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# **Stony Plain Central School 2011 – 2014 Education Planning 2010/11 Annual Educational Results Report**

**Parkland School Division No. 70**  
Excellence in Education

2011

Updated May 2011

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## School Foundation

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### FOUNDATIONAL STATEMENTS

#### Our Vision

Our purpose is to work collaboratively with our school community to create a positive, respectful learning environment that fosters trusting relationships, pride in accomplishments and life-long learning.

#### Our Mission

In order to successfully participate in an ever changing world, Stony Plain Central School provides developmentally appropriate learning experiences that teach students to:

- Solve problems, think critically and be able to access and process information effectively
- Make responsible choices
- Be courteous, productive citizens, and
- Be lifelong learners,

#### Our Principles

***Motto: Imagining, Achieving, Growing, Celebrating***

**Learning begins with imagination.** It is the process of imagining that helps to bring meaning to our students' experiences and understanding to our students' knowledge. By imagining, our students make sense of their world and they dream of a future not yet ours to see. At Stony Plain Central, imagination is the raw material of learning.

**Learning strengthens through achievement.** Our students set goals and create permanence by practicing new understanding they have achieved. Each new step becomes a new achievement on the journey of imagination. Learning, made real by doing, creates new avenues and opportunities for future growth.

**Learning is growing.** At Stony Plain Central, our belief in imagination and achievement means that students are encouraged to see learning as a lifelong process. As our students continue to learn, their growth becomes a movement toward excellence. We foster growth by making sure that we are always doing what is right and by caring about each other. Our students' imagined sense of self worth, citizenship and social responsibility becomes reality as they learn to overcome adversity.

**Celebrating energizes learning.** Our students' sense of imagination, achievement and growth are reinforced through public celebrations of our success. At Stony Plain Central, we enjoy recognizing when we have done well and this recognition motivates future learning and the embrace of new challenges.

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## School Profile

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School Name:	Stony Plain Central	Website Address:	www.psd70.ab.ca/spc
Principal:	Mr. Archie Lillico	E-mail:	spc@psd70.ab.ca
Assistant Principal:	Mrs. Shawna Stewart	Student Population:	434
Address:	5108-55 Avenue, Stony Plain, Alberta. T7Z1R4	SPC Teachers:	26
Phone:	(780) 963-2203	SPC Support Staff:	13
Fax:	(780) 963-2721	Grades Served:	K-9

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

- Balanced Literacy for grades K-9
- Leader in Me Program
- Scheduled Musical Theatre and Music for all Elementary Students
- Extra-curricular sports program for grades 4-9 (volleyball, basketball, badminton, track and field)
- Spring Basketball league for grades 4-6
- Nutritious Hot Lunch Program
- Exemplary Performing Arts Program at the Gr.7-9 level
- Extra-curricular Fine Arts/Theatre program (JALTCO)-Just A Little Theatre Company
- A wide variety of Middle years complementary courses for grades 7-9
- Assistive technologies and Smart Technologies: (SmartBoards,Elmos,labs,carts)
- Knowledge and Employability Program at the Grade 9 level

### Quotes from Parent Advocates

"The positive atmosphere of the school motivates the parents to volunteer and the appreciation shown on the students' faces says it all." ~ Hot Lunch Volunteers 2011

"I like this school because all of the teachers and staff are so friendly and helpful. It is always such a pleasure to volunteer with all of these awesome students and teachers." Nadja Neukom Parent 2011

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

- Students demonstrate academic growth
- Students are actively and positively engaged in their learning
- Students model social responsibility and citizenship
- Students actively contribute to school and community

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

- Our positive, safe and caring learning environment
- Our students and their accomplishments
- Our relationships with students, parents, staff and school community

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

- Our students experience success and demonstrate academic and personal growth.
- Parents, students and staff express satisfaction with the overall quality of the school and indicate that Stony Plain Central School is a good place to educate children.
- Students, staff and parents work collaboratively to continually improve our positive, safe and caring environment.
- Extra-curricular programs focus on maximum student participation.
- Community members make positive contributions and are involved in Stony Plain Central School.

## **Trends and Issues**

### **Demographics**

Low enrolment numbers in our grades 1 through 6 classes continues to be a challenge for balancing the allocation of resources (technology, physical space, and staff) effectively across our early and middle years' learners.

There are a high percentage of new students registering in grade 7, 8 & 9 each year. At grade 7 (due to move ins and those that transition from Forest Green)

Low enrolment numbers and a lack of a pattern regarding enrollment makes it hard to plan staffing from year to year.

### **Technology Infrastructure**

Technology will play an integral role in strengthening curricula and engaging student learning. Ever-greening of existing technology will be an ongoing issue as the bulk of our technology is old and our changing enrolment affects our budget adversely. Stony Plain Central will continue to encourage staff to take part in new projects offered within and without the division.

### **Diverse Learner Needs**

Focused work with staff, students, families and organizations will occur in addressing students with special learning needs in an inclusive setting. Accessing community supports and services in a wraparound model is essential and with in mind a school learning team will be established.

### **Pedagogy and Assessment**

Integrating a variety of assessment, evaluation and reporting practices will continue to be a focus. Stony Plain Central School will continue to increase parent, student and staff capacity to better understand the system of assessment and reporting. Stony Plain Central School will work in collaboration with another school community to increase our understanding of the new reporting system.

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## Priorities

### Priority 1

**Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 9.**

#### To Maintain our Focus on Priority 1

SPC continues to shift from the teacher as deliverer of information, to the teacher as facilitator of student learning

SPC continues to shift from teacher in isolation, to teacher working with colleagues within our school and in other buildings, students and parents in curriculum development and assessment.

SPC will stay current with educational research and new approaches for improved teaching and learning

SPC continues to develop the extended learning community that consists of parents and our local community

#### This shift shall develop and/or continue to include:

- Teachers developing lessons that focus on outcome specific achievement
- Teachers continuing to develop and use performance-based assessments
- Teachers delivering lessons with a project-based focus
- Teachers focusing on Inquiry in lessons
- Teachers implementing Critical Thinking Challenges and providing open ended questions
- Peer assessment among students
- Student developed rubrics to encourage greater participation by students in their own learning
- Student-led conferences to be held in early and middle years
- Web-based learning occurring in the classrooms
- Collaboration among classroom teachers to guide teachers who are unfamiliar with a non-traditional approach to teaching
- Cross-graded activities that encourage students to take on a leadership role and “teach” others
- Students that participate in leadership opportunities that encourage them to take on a “teaching” role and assist younger students
- Outcome Based Assessment
- Differentiated Instruction
- Technology Integration
- Ongoing Professional Development
- Learners to demonstrate high standards
- Special needs students who meet their achievement goals on IPPs/RPAs

## Priority 2

**Kindergarten through Grade 9 students demonstrate skills of Citizenship and Social Responsibility.**

### **To Maintain our Focus on Priority 2**

SPC continues to shift toward increased intentional instruction in Citizenship and Social Responsibility

SPC continues to engage students with specific activities and celebrations in Citizenship and Social Responsibility

SPC continues to build relationships with the extended community to foster Citizenship and Social Responsibility

### **This shift shall develop and/or continue to include:**

- Engaging students and staff through Franklin Covey's *The Leader In Me* Program
- Setting a shared vision for CSR and implementing specific training in 7 Habits
- Fostering independence through goal setting, organization, time management and planning
  - Engaging independent 21<sup>st</sup> century life skills through initiative, responsibility, self-direction and personal productivity
  - Implementing the 7 Habits of *being proactive, beginning with the end in mind, and putting first things first*
- Fostering interdependence through teamwork, conflict management, creativity and analysis
  - Engaging interdependent 21<sup>st</sup> century life skills through problem solving, communication, collaboration and the development of cross-cultural skills
  - Implementing the 7 Habits of *thinking win-win, seeking first to understand – then to be understood, and synergy*
- Fostering renewal through fun, health, hygiene and a developed desire to learn
  - Engaging 21<sup>st</sup> century renewal skills through meaningful work, collaboration and technical skills
  - Implementing the 7<sup>th</sup> Habit of *sharpening the saw*

## Overview of Achievements (to be updated in Oct 2011)

### Goal One: Success for Every Student

- 83.3% of grade 3 students achieved the acceptable standard in Language Arts and 79.2% achieved the acceptable standard in Mathematics
- 33.3% of grade 3 students achieved the standard of excellence in Mathematics and 8.3% in Language Arts
- 97.6% of grade 6 students achieved the acceptable standard in Language Arts, 87.8% of grade 6 students achieved the acceptable standard in Mathematics and 92.7% in Social Studies, and 87.8% of grade 6 students achieved the acceptable standard in Science.
- 22% of grade 6 students achieved the standard of excellence in Language Arts, 12.2% in Math, 17.1% in Science with 26.8% at the standard of excellence in Social Studies
- 93.8% of grade 9 students achieved the acceptable standard in Language Arts.
- Our K & E students wrote the PAT's this past year and were very successful. In Language Arts 71.4% made the acceptable level, 76.9% in math, 85.7% in science and 71.4% in Social Studies.
- 80.7% of teachers, parents and students are satisfied that students are taught attitudes and behaviors that will make them successful at work when they finish school.
- 91.1% of grade 3 and 6 students, and 96.2% of staff surveyed are satisfied with the quality of education at the school.
- 92.8% of grade 9 students, 83.8% of parents and 96% of staff surveyed are satisfied with the variety of program choices available

### Goal Two: Transformed Education Through Collaboration

- 90.6 % of teachers, parents and students are satisfied with the overall quality of basic education.
- 90.9% of teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.
- 82.5% of teachers, parents and students are in 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.
- 80.7% of teachers, parents and students indicate that the school has improved or stayed the same in the last three years
- 78.6% of teachers and parents satisfied with parental involvement in decisions about their child's education.

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

### 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.**	83.6	81.5	85	86	87
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	15.2	14.5	16.5	18	20

**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	30	37	29	36	24
		Acceptable Standard (%)	96.6	97.1	100.0	94.4	83.3
		Standard of Excellence (%)	24.1	17.1	18.5	19.4	8.3
	Mathematics 3	Students Enrolled	30	37	29	36	24
		Acceptable Standard (%)	96.6	91.4	85.7	97.2	79.2
		Standard of Excellence (%)	20.7	22.9	17.9	19.4	33.3
Grade 6	English Language Arts 6	Students Enrolled	37	43	42	47	41
		Acceptable Standard (%)	97.0	97.6	100.0	97.8	97.6
		Standard of Excellence (%)	21.2	21.4	15.8	28.3	22
	Mathematics 6	Students Enrolled	37	43	42	47	41
		Acceptable Standard (%)	90.9	90.2	94.7	93.5	87.8
		Standard of Excellence (%)	27.3	26.8	23.7	28.3	12.2
	Science 6	Students Enrolled	37	43	42	47	41
		Acceptable Standard (%)	84.8	88.1	97.3	91.3	92.7
		Standard of Excellence (%)	30.3	33.3	32.4	28.3	26.8
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	47	41
		Acceptable Standard (%)	n/a	n/a	n/a	93.5	87.8
		Standard of Excellence (%)	n/a	n/a	n/a	23.9	17.1
Grade 9	English Language Arts 9	Students Enrolled	94	94	80	94	65
		Acceptable Standard (%)	83.5	84.4	80.5	78.5	93.8
		Standard of Excellence (%)	9.9	12.2	13.0	8.6	12.3
	English Lang Arts 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	14
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	71.4
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	21.4
	Mathematics 9	Students Enrolled	94	82	98	94	67
		Acceptable Standard (%)	64.4	72.5	55.8	52.7	53.7
		Standard of Excellence (%)	12.6	12.5	5.3	4.4	6
	Mathematics 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	13
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	76.9
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	15.4
	Science 9	Students Enrolled	94	94	80	94	66
		Acceptable Standard (%)	68.9	71.7	78.2	67.7	75.8
		Standard of Excellence (%)	11.1	6.5	9.0	4.3	12.1
	Science 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	14
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	85.7
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	14.3
	Social Studies 9	Students Enrolled	n/a	n/a	n/a	94	65
		Acceptable Standard (%)	n/a	n/a	n/a	67.7	63.1
		Standard of Excellence (%)	n/a	n/a	n/a	11.8	10.8
Social Studies 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	14	
	Acceptable Standard (%)	n/a	n/a	n/a	n/a	71.4	
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	14.3	

Comments on Results:

Strategies:

- Staff will collaborate with other teachers within Stony Plain Central School and throughout Parkland School Division to develop and implement Key Learning Outcomes.
- Professional development activities related to comprehensive reporting will enhance student learning and teacher success with key learning outcomes.
- Teachers will collaborate with teachers from Blueberry to enhance their understanding of the comprehensive reporting system and will strive to build collaborative units in different curricular areas.
- K&E Grade 9 programming has been implemented and will continue for this year.

## Goal One: Success for Every Student

*Outcome: Students are prepared for the 21<sup>st</sup> century.*

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.3	72.9	79	81	83
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	80.7	61.5	82	84	86

### 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	25	59.2	125	79.1	138	64.8	135	74.8	150	77.3
Parent	25	59.2	26	70.5	14	62.3	14	67.1	17	62.4
Student	n/a	n/a	76	74.6	107	65.3	103	65.1	111	85.1
Teacher	n/a	n/a	23	92.2	17	66.7	18	92.2	22	84.4

Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	24	50.0	48	79.1	31	53.8	31	51.5	38	80.7
Parent	24	50.0	25	80.0	14	42.9	13	30.8	16	75.0
Teacher	n/a	n/a	23	78.3	17	64.7	18	72.2	22	86.4

**Comments on Results:**

There has been a significant improvement shown in recent survey results in both the Provincial Performance Measures for the outcome *Students are prepared for the 21<sup>st</sup> Century*. Parent results are lower than either students or teachers.

**Strategies:**

- Teachers will participate in professional development activities related *Franklin Covey's The Leader In Me*.
- Teachers will integrate technology appropriately in teaching and learning
- The school will continue to identify, promote, implement and share with parents, promising practices in outcome based assessment

## 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.	90.6	85.5	91	92	93

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.9	85.7	92	93	94
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	82.5	80.1	84	85	86

<b>Measure History</b>										
Overall teacher, parent and student satisfaction with the overall quality of basic education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	25	79.3	125	93.2	138	82.1	135	84	150	90.6
Parent	25	79.3	26	91.6	14	68.3	14	71.6	17	84.3
Student	n/a	n/a	76	90.3	107	85.7	103	84.9	111	91.1
Teacher	n/a	n/a	23	97.8	17	92.2	18	95.4	22	96.2

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	25	85.1	93	80.5	99	81.6	104	84.7	112	90.9
Parent	25	85.1	26	83.1	14	82.7	14	90.0	17	83.8
Student	n/a	n/a	44	76.0	68	78.3	72	73.8	73	92.8
Teacher	n/a	n/a	23	82.5	17	83.7	18	90.3	22	96.0

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.
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	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	25	72.8	125	86.4	138	79.4	135	78.4	150	82.5
Parent	25	72.8	26	81.4	14	79.7	14	70.0	17	75.3
Student	n/a	n/a	76	79.5	107	77.6	103	74.2	111	86.7
Teacher	n/a	n/a	23	98.2	17	81.0	18	91.0	22	85.5

Comments on Results:

There has been a significant improvement shown in recent survey results in both the Provincial Performance Measures for the outcome *Students have access to programming and supports to enable their learning.*

Strategies:

- Teachers will continue to participate in collaborative, professional development activities related to Franklin Covey's The Leader In Me. This strategy will further develop the capacity in staff and students in enhancing Citizenship and Social Responsibility skills.
- K&E Programming will continue at the Grade 9 level.

## 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.	78.6	71.4	80	82	84
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.	80.7	70.9	82	83	84

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	25	59.3	49	77.6	31	71.9	32	63.9	39	78.6
Parent	25	59.3	26	71.3	14	63.8	14	43.3	17	71.1
Teacher	n/a	n/a	23	83.9	17	80.0	18	84.4	22	86.1
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	25	88.0	124	82.7	138	67.8	135	64.2	149	80.7
Parent	25	88.0	26	73.1	14	57.1	14	50.0	17	70.6
Student	n/a	n/a	76	88.8	107	81.5	103	76.0	111	85.8
Teacher	n/a	n/a	22	86.4	17	64.7	18	66.7	21	85.7

### Comments on Results:

There has been a significant improvement shown in recent survey results in both the Provincial Performance Measures for the outcome *The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

### Strategies:

- Maintain and improve avenues of communication to meet the needs of all parents. Examples include increasing communication through School Council avenues and building capacity with our parent community involvement in Individualized Program Planning and Student Led Conferences.
- Continue to further implement and enhance Effective Assessment practices
- Provide and promote focused Professional Development opportunities in technology, assessment, critical thinking and special education for all staff and communicate success in these areas with parents and the school community.

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

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*Outcome: FNMI students are engaged in learning.*

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	76.9	13	78	80	82
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	0	5.1	2	4	6

Comments on Results:

Strategies:

- Teachers will continue to participate in collaborative, professional development activities related to Franklin Covey's The Leader In Me. This strategy will further develop the capacity in staff and students in enhancing Citizenship and Social Responsibility skills.
- K&E Programming will continue at the Grade 9 level.
- Aboriginal Liaison Support worker

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## Meeting the Needs of Diverse Learners

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*A wide variety of services/supports we access or provide for our students include:*

- Alberta Health Services
  - TLC (Transition Liaison/Consultant)
  - Children's Mental Health
  - AADAC
  - Westview Speech Language Team
  - Registered Dental Assistant Visits
- Educational Psychologists, Special Education Consultants and Learning Services
- Children Learning in Inclusive Community Settings and Kindergarten (CLICK)
- Public Speakers on various cultural/life skills topics
- Suicide prevention presentation for staff
- Heroes program
- Prevention of at risk trauma in youth (P.A.R.T.Y.) program
- Native Liaison worker
- Rainbows Program
- Balanced Literacy Programming
- Reading & Writing A to Z support program
- Read and Write Gold-Assistive Technology
- Reading Academy
- Precision Reading
- Knowledge and Employability Programming Gr. 9
- Emergent school counselor

*Successes/achievements in our school that we are proud of in the area of meeting the diverse needs of all students*

- Successful integration of transition students from feeder school
- Successful implementation of Balanced Literacy program
- P.A.R.T.Y. program presentation had a powerful impact on our Gr. 9 student population
- Nutritious Snack Program-lead by students
- Hot lunch program
- Cross Graded activities
- Volunteer Program- student and parent
- A wide variety of Complementary Courses
- AISI project focus on Critical Thinking
- Technology integration and growth
- Student Leadership Opportunities

*Challenges our school has experienced in the area of meeting the diverse needs of all students*

- High transiency rate (30%) makes programming more of a challenge as students move into and out of our school on a regular basis throughout the school year
- A variety of special needs across a wide range of grade levels and programs and the allocation of resources
- Delivering programming to a wide variety of students can be a challenge for our teachers as they are required to work with newly identified student needs and behaviors
- **Need focused guidance in differentiated instruction and understanding special needs and the supports and strategies that are available.**
- **The lack of availability of support for mild/moderate student needs**
- Limited availability of support services such as speech therapists, occupational therapists, and behavioral specialists

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## Professional Development Plans

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Stony Plain Central will continue to focus on the following areas for Professional Development the 2011-2012 School Year

<b>Pedagogy &amp; Assessment</b>	
<ul style="list-style-type: none"> <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Roll out of new report reporting and assessment</li> <li>• Critical thinking</li> </ul> </li> <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Improved FNMI Programming</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Exploring and Developing Leadership</li> <li>• Franklin Covey's <i>The Leader In Me initiative and School wide focus on Citizenship and Responsibility</i></li> </ul>	<p style="text-align: center;"><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Assistive technology</li> <li>• Researching and implementing emerging technologies.</li> </ul>

We are continuing our work in comprehensive reporting that includes outcome based assessment and outcome reporting on our progress reports. Collaborative PD within Stony Plain Central and with Blueberry school throughout Parkland School Division will help to continue to drive success in this initiative.

### IMPACT

Outcome Based assessment and reporting will have a transformative impact on teaching and learning in Stony Plain Central School. Teachers will increase their capacity to deliver assessment as learning, assessment for learning and assessment of learning. Professional Development that centers on defining and delivering key learning outcomes and assessing and reporting on those key learning outcomes will increase our capacity for student success while, at the same time, increase our ability to be responsive to 21<sup>st</sup> Century learner needs.

### TEACHER PROFESSIONAL GROWTH

Stony Plain Central School Teachers are expected to submit Teacher Professional Growth Plans that focus on teaching to key learning outcomes (pedagogy) and one other area for growth from Leadership, Technology or Assessment.

## **Future Challenges (to be updated in Oct 2011)**

### **Goal One: Success for Every Student**

- Low enrolment numbers in our grades 1 through 6 classes increases the challenge of balancing the allocation of resources (technology, physical space, and staff) effectively across our early and middle years' learners.
- There are a high percentage of new students registering in grade 7, 8 & 9 each year. (49% at grade 7 and 30% of the total population this past September 2010). There is also a significant fluctuation in our student population throughout the school year and this can have an impact on school results.
- Technology will play an integral role in strengthening curricula and engaging student learning. Ever greening of existing technology will be an ongoing issue
- Integrating a variety of assessment, evaluation and reporting practices will continue to be a focus. Increase student and parent ability to access, understand, and use assessment information for improved learning and better understand the criteria used in assessment
- Focused work with staff, students, families and organizations will occur in addressing students with special learning needs in an inclusive setting (including special needs specialists, access to special needs services, timeliness of services and the process to respond to the needs of at-risk students). Accessing community supports and services in a wraparound model is essential.
- Continuing to enhance home and school communication and parent involvement  
Survey response rate is a low 16%

### **Goal Two: Transformed Education Through Collaboration**

- To develop an appropriate model of service delivery for children with diverse exceptional needs including programming for students with mild, moderate and severe needs. Implementation of an inclusive education model.
- To increase parent satisfaction with access to special needs services, involvement of special need specialists, timeliness of special needs services and the overall quality of special education services overall.
- The role of the classroom teacher is changing as they become more responsible for the delivery of programming for students with a wide range of needs within an inclusive classroom setting. Continued support and professional development is essential to continue to assist teachers in further developing and enhancing the skills and supports.
- Continue to explore ways of improving the access to other supports required by students including counseling, psychologists, support agencies (e.g. O.T., S.L.P.,P.T.)
- Increasing the number of students overall achieving the acceptable standard and the standard of excellence in all core subjects at the grade 9 level
- There are a high percentage of new students (total population 30%) registering each year especially in grades 7, 8 & 9. (49% at grade 7, 20% at grade 8 and 20% at grade 9). This fluctuating population does have an impact on school results

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

# Budget

## Budget Report

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

### Stony Plain Central

#### Revenue And Allocations To Budget Center

Site Allocation	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
ECS Regular Allocation	\$106,279	\$106,279
ECS Regular Enrolment	30 students	30 students
ECS Regular Allocation Rate	\$3,542.64	\$3,542.64
ECS PUF Allocation *	\$20,000	\$0
Grade 1 Allocation	\$226,729	\$226,729
Grade 1 Allocation Rate	\$7,085.29	\$7,085.29
Grade 1 Enrolment	32 students	32 students
Grade 2 Allocation	\$170,047	\$170,047
Grade 2 Allocation Rate	\$7,085.29	\$7,085.29
Grade 2 Enrolment	24 students	24 students
Grade 3 Allocation	\$198,388	\$198,388
Grade 3 Allocation Rate	\$7,085.29	\$7,085.29
Grade 3 Enrolment	28 students	28 students
Grade 4 Allocation	\$139,175	\$139,175
Grade 4 Allocation Rate	\$5,567.01	\$5,567.01
Grade 4 Enrolment	25 students	25 students
Grade 5 Allocation	\$215,309	\$215,309
Grade 5 Allocation Rate	\$5,666.03	\$5,666.03
Grade 5 Enrolment	38 students	38 students
Grade 6 Allocation	\$237,973	\$237,973
Grade 6 Allocation Rate	\$5,666.03	\$5,666.03
Grade 6 Enrolment	42 students	42 students
Grade 7 Allocation	\$409,599	\$409,599
Grade 7 Allocation Rate	\$5,319.47	\$5,319.47
Grade 7 Enrolment	77 students	77 students
Grade 8 Allocation	\$425,557	\$425,557
Grade 8 Allocation Rate	\$5,319.47	\$5,319.47
Grade 8 Enrolment	80 students	80 students
Grade 9 Allocation	\$409,599	\$409,599
Grade 9 Allocation Rate	\$5,319.47	\$5,319.47
Grade 9 Enrolment	77 students	77 students
Level 6 Code 42 Allocation	\$221,690	\$221,690
Level 6 Code 42 Allocation Rate	\$17,053.10	\$17,053.10
Level 6 Code 42 Enrolment	13 students	13 students
Level 6 Code 44 Allocation	\$153,478	\$153,478
Level 6 Code 44 Allocation Rate	\$17,053.10	\$17,053.10
Level 6 Code 44 Enrolment	9 students	9 students
English Second Lanuage Allocation	\$1,155	\$1,155
English Second Lanuage Allocation Rate	\$1,155.21	\$1,155.21
ESL Enrolment	1 students	1 students

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

## 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 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	16%	24%	n=7	14%	100%	90%	98%	73%	79%	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)	65%	90%	92%	92%	73%	83%	97%	98%	
School Characterized by dignity, respect, and <b>caring</b>	64%	87%	91%	95%	88%	86%	73%	87%	
Dignity & Respect			94%	91%	80%	78%			
Friends at school			98%	98%	100%	97%			
Safe environment:	68%	88%	98%	93%	88%	87%	85%	89%	
Building			98%	96%	95%	93%			
Classroom			92%	87%					
Grounds	71%	80%	92%	87%					
Students are treated fairly	77%	91%	92%	93%	81%	80%	85%	96%	
Satisfaction with the variety of program choices available	80%	84%			81%	79%	100%	95%	
Teachers use computer technologies to help learn	80%	89%	89%	95%	85%	86%	79%	90%	
Technology improves student learning			88%	92%	89%	83%			
The School/Teachers provide help and support	78%	87%	89%	96%	79%	83%			
Process to respond to needs of at-risk students							72%	83%	
Parents satisfaction with access to special needs services <sup>1</sup>	29%	71%							
Parents satisfaction with timeliness of special needs services <sup>1</sup>	29%	72%							
Students with special needs are meeting their IPP goals <sup>1</sup>	50%	76%					87%	88%	
Responsive Programming / Curriculum	67%	88%					88%	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%			76%	73%	67%	86%
Students are prepared for post-secondary studies		78%			80%	81%		
Students have information re: next steps in learning programs	85%	88%			86%	84%		
Satisfaction with career planning assistance		54%			59%	68%		
Students are being prepared to be good citizens	78%	92%	95%	96%	88%	75%	82%	93%
Students know how they should behave			98%	99%	99%	97%		
Satisfaction with progress and achievement of your child	83%	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	73%	86%					77%	82%
School's effort to involve parents in child's learning experiences	86%	86%					100%	95%
Satisfaction with involvement of special needs specialists <sup>1</sup>	43%	65%						
Satisfaction with quality of special education services overall <sup>1</sup>	14%	71%						
School Council has meaningful role							97%	90%
Teachers are available discuss child's education	87%	93%						
School always works to improve the quality of education offered	76%	89%					97%	98%
Way school informs about progress & achievement	87%	86%	89%	94%	74%	86%	100%	98%
Satisfaction with communications from the school/Division	86%	89%					94%	88%
Satisfaction that educational dollars are well spent in school	60%	80%						
Access to Professional Development activities							97%	90%
Quality of professional development activities							94%	87%

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

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**A.I.S.I.**

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**Overview**

For the 2011 – 2012 School Year, Stony Plain Central School will improve student achievement and engagement in grades K-9 through the promotion of critical thinking.

**Focus** The development of critical thinking skills to increase our students' capacity to thrive in the 21<sup>st</sup> Century.

**Project Goals:**

- Teachers will apply the definition of critical thinking
- Teachers will use critical thinking vocabulary
- Teachers will present information students require to be able to think critically about a given topic
- Teachers will use a variety of assessments for, as and of learning to assess their students' learning and application of critical thinking skills

**The Lead Teacher**

- Leadership capacity will continue to be developed with the Lead Teacher as well as our staff members at Stony Plain Central School
- The Lead Teacher will assist in facilitating the knowledge acquisition of critical thinking pedagogy
- Teachers will be provided with time to work collaboratively with the Lead Teacher to develop a common understanding of critical thinking
- Approximately 15% of the Lead Teacher's time will be devoted to the promotion of critical thinking skills.

**Focus Relating to Priorities**

**Priority 1**

Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 9.

**Priority 2**

Kindergarten through Grade 9 students demonstrate skills of Citizenship and Social Responsibility.

*Critical thinking involves thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the qualities of a competent thinker. A person is attempting to think critically when she or he thoughtfully seeks to assess what would be sensible or reasonable to believe or do in a given situation. The need to reach reasoned judgments may arise in countless kinds of problematic situations such as trying to understand a passage in a text, trying to improve an artistic performance, making effective use of a piece of equipment, or deciding how to act in a delicate social situation. (Roland Case and LeRoi Daniels)*

Increasing student capacity for critical thought is an effective focus to achieve our system priorities. As SPC continues to shift from the teacher as deliverer of information, to the teacher as facilitator of student learning, students will be required to generate meaning and improve their understanding of their role in the world.

## Accountability Pillar Summary (to be inserted)

### Accountability Pillar Overall Summary

School: 2210 Stony Plain Central School

Measure Category	Measure Category Evaluation	Measure	Stony Plain Central School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	82.5	78.4	81.4	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	90.9	84.7	82.3	80.9	80.5	80.1	Very High	Improved	Excellent
		Education Quality	90.6	84.0	86.4	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	0.0	0.0	1.3	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	80.8	82.1	80.4	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.2	14.7	14.7	19.4	18.3	18.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	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	80.7	51.5	61.5	80.1	79.9	79.8	High	Improved	Good
		Citizenship	77.3	74.8	72.9	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Good	Parental Involvement	78.6	63.9	71.1	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	80.7	64.2	71.6	80.1	79.9	78.8	Very High	Improved	Excellent

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## School Education Plan Approval Form

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School Name: \_\_\_Stony Plain Central\_\_\_\_\_

Principal: \_\_\_Donna Waterman\_\_\_\_\_

1. I, \_\_\_Tina Ranson\_\_\_\_\_ (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:

\_\_\_\_\_  
April and May School Council meetings  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: May 27/11 \_\_\_\_\_

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

## Stony Plain Central

### Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$127,535	\$94,076
ECS Regular Enrolment	36 students	29 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS PUF Allocation	\$40,000	\$0
Grade 1 Allocation	\$198,388	\$163,434
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	28 students	24 students
Grade 2 Allocation	\$177,132	\$190,673
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	25 students	28 students
Grade 3 Allocation	\$184,217	\$149,814
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	26 students	22 students
Grade 4 Allocation	\$139,175	\$192,442
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	25 students	37 students
Grade 5 Allocation	\$198,311	\$208,046
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	35 students	40 students
Grade 6 Allocation	\$209,643	\$223,649
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	37 students	43 students
Grade 7 Allocation	\$383,002	\$417,700
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	72 students	82 students
Grade 8 Allocation	\$420,238	\$392,230
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	79 students	77 students
Grade 9 Allocation	\$377,682	\$422,794
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	71 students	83 students
Level 6 Code 42 Allocation	\$170,531	\$171,316
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	10 students	9 students
Level 6 Code 44 Allocation	\$153,478	\$133,246
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	9 students	7 students
Special Needs Pending	\$0	\$190,351
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	10 students

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

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
English Second Lanuage Allocation	\$1,155	\$1,126
English Second Lanuage Alocation Rate	\$1,155.21	\$1,126.02
ESL Enrolment	1 students	1 students
First Nation Grade ECS Allocation	\$396	\$0
ECS First Nation Enrolment	students	0 students
ECS First Nation Enrolment (330)	1 students	
First Nation Grade ECS Allocation Rate	\$396.07	\$386.06
First Nation Grade 1-6 Allocation	\$1,980	\$2,702
First Nation Grade 1-6 Allocation Rate	\$396.07	\$386.06
Grade 1-3 First Nation Enrolment	students	3 students
Grade 1-3 First Nation Enrolment (330)	1 students	
Grade 4 - 6 First Nation Enrolment	students	4 students
Grade 4 - 6 First Nation Enrolment (330)	4 students	
First Nation Grade 7-9 Allocation	\$5,545	\$5,405
First Nation Grade 7-9 Allocation Rate	\$396.07	\$386.06
Grade 7_9 First Nation Enrolment	students	14 students
Grade 7_9 First Nation Enrolment (330)	14 students	
First Nation Liaison Worker	\$42,883	\$41,422
FNMI Allocation	\$31,455	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	30 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$49,981	\$0
AISI Allocation	\$46,817	\$57,880
Innovative Technology Funding Allocation	\$0	\$16,894
Transfers to from Other Sites	(\$4,186)	(\$8,009)
Surplus / Deficit Carryforward	\$26,915	(\$109,442)
Salary Conversion	\$44,068	
<b>Total Site Allocation</b>	<b>\$3,026,343</b>	<b>\$2,957,749</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>99%</b>	<b>99%</b>

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$30,000	\$30,000
<b>Total Individuals</b>	<b>\$30,000</b>	<b>\$30,000</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>1%</b>	<b>1%</b>

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$3,056,343</b>	<b>\$2,987,749</b>
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### Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Certificated</b>	<b>\$2,320,629</b>	<b>\$2,237,813</b>
<b>% of Expenditures</b>	<b>76%</b>	<b>75%</b>

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Uncertificated</b>	<b>\$525,453</b>	<b>\$463,948</b>
<b>% of Expenditures</b>	<b>17%</b>	<b>16%</b>

Personnel	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

<b>Personnel</b>	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
<b>Total Personnel</b>	<b>\$64,391</b>	<b>\$65,634</b>
<b>% of Expenditures</b>	<b>2%</b>	<b>2%</b>

<b>Contracted/General Services and Supplies</b>	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
Miscellaneous Services	\$14,000	\$12,000
Support Services	\$27,877	\$10,000
Postage	\$1,000	\$1,000
Printing	\$3,500	\$3,500
Advertising	\$200	\$200
Telephone & Fax	\$6,700	\$6,700
Travel	\$1,000	\$1,000
Contracted Transportation	\$6,000	\$4,000
Maint & Repair Equipment	\$2,000	\$3,000
Membership Fees	\$1,000	\$1,300
Registration Fees	\$3,000	\$3,000
Supplies	\$35,593	\$37,593
Textbooks	\$8,000	\$12,000
Software	\$1,000	\$2,000
Furniture & Equip Under 5000	\$2,000	\$4,000
Technology Intergration	\$15,000	\$30,000
Labour Transfer to other sites	\$6,000	\$6,000
Supplies & Services Transfers to other sites	\$12,000	\$27,000
Transfer to Reserves (Contingencies)	\$0	\$56,061
<b>Total Contracted/General Services and Supplies</b>	<b>\$145,870</b>	<b>\$220,354</b>
<b>% of Expenditures</b>	<b>5%</b>	<b>7%</b>

<b>Total Expenditures</b>	<b>\$3,056,343</b>	<b>\$2,987,749</b>
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### Summary

	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
Total Revenues and Allocations To Budget	\$3,056,343	\$2,987,749
Total Expenditures	\$3,056,343	\$2,987,749
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

### Notes

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