



Eastview Middle School  
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**School Education Plan 2009/10 to 2011/12**

*School Education Plan and Results Report*

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## A. Our School

### Eastview Middle School Profile

Eastview Middle School is a Grade 6-8 middle school in a middle class socioeconomic neighbourhood in Red Deer, Alberta. This is Eastview's fifteenth year in its present grade configuration. Prior to becoming Eastview Middle School, it was known as Eastview Community School and had a Grade 6-9 configuration.

Eastview is the largest middle school in Red Deer and perhaps the largest middle school in the province. This year, we have approximately 700 students enrolled and a teaching staff of 38 teachers. This number includes one full time counselor, one principal, and two vice-principals (who each teach half-time.) There are approximately ten educational assistants, three secretarial staff, a full-time librarian, an in-school suspension supervisor, and four caretakers.

Following the middle school philosophy, our students and staff are grouped into teams. The 6 teams have 4 core teachers teaching 4 classes of approximately 25 students. The grade 6 teams further divide their team into two groups. Each of the classes will have 2 core teachers teaching them 2 subjects. The grade 7 and 8 teams have subject area specialists. Each team has a designated leader who serves as a liaison between the team and administration.

The team leaders are responsible for team activities and weekly meetings. The team leaders have one extra preparation period. They meet monthly to discuss policy, upcoming events, concerns and informational items. The team leaders, in turn, share this information and receive input from their team members to share with administration. The teachers on each team are given common preparation time and meet weekly as a team to deal with student concerns, scheduling, curriculum, and overall organization.

Middle schools are not "miniature" high schools. Eastview Middle School has a child-centered approach which focuses on the whole child. We view middle school education as, not just preparation for high school, but as an appropriate approach for addressing the stage of life of 11-14 year olds. Eastview incorporates a "school within a school" program where each grade has their own area of the school. A wide range of option courses are offered where students are encouraged to explore a variety of fine and applied arts.

The team structure at Eastview provides a bridge between the self-contained classrooms of a student's elementary school and the single subject curriculum of the high school. These teams are the foundation of Eastview's middle school philosophy. They help provide a transition from childhood (elementary school) to adulthood (high school).

Our teams:

- meet formally weekly (minimum)/ informally daily
- group students for different instructional purposes
- reinforce skills common to all subject areas
- reinforce common discipline expectations
- evaluate progress on a common basis

The most important role the team serves is to connect the different middle school courses. The integration of subjects encourages participation in social action and enhances higher level thinking by connecting learning to the real world.

Each of the teams has also been given the responsibility of developing and implementing the programming for their students with special education needs. They are also a part of the special education congregated programming for those students who join the regular classes for some core subjects and options. In addition to the regular core programs, Eastview Middle School has four special education programs: Strategies, Foundations, Ventures, and Horizons.

The Strategies Program is designed to deliver instruction in the areas of Mathematics, English Language Arts, and assistance in other core subject areas. Students eligible for the programs, have an identified learning disability, have average or above average intellectual ability and are experiencing difficulties in academic subject areas. The goal of this program is to provide the students with skills and strategies to successfully meet the essential learner outcomes of the Provincial curriculum.

The Foundations Program is designed to provide academic and vocational instruction for students with moderate learning delays who are functioning below grade level. The program provides an opportunity for students to learn at an individual pace. Students receive instruction in core academics, living skills and social skills. Students eligible for Foundations Programming have achievement and cognitive delays. The modified academic program in core subject areas enables the students to be successful.

The Ventures Program is provided to students who have been identified with behaviour concerns and are unable to cope with a regular school environment with supports. The program provides an opportunity for students to receive instruction in core academic and social skills, in order to achieve success.

Horizons, our congregated Gifted Program, is designed to provide the students with more opportunity for breadth and depth as they meet the learner outcomes of the Provincial curriculum. The students are together for their four core subjects. They are integrated for options and Phys Ed. This group of teachers constitutes a team and they have their own team leader.

A broad complement of exploratory options is offered, including French, History, Drama, Fine Arts, Newspaper, Environmental and Outdoor Education, Recreation Education, Scrapbooking, Music X, Jazz Band, Choral, Leadership, and Hockey Skills. Subject area specialists deliver Art, Band, Career and Technology Studies, Foods and Fashion, and Physical Education. This group of teachers is considered a team and does have a team leader, in addition to a Physical Education department head.

**Student Population - 680**  
(September 30, 2009)

Grade 6	240 students
Grade 7	222 students
Grade 8	218 students
Total	680 students

**Staff**  
(September 30, 2009)

Teachers	38
Support Staff	15
Caretakers	4

Visit our website at: <http://www.rdpsd.ab.ca/ev>



## B. Mission/Vision Statement

# Mission Statement

**The Mission of Eastview School is:**

Through the pursuit of excellence in a positive environment, we are committed to developing caring, responsible, successful, tolerant and healthy citizens.

We commit to doing “**WHATEVER IT TAKES**”!

**The Mission of the Red Deer Public School District is:**

Striving for Excellence by inspiring learning and nurturing hope in every student.

# Vision Statement

**The Vision of Eastview School is:**

Students who attend Eastview Middle School will achieve success and will be prepared academically, socially, and emotionally for their next challenge.

We will work collaboratively with all stakeholders to ensure each student at Eastview Middle School receives the best education possible.

Eastview believes in the middle school philosophy. We strive to be innovative, creative, and promote curricular leadership. In accordance with middle school philosophy, we gear our school's program to the social, emotional, and academic well-being of the young adolescents who attend our school.

**The Vision of the Red Deer Public School District is:**

A culture of respect, inclusion, caring and excellence, where every student succeeds.



## C. School Goals

## *School Results and Goals*

### School Highlights for 2008/09

#### **Highlights for the 2008-2009 school year include:**

- High Grade 6 Provincial Achievement Test Results
- Highest ever results for the Accountability Pillar surveys for Eastview School
- High Results in the Schollie Survey (some questions had highest school results ever)
- Completed year 3 of former AISI cycle (focused on criteria for assessment, effective questioning, and common assessments)

### School Priorities for 2009/10

- Maintain excellent results in surveys (both Accountability Pillar and Schollie) and PATs
- Complete year one of new AISI cycle with emphasis on Instructional Intelligence (specifically: peer coaching, Robert Marzano's Classroom Instruction That Works, introduction to Differentiated Instruction, etc.)
- Integrate learnings from the 7 Habits of Highly Effective People into our Effective Behavioural Supports (EBS) Program by using agenda lessons and student prize draws
- Begin the process toward full implementation of the new Nutrition policy by revising the snack-shack lunch menu, as well as revamping Band fundraising (no more chocolate sales)

## Goal One: High Quality Learning Opportunities for All

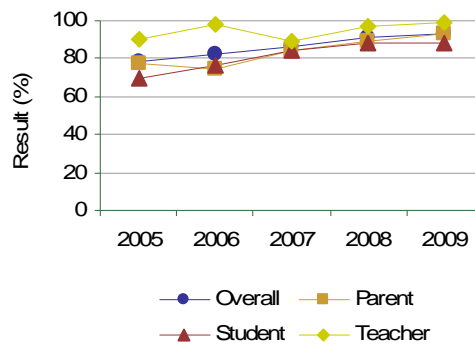
Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	93.6	86.7	Very High	Improved Significantly	Excellent
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>As part of our Effective Behaviour Supports (EBS) program, implement a school wide behavioural monitoring system, for both positive and negative behavior monitoring, and have a monthly agenda focus on the 7 Habits of Highly Effective People</li> <li>Develop and implement a school-wide healthy foods strategy following guidelines of new Healthy Foods Policy (new snack-shack lunch menu, energy drink ban, changes to fundraising, changes to SOURCE sales)</li> <li>As part of the District Action Plan for Drug Use Among Youth, collaborate with AADAC and other service providers, parents, and the community at large to address the issue of drug use among young people. Primary Focus area this year is staff education and awareness, as well as a focus on our grade eight student body.</li> <li>Collaborate with the RCMP in maintaining good school relations with the RCMP (commit to rekindling the partnership of the new Middle School Resource Officer).</li> </ul>					

**Measure History (OPTIONAL)**

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	312	78.8	278	82.8	307	86.0	275	91.5	263	93.6
Parent	57	77.2	59	74.1	64	84.5	63	89.7	55	93.5
Student	223	69.2	201	76.4	230	84.3	186	87.8	181	88.2
Teacher	32	90.0	18	97.8	13	89.1	26	96.9	27	99.3



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

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

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	88.9	87.0	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	92.9	91.4	Very High	Maintained	Excellent

**Strategies**

- Address average class sizes where possible in accordance with the revised requirements for the provincial Class Size Initiative
- Address the learning needs of students as they transition from elementary to middle school and from middle school to high school.
- Implement new or revised programs of study in the following subject areas in accordance with the Implementation Schedule for Programs of Study and Related Activities

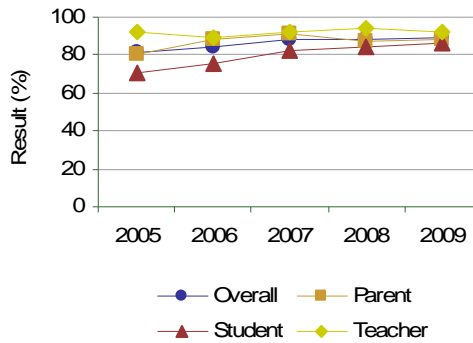
**Grade 6**

- \* Social Studies
- \* Mathematics

**Measure History (OPTIONAL)**

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

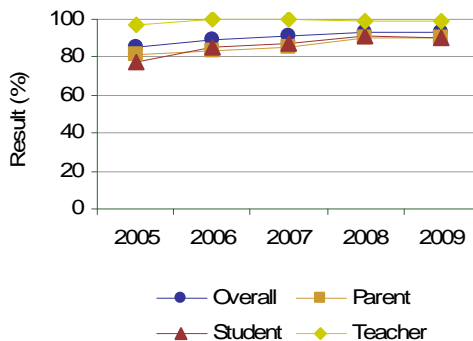
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	312	80.9	278	84.0	307	88.7	275	88.5	263	88.9
Parent	57	80.4	59	87.8	64	91.0	63	87.2	55	88.7
Student	223	70.1	201	75.3	230	82.8	186	84.5	181	86.4
Teacher	32	92.1	18	88.9	13	92.3	26	93.7	27	91.7



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

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	312	85.4	278	89.6	307	91.1	275	93.3	263	92.9
Parent	57	81.8	59	83.5	64	85.6	63	90.2	55	90.0
Student	223	77.4	201	85.4	230	87.7	186	91.1	181	89.8
Teacher	32	96.9	18	100.0	13	100.0	26	98.7	27	98.8



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Annual dropout rate of students aged 14 to 18.	0.0	0.0	Very High	Maintained	Excellent
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Collaborate with Region 4 Children’s Services and the Aboriginal and Family and Frontline Project in the provision/expansion of programming and support to First Nations, Métis and Inuit students.</li> <li>• Collaborate with Region 4 Children’s Services in maintaining the Family School Wellness program, with Family Wellness Services (Ms. L. Doll)</li> <li>• Redefine the part time position for grade 8 problem solving, conflict resolution and goal setting (V. Hedlund)</li> <li>• Assist school staff in the planning/coordination of appropriate learning opportunities for students with special education needs and in the establishment of school-based learning teams. Parents of students with special education needs, who are not coded, will receive a letter outlining the accommodations that will be made within the programs.</li> <li>• Continue to develop leadership capacity in special education at Eastview Middle School in order to support implementation of the Provincial Standards for Special Education and Board Policy.</li> <li>• Continue to develop each team’s capacity for Individual Program Plan programming.</li> <li>• Support the teams using the FirstClass Learner Program for preparing the IPPs.</li> </ul>					

## Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	91.0	86.1	Very High	Improved	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	41.1	28.9	Very High	Improved Significantly	Excellent

### Strategies

- As part of the Alberta Initiative for School Improvement (AIS), implement YEAR ONE of a project on Instructional Intelligence with the intent of improving instruction in order to increase student achievement. As part of the project, expand the knowledge base of staff with respect to instruction (specifically, Robert Marzano's Classroom Instruction That Works, Peer Coaching and an introduction to Differentiated Instruction).
- Review the extent to which instructional time in core academic subjects is maximized.
- Identify and share successful practices regarding student achievement and Instructional Intelligence.
- Continue to integrate technology in order to assist in the achievement of learner outcomes in Language Arts, Mathematics, Science, Social Studies and other subject areas (emphasis on Smart Board instruction)

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

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	212	92.9	224	86.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	212	34.9	224	19.7
Mathematics 6	Acceptable Standard	High	Improved	Good	212	88.2	224	82.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	212	28.3	224	20.2
Science 6	Acceptable Standard	Very High	Improved	Excellent	211	91.5	223	86.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	211	51.2	223	37.7
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	211	91.5	223	88.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	211	50.2	223	37.8

**Measure History (OPTIONAL)**

**Provincial Achievement Tests Results based on Students Enrolled. (OPTIONAL)**

	2004	2005	2006	2007	2008
N	258	220	238	214	212
Acceptable Standard %	85.8	87.5	86.4	84.3	91.0
Standard of Excellence %	23.8	27.2	29.9	29.5	41.1



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.  
 Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

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

[No Data for English Language Arts 3]

[No Data for Mathematics 3]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

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

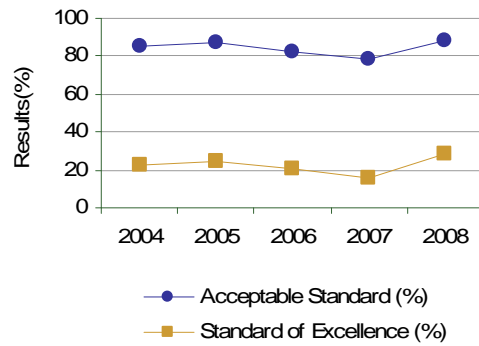
**English Language Arts 6**



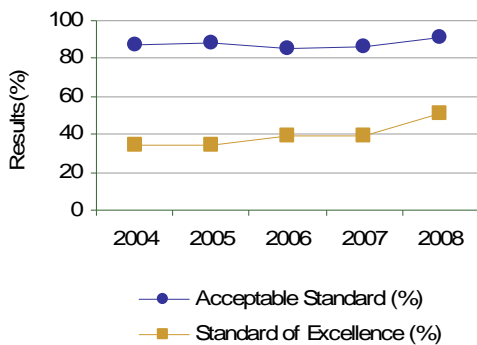
[No Data for French Language Arts 6]

[No Data for Français 6]

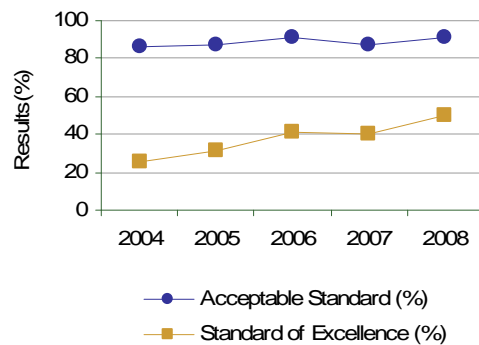
**Mathematics 6**



**Science 6**



**Social Studies 6**



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

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

			2004	2005	2006	2007	2008
<b>Grade 6</b>	English Language Arts 6	Students Enrolled	258	220	238	214	212
		Acceptable Standard (%)	85.3	86.4	87.0	85.5	92.9
		Standard of Excellence (%)	13.2	17.7	18.5	22.9	34.9
	Mathematics 6	Students Enrolled	258	220	238	214	212
		Acceptable Standard (%)	84.9	87.7	82.4	78.5	88.2
		Standard of Excellence (%)	22.9	24.5	20.6	15.4	28.3
	Science 6	Students Enrolled	257	220	238	212	211
		Acceptable Standard (%)	87.2	88.2	85.3	86.3	91.5
		Standard of Excellence (%)	33.9	34.5	39.1	39.6	51.2
	Social Studies 6	Students Enrolled	257	220	238	212	211
		Acceptable Standard (%)	86.0	87.7	91.2	86.8	91.5
		Standard of Excellence (%)	25.3	31.8	41.6	40.1	50.2

**Outcome: Students are well prepared for lifelong learning.**

[No Data for High School to Post-Secondary Transition Rate]

**Outcome: Students are well prepared for employment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.2	82.9	High	Maintained	Good

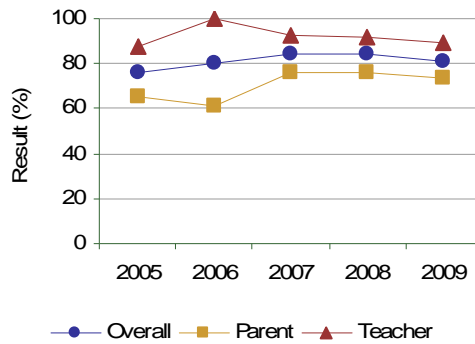
**Strategies**

- Maintain and develop initiatives that recognize excellence in school activities and participation in service work and volunteer efforts
- Collaborate with the Foundation for Red Deer Public Schools in implementing activities to support the development of citizenship skills among students
- Continue to integrate technology in order to assist in the achievement of learner outcomes in Language Arts, Mathematics, Science, Social Studies and other subject areas (emphasis on Smart Board instruction).
- Support and participate in the annual JACKS day with our grade 8 students (with lead-in and follow-up learning in classrooms)

**Measure History (OPTIONAL)**

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	89	76.2	77	80.5	75	84.1	88	84.1	80	81.2
Parent	57	64.9	59	61.0	62	75.8	63	76.2	53	73.6
Teacher	32	87.5	18	100.0	13	92.3	25	92.0	27	88.9



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

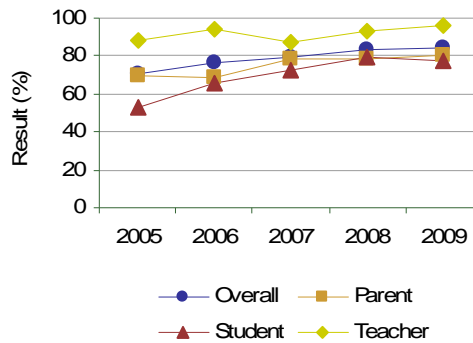
**Outcome: Students model the characteristics of active citizenship.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	84.8	79.6	Very High	Improved	Excellent
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Maintain and develop initiatives that recognize excellence in school activities and participation in service work and volunteer efforts</li> <li>• Review the format of awards programs to reflect the change to letter grading.</li> <li>• Collaborate with the Foundation for Red Deer Public Schools in implementing activities to support the development of citizenship attitude and skills among students</li> <li>• Promote and recognize student success through school wide assemblies and pod activities (daily green slip draws, staff &amp; student of the week, trimester lucky draws).</li> </ul>					

Measure History (OPTIONAL)

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	312	70.2	278	76.2	307	79.3	275	83.4	263	84.8
Parent	57	69.7	59	68.2	64	78.3	63	78.2	55	80.1
Student	223	52.7	201	66.0	230	72.1	186	79.0	181	77.9
Teacher	32	88.1	18	94.4	13	87.5	26	93.0	27	96.3



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

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

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

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li> </ul>
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Collaborate with our district's Aboriginal Family and School Frontline Program to focus on academic achievement with our FNMI students</li> <li>Improve tracking and monitoring system for our school's FNMI population</li> </ul>

Outcome: Key outcomes for FNMI students improve.

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li> </ul>
<ul style="list-style-type: none"> <li>Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.</li> </ul>
<ul style="list-style-type: none"> <li>Annual dropout rate of self-identified FNMI students aged 14-18.</li> </ul>
<ul style="list-style-type: none"> <li>High school completion rate of self-identified FNMI students (three-year rate).</li> </ul>
<ul style="list-style-type: none"> <li>Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>
<ul style="list-style-type: none"> <li>Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.</li> </ul>
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Collaborate with our district's Aboriginal Family and School Frontline Program to support community and parental engagement strategies toward further success for these students</li> <li>Implement teacher professional development on the knowledge, skills and attitudes needed to assist FNMI students in achieving success</li> <li>Assist FNMI students with the transition to high school. Add these students to our counsellors "watch list" during transition time</li> </ul>

## Goal Four: Highly Responsive and Responsible Jurisdiction

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	86.1	79.8	Very High	Improved	Excellent

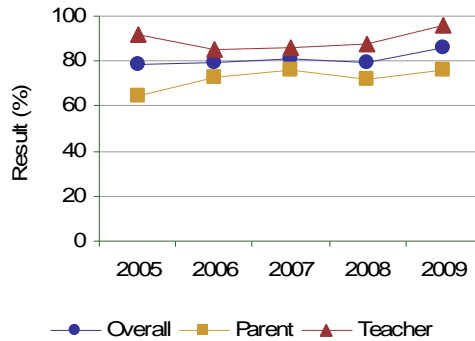
### Strategies

- Continue to promote involvement in School Council.
- Continue to develop school website and promote the use of List Serv. Include more student materials on-line to accommodate student absence.
- Support city-wide meetings of school council representatives. Provide in-service opportunities for school council members.
- Enable Parents and Students to access student marks via the internet
- Participate as a partner in initiatives and/or with organizations such as the following (examples only):
  - Central Alberta Regional Consortium
  - Family School Wellness Program
  - Aboriginal Family and School Frontline Program
  - Comprehensive School Health Initiative
  - Foundation for Red Deer Public Schools
  - School/Business Partnership
  - David Thompson Health Region

Measure History (OPTIONAL)

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	88	78.1	77	79.1	77	80.8	89	79.6	82	86.1
Parent	56	64.4	59	73.1	64	75.7	63	71.5	55	76.0
Teacher	32	91.8	18	85.1	13	85.9	26	87.7	27	96.2



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	89.4	82.3	Very High	Improved Significantly	Excellent

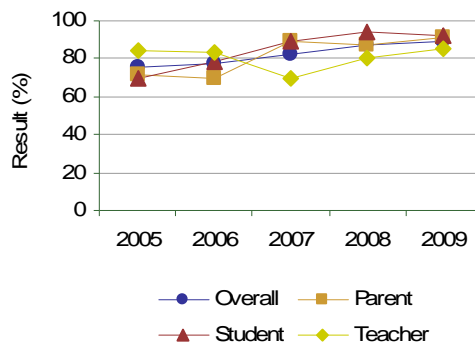
**Strategies**

- Review Eastview Middle School statements regarding vision, mission, mandate, values, beliefs and expectations. Strive to expand the mission statement of “Whatever it Takes” to our student body. Utilize our student leadership team (SOURCE) to help implement the “rolling out” of this mission statement – use as recurring theme in assemblies this year. (Theme days, student rewards)
- Collaborate with the Alberta Teachers’ Association, the Central Alberta Regional Consortium, neighbouring school jurisdictions and other partners in the provision of high quality professional development opportunities for staff.
- Mandate, monitor and support the development of individual professional growths by all staff members.

**Measure History (OPTIONAL)**

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	311	75.2	278	77.0	307	82.4	274	87.3	262	89.4
Parent	56	71.4	59	69.5	64	89.1	63	87.3	54	90.7
Student	223	69.8	201	78.3	230	89.0	186	94.6	181	92.2
Teacher	32	84.4	18	83.3	13	69.2	25	80.0	27	85.2



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



## D. Budget Highlights

Red Deer Public Schools – Budget Report

For the period from September 1, 2009 to August 31, 2010

School	<b>Eastview School</b>	
<b>REVENUE</b>	Program Allocations (includes all totals from Basic Programs and Miscellaneous Add-backs, excluding AISI)	3,197,861.00
	AISI (includes prior year surplus (if applicable) and current yr amount)	65,000.00
	Other Revenue	130,133.00
	Program Fee Revenue	27,200.00
	Transfers from Other Sites	<u>891,832.00</u>
	<b>TOTAL REVENUE</b>	<b>4,312,026.00</b>
<b>EXPENSES</b>	Certificated Staffing (excluding AISI)	3,398,825.00
	Classified Staffing	525,761.00
	AISI (includes total AISI expenditures)	65,000.00
	Miscellaneous Personnel	15,000.00
	Contracted and General	77,346.00
	Supplies	158,250.00
	Furniture & Equipment	19,000.00
	School Generated Expenses	<u>52,844.00</u>
	<b>TOTAL EXPENSES</b>	<b><u>4,312,026.00</u></b>
<b>NET SURPLUS (DEFICIT)</b>		<b><u>.00</u></b>



## E. Planning Process and Communication Plan

## Publication and Communication

### **Planning Process:**

Working on our school direction (beliefs, vision, mission, etc) is a regular part of our staff meetings. This document was produced based on the many conversations we have had about the direction we are taking and our mandate. Select staff members aid in the creation, revision and editing of the document and the final version is shared at length with all staff. The document is also shared in draft and final form with our school council with opportunity for feedback.

### **Communication of the School Education Plan:**

Several copies are available at the school for our parents, staff, school council and interested members of the public. Several specific priorities from the document may be shared in our newsletter over the course of the school year. It is also:

- posted on our school's website - go to: [www.rdpsd.ab.ca/ev](http://www.rdpsd.ab.ca/ev)
- displayed at the school
- submitted to central office, key staff members, school council members and for any who might request one