.8	8.3
	Social Studies 9	Students Enrolled	22	16	13	16	12
		Acceptable Standard (%)	45.5	60	N/A	37.5	25.0
		Standard of Excellence (%)	4.5	6.7	N/A	37.5	25.0

Comments on Results:

Overall there has been a four percent increase in students at Seba Beach achieving the Acceptable Standard level.
 Overall there has been a two percent increase in students at Seba Beach achieving the Standard of Excellence.
 Grade 3 students at Seba beach, on a three year average scored higher than the overall student average in respect to Language.
 Last years testing results reveal that aside from Grade 3 Language Arts, Seba Beach continues to have results lower than both Parkland School Division and the Province.
 To address the concern in respect to the achievement we have ensured that in the area of literacy we have teachers that are taking the Balanced Literacy program.
 By the end of 2012-2013 school year all of our middle years students will have access to the Balanced Literacy program, therefore addressing the significant decline in grade nine students achieving the acceptable standard.
 The strategies employed in the early years program appear to be having significant positive results, staff should assess and determine which strategies and tools can be used in middle years to attain the same results.

Strategies:

Literacy and Numeracy Strategies:

Seba Beach School will continue to focus on the development of literacy skills in students K-9 through the application of the following initiatives:

- Implementation of Leveled Home Reading program K-5 (students in grades 6-9 will also have access to this program if they have not completed it prior)
- Implementation of a Balanced Literacy approach to English Language Arts Instruction
- Continued focus on principles of Power of Ten for Mathematics
- Each teacher will be provided with release time to collaborate with same grade colleagues within another PSD school
- Utilization of various assessment tools such as Highest Level of Achievement Tests (HLAT), Performance Based Assessments (PBA's) and Canadian Test of Basic Skills (CTBS) to assess student performance and growth
- Provide appropriate programming for students not working at grade level through the use of Individual Program Plans and alternate programs such as Knowledge and Employability (K&E) where possible
- Provide continued professional development opportunities for staff as they continue to implement assistive technology such as Read and Write Gold and SMARTboards as an instructional tool
- Provide professional development opportunities surrounding early years literacy
- Implement assistive technology such as Read and Write Gold and SMARTboards as an instructional tool
- Continued building number of laptop computers available for classrooms as well as continuing to develop "pods" of desktop computers within classrooms
- Explore how the impending development of WiFi will support student learning and achievement
- Provide staff with the opportunity and resources to network with teachers globally for information and resources.

Diverse Learning Opportunities

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the application of the following initiatives:

- Implementation of Moving Your Mind K-4 (formerly known as Opening Minds Through the Arts).
- Continued focus on infusion of critical thinking throughout core subject areas in grades K-9.
- Continued use of Academic Support block for students in grades 7-9.
- AISI lead teacher will co-plan and co-teach at least one critical thinking lesson with each teacher K-9 during the 2011-2012 school year.
- Provide students with the opportunity and resources to network with student globally for information, resources and learning opportunities.
- Using online and open source assistive technologies
- Introduce where applicable the use of collaborative social media to connect and network educationally
- Being students understanding and responsibilities associated with digital citizenship and leadership.
- Ensuring where required academic modifications are made and noted to allow for continued success.
- Focusing on the skills approach to learning and reporting which places focus on individuals.

Goal One: Success for Every Student

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.6	74.7	86	87	88
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.	89.9	70.2	91	92	93

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	40	78.8	60	76.2	39	70.4	33	77.4	44	84.6
Parent	4	*	7	56.3	3	*	1	*	13	93.8
Student	33	63.4	46	75.3	32	66.6	25	69.9	23	72.5
Teacher	7	94.3	7	97.1	7	74.3	8	85.0	8	87.5

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	6	83.3	14	64.3	7	71.4	8	75.0	21	89.9
Parent	4	*	7	42.9	3	*	1	*	13	92.3
Teacher	6	83.3	7	85.7	7	71.4	8	75.0	8	87.5

Comments on Results:

- Seba Beach School continues to see growth in the citizenship and social responsibility skills of our students as supported by this data, in addition to data from the PSD Satisfaction survey.
- Although overall there was growth in the characteristics of active citizenship, from results it is seen that the one population that is being focused on is not recognizing the change or improvement.
- There has been a great increase in the number of parent respondents from previous years, which represents that parents are becoming more active and vocal in the learning environment at Seba Beach.
- Although there is an increase in the agreement that students model the characteristics of active citizenship, there is still work to create further increase.
- This years focus will also have to incorporate elements relating to digital citizenship and becoming a digital leader.
- Five year average reveals that results only indicate at 76.8% agreement that students are taught attitudes and behaviors that will make them successful at work.
- Five year average reveals that results only indicate at 77.5% agreement that students model the characteristics of active citizenship

Strategies:

Citizenship Initiatives

Seba Beach School will continue to focus on the development of Citizenship and Social Responsibility of our students both within our school and for students in their home communities through the use of the following initiatives:

- continue using resources such as “Promoting Positive Behavior in Schools” as required
- implement “Beyond the Hurt” anti-bullying programming during the 2011-2012 school year.
- Information surrounding the new programs to be implemented will be shared with the School Council as well as with parents of students participating in these programs through newsletters home.
- implementation of the “No Put Downs Program” will continue at the early years level.
- implement initiatives such as the School Citizenship bulletin board, wall of excellence, “Pat on the Back”, Student of the Month, Very Impressive Student
- explore the possibility refining the Pat on the Back program so that students (perhaps middle years students) recognize other students or staff and issue Pat on the Back
- build appropriate behavioral IPP goals and behavioral plans where necessary
- access Transitional Liaison Community workers to implement group sessions during the 2010-2011 school year with at risk students on topics such as anger management and a second topic to be determined (possibly dealing with depression).
- continue to access Transitional Liaison Community workers to support students with mental health issues.
- continue to facilitate weekly Home Visits from School Native Liaison Workers (accompanied by Principal once per month) to continue to build relationships and facilitate home – school communication
- all staff will accompany Aboriginal Liaison workers on home visits to Paul First Nation at least one time in the 2011-2012 school year
- continue to send students in grades 7-9 to NAIT open house
- Educating students about the appropriate sharing of digital information.
- Providing students with the opportunity to practice interacting digitally before opening them to the general population.
- Middle years students will also be participating in a year long collaborative project looking at all of the aspects of the different cultural backgrounds within the school. (Heritage Days)
- As a result of a small funding grant the students will have the opportunity to participate in a mini Pow Wow held at Seba Beach School.

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.	97.4	85.9	97.7	98	98.5
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.	79.8	75.4	82	84	86
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.	91.9	77.5	93	94	95

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	40	94.0	60	80.7	39	87.5	33	89.6	44	97.4
Parent	4	*	7	53.7	3	*	1	*	13	98.7
Student	33	87.9	46	90.9	32	91.7	25	91.7	23	95.4
Teacher	7	100.0	7	97.6	7	83.3	8	87.5	8	97.9

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	23	81.2	37	69.7	23	75.1	24	81.5	35	79.8
Parent	4	*	7	48.1	3	*	1	*	13	80.4
Student	16	73.4	23	71.6	16	73.4	16	78.9	14	73.2
Teacher	7	88.9	7	89.3	7	76.8	8	84.1	8	85.9

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	40	82.9	60	78.5	39	75.4	33	78.4	44	91.9
Parent	4	*	7	55.9	3	*	1	*	13	100.0
Student	33	68.7	46	82.6	32	73.8	25	74.4	23	83.1
Teacher	7	97.1	7	97.1	7	77.1	8	82.5	8	92.5

Comments on Results:

- Staff continue to support the growth and development of students' citizenship and social responsibility skills through various programs. In addition, Seba Beach students, parents and staff will be continuing work in this area through "Beyond the Hurt" in 2011-2012.
- Seba Beach School continues to see improvement with the satisfaction of students and parents regarding the diverse educational opportunities for our students. We continue to expand these opportunities each year. During the 2011-2012 school year, Tomahawk School will be joining Seba, Wabamun and Entwistle for exploratory options, allowing for additional opportunities for students.
- Here at Seba as a staff we may want to look at having some in-house options to increase students opportunities and experiences.
- Seba Beach school has invited the CLICK program from the Government of Alberta to come out and present to the students a career planning and career information

Strategies:

Citizenship Initiatives

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the application of the following initiatives:

- implement initiatives such as “Promoting Positive Behavior in Schools”
- implement “Beyond the Hurt” anti-bullying programming during the 2011-2012 school year.
- Information surrounding the new programs to be implemented will be shared with the School Council as well as with parents of students participating in these programs through newsletters home.
- implementation of the “No Put Downs Program” will continue at the early years level.
- implement initiatives such as the School Citizenship bulletin board, wall of excellence, “Pat on the Back”, Student of the Month, Very Impressive Student
- build appropriate behavioral IPP goals and behavioral plans where necessary
- access Transitional Liaison Community workers to implement group sessions during the 2010-2011 school year with at risk students on topics such as anger management and a second topic to be determined (possibly dealing with depression).
- continue to access Transitional Liaison Community workers to support students with mental health issues.
- continue to facilitate weekly Home Visits from School Native Liaison Workers (accompanied by Principal once per month) to continue to build relationships and facilitate home – school communication
- all staff will accompany Aboriginal Liaison workers on home visits to Paul First Nation at least one time in the 2011-2012 school year
- explore the possibility refining the Pat on the Back program so that students (perhaps middle years students) recognize other students or staff and issue Pat on the Back
- continue to send students in grades 7-9 to NAIT open house
- Inviting CLICK a Government of Alberta program out to Seba Beach to provide information and tools to students in grades 7-9

Diverse Learning Opportunities:

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the application of the following initiatives:

- Implementation of Moving Your Mind (formerly known as Opening Minds Through the Arts) if funds are available
- Collaboration with Wabamun School and Entwistle School and Tomahawk School to offer a broad range of exploratory option courses
- Emphasis on retaining a music specialist on our staff to ensure rich, meaningful learning opportunities are available
- Continued implementation of Daily Physical Education as opposed to Daily Physical Activity
- access grants and funding from sources such as the “Friends of Seba” and the “Alberta Initiative for the Arts” to provide opportunities such as artists and authors in residence

Effective Communication:

The staff of Seba Beach School will continue to ensure that parents and students are provided with timely and effective communication through the implementation of the following initiatives:

- Continued emphasis on effective home-school communication through comprehensive reporting initiatives such as meaningful report cards; interim mark summaries; beach bulletin; classroom newsletters; gr. 7-9 newsletter.
- Staff will also be participating in multiple professional development sessions to become more comfortable and concise in their reporting to transition to the Parkland School Division Reporting format to be implemented in 2012-2013
- Consistent use of Seba Beach School website to communicate with all stakeholders.
- Creation of a Seba Beach Facebook page to create more elements to communicate with parents and the community.
- Continued focus on providing students in grades 7-9 with information surrounding careers through avenues such as the NAIT career fair; ALIS etc.
- Continued emphasis on increasing the input of School Council on school related topics such as AISI
- Continuation of weekly home visits by Aboriginal Liaison workers to Paul First Nation
- All staff will be provided with an opportunity to go on home visits to Paul First Nation at least one time each year
- The Principal will accompany Aboriginal Liaison workers on home visits to Paul First Nation approximately one time each month
- Seba Beach School staff will explore the possibility of conducting Parent/Student/Teacher conferences on Paul First Nation reserve one time for the 2011-2012 school year
- Continued emphasis on recruiting members of Paul First Nation to join School Council

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.	91.7	73.9	93	94	95
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.	83.2	74.8	84	85	86

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	7	100.0	14	72.5	7	74.3	8	75.0	21	91.7
Parent	4	*	7	59.4	3	*	1	*	13	85.9
Teacher	7	100.0	7	85.7	7	74.3	8	75.0	8	97.5
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	40	79.7	60	80.3	39	65.3	32	78.7	43	83.2
Parent	4	*	7	57.1	3	*	1	*	13	92.3
Student	33	73.7	46	83.7	32	73.4	25	85.9	22	94.6
Teacher	7	85.7	7	100.0	7	57.1	7	71.4	8	62.5

Comments on Results:

- Teacher response may be related to the number of combined grades classes increasing significantly in the 2010-2011 school year due to decreased enrolment
- Staff at Seba Beach School, continue to try to ensure that home-school communication is effective, timely and meaningful. We will continue to provide communication through the Beach Bulletin, classroom newsletters and the grade 7-9 newsletter on a monthly basis. These publications will continue to be available in the community as well.
- Seba Beach School will continue to utilize our newly developed school website to it's fullest potential to provide further communication with our stakeholders.

- Although there is a significant amount of work that is done to increase communication and collaboration to increase clarity, there could be some other elements that could be looked into to increase it even more.

Strategies:

Effective Communication:

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the application of the following initiatives:

- Continued emphasis on increasing the input of School Council on school related topics such as AISI
- Continuation of weekly home visits by Aboriginal Liaison workers to Paul First Nation
- All staff will be provided with an opportunity to go on home visits to Paul First Nation at least one time each year
- The Principal will accompany Aboriginal Liaison workers on home visits to Paul First Nation approximately one time each month
- Seba Beach School staff will explore the possibility of conducting Parent/Student/Teacher conferences on Paul First Nation reserve one time for the 2011-2012 school year
- Continued emphasis on recruiting members of Paul First Nation to join School Council
- Creation and maintenance of a Seba Beach Facebook page to increase communication and the sharing of relevant school information.
- Creation of a Seba Beach Twitter page to increase the schools Global foot print, sharing with parents, the community and those that were once part of the community.

Diverse Learning Opportunities:

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the application of the following initiatives:

- Implementation of Moving Your Mind (formerly known as Opening Minds Through the Arts)
- Collaboration with Wabamun School and Entwistle School and Tomahawk School to offer a broad range of exploratory option courses
- Emphasis on retaining a music specialist on our staff to ensure rich, meaningful learning opportunities are available
- Continued emphasis on effective home-school communication through comprehensive reporting initiatives such as meaningful report cards; interim mark summaries; beach bulletin; classroom newsletters; gr. 7-9 newsletter
- Consistent use of Seba Beach School website to communicate with all stakeholders
- Continued implementation of Daily Physical Education as opposed to Daily Physical Activity
- Access grants and funding from sources such as the "Friends of Seba" and the "Alberta Initiative for the Arts" to provide opportunities such as artists and authors in residence
- Accessing other grants that are available through the Government of Alberta to increase students learning and understanding in respect to cultural issues.

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	NA	0	0	0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	*			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	*			

Comments on Results:

The information in respect to FNMI students in this specific area difficult to determine due to the reasoning that if there are less than six students writing the achievement exams results are not calculated. Individual results are however available for parents that wish to see them.

In respect to the dropout rate – it is listed as NA due to how that rate is calculated. The rate is determined by tracking students ID's as the move in the province, however federal schools are not required to submit such information. This means that when our students move back to a federal school they are no longer in the Alberta system and considered to have dropped out.

Looking at individual results, students that begin with Seba Beach school in the early years programs are more successful than those that start at Seba Beach in the middle years.

Strategies:

Effective Communication:

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the application of the following initiatives:

- Continuation of weekly home visits by Aboriginal Liaison workers to Paul First Nation
- All staff will be provided with an opportunity to go on home visits to Paul First Nation at least one time each year
- The Principal will accompany Aboriginal Liaison workers on home visits to Paul First Nation approximately one time each month
- Seba Beach School staff will explore the possibility of conducting Parent/Student/Teacher conferences on Paul First Nation reserve one time for the 2011-2012 school year
- Continued emphasis on recruiting members of Paul First Nation to join School Council
- Administration will have access to Text messaging to increase contact and communication with parents.
- A Seba Beach Facebook page will be created and maintained to increase information and communication with parents.
- Staff will strive to communicate with parents and with students the long term and personal benefits of completing their academics and transitioning to a high school program.
- When possible Staff will attempt to communicate directly with families to account for absences.
- Through the provision of a grant Seba Beach School will attempt to hold a mini Pow Wow

Diverse Learning Opportunities:

Seba Beach School will continue to focus ensure that students have access to a wide range of learning opportunities through the

application of the following initiatives:

- Implementation of Moving Your Mind (formerly known as Opening Minds Through the Arts)
- Collaboration with Wabamun School and Entwistle School and Tomahawk School to offer a broad range of exploratory option courses
- Increasing the use of technology and open source collaborative education to increase learning opportunities.
- Provide access to alternative methods of working on academics.
- Having members of the Paul Band first nation available for some academic presentations.
- Create individual program plans for those students requiring more academic supports.

Literacy and Numeracy:

Seba Beach School will continue to focus on the development of literacy skills in students K-9 through the application of the following initiatives:

- Implementation of Leveled Home Reading program K-5 (students in grades 6-9 will also have access to this program if they have not completed it prior)
- Implementation of a Balanced Literacy approach to English Language Arts Instruction
- Continued focus on principles of Power of Ten for Mathematics
- Utilization of various assessment tools such as Highest Level of Achievement Tests (HLAT), Performance Based Assessments (PBA's) and Canadian Test of Basic Skills (CTBS) to assess student performance and growth
- Continued focus on infusion of critical thinking throughout core subject areas in grades K-9
- Continued use of Academic Support block for students in grades 7-9
- provide continued professional development opportunities for staff as they continue to implement assistive technology such as Read and Write Gold and SMARTboards as an instructional tool
- provide appropriate programming for students not working at grade level through the use of Individual Program Plans and alternate programs such as Knowledge and Employability (K&E) where possible
- provide professional development opportunities surrounding early years literacy
- implement assistive technology such as Read and Write Gold and SMARTboards as an instructional tool

Meeting the Needs of Diverse Learners

Seba Beach School incorporates many strategies to meet the diverse needs of our learners. Our school supports a unique demographic as approximately 40% of our learners are of First Nations or Metis ancestry. Our student population is made up of students from several communities such as Paul Band First Nation, Seba Beach, Fallis, and Gainford. As such, the ability to accommodate a diverse range of learners is of the utmost importance at Seba Beach School.

Seba Beach School accesses both internal and external resources and expertise in order to support our students. Our collaborative efforts with the Transitional Liaison Committee (TLC) to support learners who require behavioral and or emotional support is certainly one example of this. TLC workers support students within our building through strategies such as counseling, in addition to supporting the families of students by providing direction to community resources, information and supports. TLC workers also support school staff by providing literature, professional development opportunities and strategies to support learners with unique needs. Finally, TLC staff have begun to facilitate group sessions to support students as needs are identified by school staff.

Students at Seba Beach School continue to benefit from various supports that are differentiated to meet their individual needs such as a leveled home reading program from Kindergarten to grade 9 (where necessary). Early years will be supported in a different instructional manner through the Moving Your Minds (formerly known as Opening Minds Through the Arts) program in which dance and movement forms are used to support curriculum concepts being taught in the classroom. In addition, staff incorporate many of the strategies from the “Supporting Positive Behavior in Alberta Schools” to continue to support and develop positive citizenship among our students. In addition, our Aboriginal Liaison workers provide an invaluable resource to our staff and First Nation’s learners through such initiatives as weekly home visits and providing resources and lessons that infuse First Nations’ perspectives throughout the school year.

We have many reasons to celebrate our success and achievements at Seba Beach School in meeting the diverse needs of our learners. Through our satisfaction surveys, we have learned that 100% of our parent respondents agree that teachers at Seba Beach School use technology to improve student learning. In addition, through our Tri-School Options program, students at Seba Beach School have the opportunity to learn collaboratively with and from students and staff from Wabamun School, Tomahawk School and Entwistle School. Our students have the opportunity to learn about everything from Metalworking to Robotics with approximately 18 different choices available to them throughout the school year. Finally, ninety eight percent of our parent respondents to our satisfaction survey, in addition to one hundred percent of our teacher respondents, agree that Seba Beach School provides responsive programming to our students.

Like all schools, Seba Beach School continues to face challenges in meeting the diverse learning needs of our varied student population. While we have made strides in the area of student attendance, we still find that a small proportion of our First Nation’s students are absent for greater than 20% of the instructional days. This attendance deficit certainly leads to other difficulties for students, parents and staff. In addition, staff at Seba Beach School continue to find it difficult to manage time and resources in such a manner that assistive technologies such as Read and Write Gold can be systematically implemented for students who would benefit from this technology. Finally, staff and administration continue to struggle to find the time and financial resources to access meaningful professional development programs and training such as Balanced Literacy and First Steps in Mathematics.

Professional Development Plans

Seba Beach School Professional Development Plan

The professional development plan of Seba Beach School will work towards ensuring that the outcomes within this education plan are achieved to the fullest extent possible. In addition, professional growth plans of staff will be considered for their alignment with the school professional development plan.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Outcome: Students are prepared for the 21st century.

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

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

Outcome: FNMI students are engaged in learning.

Professional development opportunities for Seba Beach School 2011-2012

- Seba Beach School staff and Parent Council will receive an orientation from the Canadian Red Cross prior to beginning implementation of “Beyond the Hurt”
- Transitional Liaison Workers will be accessed to provide professional development opportunities for staff around mental health topics as required (e.g. “cutting”)
- One middle years staff member continue training through a Balanced Literacy approach to ELA instruction during the 2011-2012 school year with a second staff member beginning this training (this will be implemented throughout the early years over the next several years with additional staff members)
- All staff will continue to receive training from balanced literacy facilitator on implementing elements of a balanced literacy program into their classroom practice.
- All teaching staff at Seba Beach School will participate in a lesson study model of collaboration and professional development with other teachers within PSD as a continuation of our West End Professional Development day in November of 2011 and in March of 2012.
- Staff will continue to be trained on Read and Write Gold as time permits and student need necessitates.
- Staff will participate in multiple professional development and information session regarding the implementation of the new division report card.
- Staff will attend professional development sessions focusing on the use of 21st Century techniques to improve student engagement and learning.
- The school lead in respect to assessment will participate in division offered professional development as well will attend the AAC held in October of 2011, who will then facilitate information to the remainder of the school staff.
- The a school learning leader will participate in the learning leader project that focuses specifically on the use and integration of technology into classroom practices, , who will then facilitate information to the remainder of the school staff.
- A designated will be the Key Contact respect to initiative and practices relating to Special Education, who will then facilitate information to the remainder of the school staff.
- AISI Lead teacher will be provided with time and opportunities to work with staff in the implementation and understanding of Critical Thinking Challenges with in the school and classroom.

- Two staff are interested in the Exploring Leadership program through Parkland School Division to build the leadership capacity of the division.

ADDITIONAL PROFESSIONAL DEVELOPMENT:

- All staff will continue to identify professional development opportunities (e.g. through the ERLC, learning services, Edmonton Public Schools etc.) that align with their professional development plans and the Seba Beach School Education Plan
- ATA professional development will be accessed to provide a workshop with staff on a topic still to be determined
- All staff will be given the opportunity to conduct home visits with the Native Liaison workers in the 2011-2012 school year
- Continue to use “Making Classroom Assessment Work” by Anne Davies to guide assessment and instruction
- Work with staff through “Leader in Me” focusing on leadership among students.

Anticipated Impact of Professional Development

- Increased collaboration with other schools for Seba Beach School staff.
- Increased collaboration with other teachers in a global format.
- Seba Beach School staff will continue to develop our ability to infuse technology into the classroom to assist student learning and achievement
- Increased use of Balanced Literacy techniques to improve literacy in students.
- Staff engaging in non formal professional development.
- Use of technological tools to improve student learning.
- Staff will continue to develop their professional learning through the resources identified above
- Instructional and Assessment practices will continue to develop for staff at Seba Beach School

Technology Plans

- Continued staff professional development on assistive technology such as Read and Write Gold, SMARTboards and ELMO’s as instructional aids
- Purchase of one additional SMARTboard allowing all students K-9 to have access to this technology
- Purchase of additional laptop computers to create additional “pods” for students to access Read and Write Gold and other software as required
- Use of school based SMARTboard facilitator to support professional development of all staff with this technology
- Mounting of one additional projector in grade 8/9 classroom as we continue to move towards having a SMARTboard and permanently mounted projector in all instructional spaces in the school
- Sandra Goldschmidt and Judi Holton will be accessed as required to continue implementation of Read and Write Gold for several teacher identified middle years students. Staff will be provided with training on this software.
- Kathryn Anderson will act as the SMARTboard facilitator for Seba Beach School staff having completed the facilitator’s training through the ERLC in May 2010.
- Purchases of individual Note pads for technology use and integration as they are more mobile and easier to use.
- Purchasing a set of Ipods to increase technology use and mobility for the students in early years.

- Bridget Smith will act at the Google Apps/Efolio facilitator for Seba Beach School staff and continue to learn and integrate initiatives provided by the Division Principal.
- Kathryn Anderson will be designated as the school Learning Leader in respect to using technological elements such as Ipads and other open source technologies.
- Staff will work on developing classroom blogs to share information and communicate with parents and students.
- Purchasing/Registering for the use of online supplementary programs to assist in the numeracy and literacy of students.

Future Challenges

Priorities

- *Developmentally responsive curriculum and assessment*
 - *Citizenship and Social Responsibility*
 - *Strategic System Planning*
- a. At Seba Beach School, one of our main goals is to provide the appropriate learning environment and conditions that will facilitate each student having greatest success possible. Our small student population further increases this challenge as all classes are now split grade, thereby increasing the diverse range of background skills and knowledge students bring into their learning environment. These challenges necessitate a multi-faceted approach to student learning, ranging from one-on-one instruction and support, to large group collaborative learning opportunities to modified or alternate programming. For staff there is the ongoing challenge of becoming ever more cognizant of the developmentally appropriate pedagogy to continue to establish appropriate learning environments for our students.
- All teaching staff have developed professional growth plans that align directly with the Teacher Quality Standards identified by Alberta Education as being critical to effective teaching and student learning.
 - All staff (including support staff) continue to develop an understanding of Critical Thinking and the impact critical thinking can have on student learning and achievement.
 - Teachers continue to refine their ability to effectively use our Educational Assistants and Aboriginal Liaison Workers to support student learning to the greatest degree possible.
 - Literature on topics such as Middle Years Pedagogy, Critical Thinking, Assessment and 21st century learning will be provided on an ongoing basis (e.g. Middle Ground magazine subscription) and reviewed on professional development days throughout the year as a staff.
 - Staff continue to explore the role that technology can play in supporting the diverse needs of students in combined grades classes
 - Teachers will be provided with opportunities to work with and learn from their colleagues throughout Parkland School Division on Professional Development days and through release time to develop their understanding of such topics as assessment, critical thinking, technology infusion, planning and instruction.

- All classes from Kindergarten through grade nine (where required) will continue to implement a leveled home reading program in an attempt to continue to support our parent community to meaningfully enhance their children's learning.
 - Seba Beach School will continue to develop the capacity of literacy teachers through Balanced Literacy training.
 - Seba Beach staff will participate in session throughout the year for the implementation of the new division report card that will roll out in the 2012-2013 school year.
- b. For Seba Beach students and parents, academic growth and progress is the most significant indicator of achievement as one third to three quarters of students in any given class are not achieving at grade level. For staff, there is the ongoing challenge of ensuring success when students in a class can range several grades in their academic working levels. Clearly, meaningful accommodations, modifications and programming are a reality for many students. Staff are trained to develop, apply and assess growth of students on Individual Program Plans and Regular Program Adaptations to meet these diverse learning needs of our students.
- c. Many factors contribute to the high number of students not achieving at grade level in September. Some of the factors impacting academic success for our students are:
- A relatively high transiency rate that hovers around 30%. In 2011-2012, 12 of our current students did not attend Seba Beach School the previous school year.
 - Higher than normal absenteeism for a number of students
 - Low parental involvement in academics for many of our students
 - A high number of students who join our learning community late in their academic careers without many of the academic and behavioural prerequisite skills.

In 2011, PAT results

- d. The student learning challenges for 2011-2012 are:
- to improve attendance for those students where this is problematic. Increased focus on extra-curricular sports and events, implementation of developmentally responsive pedagogy and regular visits from our native liaison workers, teachers and principal to Paul Band First Nation reserve may help with this difficulty. In addition, parent meetings and attendance board referrals will support this area.
 - To increase staff awareness of the unique learning needs of First Nation's students through professional development opportunities; Paul First Nation home visits with Native Liaison workers; literature (e.g. "Our Words, Our Ways" "Education is our Buffalo" etc.)

Budget Report

Parkland School Division #70

2011-12 Preliminary Budget Working Copy

Seba Beach

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
ECS Regular Allocation	\$14,171	\$14,171
ECS Regular Enrolment	4 students	4 students
ESC Regular Allocation Rate	\$3,542.64	\$3,542.64
ECS PUF Allocation	\$17,825	\$17,825
Grade 1 Allocation	\$70,853	\$70,853
Grade 1 Allocation Rate	\$7,085.29	\$7,085.29
Grade 1 Enrolment	10 students	10 students
Grade 2 Allocation	\$56,682	\$56,682
Grade 2 Allocation Rate	\$7,085.29	\$7,085.29
Grade 2 Enrolment	8 students	8 students
Grade 3 Allocation	\$127,535	\$127,535
Grade 3 Allocation Rate	\$7,085.29	\$7,085.29
Grade 3 Enrolment	18 students	18 students
Grade 4 Allocation	\$100,206	\$100,206
Grade 4 Allocation Rate	\$5,567.01	\$5,567.01
Grade 4 Enrolment	18 students	18 students
Grade 5 Allocation	\$50,994	\$50,994
Grade 5 Allocation Rate	\$5,666.03	\$5,666.03
Grade 5 Enrolment	9 students	9 students
Grade 6 Allocation	\$56,660	\$56,660
Grade 6 Allocation Rate	\$5,666.03	\$5,666.03
Grade 6 Enrolment	10 students	10 students
Grade 7 Allocation	\$79,792	\$79,792
Grade 7 Allocation Rate	\$5,319.47	\$5,319.47
Grade 7 Enrolment	15 students	15 students
Grade 8 Allocation	\$85,111	\$85,111
Grade 8 Allocation Rate	\$5,319.47	\$5,319.47
Grade 8 Enrolment	16 students	16 students
Grade 9 Allocation	\$85,111	\$85,111
Grade 9 Allocation Rate	\$5,319.47	\$5,319.47
Grade 9 Enrolment	16 students	16 students
Level 6 Code 42 Allocation	\$68,212	\$68,212
Level 6 Code 42 Allocation Rate	\$17,053.10	\$17,053.10
Level 6 Code 42 Enrolment	4 students	4 students
Level 6 Code 43 Allocation	\$17,053	\$17,053
Level 6 Code 43 Allocation Rate	\$17,053.10	\$17,053.10
Level 6 Code 43 Enrolment	1 students	1 students
Small School Grade 1-6 Allocation	\$109,900	\$109,900
Small School Grade 1-6 Allocation Rate	\$350.00	\$350.00
Small School Grade 1-6 Enrolment Factor	350 students	350 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	120 students	120 students
Total Enrolment Grade 1-3	36 students	36 students

Site Allocation	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Small School Grade 7-9 Allocation	\$37,950	\$37,950
Small School Grade 7-9 Allocation Rate	\$150.00	\$150.00
Small School Grades 7-9 Enrolment Factor	300 students	300 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	120 students	120 students
Total Enrolment Grade 7-9	47 students	47 students
First Nation Grade 1-6 Allocation	\$15,447	\$15,447
First Nation Grade 1-6 Allocation Rate	\$396.07	\$396.07
Grade 1-3 First Nation Enrolment (330)	21 students	21 students
Grade 4 - 6 First Nation Enrolment (330)	18 students	18 students
First Nation Grade 7-9 Allocation	\$6,733	\$6,733
First Nation Grade 7-9 Allocation Rate	\$396.07	\$396.07
Grade 7_9 First Nation Enrolment (330)	17 students	17 students
First Nation Liaison Worker	\$89,764	\$89,764
FNMI Allocation	\$7,341	\$7,341
Allocation Weighting Factor	\$5,501	\$5,501
FNMI Enrollments (331-334)	7 students	7 students
FNMI factor	\$0.1906	\$0.1906
AISI Allocation	\$19,124	\$19,124
Transfers to from Other Sites	(\$890)	(\$890)
Surplus / Deficit Carryforward	\$108,451	\$108,451
Total Site Allocation	\$1,224,027	\$1,224,027
% of Revenue And Allocations To Budget Center	99%	99%

Individuals	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
School Based Course Material Fees	\$14,000	\$14,000
Total Individuals	\$14,000	\$14,000
% of Revenue And Allocations To Budget Center	1%	1%

Total Revenue And Allocations To Budget Center	\$1,238,027	\$1,238,027
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Expenditures

Certificated	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Certificated	\$762,194	\$762,194
% of Expenditures	62%	62%

Uncertificated	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Uncertificated	\$308,917	\$308,917
% of Expenditures	25%	25%

Personnel	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Personnel	\$29,288	\$29,288
% of Expenditures	2%	2%

Contracted/General Services and Supplies	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Miscellaneous Services	\$500	\$500
Other Prof/ Tech Services	\$1,000	\$1,000
Postage	\$1,000	\$1,000
Printing	\$2,900	\$2,900
Telephone & Fax	\$6,000	\$6,000
Travel	\$1,000	\$1,000
Subsistence	\$1,000	\$1,000
Staff Development	\$8,000	\$8,000

Contracted/General Services and Supplies	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Contracted Transportation	\$4,500	\$4,500
Maint & Repair Equipment	\$2,000	\$2,000
Membership Fees	\$600	\$600
Registration Fees	\$14,000	\$14,000
Supplies	\$21,000	\$21,000
Textbooks	\$5,000	\$5,000
Media Materials	\$500	\$500
Software	\$1,000	\$1,000
Furniture & Equip Under 5000	\$1,000	\$1,000
Technology Intergration	\$11,000	\$11,000
Labour Transfer to other sites	\$4,000	\$4,000
Transfer to Reserves (Contingencies)	\$51,628	\$51,628
Total Contracted/General Services and Supplies	\$137,628	\$137,628
% of Expenditures	11%	11%

Total Expenditures	\$1,238,027	\$1,238,027
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Summary

	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Revenues and Allocations To Budget	\$1,238,027	\$1,238,027
Total Expenditures	\$1,238,027	\$1,238,027
Variance	\$0	\$0

Seba Beach School 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 our school's 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 who completed the 2010-11 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	44%	24%	n=1	14%	80%	90%	91%	73%	64%	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)	100%	90%	100%	92%	60%	83%	100%	98%	
School Characterized by dignity, respect, and caring	91%	87%	100%	95%	90%	86%	94%	87%	
Dignity & Respect			96%	91%	80%	78%			
Friends at school			100%	98%	100%	97%			
Safe environment:	91%	88%	96%	93%	100%	87%	100%	89%	
Building			92%	96%	90%	93%			
Classroom			75%	87%					
Grounds	91%	80%							
Students are treated fairly	95%	91%	92%	93%	90%	80%	100%	96%	
Satisfaction with the variety of program choices available	95%	84%			67%	79%	94%	95%	
Teachers use computer technologies to help learn	100%	89%	100%	95%	90%	86%	94%	90%	
Technology improves student learning			100%	92%	100%	83%			
The School/Teachers provide help and support	95%	87%	100%	96%	70%	83%			
Process to respond to needs of at-risk students							64%	83%	
Parents satisfaction with access to special needs services ¹	-	71%							
Parents satisfaction with timeliness of special needs services ¹	-	72%							
Students with special needs are meeting their IPP goals ¹	-	76%					86%	88%	
Responsive Programming / Curriculum	95%	88%					100%	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%			50%	73%	100%	86%
Students are prepared for post-secondary studies		78%			60%	81%		
Students have information re: next steps in learning programs	95%	88%			40%	84%		
Satisfaction with career planning assistance		54%			60%	68%		
Students are being prepared to be good citizens	95%	92%	100%	96%	70%	75%	94%	93%
Students know how they should behave			100%	99%	100%	97%		
Satisfaction with progress and achievement of your child	100%	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	95%	86%					69%	82%
School's effort to involve parents in child's learning experiences	91%	86%					100%	95%
Satisfaction with involvement of special needs specialists ¹	-	65%						
Satisfaction with quality of special education services overall ¹	-	71%						
School Council has meaningful role							100%	90%
Teachers are available discuss child's education	100%	93%						
School always works to improve the quality of education offered	100%	89%					100%	98%
Way school informs about progress & achievement	95%	86%	96%	94%	70%	86%	100%	98%
Satisfaction with communications from the school/Division	100%	89%					73%	88%
Satisfaction that educational dollars are well spent in school	100%	80%						
Access to Professional Development activities							87%	90%
Quality of professional development activities							93%	87%

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

**AISI Planning Document
Seba Beach School
2011-2012 School Year**

Project Title: AISI Cycle 4 2009-2012 - Challenging Students to Think Critically

During Year 3, as per the project plan:

- All teachers will continue learning about critical thinking.
- All teachers will, to some extent, embed critical thinking in all subject areas.
- Lead Teachers will provide at- elbow support for classroom teachers.

<p>Focus Area(s): Year Three: Critical thinking is embedded to some extent in all subjects, by all teachers.</p>	<p>Relationship to which Divisional priority? Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 12.</p>
<p>Improvement Goal: To improve student achievement and engagement in grades K-12 through the promotion of critical thinking.</p>	
<p>Measures: The AISI project outlines specific Divisional targets and measures. Schools may choose additional targets and measures for their own purposes.</p> <p>School specific qualitative or quantitative measures (optional):</p> <ol style="list-style-type: none"> 1. Locally developed student and staff survey. 2. Teacher summative assessment at the end of June of student’s ability to apply critical thinking skills to solve problems in academic settings. 	
<p>Professional Development and Implementation Strategies of the TC² Critical Thinking Model</p> <p>Divisional Professional Development and Implementation Plan</p> <p>Divisional Professional Development</p> <p>For Lead Teachers: Year three will focus on working sessions to embed skills and processes outcomes into the Critical Challenges that were created in years 1 and 2.</p> <ul style="list-style-type: none"> • Sessions Facilitated by TC² – It is the expectation that all Lead Teachers attend the following sessions: <ul style="list-style-type: none"> ○ October 6, 2011 - Roland Case will speak about the skills embedded approach to teaching, and work with Lead Teachers to begin to tweak existing Critical Challenges (CCs) with the skills embedded focus in instruction and assessment. ○ October 25, 2011 –Wally Diefenthaler working with AISI Cohort- Tweak existing or develop new CCs ○ March 5, 2012 –Wally Diefenthaler working with AISI Cohort- Tweak existing or develop new CCs ○ May 11, 2012 –Wally Diefenthaler- Year End Celebration with AISI Cohort • Online Certification Program – Optional opportunity to strengthen abilities in mentoring colleagues in critical thinking <p>The following 5 modules will be available from TC²; teachers can earn a certificate for each module:</p> <ul style="list-style-type: none"> ○ Planning critical challenges- Sept 21, Oct 5, 12 and 26 ○ Supporting self-regulated tool development- Nov 9, 16, 23, 30 ○ Assessing for thinking – dates yet to be determined ○ Building classroom community- dates yet to be determined ○ Strategies for coaching and mentoring- dates yet to be determined <p>Each module costs \$100. Learning Services will pay for up to 5 modules per school.</p>	

For ALL teachers (with new lead teachers having first dibs):

- **Day 1 & 2 Critical Thinking PD** mandatory for new lead teachers, highly recommended for teachers new to PSD, and optional for classroom teachers wanting more intense PD: **K-6** = Sept 20-21; **7-12**= Sept 22-23

Divisional Implementation Plan

- **Support from Learning Services**
 - Provide divisional PD days for AISI Cohort
 - Provide monetary support for registration in Online Certification Program
 - Communicate and collaborate via InsidePSD Website
 - Share relevant resources
 - Provide direct access to curriculum facilitators as required by Lead Teachers or by schools during PD days.
 - Learning Services facilitators will participate in TC²'s Online Certification Program, so will offer accredited support.

School Based Staff Professional Development and Implementation Plan

The following PD opportunities are available for schools. Participation in them is to be determined at the school level. In the "School Based PD Plans" section below, please indicate which supports your school intends to take advantage of. Also, add any additional PD plans that your school will implement.

Supports available to schools:

- **Access to TC² Consultant for modeling/coaching in classrooms, and to facilitate school based PD.**
To book any of the times (in sections a and b) with Wally, contact TC²'s Coordinator of Field Services, Sherry Taylor at coqui@shaw.ca.
 - a) Schools can access Wally for 1 to 5 days as a "Critical Thinker in Residence" when he is available during the following dates, at a rate of \$600 per day + travel costs:
 - mid-October - end of December
 - February 28 - end of June
 - b) Wally has been tentatively booked for individual PSD schools to access during the following PD days. Booking will be done on a first come, first served basis, at a rate of \$675 per day + travel costs:
 - November 25
 - March 9 (now booked for Broxton)
 - April 27
- **Access to TC² Consultant, other than Wally, for PD days.** Contact Sherry Taylor for details and booking. Rates vary, depending upon facilitator. For a list of facilitators and their qualifications, see [TC² facilitators](#).
- **Access to TC² Consultant via Webinar-** Sessions can be requested to present ideas on particular topics or to provide feedback and advice. The cost is \$200 per session, and can be arranged through Sherry Taylor.
- **Throughout the year, TC² facilitators will be hosting topic specific "Spotlight" Webinars.** Currently, TC² is planning on offering 25 different spotlight sessions each being offered at 4 different times (not yet confirmed).
 - Offered September through May.
 - Timing will allow for daytime and after school participation, with times varying from session to session to accommodate different time zones across Canada.
 - Session descriptions and registration details will be communicated from Learning Services, and will also be accessible through TC²'s Online Professional Learning Calendar.
 - Participants who register but miss the session will receive a link to the recorded session which will be accessible for 2 weeks following the session date.

- Schools can reduce cost by purchasing multiple seats (see “Spotlight Webinars” attachment). At the end of the year, unused seats can either be carried forward to the next year or reimbursed.

- **Additional options for Lead Teachers:**

- Participate in TC²'s Online Certification Program (as noted in Divisional PD plan).
- Instructional Coaching with Jim Knight may be offered through ERLC
- Strategies and Structures for Professional Learning with Laura Lipton offered through ERLC: Day 1 Sept 27, Day 2 Sept 28

The PD opportunities available for schools are listed in the section above. Participation in them is determined at the school level. In the “School Based PD Plans” section below, please indicate which supports your school intends to participate in. Also, add any additional PD plans that your school will implement.

School Based Professional Development

School Based PD Plans (selected from those outlined above and/or additional plans)

- October 7 – staff will look at where to find critical challenges that are already prepared and ready to use in the classrooms.
- November 25 – West End Cohort Meeting – Critical Thinking focus
- January 31 - Follow up to October 7 professional development session facilitated by Norma Peck
- March 9 – West End Cohort Meeting – Critical Thinking focus
- April 27- Professional development session facilitated by Norma Peck
- May 18- Sharing of Critical thinking successes and challenges facilitated by Norma Peck

School Based Implementation Plan

1. Norma Peck, FTE is .17

NOTE: At the end of the year last year, Lead Teachers agreed upon the following **focus areas** for this year:

- provide at-elbow support for classroom teachers (job-embedded PD for classroom teachers)
- be more diligent about sharing the already made critical thinking resources which are available through the Critical Thinking PD space on insidePSD (Tools for Thought, LearnAlberta, Critical Challenges created by PSD teachers on Inside PSD, etc.) and supporting classroom teachers in using these resources

1. Reflecting on successes and challenges from last year, and on the agreed upon focus areas above, what is your school's implementation plan?

See the attached Critical Thinking Menu

Guiding Questions:

- What are the lead teacher s' implementation strategies?
- How will you facilitate ongoing conversations and implementation with staff and students?
- How are current lead teachers and classroom teachers being supported and developed at the school level?
- What resources will you use?

Research Base:

- *21st Century Skills Professional Development-* The Partnership for 21st Century Skill, 2008 www.21stcenturyskills.org
- *21st Century Curriculum and Instruction-* The Partnership for 21st Century Skills, 2008 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. November 25 – West End Cohort meeting
2. March 9 - West End Cohort meeting

Integration and Sustainability:

1. Continued PLC work with the West End Schools as this project evolves.
2. Continued focus toward Critical Thinking during professional development days.

School Community Involvement (parents and community at large):

1. Regular updates for Parent Council.
2. Sharing information on this project through the “Beach Bulletin”.

Budget Estimates

2011-2012

Expense Category	Estimated Expenses Payable
Salaries and Benefits for Lead Teachers	0.17 FTE = 15066
Professional Development (a minimum of 15%):	
Instructional Materials/Resources	\$0
External Presenters' Fees (for additional school based PD)	\$600.00
Substitute Teacher Costs (i.e. for Lead Teachers' PD sessions and implementation seminars, and for any other teachers who are attending external PD or working towards implementation with Lead Teacher – e.g. PLC time, one-one-one time with Lead Teacher, observation of Lead Teacher's classroom, etc.)	201.95 X 15 = \$3029.25
Travel, Meal and Other Expenditures as Specified	\$700.00
Registration Fees	\$632.75
Related equipment and/or other capital (allow approx. 10%)	\$0
Total Estimated Expenses	\$20028.00

Accountability Pillar Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2011
School: 2207 Seba Beach School

**Government
of Alberta** ■
Education

Measure Category	Measure Category Evaluation	Measure	Seba Beach 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	Excellent	Safe and Caring	91.9	78.4	77.5	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.8	81.5	75.4	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	97.4	89.6	85.9	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	11.2	10.2	3.4	4.2	4.3	4.7	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	62.1	58.0	58.6	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	13.6	12.3	9.5	13.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	85.9	75.0	70.2	80.1	79.9	79.8	Very High	Improved	Excellent
		Citizenship	84.6	77.4	74.7	81.9	81.4	79.9	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	91.7	76.0	73.9	79.9	80.0	79.4	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	83.2	76.7	74.8	80.1	79.9	78.8	Very High	Maintained	Excellent

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: _____

Seba Beach

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$38,969	\$16,220
ECS Regular Enrolment	11 students	5 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS PUF Allocation	\$0	\$17,825
Grade 1 Allocation	\$42,512	\$81,717
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	6 students	12 students
Grade 2 Allocation	\$49,597	\$122,575
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	7 students	18 students
Grade 3 Allocation	\$120,450	\$102,146
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	17 students	15 students
Grade 4 Allocation	\$83,505	\$46,810
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	15 students	9 students
Grade 5 Allocation	\$56,660	\$62,414
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	10 students	12 students
Grade 6 Allocation	\$56,660	\$78,017
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	10 students	15 students
Grade 7 Allocation	\$79,792	\$96,784
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	15 students	19 students
Grade 8 Allocation	\$74,473	\$101,878
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	14 students	20 students
Grade 9 Allocation	\$106,389	\$56,033
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	20 students	11 students
Level 6 Code 42 Allocation	\$68,212	\$38,070
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	4 students	2 students
Level 6 Code 43 Allocation	\$17,053	\$0
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	1 students	0 students

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

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Small School Grade 1-6 Allocation	\$112,000	\$106,750
Small School Grade 1-6 Allocation Rate	\$350.00	\$350.00
Small School Grade 1-6 Enrolment Factor	350 students	350 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	114 students	131 students
Total Enrolment Grade 1-3	30 students	45 students
Small School Grade 7-9 Allocation	\$37,650	\$35,000
Small School Grade 7-9 Allocation Rate	\$150.00	\$140.00
Small School Grades 7-9 Enrolment Factor	300 students	300 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	114 students	131 students
Total Enrolment Grade 7-9	49 students	50 students
First Nation Grade ECS Allocation	\$792	\$386
ECS First Nation Enrolment	students	1 students
ECS First Nation Enrolment (330)	2 students	
First Nation Grade ECS Allocation Rate	\$396.07	\$386.06
First Nation Grade 1-6 Allocation	\$12,674	\$15,443
First Nation Grade 1-6 Allocation Rate	\$396.07	\$386.06
Grade 1-3 First Nation Enrolment	students	24 students
Grade 1-3 First Nation Enrolment (330)	17 students	
Grade 4 - 6 First Nation Enrolment	students	16 students
Grade 4 - 6 First Nation Enrolment (330)	15 students	
First Nation Grade 7-9 Allocation	\$7,921	\$6,949
First Nation Grade 7-9 Allocation Rate	\$396.07	\$386.06
Grade 7_9 First Nation Enrolment	students	18 students
Grade 7_9 First Nation Enrolment (330)	20 students	
First Nation Liaison Worker	\$88,262	\$82,844
FNMI Allocation	\$7,339	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	7 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$49,384	\$0
AISI Allocation	\$30,938	\$38,248
Innovative Technology Funding Allocation	\$0	\$6,281
Transfers to from Other Sites	(\$6,861)	(\$890)
Surplus / Deficit Carryforward	\$162,485	\$124,876
Salary Conversion	\$167	
Total Site Allocation	\$1,297,025	\$1,236,376
% of Revenue And Allocations To Budget Center	99%	99%

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$14,000	\$15,000
Total Individuals	\$14,000	\$15,000
% of Revenue And Allocations To Budget Center	1%	1%

Total Revenue And Allocations To Budget Center	\$1,311,025	\$1,251,376
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
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* - See the notes section for details about Line Item notes on this page

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$811,294	\$759,921
% of Expenditures	62%	61%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$303,943	\$274,333
% of Expenditures	23%	22%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$33,779	\$30,074
% of Expenditures	3%	2%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$1,000	\$500
Support Services	\$11,814	\$0
Other Prof/ Tech Services	\$15,000	\$1,000
Postage	\$1,000	\$800
Printing	\$2,600	\$2,500
Telephone & Fax	\$6,000	\$5,500
Travel	\$1,000	\$700
Subsistence	\$1,000	\$500
Staff Development	\$8,000	\$10,000
Contracted Transportation	\$4,500	\$3,500
Maint & Repair Equipment	\$2,000	\$2,000
Membership Fees	\$1,500	\$400
Registration Fees	\$11,556	\$15,000
Supplies	\$21,000	\$21,000
Textbooks	\$5,000	\$3,000
Media Materials	\$723	\$500
Software	\$1,000	\$1,000
Furniture & Equip Under 5000	\$5,500	\$1,000
Technology Intergration	\$14,000	\$4,000
Labour Transfer to other sites	\$4,000	\$3,697
Supplies & Services Transfers to other sites	\$8,000	\$0
Transfer to Reserves (Contingencies)	\$35,816	\$110,451
Total Contracted/General Services and Supplies	\$162,009	\$187,048
% of Expenditures	12%	15%

Total Expenditures	\$1,311,025	\$1,251,376
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$1,311,025	\$1,251,376
Total Expenditures	\$1,311,025	\$1,251,376
Variance	\$0	\$0

Notes

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