Peace Wapiti School Division No. 76

Three Year Education Plan

2009 / 2012

"Educating Today for Success Tomorrow"

TABLE OF CONTENTS

Introduction 3
Message from the Board Chair 4
Accountability Statement 5
Foundation Statements 5
Jurisdiction Profile 6
Publication and Communication 8
Key Issues 9
Accountability and Pillar Overall Summary 12
Goals, Outcomes, Performance Measures and Strategies
- Alberta Education Goal One 13
- Alberta Education Goal Two 15
- Alberta Education Goal Three 18
- Alberta Education Goal Four 20

Highlights of Related Plans and Funded Initiatives
- Alberta Initiative for School Improvement 21
- Professional Development 22
- Students with Special Needs 22
- English as a Second Language 23
- Technology Initiatives 24
- On-Line Schooling 25
- Outreach Schooling 26
- Career and Technology Studies 26

Budget Information 32
Budget Highlights 34
Highlights of Facilities & Capital Plan 34

INTRODUCTION

The Peace Wapiti School Division No. 76 Three Year Education Plan establishes the goals and priorities of the school system for the years 2009 to 2012. The purpose of the three-year education plan is:

- to establish priorities and directions that the school board and central administrators will use in guiding the programs and activities of the school system.
- to provide benchmarks to measure the extent to which the school system is achieving its goals and employing its strategies.
- to provide school administrators, teachers and support staff, goals and objectives to work toward in improving and enhancing the educational opportunity for students.
- to inform the parents and community of the priorities and directions of the school board.
- to meet the requirements of the Minister of Education through providing an annual report of the plans of the jurisdiction.

This three-year education plan adds one additional year to the three-year plan developed last year. This plan reflects last year's plan, but also incorporates additional input of the school board, central administrators, principals, teachers, students and parents. It identifies the issues and concerns of the school system, establish priorities, and contribute to the goals and strategies which will help to address these issues and priorities. In addition, the following procedures and documents contribute to the planning process:

- Annual meeting with the School Councils to discuss District plans, successes and challenges.
- A consultation process involving all of our schools councils, and on January 15th a round table meeting involving over 40 parents and teachers.
- An Annual Education Results Report to detail the areas of accomplishment and describe the areas of improvement for the school board.
- School three-year education plans, technology plans, Information Communication Technology (ICT) implementation plans, and annual results reports that reflect local plans, directions, and achievements and provide input to the system.
- The Alberta Initiative for School Improvement (AISI) projects approved by the Board following significant consultation with all the stakeholders.
- The Board's Capital Plan and long range Facilities Plan.

MESSAGE FROM BOARD CHAIR

On behalf of the Peace Wapiti School Division No. 76 it is my pleasure to present the 2009/2012 Three Year Education Plan.

The Three Year Plan serves as the blueprint for achieving the priorities the Board has established in support of the goals of Alberta Education.

This plan continues our direction in providing positive learning experiences for our students and in this process involves all relevant stakeholders in ensuring success. We are confident that we are addressing fiscal responsibility as we target resources to our core business of educating our students.

The Board and Administration extend sincere thanks and appreciation to all staff, parents, and community members for working together in a collaborative manner to enhance the quality of educational programs and services for our students. The commitment and contribution of all these stakeholders towards making Peace Wapiti a good place for students and staff to work, to teach, and to learn is sincerely appreciated.

Sonia Ens, Chair
Peace Wapiti School Division No. 76

Board of Trustees

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ACCOUNTABILITY STATEMENT

The Peace Wapiti School Division No. 76 education plan for the three years commencing September 1, 2009 was prepared under the direction of the Board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

FOUNDATION STATEMENTS

Mission Statement

"Educating Today for Success Tomorrow"

Mandate

The Peace Wapiti School Division No. 76 is responsible for the provision (and maintenance) of an educational environment that enables all students to achieve their potential to become productive members of a changing society.

Beliefs

In the Peace Wapiti School Division we believe:

- All students should have access to an appropriate, quality education.
- Educational excellence will be achieved by providing the best opportunity for all students to succeed.
- Education must provide students with the basic skills necessary for their personal success.
- Education should be a stimulating, motivating, enjoyable and continuing experience.
- Students should have the opportunity to learn in a safe and positive environment.
- Students have a shared responsibility for their own learning and their behavior.
- Education should provide students with the opportunity to develop individual strengths and special talents.
- Parents are responsible for providing a home environment conducive to the development and education of their children.
- Parents play the major role in the development and education of their children and bear responsibility for their behavior.
- A quality education will only result from a partnership among parents, students, teachers, support staff and community.
- School Division staff has a responsibility to model being self-reliant, responsible, caring and contributing members of society.
- The continuing professional growth of staff is essential to provide quality education and is a shared responsibility of staff and the Division.

Vision

All students in the Peace Wapiti School Division will receive the best possible education we can provide, to ensure that they become responsible and productive members of our society.

Peace Wapiti School Division is adapting and will continue to adapt in response to the changes in our environment. We will continue to incorporate relevant technologies into our curricula and into our management practices so that all our employees will be able to function effectively and efficiently by optimally using the expanding technologies in their teaching and operating practices.

Our identified goals indicate a commitment to all our students. They will be aware of their own responsibilities for both their behaviors and their learning, in a setting in which only the highest standards and expectations are acceptable. These expectations have been communicated to both our student and our parent communities.

Our goals for Peace Wapiti School Division also reflect our commitment to providing equitable services in all our schools. Recognizing the diversity of the communities we serve, we will ensure that all our schools have the resources to deliver a high quality, appropriate program to all our students, including those with special needs.

We are committed to achieving greater involvement in the governance and operation of Peace Wapiti School Division. Our goals reflect this commitment. We hope to involve all our stakeholders in meaningful, two-way communication and we will solicit timely, serious and relevant input as we allocate our resources and conduct the business of the school system. Results of student performance will be communicated to our stakeholders.

Our Division employs talented and professional teachers. We will continue to ensure that their performance is exemplary and provide them with every opportunity to enhance and enrich their teaching skills and knowledge, to best serve the students of our Board.

JURISDICTION PROFILE

In the 2008/2009 school year t Peace Wapiti School Division serviced approximately 5700 students in kindergarten (K) through grade twelve (12) in 31 schools, including five (5) Hutterite Schools and an Outreach School located in Spirit River. High School programs are operated in eight schools – Spirit River Regional Academy, Beaverlodge, Eaglesham, Ridgevalley, Savanna, Sexsmith, Peace Wapiti Academy and Peace Academy of Virtual Education (PAVE). The Board also operates two institutional schools serving students with severe needs in Northern Alberta.

The system provides schooling for students from the Horse Lake Reserve, Aspen Grove and Kelly Lake Métis settlements. Excluding the Colony schools, the smallest school has an enrolment of 58 students and the largest has over 500 students. The Division also operates the Peace Academy of Virtual Education (PAVE) with an enrolment of approximately 92 full-time students and 109 registered in single high school courses. Effective Home Schooling programs are also in place with an average of 191 home schooling students and 154 in-school students doing single courses.

In the smaller and more remote high schools some reliance is placed on distance education programs to augment the basic in-school offerings. In a number of schools with low overall enrolment some classes are double-graded and occasionally triple-graded. Some specialty programs exist to meet local needs. First Nations, Métis and Inuit (FNMI) liaison workers assist with school programs in 18 schools.

In the 2008/2009 school year, the Board employed the full time equivalent of 330 teachers and approximately 415 non-teaching staff. In addition, the Board employs a considerable number of part-time and casual personnel, making it one of the largest employers in the Peace River Region.

Staff Summary 2008-2009

Teachers (FTE)	319
Teaching Assistants	203
Librarians	16
Admin Assistants	36
Caretakers	5
Central Office Admin and Staff	19
Maintenance Personnel	10
Technology Support	7
Capital Projects/BQR	1.6
Bus Shop Employees	13
Bus Drivers	111
Board of Trustees	9

PUBLICATION AND COMMUNICATION

This plan is communicated to the parents and public through the following:

1. School Councils
2. On-line through the PWSD website http://www.pwsd76.ab.ca/Pages/default.aspx
3. The Council of School Councils that meets twice each year
4. Public board meetings
5. Information disseminated through schools
6. Peace Wapiti newspaper "Spotlight"

Each school is expected to involve its School Council in the preparation of its individual School Improvement Plan. These are generally brought to School Council meetings for discussion and approval.

Executive Team

Sheldon Rowe, Superintendent
Dr. Rodney Lee, Deputy Superintendent
Brian Shields, Assistant Superintendent
Doris Gordon, Assistant Superintendent
Leslie Cage, Corporate Treasurer
JoAnn Vanstone, Corporate Secretary
Susan Karpisek, Director of Human Resources and Labor Relations
Danny Patterson, Director of Transportation
David Michalko, Director of Facilities

KEY ISSUES

These items have been updated from the previous year's planning session with Board members and input from parents, administrators and teachers. The specific items identified in the planning session have been grouped together in clusters to attempt to synthesize and group the major concepts. The paragraph(s) relating to each issue area expands the topic.

1. Distance and Sparcity

Yearly, the issue related to the geography of the school jurisdiction, becomes more and more critical. It presents considerable challenges to decision makers. The school jurisdiction is faced with significant growth in some of its schools while other schools, particularly those in our more rural areas, are underutilized and show declining enrolments. There is a need to cope with the challenges of large classes on the one hand and combined grades on the other. One challenge relates to the manner in which small schools should be funded in order to ensure that students receive a quality education. Small K-12 schools have unique staffing needs. Ways to achieve complete programming in small high schools is a constant challenge. The distances between schools also make the transfer of staff difficult and increase both the costs and time demands of inter-school competitions. As a result of the differing roles of regional and community schools, students face unique problems when moving from elementary to junior high school and from junior high school to senior high school. A particular demand is the provision of quality programs to students with special needs and other students at risk; ensuring that all teachers are properly prepared and supported in the delivery of programs for these students is very important.

2. Changing Society

The schools in this jurisdiction, like all schools, are faced with an environment in which the dynamics of family and society are changing rapidly. Concerns exist relating to the increasing number of families with problems and with student vandalism, violence and general misbehavior. There is a need for schools to develop effective methods to interact with agencies which work with young people. There is an ever-increasing rate of high needs students attending our schools. This puts a real strain on the resources of these schools. The number of ESL students enrolling in some of our schools is also increasing requiring the addition of some special programming to meet their needs.

There is an increasing need to support and expand alternative means of delivering education such as home education, on-line education programs, and blended programming to significant segments of the student population. There is also a need to ensure that effective support is provided to those who avail themselves of home schooling as a delivery option. Such support includes monitoring, assessing and where the need arises, appropriate placement of the students when they return to school.

3. Technology

The rapidly evolving and expanding area of technology presents a number of unique challenges. First of all there is the question of ensuring adequate professional development for staff. Second, there is the challenge to ensure technological areas are current and up-to-date. Third, there is the challenge to integrate technological advances into the everyday operation of the classrooms to ensure that students are adequately prepared for future employment. There is also the challenge of making room in the curriculum for technological instruction at a time when there appears to be a shrinking amount of time available for core subjects. Fourth, there is the difficulty associated with updating equipment in a context of diminishing funding. Schools have embarked upon a four year evergreening program to ensure equitability in terms of updated equipment across the entire school system. Finally, there is a need to safeguard the security of data and files given the rapidly changing technology.

Peace Wapiti School Division is involved in a number of projects that will allow us to investigate Best Practice regarding the integration of a diverse selection of technologies into our classrooms. The Technology Mediated Learning Project provides an opportunity to create a technology rich learning environment in our pilot classrooms that is supported by staff and learning resources from our PAVE program. This team teaching setting will see the PAVE staff member work in collaboration with the classroom teachers in three pilot schools to support the integration of on-line learning courses, video-conferencing, Moodle collaboration, podcasting, SharePoint site development and access to on-line resource libraries. Wireless systems in these schools will provide infrastructure for laptop access to educational resources. This Best Practice investigation will be of benefit as we move to install wireless network access in all of our schools by June 2009. Investigation will take place into the effectiveness of this model in increasing student engagement and school completion. We anticipate a significant increase in the number of students that choose to bring their own personal laptop computers to school to support learning. An infrastructure is being installed that allows public access to the internet within a filtered and monitored framework to ensure safe, effective use of this technology in our schools.

Twenty First Century Project resources will be used for the installation of interactive whiteboards in all of our schools by June 2009 and professional development supports for our teachers in the use of Smart Board technology. Video conferencing suites will be installed in eight of our schools and Best Practice investigation along with accompanying PD supports will encourage the effective use of this technology as a learning tool. There is an expectation that this resource will be used to enrich programming for the students in each of these schools. This technology will be expanded to additional schools as the need becomes evident.

Peace Wapiti School Division's support for the creation of on-line learning resources, as a partner with Distributed Learning, is an indication of our commitment to ensuring that students and teachers in our schools will have access to media rich on-line courses that can be used to enhance the learning process. Through participation in the Collaborative Course Development Project, Peace Wapiti School Division will play a lead role in the development of some of these resources and will collaborate with other jurisdictions in the development of others. Peace Wapiti School Division will support the growth of the eCommunity Moodle site as a Learning Management System. This eCommunity LMS will be used to provide access to on-line course material and for the implementation of on-line student collaboration within our classrooms.

Over the next three years Peace Wapiti School Division will endeavor to ensure that appropriate technology is available to enrich the learning environment in our schools and to provide our students with the opportunity to gain technological proficiency in preparation for life-long learning.

4. Exodus Preparedness – Diverse Skills Needed by Graduating Students

One of our mandates is preparing students for successful transition to the world of work or to post-secondary education. Students need to be prepared for the workplace sooner to be competitive. To accomplish this, the Board must provide a number of programs to its students, including such courses as WHMIS, Green Certificate and First Aid, 10 Prep and Summer Work Experience.

5. High School Completion Rates

Maintaining and improving our favorable high school completion rate is critical in the current economic climate. The recent slow down in the economy has decreased availability of low skill good paying jobs making staying in school more attractive and increasing the need for students to maximize their skills. We need to take advantage of this opportunity to better meet the learning needs of our high school students. We are addressing these circumstances through ensuring the

availability of non-traditional programming including home schooling, on-line programs, outreach programs and work experience.

Contracted staff and alternative program staff spend many hours in September contacting students who were in Grade 12 in June but have not completed their Diploma. The staff works with these students to develop a program that will enable them to complete the requirements for their Diploma. Sometimes this means going to the workplace to assist with course completion or preparing the student for Diploma Exams. The alternative program staff also works in jurisdiction high schools to provide access to courses that students require. This could be an ADLC course that is not offered at the school or completion of some CTS modules.

6. Recruitment of Teachers

Finding secondary school teachers qualified for specific assignments is becoming increasingly more difficult. The most difficult positions to fill are Mathematics, Science, and Career Technology Studies. Resources have been allocated for teacher recruitment to fill current needs.

Our staffing projections indicate a substantial percentage of our teachers will be eligible for retirement within the next 10 years. Access to secondary teachers who have training in multiple disciplines is necessary to meet the needs of our small rural high schools. A Secondary School Teacher Training Program at Grande Prairie Regional College would help address this situation. Should this program be introduced at Grande Prairie Regional College within the next two years, it would be 2013 before the first graduates would be available.

In addition there is a limited rental market in the regions served by some our smaller high schools. To address this issue and attract new teachers, PWSD needs to look at the possibility of providing housing for teachers at some schools.

7. Recruitment and Retention of School Administrators

The problem of recruitment and retention of school administrators in some of our smaller schools and more isolated communities is becoming increasingly more pronounced. The position of principal may be the most challenging administrative position in public education today. Principal recruitment becomes especially difficult in our province where legislation mandates school governance. This has a significant impact in our school district where the principal is often a teacher as well as a school administrator. There is a need to develop in-service programs for potential administrators to let them experience some of the phenomena associated with being a principal in the Peace Wapiti School Division. Significant funds have been made available for a variety of professional development opportunities for school administrators.

8. Funding

Some of the recent changes to the transportation funding formula have resulted in increased revenue for the school system, but the overall transportation grant falls far short of meeting the Division's needs. Students attending our more rural schools are required to extend their school day by lengthy bus rides. We currently have over 400 of our students riding a bus for two or more hours each day. While we have achieved a balanced transportation budget, it has not been without cost.

Part of the reason for the deficit is the result of the high cost of operating in the north due to the colder climate and "heavier" roads. Along with this, Peace Wapiti School Division is a geographically unique school jurisdiction in that it is divided into two parts – north and south, with an unpopulated buffer zone in between. This requires the Board to operate two district transportation systems. This has a significant impact on how bus routes can be designed and inherent in all this are additional operating costs.

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Peace Wapiti School Division			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	**85.0**	84.0	83.8	**86.9**	85.1	84.6	High	Maintained	Good
	Student Learning Opportunities	Acceptable	Program of Studies	**77.6**	76.5	74.8	**80.3**	79.4	78.7	Intermediate	Improved	Good
			Education Quality	**86.3**	86.1	86.2	**89.3**	88.2	87.8	Intermediate	Maintained	Acceptable
			Drop Out Rate	**4.7**	4.9	4.3	**4.8**	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	**69.1**	70.9	69.0	**70.7**	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	**71.9**	73.4	74.9	**75.8**	75.9	76.7	Low	Declined	Issue
			PAT: Excellence	**11.6**	12.3	12.8	**19.6**	19.4	19.3	Low	Maintained	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	**77.6**	75.5	75.4	**85.0**	85.4	85.2	Low	Maintained	Issue
			Diploma: Excellence	**13.6**	11.2	11.9	**22.3**	23.3	23.1	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	**43.8**	43.2	44.7	**53.0**	53.6	53.6	Low	Maintained	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	**49.6**	45.7	49.0	**57.3**	56.8	55.8	Low	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	**57.1**	55.6	53.0	**60.7**	60.3	59.1	Intermediate	Improved	Good
			Work Preparation	**78.1**	76.6	76.4	**79.6**	80.1	78.1	High	Maintained	Good
			Citizenship	**75.6**	74.7	74.3	**80.3**	77.9	77.1	Intermediate	Maintained	Acceptable
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	**81.1**	76.0	76.8	**80.1**	78.2	77.9	High	Improved	Good
	Continuous Improvement	Good	School Improvement	**77.7**	75.2	76.7	**79.4**	77.0	76.7	High	Maintained	Good

Notes:
1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

Outcome: Schools provide a safe and caring environment.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
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.	85.0	83.8	High	Maintained	Good	**85.5**	**86**	**86.5**

Strategies

- Provide support for safe and caring school programs.
- Promote programs through school newsletters, media, and websites.
- Provide support for schools with low rating to improve their results.
- Create District wide Anti Bullying Policy.
- Partner with Alberta Transportation to study the impact of Radar Signs on School Zone awareness.
- Partner with the Town of Wembley and CFSA to provide Daycare and Playschool facilities on Wembley K-4 school grounds.
- Partner with CFSA to use underutilized schools to supply facility space for playschools.
- EMS First Responder cadet program.
- Install AEDs at schools (heart machines).
- Offer Medic Alert Program to ECS-Grade 8 students.
- Support the RCMP School Resource Officer program at PWA.
- Develop a Pandemic Plan and implement if necessary.

Outcome: The education system meets the needs of all K-12 students, society and the economy.

			May 2009 Evaluation			Targets		
Performance Measures	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
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.	77.6	74.8	Intermediate	Improved	Good	**78**	**78.5**	**79**
Overall teacher, parent and student satisfaction with the overall quality of basic education.	86.3	86.2	Intermediate	Maintained	Acceptable	**86.5**	**87.0**	**87.5**

Strategies

- Maintain on-line schooling for grades 4 through 12.
- In-service staff in areas of special needs.
- Coordinate services for special needs students among neighboring school districts, the Regional Health Authorities and other agencies.
- Maintain guidance and counseling programs through inter-agency collaborations, and hiring and training of appropriate staff.
- Support ESL programming where applicable.
- Expand access to French and Cree Language Programming.
- Provide FNMI support directed at improving attendance and achievement.
- Use video-conferencing for course delivery and enhancement.
- Create opportunities for the blended delivery of courses using Technology Mediated Learning Project resources.
- Provide opportunities for students to access alternate course delivery through the Flexibility Funding Project.
- Support the development of CTS boxes for smaller schools.
- Partner with GPRC and other local districts to provide grade 12 students with access to post secondary programming.

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Annual dropout rate of students aged 14 to 18.	4.7	4.3	Intermediate	Maintained	Acceptable	**4.6**	**4.5**	**4.3**

Strategies

- Operate an outreach school.
- Operate two institutional schools.
- Maintain assistance and provide direction to home schooling students and parents through blended programs and PAVE.
- Provide support for the John Howard Society educational Outreach Program through partnership with PAVE.
- Offer professional development to counselors to assist with identifying at-risk students.
- Investigate Best Practice in technology to enhance student achievement and completion.
- Provide additional career counseling supports through the Career Transition for Youth collaboration.
- Partner with local Districts and Alberta Employment and Immigration to provide support for Learning to Work Transitions (including such activities as Economics of Staying in School
- Partner with Alberta Employment to enhance career counseling supports in grade 10-12
- Provide outreach support to students who have left the traditional school system

Outcome: Students complete programs.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
High school completion rate of students within three years of entering Grade 10.	69.1	69.0	Intermediate	Maintained	Acceptable	**71**	**72**	**72.5**

Strategies

- Offer students leaving our schools an opportunity to earn credits through alternate programs.
- Operate a Summer Work Experience Program.
- Offer an outreach program at the high school level in Spirit River to serve the north part of the school system.
- Monitor the Universal Outreach Program – the practice of contacting students who have left school without graduating and to present education options to at-risk students and their parents.
- Evaluate off-campus programs and expand programs to include all high schools.
- Conduct a student exodus survey.
- Partner with GPRC and other local districts to provide grade 12 students with access to post secondary programming
- FNMI Liaison workers are to focus on developing positive relationships with at risk students
- Pilot at Peace Wapiti Academy, the High School Flexibility Enhancement Pilot Project

GOAL TWO: EXCELLENCE IN STUDENT LEARNING OUTCOMES
Outcome: Students demonstrate high standards in learner outcomes.

			May 2009 Evaluation			Targets		
Performance Measures	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	71.9	74.9	Low	Declined	Issue	**73.0**	**74.0**	**75.0**
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	11.6	12.8	Low	Maintained	Issue	**12.0**	**12.5**	**13.0**
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	77.6	75.4	Low	Maintained	Issue	**78**	**78.5**	**79**
Overall percentage of students who achieved the standard of excellence on diploma examinations.	13.6	11.9	Low	Maintained	Issue	**14**	**14.5**	**15.0**
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	43.8	44.7	Low	Maintained	Issue	**44.7**	**45.0**	**45.5**
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	49.6	49.0	Low	n/a	n/a	**50**	**50.5**	**51**

Strategies

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- Provide in-servicing and support services for Moodle and Smart Boards
- Maintain the Early Literacy Initiative for grades K-2.
- Support our teachers' involvement in the development of Alberta Education curriculum and assessment.
- Align school improvement plan strategies related to Achievement test and Diploma exam achievement with AISI projects where possible.
- Initiate planning for Alberta Initiative for School Improvement (AISI) cycle four so that Best Practices of AISI Cycle Three is the basis of strategies in Cycle Four.
- Work with the Northwest Learning Consortium to support presentation on improving student learning.
- Support principals' understanding of curriculum, instruction, and assessment.
- Provide in-services on using assessment for learning to enhance achievement.

Additional strategies implemented to address areas identified as "Issues"

- **Individual schools are required to review and address achievement test and diploma exam results as applicable in their School Improvement Plans.**

- **An additional PLC in Division 4 Science will be established to provide opportunity to high school teachers to develop their understanding of Best Practice.**

- **AISI support has allowed for the formation of a learning community built around Division 4 Social Studies. The primary goal of this PLC is to identify and implement the most promising instructional strategies. Measuring success will be data driven. Full details of the AISI focus is provided in another section of this document.**

- **District Professional Development resources have been allocated to support the development of a Division 3 Social Studies PLC. This PLC will work on source interpretation, so that teachers can help students decode sources to successfully answer the multiple choice component of the Provincial Achievement Test, Writing Skills in the assessment sphere, in-service teachers to identify standards to confirm excellent and proficient papers and then conduct similar confirming sessions with their students and the integration of new instructional technologies.**

- **Division 1-3 Math PAT results are being addressed through the School Division's AISI Project. The Curriculum Coordinator with lead teachers from various schools are focusing on two overarching strategies – Understanding by Design and Assessment for Learning. Their specific intent is to improve results by using comprehensive strategies with a focus on critical comprehension and aiding students in developing an awareness of when to use "fix it" strategies. This Learning Community of teachers meets five times during the course of the year and uses Moodle on-line collaboration to stay connected throughout the year.**

- **In the area of Literacy, Professional Learning Community activities will focus on the implementation of a Comprehensive Literacy Program. This implementation involves just over 100 Division 1-3 teachers and will focus on implementing the key elements of an Effective Literacy program.**

- Pure Math 30 Diploma exam results are being addressed through the School Division's AISI Curriculum Coordinator and a Community of senior high math teachers. Under the umbrella of "Social Constructivism" they have been versed in the areas of Differentiation, Project Based Learning, and Assessment for Learning. Their face-to-face meetings, periodically established at eight times per year, are enhanced by the utilization of the Moodle site as a collaboration tool for in-between meetings. They have developed common unit , pre-assessment, and 'welcome-back' tests, and have created modules using Backward Design teaching strategies for each focus unit at all Senior high levels, shared Best Practices among teachers, and produced authentic assignments to address assessment for Learning.

- The District has established an On Your Mark Program to provide extra tutoring to students who are writing Diplomas. This program supplies tutorial support for students who are writing diploma exams

- A new School Calendar has been established which will embed three full PD days. These PD days will allow teachers to focus on Improving the learning environment for children without missing valuable classroom time.

Comment

Over the last two years Social Studies diploma exam results have been addressed through the School Division's AISI Project. Lead teachers from Divisions 3 and 4 (Jr. and Sr. High) developed a plan, the objective of which is to improve student achievement in social studies by using research based strategies to enhance teaching practice. These PLCs look like they are on the right track as they have increased Social 30 Diploma met standard by 14.9% (now 5% above provincial average) and met excellence by 7.4% (at provincial average). In Division 4, twelve to fifteen teachers from high schools in the division met five or six times throughout the year. During these meetings teachers are reviewing the curriculum and studying ways to improve student source interpretation.

Pure Math 30 and Applied Math 30 Diploma exam results are being addressed through the School Division's AISI Division 4 Numeracy Project. The focus in Division 4 is on the use of project based learning combined with assessment for learning and differentiated instruction. Like Social the Math PLC has demonstrated significant increases in our diploma scores. As of January 2009, the percentage of PWSD students meeting acceptable standard on the Pure Math 30 diploma exam has increased by 10% in three years (from 59.7 to 69.7)

Outcome: Students are well prepared for lifelong learning.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.1	53.0	Intermediate	Improved	Good	**57.5**	**58**	**58.5**

Strategies

- Promote the Registered Apprenticeship Program.
- Partner with Immigration and Employment to expand career counseling services.
- Support Career Fairs.
- Provide support to students and staff attending leadership conferences.
- Support to adult education through Grande Prairie Regional College using video-conferencing.
- Support video-conferencing between Grande Prairie Regional College and through school classrooms on specific topics.
- Support community access to adult education.
- Model lifelong learning in our schools by supporting adult learning opportunities – MPTC, NRLC Computer Lab.

Outcome: Students are well prepared for employment.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.	78.1	76.4	High	Maintained	Good	**78.5**	**79**	**79.5**

Strategies

- Offer students leaving our schools an opportunity to earn required credits through alternate programs.
- Monitor Universal Outreach Programs and present educational options to at-risk students and their parents.
- Operate a Summer Work Experience Program.
- Operate the Outreach Program in Spirit River at the high school level.
- Evaluate off-campus programs and expand these to include all high schools.
- Provide support for Career Fairs.
- Promote the Registered Apprenticeship Program.
- Partner with Alberta Immigration to enhance career counseling services.
- Support Skills Canada competition.
- Encourage students and staff to attend leadership conferences.
- Increase the level of support for Career Transitions for Youth and explore Careers Next Generation.
- Submit Partnership Proposal for Career Pathways
- Create models to support career investigations and school to workplace transitions.
- Support Green Certificate program completion.
- Encourage student exploration of PWA Entrepreneurship program.

Outcome: Students model the characteristics of active citizenship.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	75.6	74.3	Intermediate	Maintained	Acceptable	**76.5**	**77**	**77.5**

Strategies

- Promote the hosting of leadership events.
- Support anti-bullying and drug awareness programs.
- Provide learning opportunities that help build responsible citizens.
- Recognize and celebrate citizenship type activities and accomplishments.
- Publicize terminology related to citizenship in the Alberta Education surveys.
- Support the development of student leadership groups such as Interact.

GOAL THREE: SUCCESS FOR FIRST NATION, MÉTIS AND INUIT (FNMI) STUDENTS

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

First Nations, Métis and Inuit Program (FNMI)

Strategies

The Peace Wapiti School Division Board and staff, including the FNMI liaison workers have embraced the Alberta Education FNMI Project Policy Framework goals:

- FNMI students' achievement is increased as measured by standardized goals;
- Barriers preventing learner's success are identified and removed by the school community;
- Schools have an environment that is respectful of and appreciates FNMI cultures, history, and world view;
- Parents of FNMI students are involved in the community and perceive the school as inviting and engaging to the parents.

Specific initiatives planned for the next three years include:

- Hosting the FNMI Conference at Horse Lake First Nation in May 2010.
- Co-host the Provincial FNMI Conference in Grande Prairie in 2011.
- Support for FNMI Leadership and FNMI Liaisons in 18 of our schools.
- To initiate a FNMI Awareness P.D. Day for PWSD Staff at Liaison supported schools.
- FNMI-National Aboriginal Day celebrations at various schools
- Awarding the annual FNMI Scholarship of $1000 to an FNMI student who graduates from Peace Wapiti School Division and is enrolled in a recognized post secondary institution.
- Emphasize positive role modeling for our students through our Guest Speaker Program.

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
• Annual dropout rate of self-identified FNMI students aged 14-18.
• High school completion rate of self-identified FNMI students (three-year rate).
• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
• Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.

Peace Wapiti School Division is committed to enhancing the well-being and educational opportunities of FNMI students. A number of FNMI initiatives have been started to improve educational opportunities for FNMI students. Some of these initiatives include increasing FNMI content in the school libraries and classrooms, continued support through FNMI liaison workers, positive role model guest speakers such as Lorne Cardinal, David Bouchard, Derric Starlight and Gordon Tootoosis, and development of the FNMI pamphlet. The purpose of these initiatives is to improve the success of FNMI learners attending Peace Wapiti School Division schools by increasing attendance, school retention until graduation, and improved performance on provincial achievement tests and diploma examinations.

Strategies

1. Administrative Structures	• FNMI Education Coordinator • Eight FNMI Liaison Workers (five have post-secondary education) • Support for FNMI Teacher Education
2. Individual Supports to Students	• 18 of 23 schools are covered by FNMI Liaison Workers • Two FNMI Teacher Assistants direct support • FNMI Scholarship
3. Parent and Community Engagement	• FNMI Liaison worker home visits • Attend Horse Lake First Nation and Kelly Lake Métis Settlement functions
4. Cultural Programs	• Drum making • Aboriginal Arts classes • Elders' visits • Aboriginal guest speakers
5. Curriculum Support	• Teaching Assistants directly supporting program • FNMI Awareness PD for PWSD staff
6. Literacy Programming	• Teaching Assistant supports
7. Language Programming	• Cree at Hythe Elementary and Hythe Jr. High (Grade 7) • Elders' visits
8. Resources	• Cree software to support Cree language program • FNMI content in libraries
9. Celebrating Success	• PWSD Spotlight magazine • Local area news coverage • FNMI pamphlet • Develop an FNMI Display Board in Central Office • Develop a FNMI site on the Peace Wapiti School Division website. • FNMI-National Aboriginal Day celebrations at various schools • Involvement of Board Trustees and Central Office staff in FNMI workshops

GOAL FOUR: HIGHLY RESPONSIVE AND RESPONSIBLE JURISDICTION

Outcome: The education system at all levels demonstrates effective working relationships.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	81.1	76.8	High	Improved	Good	**81**	**81.5**	**82**

Strategies

- Provide information on student achievement to all stakeholders through annual division and school results reports.
- In conjunction with schools, pursue means to enhance public relations and keep stakeholders informed of major events and education Issues.
- Encourage frequent communication behavior on schools and their parents (Healthy Interactions).
- Maintain cooperative relationships with business and community groups.
- Keep all stakeholders informed about board meetings and provide for public input at board meetings.
- Regularly update the website.
- Promote school councils' participation through covering membership fees through the Home and School Association.
- Partner with the County of Grande Prairie, town of Wembley and other municipalities in provision of community services.
- Enhance the delivery of programs and services in partnership with FCSS, FSL, CTY, SHIP, CFSA, ADDAC, RCMP, and John Howard Society.
- Serve as the host for the Energy Consortium.
- Expand on-line communication with parents through Moodle and SharePoint.
- Promote Public Consultation in AISI Projects
- Have AISI Coordinators present at School Council functions
- Partner with municipalities to provide Library services to our communities

Outcome: The education system at all levels demonstrates leadership and continuous improvement.

			May 2009 Evaluation			Targets		
Performance Measure	**Current Result**	**Previous 3-yr Avg.**	**Achievement**	**Improvement**	**Overall**	**2009/ 2010**	**2010/ 2011**	**2011/ 2012**
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.	77.7	76.7	High	Maintained	Good	**78**	**78.5**	**79**

Strategies

- Seek stakeholder input into policy development and the planning process at the school division and school levels.
- Communicate funding concerns to stakeholders.
- Lobby the government to maintain inter-departmental partnership.
- Work with the Northwest Learning Consortium to fulfill our staffs professional development needs.
- Communicate AISI Best Practices to stakeholders.
- Lobby the government on matters that impact the quality of educational services in our classroom.
- Celebrate accomplishments.
- Review the design of school-based funding and decision making.
- Meet twice a year with all school councils.

HIGHLIGHTS OF RELATED PLANS AND FUNDED INITIATIVES

Alberta Initiative for School Improvement (AISI)

AISI Cycle Four Projects will probe deeper into three projects of Cycle Three – Numeracy, Comprehensive Literacy and Social Studies. The projects will continue under the umbrella of Vygotsky's Social Constructivism. The over - arching educational theory behind Social Constructivism is that students are the subject of their education; they see topics as relevant; they identify and locate written and human resources; they are provided with a variety of assessment techniques; they are guided through opportunities to practice self assessment and become adept in applying concepts and skills to new situations.

To guide the division through this initiative, a total of 3.06 Full Time Equivalent teachers have been assigned as Curriculum Coordinators. They will be responsible for constructing relevant teaching and learning strategies in the following areas:

a. Differentiation Instruction– Processes and procedures that ensure effective learning for a variety of students.
b. Assessment for and of Learning – Creating a culture in the classroom where students can explore and demonstrate their knowledge; where they are encouraged to communicate evidence of learning from a variety of sources.
c. Comprehensive Literacy – A framework for developing life-long literacy and critical thinking in students through :
    - Authentic reading and writing experiences,
    - Differentiated instruction and assessment, and
    - Integrated learning within content areas.

The above will stand on the following pillars:

1. Professional Learning Communities: A fraternity of teachers collaborating, learning and developing professionally.
2. Concept Development: The continued development and establishment of specific proven success pedagogical practices.
3. Professional Learning /Development: The systemic involvement of experts in the various fields of professional learning and training for teachers.
4. Technology: The utilization of a Moodle platform for purposes of continuous communication and sharing among teachers.

Professional Development

All Peace Wapiti schools are currently participants in the Learning Communities Initiative started over four years ago. The over-arching concept behind Learning Communities is that of providing professional and non-professional development opportunities that will positively impact student performance.

The use of AISI funds allows the Division to develop coordinators for core curricula. These lead teachers are then responsible for organizing and supporting the development of subject specific district wide Professional Learning Communities (PLC).

The priority areas using AISI funds are Numeracy (Divisions 1-4), Literacy (Divisions 1-3), and Social Studies (Division 4).

In addition, the District is supporting the development of PLCs in Social Division 3 and Science Division 4. These groups meet four to five times a year to review the curriculum.

Ongoing professional development activities include:

- Healthy Interactions in-service for all first year teachers.
- WHMIS for new science teachers.
- First Aid Courses to ensure the number of certificated staff meets the site requirements of OHS.

Curriculum implementation professional development is supported by the Division. This is directly related to the curriculum changes being implemented and generally consists of financial support to cover substitute teacher costs.

Professional development for School Administrators is also supported by the Division. This includes programs such as the Start Right CASS Summer Course for new principals, Master in Leadership programs, a three day administrator retreat with a significant professional development component, support for attendance at PARCSA, and major administrative conferences in Alberta, as well as Cognitive Coaching for Administrators. Programs such as the Start Right CASS summer course for new administrators, Masters in Leadership Program, and Cognitive Coaching for Administrators.

Students with Special Needs

Peace Wapiti School Division is dedicated to meeting the needs of individual students with special needs. Programs are developed for students in consultation with the special education/resource teacher, classroom teacher, parents, specialists and central office. A range of students are served in each school, from those with mild to moderate learning difficulties to those who have severe disabilities. Funding for severe disability students for the 2009/2010 school year will be based on the District Profile. Goals for the following three years include:

- Seek continued support for the School Community Teams (multi-agency services) as Alberta Health and Wellness change their areas of responsibility.
- Cooperation with Municipal FCSS programs to provide services to our students.
- Work with FCSS and SHP (School Health Program) to develop a referral procedure for students with mild to moderate emotional and behavioral needs.
- Provide OT/PT/SLP services to Code 42 students as required utilizing private service providers.
- Evaluation of the private services to ensure that appropriate services are available to students within the fiscal realities of Peace Wapiti School Division.

- Work with other service providers in the area on the complex needs committee to eliminate barriers to services for children whose needs are so complex they require multi agency supports.
- Work with the Student Health Program partners to develop a service plan that fits the changing needs of jurisdictions.
- Board members, parents and staff have participated in Phase 1 and 2 of *Setting the Direction*. Phase 3 of *Setting the Direction* will be announced in June 2009.
- During the 2009/2010 school year staff will be reviewing Phase 3 and trying to put policies and procedures in place to implement Phase 3. Current funding and staffing models will need to be addressed. Administration and staff will examine how the changes will impact their school.
- The new framework for Special Education announced in Phase 3 will be implemented in the 2010/2011 school year.

New in-service opportunities will be provided to teachers and support staff. In the 2008/2009 school year professional development opportunities were piloted using video-conference facilities in district schools. This is a time and cost effective way to deliver information. A three year professional development plan for special education staff will be developed.

English as a Second Language

Many of our students on the Hutterite colonies have little or no exposure to English before starting school. There is a significant emphasis to retain and use the first language in order to maintain their separate way of life. Students need more individual work in reading (comprehension) and writing (expository) areas. More intensive, specific one-on-one or small group instruction is required. The goals are:

- Improved written and comprehension work.
- Improvement on Provincial Achievement Tests.
- More informal use of English language (unstructured forms).

The program is a simple one emphasizing the use of thematic units that the students can relate to. The focus in these themes is on concrete, real life situations (food, crafts, etc.). Additionally drama, choral speech, readers' theatre and vocabulary development activities will continue to be included.

Peace Wapiti School Division is seeing an increasing number of ESL (non-Hutterite) students entering the system. Providing appropriate programming for these students is problematic for many of our small schools. To assist in the provision of ESL programming, Peace Wapiti School Division is:

- directing the per student ESL grant to the school site.
- providing consultative services through the school division Special Education Coordinators.
- supporting appropriate professional development opportunities for teachers and teacher assistants involved with ESL students as these opportunities become available.

This year a joint in-service was held with staff from Beaverlodge Elementary and colony schools focusing on strategies for teaching ESL and developing literacy skills.

The majority of non-Hutterite ESL students are located at the west end of the district, with most attending Beaverlodge Elementary and Hythe Regional School. Beaverlodge Elementary utilizes the ESL grant to provide a part-time certificated teacher to develop and deliver programs to these students.

When budget allows she is assisted in this by a Teaching Assistant who has received training in delivering ESL programs. The program utilizes direct small group instruction as well as classroom support. The program at Hythe Regional School is developed by the special education teacher in coordination with a designated teaching assistant.

Technology Initiatives

2009/2010

a. Maintain an online learning community of teachers.
b. Evaluate PAVE support process.
c. Expand SharePoint to become an effective tool for the division for info management.
d. Develop Moodle as a learning management System throughout the division.
e. Expand wireless networks at all PWSD schools based on site needs.
f. Expand IP Phone/bells paging system to new sites.
g. Develop a strategy to work with inventory of technology on a `large' scale, using L4U.
h. Improve file, computer and printer securities for the division. Find a happy medium between Ease of Access and Security.
i. Evaluate Work at Home solution. Evaluate home access through SharePoint.
j. Develop consortium strategy with multiple school boards to assist in the retention of specialized employee services.
k. Investigate cost savings around new spam filter.
l. Change internal domain name.
m. Work with schools to develop better server rooms (safety/cooling/power/space/ security).
n. Extend capacity of PWSD to utilize SAN technologies better.
o. Expand video conferencing to all high schools.
p. Investigate Best Practice and effective usage of Web Conferencing Applications.
q. Have the majority of sites maintaining/updating website effectively and quickly through Scholantis.
r. Exam bank solution for teachers.
s. Expand usage of SharePoint. Develop a strategy to ensure the information that is important is actually there to ensure effective information management for IT.
t. Implement PWSD Exchange for student email solution.
u. Improve VPN access.
v. Expand usage of Smartboard/Whiteboard technologies.
w. Improve document management capabilities in all Schools, and Departments.
x. Improve software inventory capacity.
y. Improve Helpdesk. Improve reporting and escalation processes.
z. Setup of InfoPath development for forms.
aa. Review student to computer ratios and determine next steps to ensuring appropriate access to computers in classrooms.
bb. Continue transition to Virtual servers for core services. Reduced space, cooling and power.
cc. Expand high speed san hard drive capacity. Users have been using exponentially more hard drive space.

2010/2011

a. Integrate Student Records with unified domain and SharePoint.
b. Experiment with delivery of two or three courses to multiple schools through video conferencing.

c. Implement Inventory strategy.
d. Review need for additional VC suites across the division.
e. Work on integration of IP phones with Video Conferencing equipment.
f. Explore the need for enhanced service for all sites over Supernet.
g. Outline strategy to manage iPV6.
h. Replace some key routers, and review need to replace other routers.
i. Expand usage of PWSD SharePoint portal.
j. Define requirements, if any, for PWSD software developer.
k. Streamline VC hosting in all locations.
l. Review public network access in sites. Review access to recharging stations for students.
m. Refine user management processes at the school level.
n. Refine desktop control at the school level Review continuation of Evergreen. In 2012/20013 school years.

2012/2013

a. Work with schools to develop better server rooms (safety/cooling/power/space/ security).
b. Work with libraries to develop long term technology strategy.
c. Have strategy to transition to IPv6 and consider implementation.
d. Develop alternative to public folders.
e. Look at recycling program for old TV sets.
f. Review needs for user space limits.

On-Line Schooling

In the 2008/2009 school year, the Peace Wapiti on-line school, Peace Academy of Virtual Education (PAVE), entered its twelfth year of operation, providing instruction to 111 full-time students in grades four (4) through twelve (12). Included in this total are students from neighbouring jurisdictions being served by PAVE. Throughout the school year, PAVE offers a continuous intake program welcoming students encountering difficulty with their learning in the traditional setting, at the elementary, junior and senior high levels. A personal education program is designed for each student giving credit for work completed in the student's previous school. On-line instruction is also provided to self-motivated adult students and students in the Outreach School. PAVE has fifteen (15) high school students eligible for graduation in June 2009.

The PAVE staff is dedicated to providing all their students with quality educational experiences, by researching and implementing learning theory, providing alternative delivery methods, current software updates and by using real life experiences to enrich the students' experience with the curriculum. With the assistance of the PAVE Parent Council, the PAVE staff has created numerous opportunities to truly connect with parents and families to the school and thus has developed a true school culture and a warm and supportive school climate.

PAVE teachers have a high comfort level with the integration of technology into the instructional process and display a willingness to share their skills and experiences with other teachers in the district. PAVE staff members are very active in the TML (Technology Mediated Learning) Project, working in teams with classroom teachers to integrate on-line courses and technology in the classroom to increase student engagement. The PAVE staff has added 21 courses to our Moodle ecommunity site to enhance the learning experience for our students and to share provincially authenticated courses with all teachers in our district.

The PAVE staff is very committed to Professional Development in our rapidly changing environment. In the 2008/2009 year, this includes AISI groups, and sessions on Brain Research & Learning, Moodle, Adobe Creative Suite and Podcasting. A team of PAVE and classroom teachers also presented on TML at the Distributed Learning Conference.

Outreach Schooling

For various reasons, some students find that the regular school program and services do not meet their needs. These students may include high–risk students, dropouts, suspended or expelled students, teenage parents, students with unique medical or health challenges, working students and others with unique personal or learning needs. To encourage these students to continue and complete their high school program, they are enrolled in an Outreach Program, which is located in the Peace Wapiti School Division Sub-Office in Spirit River. Students may be enrolled in a partial Outreach Program while maintaining enrolment in other courses at their local high school.

The Peace Wapiti Outreach School is in its sixth year of operation and is a stand alone facility. The Outreach staff use a variety of approaches to meet the individual needs of students and help them complete their high school diploma. The individual students, their teachers and parents jointly plan an individualized program to meet the educational needs of the student in a safe, non-threatening environment.

Academic courses are provided by the Peace Wapiti's on-line school (PAVE). PAVE teachers mark, monitor and evaluate each Outreach Student's progress. Additional services, including personal and career counseling, conflict resolution, time management, study skills and learning strategies can be provided. In the 2008/2009 school year, the Peace Wapiti Outreach School served ten (10) high risk students.

Career and Technology Studies CTS Equipment Evergreening

Alberta Education is currently revising the Career and Technology Studies (CTS) program to offer relevant learning opportunities to inspire students' interests and passions with connection to business, industry and post-secondary. The multi-faceted CTS initiative includes development of the revised curriculum and resources (print, digital, on-line courses). To support implementation of the revised program in a sustainable manner, government has committed resources for the 2008/2009, 2009/2010 and 2010/2011 school years for upgrading and enhancement of CTS Equipment.

Our schools need to be equipped to provide career exploration and training opportunities through CTS that are relevant to today's economic environment. This addendum to the Peace Wapiti School Division 2008/2009 Three Year Plan celebrates this significant commitment to upgrading our CTS equipment and facilities to meet the changing needs of our students and our communities.

Career and Technology Studies (CTS)
Goals, Results, Performance Measures and Strategies

GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

Outcome 1: Schools provide a safe and caring environment for students

The first objective would be to renew the equipment available to our students to ensure that it is current with that used in today's workplaces and meets the safety and other standards for tools in the workplace. We are encouraged by this initiative because we have implemented a strong Occupational Health & Safety focus in all of Peace Wapiti. The use of new technologies will assist in promotion of safety for our students and will create a culture of safety that will extend beyond the classroom. We have had three schools pilot the use of the SawStop table saws and we are very encouraged by the results. It is our goal to have such saws in every school offering the construction technology programs.

Outcome 2: The education system meets the needs of all K-12 students, society and the economy

There is a huge demand in our region for skilled, knowledgeable workers with a foundation of experience working in trades and technologies – this is a priority for our communities and our students. Peace Wapiti School Division is very committed to maintaining up-to-date CTS labs in order to help fulfill this need – as is evident in our substantial financial commitment over the past five years. We are also clearly committed to supporting programs that promote the development of CTS skills. This program will greatly assist our schools by providing a solid foundation of technology that they can maintain into the future as a basis for program delivery.

Outcome 3: Children at risk have their needs addressed through effective programs and supports

Peace Wapiti School Division believes that successful engagement of students "at-risk" is fundamental to their success in school. A traditional classroom setting is not always successful at providing an active environment that promotes engagement for "at-risk" students. The enhancement of CTS programs, equipment and facilities will have a significant positive impact by increasing engagement and providing alternative programs that support the interests and needs of "at-risk" students.

Outcome 4: Students complete programs

A primary objective of Peace Wapiti School Division is to increase student access to the programs thereby assisting students in meeting their graduation requirements by increasing the enrolment in the intermediate and advanced level CTS courses and increasing the variety of courses available to students. An important goal of this program is to enhance student engagement and encourage school completion. This program will positively impact junior high students that access the resources in our high school CTS labs.

GOAL TWO: EXCELLENCE IN STUDENT LEARNING OUTCOMES

Outcome 1: Students demonstrate high standards

Peace Wapiti is very committed to improving the opportunity for students within our school division to access the CTS courses and to do so using the latest technologies to ensure that they can more readily integrate into the work force upon high school completion. It is our intention to update the technology that students access in our CTS labs in order to improve the quality of CTS instruction, and better prepare students for integration into the workplace.

Outcome 2: Students are well prepared for lifelong learning

The CTS programs are fundamental in providing skills for students interested in pursuing careers in the trades and technologies. However, these skills are also significant for students choosing careers in unrelated fields as they provide a foundation for the pursuit of lifelong learning and a broad skill base that will serve them well as they pursue CTS related interests later in life.

Outcome 3: Students are well prepared for employment

An additional objective is to promote skill development of students to enable them to help fill the demand for trades people needed in local industry. There is a high level of need for skilled trades' people in the Grande Prairie area because of the economy, and businesses are anxious to see programs that promote the development of the skills they need.

Outcome 4: Students model the characteristics of active citizenship

The fourth objective is to promote interest and involvement in programs that enhance the connection students have with the community and workplace. Through participation in programs such as the Skills Canada Competition, and through the career investigation and job shadowing opportunities available through Career Transition and Work Experience programs, students will increase their sense of connection with the world as a classroom and will benefit from active engagement in the workplace.

GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE JURISDICTION

Outcome 1: The jurisdiction demonstrates effective working relationships with partners and stakeholders

Peace Wapiti School Division values participation of partners and stakeholders in identifying significant trends and identifiable needs in our communities that can be complimented and supported within our schools. This connection adds credibility and relevance to the programs being delivered in our classrooms.

Outcome 2: The jurisdiction demonstrates leadership and continuous improvement

An important aspect of this program will be the support for ongoing professional development relative to the implementation of the revised curriculum and the accompanying resources (print, digital, online). To ensure continuous improvement, it is important that we support our schools and teachers to facilitate effective implementation. Collaboration with local post-secondary institutions to provide training for CTS teachers is also fundamental to this process.

CTS Equipment Evergreening Implementation Strategy

Collaboration between Peace Wapiti School Division administrators has led to consensus of support for a proposal process that recognizes the needs of the individual schools and communities and the needs of all students in the greater Peace Wapiti community. There is agreement regarding identified budget targets that recognize a base funding amount and an additional per-student amount. There is recognition of the need to involve community partners and to tie this project implementation to School Improvement Plans. Recognition exists regarding the need for accountability and for identifiable measures of success. In cases where the implementation program identified by the school community demands major facility upgrades or significant up-front capital costs, there is a willingness to front-load the funding to support such initiatives. There is recognition that some schools have enhanced needs due to facility limitations, while others have reduced needs due to staffing limitations. With the current support being provided in the area of computer technology and information processing, it was decided that this would be an area where funding from this program would be unnecessary.

REPORTING:

1. Community Partner Involvement

- Community partners will be involved in this dialogue through Parent Council discussions at each of our high schools at their organizational meetings in September/October.
- Community business partners will be approached at the school level to ascertain areas of focus. To date interest has been directed towards EMS/EMR Health Clusters and we have been approached by volunteer fire departments in some of our communities suggesting the need for levels of training and certification regarding fire response and rescue courses.
- Partners in the energy industry have indicated strong interest in Workplace Safety, Energy and Mines, and are very supportive regarding career investigation and training.
- The forestry industry has been a significant supporter of the implementation of Forestry strands in our schools.
- The community has been a strong supporter of Career Transitions (CTR) implementation and act as hosts for Work Experience, CTR Job Shadowing and Career Investigations.
- In one of our communities, local requests for expertise in welding and furniture manufacturing will be met through this implementation. This will also lend itself well to work experience and CTR job shadowing experiences.
- Requests for community based education programs and adult education are being supported through this implementation.
- Partnership with local post-secondary institutions for training of CTS teachers has enhanced our relationship with those institutions.

2. CTS Equipment Evergreening and Enhancement Funding Plan

Schools will develop strategy models that identify their goals and vision for this program. The schools will then develop proposals for implementation over a multi year period. Discussion and planning has focused on some fundamental principles that will form a positive foundation for implementation of this project:

- Commitment to a collaborative model.
- Intention to tie this implementation to School Improvement Plans.
- The requirement to identify measures to ensure accountability.
- Flexible approach to front loading funding and implementation for capital or facility enhancement.
- Enhancement of student access to diverse programming and student engagement.

Primary Career Cluster and Pathway Emphasis

- Media Design and Communication Arts will be a significant focus for many of our schools as these areas did not receive much attention in previous programs.
- Trades, Manufacturing and Transportation
    - The first year focuses on enhancement; years two and three will focus on evergreening.
    - There is a recognized need in some of our schools for Fashion Studies facility development and in others, the need for Cosmetology Facilities.

Secondary Emphasis

- Business and Administration Clusters – the focus will be on identifying and implementing software.
- Health Recreation and Human Services – there is recognition that we have limited resources in these clusters and that there is a demand in our community for Health Pathways (EMS, EMR) and fire rescue and emergency response training.

Proposals will reflect the area of focus identified by each of the schools and will include budget estimates for capital, equipment, resources (including software) and facility enhancement. They will also indicate an implementation timeline.

3. Measures of Success

- Increase in diversity of program delivery for students.
- Increase in the number of students completing new course clusters.
- Access to new career clusters and pathways is reflected in enhanced student engagement (survey data).
- Enhance programs related to Health, Recreation and Human Services.
- Establish expectation for career transition (CTR) course completion related to new clusters.
- Focus on career connections with a job shadowing component that could tie in with our Career Transitions for Youth program.
- Establish expectation for career investigation related to new clusters.

4. Issues and Limitations

- Some of our schools are very limited regarding facility space for new clusters.
- Some of our small schools face staffing limitations. They do not have sufficient FTE to adequately support CTS facilities.
- There is a shortage of trained CTS teachers.
- Small schools are limited by the need for diverse skill sets – CTS teachers are expected to teach many other subject areas and grade levels.

5. Highlights Experienced or Anticipated Related to CTS Equipment Funding

- Enhanced diversity and strength of programming.
- Enhanced student engagement.
- Enhanced student retention.
- Increased demand for CTS courses.
- Direct benefit to Junior High students accessing the improved CTS labs.
- Increased community use of schools for adult and community education.
- Increased focus on Occupational Health and Safety by our teachers and our students, and an improvement in school safety.
- Increased interaction and connection with our community.

BUDGET INFORMATION

Guiding Principles the Board Uses in Financial Planning

Peace Wapiti School Division's approach is a very collaborative and central model. School administrators are involved in establishing staff allocation models that are recommended to the Board for approval. The model for management is discussed at least every second year with the full administrative council for its input.

The major activity areas are still essentially "blocked" with department heads responsible for the activities in their own area and a belief that related grant funds should be sufficient to operate those areas. Further, these activity centers are expected to maintain their own reserves arising out of operating surplus and deficits.

Instruction also has activity areas including school site budgets that individuals are responsible and accountable for and to ensure site flexibility.

Budgeting includes a process for examining the environment, identifying issues and setting up goals and projects. After that discussion, resources are allocated.

The budget is constructed to priorize putting teachers in front of children.

Transparency for financial accountability is required.

The best student outcomes result from the most skilled teachers.

2009 - 2010 SUMMARY

	Revenue	Expenditures	NET	Expenditures as % of TOTAL	Students Supported
Instruction	$46,282,918	$ 46,423,121	$(140,203)	70.4%	5503
Transportation	$6,471,320	$ 6,657,830	$(186,510)	10.1%	4207
Administration	$ 2,596,810	$ 2,596,810	$ 0	3.9%	5725
Plant Operations	$ 9,525,658	$ 9,525,658	$ -	14.4%	5208
External Service	$ 755,500	$ 755,500	$ -	1.1%	
TOTAL	$65,632,206	$ 65,958,919	$(326,713)		5503

BUDGET HIGHLIGHTS

- Resources have been allocated to schools so each school has the resources to attain class size guidelines.
- Additional resources have been allocated to start up the new Clairmont School.
- Focus on providing resources for PD plan and expand learning communities PD.
- Transportation operation will continue to reduce routes and transportation staff and operationally continues to be underfunded related to the distance component of the funding and a significant reduction in ridership related to the opening of Clairmont Community School and has resulted in loss of support for more outlying routes.

Significant Business and Financial Risks

- Reorganization of staffing levels to support class size expectations has created significant issues with small school programs that are now looking at triple and quadruple grade splits and an increasing certificated staff support to the small schools.
- The minimal staff requirement for small high school program delivery needs increases levels of financial support as the enrolment in these programs declines.
- Transportation operations continue to be a significant drain on all operations and reserves. Growth in costs continues to outstrip growth in grant revenue.
- Ability to hire spare bus drivers continues to be difficult.

HIGHLIGHTS OF FACILITY AND CAPITAL PLANS

Peace Wapiti School Division's three year capital plan is intended to deal with its most urgent facility needs. Three projects were completed during the 2008-2009 school year. An additional three projects have been identified on the 2009-2012 Capital Plan.

PROPOSED PROJECT 1 - LAGLACE SCHOOL

LaGlace School's growth for the last three years has averaged just over 18 students annually and the 2006 census for the attendance area shows 72 residents age 0-4 or just over 14 students annually. Based on this data, it is the Board's belief that the school will continue to grow and be between 149 - 177 students within five years. La Glace has seven functional classrooms plus a computer room. Historically LaGlace has offered doubled grading. However, the growth in LaGlace has resulted in many of the double grades significantly exceeding class size guidelines. The splitting of these grades has meant that the library and the computer room are used as homerooms for some classes. Using these rooms as classrooms seriously restricts other class's access to technology and reading resources. In addition the stage in the gym has been walled off in an attempt to use it as a classroom but the noise related to gym activity created too large a distraction to the students. The stage is currently being used as a band room.

PROPOSED PROJECT 2 - ROBERT W. ZAHARA SCHOOL

The core of Robert W. Zahara School (RWZ) was built in 1979 and included six classrooms, a band room, a large library including a small ancillary space and a gymnasium. Four portables were added in 1980. 1989 saw the addition of six more classrooms – five as masonry construction and an additional portable. In 2001, two more portable classrooms were added along with the construction of a link. Two stand alone portables were added in 2007 to deal with significant overcrowding which has been alleviated by the opening of Clairmont Community School. The result is still a core that is not sufficiently large enough to support all of the classroom spaces.

The school site has drainage issues, particularly under the 4 portables attached to the east side of the school. The Board proposes that these original (1980) four portables be replaced as the space in that area of the school is dark, odorous and has some issues with cold air drafting. The 1979 core and 1989 construction areas have issues with heaving floors and the floors have detached from the walls and left gaps between the footing and the floor in some areas. The heaving floor and separation of the floors from the footing is a major concern and will be very expensive to fix with current estimates in the 3.5-5.0 million dollar range. The facility was originally designed with a sky light that needs to be removed. The power grid is at capacity and with increasing use of technology, needs to be upgraded. The facility is due for major roofing repairs; as well it requires the replacement of ceiling tiles, repainting and new flooring.

High utilization scores combined with the extensive repairs and modernization required at this facility make it the Board's top priority for modernization. Current provincial estimates regarding the costs of necessary repairs over the course of the next few years may support replacement, rather than modernization.

PROPOSED PROJECT 3 - TEEPEE CREEK SCHOOL

Teepee Creek School was built in 1955 as a wood frame construction and in 1965, an additional classroom, gymnasium, and administrative area was added, built in masonry block. The school has an area of 1140.8 square meters.

Its capacity is 108 and the school currently is 76% utilized with an FTE student population of 69.5. Enrollment has bounced around between 70 and 80 for the last 30 years and is currently in an upward trend.

No current facility audit is available for Teepee Creek School. However, the facility is over 40 years old and in need of upgrade.

The web link to the 2009-2012 Capital Plan and the 10 Year Facilities Plan is:

http://www.pwsd76.ab.ca/Publications/3%20Year%20Capital%20Plan%2009-12.pdf

Further information regarding this budget may be obtained from

Leslie Cage, Corporate Treasurer
Peace Wapiti Public School Division #76
Phone: 780-532-8133
E-mail: lesliecage@pwsd76.ab.ca

Or visit our website at

http://www.pwsd76.ab.ca