



District Education Plan

2011 | 12 to 2013 | 14

Message from the Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the District Education Plan for Red Deer Public Schools. We are proud to share our plans and aspirations for our students with you.

The District is recognized for providing high quality learning opportunities for all students. A commitment to continuous improvement has resulted in outstanding results. With an incredibly diverse range of programs and services, along with our key priorities of literacy, inclusion for all students and high school completion and transitions, this plan is truly focused on success for every one of our students.

Our entire community has a vested interest in the public education system. A priority for the Board of Trustees has been to connect with our stakeholders to ensure we are responsive to the needs of students, parents, staff and the community. What we achieve as a District can only be attributed to the strong team of people who participate and depend on our education system.

Along with these opportunities, Red Deer Public faces challenges in the year ahead.

With increasing diversity among our students, our key priorities will provide needed programming that will support the success of our First Nations, Metis and Inuit students, our English Language Learners, children in our Pre-Kindergarten program, those attending our Alternative School Programs, and students with special educational needs. Just as important however is the need to ensure these focus areas are priorities across the district for every one of our students.

The coming year presents financial challenges for the Board with funding from the province not meeting real costs. Through sound fiscal management, we will be able to access accumulated reserves to mitigate the impact on students and the classroom. At the same time, to meet student needs, we require adequate, sustainable, predictable funding from government.

The District will vigorously pursue its Capital Plan, especially with respect to our critical need for increased elementary student accommodations in south Red Deer and the acquisition of more appropriate space for Gateway Christian School. In this regard there is an urgent need for support from the provincial government.

Public school education has been, and perhaps always will be, faced with many issues, but one thing has remained constant through time: the commitment and dedication of Red Deer Public Schools to striving for excellence by inspiring learning and nurturing hope in every student.

Lawrence Lee



BOARD OF TRUSTEES

Lawrence Lee, Board Chair
Bev Manning, Vice Chair
Bill Christie
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Dianne Macaulay
Cathy Peacocke
Bill Stuebing

Our Planning Process

Development of the District Education Plan is based on a belief and commitment to continuous improvement and includes the following elements:

- developing/updating plans that are aligned with district and community priorities as well as provincial goals, outcomes and performance measures
- incorporating stakeholder input through:
 - Town Hall meeting with high school students
 - Town Hall Meeting with community stakeholders
 - Consultation with school administrators
 - Discussions with school council and through community connections
 - Board Planning Retreat
 - Review by Senior Administration
- preparing budgets that allocate or re-direct resources to achieve goals and improve results
- implementing strategies to maintain or improve student learning and achievement
- monitoring implementation and adjusting efforts as needed
- measuring, analyzing and reporting results
- using results to identify areas for improvement and to develop strategies and targets for the next plan, i.e., evidence-based decision making
- communicating with stakeholders (staff, students, parents or guardians, school councils, the public and Alberta Education) about school authority plans and results through a variety of means:
 - The District Education Plan will be approved at the May 11, 2011 meeting of the Board of Trustees and posted on the District website at: <http://new.rdpsd.ab.ca/docs/library/DEP.pdf>
 - Copies of the District Education Plan are available for the public at Central Services and at each of our schools.
 - Copies will be shared with each of our school councils.
 - As part of the District's ongoing public relations and communications with our community, elements of the District Education Plan will be highlighted in the media

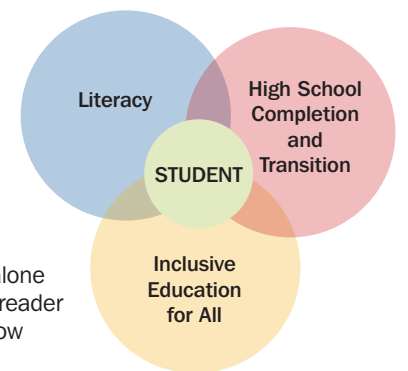


With adoption of the District Education Plan, schools will develop their own plans that align and are consistent with district and provincial priorities. As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007)

Elements of the District Education Plan

Development of the District Education Plan provides a strategic direction for Red Deer Public Schools. The transformation of our planning process will provide a focus on the real challenges and opportunities facing the district resulting in a compelling document that will impact teaching and learning across the district.

- **Key Priorities** - The District Education Plan is grounded on three key priorities
 - Literacy
 - Inclusion of all Learners
 - High School Completion and Transitions
- **Interconnections** - There are strong links between the focus areas – these are not stand alone priorities – each of the areas overlap in meeting the needs of all students. On review, the reader can see connections between the outcomes, performance measures and strategies and how together, they support success for all students.
- **First Nations, Metis and Inuit (FNMI) Learners** - Red Deer Public Schools is fully committed to supporting the success of FNMI students as per Alberta Education's Goal 3 . Each of the focus areas, and the strategies associated with them, will provide significant opportunities to enhance achievement of our FNMI students. As School Education Plans are developed, there is a requirement to include strategies to address the specific needs of FNMI students.
- **An "Across the District" Focus** - While there may be an assumption that priority areas are geared to specific grade levels or subject areas, the plan runs "across the district."
 - Literacy will be a focus from Pre-Kindergarten to Grade 12 and is essential in all subject areas.
 - Inclusion of all students ensures that every student is engaged in meaningful learning in the most enabling environment.
 - High school completion and transitions start as students enter the school system. Students' elementary, middle and high school experiences play a crucial role in ensuring high school completion and in making successful life transitions.
- **An Evolving Plan** - The transformation of our District Education Plan has been and will continue to be a dynamic process. Elements of the plan, particularly with regard to strategies and performance measures are, to a degree, a work in progress. For example, establishing district standards for literacy and attendance issues will be finalized in the early stages of the plan and reported on accordingly. Survey questions related to inclusion and high school completion will be reviewed and developed in consultation with schools and will be included in district and school results reports. This process will ensure for appropriate engagement and the use of meaningful data that will support sound decision making.



Accountability Statement for the Three-Year Education Plan

The Education Plan for the Red Deer Public School District No. 104 for the three years commencing September 1, 2011 was prepared under the direction of the Board in accordance with the 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 has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2011-2014 on May 11, 2011.

Lawrence Lee
Board Chair

Piet Langstraat
Superintendent of Schools

Superintendent's Message

The District Education Plan sets the strategic direction for Red Deer Public Schools. The highest priority for the district is the success of every child in school. The plan includes outcomes, performance measures and strategies the district and our schools will follow to achieve this.

While guided by Alberta Education in the development of the plan, this year's District Education Plan has undergone significant transformation. Throughout the 2010/11 school year, we have been involved in extensive consultations with school administration in narrowing our focus to key priorities. These discussions have been supported by similar conversations with school staff. We have had extensive public participation through our student town hall meeting, district town hall meeting as well as discussions with school councils and through community connections. We continue to look at a wide range of data, research and trends to ensure the plan is focused on key priorities. It is through this extensive engagement process that we saw opportunities to transform our education plan into an even more valuable and compelling document.

The District Education Plan 2011/12 to 2013/14 will focus on three core areas:

- Literacy
- Inclusive Education for All
- High School Completion and Transitions

The "Made in Red Deer Public Schools" plan responds to the needs and priorities of our district while aligning with the requirements of Alberta Education. We believe these three areas provide the greatest opportunity for the district and our schools to have a significant impact on student success. By narrowing our focus to these priorities, the District Education Plan, and through it individual School Education Plans, becomes increasingly relevant and strategic.

This is an ambitious plan that we believe will inspire learning and nurture hope in every student.

Piet Langstraat



SENIOR ADMINISTRATION

Piet Langstraat,
Superintendent of Schools
Stu Henry, Deputy Superintendent
Brian Bieber, Associate Superintendent
– Human Resources
Cody McClintock, Associate Superintendent
– Business Services
Ron Eberts, Assistant Superintendent
– Learning Services
Jodi Goodrick, Assistant Superintendent
– Intervention Services
Bruce Buruma,
Director of Community Relations



District Education Plan Priorities

Priority Area – Outcomes – Performance Measures – Strategies

<i>Literacy</i>	<i>Inclusion of All Students</i>	<i>High School Completion and Transitions</i>
<ul style="list-style-type: none"> Each learner is a proficient reader and writer across the curriculum 	<ul style="list-style-type: none"> Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment Each staff member has the ability to meet the diverse needs of all students 	<ul style="list-style-type: none"> Students are prepared for the 21st century Students complete high school making successful transitions to lifelong learning, careers and active citizenship All students from K to 12 are supported with the goal of high school completion and successful transitions
<ul style="list-style-type: none"> Percentage of students who have increased reading scores between pre and post testing by the district standard. (RDP) Percentage of students who have increased writing scores between pre and post testing by the district standard. (RDP) Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations (AE) Increase in the previous 3 year average on Provincial Achievement Tests and Diploma Exams at the acceptable standard and the standard of excellence. (RDP) Percentage of students who are reading/literate within 1 year of grade level. (RDP) 	<ul style="list-style-type: none"> Number of specialized programs. (RDP) Participation rates in Provincial Achievement Tests. (RDP) Survey results specific to inclusion for all students. (RDP) Number of students engaged with the LAT. (RDP) Number of teachers engaged with the LAT. (RDP) Number of students who have completed individualized school based assessment. (RDP) Number of learner profiles. (RDP) Teacher reporting number of student accessing to assistive technology. (RDP) Number of cases where community supports and agencies were accessed during the school year. (RDP) Teacher and parent satisfaction with parental involvement in decisions about their child's education. (AE) Number of teacher self-reporting they incorporate strategies to differentiate instruction to meet the needs of students in their classrooms. (RDP) Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (AE) 	<ul style="list-style-type: none"> High school completion rate of students within three years of entering Grade 10. (AE) Annual dropout rate of students aged 14 to 18. (AE) High school to post-secondary transition rate of students within six years of entering Grade 10. (AE) Students identified with attendance issues based on district standard. (RDP) Survey results specific to high school completion and transitions. (RDP) Percentage of Grade 12 students eligible for a Rutherford Scholarship.(AE) Percentage of students writing four or more diploma exams within three years of entering Grade 10. (AE) Expulsion rates. (RDP) Suspension rates. (RDP) Overall agreement that students model the characteristics of active citizenship. (AE) Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (AE) Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (AE)
<p style="text-align: center;">Overall satisfaction with the quality of basic education. (AE) Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</p>		
<ul style="list-style-type: none"> Investigate and implement literacy programs that utilize research-based instructional practices K-12. Determine and implement a common literacy assessment practice for students across the curriculum. Develop strategies to increase literacy within specific subject areas (i.e. instructional vocabulary) Develop and utilize common strategies for reading and writing across all curriculum and content areas. Utilizing a collaborative process develop clear and consistent grade-level literacy expectations in all content areas. 	<ul style="list-style-type: none"> Implement LAT Model – student supports in classes, inclusion culture and facilitation Active involvement in LATs assisting staff in accomplishing outcomes and measures Teachers are supported in meeting the needs of all students through the support of an LAT (Learning Assistance Team) Increase teacher capacity to plan for differentiating instruction Supports in place to meet the needs of all students in the class Expand use of learner profiles Implement appropriate assistive technologies across the district Collaborate with community supports to provide appropriate services for students and staff Support parental engagement in their child's education Develop and practice RTI (Response to Intervention) practice <p style="text-align: center;">* LAT - Learning Assistance Team</p>	<ul style="list-style-type: none"> Examine best practices for high school completion Alternative School programing supports an increase in the number of students completing high school Create awareness across the district that we all play a role in supporting high school completion and transitions. Implement interventions to increase attendance across all grades Utilize research based instructional practices that are relevant and meaningful for students Determine and implement follow up strategies for non-completers that will support high school completion Explore implementation of the high school flexibility model Ensure a range of career development activities across K to 12 Encourage most appropriate route for students in all courses and programs Fully implement the Knowledge and Employability Program of Study Develop a culture that supports vertical curriculum articulation within and among schools

Accountability Pillar Overall Summary (May 2011)

Measure Category	Measure Category Evaluation	Measure	Red Deer School Dist No. 104			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.9	86.5	86.9	88.1	87.6	86.6	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	86.1	85.5	85.6	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	89.4	90.2	90.0	89.4	89.2	88.9	High	Maintained	Good
		Drop Out Rate	4.3	4.8	5.2	4.2	4.3	4.7	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 yr)	69.0	68.6	67.5	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
		PAT: Acceptable	80.2	78.0	76.1	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Acceptable	PAT: Excellence	17.6	17.6	16.1	19.4	18.3	18.2	Intermediate	Improved	Good
		Diploma: Acceptable	85.7	88.2	86.4	83.4	84.3	84.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	19.3	18.1	18.0	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	49.1	48.6	48.1	54.9	53.5	53.5	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Rutherford Scholarship Eligibility Rate (Revised)	55.2	54.4	53.1	59.6	56.9	57.0	Intermediate	Maintained	Acceptable
		Transition Rate (6 yr)	53.6	53.4	51.4	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	79.2	78.7	80.6	80.1	79.9	79.8	High	Maintained	Good
Parental Involvement	Good	Citizenship	81.0	80.8	80.3	81.9	81.4	79.9	High	Maintained	Good
		Parental Involvement	78.8	79.3	79.9	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	81.5	82.0	81.7	80.1	79.9	78.8	Very High	Maintained	Excellent

Alignment with Alberta Education Priorities

GOAL ONE: Success for Every Student	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
	<p>OUTCOME: Students achieve educational outcomes.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). High school completion rate of students within three years of entering Grade 10. Annual dropout rate of students aged 14 to 18. High school to post-secondary transition rate of students within six years of entering Grade 10. Percentage of Grade 12 students eligible for a Rutherford Scholarship. Percentage of students writing four or more diploma exams within three years of entering Grade 10.
	<p>OUTCOME: Students are prepared for the 21st century.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
GOAL TWO: Transformed Education Through Collaboration	<p>OUTCOME: Students have access to programming and supports to enable their learning.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall teacher, parent and student satisfaction with the overall quality of basic education. 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. 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.
	<p>OUTCOME: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. Overall 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.
GOAL THREE: Success for First Nations, Métis and Inuit (FNMI) Students	<p>OUTCOME: FNMI students are engaged in learning.</p> <p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14 to 18. High school completion rate of self-identified FNMI students within three years of entering Grade 10. Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations. Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Budget – to be updated on approval of the 2011/12 budget in June

	Spring Budget 2011/12	Fall Budget 2010/11
Revenues		
Basic Instruction	\$72,277,234	\$68,547,525
Instruction Block	5,620,367	6,452,086
Alberta Education (Other)	2,904,561	3,719,737
Alberta Infrastructure	9,818,672	10,891,161
Provincial Government (Other Revenue)	5,976,638	2,146,094
Federal Government	117,465	106,730
Alberta School Authorities	377,574	352,806
Instructional Fees	497,930	530,355
Tuition Fees	726,800	756,700
Cafeteria	624,000	699,000
Sale of Supplies	21,850	21,850
School Generated Revenue	1,593,187	1,746,309
Other Revenue	4,533,257	4,599,098
Total Revenues and Allocations to Budget	\$105,089,533	\$100,569,451
Expenditures		
Staffing	\$81,466,314	\$73,933,285
Contracted and General	12,131,015	12,488,726
School Generated Funds	1,593,187	1,746,309
Supplies	3,680,951	3,722,724
Furniture & Equipment	7,974,535	9,161,948
Total Expenditures	106,846,001	101,052,991
Surplus (Deficit)	(\$1,756,468)	(\$483,539)

Capital Plan

The Board's Three Year Capital Plan was submitted to Alberta Education on April 30, 2011. The priorities approved by the Board are:

- Addressing student accommodation needs in southeast Red Deer through the immediate construction of a 450 student core capacity Kindergarten to grade 5 school.
- The acquisition of River Glen School from Chinook's Edge School Division, to house the Gateway Christian School program. The current Gateway Christian School (Central campus) would be decommissioned. In the absence of such decommissioning, substantial funding for modernization would be required.
- The construction of a new Kindergarten to grade 8 school in the Timberstone neighbourhood with the capacity of the school to be determined by administration following a review.
- The modernization of Annie L. Gaetz Elementary School.
- The modernization of Westpark Middle School.

The district capital and facility plan is available online at: <http://new.rdpsd.ab.ca/docs/library/CFP.pdf>





For more information,
please contact

Red Deer Public Schools
4747-53 Street
Red Deer, AB T4N 2E6

Phone: 403.343.1405
Fax: 403.347.8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca