



Grande Prairie and District Catholic Schools

A SUMMARY OF THE 2009-2010 SCHOOL YEAR SURVEY AND OUR PLAN TO IMPROVE !

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.

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	80.9%	75.2%	78.2%	89.2%
2009	76.3%	75.1%	68.4%	85.3%
2008	73.9%	73.3%	65.9%	82.6%

Percentage of teachers, parents and students satisfied with the **overall quality of basic education.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	89.1%	82.3%	88.8%	96.1%
2009	87.1%	78.7%	88.3%	94.4%
2008	86.2%	78.9%	84.5%	95.1%

Percentage of teachers, parents, and students who are satisfied that **students model the characteristics of active citizenship.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	84.8%	82.6%	77.8%	94.1%
2009	83.0%	78.0%	77.0%	93.9%
2008	76.4%	72.9%	66.8%	89.6%

Percentage of teacher, parent and student satisfaction with the **accessibility, effectiveness and efficiency of programs and services for students in their community.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	72.5%	58.3%	84.0%	75.2%
2009	67.9%	51.8%	80.7%	71.1%
2008	66.0%	54.2%	75.8%	68.0%

Did You Know ? Our district is provincially recognized for their success in high school completion, drop-out rate and transition rate. Well done!

Percentage of teachers and parents who agree that **students are taught attitudes and behaviors that will make them successful at work when they finish school.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	80.5%	71.3%	N/A	89.7%
2009	80.3%	69.6%	N/A	91.9%
2008	80.6%	69.4%	N/A	91.9%

Percentage of teachers reporting that in the past 3-5 years **the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.**

<i>Survey Year</i>	<i>Teacher Average</i>
2010	86.3%
2009	85.6%
2008	82.8%

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.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	89.5%	87.5%	85.5%	95.5%
2009	88.0%	82.0%	85.9%	96.2%
2008	84.5%	82.2%	80.2%	91.2%

Percentage of teachers and parents satisfied with **parental involvement in decisions about their child's education.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	83.3%	74.4%	N/A	92.2%
2009	79.5%	68.2%	N/A	90.7%
2008	78.1%	70.2%	N/A	86.1%

Percentages of teachers and parents indicating that their **school and schools in their jurisdiction have improved or stayed the same the last three years.**

<i>Survey Year</i>	<i>Overall Average</i>	<i>Parent Average</i>	<i>Student Average</i>	<i>Teacher Average</i>
2010	79.6%	74.6%	83.5%	80.7%
2009	81.2%	76.5%	83.1%	84.0%
2008	75.7%	73.1%	77.4%	76.5%

Areas of emphasis for student improvement: Over the next three years we will ...

- Focus on transformational shift through deeper understanding and practical application of differentiated learning to meet changing student needs.
- Organize District Collaborative Days for grade level collaboration in order to develop meaningful Study Guides. For Grade 2-6 Math; Grade 7-9 4 core subjects, HS select subjects of issue and concern
- Continue mandatory implementation of a Balanced Literacy framework in all K-6 classes
- Improve instructional practice to address issues and concerns by supporting grade level learning communities that will analyze data and select strategies aimed at improvement and excellence.
- Continue to conduct Reading Assessments for all students in Grades K-6 to in order to differentiate instruction to meet the needs of all students.
- Close the achievement gap by providing appropriate literacy interventions for Grade 1-3 at-risk students and continue roll-up of Early Literacy intervention to Grade 1 with attention on the struggling reader.
- Support Focus Schools with French Immersion, Sports Academy and Montessori in order to provide and assist with educational choice and student engagement.
- Offer Advanced Placement (AP) courses in English Language Arts, Math and History for improvement of excellence and transition to academic post-secondary.
- Participate in Alberta Education pilot project, Tell Them from Me Survey, to measure student engagement
- Provide focused Mathematic lesson study sessions through AISI coach.
- Support FMNI education through additional literacy supports, cultural emphasis and liaison workers.
- Complete the last year of implementation of Technology High School Success Project for increased student engagement and academic success at high school level.
- Support the learning needs of the gifted students through differentiation and focused instruction.
- Frequently communicate to stakeholders.

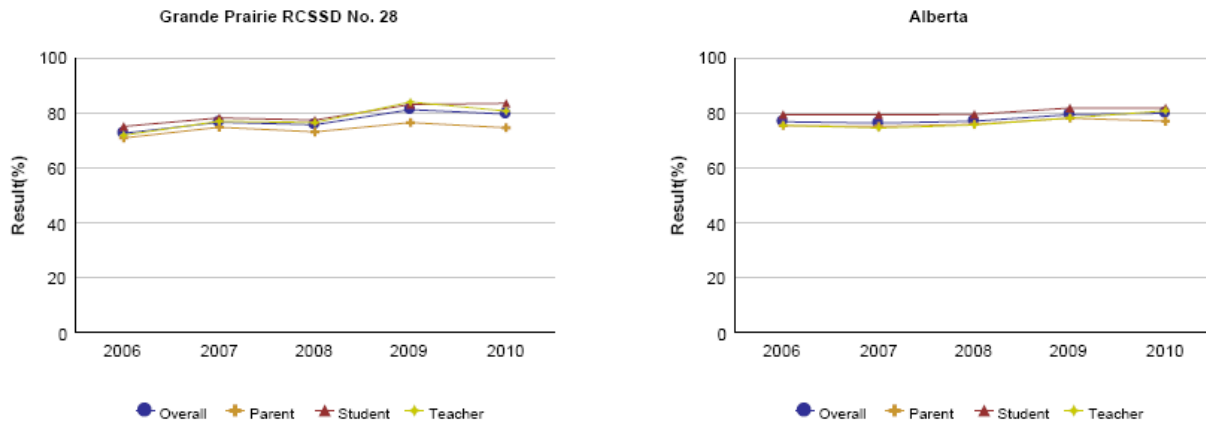
How We Assist Our Staff with New Curriculum Implementation

- Provide each teacher K-12 with copy of the resource "Making a Difference, Meeting diverse learner need with differentiated instruction" in order to build capacity to meet the diverse learner needs.
- Correlate AISI Math and Literacy projects with curriculum attainment.
- Extend AISI project to focus specifically on Junior High achievement through differentiation and focused instruction and assessment.
- Inform and provide opportunities to learn about new curriculum through professional development provided by NorthWest Regional Learning Consortia (NRLC)
- Provide Summer Math Institute and Summer Math Workshop opportunity for all teachers who apply to attend the sessions.
- Organize and financially support tri-district PD set up for specific needs of CTS teachers, ie Foods, Fashion, Fabrication.
- Provide funding to add Laptop Labs, SMARTboards and classroom computers to district classrooms.

Some professional development activities planned for our staff in 2010-2011 include.....

- Literacy—Grade 1 and Grade 4 AISI Project Action Research for struggling readers (8 sessions)
- Middle Years (Grade 4 - 9) Math - AISI project - Lesson Study PD
- Junior High Grade 7 and 8—AISII Project—student success and Excellence.
- School Based Collaborative PD days focused on student data, issues and concerns and differentiation to meet student needs.
- NRLC and albertapd.ca professional development for all curriculum
- Mentorship - Protégé professional development for classroom success.
- FSL (French Second Language) - one day FSL teachers in district
- CTS—2 days—Woods, Foods, Fashion, Cosmo, Counselling
- Music—2 days— Dance & Singing Games
- FMNI—NRLC Conference
- PowerSchool and PS Gradebook for Secretaries, Administration, Teachers

PERCENTAGE OF TEACHERS, PARENTS, AND STUDENTS INDICATING THAT THEIR SCHOOLS AND SCHOOL JURISDICTIONS HAVE IMPROVED OR STAYED THE SAME IN THE PAST THREE YEARS.



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Did You Know ...

187/235 teachers completed the survey this year (In 08/09 149 teachers and in 07/08 197 teachers)

234/876 families responded to the survey this year. Approximately 108 grade 4 parents, 88 grade 7 parents, and 38 grade 10 parents responded. In previous years 230 families in 08/09 and 176 families in 07/08.

TO ENSURE OUR CONTINUOUS IMPROVEMENT, PARENTS & STAFF WILL ASK THE FOLLOWING THREE QUESTIONS:

Curriculum

“What do we want our children to know and be able to do?”

Assessment

“How will we know our children are learning what we intended?”

Instruction

“What will we do to ensure our children learn and succeed?”