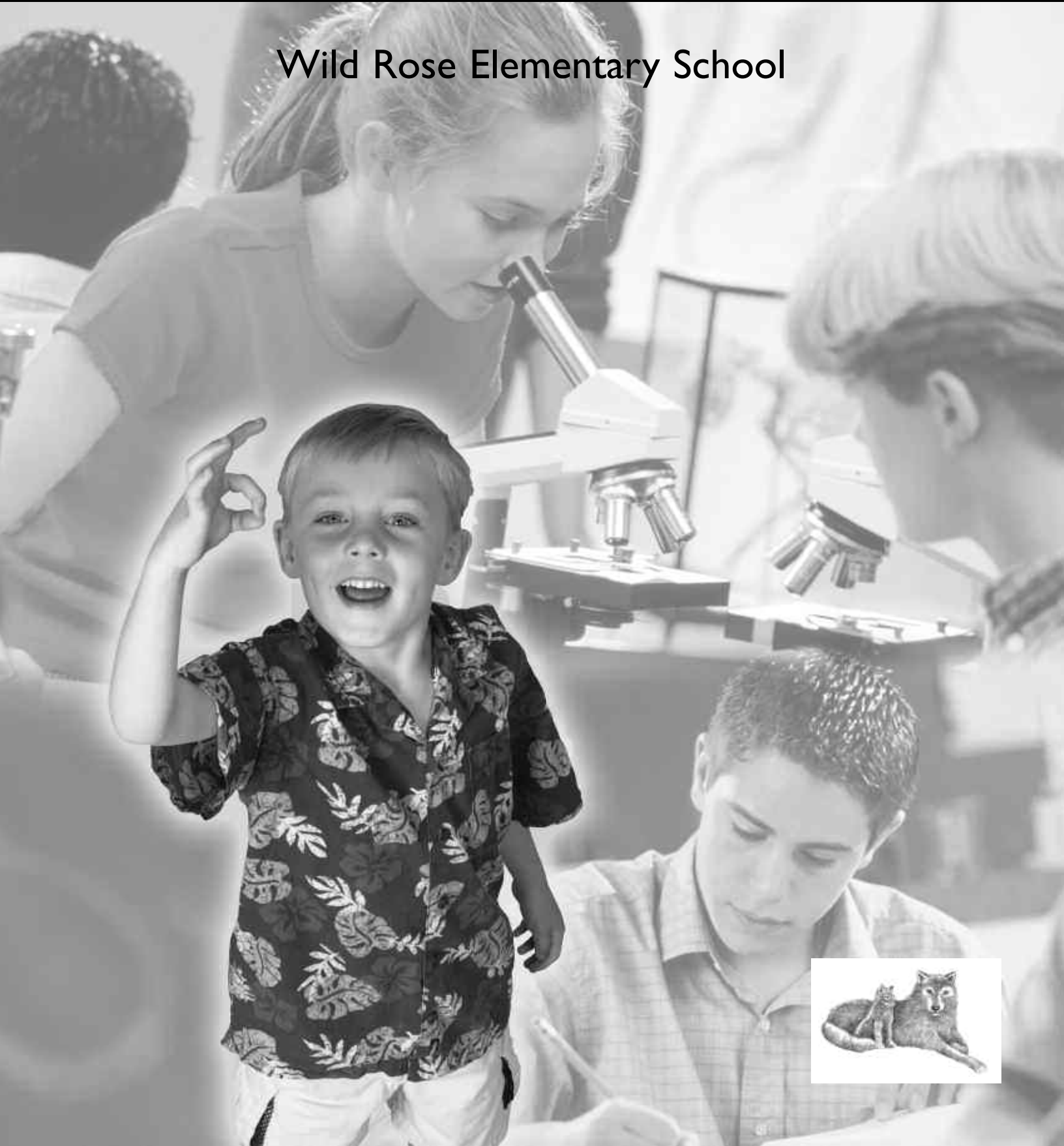




ST. ALBERT
PROTESTANT
SCHOOLS

EDUCATION PLAN 2009

Wild Rose Elementary School



WILD ROSE ELEMENTARY SCHOOL EDUCATION PLAN 2009

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Overview of the Planning Cycle

Accountability in education focuses on continuous improvement and the link between results and strategic planning. In order to reinforce the importance of this ongoing cycle, the Alberta *Government Accountability Act* requires school boards and schools to report on results achieved and to prepare plans for Alberta Education and the general public.

All schools and sites within St. Albert Protestant Schools follow this continuous improvement cycle and prepare a comprehensive plan. A copy of this plan is available by contacting our school office.

This Education Plan incorporates jurisdictional priorities for education and district and provincial goals. It also focuses clearly on the unique needs of our students and reflects the input obtained from teachers, students, parents, school councils and other stakeholder groups.

In this plan, you will find specific measures that have been established for each outcome and are designed to assist the school in determining the progress we are making in achieving district goals and school priorities.

In addition to an analysis of these results you will find a comprehensive report outlining progress, accomplishments, trends and areas targeted for further improvement. This ongoing cycle enables us to provide the best possible education for all our students.

St. Albert Protestant Schools' Mission, Mandate and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education, WE BELIEVE THAT...

- our students' learning is central to everything we do,
- it is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance,
- by setting high expectations students are challenged to achieve to their full potential,
- schools must be safe and caring environments where students, staff and parents feel connected, valued and respected,
- public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all,
- the classroom is central to student learning,
- members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment.

St. Albert Protestant Schools' Vision

In three to five years we will know we are continuing to achieve our Mission, if:

Students

- know they are safe and secure within an environment that respects their diversity
- are confident in their ability to learn, eager to come to school and proud to achieve at their highest level
- understand what they are expected to learn
- believe their diverse learning needs are being met
- demonstrate critical and creative thinking skills
- demonstrate cooperative and collaborative learning skills
- are motivated, proud, active and responsible citizens
- demonstrate self discipline and respect for themselves, others and the environment
- are prepared to meet the challenges of today and tomorrow

Staff

- are committed to providing a safe, caring and nurturing learning environment that respects diversity
- are teaching the knowledge, skills and attributes that enable our students to be successful learners
- work collaboratively to facilitate student learning and increase the number of students who complete a high school diploma
- are committed to ongoing professional development and the implementation of professional growth plans
- work collaboratively with students, colleagues, parents, the schools, the district and the community
- have opportunities to be involved in the decision-making process at the school/district level
- have high levels of satisfaction with their work in the district
- are proud advocates of the district and public education

Parents

- support schools in providing a safe, caring and nurturing learning environment which respects diversity
- feel encouraged to participate actively in their child's education
- are effective partners in their child's education
- know the district has responsible and flexible programming to meet the needs of students
- have the opportunity to be involved in the work of the school councils and to volunteer in the school and the district
- understand and agree that the district demonstrates effective and efficient use of resources
- advocate for public education, our schools and our district
- support the District Mission, Beliefs and expectations of students and staff

Community

- views schools as an integral part of the community
- reinforces and encourages the values and beliefs of our district
- is confident that the district is preparing students for responsible citizenship and personal success
- understands and agrees that the district demonstrates effective and efficient use of resources
- supports, advocates for and values learning and public education

Wild Rose Vision

In three to five years, we will know that we are making progress towards the achievement of our Mission, if:

Students

- achieve at a high level academically
- are active participants in their learning
- are satisfied with schooling at Wild Rose School
- feel competent and confident
- demonstrate respect for staff, their peers and for their education
- feel safe, secure and cared for in their learning environments
- understand and meet the expectations of the curriculum
- demonstrate critical thinking and problem-solving skills
- are encouraged to explore and celebrate personal interests and hobbies
- feel they belong in their school
- demonstrate the characteristics of active and caring citizens
- advocate for their school and their district
- are contributing and responsible members of their school community

Staff

- are committed to service of students and parents
- help students to meet their full potential
- have high levels of satisfaction with their professional work in the district
- are committed to professional growth
- are partners in the school and district
- are committed to district growth and development
- feel appreciated and are proud advocates of themselves and their district
- have the confidence to take considered risks on behalf of students, parents and programs
- have confidence in themselves, the district and the board
- have parents as partners in students' education

Parents

- feel that they are partners in the school
- advocate for the school
- have high levels of confidence in the school, its programs and its staff
- have the information necessary to enable them to be partners in their child's education
- support and promote the work of the School Council
- believe the school is preparing their child to become a contributing citizen

Community

- sees the school as a significant and effective part of the community
- believes that the school demonstrates effective and efficient use of resources
- advocates for the school
- believes that the school is preparing students for productive work and effective citizenship

Wild Rose Profile

2008-2009 as of September 30, 2008

Certificated Staff

Teaching	11.60	FTE
Administration	1.217	FTE
Counselling	.22	FTE
Total	13.03	FTE

Support Staff

Clerical	1.17	FTE
Teacher Aides	7.38	FTE
Library Technicians	.5	FTE
Technical Support	.2	FTE
Total	9.25	FTE

Students

English	172
French Immersion	
Special Needs	34
Logos	
Cogito	
Academic Challenge	
International Baccalaureate	
Other	
Total	206

Classroom Configuration

Grade	2008-2009 English
Kindergarten	23
Grade 1	30
Grade 2	19
Grade 3	28
Grade 4	32
Grade 5	22
Grade 6	26
PLAC	11
JLAC	15
Total	206

2009-2010 as of September 30, 2009

	11.51	FTE
	1.004	FTE
	.2171	FTE
Total	12.73	FTE

	1.17	FTE
	7.8	FTE
	.5	FTE
	.2	FTE
Total	9.67	FTE

English	166
French Immersion	
Special Needs	38
Logos	
Cogito	
Academic Challenge	
International Baccalaureate	
Total	204

Grade	2009-2010 English
Kindergarten	20
Grade 1	27
Grade 2	28
Grade 3	19
Grade 4	29
Grade 5	30
Grade 6	25
PLAC	12
JLAC	14
Total	204

Profile

Wild Rose Elementary School is a small, community oriented school for families living primarily in Grandin and Heritage Lakes. This year we have an enrolment of 204 students, with 20 in Kindergarten and 184 in Grades 1 to 6. The school enrolment also includes two district sites for special education; one Primary Learning Assistance Class for Grades 2, 3 4 and 5 and one Junior Learning Assistance Class for Grades 5 and 6. These classes are made up of approximately 13 students each and integration in various subject areas occurs. All students at Wild Rose work to their full potential to achieve academic success.

We have an exceptional staff at Wild Rose. Everyone, from the secretarial staff, to the teachers, teacher assistants and custodial staff, works to create a very positive school climate. There is definitely a sense of family that permeates within the Wild Rose school community. Our staff works very well as a team and is committed to professional growth. This ongoing quest for excellence ensures that our students experience the challenges and rewards essential in the real world for success.

We also have several other groups who work very hard to support our school endeavours:

- An active School Council provides the necessary formal connection between parents and the school.
- Our Parents' Society fundraising committee which, through hot lunches, spell-a-thon/math-a-thon and casinos, as well as other projects raises money for class and student activities, as well as specific projects, such as playground expansion, outdoor garden development, library enhancement and technology. They are sensitive to the community's ability and willingness to donate dollars.
- A Staff Appreciation Committee, comprised of parents, which makes us feel much appreciated during the drab days of February.

We have worked to enhance the group living skills of our students by offering a two-day outdoor education challenge opportunity for our Grade 6 students at Camp YoWoChAs. Our Grade 5's also experience a unique opportunity in May by attending a two-day camp at the Bennett Centre. Students are engaged in hands-on learning activities with direct curricular links to Canada's Fur Trade and the Wetland Ecosystems. These initiatives, as well as our climbing wall, Division II school-wide ski trip,

access to the soccer fields and skating rink, and cross-country ski instruction provides our students with a well-rounded Outdoor Education program.

We are very proud of our school's continued emphasis on finding innovative ways to integrate technology into each grade level. The purchase of SMART Boards, document cameras, lab tops and software are being used as tools to enhance student learning across the grades. Under the direction of designated staff members and mentor/protégé teams, quality professional development in the area of technology is occurring in the classroom setting. As a result, Wild Rose is meeting the mandated technology requirements and is focusing on using the technology as a tool to enhance instructional practice.

As an "Ever Active School", our athletic program enhances the Physical Education classes, by encouraging all of our stakeholders to adopt and maintain active and healthy lifestyles. The Running Club, after school extracurricular sports, integration of expert speakers and sponsorship of various sports and our annual school-wide triathlon are examples of our mass participation in fitness related activities.

Wild Rose's citizenship program highlights the positive social interactions that are commonplace at Wild Rose. Using the word **RESPECT** as an essential character trait, we have emphasized the words, **Responsibility, Empathy, Sportsmanship, Patient, Enthusiastic, and Trustworthy** through Leader of the Pack Paws, t-shirts and wrist bands. Students who receive five paws are awarded with a wristband and monthly draws are made for t-shirts. As well, multiple wristband winners get a free hot lunch. In addition, pictures are taken of our *PAWSitive* winners and displayed on our Leader of the Pack bulletin board.

Our Music program, building on in-class excellence, is often showcased in the community. In addition, students have the opportunity to be involved in assemblies, Christmas carolling and talent show as well as our two major Music productions - one being at the Arden during the school year.

We are also very pleased to see our students participating and being recognized by winning various local contests such as the Remembrance Day and Servus Calendar Contest.

Committed to promoting growth and excellence in all areas, our school motto, "Together We Bloom", is clearly evident in all that we do.

Issues and Trends

Being one of the smaller schools in the district presents significant challenges, not unlike those faced by small schools generally.

Class Size: Meeting provincial class size targets while maintaining balanced class configurations that make sense for the whole school is challenging. The provincial funding to lower class sizes can sometimes pressure schools to create combined grade classes to meet targets that may not be in the best interest of the whole school.

As a district site for two Learning Assistance classes, the school often integrates these students into regular classes. This integration, which is a very important part of the program of many special needs students, has students as active learners in physical education, art, health, French and music. When full integration in music, French, health, art and physical education classes occurs, it requires additional spaces for up to fourteen or more individuals. One issue we must address each year is the proper placement of these integrated students into these classes.

Sharing The Load: As a small school, the list of extra-curricular opportunities for students remains extensive. We must ensure that staff shares the responsibility in the offering of these worthwhile opportunities for students. This is in addition to the professional and curricular responsibilities that are undertaken beyond the regular teaching day.

Collegial Curriculum Support: Having one class per grade often limits teachers from grade alike sharing. Giving our staff the collegial support either within a grade, a division and / or within the school is an ongoing area of need. Division planning does occur and is meaningful, however connections with other schools is also needed. Maintaining planning periods for teachers and support staff is also needed to ensure quality programming. Also, with new curricula, it is important that staff take advantage of district opportunities for collaboration and celebration.

Special Education (Special/Diverse Needs):

With Special Education (Setting the Direction) changing, it will impact our school. There are many unanswered questions at this point and because more than 15% of our students are coded, we need some direction of how special education will look. This is unsettling as we plan programming and accommodations for these students.

There are an increasing number of special needs students in integrated class settings. Having

adequate funding to provide the necessary supports for some of these students, along with the additional responsibilities experienced by teachers, are significant issues that will need to be monitored closely.

Technology: With ever changing technology and the significant costs associated with the infrastructure and upgrades, we need to be cognizant of budgeting adequately in this area as we are committed to upgrading and incorporating technology in the classroom and school to enhance learning. As well, providing technology professional development to staff in a timely and meaningful manner needs to be considered.

Report Cards: We are committed to creating a report card with the district which will reflect our changing assessment practices. Our new report this fall will be used as a planning tool as the outcomes will be listed on the template. With an adapted Understanding by Design model, we will dedicate time to ensure the report card reflects what students are learning and will share student progress with parents in an informative and concise manner. Our AISI project will continue to focus on the learner outcomes and staff has created "I can" statements. We will continue to enhance our formative assessment practices through professional development, vertical meetings and providing our input to the district committee creating the district wide report card.

Parent-Teacher Conferences: As a staff, we decided that feedback before the report cards would be valuable to both parents and teachers. As such, we reformatted our interview schedule to give stakeholders information at a time that makes sense educationally. This will give parents the opportunity to work with staff to learn more about grade level academic programming and to set term goals for their child. By meeting earlier, we hope to provide each child with the best possible learning environment and to be proactive with their learning needs. Conferences in November will still occur, as requested.

Priority Areas

District Priority Areas:

St. Albert Protestant Separate School District No. 6 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- ensure high quality teaching that recognizes and accommodates diversity in student learning needs, while supporting the academic success and personal growth of all students
- promote a broad view of student success that honours individual differences and a variety of career paths
- prepare all students for active citizenship and for participation in the global community
- promote healthy, safe, and vibrant learning communities in our schools
- foster collegial relationships and collaborative working environments

School Priority Areas:

Wild Rose has identified three priority areas for consideration in the Education Plan. They are:

- address diverse student needs with particular attention to the integration of those in the Learning Assistance classes to ensure success in their academic and social programming.
- prepare all students for active citizenship and for participation in the global community.
- plan the new cycle of AISI during the 2009-2010 school year, which will focus on Report Card Implementation, integrating the new Math pedagogy, and using technology as an instructional tool. As well, continue the 6 + 1 Traits of Writing with an emphasis on writing skills development and formative assessment.

Comments:

With the ever-changing landscape of special education, we will continue to look at ways to support these students so that their programming is effective and meaningful. Integration of the Learning Assistance students in the option areas and in core subjects will occur when appropriate. As well, these students will participate in school wide initiatives such as AISI Writers' Workshops, the Great Math Race and character education opportunities. As well, by identifying "At Risk" students, having an "in house" counsellor, providing resource time and integrating technology, it is our goal that these supports and services will help foster academic and social success for all these students.

By maintaining our RESPECT character education focus, continuing to volunteer at local senior sites, integrating the Developmental Assets, introducing the Playground Pal program, supporting charity initiatives and participating in the Wolf Leadership Team, students will see the values of caring and active citizenship. As well, by having input through town hall meetings and involvement in leadership opportunities, students will continue to be active and contributing members of the Wild Rose community.

The focus of our AISI project has been on assessment for learning (formative assessment) with an emphasis on writing skills development (Ruth Cullan's 6 +1 Traits of Writing.) In the first year of this new cycle, all staff will work collaboratively to plan their year by using the report card outcomes and an outcomes-based model, integrate the new Math pedagogy in their practice and enhance their use of technology (SMART Boards, document cameras, website) as learning tools in their classroom. As well, maintaining the writing skills component and the use of formative assessment will be integral in our practice.

We are always thankful of the tremendous support we receive from our stakeholder community. Concerns and input are acknowledged and, where feasible, acted upon. It is a pleasure being a part of such an involved and motivated Wild Rose school community.

District Goals 2009-2012

- Goal 1: High Quality Learning Opportunities for All**
- Goal 2: Excellence in Student Learning Outcomes**
- Goal 3: Success for First Nations, Métis and Inuit (FNMI) Students**
- Goal 4: Highly Responsive and Responsible Jurisdiction**

School Goals 2009-2012

- Goal 1: High Quality Learning Opportunities for All**
- Goal 2: Excellence in Learner Outcomes**
- Goal 3: Highly Responsive and Responsible Jurisdiction**
- Goal 4: Collaboration, Collegiality and Effective Relationships with Partners**
- Goal 5: Safe and Inviting Learning and Working Environments within the School**

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2009
School: 2551 Wild Rose Elementary School

Goal	Measure Category	Measure Category Evaluation	Measure	Wild Rose Elementary School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	92.3	87.9	87.9	86.9	85.1	84.6	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	92.3	84.5	86.4	80.3	79.4	78.7	Very High	Maintained	Excellent
			Education Quality	97.5	88.4	90.9	89.3	88.2	87.8	Very High	Improved	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.3	81.2	81.3	76.8	75.3	75.6	Very High	Improved Significantly	Excellent
			PAT: Excellence	24.7	23.3	17.6	19.2	18.3	18.3	Very High	Maintained	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	77.9	78.6	79.7	79.6	80.1	78.1	High	Maintained	Good
			Citizenship	90.3	87.8	86.9	80.3	77.9	77.1	Very High	Maintained	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	88.6	86.7	86.0	80.1	78.2	77.9	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	95.8	75.0	81.4	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

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), Science (Grades 6, 9), 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 writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One

High Quality Learning Opportunities for All

Reporting our Progress

Key Strategies 2008-2009:

Outcome #1

- Implement Year 3 of our school-wide AISI project focusing on assessment for learning and writing skill development in an attempt to better address the diverse learning needs of our students. Integrating Ruth Cullan's 6 + 1 Traits of Writing Program with an emphasis on the traits of Ideas and Organization will be a priority. A Writer in Residence will be highlighting this program this coming January.
- Work closely with district office staff to allocate funds in a manner which provides the best possible education for our identified special needs students, including making students and parents aware of alternative programs and services that are available.
- Continue to encourage involvement and enrichment in valuable projects which meets the needs of a diverse student body (e.g. Servus Calendar Artwork Contest, Legion Essay and Poster Contest, spring and Christmas Concerts, Music Club, Computer Club, Learning Club, Science Olympics, Literacy Days, Writer's Workshop Heritage Fair, Reading A-Z, and the Talent Show.
- Monitor class sizes with a special focus on integration of LAC students to ensure high quality learning opportunities for all.
- Release time provided to classroom teacher and teacher assistant to coordinate program and special services required for students with special needs.
- Identify "At Risk" students and monitor their progress through a "team" approach.
- Create quality learning experiences, for both students and staff by integrating technology in an innovative and engaging manner.
- Professional Development Time at Staff Meetings and team teaching in the area of Technology will be a focus.
- Continue to encourage involvement in service and volunteer initiatives (e.g. UNICEF Carnival, Coins for Africa, Kinette Hampers, Food Bank Drive, Chateau Mission Court visits and Terry Fox Run).
- Maintain and enhance the modelling of citizenship through Leaders of the Pack bulletin board displays, Leaders of the Pack PAWS, wrist bands and t-shirts, Wolf

Leadership Team, Groovy Green Team, Grade 4 Recycling, Roots of Empathy Program, student led assemblies and cross-age opportunities.

- Encourage students to attend and participate in initiatives such as Learning Club and classroom help sessions when they require extra help with their studies.
- Continue to offer lifestyle expanding opportunities such as wall climbing, ski club, fitness activities, triathlon and connecting with associations such as The Royal Canadian Golf Association and RBC Wicket Cricket Association that allow students to experience sport.
- Continue to schedule daily physical activity time for each class in the gymnasium four times per week. Teachers provide innovative/creative physical activity games for 30 minutes in class or outside on the one day in the timetable they do not have access to the gymnasium.

Key Strategies

Outcome 2:

- Encourage and support administrators and beginning teachers through the district mentorship programs.
- Increase staff expertise in meeting diverse student needs through professional development and collaborative teams.
- Provide resource and IPP (Individualized Program Plan) time to help meet diverse student needs.
- Effectively communicate and provide professional development for staff interested in developing leadership skills.
- Develop and reflect on annual professional growth plans with all staff.

Highlights:

- The integration of Ruth Cullan's 6+1 Traits of Writing allowed students to enhance their writing skills and their ability to connect all the traits together to produce quality writing. Students achieved excellent results on their Provincial Achievement tests in the area of

writing. All the students in Grades 3 and 6 in the area of writing met the Acceptable Standard and 40% of our Grade 6 students achieved the Standard of Excellence

- By identifying our At Risk students and having supports in place, students have grown academically, emotionally and socially. Students feel they can talk to a teacher, counsellor or other school staff about problems they are having (from 89% to 98%) and that they are encouraged to do their best (99%). All staff have assigned At Risk students and work with them in a variety of ways to enhance their learning experience at Wild Rose.
- Technology integration is occurring in all the classes. All classes were outfitted with a LCD projector and SMART Board last year and staff are using these teaching tools to enhance their practice and technology skills. Each staff member is in a mentor-protégé relationship and technology professional development in SMART Board usage is ongoing.
- Students were heavily involved in their community last year. All division II student volunteered at the Chateau Mission and charity participation was highlighted by the Hair Massicure where Wild Rose families raised over \$13 000 for the Make a Wish Foundation (96% - I am satisfied with opportunities to help other people in my school or community).
- The RESPECT Character Education program continues to highlight Responsibility, Empathy, Sportsmanship, Patience, Enthusiasm, Cooperation, and Trustworthiness and students' positive actions continue to be recognized with PAWS, wristbands and t-shirts (The school helps me become a good, caring citizen-95%).

Challenges:

- Time and finances in a smaller school are always a challenge. Ensuring we provide a variety of learning opportunities, support systems, class sizes which meet provincial targets and service project initiatives, all without overloading the staff is always a fine balancing act.
- Keeping up with technology changes and the professional development that is required for staff in the area of technology will continue to be a challenge. It is more difficult when staff skills are wide ranging and varied.
- Developing class configurations that benefit student learning for the LAC (Learning Assistance Class) are difficult. With a wide range of needs and increased numbers, it is difficult to meet the needs of students (73% of parents feel that the special education programs and services provided by the school are meeting your child's needs).

Progress toward Meeting Goal 1: Fully Achieved

Goal One

High Quality Learning Opportunities for All

Looking toward the Future

Outcomes:

1. The education system meets the needs of all K-12 students, society and the economy.
2. The school promotes the recruitment and development of exemplary staff.

Performance Measures:

1. Outcome #1
 - a. Percentage of student, parent and staff satisfaction with the overall quality of education in the district.
 - b. Percentage of student, parent and staff satisfaction that students receive a broad program of studies with a choice of programs and courses.
 - c. Percentage of parent and staff satisfaction with access and timeliness of services for students in schools.
 - d. Percentage of student and parent satisfaction that the diversity of student needs are being met.
 - e. Percentage of parents of children with special needs (moderate/severe) who are satisfied with:
 - access to services for children with special needs
 - progress and achievement of their child with special needs
2. Outcome #2
 - a. Feedback from participants indicating satisfaction with the support provided through the Beginning Teacher and the Administrator Mentorship Program.
 - b. Percentage of staff indicating positive responses on the usefulness and availability of professional development opportunities.
 - c. Percentage of staff who feels Professional Growth Plans and Annual Growth Plans helped them acquire the knowledge, skills and attributes to meet the diverse learning needs of all students.

Key Strategies 2009-2010:

Outcome #1

- Implement Year 1 of our school-wide AISI project focusing on *Student Engagement through Innovative Practice*. The focus at Wild Rose this year will be the implementation in the first year of this new cycle. All staff will work collaboratively to plan their year by using the report card outcomes and an Outcomes-based model, integrate the new Math pedagogy in their practice and enhance their use of technology (SMART Boards, document cameras, website) as learning tools in their classroom. We will also continue to enhance our practice with the 6+1 Traits of Writing and the use of formative assessment.
- Work closely with district office staff to allocate funds in a manner which provides the best possible education for our identified special needs students, including making students and parents aware of alternative programs and services that are available.
- Focus on the integration of LAC students into regular classes and their participation in Provincial Achievement Exams to ensure high quality learning opportunities and healthy social interactions.
- Continue to encourage involvement and enrichment in valuable projects which meets the needs of a diverse student body, for example, Servus Calendar Artwork Contest, Legion Essay and Poster Contest, spring and Christmas Concerts, Music Club, Computer Club, Learning Club, Science Olympics, Literacy Days, Heritage Fair, Reading A-Z, and Career Days.
- Continue to identify "At Risk" students and monitor their progress through a "team" approach.
- Create quality learning experiences, for both students and staff by integrating technology in an innovative and engaging manner through the use of SMART Boards and other technology tools.
- Continue to encourage and support professional development time at Staff Meetings as well as team teaching opportunities and mentor-protégé relationships in the area of technology.

- Encourage involvement in service and volunteer initiatives (e.g. UNICEF Carnival, Coins for Africa, Kinette Hampers, Food Bank Drive, Chateau Mission Court visits and Terry Fox Run).
- Maintain and enhance the modelling of citizenship through Leaders of the Pack bulletin board displays, Leaders of the Pack PAWS, wrist bands and t-shirts, Wolf Leadership Team, Groovy Green Team, Grade 4 Recycling, Roots of Empathy Program, student led assemblies and cross-age opportunities.
- Encourage students to attend and participate in initiatives such as Learning Club and classroom help sessions when they require extra help with their studies.
- Continue to offer lifestyle expanding opportunities such as wall climbing, ski club, fitness activities, triathlon and connecting with sports associations and clubs that allow students to experience sport.
- Continue to schedule daily physical activity time for each class in the gymnasium four times per week. Teachers provide innovative/creative physical activity games for 30 minutes in class or outside on the one day in the timetable they do not have access to the gymnasium.

Key Strategies

Outcome 2:

- Encourage and support administrators and Beginning Teachers through the district Mentorship Programs.
- Increase staff expertise in meeting diverse student needs through professional development and collaborative teams.
- Provide resource and IPP (Individualized Program Plan) time to help meet diverse student needs.
- Effectively communicate and provide professional development for staff interested in developing leadership skills.
- Develop and reflect on annual professional growth plans with all staff.
- Release time provided to classroom teacher and teacher assistant to coordinate program and special services required for students with special needs.

Goal Two Excellence in Learner Outcomes

Reporting our Progress

Key Strategies 2008-2009:

Outcome 1:

- Provide opportunities for staff to enhance their ability to incorporate assessment strategies and AISI common practices into effective teaching and assessment practices.
- Focus on math programs through school-based initiatives, teacher training and professional development.
- Assess curricular needs associated with new programs and initiatives being implemented by Alberta Education (e.g. Social Studies and Math).
- Maintain Physical Education, Music and French specialist positions.
- Focus on effective teaching and assessment practices and initiate broader assessment criteria/techniques taking into account student learning strengths e.g. implementation of Year III of the AISI project on Assessment for Learning focusing on the writing process. Teachers will focus on the Writing Traits Program in the areas of Ideas (content) and Organization while incorporating formative assessment.
- Incorporate Common Language Arts and Math exams at all grades.
- Recognize and reinforce individual achievement so that students continue to exceed expectations (e.g. Leaders of the Pack Paws, wristbands and t-shirts, newsletters, displays in the hallway and the web page).
- Showcase student art on a new Art wall (Wolf Works) in the front foyer
- Employ varying comprehension strategies in narrative and informational text (Accelerated Reader, Exam Bank, and Common Comprehension Exams)
- Provide enrichment (Servus Calendar Artwork, Music Club, Computer Club, Grade 4 Research Fair, Heritage Fair, Great Math Race, Division II Science Olympics and District Art Show, Bennett Centre team building, Inside Education, and Writer in Residence)
- Continue providing parent information evenings to communicate the curricular focus at each grade level.

Outcome 2:

- Continue providing opportunities for students to increase their global awareness and promote responsible citizenship through the following activities: UNICEF Carnival, Coins for Africa, Kinette Hampers, Mustard Seed Backpacks, St. Albert Food Bank and the Terry Fox Run.
- Maintain modelling of citizenship through Leaders of the Pack bulletin board displays, Leader of the Pack Paws and wristbands, Wolf Leadership Team, Groovy Green Team, Grade Two Citizenship activities, student led assemblies, cross-age opportunities, Roots of Empathy and volunteer opportunities at Chateau Mission and other senior sites.
- Continue to encourage student leadership activities by having Division II students plan and implement activities for younger students (Intramurals and Playground Games), participate in office help, patrols, milk sales, and the Wolf Leadership Team)
- Students will become more involved with planning and producing the year-end video, the yearbook, creating class newsletters and in other areas of technology.
- Continue communicating and encouraging involvement of all stakeholders in the projects initiated by the School Council, Parent Community Enhancement Committee and the Parents' Society.

Highlights:

- Common Writing Exams were completed by all grades. This experience provided students with a similar writing experience to the PAT exams. Teachers assessed these exams together and areas for growth were highlighted in class lessons. Gathering exemplars for future writing assessments also was completed. All students passed the writing portion of the achievement exams this year and the Grade 6's had a 40% excellence level.
- Students are definitely involved in a myriad of activities that enrich their learning experience at Wild Rose. Through leadership opportunities in the areas of patrols, office help, kinder helpers and leadership club, the students are involved in making a difference. Student announcements, participation in school yard clean ups and involvement in

producing the school year video highlight the variety of activities where leadership and enrichment can occur. Students are also encouraged to participate in activities that promote good citizenship such as student led assemblies, our Annual Christmas Dinner, Wolf Leadership Club, Citizenship Club, Groovy Green Club, UNICEF Carnival, Coins for Africa and cross-age activities. Other activities like the Terry Fox Run, Food Hampers for the Kinettes, and the Thanksgiving Food Bank Drive convey the message to students that we have a responsibility to “give back to the community” through good deeds and service projects. *(The school helps me become a good caring citizen - 95% students) (The school helps your child become a good caring citizen- 98% parents.)*

- Our School Council and Parents’ Society definitely made a difference in the area of technology last year. Their donation of over \$39,000 helped outfit our school with SMART Boards, LCD projectors, computers and audio systems. As well, their involvement with spirit days, the family dance and environmental initiatives also provided students with learning opportunities that go beyond the classroom walls. *(98%- The School Council plays a meaningful role in your school-parents.)*
- We continue to celebrate and showcase the success and accomplishment of our students in a wide variety of areas, and one such area is our new Art Wall-Wolf Works. Their creative talents on the wall are admired by many and welcome many as they enter through our front door.

Challenges:

- Maintaining the high levels of extra-curricular activities will always be an area of concern, given the limited number of staff from which we must draw. To that end, an equitable sharing of the load philosophy has been adhered to and subscribed to/encouraged by all, which benefits our students.
- To enhance the results we achieved with the percentage of Grades 3 and 6 students meeting the Acceptable Standard on the Language Arts PAT, while striving to have a higher percentage of students meet the Standard of Excellence on all the tests.
- To maintain the supports in place for our LAC students that will allow them to feel success on the Provincial Achievement Tests.
- To maintain innovative class structuring for LAC students so that they feel they are part of their peer group.
- With many new curricula in the areas of Math and Social Studies, it can be a challenge to incorporate the new pedagogy and teaching practices in a meaningful and productive manner.

**Progress toward Meeting Goal 2:
Fully Achieved**

Goal Two

Excellence in Learner Outcomes

Looking toward the Future

Outcomes:

1. Students demonstrate high standards.
2. Students model the characteristics of active citizenship.

Performance Measures:

1. Outcome #1
 - a. Percentages of students Grades 3 and 6 achieving the Acceptable Standard and the Standard of Excellence on each Provincial Achievement Test.
 - b. Percentage of parents who are satisfied that teachers help students achieve learner outcomes.
2. Outcome #2
 - a. Percentage of students, parents and staff satisfied with opportunities for students to participate in activities that promote responsible citizenship, volunteerism and community contribution.
 - b. Percentage of students, parents and staff satisfied with opportunities for students to assume leadership roles.

Key Strategies 2009-2010:

Outcome 1:

- Provide professional development opportunities for staff to use an Outcomes-based Planning model and the new report card model to plan outcomes for the terms and units throughout the year.
- Focus on math curricular needs through school-based AISI initiatives, professional development opportunities, Math workshops and the Light Bulb Lab.
- Maintain Physical Education, Music and French specialist positions.
- Continue focussing on the writing process. Teachers will focus on Ruth Cullan's 6+1 Traits of Writing Program in all areas while incorporating formative assessment.
- Incorporate grade-level Common Language Arts assessments (three a year) as well as a yearly common Math exam.

- Maintain support systems for PAT exams and other learning situations for students who are coded and in the LAC program.
- Integrate students from the LAC program when appropriate and provide opportunities in and out of the classroom where peer interaction can occur.
- Recognize and reinforce individual achievement so that students continue to exceed expectations (e.g. Leaders of the Pack Paws, wristbands and t-shirts, newsletters, displays in the hallway and the web page).
- Provide enrichment (Servus Calendar Artwork, Music Club, Heritage Fair, Great Math Race, Division II Science Olympics and District Art Show, Bennett Centre Outdoor Education, Fort Edmonton Grade 4 Camp, Science Presentations from Grant MacEwan, Devon Oil Discovery Center, library visits).
- Continue providing parent information evenings to communicate the curricular focus at each grade level.

Outcome 2:

- Continue providing opportunities for students to increase their global awareness and promote responsible citizenship through the following activities: UNICEF Carnival, Coins for Africa, Kinette Hampers, Mustard Seed Backpacks, St. Albert Food Bank and the Terry Fox Run.
- Maintain modelling of citizenship through Leaders of the Pack bulletin board displays, Leader of the Pack Paws and wristbands, Wolf Leadership Team, Groovy Green Team, Grade 2 Citizenship activities, student led assemblies, cross-age opportunities, Roots of Empathy, Babysitting Course and volunteer opportunities at Chateau Mission and other senior sites.
- Continue to encourage student leadership activities by having Division II students plan and implement activities for younger students (Intramurals, Playground Games), and participation in office help, patrols, and the Wolf Leadership Team.
- Students will continue to be involved with planning and producing the year-end video, yearbook contributions, creating class newsletters and leading presentations using technology at assemblies.

- Continue communicating and encouraging involvement of all stakeholders in the projects initiated by the School Council, and Parents' Society.

Goal Three

Highly Responsive and Responsible Jurisdiction

Reporting our Progress

Key Strategies 2008-2009:

Outcome 1:

- Continue to provide an open, welcoming and accessible environment at Wild Rose.
- Encourage stakeholder involvement in the Cycle for Continuous Improvement.
- Continue to provide meaningful opportunities for all stakeholders to be involved in the decision making process through various needs assessment strategies: Staff Meetings, School Council Meetings, Parents' Society, Community Enhancement Committee, school/district stakeholder workshops and district/provincial satisfaction surveys.
- Maintain monthly school/classroom newsletters, daily agenda correspondence, regularly updated front sign and website. We will continue to work at improving the website as a valuable source of information and focus on including more student work as a way to encourage parents to visit and provide feedback.
- Help students acquire skills and knowledge consistent with emerging technologies. By offering team teaching situations and introducing new technologies, students will become more effective at using technology as a tool.

Outcome 2:

- Advocate for increased funding to provide adequate resources to meet the diverse needs of the students.
- Maintain prudent financial planning and responsible expenditures of funds within the school.
- Ensure that activities such as fundraising and other related "add-ons" do not detract from our primary responsibilities of teaching and learning.

Highlights:

- We pride ourselves in focussing on solution-based approaches to challenges and we value input from all of our stakeholder groups. Satisfaction survey results indicate high levels of satisfaction with the leadership within the school (parents 95%, staff 100%) and opportunities for involvement in the decision making process (parents 94%, staff

92%). We will continue to work together as a school community to seek wide support for new initiatives that we believe will benefit the students at Wild Rose.

- There is a real sense of team at Wild Rose. All the stakeholders work in harmony to provide students with the best possible learning environment. Staff Morale is high (96%), staff are encouraged to become leaders in the school and district (100%) and staff feel they can meet individual student needs when the supports are in place (100%). The staff feels confident that their knowledge and skills match their assignment and that all students are developing the skills and attitudes to become lifelong learners.
- We continue to welcome parental input and appreciate their support of the school. Satisfaction Survey results indicate 97% of parents feel that there are opportunities for them to have meaningful input into decisions that affect their child's education. Parents are a valuable part of our team as volunteers, fundraisers, triathlon helpers and community enhancement members. In our small school, we really count on their help and support with so many activities that take place throughout the year.
- We are very proud of the efforts of the Wild Rose staff who work hard to keep open lines of communication with our stakeholders. Through classroom newsletters, notes in student agendas, the website, Friday envelopes and the frequent informal chats that take place before and after school, our parents are kept well informed about their child's progress. Parents indicate 96% satisfaction with the communications they receive from the school.
- Funding issues in a small school need to be monitored very closely. Stakeholders continue to indicate high levels of satisfaction with how the school manages its financial resources (parents 95%, staff 100%). Our Parents' Society successfully balances fundraising with applying for grants and advocating for adequate funding, all in an attempt to enhance the educational opportunities available to our students. This year, they raised over \$39 000, which helped with our technology upgrades.

Challenges:

- Keeping up with emerging technologies can be expensive and time consuming. Consideration of meaningful Professional Development opportunities and how to successfully integrate the technology in the classroom continues to be challenging.
- Continue to encourage more parents to be involved with the School Council, and the Parents' Society.
- Continue to maintain open communication with a high level of transparency.
- Continue to advocate for the funding needed to meet the diverse needs of our students.
- Continue to encourage all staff to share their input and issues with the administration.

Progress toward Meeting Goal 3:
Fully Achieved

Goal Three

Highly Responsive and Responsible Jurisdiction

Looking toward the Future

Outcomes:

1. Wild Rose demonstrates leadership and continuous improvement.
2. The learning system is financially responsible.

Performance Measures:

1. Outcome #1
 - a. Percentage of parents and staff satisfied with the leadership within their school.
 - b. The Cycle for Continuous Improvement (Three Year Education Plan and Annual Education Results Report at the district level and Education Plan at the school and site level) is open to all stakeholders and occurs in a timely fashion.
 - c. Percentage of parents satisfied with the communications they receive from the school.
2. Outcome #2
 - a. Percentage of parents and staff satisfied with the way the school spends its funds.
 - b. Percentage of staff satisfied that they have adequate resources available to meet the diverse needs of students.

Key Strategies 2009-2010:

Outcome 1:

- Continue to provide an open, welcoming and accessible environment at Wild Rose.
- Encourage stakeholder involvement in the Cycle for Continuous Improvement.
- Continue to provide meaningful opportunities for all stakeholders to be involved in the decision making process through various needs assessment strategies: Staff Meetings, School Council Meetings, Parents' Society, school/district stakeholder workshops and district/provincial satisfaction surveys.
- Maintain monthly school/classroom newsletters, daily agenda correspondence, regularly updated front sign and website. We will continue to work at improving the website as a valuable source of information and focus on including more student work, web links, calendars, homework and assignments on line and timely information.
- Help students acquire skills and knowledge consistent with emerging technologies. By incorporating projects that highlight ICT outcomes and introducing new technologies, students will become more effective at using technology as a tool.
- Continue to provide all staff the opportunities to enhance and develop their practice and skills using technology as learning and teaching tools. In house mentoring teams as well as school and district professional development sessions will help facilitate this process.

Outcome 2:

- Advocate for increased funding to provide adequate resources to meet the diverse needs of the students.
- Continue to provide flexible and creative supports to staff so that they can meet the needs of students who have special needs or require extra help to succeed.
- Maintain prudent financial planning and responsible expenditures of funds within the school.
- Ensure that activities such as fundraising and other related "add-ons" do not detract from our primary responsibilities of teaching and learning.

Goal Four

Collaboration, Collegiality and Effective Relationships with Partners

Reporting our Progress

Key Strategies for 2008-2009:

Student

- Continue with junior high orientation activities and visitations for Grade 6 students.
- Maintain recognition of student birthdays.
- Maintain front display for student and staff accomplishments and Leaders of the Pack / PAWsitive Tracks Bulletin Board.
- Continue with DARE program and examine extension activities.
- Continue to encourage cross-age activities.
- Continue to invite presenters for special projects (e.g. St. Albert Museum and Heritage Foundation, Canadian Burn Foundation, Rugby Alberta and RBC Cricket and Royal Golf Association).
- Continue to access Profiles Art Program and Children's Festival.
- Maintain Grade 5 "kindergarten-buddy" partnerships.
- Maintain proactive social skills programs to all students on an ongoing basis.
- Continue sending Grade 6 student leaders to the *Healthy Active Schools Symposium*. Ideas generated from our students are incorporated to promote healthy, active lifestyles (e.g. Positive Playgrounds).
- Continue to attend the *WISEST* conference (Science program at the University of Alberta for girls).
- Continue to promote active citizenship through the Wolf Leadership Team and Grade 6 class council.

Parent

- Maintain parent information evenings in September.
- Encourage Celebration of Learning and Open House formats for all classes.
- Continue to involve parents in clubs/activities (e.g. website, yearbook, slide show, Cupcake

Craze, Hot Dog Day, Triathlon, and Hot Lunch Program).

- Organize whole-school celebrations such as Volunteer Appreciation Barbecue, Triathlon, assemblies, concerts and Christmas Dinner.
- Maintain parent volunteers and the recording of volunteer hours and assistance in the classrooms.
- Maintain Parent Classroom Representatives for School Council

Staff

- Continue sharing of best practices/innovative exciting projects and/or resources amongst staff.
- Continue working with SAIF Society and Family Community Support Services.
- Encourage awareness of supports that can be provided by SASHIP services.
- Maintain both formal and informal staff social opportunities.
- Continue to seek out partnerships within the community to enhance learning (e.g. Public Library, Profiles Art Program, In School Mentoring (Youth Centre) and Family Literacy Days).
- Continue consistent school-home communication (e.g. Classroom/school newsletters, website updates and agendas).
- Maintain connections with new students by formally welcoming them to Wild Rose
- Continue public relations with the community through the media.

Highlights:

- We have celebrated many activities at Wild Rose this year that have enhanced and nurtured the sense of community that is felt at Wild Rose. Noteworthy were the Wild Rose Christmas dinner, Hair Massicure, DARE, Family Dance and the Royal Golf Association student program. Each of these events included many community members from within and outside the school community.

- Parental support and involvement at Wild Rose is phenomenal! Many of the extras students enjoy are thanks to our parent volunteers, and the fundraising efforts of our Parents' Society. The students at Wild Rose enjoy improved learning resources, field trip experiences, enhanced playground areas and school spirit opportunities (Hot Lunch Days, Volunteer BBQ, Family Dance) because of the ongoing support we receive from our parent community, which is greatly appreciated by all.
- Stakeholder satisfaction with input being considered, respected and valued by the school remains high (parents 94% and staff 92%). Parents are also 98% satisfied that their School Council offers them a meaningful role at the school. We believe in the importance of working in partnership with our stakeholders to ensure our students are provided with a quality education at Wild Rose.
- It is reflected in the staff satisfaction survey that 96% of staff feel they have an opportunity to work in a collaborative and collegial fashion. We have best witnessed this type of collaboration through the AISI initiatives, vertical team meetings, technology mentorship as well as valuable informal staff interactions.

Challenges:

- Continuing to maintain the high levels of mutual support and satisfaction is our number one priority. We are fortunate to have such a strong, cohesive staff and tremendous parental support.
- Continuing to work on improving the sharing of information about students when they move from school to school and especially from district to district. Timely information is crucial in determining appropriate programming for many of these students.
- Because so many parents are involved, it is imperative that we continue to value the varying roles they take in many capacities at Wild Rose.

Progress toward Meeting Goal 4:
Fully Achieved

Goal Four Collaboration, Collegiality and Effective Relationships with Partners

Looking toward the Future

Outcomes:

1. Students, parents, staff and the community are heard, respected and valued.
2. The school demonstrates effective working relationships with partners and stakeholders.
- f. Percentage of staff satisfied they have the support necessary to be effective and successful in their jobs.

Performance Measures:

1. Outcome 1
 - a. Percentage of parents and staff satisfied that their input is considered, respected and valued by the St. Albert Protestant School Board.
 - b. Percentage of parents and staff satisfied that their input is considered, respected and valued by their school.
 - c. Percentage of parents and the public satisfied that their School Council offers them a meaningful role.
 - d. Parent satisfaction with parental involvement in decisions about their child's education.
2. Outcome 2
 - a. Percentage of staff satisfied that morale in their school is positive.
 - b. Percentage of staff satisfied they have an opportunity to work in a collaborative and collegial fashion:
 - within their school
 - within St. Albert Protestant School district
 - c. Percentage of stakeholders satisfied with the positive relationships they enjoy within the school/district.
 - d. Percentage of parents and students who are satisfied with their access to school information about the student's progress and achievement.
 - e. Percentage of participants satisfied with the coordination and delivery of interagency services and school/district partnerships
 - Student Health Initiative
 - Family-School Liaison
 - Family Community Support Services

Key Strategies for 2009-2010:

Student

- Continue with junior high orientation activities and visitations for Grade 6 students.
- Maintain recognition of student birthdays.
- Maintain front display for student and staff accomplishments and Leaders of the Pack / PAWSitive Tracks Bulletin Board.
- Continue with DARE program and examine extension activities.
- Continue to encourage cross-age activities.
- Continue to invite presenters for special projects (e.g. St. Albert Museum and Heritage Foundation, Canadian Burn Foundation, Grant MacEwan Science Presentation, Asset Development Program).
- Maintain connections with new students by formally welcoming them to Wild Rose. (Bulletin Board of New Wolf Pups and lunch with the office staff/ orientation, rules/routines)
- Continue classroom visits from the counsellor at the beginning of the year and the Blue Note bucket in the office.
- Continue to access Profiles Art Program and Children's Festival, as well as other St. Albert facilities to enhance learning.
- Maintain Grade 5 "kindergarten-buddy" partnerships.
- Maintain proactive social skills programs (RESPECT) for all students on an ongoing basis.
- Continue to promote active citizenship through the Wolf Leadership Team, charity involvement and participation in community events and initiatives.
- Showcase student talent on the Art Wall (Wolf Works)

- Continue to access our own community talent for presentations, volunteers and teachers. (Website, presenters, Bellerose / Sir George Simpson Leadership students)

Parent

- Maintain Meet the Staff Night
- Encourage Celebration of Learning and Open House formats for all classes.
- Introduce early parent – teacher conferences.
- Continue to involve parents in clubs/activities (e.g. website, yearbook, slide shows, Art Wall, Hot Dog Day, Triathlon, and Hot Lunch, cookie/cupcake days, Environmental Initiatives, Running).
- Organize whole-school celebrations such as Volunteer Appreciation Barbecue, Triathlon, assemblies, concerts and Christmas Dinner.
- Maintain parent volunteers and the recording of volunteer hours and assistance in the classrooms.
- Kindergarten Mother's Day Tea and Father's Pumpkin Carving Night
- Promote parent involvement in all aspects of school.

Staff

- Continue sharing of best practices/innovative exciting projects and/or resources amongst staff.
- Encourage awareness of supports that can be provided by SASHIP services.
- Continue to promote input, involvement in school activities and leadership from all staff.
- Continue to seek out partnerships within the community to enhance learning (e.g. Public Library, Profiles Art Program, In School Mentoring (Youth Centre) Math Literacy Days, SAIF, FCSS, and Chateau Mission).
- Continue consistent school-home communication (e.g. Classroom/school newsletters, website updates and agendas).
- Continue public relations with the community through the media.
- Continue to utilize AISI meetings for in-school PD
- Continue in school support with IPP's
- Continue to support staff with the New Report Card format

Goal Five

Safe and Inviting Learning and Working Environments within the District

Reporting our Progress

Key Strategies 2008-2009:

- Maintain a welcoming, collaborative, team environment with an "open door" policy.
- Ensure a safe and inviting environment by being visible at the busses, crosswalks and at the doors in the morning and afternoon as well as having ample supervision in all areas of the school.
- Maintain modelling of citizenship through Leaders of the Pack bulletin board displays, Leader of the Pack Paws and wristbands, Wolf Leadership Team, Groovy Green Team, Grade 2 Citizenship activities, student led assemblies, cross-age opportunities, and Roots of Empathy Program as all these activities promote a friendly and comfortable environment.
- Continue to ensure all staff is first aid and epi-pen trained.
- Maintain strict "nut safe" status and continue ongoing education of students, staff, parents and visiting members of the community.
- Maintain modeling of appropriate behavioural expectations (classroom, lunch and playground).
- Maintain support for Grade 6 DARE program.
- Continue to in-service all staff re: safety rules and procedures for emergencies by practicing and refining fire drills and lock-downs.
- Continue to improve learning and working physical spaces and scheduling of free spaces. Develop an Art Wall in the entry, utilize the stage area.
- Continue to encourage cross-age activities within the student body.
- Continue to support and encourage participation in District parent/student/staff satisfaction surveys and other school and district opportunities for input (report card, stakeholder meetings and vertical teams).
- Continue training and implementing of Healthy Interactions.
- Continue to offer presentations on Clean Hands Dirty Hands Program, Eye Exam Program, Do Bugs Need Drugs Program,

immunization education and other school health services provided by Capital Health.

- Continue inviting the RCMP Liaison Officer to present various safety related topics to classes e.g. Halloween Safety to primary classes.

Highlights:

- Students and staff feel comfortable and confident at Wild Rose. Everybody knows everybody and that really makes us like one big family. Our connections are strong and parents, students and staff feel safe and open to share ideas that will make Wild Rose a better school. We believe the benefits of the "small school" experience far outweigh the disadvantages for the Wild Rose school community. Satisfaction surveys indicate high levels of satisfaction with 98% of students, 100% of staff and 97% of parents feeling the school is safe. In addition, 100% of staff and 99% of parents feel the school is a positive and welcoming place.
- Students are given many opportunities to learn skills that help them become proactive when dealing with issues that may arise on the playground or in the classroom. Health lessons, SAIF and FCSS presentations, DARE, and boys' and girls' groups have all provided students with more skills and strategies when they experience a conflict situation. 96% of students feel safe on the playground and 97% know that there are consequences when school rules are not followed. 99% percent of the parents feel the expectations for behaviour are clear.

Challenges:

- Maintaining an aging building continues to be a priority. Cosmetic changes continue to occur, however our physical space needs costly updates and changes to be inviting.
- Being prepared for changing safety procedures (outside supervision, attendance monitoring, First Aid, fire drills and lock downs) continues to be a priority.

Progress toward Meeting Goal 5: Fully Achieved
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Goal Five

Safe and Inviting Learning and Working Environments within the District

Looking toward the Future

Outcomes:

1. Stakeholders feel that the learning/working environment is safe and inviting.

Performance Measures:

1. Outcome 1
 - a. Percentage of students, parents and staff satisfied that schools/district service sites provide a safe learning/working environment.
 - b. Percentage of stakeholders satisfied that schools/district service sites are welcoming and positive environments.
 - c. Percentage of students and staff who believe expectations for student behaviour are clear.

Key Strategies 2009-2010:

- Continue to in-service all staff on safety rules and procedures for emergencies by practicing and refining fire drills and lock-downs.
 - Continue to improve learning and working physical spaces and scheduling of free spaces. Enhance our Light Bulb Lab, and reconfigure the library space.
 - Continue to encourage cross-age activities within the student body.
 - Continue to support and encourage participation in District parent/student/staff satisfaction surveys and other school and district opportunities for input (Report Card, Vertical teams, Stakeholder Workshops, Mentorship opportunities).
 - Continue training and implementing Healthy Interactions.
 - Continue to offer presentations on Clean Hands Dirty Hands Program, Eye Exam Program, Do Bugs Need Drugs Program, Immunization education and other school health services provided by Capital Health.
 - Continue inviting RCMP Liaison Officer to present various safety related topics to classes e.g. Halloween Safety to Primary classes.
 - Enhance proactive strategies for student behaviour through the introduction of Playground Pals, SAIF, town hall meetings, and the integration of Developmental Assets.
 - Provide students, staff and parents timely and updated information about Pandemics and other influenzas as the need arises. Also, encourage the usage of hand sanitizers and post signage that will enhance safety and awareness.
- Maintain a welcoming, collaborative, team environment with an "open door" policy. Welcome input, develop caring genuine relationships and promote active involvement from all stakeholders.
 - Ensure a safe and inviting environment by being visible at the busses, crosswalks and at the doors in the morning and afternoon as well as having ample supervision in all areas of the school.
 - Maintain modelling of citizenship through Leaders of the Pack bulletin board displays, Leader of the Pack Paws and wristbands, Wolf Leadership Team, Groovy Green Team, Grade 2 Citizenship activities, student led assemblies, cross-age opportunities, and Roots of Empathy Program, as all these activities promote a friendly and comfortable environment.
 - Continue to ensure all staff is first aid, epi-pen and AED trained.
 - Maintain strict "nut safe" status and continue ongoing education of students, staff, parents and visiting members of the community.
 - Maintain modeling of appropriate behavioural expectations (classroom, lunch and playground, classroom family meetings)
 - Maintain support for Grade 6 DARE program.

Financial Performance 2008-2009

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year end balance for the school.

Year End Balance: \$ 58,971

Explanation: We were fiscally responsible which resulted in a \$ 58,971 surplus (4.41%) during the 2008-2009 school year. These funds have been targeted towards:

- increased staffing to better meet classroom needs
- Technology improvements (LCD projectors, computers, software, document cameras, Interactive SMART Boards)
- Library Enhancements

RESOURCE AND DISTRIBUTION

WILD ROSE SCHOOL

REVENUES	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
1. Basic Program Allocation	\$ 1,361,107	\$ 1,389,578	\$ 1,337,484
2. Remitted School Generated Funds			
2.1 Learning Resource Fees	\$ 9,500	\$ 9,500	\$ 9,500
2.2 Cafeteria/Lunch Program	\$ 10,500	\$ 10,500	\$ 10,500
2.3 Donations			
2.4 International Students			
2.5 Other Remitted SGF			
3. Surplus / Deficit Allocation	\$ 58,971	\$ 50,000	\$ 78,366
TOTAL REVENUES	\$ 1,440,078	\$ 1,459,578	\$ 1,435,850

EXPENDITURES	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
1. Certificated Staff	\$ 1,201,372	\$ 1,227,376	\$ 1,166,336
2. Support Staff	\$ 145,744	\$ 144,521	\$ 131,427
3. Services	\$ 22,729	\$ 22,229	\$ 36,600
4. Supplies	\$ 27,380	\$ 39,380	\$ 69,015
5. Furniture, Equipment & Capital	\$ 15,472	\$ 8,000	\$ 11,000
6. Technology	\$ 12,270	\$ 18,072	\$ 21,472
7. Future Emergent Initiatives	\$ 15,111		
TOTAL EXPENDITURES	\$ 1,440,078	\$ 1,459,578	\$ 1,435,850

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
FTE Enrolment (ECS @ .5)	194.00	194.50	194.50

STAFFING PERCENTAGES	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
Certificated Staff FTE	12.74	13.05	13.05
Support Staff FTE	3.36	3.36	3.36
Certificated Staff Percentage	83.98%	84.64%	81.77%
Support Staff Percentage	10.19%	9.97%	9.21%
TOTAL STAFFING PERCENTAGE (with surplus)	94.17%	94.61%	90.98%
TOTAL STAFFING PERCENTAGE (without surplus)	98.21%	97.99%	96.27%

Revenues for percentage purposes includes the basic program allocation, cafeteria and lunchroom revenues, international students, and the surplus/deficit from the previous year. The total staffing percentage (without surplus) includes the basic program allocation, cafeteria and lunchroom, and international students revenues only.

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

The following tables provide the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

* All percentages referred to in this section are from table 2.2.

Grade 3 English Language Arts

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	94.1%	81.3%	5.9%	18.2%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	97%	89.8%	6.1%	20%

Participation	
School	Province
97.1%	90.6%

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:
 - We continue to have strong results. The scores on the reading section of the test were stronger than the writing portion. The students continue to score above the province at the acceptable standard.
 - We have included all our LAC students this year and results were favourable.
 - The students had strong informational reading score on the reading portion of the PAT.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school performance was of concern are:
 - Although a high percentage of our students who wrote the test continue to achieve the Acceptable Standard, we continue to be consistently below the provincial percentage of students who achieve the Standard of Excellence. We have been very successful ensuring that the majority of our students writing the test achieve the Acceptable Standard; our concern is now how to have a larger percentage of students achieve the Standard of Excellence.
 - the written portion of the exam average was 21.7 out of 35 (62%). This is ten percent lower than the reading portion (72%).
 - When analyzing the multiple choice items, areas that need to be focused on are characterization, identifying the meaning of words in narrative and informational text and using context clues to determine themes and lessons that are present in text.
- Specific initiatives planned to address the above noted areas of strength and concerns are:
 - Continue to use exemplars during writing instruction as samples of writing which may help students currently achieving a level considered approaching the Standard of Excellence.
 - Continue with common Language Arts assessments for all grades to enhance test-taking skills, exam experience and success of curricular outcomes. These exams will occur three times a year to provide students with more practice.
 - Incorporating more technology tools to enhance comprehension (Exam Bank, Reading and Writing A-Z, RAZ Kids, and the use of SMART Board for writing purposes) during the year may provide more reading practice and strategies for interpreting questions.

- Continue Balanced Literacy Program and provide opportunities for reading within the school day and continue to emphasize the importance of home reading programs.
- Continue implementation of the “I Can” outcomes that were identified for each grade level and are shared with students.
- Integrate Ruth Cullan’s 6+1 Traits of Writing Program with an emphasis on all the traits by having workshops that are across grades and highlight all the traits.
- Continue to provide student supports such as scribes and readers to students who are eligible to lessen test anxiety and enhance test successes.
- Continue to emphasize Formative Assessment teaching strategies
- Plan using an Outcomes-based model so that all language arts outcomes are clear and explicit for staff, students and parents.
- Develop strategies and supports that will help students who are approaching the Standard of Excellence to reach the Excellence level. Five students in Grade 3 were approaching the Excellence standard this year.
- Connect with other schools and discuss what processes and supports they have in place to help ensure student success on PAT exams.

Grade 3 English Mathematics

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	94.1%	90.6%	20.6%	27.2%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	97%	87.5%	21.2%	30%

Participation	
School	Province
97.1%	90.6%

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears relatively strong are:
 - The Acceptable Level (97%) was above the province. In terms of the knowledge on the test, Wild Rose students had an acceptable level of 100% and the province scored 91.7%.
 - All of our LAC students wrote and passed the exam.
 - Timed Number Fact results were strong in all areas.
2. Compared to provincial results and school trends over time, the reporting categories and areas where our school performance was of concern are:
 - We scored below the Excellence Standard in the knowledge and skills areas of the exam.
 - Focus on the areas of Shape and Space and Statistics and Probability, as these two strands were lower than the other curriculum areas.
 - The number of students who scored near the Standard of Excellence as this would have enhanced the overall Standard of Excellence.
3. Specific initiatives planned to address the above noted areas of strength and concerns are:
 - Continue to focus on integrating the new Math pedagogy into our daily practice. With our new Light Bulb Lab and with a focus on Math in the next cycle of AISI, this will be a priority at all grade levels.
 - Introduce a Parent Math Night so that parents can support Math practice in the home.
 - Introduce the Math Minute at Staff Meetings, so that staff has a variety of strategies they can use to develop their Math teaching practices.
 - Provide the supports necessary to the Junior LAC students who write the exam so that more success occurs.

- Develop and implement common Math exams for all grades to enhance test-taking skills, exam experience and success of curricular outcomes.
- More emphasis on Formative Assessment teaching strategies
- Maintain our current practice of integrating daily math in all subjects where appropriate.
- Continue to engage the students in their learning through activities using manipulatives, technology and problem solving strategies.
- Adapt a common Math language to help students with all areas of mathematics
- Continue to implement the Great Math Race initiative to help further address computation and to remove barriers so that students and teachers can focus on problem solving.

Grade 6 English Language Arts

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	100%	90%	40%	18.9%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	100%	90.9%	40%	21%

Participation	
School	Province
100%	90%

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:
 - In respect to meeting the Acceptable Standard, Wild Rose students are above the provincial standard. These scores represent a significant improvement when compared to the Total Test scores of the past five years. When looking at students achieving Standard of Excellence on the total test, our students scored 19% higher than the province and also demonstrated a significant increase when compared with the results of the past five years.
 - All the students in the school wrote the exam and when necessary, the appropriate supports were put in place so that accurate assessments can be completed.
 - We are proud of the results, as 60% of our students achieved the Standard of Excellence on the Reading portion of the test.
2. Compared to provincial results and school trends over time, the reporting categories and areas where school performance was of concern are:
 - While we are pleased with the improvement demonstrated in students achieving the Acceptable Standard and the Standard of Excellence, we need to ensure that strategies that are in development, through the AISI project, are fully implemented and imbedded in our program. With these strategies in place, we are confident that the positive trends in both Acceptable Standard and Standard of Excellence will continue.
 - Writing continues to be below the Acceptable standard, so we will continue to focus on Ruth Cullan's 6 + 1 Traits of Writing in our AISI project, which allow students to experience all the traits of writing in workshop and classroom experiences.
3. Specific initiatives planned to address the above noted areas of strength and concerns are:
 - Continue to involve as many students as possible in the writing of the exams where appropriate.

- Implementation of teaching and assessment strategies related to the “I can” outcomes will continue to provide a logical plan for writing skills development.
- Incorporating more technology tools to enhance comprehension (Exam Bank and RAZ Kids) during the year may provide more reading practice and interpreting of questions.
- Continue to provide time for free reading and writing activities throughout the week.
- More emphasis on Formative Assessment teaching strategies.
- Continue to provide practice with informational text as this area was weaker (74%) than the other reading areas.
- A strategy suggested through our AISI focus meetings was to use more exemplars during writing instruction. This may address those students who are currently achieving a level approaching the Standard of Excellence. These exemplars will be from our own pool of students who have completed these exams in previous settings.
- Common exams will serve to provide teachers with reliable diagnostic and summative results at several important times of the year.

Grade 6 English Mathematics

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	93.3%	75.8%	26.7%	16.5%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	93.3%	84.2%	26.7%	18.3%

Participation	
School	Province
100%	90.1%

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:
 - All of our students wrote the Math exam and excellent results were attained. The Standard of Excellence was 8.4% above the province and 9.1 % above the acceptable standard.
 - On the skills reporting category, students achieved a 36.7 % Standard of Excellence.
 - Operations and Number Sense (90%) and Patterns and Relations (79%) were the strongest strands on the exam.
2. Compared to provincial results and school trends over time, the reporting categories and areas where school performance was of concern are:
 - We will continue to have all students complete the exam and provide supports when appropriate.
 - We will continue to focus on Shape and Space as this strand was lower (75%) than the other strands of Math.
3. Specific initiatives planned to address the above noted areas of strength and concerns are:
 - Continue to identify and apply math concepts and skills in other subject areas.
 - Promote opportunities to develop math journaling skills.
 - Incorporate more Mathletics or similar computer programs that reinforce computation and problem solving skills.
 - Develop and implement common Math exams for all grades to enhance test-taking skills, exam experience and success of curricular outcomes.
 - Introduce a Parent Math Night so that parents can support Math practice in the home.
 - Introduce the Math Minute at Staff Meetings, so that staff has a variety of strategies they can use to develop their Math teaching practice.

- Continue to engage the students in their learning through activities using manipulatives, technology and problem solving strategies.
- Continue to focus on integrating the new Math pedagogy into our daily practice. With our new Light Bulb Lab and with a focus on Math in the next cycle of AISI, this will be a priority at all grade levels.
- Continue to implement the Great Math Race initiative to help further address computation and to remove barriers so that students and teachers can focus on problem solving.
- Apply Formative Assessment strategies in Mathematics.
- Adapt a common Math language to help students with all areas of mathematics
- Connect with other schools and discuss what processes and supports they have in place to help ensure student success on PAT exams.

Grade 6 English Science

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	90%	76.1%	33.3%	25.2%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	100%	85.4%	37%	28.3%

Participation	
School	Province
90%	89%

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:
 - We continue to exempt students who are involved with a modified curriculum and for whom participation in the Achievement Tests is not appropriate. In the case of the science test, three students were exempted due to their participation in a modified program. All of students who wrote the test achieved the Acceptable Standard and the Standard of Excellence was 8.7% higher than the provincial average.
 - The Acceptable Level (from 92% to 100%) and Excellence Level (28.3% to 37%) increased significantly from last year.
2. Compared to provincial results and school trends over time, the reporting categories and areas where school performance was of concern are:
 - We will continue to develop strategies that help students achieve more success on the Aerodynamics as well as the Flight and Sky Science Units.
 - We will work at integrating more LAC students in the area of Science, so our participation rate increases.
3. Specific initiatives planned to address the above noted areas of strength and concerns are:
 - Provide more opportunities to understand comparisons using compare/contrast charts and Venn diagrams in a variety of subject areas.
 - Maintain our focus on Multiple Intelligences strategies that allow our students to demonstrate their learning through a variety of products.
 - Incorporating more Exam Bank or similar computer programs throughout the year may provide more practice reading and interpreting of questions.
 - Make use of Formative Assessment strategies.
 - Give students more opportunities to answer questions that deal with making inferences.
 - Accessing unique learning opportunities through outside agencies like Inside Education, Bennett Centre and Telus World of Science.
 - Access relevant and engaging SMART Board interactive lessons.

Grade 6 English Social Studies *

Table 2.1	Acceptable Level		Excellence Level	
All Students	School	Province	School	Province
	N/A	N/A	N/A	N/A

Table 2.2	Acceptable Level		Excellence Level	
Students Writing Test	School	Province	School	Province
	N/A	N/A	N/A	N/A

Participation	
School	Province
90%	93%

*This year our students wrote the Social Studies pilot test for the 2007 Program of Studies. The provincial standards for this test will not be set until the June 2010 administration of the test. Therefore, any references to student achievement in relation to standards are reported as N/A for 2008-2009. Individual student results for the Social Studies test were made available to the school.

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school performance appears to be relatively strong are:
 - We continue to exempt students who are involved with a modified curriculum and for whom participation in the PAT exams is not appropriate. In the case of the Social test, three students were exempted. According to school results, the students who wrote the test achieved higher than the province by 10% and did very well on the multiple choice section of the exam.

2. Compared to provincial results and school trends over time, the reporting categories and areas where school performance was of concern are:
 - We will continue to plan and implement questions similar to those on the new writing portion of the exam. The students were above the province, but still only achieved a 62% average on this portion of the exam.

3. Specific initiatives planned to address the above noted areas of strength and concerns are:
 - Continue to provide more reading opportunities for students that require an analysis between fact and opinion in a variety of subject areas.
 - Provide more opportunities to understand comparisons using compare/ contrast charts and Venn diagrams in a variety of subject areas.
 - Maintain our focus on Multiple Intelligences strategies that allow our students to demonstrate their learning through a variety of methods.
 - Incorporating more Exam Bank or similar computer program throughout the year may provide more practice reading and interpreting of questions.
 - Make use of Formative Assessment Strategies.
 - Give students more experience with questions that ask them to make inferences.

Summary Comments Regarding Provincial Achievement Test Results

Our students continue to achieve well on the Provincial Achievement Exams. Student results over the past five years have been good; however results for the most part this year were well above previous years, especially in Grade 6. It appears that results and excellence levels are indicating more success as excellence levels have increased in most subject areas. We will continue to work at developing supports and preparation strategies, exam experiences and test-taking skills for all students, including those in our LAC classes. Staff will also continue to monitor their teaching practices and will work with Division teams to address any learning and assessment areas that need to be enhanced or modified to ensure student success. Hopefully, by exploring and expanding our support network, for all students, they will be able to experience success on this exam as well as other exam and learning experiences at Wild Rose.

We continue to consider the individual student and his or her program when determining the appropriateness of students writing the tests which creates lower than normal participation rates on some of the tests and thus affects the results that are published by Alberta Education. However, by including both tables in our Education Plan, this definitely gives a more accurate measure of success based on those students who wrote the test.

In the Grades 3 and 6 Language Arts tests, all the students achieved the Acceptable Standard on the writing component. We have been concerned about the number of students achieving the Standard of Excellence but with closer examination of the Language Arts results, forty percent (12) of the Grade 6 achieved the Excellence Standard and five students in Grade 3 were approaching the Standard of Excellence. The Excellence levels are also higher in Grade 6 Math (26.7%) and Science (33.3%) By focusing on formative assessment, incorporating common exams across the grades and providing ample supports, the excellence levels should continue to be significant.

Wild Rose continues to provide an excellent academic program to a diverse student population. Provincial Achievement Tests are only one snapshot in time to assess the progress of our students and it is important to note, that the statistical validity of the test scores on such a small sample group must be considered with a degree of caution.

Overall, we are proud of the efforts of our dedicated staff and hard working students and we will continue to measure and celebrate their accomplishments in a wide variety of areas, many which go beyond those that can be measured strictly by achievement exams.

Appendix II – Other Indicators of Student Performance

Wild Rose is a school that promotes active citizenship. We have a very committed staff and parent team, which encourage our students to be actively involved in their education. The variety of clubs and activities and the large percentage of students who take part in the opportunities offered are impressive compared to the school's small size. Our in-class activities, the wide variety and sheer number of curriculum based field trips, athletic activities, outdoor pursuits, Fine Arts opportunities and the large number of leadership opportunities which so many of our students take on speaks very highly of the involvement of our students. In addition, we continue to support our local community through our involvement in learning activities at Profiles, the Children's Festival, Servus Place, St. Albert Museum and Grosvenor Pool and having local community experts speak with us.

Through the committed use of the student agendas, our students are organized and communication between home and school is at a very high level. The time our staff devotes to home communication and the hours spent after school reinforcing the importance to our students reaps large rewards in terms of developing personal life skills.

Effective, responsible citizenship is encouraged and modelled at Wild Rose. Our students undergo considerable instruction in the area of character education. It is the degree, to which it can be modelled, reinforced, recognized and celebrated that sets our school apart. In the small, close environment that defines Wild Rose, our students are more responsible and caring because we teach them to be, show them how to be and hold them closely accountable for being good citizens. The concept of our school as a family is regularly reinforced. Examples like the Triathlon, Volunteer BBQ and student connections on the playground are a few examples of the strong bond in the Wild Rose community. The cross-age opportunities that are created in the school do much to reduce the barriers between grades.

Many of our students access technology in their regular classes as well as through our computer club. Teachers are dedicated to meeting the technology learner outcomes at all grade levels. The confidence of our students is shown in instructing others (including their parents) in the uses of technology and the ease with which homework is emailed and assignments

completed almost without paper demonstrates the confidence with which our students access technology.

There is a great deal that goes on in any school that works towards the education of the whole child. At Wild Rose, through newsletter recognition, and *the Respect Program (Leaders of the Pack)*, as well as regular informal recognition by all staff, we strive to celebrate the successes of all of our students.

Services and Initiatives that extend beyond the regular programs include:

Citizenship/Character Education

- Anti Bullying Programs
- Cross-age Programs/Activities
- SAIF Education Workshops
- Healthy Interactions
- Girls and Boys group
- House League Leaders
- Leaders of the Pack Recognition(PAWS, wristbands and t-shirts)
- DARE (Grade 6)
- RCMP Liaison
- Grade 2 Citizenship Club
- Student Leadership (School Patrol, Office Helpers, Kindergarten Helpers, Cupcake Sales)
- Volunteerism at Senior Sites
- Asset Development Integration
- RESPECT Assemblies (Responsibility, Empathy, Sportsmanship, Patience, Enthusiastic, Cooperation, Trustworthy)
- Charity Initiatives (UNICEF, Coins For Africa, Food Bank, Kinette Hamper, Stollery Children's Hospital, Children's Make a Wish Foundation, Terry Fox Run)
- Monthly assemblies
- Playground Pals
- Roots of Empathy
- Blue Notes (counselling)

Extracurricular

- Athletic Intramurals (Division I and II)
- Running Club/X-country teams
- Journal Games/Klondike Relays
- Speakers' Club (Assemblies, Concerts, Announcements, Hosts)

- Grade 6 Sports Teams (Volleyball, Flag Football, Basketball, Floor Hockey, Soccer Badminton}
- Leadership Club

Co-Curricular

- Grades 4, 5 and 6 Outdoor Camp
- Triathlon
- Skiing/Snowboarding (Outdoor Pursuits)
- Ski Club (Nordic and downhill)
- Field Days
- Skating
- Swimming
- Groovy Green Team (paper, juice and milk container Recycling)
- Terry Fox Run
- Field trips
- Cup Stacking
- Book Fairs
- Mission Impossible
- Science Olympics
- Hobby Day
- WRAP- Wild Rose at Play
- Garden Maintenance/lessons

Academics/Enrichment

- Writing/Math/Technology/Formative Assessment - AISI Project
 - Light Bulb Lab
 - Balanced Literacy
 - Enrichment/Resource
 - Great Math Race
 - Heritage Fair
 - Writing Focus Days/Writing Workshops
 - Athletics
 - Reading A-Z/RAZ Kids
 - Legion Essay Contest
 - Spell-a-thon
 - Math-a-thon
 - Technology –Team teaching
 - Classroom Open Houses/Celebration of Learning
 - Remembrance Day Ceremony
 - Family Math and Literacy Nights
 - Writer/Artists In Residence
-

Fine Arts

- Art Wall
- Choir
- Orff Music Program
- Musical Productions (spring/Christmas)
- Art Gallery
- Children's Festival
- Symphony
- Profiles Gallery
- District Art Show
- Carolling at Christmas
- Talent Show
- Music Club

Special Programs

- Counselling
- In School Mentoring-Tutoring
- Field Experiences with U of A
- Mentorship Programs (Beginning Teachers and Administrator)

Other Services

- St. Albert Daycare (before and after school care)
- Coordination with outside services such as Capital Health, CASA, and the Glenrose

Parent Initiatives

- School Council and Parents' Society
- Parent Volunteer Programs
- Family Dance/Silent Auction
- Hot Lunch Days and Hot Dog Day
- Parent Representative (Kindergarten)
- Family BBQ
- Staff Appreciation Lunch
- Playground / Garden maintenance and clean up

Community Connections

- RCMP Liaison Officer
- Snoezelen Room - Vital Grandin
- Breakfast for Learning
- Fountain Park-Grosvenor Pool
- District Tutors
- Bellerose and Sir George Simpson Leadership Classes

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied	% Satisfied
	2007-2008	2008-2009
1. Overall, I am happy with my school.	97%	96%
2. I can talk to a teacher, counsellor, or other school staff about problems I am having.	89%	98%
3. I am encouraged to do my best.	99%	99%
4. I can get extra help with my school work when I need it.	96%	98%
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	85%	92%
6. The school helps me become a good, caring citizen.	94%	95%
7. I am satisfied with opportunities to help other people in my school or community.	94%	96%
8. My teachers tell me how I am doing in school.	90%	93%
9. My teachers care about me.	95%	99%
10. I feel safe in my school building.	96%	98%
11. I feel safe on the playground during school time.	92%	96%
12. My school is a positive and welcoming place.	98%	96%
13. Expectations for student behaviour are clear.	98%	95%
14. There are consequences when the school rules are not followed.	99%	97%
15. Have you been bullied by another student on a repeated basis this year?	17%	20%
16. My school promotes physical activity, health and wellness.	98%	98%

Participation Rates

Year	Respondents	Rate
2008-2009	133	99%
2007-2008	135	100%
2006-2007	131	99%

Parent Survey Questions (Grades 1, 3-6) How satisfied are you...	% Satisfied		% Satisfied	
	2007-2008		2008-2009	
1. with the quality of education that your child is receiving?	93%		97%	
2. with the choice of courses and programs available in your school?	92%		98%	
3. with the choice of courses and programs available in your school district?	87%		96%	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	87%		95%	
5. that your child is encouraged by his or her teachers to achieve high standards?	94%		97%	
6. that your child's learning needs are being met?	91%		95%	
7. with the extra help available, if your child requires it?	85%		92%	
8. that teachers help your child to achieve learner outcomes?	95%		96%	
9. that your child is developing the skills and attitudes to become a lifelong learner?	92%		96%	
10. that the school helps your child become a good, caring citizen?	97%		98%	
11. that the school provides your child with activities that promote volunteerism and community contribution?	90%		99%	
12. that the school provides students opportunities to assume leadership roles?	93%		96%	
13. with the leadership provided by district office?	95%		96%	
14. with the leadership within your child's school?	93%		97%	
15. with the Board's resource allocation, policies, priorities and processes?	88%		93%	
16. with how the district manages financial resources?	92%		91%	
17. with how the school manages its financial resources?	96%		95%	
18. that your input is considered, respected, and valued by the St. Albert Protestant School Board?	92%		95%	
19. that your input is considered, respected, and valued by your school?	91%		94%	
20. that the School Council plays a meaningful role in your school?	95%		98%	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	92%		97%	
22. with the school's partnerships with community agencies and organizations?	94%		98%	
23. with the communications you receive from the school?	97%		96%	
24. with how the school keeps you informed about your child's progress and achievement?	91%		94%	
25. that there is a caring environment at the school?	97%		98%	
26. that the school is safe?	97%		97%	
27. that your child's school is a positive and welcoming place?	97%		99%	
28. that expectations for student behavior are clear?	94%		99%	
29. with the way discipline matters are dealt with by school staff?	84%		92%	
30. with the bus service?	94%		92%	
31. with the image of the school in the community?	93%		98%	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	100%		98%	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 12%	No 88%	Yes 14%	No 86%

Participation Rates

Year	Respondents	Rate
2008-2009	100	61%
2007-2008	89	58%
2006-2007	128	74%

Special Education Parent Survey Questions	% Satisfied 2007-2008	% Satisfied 2008-2009
How satisfied are you...		
1. with the quality of education your child is receiving at this school?	100%	91%
2. that the special education programs and services provided by the school are meeting your child's needs?	94%	73%
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	100%	90%
4. with the communication you receive about your child's educational progress?	100%	91%
5. with your child's educational achievement?	93%	82%
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	80%	91%
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	92%	91%
8. with the school district funding for special education services?	87%	56%

Participation Rates

Year	Respondents	Rate
2008-2009	11	11 telephone interviews
2007-2008	16	16 telephone interviews
2006-2007	14	14 telephone Interviews

School Staff Survey Questions	% Satisfied 2007-2008	% Satisfied 2008-2009
1. I am satisfied with the quality of education that students are receiving in this school.	100%	100%
2. I am satisfied with the choice of courses and programs available for students in the school district.	100%	100%
3. I am satisfied with how the school assigns support to special education programs.	70%	96%
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	89%	100%
5. The professional development opportunities are useful in helping me meet the needs of my job.	96%	96%
6. There is sufficient computer-related training available.	81%	88%
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	100%	92%
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100%	100%
9. Students are developing the skills and attitudes to become lifelong learners.	96%	100%
10. The school helps students become good, caring citizens.	96%	100%
11. The school provides students with activities that promote volunteerism and community contribution.	96%	100%
12. The school provides opportunities for students to develop leadership roles.	100%	100%
13. I am satisfied with leadership provided by district office.	96%	96%
14. I am satisfied with the leadership within my school.	100%	100%
15. I am satisfied with the opportunities to assume leadership roles.	96%	100%
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	93%	100%
17. I am satisfied with how the district manages financial resources.	96%	96%
18. I am satisfied with how the school manages its financial resources.	100%	100%
19. (Teaching staff only) I am able to meet individual student needs.	87%	100%
20. The district provides adequate support / resources to meet diverse student needs.	81%	85%
21. My input is considered, respected, and valued by Alberta Education.	72%	83%
22. I have the opportunity to be involved in decision-making at the district level.	76%	88%
23. My input is considered, respected, and valued by the St. Albert Protestant School Board.	92%	92%
24. I have the opportunity to be involved in decision making at my school.	93%	92%
25. My input is considered, respected, and valued by my school.	100%	92%
26. Overall, staff morale is positive.	100%	96%
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	96%	96%
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	96%	92%
29. I have the support necessary to be effective and successful in my job.	96%	100%
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	92%	83%
31. My work or teaching assignment matches my knowledge and skills.	100%	100%
32. There is a caring environment at the school.	100%	100%
33. I feel safe in the school.	100%	100%
34. The school is a positive and welcoming place.	100%	100%
35. The facilities are satisfactory.	96%	100%
36. Expectations for student behaviour are clear.	100%	100%
37. I am satisfied with how discipline is dealt with within the school.	100%	100%

School Staff Survey Questions	% Satisfied 2007-2008	% Satisfied 2008-2009
38. My school is free from verbal harassment and other forms of workplace bullying.	96%	92%
39. The image of the school in the community is positive.	100%	100%
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100%	100%

Participation Rates

Year	Respondents	Rate
2008-2009	26	93%
2007-2008	28	100%
2006-2007	27	100%

School Evaluation of Satisfaction Surveys

Results:

According to the results, our school's strengths are:

- All student responses indicate satisfaction rates that are over 90%.
- Students are happy at Wild Rose and are helpful and contributing citizens (96% and 96% respectively).
- The students view Wild Rose as a positive welcoming place (96%) and know that they are supported in achieving their best (99%).
- Students need to recognize and feel comfortable and confident when talking to their teachers, counsellor and other school staff about problems they are having (89% to 98%). With a counsellor on site, opportunities for students to share successes and a focus on enhancing school life for our At Risk students, we are pleased with the improvement in this area.
- We have very supportive parents as indicated in the positive satisfaction survey results. All of questions indicate a satisfaction rate of 91% or more.
- Over 90% of the special education parents are happy with the quality of education they are receiving at Wild Rose.
- We have dedicated and cooperative staff that work well as a team. Staff indicated 100% satisfaction on 58% of the survey questions.

According to the results, areas in need of development are:

- Students need to be made more aware of the wide variety of learning activities that are present at Wild Rose and need to celebrate the opportunities for success (85% to 92%). This has increased, but it still is an area where students need to be reminded of the many enrichment and unique learning opportunities they receive.
- Continue to provide proactive anti bullying programs that provide students with strategies and skills to deal with bullying. 20% of the students have experienced bullying.
- 73% of special education parents feel that the special education programs and services are meeting their child's needs.
- Special Education parents are not very satisfied (56%) with the school district funding of special education services.
- 85% of the staff indicated the district provided adequate support/resources to meet diverse student needs.
- 88% staff satisfaction with the amount of computer related training available.
- Extra help, if your child needs it is available (from 85 to 92%). This has improved and students are given many opportunities to get help with their studies.
- 83% of support staff feel the expectations of their assignment are clear.

General Comments

- We are extremely pleased with the positive results from all of our stakeholders where they have indicated high levels of satisfaction with the overall quality of education being provided at the school.

Next Steps for Continuing Progress

- Continue to promote and emphasize the ample and varied learning opportunities students receive at school and in the community.
- Continue to use proactive strategies when dealing with behaviours associated with bullying, such as Playground Pals, RESPECT program, At Risk identification, SAIF, Developmental Assets and Stand Up to Bullying programs.
- Improve communication with staff and parents about how funds are allocated to the school from the district for special education programming and how the resources provided at the school are used to meet diverse student needs.
- Provide team teaching/mentoring opportunities for staff when they are using new technologies or software and provide PD at staff meetings/PD Days that highlight emerging technologies in the educational realm.

- By providing students with the opportunity to attend Learning Club, encouraging students to attend classroom help sessions and letting parents know these sessions are available, students should attain further success and parents should see the time and the staff help as valuable and meaningful.
- By connecting through one on ones, having teacher and teacher aid common meeting times, reinforcing the importance of professional feedback, and developing meaningful professional growth plans, support staff should be able to define their role in the classroom and the school more effectively.

Participation Rates:

According to the results, our school's strengths with regards to participation rates are:

- We had strong participation rates from students, staff and parents.
- Parent participation rates were among the highest in the district
- Staff and student participation rates were high.

According to the results, areas in need of attention with regards to participation rates are:

- We will continue to encourage parents to complete and return the satisfaction surveys to the school through newsletter reminders, student agendas and Friday envelope reminders.
- Consideration of the sampling of special education parents as it only includes 11 parents.

General Comments:

- We will continue communicating to all stakeholders how the surveys are used as a tool to measure and celebrate our strengths as well as helping us focus on those areas in need of improvement.