



# Grande Prairie and District Catholic Schools **Three-Year Education Plan 2011-2014**



**June 2011**

## *Our Mission*

To provide an excellent & inspiring Catholic education for our communities.

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<http://www.gpcsd.ca/sections/district/subsections/plans/index.asp>

## *Accountability Statement*

The Grande Prairie and District Catholic Schools' Education Plan for the three years commencing September 1, 2011, was prepared under the direction of the Board in accordance with the responsibilities specified in 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 has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2011- 2014 on June 20, 2011.

*Ralph Wohlgemuth*

*Karl Germann*

Board Chair - Ralph Wohlgemuth

Superintendent – Karl Germann

## *Communication and Distribution of the Three Year Strategic Plan*

*The Board of Trustees and the Superintendent took the advice from stakeholders, reviewed the October 2010 and May 2011 Accountability Pillar Outcomes, incorporated the Governance Implications from District Accountability Reports, prepared the Plan, set targets, and approved the Plan at a regular Board meeting*

*In accordance with the requirements from Alberta Education this plan was distributed to School Councils, Staff, and Administrators. Each school and local parish also receives a copy of the approved plan. A final copy is also posted to the District's web site.*

*Schools are then required to complete a school plan that includes **goals, measures, targets and strategies**. School plans are based on a three-year cycle and are updated annually to incorporate school board directions, input from school councils, teachers, parents and students to address areas for improvement, identified from results. Schools have an obligation to use a variety of methods to communicate their plans with the parents and larger community as well as provide a copy of the plan to the Board.*

## *Jurisdiction Profile: Our Regional Faith Communities*

*Grande Prairie and District Schools encompasses five self-contained and very distinctive communities centered in Beaverlodge, Fairview, Grande Prairie, Sexsmith, and Spirit River. Many families in smaller communities, acreages and farms send their students to the schools in the District.*

**Grande Prairie** is the largest urban center in the Peace River region, with an economy based on agriculture, petroleum, forest products, and service industries. The local economy is highly diversified and is characterized by rapid population growth, with smaller reductions in times of economic downturn. The population is very diverse: it is young, yet becoming a retirement community for many rural residents, and has a transient population. The Aboriginal population in Grande Prairie is approximately 10%. Grande Prairie has become a regional trading center for approximately 250,000 people. Many people access services not available in smaller centers.

Grande Prairie is a large parish community. One Catholic high school serves the city. Several K-8/ K-9 Catholic elementary schools are located within the city. Catholic students from the rural areas are bussed to Holy Cross, Mother Teresa, and Kateri Mission Catholic Schools.

**Beaverlodge**, a rural center 43 km from Grande Prairie, has an economy based on agriculture and petroleum. There has been relatively stable population growth in this community in the past few years, primarily related to the drilling and servicing of natural gas well sites and compression stations. Most students are bussed to St. Mary's Catholic School; students in grades 10-12 attend the public high school in Beaverlodge.

**Sexsmith** is a growing rural agricultural Centre 20 km north of Grande Prairie. Many residents with homes in Sexsmith are employed in Grande Prairie. Approximately 50% of the students are rural and travel to St. Mary's Catholic School by school bus. Students from St. Mary's are now directed to attend the new St. Mary's High School.

**Spirit River** is a small and close-knit rural community 78 km north of Grande Prairie. The economy is agricultural, with some petroleum activity. Most students travel to Ste. Marie Catholic School by school bus with students in grades 10-12 attending the public high school in Spirit River.

**Fairview** is a larger town serving a fairly large agricultural area, located 125 km north of Grande Prairie. GPRC, Fairview Campus is located on the southern boundary of town. St. Thomas More Catholic School serves all grades and all Catholic students in the town and surrounding rural area, and is able to provide a modest range of regular and special programs to meet the various needs of its students.

## *Parent Involvement in School Plans*

Parents, through School Councils, are required by Regulation (113/2007) to provide advice as schools develop their plans. Principals will work through their plans in May and June and review the Plan with School Councils in June and September/ October of each year.

Schools are required to align their plans with District goals, strategies and performance measures. Schools are also required to have their own goals, strategies and performance measures that address specific areas of Issue or Concern in the Accountability Pillar.

Through School Council Liaison, the School District will share results and provide interpretation of results. Principals will share their results with School Councils and provide an interpretation of their results.



May 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Grande Prairie RCSSD No. 28			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.2	89.5	87.3	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	Good	Program of Studies	80.9	80.9	77.0	80.9	80.5	80.1	High	Improved Significantly	Good
		Education Quality	89.4	89.1	87.5	89.4	89.2	88.9	High	Improved	Good
		Drop Out Rate	3.5	3.2	3.1	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	75.7	72.3	73.2	72.6	71.5	71.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	88.0	84.1	83.6	79.1	78.3	77.2	High	Improved Significantly	Good
		PAT: Excellence	18.6	15.5	14.4	19.4	18.3	18.2	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	76.6	74.7	78.4	83.4	84.3	84.3	Low	Maintained	Issue
		Diploma: Excellence	12.8	8.8	11.8	19.0	18.5	19.2	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	63.1	58.3	57.9	54.9	53.5	53.5	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	69.1	60.4	60.4	59.6	56.9	57.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	64.1	61.2	61.7	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	81.2	80.5	80.5	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	84.9	84.8	81.4	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	81.2	83.3	80.3	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	85.5	79.6	78.8	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Goal One: Strengthen Our Catholic Faith

*Outcome: Students and Staff demonstrate an understanding of, and involvement with the Catholic traditions, beliefs, & values.*

<i>Performance Measures</i>	<i>Previous Year's Results</i>	<i>Target</i>
<ul style="list-style-type: none"> <li>• <b>Teachers are encouraged to include at least one Faith goal in their Professional Development Plans or articulate to their Principal, in writing, their Faith Plan.</b></li> <li>• <b>All senior high students complete Religious Studies 15, 25, and 35.</b></li> <li>• <b>Faith Permeation is consciously included in PD Plans and Collaborative Day activities.</b></li> <li>• <b>Staff are provided with faith opportunities including a District Retreat, Faith Development Day, Spice, and Blueprints.</b></li> </ul> <p><b>Survey Questions Introduced in January 2011</b></p> <ul style="list-style-type: none"> <li>• Student, Teacher, &amp; Parent satisfaction with opportunities to participate in retreats at the elementary level, junior high level and/or senior high level.</li> <li>• Student, Teacher, &amp; Parent satisfaction with how people in your school talk about and live their faith.</li> <li>• Student, Teacher, &amp; Parent satisfaction with the religious celebrations that are held at the school.</li> <li>• Student, Teacher, &amp; Parent satisfaction with how they learn in Religion classes</li> <li>• Student, Teacher, &amp; Parent satisfaction with the relationship that exists between the church and your school.</li> <li>• Student, Teacher, &amp; Parent satisfaction with how individuals are taught to live Gospel Values</li> <li>• Student, Teacher, &amp; Parent satisfaction with how your Catholic school helps you grow as a Christian</li> <li>• Student, Teacher, &amp; Parent satisfaction with the opportunity for a meaningful prayer life and enriching faith experiences in your classes, e.g. Art, Religion, Science, Math, etc</li> <li>• Student, Teacher, &amp; Parent satisfaction with the visible reminders of our Catholic faith through art, symbols, prayer tables, etc. within your school and classrooms.</li> </ul>	TBA	TBA

*Strategies to Achieve Goal #1:*

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats, and Service Projects.	Schools hold 10 monthly Celebrations/ Masses.  Students in every school have the opportunity to participate in school retreats at the Junior and Senior High level.	Survey instruments identified on the previous page and reported in RS Accountability report.
2.	Every school and administrative site will communicate to parents and the community, the opportunities for individuals to celebrate our Faith.	School Newsletters communicate the opportunities to celebrate Faith in the school and parish.	s/a
3.	Teachers who complete at least one Religious Studies course / Newman Theological certificate are seen as "preferred" candidates.	25% of all teachers seeking contracts complete one Religious Studies course.	s/a
4.	All students complete one Religion course for every full year they are in high school. New students registering part way through high school will meet the requirement for Religious Education at the discretion of the School Principal.	All high school students take a Religious Studies course in every full year with minor exceptions.	s/a
5.	Faith Permeation activities are consciously included in PD Plans and in Collaborative Days activities.	Faith Permeation activities are included in PD Plans and Collaborative Days.	<b>s/a</b>



## Goal Two: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	88.0	83.6	High	Improved Significantly	Good	84	85	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	18.6	14.4	High	Improved Significantly	Good	14	15	15
<b>Strategies</b>								
<p><b>School Planning and Improvement Process</b> – Principals and School-Based Leadership Teams (SBLT) will create a 3-year plan with student-focused SMART goals in relation to student need. Annual year plans will be developed with specific actions to be taken to address student needs. Plans will also address how issues and concerns will specifically be targeted.</p> <p><b>Collaborative Days Planning and Reporting.</b> The Principal and SBLT will plan Professional Development Days so staff learning needs are met in relation to student outcomes. Collaborative days will include a balance of whole school learning and study team time.</p> <p><b>Teacher Professional Development Plans.</b> Teachers will develop “living” Professional Development Plans that identify and track one SMART professional goal in relation to their Study Team goal and one faith goal.</p> <p><b>Common Year-End Assessments: Grade 7 &amp; 8 Math and Grade 7 ELA</b> Common summative assessments will be developed and utilized in Math across the District over a three year period.</p> <p><b>Common Assessments</b> The Kindergarten Literacy Test, Fountas &amp; Pinnell, CAT IV, and/ or Basic Reading Inventory (where appropriate) will serve as a diagnostic assessment tool providing formative assessment for teachers to plan instruction for students.</p> <p><b>Accountability and Monitoring: School Action Plans.</b> Annually the Principals will meet with the Superintendent, Assistant Superintendent, and the Trustees to present their school's action plans based on their results in Achievement exams, Diploma exams, and common District assessments.</p> <p><b>Accountability and Monitoring: Assistant Superintendent/ Principal and Superintendent/Principal School Improvement Plans</b> <b>Accountability Meetings.</b> Through a series of meetings with the Superintendent, Principals ensure an alignment of Teacher Professional Development Plans with District Goals and Outcomes and School Goals and Outcomes.</p> <p><b>Accountability and Monitoring: Superintendent/ Principal Curricular Accountability meetings.</b> Through a series of meetings with the Superintendent, Principals will provide information on how they are monitoring individual teacher's delivery of the Outcomes.</p>								

\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

### Please Note

#### TARGETS

- Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

#### STRATEGIES

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”
- Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.

**Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation. (OPTIONAL)**

Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved Significantly	Excellent	309	94.5	307	90.2
	Standard of Excellence	Very High	Improved Significantly	Excellent	309	23.9	307	16.9
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	287	93.7	287	88.8
	Standard of Excellence	Very High	Improved	Excellent	287	23.3	287	17.5
French Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	66	90.9	50	83.8
	Standard of Excellence	Intermediate	Improved	Good	66	15.2	50	5.5
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	Acceptable Standard	Intermediate	Improved	Good	287	86.1	287	80.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	287	19.9	287	17.0
English Language Arts 9	Acceptable Standard	High	Maintained	Good	240	84.2	253	83.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	240	12.9	253	11.6
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	36	77.8	36	81.8
	Standard of Excellence	Low	Declined	Issue	36	2.8	36	14.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 9	Acceptable Standard	Very High	Improved	Excellent	240	79.6	254	73.9
	Standard of Excellence	High	Improved	Good	240	13.3	254	9.3

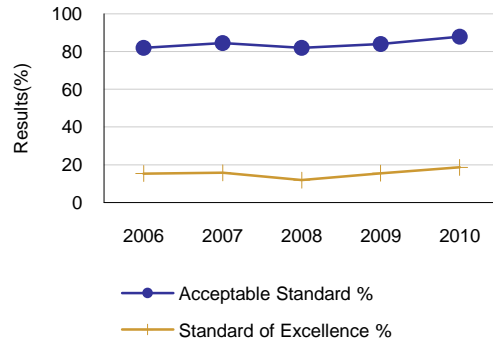
Notes:

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
2. Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.
3. Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

**Measure History (OPTIONAL)**

Provincial Achievement Tests Results based on Students Enrolled.

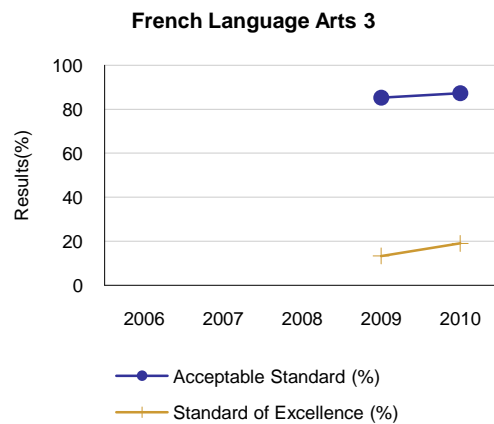
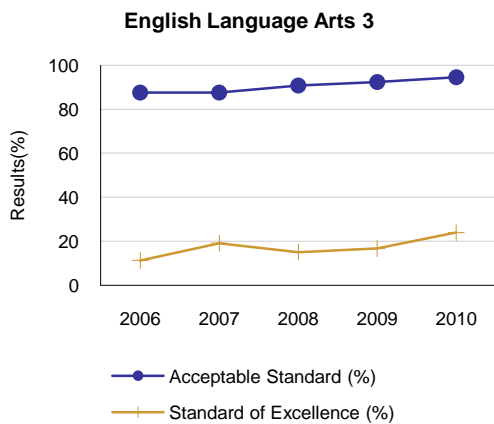
	2006	2007	2008	2009	2010
N	827	808	870	871	837
Acceptable Standard %	82.0	84.6	82.0	84.1	88.0
Standard of Excellence %	15.3	15.7	11.8	15.5	18.6



Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Provincial Achievement Tests Course Results Based on Students Enrolled.

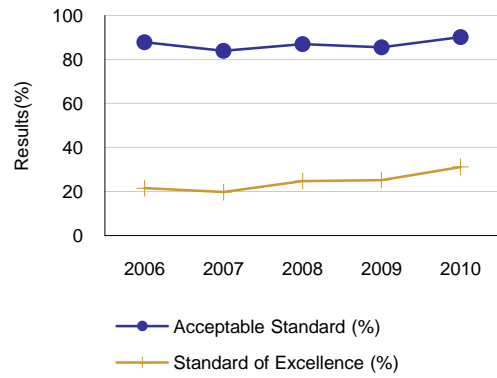


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

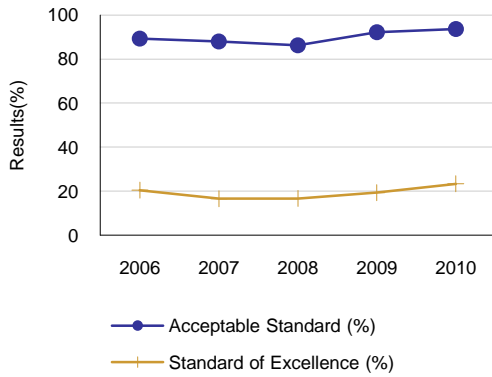
Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)

[No Data for Français 3]

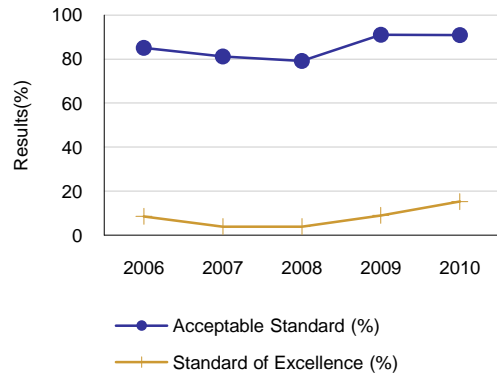
**Mathematics 3**



**English Language Arts 6**

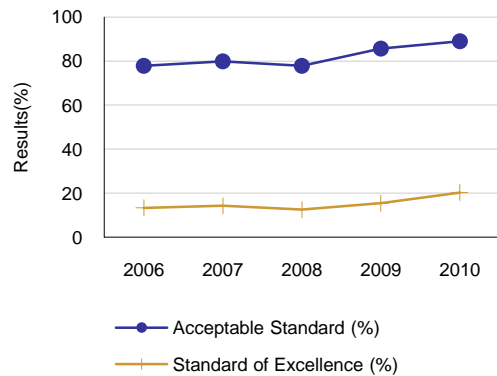


**French Language Arts 6**



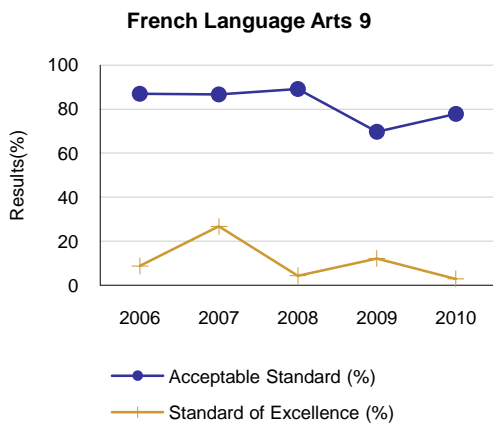
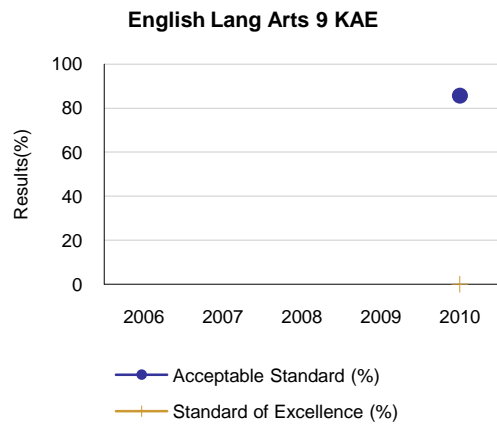
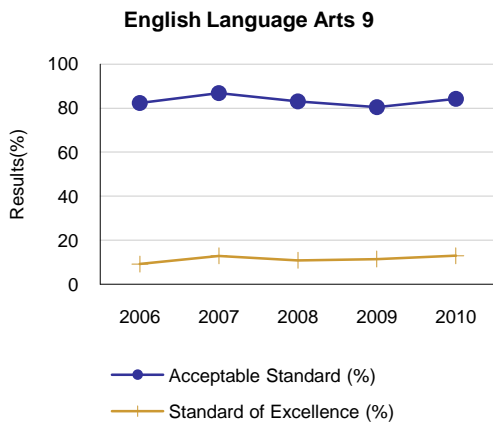
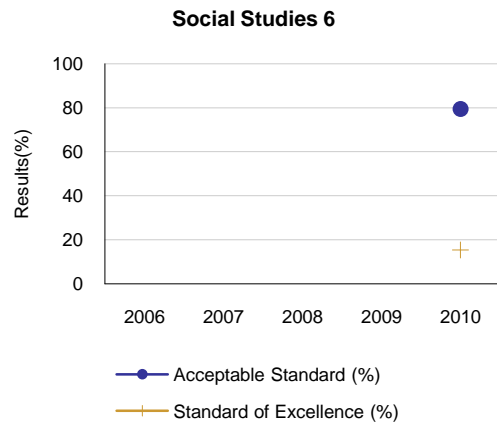
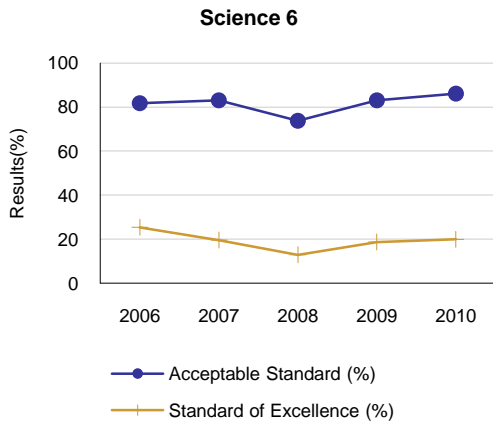
[No Data for Français 6]

**Mathematics 6**



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

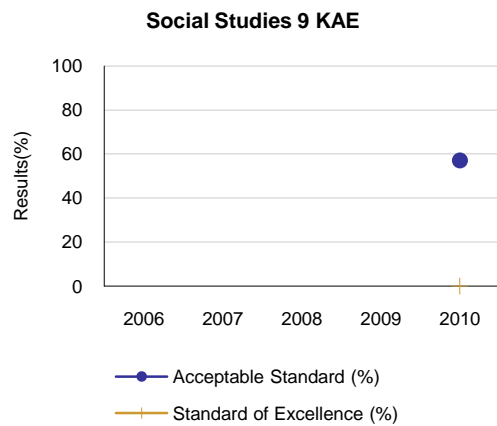
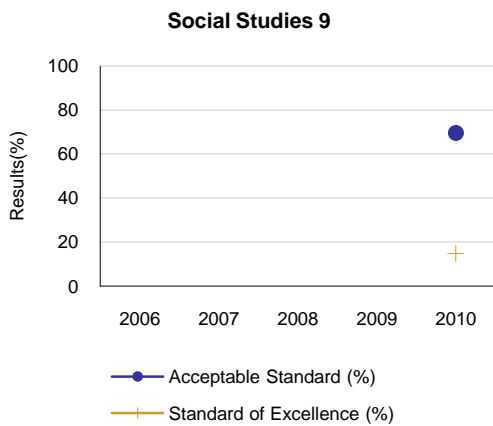
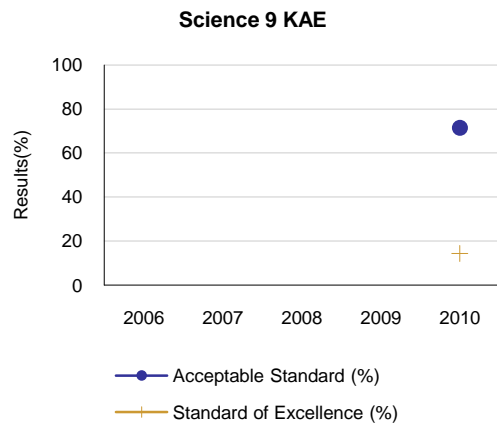
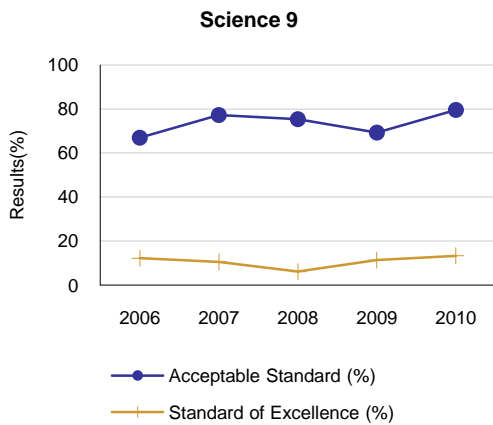
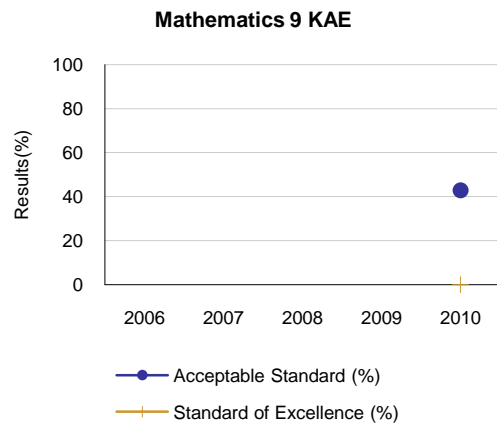
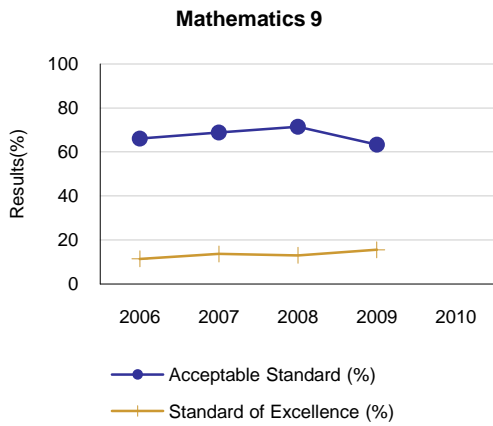
Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)



[No Data for Français 9]

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

Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)



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

**Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled. (OPTIONAL)**

			2006	2007	2008	2009	2010
Grade 3	English Language Arts 3	Students Enrolled	303	304	300	317	309
		Acceptable Standard (%)	87.5	87.5	90.7	92.4	94.5
		Standard of Excellence (%)	11.2	19.1	15.0	16.7	23.9
	French Language Arts 3	Students Enrolled	n/a	n/a	n/a	75	63
		Acceptable Standard (%)	n/a	n/a	n/a	85.3	87.3
		Standard of Excellence (%)	n/a	n/a	n/a	13.3	19.0
	Français 3	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 3	Students Enrolled	303	304	300	317	132
		Acceptable Standard (%)	87.8	83.9	87.0	85.5	90.2
		Standard of Excellence (%)	21.5	19.7	24.7	25.2	31.1
Grade 6	English Language Arts 6	Students Enrolled	270	267	289	306	287
		Acceptable Standard (%)	89.3	88.0	86.2	92.2	93.7
		Standard of Excellence (%)	20.4	16.5	16.6	19.3	23.3
	French Language Arts 6	Students Enrolled	47	53	53	45	66
		Acceptable Standard (%)	85.1	81.1	79.2	91.1	90.9
		Standard of Excellence (%)	8.5	3.8	3.8	8.9	15.2
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	270	267	289	306	109
		Acceptable Standard (%)	77.8	79.8	77.9	85.6	89.0
		Standard of Excellence (%)	13.3	14.2	12.5	15.4	20.2
	Science 6	Students Enrolled	269	267	289	306	287
		Acceptable Standard (%)	81.8	83.1	73.7	83.0	86.1
		Standard of Excellence (%)	25.3	19.5	12.8	18.6	19.9
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	n/a	287
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	79.4
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	15.3
Grade 9	English Language Arts 9	Students Enrolled	254	235	278	246	240
		Acceptable Standard (%)	82.3	86.8	83.1	80.5	84.2
		Standard of Excellence (%)	9.1	12.8	10.8	11.4	12.9
	French Language Arts 9	Students Enrolled	23	30	46	33	36
		Acceptable Standard (%)	87.0	86.7	89.1	69.7	77.8
		Standard of Excellence (%)	8.7	26.7	4.3	12.1	2.8
	English Lang Arts 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	7
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	85.7
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	0.0
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	254	235	276	245	n/a
		Acceptable Standard (%)	66.1	68.9	71.4	63.3	n/a
		Standard of Excellence (%)	11.4	13.6	13.0	15.5	n/a
	Mathematics 9 KAE	Students Enrolled	n/a	n/a	n/a	n/a	7
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	42.9

		Standard of Excellence (%)	n/a	n/a	n/a	n/a	0.0
Science 9		Students Enrolled	254	237	279	247	240
		Acceptable Standard (%)	66.9	77.2	75.3	69.2	79.6
		Standard of Excellence (%)	12.2	10.5	6.1	11.3	13.3
Science 9 KAE		Students Enrolled	n/a	n/a	n/a	n/a	7
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	71.4
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	14.3
Social Studies 9		Students Enrolled	n/a	n/a	n/a	n/a	243
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	69.5
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	14.8
Social Studies 9 KAE		Students Enrolled	n/a	n/a	n/a	n/a	7
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	57.1
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	0.0

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

Outcome: Students achieve educational outcomes.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students who achieved the acceptable standard on diploma examinations.**	76.6	78.4	Low	Maintained	Issue	80	82	84
Overall percentage of students who achieved the standard of excellence on diploma examinations.	12.8	11.8	Low	Maintained	Issue	13	14	16
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	75.7	73.2	High	Maintained	Good	76	78	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	3.1	High	Maintained	Good	3.5	3.4	3.3
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	63.1	57.9	High	Improved	Good	63	63	63
High school to post-secondary transition rate within six years of entering Grade 10.	64.1	61.7	High	Maintained	Good	64	64	64
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	69.1	60.4	High	Improved Significantly	Good	66	68	71

**Strategies**

- Early Literacy Intervention programs in Grades K-2 will assist struggling readers and writers. If students are at grade level as readers and writers they will probably achieve success in all of their classes. As a result students feel more connected and are less likely to drop out.
- A High School Re-Design team was formed in Spring 2011 to address Diploma issues in the following sequence: Student Advisory, Instructional Improvement, and High School Re-Design/ Flexibility.
- Teacher-Student Advisor programs will be established at St. Joseph Catholic High as a means to build relationships and better adapt instruction and career planning for students. This format will include 2 x 40 minutes per week and one x 20 minutes per week. An individual is hired 0.20 FTE to ensure consistency among teachers.
- A second individual is hired 1.0 FTE to assist teachers at the high school to better select instructional strategies that meet the needs of all learners.
- Counselors are placed at the high school level both for personal and career counseling.
- Catholic Family Services provides initial intervention supports for elementary and junior high students.
- Student retreats at various grades rekindle the spirit inside many students and provide a sense of belonging. A new online student marks program is now implemented at the junior and senior high school level in all schools so parents can track student progress and assist with completion of assignments..
- An emphasis on Outcomes reporting should ensure a stronger correlation of curriculum-instruction-assessment.
- Ensure that staffs articulate curriculum outcomes to students in frequent and regular ways.
- Work continues on curriculum-based Study Guides, Frequent and Formative Assessment, and Scheduled Review.
- Students are required to take a full course load in Grades 10 and 11.
- A Superintendent's scholarship is awarded to all students who complete 120++ courses within three years.
- In classrooms and in public forums, all stakeholders need to continue to articulate the importance of an educated Albertan.
- Provide students with access to High School Career Fair presentations and opportunities so they can see how an education is important in the trades and professional careers.
- Provide support for St. Gerard Grade 9s to attend Edmonton-based French University career fairs.
- Provide funding for Regional, Provincial and National Skills competitions.
- Work with Careers Next Generation personnel in the Peace Region to assist students with career-related Work Experience and RAP opportunities.

\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
2. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Exam Results Course By Course Summary With Measure Evaluation. (OPTIONAL)**

Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	150	88.7	132	86.5
	Standard of Excellence	Low	Maintained	Issue	150	8.7	132	11.2
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	74	86.5	79	91.2
	Standard of Excellence	High	Maintained	Good	74	9.5	79	6.9
French Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	16	93.8	12	100.0
	Standard of Excellence	Intermediate	Declined	Issue	16	6.3	12	21.6
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	143	72.0	109	69.9
	Standard of Excellence	Low	Maintained	Issue	143	16.1	109	15.5
Applied Mathematics 30	Acceptable Standard	Very Low	Improved	Issue	65	66.2	64	54.3
	Standard of Excellence	Low	Maintained	Issue	65	4.6	64	2.6
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	132	68.2	104	80.0
	Standard of Excellence	Low	Maintained	Issue	132	18.2	104	18.1
Chemistry 30	Acceptable Standard	n/a	Improved Significantly	n/a	93	66.7	109	44.0
	Standard of Excellence	n/a	Improved	n/a	93	16.1	109	10.1
Physics 30	Acceptable Standard	n/a	Maintained	n/a	78	55.1	55	52.7
	Standard of Excellence	n/a	Improved	n/a	78	9.0	55	3.6
Science 30	Acceptable Standard	Very Low	Declined	Concern	30	63.3	49	77.6
	Standard of Excellence	High	Improved	Good	30	23.3	49	10.6

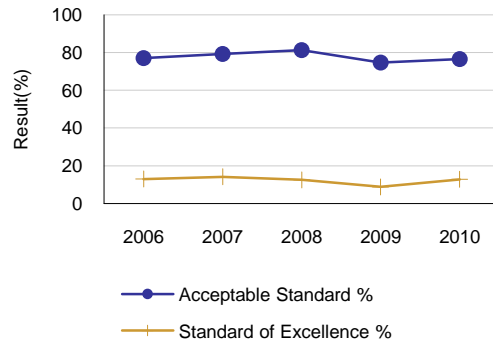
Notes:

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
2. Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.
3. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

**Measure History (OPTIONAL)**

Diploma Exam Results By Students Writing.

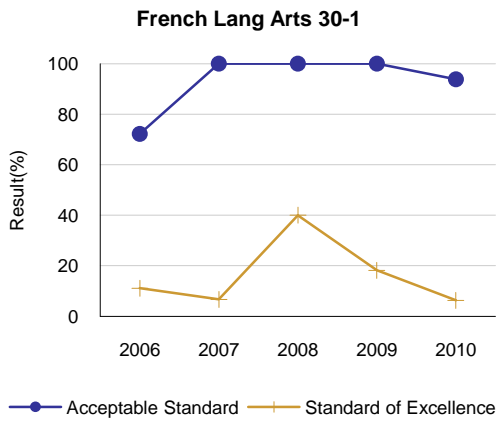
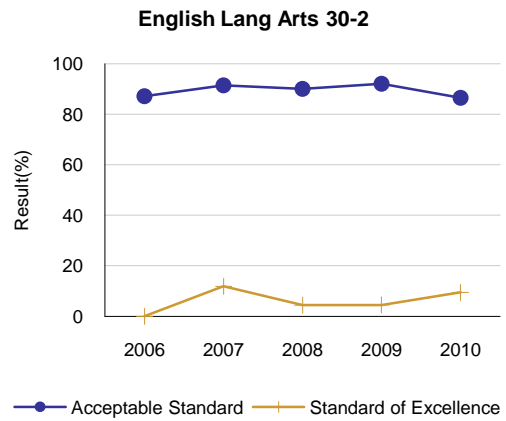
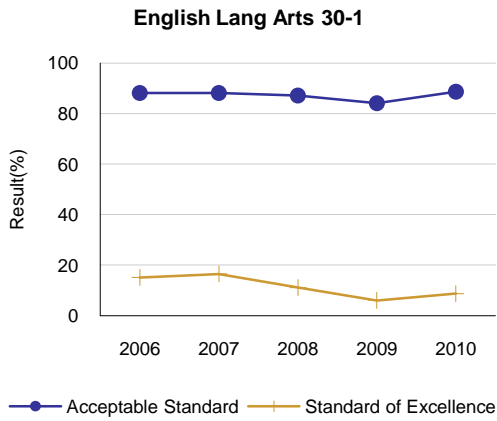
	2006	2007	2008	2009	2010
N	209	220	269	289	286
Acceptable Standard %	77.1	79.3	81.3	74.7	76.6
Standard of Excellence %	12.9	14.1	12.5	8.8	12.8



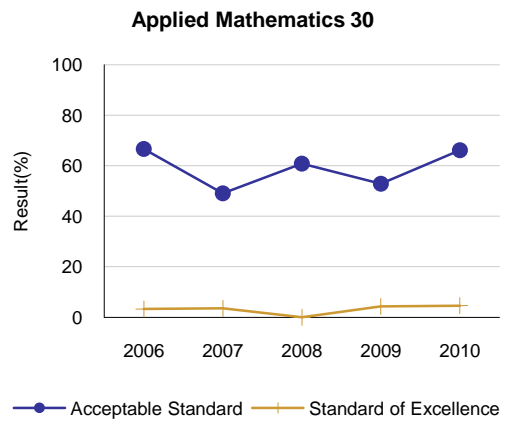
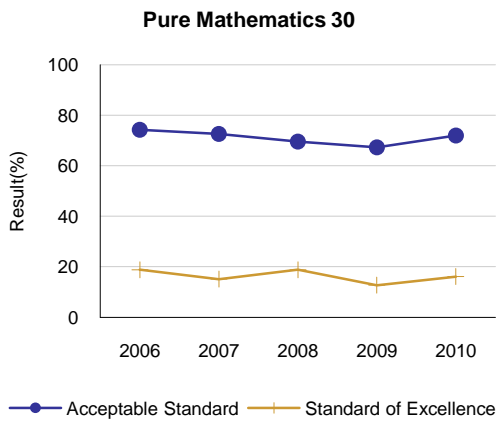
Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Exam Results Course By Course Summary By Students Writing.

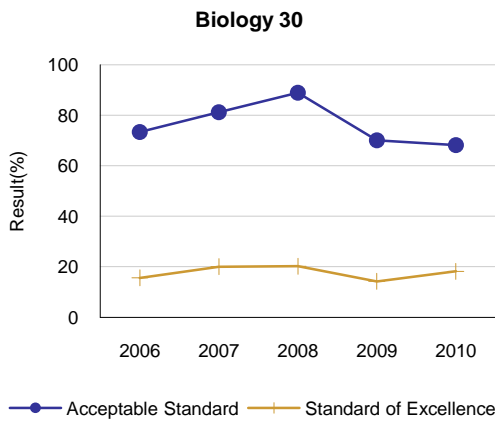
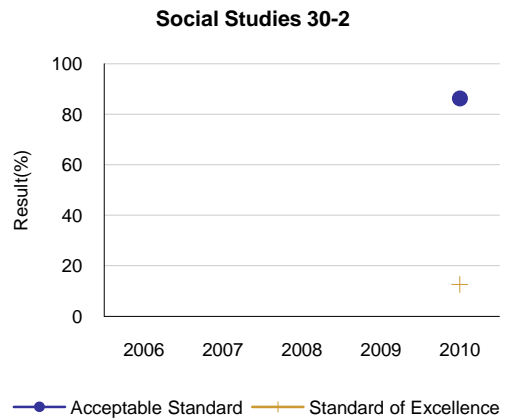
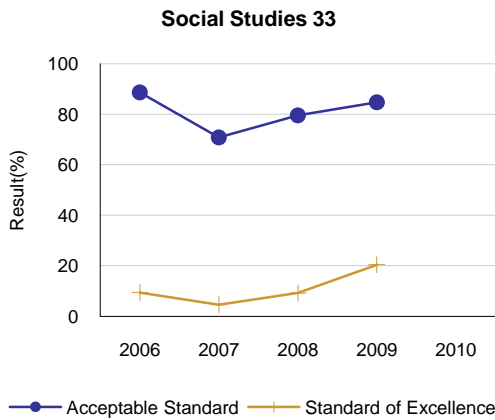
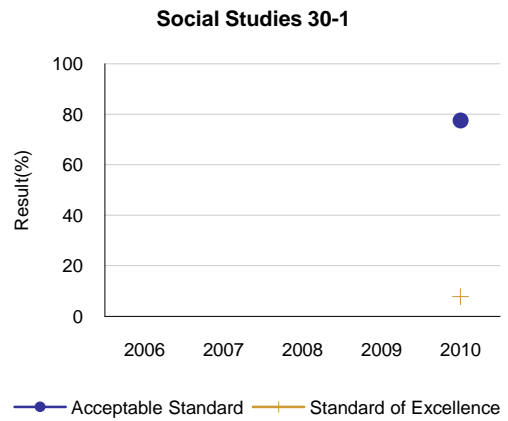
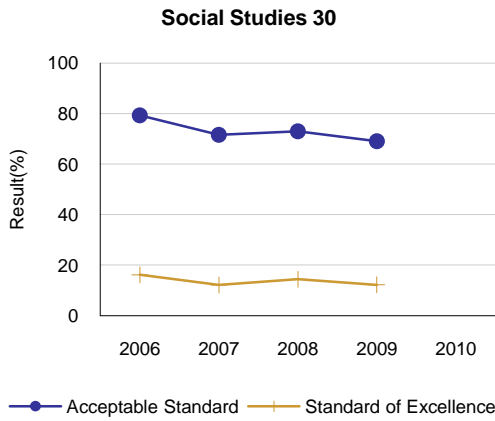


[No Data for Français 30]



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

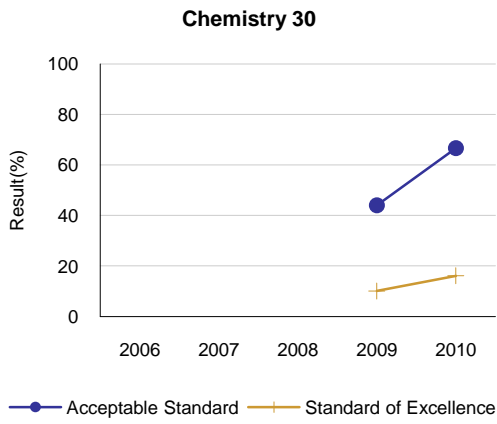
Diploma Exam Results Course By Course Summary By Students Writing. (cont'd)



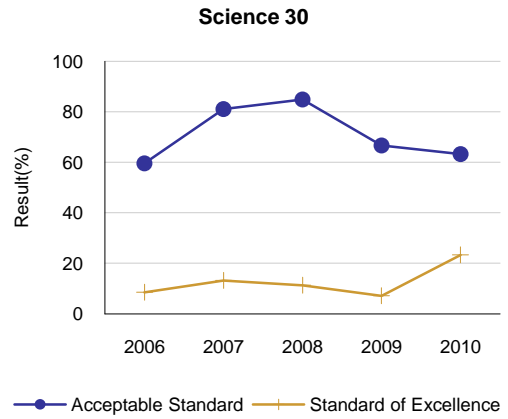
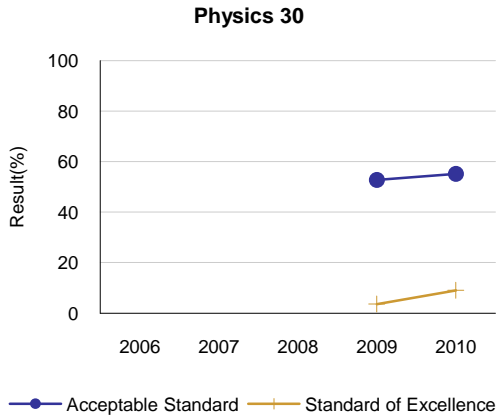
[No Data for Chemistry 30 Old]

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

Diploma Exam Results Course By Course Summary By Students Writing. (cont'd)



[No Data for Physics 30 Old]



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

**Diploma Exam Results Course By Course Summary By Students Writing. (cont'd) (OPTIONAL)**

		2006	2007	2008	2009	2010
English Lang Arts 30-1	Students Writing	126	127	117	151	150
	Acceptable Standard %	88.1	88.2	87.2	84.1	88.7
	Standard of Excellence %	15.1	16.5	11.1	6.0	8.7
English Lang Arts 30-2	Students Writing	47	59	90	89	74
	Acceptable Standard %	87.2	91.5	90.0	92.1	86.5
	Standard of Excellence %	0.0	11.9	4.4	4.5	9.5
French Lang Arts 30-1	Students Writing	18	15	10	11	16
	Acceptable Standard %	72.2	100.0	100.0	100.0	93.8
	Standard of Excellence %	11.1	6.7	40.0	18.2	6.3
Français 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	101	106	112	110	143
	Acceptable Standard %	74.3	72.6	69.6	67.3	72.0
	Standard of Excellence %	18.8	15.1	18.8	12.7	16.1
Applied Mathematics 30	Students Writing	30	57	64	70	65
	Acceptable Standard %	66.7	49.1	60.9	52.9	66.2
	Standard of Excellence %	3.3	3.5	0.0	4.3	4.6
Social Studies 30	Students Writing	111	116	111	139	1
	Acceptable Standard %	79.3	71.6	73.0	69.1	*
	Standard of Excellence %	16.2	12.1	14.4	12.2	*
Social Studies 30-1	Students Writing	n/a	n/a	n/a	n/a	129
	Acceptable Standard %	n/a	n/a	n/a	n/a	77.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	7.8
Social Studies 33	Students Writing	53	65	98	98	n/a
	Acceptable Standard %	88.7	70.8	79.6	84.7	n/a
	Standard of Excellence %	9.4	4.6	9.2	20.4	n/a
Social Studies 30-2	Students Writing	n/a	n/a	n/a	n/a	87
	Acceptable Standard %	n/a	n/a	n/a	n/a	86.2
	Standard of Excellence %	n/a	n/a	n/a	n/a	12.6
Biology 30	Students Writing	90	85	99	127	132
	Acceptable Standard %	73.3	81.2	88.9	70.1	68.2
	Standard of Excellence %	15.6	20.0	20.2	14.2	18.2
Chemistry 30 Old	Students Writing	56	60	59	n/a	n/a
	Acceptable Standard %	83.9	70.0	83.1	n/a	n/a
	Standard of Excellence %	30.4	21.7	37.3	n/a	n/a
Chemistry 30	Students Writing	n/a	n/a	n/a	109	93
	Acceptable Standard %	n/a	n/a	n/a	44.0	66.7
	Standard of Excellence %	n/a	n/a	n/a	10.1	16.1
Physics 30 Old	Students Writing	64	42	46	n/a	n/a
	Acceptable Standard %	76.6	61.9	84.8	n/a	n/a
	Standard of Excellence %	28.1	11.9	28.3	n/a	n/a
Physics 30	Students Writing	n/a	n/a	n/a	55	78
	Acceptable Standard %	n/a	n/a	n/a	52.7	55.1
	Standard of Excellence %	n/a	n/a	n/a	3.6	9.0
Science 30	Students Writing	47	53	53	42	30
	Acceptable Standard %	59.6	81.1	84.9	66.7	63.3

**Authority: 4130 Grande Prairie Roman Catholic Separate School District No. 28**

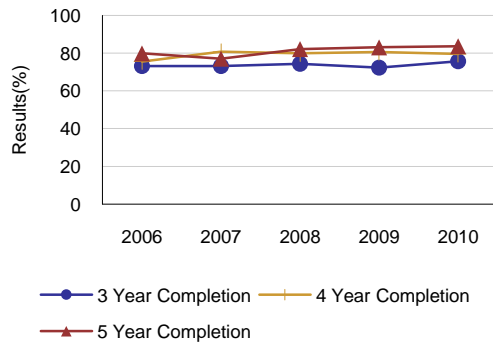
	Standard of Excellence %	8.5	13.2	11.3	7.1	23.3
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Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Measure History (OPTIONAL)**

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

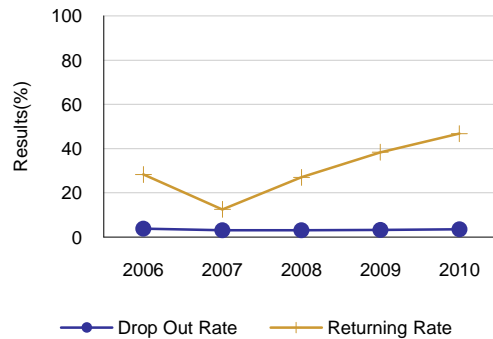
	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
<b>3 Year Completion</b>	<b>202</b>	<b>73.2</b>	<b>215</b>	<b>73.1</b>	<b>225</b>	<b>74.3</b>	<b>265</b>	<b>72.3</b>	<b>242</b>	<b>75.7</b>
4 Year Completion	219	75.6	203	80.8	214	79.9	224	80.6	264	79.6
5 Year Completion	189	79.9	219	77.1	203	82.2	213	83.1	224	83.7



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

Annual dropout rate of students aged 14 to 18.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
<b>Drop Out Rate</b>	<b>845</b>	<b>3.8</b>	<b>847</b>	<b>3.1</b>	<b>912</b>	<b>3.0</b>	<b>981</b>	<b>3.2</b>	<b>1,021</b>	<b>3.5</b>
Returning Rate	46	28.3	46	12.5	33	27.0	51	38.3	59	46.8



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

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

	2006	2007	2008	2009	2010
<b>N</b>	<b>202</b>	<b>215</b>	<b>225</b>	<b>265</b>	<b>242</b>
% Writing 0 Exams	10.5	14.9	11.2	11.8	9.6
% Writing 1+ Exams	89.5	85.1	88.8	88.2	90.4
% Writing 2+ Exams	88.0	82.3	85.2	85.9	86.2
% Writing 3+ Exams	74.3	74.7	71.1	71.1	76.9
<b>% Writing 4+ Exams</b>	<b>65.1</b>	<b>59.8</b>	<b>55.7</b>	<b>58.3</b>	<b>63.1</b>
% Writing 5+ Exams	43.8	35.4	34.0	39.2	38.3
% Writing 6+ Exams	17.8	17.7	14.0	19.4	21.9

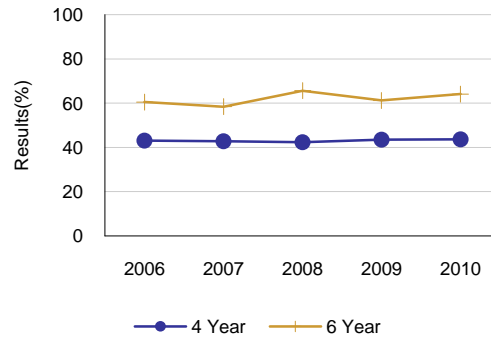
	2006	2007	2008	2009	2010
<b>N</b>	<b>202</b>	<b>215</b>	<b>225</b>	<b>265</b>	<b>242</b>
English 30 / English Language Arts 30-1	62.9	55.3	46.7	53.2	58.3
English 33 / English Language Arts 30-2	23.3	27.9	36.9	30.9	28.5
<b>Total of 1 or more English Diploma Exams</b>	<b>84.7</b>	<b>80.5</b>	<b>83.6</b>	<b>83.4</b>	<b>86.0</b>
Social Studies 30	56.4	52.6	45.8	51.3	0.4
Social Studies 30-1	n/a	n/a	0.0	0.0	48.3
Social Studies 33	29.7	29.3	40.9	34.3	1.2
Social Studies 30-2	n/a	n/a	0.0	0.0	35.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>85.6</b>	<b>80.0</b>	<b>84.9</b>	<b>82.6</b>	<b>84.3</b>
Mathematics 30 / Pure Mathematics 30	48.5	45.1	42.2	41.1	49.6
Mathematics 33 / Applied Mathematics 30	15.8	24.7	24.9	25.7	24.0
<b>Total of 1 or more Math Diploma Exams</b>	<b>63.4</b>	<b>69.8</b>	<b>67.1</b>	<b>66.4</b>	<b>73.1</b>
Biology 30	42.1	40.9	36.9	43.0	49.6
Chemistry 30 Old	36.1	26.0	27.6	0.8	0.0
Chemistry 30	n/a	n/a	n/a	38.5	35.5
Physics 30 Old	28.2	21.9	18.7	1.1	0.0
Physics 30	n/a	n/a	n/a	18.9	27.7
Science 30	22.8	23.3	20.4	15.1	11.6
<b>Total of 1 or more Science Diploma Exams</b>	<b>69.8</b>	<b>61.9</b>	<b>58.2</b>	<b>60.4</b>	<b>64.9</b>
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	8.9	6.5	4.4	3.4	6.6
<b>Total of 1 or more French Diploma Exams</b>	<b>8.9</b>	<b>6.5</b>	<b>4.4</b>	<b>3.4</b>	<b>6.6</b>

Notes:

1. Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

High school to post-secondary transition rate of students within six years of entering Grade 10.

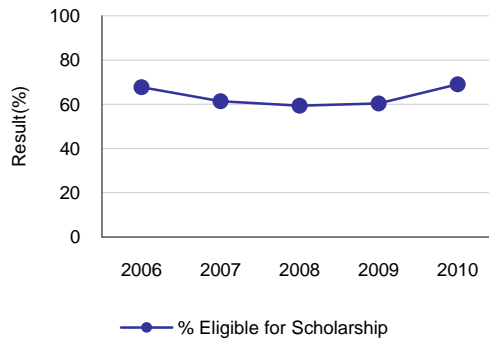
	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
4 Year	219	43.0	203	42.8	214	42.3	224	43.5	264	43.6
6 Year	184	60.5	189	58.4	219	65.6	203	61.2	213	64.1



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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	2006	2007	2008	2009	2010
Total Grade 12 Students	183	207	219	275	265
Percent Eligible for Scholarship	67.8	61.4	59.4	60.4	69.1



Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	183	115	62.8	96	52.5	47	25.7	124	67.8
2007	207	114	55.1	92	44.4	38	18.4	127	61.4
2008	219	122	55.7	101	46.1	44	20.1	130	59.4
2009	275	156	56.7	124	45.1	54	19.6	166	60.4
2010	265	162	61.1	154	58.1	71	26.8	183	69.1

Notes:

- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

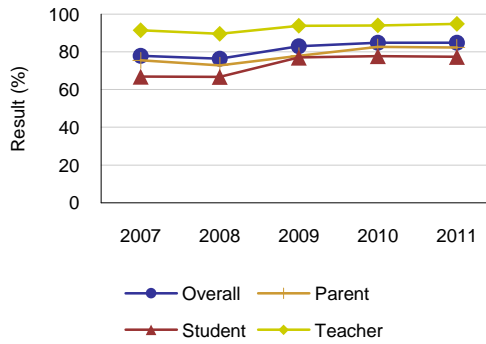
Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.9	81.4	Very High	Improved Significantly	Excellent	83	84	85
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.2	80.5	High	Maintained	Good	83	84	85
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Take time to explain to students what “citizenship” is and how it is lived out in a Catholic context.</li> <li>• Remind students that an activity that is undertaken is part of our work to create more responsible and caring people.</li> <li>• Talk with students about the importance of regularly “doing good” without being noticed.</li> <li>• All students will participate in the District’s Three Year Social Justice Project.</li> <li>• Promote the “Social Justice Service Project” using the media and other forums as a means to show case the good work undertaken by our students in our schools.</li> <li>• Refer to other strategies in Goal #1.</li> <li>• Continue with monthly Virtues focus in many schools.</li> <li>• Ensure that teachers are using the Religious Studies program to its fullest. The Religious Education Consultant will assist in active monitoring and programming assistance.</li> <li>• Ensure that the Catholic Health Curriculum is taught with a Gospel-centered focus. The Religious Education Consultant will assist in active monitoring and programming assistance.</li> <li>• Continue to work on the implementation of a new World Religion Religious Studies 25 course designed to help students gain a better understanding of World Religions.</li> <li>• Refer to Gospel Values when addressing expected behavior with students.</li> </ul>								

<p><b>Please Note</b></p> <p><b>TARGETS</b></p> <ul style="list-style-type: none"> <li>• Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.</li> </ul> <p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of “Issue” or “Concern.”</li> <li>• Strategies to address results with an evaluation of “Issue” or “Concern” must be highlighted.</li> </ul>
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**Measure History (OPTIONAL)**

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

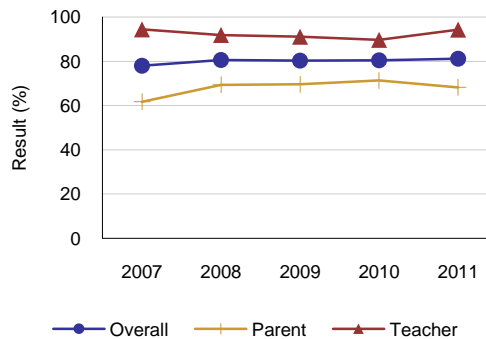
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	1,122	78.0	1,091	76.4	1,096	83.0	1,344	84.8	1,287	84.9
Parent	204	75.5	175	72.9	232	78.0	239	82.6	229	82.4
Student	737	66.9	719	66.8	715	77.0	917	77.8	863	77.4
Teacher	181	91.5	197	89.6	149	93.9	188	94.1	195	94.9



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

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

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	371	78.0	367	80.6	376	80.3	415	80.5	413	81.2
Parent	193	61.7	170	69.4	230	69.6	230	71.3	220	68.2
Teacher	178	94.4	197	91.9	146	91.1	185	89.7	193	94.3



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

### Goal Three: Transformed Education Through Collaboration

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.4	87.5	High	Improved	Good	88	88	90
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.	80.9	77.0	High	Improved Significantly	Good	80	82	83
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.	89.2	87.3	Very High	Improved	Excellent	88	89	90

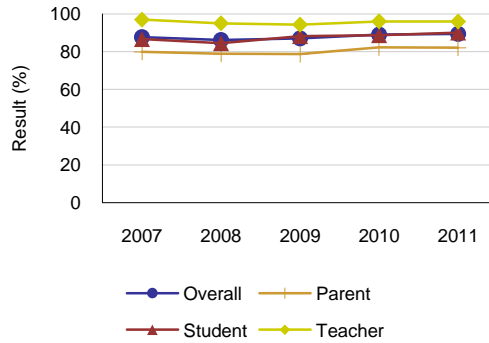
#### Strategies

- Over a three-year period, the District will open Junior High/High School CTS facilities at Mother Teresa (Grande Prairie) & St. Mary's (Sexsmith). All City students will have access to these facilities by combining junior high options at several schools and bussing kids to the appropriate facilities. This idea was piloted for all junior high schools in 2009-2010 and met with a high degree of student success. Originally some individuals were concerned for students because they might not adapt. Many students knew one another from various community activities and friendships were quickly rekindled.
- High School programming will be introduced and expanded at St. Mary's Sexsmith in 2011-2012.
- STM High School and St. John Bosco have piloted new ADLC courses that provide the classroom teacher with ready-made material and lesson plan. Courses may include Forensics 25/35 and Cosmetology. Lessons learned from these two schools will be incorporated into St. Mary's Sexsmith High School program.
- Pre-Advanced Placement English, Social, Science, and Math will be introduced at St. Joe's in 2011-2012. Advanced Placement 35 courses will be offered in English, Math, and United States History. Expansion to Biology 35 AP and other subjects may occur if there is demand and teacher expertise.
- Offer a variety of CTS Pathways at the High School Level, including courses that expand on the junior high Sports Academy offerings.
- Staff will emphasize a welcoming atmosphere for Administration and teachers will emphasize the importance of working on and making progress towards achieving all of the Outcomes in the Program of Studies.
- Teachers will have the training and support required to learn new curriculum and be able to implement new curriculum in their classrooms.
- See Goal #1 as most of the strategies for this area are rooted in our Gospel Values and Faith.

**Measure History (OPTIONAL)**

Overall teacher, parent and student satisfaction with the overall quality of basic education.

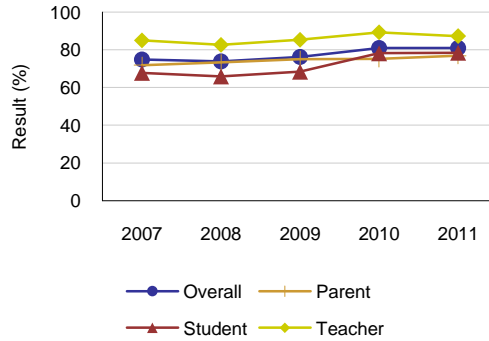
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	1,123	87.8	1,091	86.2	1,096	87.1	1,347	89.1	1,289	89.4
Parent	205	79.9	175	78.9	232	78.7	239	82.3	229	82.1
Student	737	86.7	719	84.5	715	88.3	920	88.8	865	90.2
Teacher	181	97.0	197	95.1	149	94.4	188	96.1	195	96.0



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

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

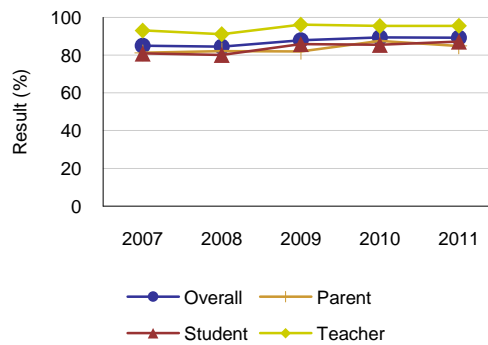
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	832	74.9	800	73.9	821	76.3	969	80.9	936	80.9
Parent	205	71.9	175	73.3	232	75.1	239	75.2	229	76.9
Student	446	67.8	428	65.9	440	68.4	542	78.2	512	78.5
Teacher	181	85.0	197	82.6	149	85.3	188	89.3	195	87.3



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

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	1,122	85.1	1,090	84.5	1,096	88.0	1,344	89.5	1,286	89.2
Parent	205	81.3	175	82.2	232	82.0	239	87.5	228	84.9
Student	736	80.9	718	80.2	715	85.9	917	85.5	863	87.2
Teacher	181	93.1	197	91.2	149	96.2	188	95.5	195	95.6



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

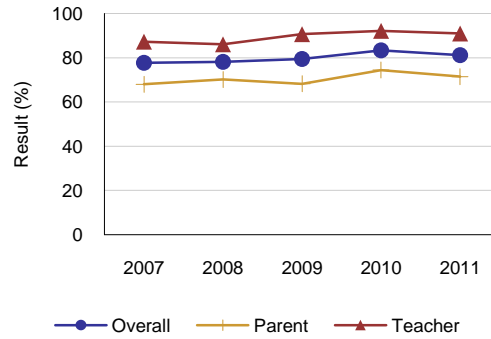
*Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	80.3	High	Maintained	Good	81	82	83
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.5	78.8	Very High	Improved Significantly	Excellent	83	84	85
<b>Strategies</b>								
<ul style="list-style-type: none"> <li>• Hold at least three District Council Liaison meetings where the Board/ Admin meet with School Council Chairs/ Principals. The purpose of the meetings is to share ideas and seek clarification.</li> <li>• Outline to parents at various times how we involve them in decisions/ advice/ planning.</li> <li>• Encourage schools to involve their parents in a participatory way.</li> <li>• Ask parents, "Is there anything we can do for you", knowing that we might not be able to provide everything that they want but at least we are more open to listen.</li> <li>• Ask School Council Chairs what their expectations are and help them understand their responsibilities and limitations.</li> <li>• Refined AISI projects for 2011-2012 include Literary Grade 2, Senior High Technology integration, and High School Flexibility and Transformation.</li> <li>• Use the Study Guide Template to create conversations, planning and action related to improved curriculum &amp; instruction delivery.</li> <li>• Provide just-in-time PD for new Student Information and Marks system.</li> <li>• Continue to assist teachers to meet their collective professional development needs especially when new curriculum is introduced.</li> <li>• Work with the Local ATA Professional Development Committee to plan certain PD opportunities.</li> <li>• Remind individuals of the AlbertaPD web site and the archived opportunities.</li> <li>• Assist teachers and support staff to meet their faith needs through Retreats, PD Days, and District Masses.</li> <li>• In partnership with the provincial and local ATA offer a strong Mentorship and Orientation program that is a combination of day time and evening sessions.</li> <li>• Provide a transportation subsidy for ATA New Teacher PD Conference in Edmonton in the Fall.</li> </ul>								

**Measure History (OPTIONAL)**

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

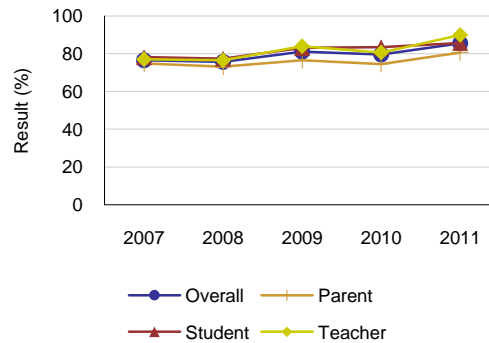
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	385	77.7	370	78.1	381	79.5	426	83.3	424	81.2
Parent	204	68.0	173	70.2	232	68.2	238	74.4	229	71.5
Teacher	181	87.3	197	86.1	149	90.7	188	92.2	195	91.0



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

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	1,117	76.6	1,085	75.7	1,088	81.2	1,329	79.6	1,281	85.5
Parent	202	74.8	171	73.1	230	76.5	236	74.6	228	80.7
Student	737	78.2	718	77.4	714	83.1	917	83.5	863	85.8
Teacher	178	77.0	196	76.5	144	84.0	176	80.7	190	90.0



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

## Goal Four: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.0	6.3	Very High	Maintained	Excellent	6	5	5
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	46.6	19.5	Very Low	Improved	Issue	50	52	56
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	81.4	70.9	Intermediate	Improved	Good	80	82	83
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	6.2	5.9	Very Low	Maintained	Concern	8	10	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	*	n/a	*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	*	n/a	*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	11.7	17.0	Very Low	Maintained	Concern	15	20	24
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	44.4	37.1	Low	Maintained	Issue	45	50	55
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	30.0	37.5	Very Low	Maintained	Concern	35	40	45
<b>Strategies</b>								
<ul style="list-style-type: none"> <li>Hire Aboriginal Support Workers to work in school with high FNMI populations. Workers will focus their attention on improving student achievement by ensuring students attend school, parents are involved in activities like parent teacher interviews, and at home support with reading and school work.</li> <li>Offer evening pre-school and early years family programming with an Aboriginal perspective.</li> <li>Ensure Support Workers complete home visits for students at risk of not meeting course/attendance requirements.</li> <li>Aboriginal Support Workers review report card marks to determine which students need more one-on-one attention.</li> <li>A home-school Liaison program will be established to assist parents with reading and parents skills.</li> <li>Re-scope one AISI project where a focus is on selecting one student in each grade 4 class (aboriginal preference). The teacher, student, and AISI literacy person will work with a child in the classroom to improve the student's individual achievement and the teacher's capacity to deal with readers who are several levels below expectation.</li> </ul>								

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

## Budget Summary

### Summary

#### Revenues

Base Funding	\$24,580,012
Infrastructure Maintenance & Renewal	601,660
Targeted Funding	701,617
Transportation	2,004,432
Differential Funding	4,829,476
Plant Operation & Maintenance	3,226,701
Other Provincial Revenue	148,941
Capital Debt Funding	3,236,029
Federal Government Funding	16,290
Local Revenues	2,261,358

#### Expenses

Capital Items	\$3,538,599
Certificated Staff	21,735,683
Certificated Temporary	200,274
Infrastructure Maintenance & Renewal	601,660
Subs	869,768
Support Staff	6,894,107
Temporary, Casual, & Summer	180,000
Trustees	162,547
Contract & Services	4,086,657
Supplies, Fees, & Transfers	3,978,253

LINK to Web Site <http://www.gpcsd.ca/sections/district/subsections/financialinfo/index.asp>

## Facility and Capital Plan Summary

### Summary of Facility and Capital Plan

#### 2011 – 12

New K – 9 for Grande Prairie

- 650 student school for northern part of the City

St. Mary Catholic School in Beaverlodge K – 12  
Expansion and Modernization

St. Patrick's Phase II Modernization/Demolition/Reconstruction

- Complete modernization of this K – 8 school

Addition of Modular to St. Mary's in Sexsmith

#### 2012 – 13

Kateri Mission Catholic School

- Modernization and demolition of 4 portables

New 9 – 12 High School for Grande Prairie/Clairmont

- Tri-partnership high school for 650 students
- Address long term growth in the north part of Grande Prairie

#### 2013 – 14

Ste. Marie Catholic School in Spirit River

- Classroom modernization

St. Thomas More in Fairview

- Modernization

Link to District Web site <http://www.gpcsd.ca/sections/district/subsections/plans/index.asp>

## Technology Plan Summary

Goal	Commitment	Timeline
School Lab Replacement	STM Lab St. Joe's Admin St. Gerard Admin	2011-2012 (tentative)  2012-2013
School Laptop Implementation & Replacement	St. Patrick (1 mobile)  TBA	2011-2012 (tentative)
Smart Board Implementation	None	
Wireless Alcatel Networks	St. Joseph	
Server Replacement	Minor Storage	
Printers (Duplex for Report Cards)	None	
Software Maintenance	Report Card: eLuminate Junior High & eLimuniate Elementary	Power School to replace SIRS (Student Information System)

### Sample Costs for Fixed Technology Costs (Annual Costs approx \$215,000/yr)

Internet (feeds all schools – unfunded)	22,000 (30 MB feed)
Wide Area Network (Supernet – partially funded)	114,500 (possible main feed increase)
<b>TSC Annual Maintenance (Payroll &amp; Finance) and My Fax</b>	<b>58,000</b>
L4U (Library catalogue system)	7,150
Antivirus (Desktop and Laptop)	6,615
Backup solution	2,500
Fortinet (Content filtering, Spam, IDP)	4,522
Server Encryption	2,200
Packteer (Shaping Software)	5,525
Alcatel	8,150
My Budget File	6,500
Acrodex (Windows 7, MSD Campus Agreement)	12,000
Power School	21,000
Public School Works	5,630
School CashNet	11,000
Electronic School Board	4,400
Citrix	1,000
Bus Stop Application	1,000