



Woodhaven Middle School 2011 – 2014 Education Planning 2010/11 Annual Educational Results Report



Woodhaven Middle School

Parkland School Division No. 70
Excellence in Education

2011

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School Foundation

FOUNDATIONAL STATEMENTS

Woodhaven Middle School Vision Statement

Woodhaven Middle School is committed to seeing that all students learning at high levels. It is our hope for the future that all our students will achieve high school completion and go beyond that to training in their chosen field of endeavor. We call this High School +.

Woodhaven Middle School Mission

When a student leaves Woodhaven middle school we want to say with confidence that we helped them to:

- learn how to learn
- learn how to get along.

(Woodhaven Mission, Vision, Values Committee 2007)

School Profile

SCHOOL PROFILE

School Name: Woodhaven Middle School
Principal: Mr. Russell Foster
School Address: 475 King Street, Spruce Grove, AB T7X 2T7
School Phone No.: (780) 962-2626
School Fax No.: (780) 962-8515
School E-Mail: woodhaven@psd70.ab.ca
School Website Address: www.psd70.ab.ca/woodhaven
Student Population: 567
No. of Teachers: 26.57 FTE (Including time allocated to Parkland Hockey Academy)
No. of Support Staff Members: 8.036 FTE
Grades Served: 5 to 9

Unique Features of Our School

- A school mission (Learn How to Learn and Learn How to Get Along) that is known by **every** teacher and student in the building.
- Academic intervention called 'Core Support' which takes students who may have problems keeping up with the pace of instruction in the classroom and pre teaches them concepts.
- Woodhaven is a true Middle School. Grade 5 students get access to the same programming as Grade 9's but at an age appropriate level
- Daily Physical Education Programming
- Successful Health Day Program
- 'Woodhaven Connects' Program which sees every student in the school offering service to their school, feeder schools, neighbourhood and to less fortunate in the Edmonton region
- Successful integration into the school of the Middle Years Alternative Program (MYALT) for students with emotional and behavioural challenges
- Second language instruction for all students in French
- Woodhaven is the designated middle school site for Drama programming in Spruce Grove. The school is excited to accept this role and is working to build a program of excellence that will meet the needs of Parkland School Division #70 students and attract new students to our school division.
- Woodhaven is also pleased to offer Industrial Arts programming to our students.
- Woodhaven offers an excellent extracurricular athletics program which adheres to the principles of the Positive Coaching Alliance.
- Woodhaven offers a Spring Basketball League for students from grades 4-6 which is coached by the Grade 8's and 9's from the Senior Basketball teams.
- Woodhaven's School Council is very active in all facets of school life.
- Planning was started which will lead to the construction of a \$250 000 playground in September 2009.

What Our Parents Have To Say

Thanks for creating Grade 7 math intervention. My son J has benefitted greatly and is able to better understand math concepts. Thanks for helping him feel more confident.

Grade 7 Parent

I just wanted to send you a note letting you know the impact the K&E program has made on my son. He began school when he was 2 years old. It has been a struggle finding a place that fit his needs. This is the first year in ten that he has come home sharing what he has learned. To see my son speak about his future in a positive manner, plan for a possible career is a huge deal. Brady knows he has some limitations and in the past used them as a crutch. Now I see him excited about something other than Xbox.

I hope to see the program continue it has been a blessing. Although our life is not perfection and we all have struggles this program has been a bright light to Brady. He does not feel "stupid" any more.

Grade 8 K and E Parent

What Makes Our School Good and How We Know It

- 100% of our staff say Woodhaven is a good place to work
- Woodhaven was ranked 'Very High' by parents, students and teachers on school improvement measures on the 2011 Provincial Satisfaction Survey
- Woodhaven is committed to having every student learn at high levels and this is supported by systematic intervention for students with learning difficulties
- Survey results show marked increases in satisfaction with the school over the past four years indicating that students, parents and staff see Woodhaven as a great place for adolescent learners
- Provincial Survey results show we are a Safe and Caring School and we have an excellent rating in teaching our students to be good citizens
- Our school climate is friendly and productive
- Our PAT results in Grade 9 are strong supporting the contention that students are 'Learning How to Learn' by the time they transition from Woodhaven to High School
- Students surveyed in Grade 10 report they felt they were prepared for High School
- Students surveyed in Grade 5 report that Woodhaven did a very good job in helping them with their transition from Early to Middle Years Schooling
- Woodhaven Connects teaches our students the importance of giving back to the community
- Successful integration into the school of the Middle Years Alternative Program (MYALT) for students with emotional and behavioural challenges

Trends and Issues

EMERGING TRENDS AND ISSUES

Woodhaven Middle School and its staff are committed to achieving our vision of High School Plus and creating an environment where students learn **how** to learn and learn **how** to get along. Doing this requires the following conditions be in place:

1. Teachers have common planning time so they can collaborate to co-create the conditions that will allow us to achieve the above.
2. That the school be prepared to systematically intervene for students when they begin to struggle academically and suffer from all the problems resulting from not feeling capable.
3. That appropriate programming that is developmentally appropriate is a key component of a positive Middle Years experience.

There are issues out of the school's control that impact implementation of these key components to our program.

Reduced Funding

With the net decline in funding in the last year, and the corresponding reduction in our special education allocation, Woodhaven is faced with meeting its mandate with less financial resources. The commitment to PLC team planning comes with a significant cost if the school alone must bear the cost of making common planning time available to the staff. Woodhaven has allocated significant resources to do this. The costs were recovered through cross grading our option programming so now Grade 6 and 7 option together as well as Grade 8 optioning with Grade 9's. To facilitate this, the Travel Options which were single graded in the past, were ended as it was no longer possible to timetable them and the common planning time.

The reduction in special education funding has meant a reduction in EA time at Woodhaven. Rather than have grade level EA's who assisted students in the classroom with a particular focus on coded students, we will be providing EA time only to the students who cannot function without direct assistance. The academic assistance will come through the school wide intervention program

Increased Enrolment and Space Concerns

Parkland School Division has clearly identified that Spruce Grove schools will face significant overcrowding issues in the next three years. These issues are right at Woodhaven's doorstep.

The school can easily accommodate four homeroom classes at the five grade levels. This year we will be housing 4.5 homerooms per grade level and there is a very real possibility we will go to five homerooms in the next year. At that point we will have outstripped our capacity and rooms currently used for P.E. or the library may need to be used as regular teaching spaces. This will fundamentally change our programming.

Staff Turnover

Woodhaven will be welcoming approximately six new staff members next year. This is a significant turnover which has the ability to profoundly impact the school and its programming. We choose to see this as a positive development as it will give Woodhaven to bring in new teachers who will embrace the co-planning and intervention pillars of our Education Plan.

Aging Facility

The Woodhaven physical plant is aging and is in need of refurbishing. The gym is one third too small for the school population, the 1975 portables are well past their expected life span and the library facility needs to be overhauled. Despite there being much to boast about, all of the above effect satisfaction rates with the school.

Priorities

Developmentally Responsive Curriculum and Assessment

Woodhaven's commitment to 'Learning How to Learn' is based on providing a developmentally responsive curriculum and the programming that supports it. A well designed core and option program begins with teachers working together, examining curriculum and having a common understanding of what all students at Woodhaven need to be able to do. From this common approaches to assessment and reporting will continued to be developed. This will allow Woodhaven

to implement the new PSD 70 skill based report card in 2011-12. To this end Woodhaven will invest in creating common planning time for the teachers.

School wide academic support (or Pyramid Response To Intervention-PRTI) programming is central to a developmentally responsive curriculum. Piloted in 2011, Woodhaven will plan the Tier Three program in the 2011-12 school year. This is for students who are outside the instructional range for their classes and require pre-teaching to fully participate in classroom projects and activities. Tier Two programming will be implemented in of 2012-13. This will be systematic intervention on individual outcomes that students may struggle with and remediate before the problems become cumulative and overwhelming for students.

Woodhaven will continue to offer and support programming which meets the needs of its students. Knowledge and Employability Programming for Youth programming (K and E) will continue in 2011-12. Now in its fourth year, it is the most appropriate intervention program for students in Grades 8 and 9 who are outside the instructional boundary of the regular program. Due to its maximum class size of 15 students, the program is subsidized by the school as it does not fully fund itself.

Woodhaven is a true Middle School believing that every student should get access to the entire range of programs regardless of grade level. This means that the Grade 5 student get access to exactly the same programming as the Grade 9 student, but at an age appropriate level. Woodhaven began this approach four years ago and it is incredibly popular with all our students and their families. Included in this mix is access to the Parkland Hockey Academy programming. This prestigious Academy is based out of Woodhaven Middle School and 40 of our students participate yearly.

Finally, Woodhaven is committed to student and staff Wellness. The school embarked upon this initiative two years ago and will continue to make this a priority in our future programming. The school will continue to have a Wellness team who will move forward with their efforts to create physical activity programs that are based on lifelong skills rather than teaching the big games. They will also make healthy living a major emphasis at Woodhaven. Our Health Day approach to teaching the health curriculum will continue and be closely linked to the work of the Wellness team.

Citizenship and Social Responsibility

Woodhaven Middle School has one rule; Do Right. Helping adolescents understand what this means to them and their school community is at the heart of Middle School education. This is why the second part of the school's mission is 'Learn How To Get Along'. Woodhaven does this by respectfully keeping a very clear set of expectations in front of the students and expecting them to meet it. In 2011-12 we will be implementing the ELM principal to support this belief. ELM is an acronym: E- give us effort, L- a willingness to learn, then we will accept M- mistakes. Simply do not repeat the same mistake. Having used this problem solving approach in some areas of the school in the past its effectiveness is evident.

Intentional teaching of CSR objectives is important to creating clear expectations in the school. This is done in two venues. First is through Health Days. Many of the Health Curriculum objectives have a CSR component. The focus provided by having the entire school working on a topic at the same time has proven to be very powerful and we will continue. Second, the Wellness Team places a very heavy

emphasis on cooperation and positive interaction. This information is shared with staff so it can be monitored.

In 2011-12 the cross grading of options will give students an opportunity to work with students outside their peer group. This will create leadership opportunities that did not exist in the past with single grade options. Within the option programming will be leadership classes whose sole focus will be promoting positive interaction inside the school and between the school and the community.

Strategic System Planning

Woodhaven commits to supporting Parkland School Division in its strategic planning initiatives.

Overview of Achievements

Growth in Perception of School Improvement

Woodhaven Middle School had a successful year in 2010-11. This success is reflected most clearly in one statistic from the 2011 Accountability Survey. The rating of 'Excellent' and an achievement rating of 'Excellent' on the Continuous Improvement measure speak to a school that has created a programming mix and approach to educating adolescents that is working for all stakeholders. The programming mix at the school with all students having access to all programs at an age appropriate level has matured and is now a tradition. The academic intervention program which provides support for students who may otherwise struggle in core programming shows very promising early returns and will return in 2011-12.

Wellness Programming

Woodhaven included, for the first time, a focus on Wellness Programming in our 2010-11 Education Plan. The Wellness Program included a shift in PE programming from a game to skill development orientation, a healthy living component, Health Day delivery of Health curriculum and 'Pack' program which taught social development and citizenship. Lead by the SWAT (Student Wellness Action Team) the school was given monthly wellness challenges, staff were given wellness activities and there was generally a higher level of personal wellness. The activities were very well received and all look forward to a successful second year of the program.

Academic Achievement

Woodhaven students had a successful year of learning as measured by the Provincial Achievement Tests. Both the percentage of students meeting the acceptable standard and standard of excellence was at the 'Excellent' rating level. While this is rewarding, the school was at this level last year as well. What is still a concern is there are approximately 12% of our students who do not make the standard. Woodhaven has been asking itself, 'What will we do to get those children over the bar?'

It is this question that has led to the school's commitment to high levels of learning for all. To do this we know that one teacher can not intervene or differentiate in all ways for all students. The school must organize itself so that everyone can help students achieve this goal. This started with the Intervention Program initiated in January 2011. It will continue in 2011-12 with expansion of the program slated to start in March 2012.

The higher levels achievements are always a result of a combination of factors. Great staff (six teacher excellence semi finalists in the past four years, and 100% of staff say Woodhaven is a good place to work) leads to engaged students, who in turn can clearly show they have met outcomes. Teachers have continued to embrace technology. We have students who do their work in the 'cloud' on Google Apps. Woodhaven had impressive drama, choral music, and athletics programs which tie students to the school. Teasing these variables apart is impossible. Suffice to say that Woodhaven has a culture which supports student achievement.

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	83.5	83.8	90	92	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	17.9	19.3	24	25	27

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					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	French Language Arts 3	Students Enrolled					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	Francais 3	Students Enrolled					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	Mathematics 3	Students Enrolled					
		Acceptable Standard (%)					

		Standard of Excellence (%)					
Grade 6	English Language Arts 6	Students Enrolled	81	82	103	97	113
		Acceptable Standard (%)	91.4	81.7	81.8	87.6	83.6
		Standard of Excellence (%)	21.0	17.1	18.9	24.7	9.8
	French Language Arts 6	Students Enrolled					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	Français 6	Students Enrolled					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	Mathematics 6	Students Enrolled	81	82	102	na	113
		Acceptable Standard (%)	82.7	65.9	84.3	na	73.0
		Standard of Excellence (%)	19.8	13.4	13.7	na	9.0
	Science 6	Students Enrolled	80	82	102	97	115
		Acceptable Standard (%)	87.5	73.2	84.3	86.6	77.0
		Standard of Excellence (%)	18.8	19.5	33.3	33.0	21.3
	Social Studies 6	Students Enrolled				97	114
		Acceptable Standard (%)				79.4	70.5
		Standard of Excellence (%)				22.7	23.0
Grade 9	English Language Arts 9	Students Enrolled	139	107	96	99	91
		Acceptable Standard (%)	90.6	77.6	94.8	84.8	86.8
		Standard of Excellence (%)	15.1	11.2	10.4	11.1	7.7
	French Language Arts 9	Students Enrolled					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	English Lang Arts 9 KAE	Students Enrolled				10	9
		Acceptable Standard (%)				100.0	77.8
		Standard of Excellence (%)				10.0	11.1
	Français 9	Students Enrolled					
		Acceptable Standard (%)					
		Standard of Excellence (%)					
	Mathematics 9	Students Enrolled	139	91	96	na	83
		Acceptable Standard (%)	71.9	79.1	83.3		76.1
		Standard of Excellence (%)	12.2	18.7	21.9		15.9
	Mathematics 9 KAE	Students Enrolled				10	10
		Acceptable Standard (%)				70.0	70
		Standard of Excellence (%)				0	
	Science 9	Students Enrolled	139	93	96	99	84
		Acceptable Standard (%)	81.3	79.6	88.5	82.8	88.8
		Standard of Excellence (%)	9.4	9.7	26.0	22.2	34.8
	Science 9 KAE	Students Enrolled				10	9
		Acceptable Standard (%)				90.0	66.7
		Standard of Excellence (%)				0	22.2
	Social Studies 9	Students Enrolled				99	85
		Acceptable Standard (%)				75.8	77.2
		Standard of Excellence (%)				26.3	23.9
Social Studies 9 KAE	Students Enrolled				10	8	
	Acceptable Standard (%)				60.0	62.5	
	Standard of Excellence (%)				20.0	12.5	

Comments on Results:

Woodhaven’s Grade 9 results on PAT’s were strong relative to Provincial results. Woodhaven’s 34.8% standard of excellence was outstanding. In fact, 100% of the students who wrote the science exam passed. In the three other cores the percentage of students who wrote and passed was between 92-96% in Social Studies and LA and xx in Math.

Concern needs to be expressed regarding our Grade 6 results. We saw a drop in all subjects and effort will be expended to correct this. Even if these results returned to the stronger levels of the previous year, the school continues to be concerned for the 10-15% of students who do not make the standard. Our goal is for every student to learn at high levels and until this is achieved we will not be satisfied.

Strategies:

Woodhaven’s intervention strategies are aimed at getting more students meeting school learning expectations. We are investing in common PLC planning time this year to guarantee a strong core curriculum at all grade levels. This is then melded with academic intervention programming to assist any student who does not meet outcomes. The intervention programming was piloted this year with Tier 3 systems (guided intervention for Grade 9 and targeted pre teaching at all grade levels for those requiring support) being put in place during January 2011. The entire program will be in place by March of 2012.

Continued monitoring of student need by our Learning Coach is another critical support for student success. The coach’s identification of areas where our teachers need support and skill development continues to be a significant PD emphasis.

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.**	83.5	83.8	88.0	91.0	100.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	17.9	19.3	22.0	25.0	25.0
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.					
Drop Out Rate - annual dropout rate of students aged 14 to 18	.9	1.6	0	0	0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.					
High school to post-secondary transition rate within six years of entering Grade 10.					
Percentage of Grade 12 students eligible for a Rutherford Scholarship.					

Measure History

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

Annual dropout rate of students aged 14 to 18.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	139	.6	127	1.2	104	2.9	93	.8	90	.9
Returning Rate	2	0	1	100.0	2	0	4	*	1	*

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.	77.2	78.4	82.0	84.0	86.0
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.1	72.4	78.0	80.0	85.0

Measure History

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	18	48.3	99	80.8	134	82.7	133	71.7	132	77.2
Parent	18	48.3	22	83.3	21	80.8	18	60.7	21	66.3
Student	na	na	50	64.4	84	77.1	86	71.1	89	81.6
Teacher	na	na	27	81.5	29	79.3	29	89.7	22	81.8

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	17	47.1	49	74.8	48	73.9	46	68.4	41	75.1
Parent	17	47.1	22	68.2	19	68.4	17	47.1	19	68.4
Teacher	na	na	27	81.5	29	79.3	29	89.7	22	81.8

Comments on Results:

Overall, Woodhaven's results in this area have been inconsistent. While the school is generally a respectful place and students know what is expected of them, there is still work that needs to be done. This is confirmed when looking at the Division's survey where students were asked if the schools atmosphere was characterized by dignity and respect. Only 68% of the Grade 9's felt that was the case. This perception needs to change.

Divisional survey results on student preparation for work seem to fly in the face of the citizenship results. There 81% of Grade 9's reported the school was doing a good job in this area, a full 8% higher than the rest of the Division. Students seem to understand that what the school is doing is helping them learn how to learn, they just don't always like it.

Strategies:

This area needs more exploration in the coming year. The root of the dissatisfaction needs to be addressed. A forum for student concern will be struck so that their voice comes forward. This has been tried with current issues in May of 2011 with some positive results.

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.	88.0	84.6	90.0	91.0	100.0
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.7	73.0	85.0	86.0	87.0
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.1	84.1	100.0	100.0	100.0

Measure History										
Overall teacher, parent and student satisfaction with the overall quality of basic education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	19	63.3	99	85.0	134	84.5	133	84.2	133	88.0
Parent	19	63.3	22	82.6	21	82.9	18	78.3	21	79.2
Student	na	na	50	79.3	84	79.1	86	82.9	90	89.5
Teacher	na	na	28	93.1	29	91.4	29	91.4	22	95.9
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.										
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.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	19	70.1	99	72.6	134	69.1	133	77.3	132	81.7
Parent	19	70.1	22	78.5	21	72.7	18	87.1	21	79.9
Student	na	na	50	69.8	84	69.8	86	72.8	89	83.3
Teacher	na	na	27	69.5	29	64.8	29	72.1	22	81.8

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	19	66.0	98	85.4	133	88.8	133	78.8	132	86.1
Parent	19	66.0	22	88.9	21	91.4	18	66.3	21	78.4
Student	na	na	60	73.6	83	82.3	86	81.9	89	89.9
Teacher	na	na	26	93.8	29	90.3	29	88.2	22	90.0

Comments on Results:

These measures indicate that Woodhaven has made some very significant strides in its attempts to develop a positive learning culture. The percentage of people who see the school as safe and caring has risen by 20% in four years. Student perception on this measure is up 16% . Furthermore, the perception of quality of education is at a four year high with 89.5 % of the students satisfied with the quality of education they are receiving. While these are gratifying to report, the school must continue to give all stakeholders confidence that we are working towards ‘Learning How to Learn’ and ‘Learning How To Get Along.’”

Strategies:

Current approaches to school safety/discipline will be maintained. The ELM approach noted earlier will give all a common language for dealing with inappropriate behavior. In the continued quest to have high levels of learning for all students, the full PTRI will be implemented during the 2011-12 school year.

The programming mix available to students will be maintained with cross graded options being the only change. Due to cost constraints Travel options will be dropped for Woodhaven students in 2011-12.

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.	74.6	75.7	80.0	82.0	85.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	89.6	80.3	91.0	92.0	93.0

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	19	52.7	49	85.1	50	71.9	47	70.2	41	74.6
Parent	19	52.7	22	78.5	21	59.6	18	55.1	19	61.1
Teacher	na	na	27	91.6	29	84.1	29	85.3	22	88.2

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	19	63.2	98	86.6	132	77.4	131	76.9	128	89.6
Parent	19	63.2	22	95.9	21	66.7	17	70.6	19	89.5
Student	na	na	50	72.0	83	83.4	86	81.4	89	89.3
Teacher	na	na	26	92.3	28	82.1	28	78.6	20	90.0

Comments on Results:

There has been a noted positive change in the perception of school improvement over the past four years. Parents especially now are very positive in their perception of whether Woodhaven and the Division have improved in the past three years (63.2 vs. 89.5% satisfaction). There was also a 11.4% increase in student satisfaction as well. Where the school lags is in the parents' satisfaction with involvement in decision making. This must be a focus for the future.

Strategies:

Detailed examination of the questions underlying the information in the table indicates that families and students are favorable in their attitude towards the learning supports that were put in place for students in 2011. This is one more reason to move forward with the full implementation of PTRI strategies in the next school year.

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					
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.					
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	86.8	65.9	90	95	100
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	13.3	6.5	15	18	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.					
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.					
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.					
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.					
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.					

Comments on Results:

Overall, Woodhaven's FNMI students did very well relative to the Province. Once again, the goal is that all students will learn at high levels, therefore, work remains to be done. What did work for the students were the intervention measures put in place. These will be continued.

Strategies:

To include FNMI students in intervention opportunities as required.

Meeting the Needs of Diverse Learners

This plan includes many references to PTRI programming as a means to meeting the diverse needs of the Woodhaven student population. The school believes this to be an approach which binds together a number of strategies that have positive impacts for Woodhaven students. These include:

- Curriculum development by teams of teachers.
 - Teachers working together to develop an understanding of curriculum objectives and sharing methods that work for classroom differentiating and critical thinking
 - Understanding how objectives can be linked to the assessment of skill
 - This is the basis of a vibrant core curriculum
- Identification of students who will need pre-teaching to engage in classroom activities
 - Teacher led intervention groups will allow the students to be pre taught lesson materials so the students can fully participate in classes.
 - These students come out of French programming and don't miss any core class time
- Create a school wide approach to support students who don't meet the standard on a given objective.
 - No one teacher can intervene for all their students in all ways, a whole school must do the work
 - Develop a time period where objective by objective intervention is available by the third term of the 2011-12 school year
- Allow no student to opt out of their learning
 - Have escorted noon hour intervention where students are picked up before lunch and taken to a room where they work with school administration who support them in completing their work
- K and E programming is supported at Woodhaven
 - Woodhaven offers a segregated cross grades 8/9 K and E classroom
 - K and E learners are very often low risk and the segregated core setting allows them to re engage with learner in a way they would not do in the regular program
- Small Group instruction
 - Students significantly outside the instructional envelope (more than four years behind) work in small groups on tasks that are at their academic level

Professional Development Plans

Woodhaven Middle School will be co-hosting a PTRI conference with Parkland School Division in October 2011. All of the Woodhaven teachers will be attending this two day workshop put on by Mike Mattos, a leader in the PTRI movement in North America. 70% of our PD funds will go towards this endeavor.

By having all teachers in attendance at the workshop we can ensure that the staff has a common understanding of the work to be done in their PLC's, how this will translate into better student learning and how we will intervene with the students who have yet to master objectives.

Woodhaven teachers will also access any and all PD available regarding implementation of the new assessment and reporting procedures in PSD70. This is critical to ensure smooth implementation in the 2011-12 school year.

Future Challenges

Woodhaven will be implementing the new assessment/reporting system in 2011-12. This, combined with the PLC work identified above will be a challenge for teachers. It is a new way of working. It is more collaborative and forward thinking than long held practices and will require adjustment. Change is hard and the admin team will work closely with staff to help and support them throughout the year.

Woodhaven, like many in the Alberta Educational system faces a challenge with uncertain funding levels. Without revenue certainty it becomes impossible to say how the school will face the challenges associated with increasing enrolment. The staff unquestionably will do their best to rise to the challenge, but the ability to innovate and think beyond the box may be hamstrung.

Woodhaven looks forward to continuing a productive relationship with our parents and families. What that relationship will look like in the future, how we will communicate information and student progress is a future waiting to be created. We embrace that and look forward to increasing the parents perception that they have a real voice in their child's education.

Whether Web 2.0 technologies will play in our future is no longer debatable, it is here and it must be embraced. This year we ran classes who did all their work with Google Apps. What will the next steps be? While none of us is totally sure, we do know that Woodhaven will be an open wireless environment within the year. This will impact our learning in ways that cannot currently be predicted.

Our library needs to change to meet this new technological future. The work began this past year and will need to come to fruition in the next year. While it is hoped that the library will become a media centre, what that will ultimately look like has yet to become entirely clear.

Finally, Woodhaven had a good 2010-11. The challenge will be to keep the momentum going. If we truly believe in high quality learning for all, then Woodhaven cannot rest until 100% of our students are meeting objectives. This is a lofty goal, but a worthy one.

Budget

*Budget information
and Highlights
to be submitted here*

Parkland Satisfaction Survey (2010/11) Spring Results

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

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division
Survey Response Rates	n=583	21%	n=130	14%	n=1,220	90%	n=1,137	67%	n=756	67%

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%	92%	67%	83%	98%	97%	
School Characterized by dignity, respect, and caring	89%	85%	96%	96%	86%	86%	80%	88%	
Dignity & Respect			88%	87%	67%	80%			
Friends at school			99%	97%	98%	96%			
Safe environment:	92%	91%	93%	93%	80%	88%	92%	94%	
Building			96%	95%	87%	92%			
Classroom			82%	82%					
Grounds	89%	85%							
Students are treated fairly	92%	90%	95%	92%	72%	80%	96%	97%	
Satisfaction with the variety of program choices available	84%	88%			75%	84%	94%	97%	
Teachers use computer technologies to help learn	85%	87%	91%	96%	83%	86%	88%	90%	
Technology improves student learning			91%	92%	80%	81%			
The School/Teachers provide help and support	85%	86%	93%	96%	78%	84%			
Process to respond to needs of at-risk students							90%	85%	
Parents satisfaction with access to special needs services ¹	71%	82%							
Parents satisfaction with timeliness of special needs services ¹	57%	82%							
Students with special needs are meeting their IPP goals ¹	67%	82%					92%	89%	
Responsive Programming / Curriculum	91%	84%					93%	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%			81%	73%	100%	86%
Students are prepared for post-secondary studies		78%			76%	81%		
Students have information re: next steps in learning programs	85%	88%			79%	84%		
Satisfaction with career planning assistance		54%			70%	68%		
Students are being prepared to be good citizens	95%	92%	97%	96%	78%	75%	94%	93%
Students know how they should behave			100%	99%	97%	97%		
Satisfaction with progress and achievement of your child	90%	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	90%	86%					90%	82%
School's effort to involve parents in child's learning experiences	87%	86%					96%	95%
Satisfaction with involvement of special needs specialists ¹	67%	65%						
Satisfaction with quality of special education services overall ¹	57%	71%						
School Council has meaningful role							98%	90%
Teachers are available discuss child's education	95%	93%						
School always works to improve the quality of education offered	91%	89%					98%	98%
Way school informs about progress & achievement	93%	86%	93%	94%	79%	86%	100%	98%
Satisfaction with communications from the school/Division	95%	89%					90%	88%
Satisfaction that educational dollars are well spent in school	74%	80%						
Access to Professional Development activities							86%	90%
Quality of professional development activities							88%	87%

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

A.I.S.I.

Title: Helping all students participate in the Big Questions

Main Goal: Intervening with struggling students so that they can participate in all critical thinking activities in the classroom

Number of staff involved: 35

Significant Outcomes: Students who would normally be unable to participate in higher thinking activities were able to do so by being front loaded with all of the information they needed before class started.

What is working well: Teachers and students tell us that there is significantly more engagement on the part of otherwise disengaged students.

What did not work well: Ongoing monitoring of Big Question development needs to be done in a more systematic way. Groups need to be run by certified teachers.

Outline and explain adjustments: Big question in servicing happened in October, intervention planned in November and December and implemented in January. We ended up shifting our initial goals by aligning with what was happening in the school in terms of intervention and mission statement “Learning How to Learn”.

Shared and Celebrated: PD Days- at School Council- Lead Team

Unanticipated results and effects- Accountability pillar results beyond expectations especially in the area of support for student learning. This was reflected by an Excellent rating for continuous [improvement](#).

Results for School-based Performance Measures

Woodhaven will be gathering school based data on the schools PTRI program in the upcoming year. This will become the focus for this section going forward.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2011
 School: 2221 Woodhaven Middle School

Measure Category	Measure Category Evaluation	Measure	Woodhaven Middle 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	Good	Safe and Caring	86.1	78.8	84.1	88.1	87.6	86.6	High	Maintained	Good
		Program of Studies	81.7	77.3	73.0	80.9	80.5	80.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Education Quality	88.0	84.2	84.6	89.4	89.2	88.9	High	Maintained	Good
		Drop Out Rate	0.9	0.8	1.6	4.2	4.3	4.7	Very High	Maintained	Excellent
		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)	Acceptable	PAT, Acceptable	83.5	85.5	83.8	79.3	79.1	78.0	Intermediate	Maintained	Acceptable
		PAT, Excellence	17.9	22.7	19.3	19.6	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	75.1	68.4	72.4	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	77.2	71.7	78.4	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	74.6	70.2	75.7	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	89.6	76.9	80.3	80.1	79.9	78.8	Very High	Improved Significantly	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: _____

Woodhaven Middle

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Grade 5 Allocation	\$606,265	\$566,924
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	107 students	109 students
Grade 6 Allocation	\$628,929	\$660,545
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	111 students	127 students
Grade 7 Allocation	\$680,892	\$580,705
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	128 students	114 students
Grade 8 Allocation	\$569,183	\$590,892
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	107 students	116 students
Grade 9 Allocation	\$590,461	\$570,517
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	111 students	112 students
Level 6 Code 42 Allocation	\$341,062	\$685,264
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	20 students	36 students
Level 6 Code 44 Allocation	\$102,319	\$114,211
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	6 students	6 students
Special Needs Pending	\$0	\$114,211
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	6 students
English Second Lanuage Allocation	\$2,310	\$3,378
English Second Lanuage Alocation Rate	\$1,155.21	\$1,126.02
ESL Enrolment	2 students	3 students
FNMI Allocation	\$41,940	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	40 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$0	\$95,721
AISI Allocation	\$48,863	\$60,410
Innovative Technology Funding Allocation	\$0	\$16,822
Transfers to from Other Sites	\$132,175	\$113,965
Surplus / Deficit Carryforward	(\$27,623)	\$81,133
Salary Conversion	(\$154,919)	
Total Site Allocation	\$3,561,857	\$4,254,697
% of Revenue And Allocations To Budget Center	100%	100%

Total Revenue And Allocations To Budget Center	\$3,561,857	\$4,254,697
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* - See the notes section for details about Line Item notes on this page

Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$2,987,370	\$3,451,420
% of Expenditures	84%	81%
Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$329,698	\$540,188
% of Expenditures	9%	13%
Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$46,446	\$62,774
% of Expenditures	1%	1%
Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Support Services	\$21,158	\$5,500
Other Prof/ Tech Services	\$5,000	\$5,000
Postage	\$900	\$900
Advertising	\$450	\$450
Telephone & Fax	\$6,000	\$6,000
Travel	\$500	\$0
Staff Development	\$10,000	\$15,000
Contracted Transportation	\$2,500	\$8,000
Maint & Repair Equipment	\$8,000	\$10,000
Equipment Rental	\$520	\$520
Membership Fees	\$200	\$200
Registration Fees	\$2,500	\$2,500
Supplies	\$50,000	\$60,500
Textbooks	\$1,000	\$3,000
Media Materials	\$500	\$500
Software	\$1,500	\$1,500
Furniture & Equip Under 5000	\$7,500	\$7,500
Technology Intergration	\$20,000	\$25,000
Acquisition of Prop & Equip Capital	\$5,000	\$15,000
Labour Transfer to other sites	\$10,000	\$15,245
Supplies & Services Transfers to other sites	\$0	\$18,000
Transfer to Reserves (Contingencies)	\$45,114	\$0
Total Contracted/General Services and Supplies	\$198,342	\$200,315
% of Expenditures	6%	5%

Total Expenditures	\$3,561,857	\$4,254,697
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$3,561,857	\$4,254,697
Total Expenditures	\$3,561,857	\$4,254,697
Variance	\$0	\$0

Notes

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