

Three-Year Educational Strategic Plan



Fort McMurray Public School District is committed to educating all students for personal excellence.

2012 - 2015



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Message from the Board Chair



As part of our dedication to educating all students for personal excellence, the updated Educational Strategic Plan (2012 – 2015), highlights our District priorities. This long-term plan is part of our cycle of continuous improvement to ensure that our schools focus on a coherent direction. It also outlines a strategic path forward to move our public schools towards the 21st Century. The Board of Trustees is confident that this strategic plan proactively directs our schools, staff and parents as it is based on our results, input from our stakeholders and the leadership literature within the educational field.

Now that the Professional Learning Community framework has been clearly established as a culture in our District and our values and beliefs reflect this philosophical foundation, our District will move forward to enhance student learning through communities of practice, community engagement and partnerships. The District's Instructional Framework provides a coherent focus that integrates leadership and instruction with learning supports. The District's Alberta Initiative for School Improvement (AIS) project has been in place since 2001 and will continue to assist our staff to prepare all our students for the 21st century. Our mission will also be to collaborate to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to become engaged thinkers who are ethical citizens with an entrepreneurial spirit. To achieve this mission, the District will focus on engaging the community, partnering with businesses on priority areas such as high school completion and alignment to future labour needs of our community.

As Board Chair, I am especially honored and humbled to serve this community with the support of my fellow Board of Trustees, our Superintendent of Schools, all school staff and our parents as partners.

Jeff Thompson
FMPD Board Chair



Vision, Mission and Belief Statements

Vision Statement

Inspire and engage students for life-long learning.

Mission Statement

Fort McMurray Public School District is a learning community dedicated to educating all students for personal excellence.

Belief Statement

We believe in achieving high standards for all students.
We believe parents are partners in student learning.
We believe in safe and caring educational environments.
We believe in developing responsible and productive citizens.
We believe in the development of lifelong learners.
We believe in inclusive education.
We believe in being accountable for results for student achievement.
We believe in the professional competences of our staff.

Accountability Statement

The Fort McMurray Public School District #2833 education plan for the three years commencing September 1, 2012 was prepared under the direction of the Board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this education plan.



Jurisdictional Profile

The City of Fort McMurray is the largest center in the Regional Municipality of Wood Buffalo. Fort McMurray is experiencing significant growth with the boom in oil sands activity and development that has been announced for the next 10-15 years. The region is projecting a population growth to 231,000 by 2030 or an annual ten-year average growth of 7.24%. Fort McMurray Public School District (FMPSD) is committed to being a partner in the development of a sustainable community through responsible municipal development, environmental stewardship, economic resilience, a sense of belonging, a vibrant culture by working together with government and local councils. FMPSD is committed to the strategy in the Municipal Development Plan to develop labour skills locally, enabling a culture of innovation, and supporting local labour force development.

Fort McMurray Public School District is comprised of a student population of approximately 5,500 in thirteen schools within the City of Fort McMurray. We are pleased to provide parents a range of programming options including Islamic and Christian Programming, Hockey Academy, French Immersion, and intensive special education programs. In 2011, the Minister of Education and Board of Trustees opened École McTavish Junior High School. The configuration of our schools changed as our District accommodated the significant population growth in the Timberlea and Eagle Ridge area. We are excited to begin opening another new school to support the continued population growth and we are looking forward to Walter and Gladys Hill Elementary School opening in 2014.

To support the Municipal Development Plan and the significant population growth in the next ten years, FMPSD will continue to expand to accommodate the enrolment growth and diverse learning needs of all students. From providing a continuum of programming options from Early Childhood Development Programs (ECDP) to Advanced Placement Programs, and providing programs of choice, FMPSD will continue to be responsive to the needs of our families and community. Second languages, including French, Cree, Spanish, German, and Japanese will continue to be provided in addition to passion-based sports programs such as hockey and dance (Edge) as well as other character development programs.

The increase in student population will present exciting challenges for FMPSD. Preparing for full utilization of every school, ensuring high quality school staff, and meaningfully engaging parents and community partners are priorities to prepare Fort McMurray Public School District for the 21st century. FMPSD will collaborate with our parents and community members to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy. 21st century competencies for our students to live, study and work include: critical thinking and problem-solving; creativity and innovation; social responsibility, and cultural, global, and environmental awareness; communication; digital literacy; lifelong learning; self-direction and personal management; collaboration and leadership skills.

Our teaching staff will need to ensure their curriculum focuses on the competencies our young people will require for the 21st century. We need to help students discover their passions and strengths so that they enjoy rewarding careers and a high quality of life. We also need to continue to prepare students to be responsible citizens so that they can build and strengthen our community. We will need to ensure teachers are supported in differentiating the provincial programs of study, using assessments to measure student responses to interventions provided and to ensure we meet the learning needs of all students. As an inclusive school District, our future challenge is the effective teaching of all students, including students identified as English Language Learners (ELL), First Nations, Métis and Inuit (FNMI), and Special Needs. It is important for all our staff to be responsive to student diversity and for all learners to be successful in the 21st century.



Trends and Challenges 2012 – 2015

TRENDS

- Wood Buffalo is Canada's largest regional municipality with a population that has doubled in the past ten years and is expected to double again.
- Regional population growth to 231,000 by 2030 with an estimated 7.24% annual growth as 10 year average.
- Growth in city centre will require strategic regional population distribution to priority growth areas.
- Growth will impact housing and transportation in addition to increased demands on public services.
- Increased pressure on community to build public transportation, housing and related infrastructure through a responsible developmental process.

CHALLENGES

Students

- Preparing **all** students to become engaged thinkers and ethical citizens with an entrepreneurial spirit.
- Making learning relevant for **all** students.
- Keeping students engaged in learning.
- Setting students up for success in life.
- Ensuring FNMI students are ready and able to learn.
- Engaging parents and families to support children and youth.
- Implementing FNMI Conceptual Collaborative Framework (outcomes, strategies, measures to improve school success) to support the cultural and learning needs of students.
- Ensuring student achievement results consistently meet provincial standards in **all** schools.
- Improving provincial achievement results for students in Grade 3, 6 and 9.
- Maintaining provincial achievement results for students Grade 9 Knowledge and Employability courses.
- Improving diploma examination participation results.

Staff

- Ensuring teachers create positive learning environments and address needs of all students. Teachers will reflect upon, refresh, and develop new instructional practices so that they are better able to meet student needs.
- Developing new approaches to strengthen school, parent and community relationships. Governance practices need to meaningfully engage and represent Alberta's families and our community support for public education.
- Creating more opportunities for parents to become involved with their local school and in public education.
- Creating collaborative instructional teams to enhance teachers' skills for educating a diverse student body and holding high expectations for student achievement.
- Creating professional learning communities by providing regular opportunities for exchange of teacher resources, expertise and technical assistance.
- Ensuring supports and services provide additional physical, emotional and instructional support and enables all students to have an equal opportunity for learning success.



- Integrating all learning supports into a continuum of services that prevent, intervene and/or ameliorate a disabling condition that interferes with learning.
- Integrating learning supports into school improvement efforts to effectively reduce barriers to learning and increase the participation of all students in the learning process.

School System

- Deepen inclusive education practices.
- Communicating high expectations for **all** students.
- Providing a continuum of supports and services to support the learning of **all** students.
- Supporting use of collaborative practices based on wrap-around principles.
- Using technology to improve learners' success and prepare them to participate in a knowledge-based and technologically advanced society.
- Developing the necessary knowledge, skills, and attributes for students and staff to use technology effectively to support learning and teaching.
- Using a variety of learning delivery modes to provide flexible learning options for our students.
- Supporting the development of a centre for innovation for education and labour skill development.

Infrastructure

- Fort McMurray's economic engine is one of the fastest growing regions in Canada and has a diverse population of more than 116,000. We are fortunate to have abundant natural resources, a rich heritage and economic opportunities. However our success and rapid expansion present challenges such as infrastructure and adequate housing that need addressing to support new teachers.
- Fort McMurray operates on costs beyond average for similar-sized municipal governments. The loss of the provincial relative cost of purchasing grant presents a financial challenge given the local economy and economic drivers to support the oilsands industry. The timing of the oilsands projects will affect staff recruitment, operations and maintenance and subsequently the relative cost of purchasing for our school District.



Priority Areas for Improvement and Funded Initiatives

Alberta Education has identified four goals for Boards to focus on:

1. High Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. First Nations, Métis and Inuit students
4. Highly Responsive and Responsible Jurisdiction

Fort McMurray Public School District has identified areas of focus:

1. Student Achievement Results
2. Quality of Education
3. Community Partnerships
4. Diploma Examination Results
5. Rutherford Scholarships
6. High School Transition Rates
7. School Leadership to Improve Student Achievement

Board Initiatives to Advance Previous Three-Year Plan Goals:

Fort McMurray Public School District is proud to continue the following major initiatives:

- Learning Coaches in First Steps/Stepping Out/Differentiated Instruction
- New Teacher Induction/Mentorship Training
- Learning Through The Arts
- Student Advisory/Speak Out
- Removing Barriers to Mental Health
- Crisis Management Training
- Critical Incident Stress Debriefing
- EDGE/Passion Based Programming

Fort McMurray Public School District will partner with local community, sector councils and industry leaders on the following priority areas:

- Marry mandates, braid resources and share strategies between FMPSD and industry to support career and technology studies, arts/culture and creativity, Aboriginal learners, future infrastructure needs to support 21st century learning.
- Achieve greater collective impact through collaboration based on a common priority agenda.
- Ensure public education provides foundational skills for students to be innovative and productive employees.
- Support innovative and sustainable partnerships to provide students competencies to become engaged thinkers and ethical citizens with an entrepreneurial spirit.
- Provide students with skills and attributes for future success as learners and earners.
- Provide exceptional educational programming, services and facilities to optimize student learning.



Summary of Accomplishments

- Based on the provincial analysis of parent, student and staff surveys, and provincial examination results, Fort McMurray Public School District continues to ensure our schools are safe and caring, provide quality education, and is committed to continually improving our school system. Fort McMurray Public School District is above the provincial average for high school completion with a dropout rate of 1.0% as compared to the provincial average of 3.2%. Over a five-year period, the Fort McMurray Public School District dropout rate has declined from 7.7% to 1.0%. Grade 3 Language Arts and Math results continue to be strong and show an increase in the number of students achieving Provincial Standard of Excellence.
- Grade 6 English Language Arts results showed 4 schools reaching 100% acceptable standard based on students writing.
- Grade 3 English Language Arts results show five schools attaining 100% acceptable standard based on students writing.
- Diploma exam results are on par overall with Provincial Standards, with six of ten examination results higher than provincial average.
- The number of students achieving acceptable standard in English 30-2 improved and school-awarded marks were more closely correlated with diploma exam results.
- Physics 30 and Biology 30 results have continued to improve and show significant gains in the number of students achieving the Provincial Standard of Excellence. District results for Physics 30 were 9% higher than Provincial Standard of Excellence.
- Discrepancies between schools in the Grade 6 PAT results have narrowed.
- English Language Arts Grade 9 Knowledge and Employability results are above Provincial average in both Acceptable Standard and Standard of Excellence.
- The 2011 Canadian Achievement Tests (Fourth Edition) (CAT-IV) results have greater predictive value in relation to our 2012 Provincial Achievement Results, particularly in students literacy and numeracy skills.
- Collaboration between the Edmonton Regional Learning Consortium and Fort McMurray Public School District was instrumental in supporting adult learning and capacity building in differentiating instruction, measuring responses to interventions provided, and school improvement efforts.
- Dropout rate has significantly decreased, as our students who are First Nations, Métis or Inuit are staying in school.
- Industry leaders were invited to partner with FMPSD by marrying mandates and braiding resources to support key priority areas.
- Funding was secured from Alberta Health Services to support the mental health needs of our students.



October 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Fort McMurray Public			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.0	87.5	86.3	88.6	88.1	87.5	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	80.8	79.6	78.7	80.7	80.9	80.6	High	Improved	Good
		Education Quality	87.4	89.0	87.5	89.4	89.4	89.3	High	Maintained	Good
		Drop Out Rate	1.0	4.8	5.9	3.2	4.2	4.4	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	73.1	70.6	71.6	74.1	72.6	71.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	80.5	78.4	77.7	79.1	79.3	78.9	Intermediate	Improved	Good
		PAT: Excellence	21.8	17.3	16.0	20.9	19.6	19.1	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	84.3	85.9	86.8	83.5	82.6	83.5	Intermediate	Declined	Issue
		Diploma: Excellence	18.9	15.5	17.6	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	45.7	35.5	37.6	56.2	54.9	53.9	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	55.6	51.7	50.1	61.5	59.6	58.0	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	49.6	53.1	56.2	58.4	59.3	59.5	Intermediate	Declined	Issue
		Work Preparation	77.2	78.7	77.1	79.7	80.1	79.9	Intermediate	Maintained	Acceptable
		Citizenship	80.1	80.8	78.7	82.5	81.9	81.2	High	Maintained	Good
Parental Involvement	Issue	Parental Involvement	77.4	83.4	80.6	79.7	79.9	80.0	Intermediate	Declined	Issue
Continuous Improvement	Excellent	School Improvement	80.5	82.7	77.5	80.0	80.1	79.8	Very High	Improved	Excellent

Notes:

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



October 2012 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Fort McMurray Public			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	1.1	5.4	9.5	9.0	10.4	10.9	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	62.6	52.0	52.8	40.2	38.2	36.0	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	71.1	74.3	71.2	58.3	58.1	57.8	Low	Maintained	Issue
		PAT: Excellence	14.9	8.9	8.8	6.6	6.0	5.9	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	84.0	85.9	80.4	77.6	77.7	77.0	Intermediate	Maintained	Acceptable
		Diploma: Excellence	9.9	7.8	8.2	8.8	7.4	8.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	16.2	11.4	15.7	19.6	19.1	17.7	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	51.0	48.0	40.5	34.4	32.1	29.6	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	29.8	40.5	40.0	30.2	31.2	32.3	Very Low	Maintained	Concern

Notes:

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



Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure: PAT Results by Number Enrolled - Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).			Results (in percentages) ¹										Target ³	
			2008		2009		2010		2011		2012		2013	
			A	E	A	E	A	E	A	E	A	E	A	E
Overall ²	Authority (required)		75.0	15.4	77.5	16.8	77.1	13.9	78.4	17.3	80.5	21.8	81.0	22.0
	Province (optional)		76.6	17.7	78.3	18.3	79.1	19.4	79.3	19.6	79.1	20.9		

PAT Course by Course Results by Number Enrolled. (optional)			Results (in percentages)										Target	
			2008		2009		2010		2011		2012		2013	
			A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	86.0	14.6	83.7	22.6	82.3	14.7	88.3	19.9	88.2	30.6	88.5	25.0
		Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
	French Language Arts 3	Authority	n/a	n/a	94.1	14.7	84.6	15.4	89.5	39.5	90.5	21.4	91.0	20.0
		Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
	Francais 3	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
	Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	84.8	29.5	85.1	38.2	86.0	30.0
		Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
Grade 6	English Language Arts 6	Authority	83.1	21.7	82.5	17.2	86.2	13.8	81.9	19.0	84.5	20.3	85.0	21.0
		Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
	French Language Arts 6	Authority	96.4	14.3	88.6	20.0	93.1	10.3	90.3	0.0	100.0	16.1	92.0	18.0
		Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
	Français 6	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
	Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	74.7	22.3	78.5	17.7	80.0	18.0
		Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
	Science 6	Authority	72.3	18.7	74.7	19.9	75.5	19.7	74.5	23.6	82.5	28.9	82.0	30.0
		Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
	Social Studies 6	Authority	n/a	n/a	n/a	n/a	69.9	12.9	71.7	17.8	73.1	21.2	75.0	21.0
Province		n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5			
Grade 9	English Language Arts 9	Authority	71.8	13.1	80.0	12.8	79.0	12.1	78.9	13.7	77.4	12.2	78.0	15.0
		Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
	English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	52.4	0.0	75.0	7.1	69.2	7.7	70.0	10.0
		Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
	French Language Arts 9	Authority	86.7	13.3	72.7	4.5	74.1	7.4	77.3	13.6	78.9	15.8	80.0	16.0
		Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
	Français 9	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
	Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	61.3	14.0	58.8	13.9	65.0	15.0
		Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
	Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	55.6	11.1	79.1	20.9	37.5	18.8	50.0	20.0
		Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
	Science 9	Authority	61.9	10.1	67.1	13.3	64.3	11.4	68.2	13.1	67.0	17.1	70.0	18.0
		Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
	Science 9 KAE	Authority	n/a	n/a	n/a	n/a	52.4	9.5	89.5	10.5	41.7	0.0	50.0	20.0
		Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
	Social Studies 9	Authority	n/a	n/a	n/a	n/a	61.1	13.3	59.5	13.9	62.0	12.2	65.0	15.0
		Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	40.9	4.5	73.7	10.5	50.0	8.3	65.0	10.0	
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9			

¹ "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

² Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for Level 1 private schools (for Level 1, report each grade and subject for which there are comparable results). Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

³ If authority had set a target for 2011/12 in the three year education plan 2011/12 – 2013/14, include it in the space provided for each required measure.

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



Action/Directions:

- Ensure continued success for every student to be on par with Provincial Achievement Test results.
- AISI Cycle Five will focus on improving literacy and numeracy using First Steps and Stepping Out in Literacy.
- Ensure students in Grade 3 continue to outperform other students in Alberta in English Language Arts, French Language Arts, and Mathematics and students in Grade 6 outperform other students in Alberta in English Language Arts, French Language Arts, Mathematics, and Science.
- Use qualitative data for teachers to transfer knowledge of First Steps in Literacy strategies and modify approaches to instructional practices as needed.
- Areas for continuous improvement include increasing student achievement in Grade 6 Social Studies, Grade 9 English Language Arts, Mathematics, Science and Social Studies.
- Monitor results in student achievement in Knowledge and Employability programs of study and ensure coaching support is provided to program staff to increase student achievement.

Strategies:

- Ensure focus on District's Instructional Framework that integrates leadership and instruction with learning support systems.
- Continue District training in differentiated instruction (DI) and response to intervention (RtI).
- Use of Canadian Achievement Test (CAT-IV) as a District-wide screening tool to pre-assess many of the learner outcomes in the provincial curriculum and to support the District's focus on increasing student literacy and numeracy skills. In addition, the CAT-IV supplements school-based interventions to support student learning.
- Use of common benchmarking tool across District schools Grades 1 to 6 to provide common targets for reading assessment.
- Introduce research-based reading interventions to supplement the District-wide First Steps to Literacy. Student responses to reading interventions are now being more effectively measured.
- Continue training teachers in First Steps in Literacy and support for enhancing teaching practices.



Outcome: Students achieve educational outcomes.

Performance Measure: Diploma Exam Results by Students Writing - Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).		Results (in Percentages) ¹										Target	
		2008		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall ²	Authority (required)	85.9	20.0	87.6	19.0	87.0	18.5	85.9	15.5	84.3	18.9	85.0	18.0
	Province (optional)	84.1	19.1	84.3	18.5	83.4	19.0	82.6	18.7	83.5	18.6		

Performance Measure: Diploma Exam Course by Course Results by Students Writing (optional)		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	93.8	20.8	88.9	11.6	85.9	9.4	89.2	8.1	88.4	11.6	89.0	12.0
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	88.2	11.3	93.7	14.2	92.3	14.4	93.1	10.3	94.0	17.6	95.0	18.0
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	*	*	100.0	9.1	100.0	22.2	85.7	0.0	100.0	0.0	100.0	10.0
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	86.0	32.9	89.1	30.4	86.7	31.9	85.1	28.6	83.7	28.1	84.0	28.5
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	72.5	8.7	77.0	13.3	76.6	14.4	65.3	3.4	71.4	5.1	72.0	6.0
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	83.6	21.4	78.7	18.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	73.3	8.7	80.4	10.6	86.7	15.4	87.0	16.0
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	82.1	19.8	86.4	21.1	*	*	*	*	n/a	n/a	n/a	n/a
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	83.9	9.5	88.1	13.9	88.6	13.0	89.0	14.0
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	84.9	31.9	85.3	31.8	88.5	27.7	89.0	28.8	76.3	30.1	77.0	30.0
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	91.9	41.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	87.6	38.8	79.0	22.5	75.0	28.9	78.0	30.2	80.0	30.0
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	79.2	32.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	68.6	16.3	64.6	11.4	75.5	29.8	81.3	39.6	82.0	35.0
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

¹ “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

² Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for Level 1 private schools (for Level 1, report each grade and subject for which there are comparable results). Aggregated Diploma results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.

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



Action/Directions:

- Continue to ensure student achievement in Physics 30, English Language Arts 30-2, and Chemistry 30 Diploma Examinations exceeds the Provincial Standard of Excellence.
- Continue to ensure student achievement exceed the Provincial Acceptable Standard in Diploma results for English Language Arts 30-1; English Language Arts 30-2, French Language Arts 30-1, Pure Mathematics 30, Social Studies 30-2, and Chemistry 30.
- Monitor student achievement in Social Studies 30-1 to ensure results are on par with provincial results.
- Increase acceptable standards in Applied Mathematics 30 and Biology 30
- Increase the Standard of Excellence in French Language Arts 30 and Applied Mathematics 30.

Strategies:

- Increase enrolment in Power Engineering (4th Class).
- Align future trade shortage(s) to CTS Programs of Study.
- Align CTS Programs of Study (or occupational courses) to Interprovincial Red Seal Standards.
- Expand apprenticeship training, mentorship and work placement opportunities for students.
- Obtain partnership support and funding for Polytechnic Centre of Excellence at Fort McMurray Composite High School.
- Implement individualized graduation plans for students in Grade 12.
- Continue to collaborate with Keyano College to support course completion.
- Continue to promote career pathways for students in Grade 10.
- Pilot dual credit and advance standing credit strategy with Keyano College.
- Continue to focus on implementation of Memorandum of Understanding with Keyano College.
- Promote career fairs in collaboration with post-secondary institutions.
- Continue regular meetings with high school principals and initiatives to support provincial School Completion Framework.





Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2013
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years ¹	Authority (required)	66.9	69.3	74.9	70.6	73.1	74.0
		Province (optional)	71.1	70.8	71.5	72.6	74.1	
	Within 4 Years	Authority (optional)	76.4	75.3	75.5	77.7	77.8	78.0
		Province (optional)	76.1	76.3	76.1	76.9	78.1	
	Within 5 Years	Authority (optional)	79.3	79.1	78.5	77.2	80.8	80.0
		Province (optional)	78.9	78.7	79.0	79.0	79.6	

Action/Directions:

- Continue to increase school completion results of students completing high school within three years and increase results of students completing high school within five years.
- Focus on increasing school completion for students who are First Nations, Métis or Inuit.
- Continue to promote high school diploma for employment opportunities and ensure students are completing high school in order to obtain the credentials required by the major local employers.
- Collaborate with Alberta Health Services to link mental health supports to school completion.
- Promote Career and Technology Studies to support local talent pipeline to industry needs.

Strategies:

- Continue to promote and understand Framework for Student Learning and core competencies for 21st century.
- Continuous improvement will focus on aligning high school completion to local career pathways, industry needs and advancing a dual credit strategy with Keyano College.
- Continue to expand on-line and distance learning options for students.
- Continue to collaborate with Alberta Distance Learning Centre to provide teacher training to support student on-line learning.
- Continue to support expansion of high school online learning to support students learning anytime, anyplace, anywhere.
- Hire Mental Health Therapist to support students who are First Nations, Métis or Inuit.
- Infuse Learning Through the Arts into learning supports and mental health and wellness of students who are First Nations, Métis or Inuit.



Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	7.7	6.5	6.5	4.8	1.0	1.0
	Province (optional)	5.0	4.8	4.3	4.2	3.2	
Returning Rate	Authority (optional)	29.5	20.6	20.0	23.4	24.6	25.0
	Province (optional)	21.3	19.8	23.5	27.9	23.4	

Action/Directions:

- Continue to ensure students aged 14 – 18 not dropping out of high school exceeds provincial expectations.
- Continue to provide students appropriate programming, work placements and literacy interventions to support students staying in school.
- Continue to collaborate with Keyano College to ensure successful transition into post-secondary studies and increasing advance standing for future trades and attracting a career pathway.
- Provide coaching support for school-based Instructional Leadership Teams to ensure students stay in school and complete courses.
- Continue to provide information and training to school counsellors that promote creative and innovative ways for students to stay in school.

Strategies:

- New teachers continue to be provided mentorship training in Literacy and support for improving instructional practices.
- Promote graduation plans for students transitioning into high school.
- Increase access to online learning opportunities.
- Promote experiential and project-based learning opportunities.



Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2013
Percentage of students writing four or more Diploma Examinations by the end of their third year of high school.	Authority (required)	42.3	38.9	38.5	35.5	45.7	46.0
	Province (optional)	53.6	53.3	53.5	54.9	56.2	

Action/Directions:

- Continue to increase the number of students writing four or more Provincial Diploma examinations. This remains an area for continuous improvement to ensure students are on par with other students in Alberta.
- Continue to provide students with career counseling, academic supports and literacy interventions to support high school achievement and school/course completion.
- Continue to collaborate with Keyano College to promote dual credit and advance standing to support post-secondary studies.

Strategies:

- Meet with Keyano College to ensure seamless transition to post-secondary studies.
- Promote provincial high school completion framework.
- Pilot dual accreditation courses to promote Career and Technology Studies in collaboration with Keyano College and Alberta Education.





Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2013
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years ¹	Authority (required)	55.3	60.7	54.9	53.1	49.6	50.0
		Province (optional)	58.8	59.2	59.8	59.3	58.4	
	Within 4 Years	Authority (optional)	36.1	37.7	30.3	31.5	33.7	35.0
		Province (optional)	38.7	38.9	37.5	37.8	38.2	

Action/Directions:

- Continue to ensure students transition to college or university from high school at a similar rate as other students in the province.
- Continue to support alternative course delivery options for students to complete courses required to complete high school.

Challenges:

- The economic demands of our local economy often extend the transition period back to education from the labour market.





Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2013
Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority (required)	45.8	48.9	49.8	51.7	55.6	55.0
	Province (optional)	56.8	57.3	56.9	59.6	61.5	

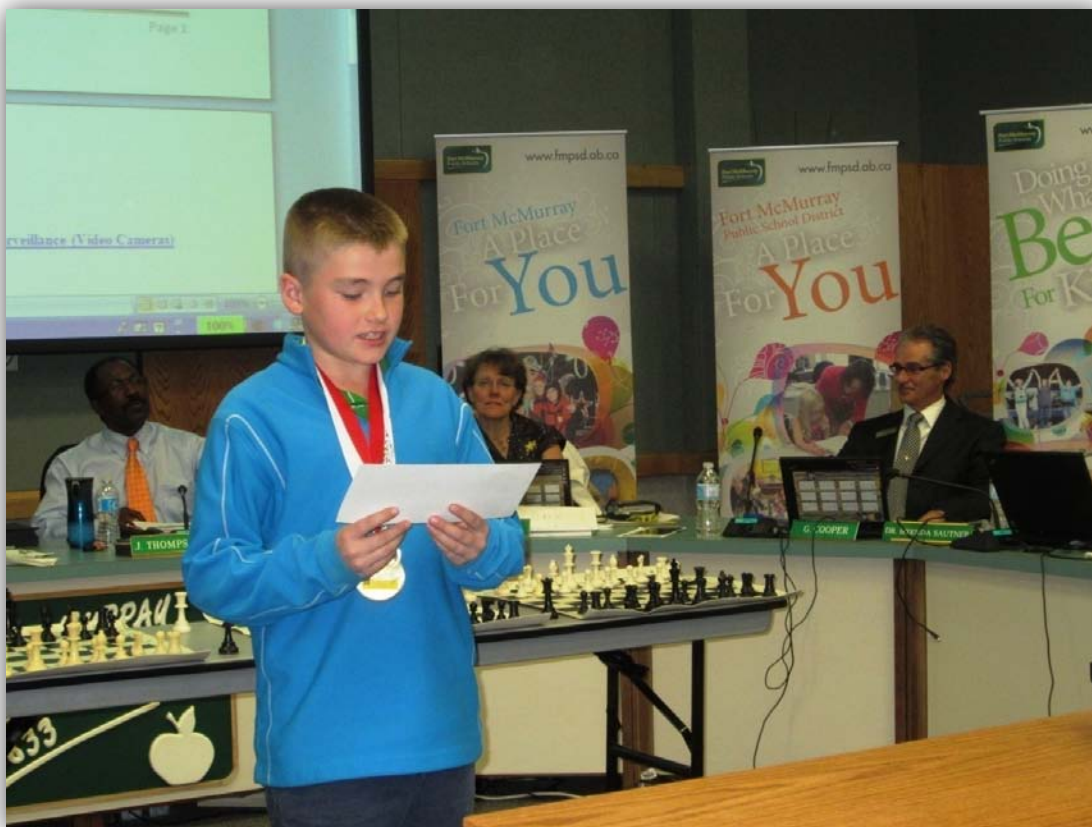
Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.

Action/Directions:

- Continue to increase in the number of high school students eligible for the Provincial Rutherford Scholarship.

Strategies:

- Continue to provide students career counseling and information on eligibility criteria.





Outcome: Students are prepared for the 21st century.

Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority (required)	72.7	75.9	79.3	80.8	80.1	81.0
		Province (optional)	77.9	80.3	81.4	81.9	82.5	
	Teacher	Authority (optional)	83.9	88.8	90.1	93.3	91.5	92.0
		Province (optional)	90.6	91.8	93.0	92.7	93.1	
	Parent	Authority (optional)	72.6	72.9	77.4	77.9	77.9	78.0
		Province (optional)	74.7	77.4	78.5	78.6	79.4	
	Student	Authority (optional)	61.6	65.9	70.5	71.3	70.8	72.0
		Province (optional)	68.5	71.8	72.7	74.5	75.0	

Action/Directions:

- Continue to focus on understanding the Student Framework for the 21st century to ensure common understanding of the provincial vision and student competencies.
- Ensure quality instruction continues to be central to learning and teaching practices.
- Focus on District Framework and Instructional Framework to integrate and align instruction, leadership and learning supports. The District's Instructional Framework also aligns provincial and District instructional initiatives to support the learning of all students (e.g., inclusive education, cultural and language, and special needs of all students).
- Continue support for school-based character education programs to support social, cultural, global, and environmental responsibility.

Strategies:

- Provide all students with a variety of extra-curricular programs and activities to support citizenship and character skills.
- Analyze student survey results to ensure continuous improvement in providing a safe and caring school environment for all students.
- Provide leadership training for staff to reduce any incident of bullying or student harassment.
- Continue to promote use of technology in teaching and learning, including use of student-owned devices.
- Ensure each school has Wi-Fi capabilities by 2013.
- Continue to support local community-based initiatives (e.g., homelessness, poverty reduction).



Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	Authority (required)	77.2	73.2	79.3	78.7	77.2	78.0
		Province (optional)	80.1	79.6	79.9	80.1	79.7	
	Teacher	Authority (optional)	84.3	84.7	89.8	87.4	87.7	88.0
		Province (optional)	89.3	88.9	90.0	89.6	89.5	
	Parent	Authority (optional)	70.0	61.8	68.9	70.0	66.7	70.0
		Province (optional)	70.9	70.2	69.8	70.6	69.9	

Action/Directions:

- Implemented District-wide use of assistive technology, or speech-to-text software, Kurzweil Systems in all schools.
- Include Educational Assistants in the District's staff development and training in literacy, behaviour support planning and speech and language in the classroom.
- Continue to focus on demonstrating outcomes of student-led initiatives, cooperative learning, project-based learning, and positive behaviours.
- Continue to promote mental health and wellness.
- Continue to promote healthy eating and healthy schools, including APPLE Schools and Comprehensive School Health Initiatives.

Strategies:

- Expand FRIENDS, anxiety prevention program for students in Grades 3, 5 and 7.
- Continue to support school-based projects that teach students generosity, caring for others and community spirit (e.g., Spirit of Harambee, Snow Angels, Food Bank, Annual Run for the Cure, and the Terry Fox Run).
- Review student suspension data and effectiveness of suspensions.
- Promote project-based learning to parents and community using local media and District website.
- Ensure all elementary schools are APPLE Schools.



Goal Two: Transformed Education through Collaboration

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

Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	Overall	Authority (required)	85.5	86.8	86.9	89.0	87.4	88.0
		Province (optional)	88.2	89.3	89.2	89.4	89.4	
	Teacher	Authority (optional)	93.3	94.5	94.2	94.9	95.0	96.0
		Province (optional)	94.9	95.3	95.6	95.5	95.4	
	Parent	Authority (optional)	80.3	81.0	79.6	83.6	80.5	82.0
		Province (optional)	83.0	84.4	83.9	84.2	84.2	
	Student	Authority (optional)	82.8	84.9	86.9	88.5	86.6	87.0
		Province (optional)	86.6	88.3	88.2	88.5	88.6	

Action/Directions:

- Continue to provide literacy and numeracy support and interventions to all students.
- Continue with the District-wide initiative to Removing Barriers to Mental Health, a collaborative partnership with Alberta Health Services, Canadian Mental Health Association and local community agencies. Support and training will continue to be provided to school staff, administrators, and school counselors to understand and support the mental health needs of all students and continue to enhance the mental health and wellness of all students.
- Continue to coordinate mental health supports and services, provide school counsellors training, resources, and guidance to case conference using wrap-around principles and best practices to promote mental health and wellness.
- Ensure Speech Language Pathologist and Mental Health Therapist provided by Student Health Partners are aligned to student achievement, course completion and school improvement efforts.
- Take a lead role in the re-design of Student Health Initiative into a regional collaborative service delivery model.

Strategies:

- Continue to provide staff training in response to interventions to improve student literacy and numeracy skills.
- Expand FRIENDS anxiety prevention program to all students in Grade 3, 5 and 7, and provide parent training in collaboration with Canadian Mental Health Association.
- Continue to promote Learning Through the Arts (LTTA) to increase student arts, creativity and innovation.
- Continue to support ATB Junior Banking Program.
- Continue to promote Edge Skills Academy to students and families choosing passion-based sports programming.



Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall	Authority (required)	75.2	77.7	78.6	79.6	80.8	80.0
		Province (optional)	79.4	80.3	80.5	80.9	80.7	
	Teacher	Authority (optional)	79.9	82.8	85.9	85.6	86.2	86.0
		Province (optional)	86.4	86.8	87.7	87.6	87.3	
	Parent	Authority (optional)	76.7	77.3	76.6	75.3	80.1	80.0
		Province (optional)	77.6	78.7	78.0	78.3	78.1	
	Student	Authority (optional)	68.9	73.0	73.5	77.8	76.2	77.0
		Province (optional)	74.1	75.3	75.9	76.9	76.9	

Action/Directions:

- Continue the District-wide initiative, Learning Through the Arts (LTTA), to provide arts-based teaching strategies and lessons to engage all learners. LTTA connects trained artist-educators to create a supportive and safe environment that fosters students' self-expression, creativity, and innovation competencies.
- In addition to the District-wide focus on LTTA, schools will continue to provide students' band, choir, and drama options in addition to annual award for outstanding student art work.
- Continue District-wide support for APPLE Schools (University of Alberta) to improve healthy living habits of students, increase knowledge about healthy living for parents, students, teachers, and the school community, apply and sustain Comprehensive School Health in school communities, and sustain capacity for healthy environments in school communities.

Strategies:

- Ensure competencies in literacy and numeracy; critical thinking and problem solving; creativity and innovation; social responsibility and cultural, global and environmental awareness; communication; life-long learning; digital literacy; and collaboration and leadership.
- Align resources and training to essential skills needed for the workplace to support training needs of local industry.
- Implement dual credit strategy in collaboration with Keyano and SAIT/NAIT.
- Align support from SKILLS Canada, Careers Next Generation, Registered Apprenticeship Program (RAP) and work experiences.
- Explore early career choices with students in Grades 5 – 9.
- Expand career counseling resources and awareness.
- Explore FIT (Technology) Woodlinks Program, Wood Employment Readiness Curriculum, Canadian Academy of Travel and Tourism, Entry Level Operator Curriculum, Careers in the Arts Series, Art of Managing Your Career, and other industry-designed curriculum to support CTS Programs of Study and teacher expertise.
- Explore possibility of partnering with Keyano College, Municipality of Wood Buffalo to design and maintain adult learning campus on north side, including P3 partnership opportunities.



Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.	Overall	Authority (required)	82.7	84.4	87.0	87.5	86.0	87.0
		Province (optional)	85.1	86.9	87.6	88.1	88.6	
	Teacher	Authority (optional)	91.2	91.8	93.1	95.1	94.9	95.0
		Province (optional)	93.1	93.8	94.4	94.5	94.8	
	Parent	Authority (optional)	81.6	82.6	85.2	85.8	84.1	85.0
		Province (optional)	83.2	85.3	86.1	86.6	87.4	
	Student	Authority (optional)	75.2	78.7	82.5	81.7	79.0	80.0
		Province (optional)	79.1	81.7	82.2	83.3	83.7	

Action/Directions:

- Continue District support for Tell Them From Me and Speak Out forums to ensure the voice of all students is heard and respected.
- Continue to support school-based initiatives and staff training in positive behaviour supports (EBS), TRIBES, Roots of Empathy, Leader in Me, etc.
- Continue to provide Non-Violent Crisis Intervention (NVCi) training.
- Continue to partner with Hour Zero to ensure every school's Crisis Management Plan is updated and procedures in place to ensure the safety of all students and staff.
- Continue to focus on increasing positive behaviour support systems and reducing student suspensions.
- Continue to collaborate with community agencies to provide student support programs, including Student Assisting Students, Addictions Counseling, and other personal supports.

Strategies:

- Expand experiential and project-based learning opportunities for students.
- Seek community partners to assist with the modernization of Westwood High School to provide top quality performing arts centre.
- Infuse digital literacy/technology into classroom instruction.
- Provide students with behaviour challenges a behavior support plan.
- Ensure students with life-threatening medical conditions are provided a medical response plan.



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

Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority (required)	77.3	80.0	78.4	83.4	77.4	80.0
		Province (optional)	78.2	80.1	80.0	79.9	79.7	
	Teacher	Authority (optional)	80.8	85.8	87.2	90.1	88.5	90.0
		Province (optional)	87.5	88.0	88.6	88.1	88.0	
	Parent	Authority (optional)	73.8	74.3	69.5	76.8	66.2	75.0
		Province (optional)	69.0	72.2	71.3	71.7	71.4	

Action/Directions:

- Use parents, students, and staff survey results to meaningfully engage parents, prepare students for 21st century competencies, meet cultural needs, and support public education. Teachers are satisfied with parent involvement yet parent satisfaction needs to increase.
- Monitor impact of the re-design of the District and school websites to ensure greater use and access.
- Continue to involve all chairs of Parent Councils in the annual presentation of school results to the Board of Trustees.
- Continue to increase use of school media for parents, students, and community involvement.
- Continue to establish partnership priorities in collaboration with local business and industry leaders.
- Continue to promote leadership opportunities and Aspiring Leaders Training.

Strategies:

- Continue to promote leadership opportunities and Aspiring Leaders Training.
- Review District Technology Plan to align with student needs, strategic plan, funding constraints and provincial compliance requirements.



Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2013
Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	Authority (required)	70.6	73.7	76.1	82.7	80.5	81.0
		Province (optional)	77.0	79.4	79.9	80.1	80.0	
	Teacher	Authority (optional)	58.9	64.2	73.4	80.9	77.5	80.0
		Province (optional)	75.6	78.2	80.8	80.1	81.1	
	Parent	Authority (optional)	75.6	76.1	71.3	83.3	80.6	81.0
		Province (optional)	75.9	78.1	77.0	77.3	76.2	
	Student	Authority (optional)	77.3	80.7	83.6	83.8	83.4	83.5
		Province (optional)	79.5	81.8	81.8	82.9	82.7	

Action/Directions:

- Continue to use social media to promote schools and district priorities, achievements and activities.
- Align role and responsibilities of Partnership Facilitator to District and industry partnership priorities to achieve greater collective impact.
- Seek greater coherence and alignment of initiatives and resources, and commit to a common agenda using cross-sector collaboration with common outcomes.
- Align future social policy initiatives and industry initiatives with District initiatives of a similar nature and purpose.

Strategies:

- Ensure role of Partnership Facilitator focuses on partnership priorities and advisories.
- Focus on relationships between school District and industry priorities.
- Continue to expand role of District Communications Officer to promote FMPSD and community partnerships.
- Continue to collaborate with The Alliance of Sector Councils to ensure effective relationships with industry and curriculum resources are responsive to students' future needs and needs of local industry.



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

Outcome: FNMI students are engaged in learning.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authority AERRs)

Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	11.6	10.3	12.6	5.4	1.1	1.0
	Province (optional)	11.8	11.0	11.2	10.4	9.0	
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	Authority (required)	31.7	47.8	58.7	52.0	62.6	63.0
	Province (optional)	34.7	35.6	34.1	38.2	40.2	
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	Authority (required)	12.5	15.4	20.3	11.4	16.2	17.0
	Province (optional)	16.0	17.2	16.7	19.1	19.6	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Authority (required)	20.5	34.1	39.5	48.0	51.0	52.0
	Province (optional)	25.8	29.0	27.5	32.1	34.4	
High school to post-secondary transition rate of students within six years of entering Grade 10.	Authority (required)	33.0	45.5	34.0	40.5	29.8	35.0
	Province (optional)	29.6	31.8	33.9	31.2	30.2	

Performance Measure		Results (in percentages) ¹										Target	
		2008		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
Provincial Achievement Test Results by Number Enrolled - Overall percentage of self-identified FNMI students in Grade 3, 6 and 9 who achieved the acceptable standard and the overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Authority (required)	68.5	5.6	69.5	8.5	69.9	9.0	74.3	8.9	71.1	14.9	72.0	15.0
	Province (optional)	54.1	5.3	56.3	5.3	59.1	6.4	58.1	6.0	58.3	6.6		
Diploma Exam Results by Students Writing - Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).	Authority (required)	88.7	11.3	74.1	8.6	81.1	8.1	85.9	7.8	84.0	9.9	85.0	10.0
	Province (optional)	77.1	10.2	77.1	8.2	76.3	8.7	77.7	7.4	77.6	8.8		

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

Action/Directions:

- Monitor significant gains made in reducing dropout rates for FNMI students, students completing high school, and eligible for Rutherford Scholarship.
- Continue District support for school-based FNMI Liaisons and focus on providing teacher support, support for literacy/numeracy and differentiation of instruction to respect FNMI culture and language.
- Continue District support for Learning Through the Arts for FNMI students.
- Collaborate with Alberta Health Service to provide mental health support to FNMI students completing high school and transitioning to post-secondary studies.

Strategies:

- Promote staff understanding of language and culture.
- Invest in Aboriginal Human Resource Council's Leadership Circle training.
- Implement mentor program to support youth in school and workplace.
- Apply for federal Paul Martin Aboriginal Entrepreneurial Program.
- Increase attendance, retention and school completion rates.
- Increase access to post-secondary and trades as career pathways.
- Provide leadership training and mentorship for all school staff.
- Build business relationships to support career pathways.



Highlights of Capital and Facilities Projects

The District's Capital plan requires three (3) new elementary schools in the Timberlea area, a high school wing attached to École McTavish School and the full modernization of Composite High School. The District has an active campaign to find private funds for the Fine Arts expansion at Westwood Community High School.

In addition:

- Modernize Westwood High School to provide Power Engineering Centre of Excellence.
- Design, construct, operate and maintain an innovative learning facility to collectively provide quality training to education, industry and municipality.
- Design learning facilities to support adult learner and 21st century competencies.
- Partner with Wood Buffalo Municipality and Keyano College to build a sports facility to support passion-based Edge Sports Academy as a program of choice for parents (e.g., hockey and dance).

Summary of Financial Results

The September 2012 enrollment saw growth in early entry program and kindergarten, 13.4% and 11.6% respectively; however, overall the District is down 1%. Our District remains committed to ensuring effective and efficient use of resources and staffing to achieve the strategic goals and strategies.

Parental Involvement

- 13 schools/principals presented annual results to the Board of Trustees on December 3, 2012.
- 13 Parent Councils received the District's Strategic Education Plan and Annual Results Report.
- 1 Network Council received the District's Strategic Education Plan and Annual Results Report.

Timelines and Communication

- The Board of Trustees approved the updated Educational Strategic Plan on January 21, 2013.
- Annual Education Results Report is posted on the District website at www.fmpsdschools.ca.
- Summary of FMPDSD Annual Education Results Report is available by calling 780.799.7900.