

# **Worsley Central School**

## **3 Year Education Plan 2009-2012**

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Principal: Robert Nieman

Staff Representative: This plan was developed through input from the entire teaching staff.

This plan was presented to Parent Council during the November 2009 meeting for their review and input.

School Mission Statement: 'Working, Caring, Succeeding'

School Vision Statement:

'Worsley School is a positive learning community in which students, teachers and parents care about the learning of all students'.

Values:

- We value effort.
- We value respect for others, self and property.
- We value success.
- We value a safe and positive learning environment.

*Over the past few years, our teachers have met many times to discuss ways in which we can improve success for our students. A common theme emerging from these discussions has been attitude; we feel that we need to instil certain values in our students early, so that when they reach the upper grades in high school they will work to their best ability. In addition, we would like to see students benefitting from a personal drive to see a task through to completion.*

*In particular:*

- *We see the need to encourage and reward effort, both in our weaker students and in our strong ones.*
- *We recognize that some students in senior high school have adopted the attitude that 'just enough work to get by' is good enough. We have seen this manifested in incomplete or unattempted homework, failure to study for tests and exams, and a poor attitude towards education in general. With small classes, attitudes like this in some students (particularly if they are popular) can have a negative effect on the others, making it difficult for students who want to succeed to the best of their abilities to do so, lest they 'stand out'.*
- *We recognize that students are not always supportive of each other, especially in the classroom, and most especially in grades 7 through 12. Progress has been seen in this area, but we still have a way to go with some senior high students.*

*Our goal is to create a positive learning environment where students value effort, and support each other as they achieve success. We want to see our school as a place where students:*

- *stay on task*
- *respect the rights of others to learn in a quiet and supportive atmosphere*
- *strive to achieve the best results of which they are capable*
- *value success, in themselves and others*

## School Profile

Worsley Central School is a small K-12 school in a rural setting, nestled at the base of the Clear Hills. The school draws from a large geographic area including the communities of Cherry Point, Bear Canyon, Clear Prairie, Eureka River, Montagneuse Valley, and Hines Creek. Many of our students' families are involved in farming as well as logging or oil field services. Worsley Central School, like many rural schools, is experiencing a decline in population which reflects on the number of students attending the school. Enrolment has remained low but stable in the past few years, however, increases have occurred the past two school years. Low enrolment continues to affect the ability to provide programming for single grade classes and there is a limited amount of courses available to junior and senior high school students. Video Conferencing is addressing some of these concerns but increased population is one of the keys to increased choices.

Worsley Central School has expanded some course offerings with the addition of French 6, Fashion Studies, Information Processing, Financial Management and Enterprise and Innovation. The latter three have been facilitated by the CTS Enhancement program which has provided funds and facility upgrades in order to adequately deliver these courses. A second phase of the enhancement program will hopefully introduce some Construction Technology Studies. We hope that this expansion of courses will help to increase enrolment and it appears that with the increase in the fall of 2009, that has been the case.

Worsley Central School provides Special Education support through our Key Contact Teacher, Ms. Allison Ansorger as well as support through Peace River School Division's Student Services department. The school also has a part time FNMI (First Nations Metis Inuit) Educational Assistant, Ms. Delainah Velichka and a part time counsellor, Ms. Patti Phillip. This team assists the teaching staff in providing the best programming possible for all students.

The K-12 enrolments for the past four years have been as follows:

2006-2007: 105  
2007-2008: 103  
2008-2009: 114  
2009-2010: 121

**Staff Directory**

**Professional Staff**

	<b>Name</b>	<b>FTE</b>	<b>Teaching Assignment</b>
1.	Allison Ansorger	1.0	Grade 1-2, Special Ed Key Contact, Oversight of the Kindergarten Program
2.	Kathleen Cordeiro	1.0	Grade 6-12 English Language Arts, SS 6/7
3.	Stephanie Jasinowski	0.75	PE 10, PE 20/30, SS 6/7, SS 8/9, SS 10, SS 20
4.	Robert Nieman	1.0	Principal, Math 6/7, PE/Health 8/9, PE/Health 6/7, Fin. Mgt.
5.	Darren Phelps	1.0	Sci 3/4/5, Sci 6/7, Sci 8/9, Sci 10, PE 1/2, Bio 20,
6.	Kate Phelps	1.0	Grade 3/4/5, French 6
7.	Bill Willis	1.0	Assistant Principal, Math 20P, Math Prep 10, Math 14, Math 8/9, CTS, Math 10P
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**Support Staff**

	<b>Name</b>	<b>FTE</b>	<b>Assignment</b>
1.	Agatha Braun	0.4	Special Needs
2.	Maria Krahn	0.50	General EA
3.	Laura Lewis	0.2	Art
4.	Tracy Moffatt	0.6	Office Manager – Finance
5.	Bonnie Morgan	0.9	Tech – LAN, General EA
6.	Dawn Morgan	0.9	General EA
7.	Valerie Nykolyshyn	0.9	Office Manager – Clerical, Distance Ed EA
8.	Patti Philip	0.4	School Counsellor (shared)
9.	Colleen Rook	1.0	Librarian, Kindergarten EA
10.	Delainah Velichka	0.90	FNMI EA, General EA
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**Instructional Year**

**Regular Program Instructional Days**

Month	Number of Instructional Days	Month	Number of Instructional Days
September	Aug. (1), Sept. (19)	February	17
October	19	March	20
November	19	April	15
December	14	May	18
January	19	June	21
TOTAL Days	91 + 91 = 182 Instructional Days +16 Student Dismissal Days = 198 Operational Days		

**Elementary Instructional Year**

$$\begin{array}{rcccl} \underline{\quad 5.43 \quad} & \times & \underline{\quad 182 \quad} & = & \underline{\quad 988.86 \quad} \\ \text{Instructional Hrs/Day} & & \text{Instructional Days/Year} & & \text{Instructional Hrs/Year} \end{array}$$

**Junior High Instructional Year**

$$\begin{array}{rcccl} \underline{\quad 5.60 \quad} & \times & \underline{\quad 182 \quad} & = & \underline{\quad 1019.20 \quad} \\ \text{Instructional Hrs/Day} & & \text{Instructional Days/Year} & & \text{Instructional Hrs/Year} \end{array}$$

**Senior High** Each semester must have a minimum of 500 Instructional Hours.

*Semester 1:*

$$\begin{array}{rcccl} \underline{\quad 5.60 \quad} & \times & \underline{\quad 91 \quad} & = & \underline{\quad 509.6 \quad} \\ \text{Instructional Hrs/Day} & & \text{Instructional Days/Sem} & & \text{Instructional Hrs/Sem 1} \end{array}$$

*Semester 2:*

$$\begin{array}{rcccl} \underline{\quad 5.60 \quad} & \times & \underline{\quad 91 \quad} & = & \underline{\quad 509.6 \quad} \\ \text{Instructional Hrs/Day} & & \text{Instructional Days/Sem} & & \text{Instructional Hrs/Sem} \end{array}$$

**ECS Program Instructional Days**

<b>Month</b>	<b>Number of Instructional Days</b>	<b>Month</b>	<b>Number of Instructional Days</b>
September	Aug 31, Sep 2,9,14,16,23,30	February	3,4,8,10,11,17,18,22,24,25
October	5,7,14,19,21,28	March	3,4,8,10,11,15,17,18,22,24,29,31
November	2,4,5,9,12,16,18,19,23,25,26	April	1,12,14,15,19,21,22,28,29
December	2,3,7,9,10,14,16,17	May	3,5,6,10,12,13,17,19,20,26,27
January	4,6,7,11,13,14,18,20,21,25,27,28	June	2,3,7,9,10
TOTAL Days	91		
Total Instructional Days = <u>91</u> days x <u>5.4667</u> hours/day = <u>497.5</u> total hours			

## **School Bell Times**

### *Kindergarten - Grade 5 Bell Times:*

8:50 AM		Warning Bell	
8:50 AM	-	9:37 AM	Period 1
9:37 AM	-	10:19 AM	Period 2
10:19 AM	-	10:29 AM	Morning Recess
10:29 AM	-	11:07 AM	Period 3
11:07 AM	-	11:49 AM	Period 4
11:49 AM	-	12:36 PM	Lunch (Warning Bell at 12:33 PM)
12:36 PM	-	1:18 PM	Period 5
1:18 PM	-	2:00 PM	Period 6 Afternoon
2:00 PM	-	2:10 PM	Recess
2:10 PM	-	2:48 PM	Period 7
2:48 PM	-	3:30 PM	Period 8
		3:30 PM	Dismissal Bell

### *Grade 6-9 Bell Times:*

8:50 AM		Warning Bell	
8:55 AM	-	9:37 AM	Period 1
9:37 AM	-	10:19 AM	Period 2
10:19 AM	-	10:25 AM	Morning Break
10:25 AM	-	11:07 AM	Period 3
11:07 AM	-	11:49 AM	Period 4
11:49 AM	-	12:36 PM	Lunch (Warning Bell at 12:33 PM)
12:36 PM	-	1:18 PM	Period 5
1:18 PM	-	2:00 PM	Period 6
2:00 PM	-	2:06 PM	Afternoon Break
2:06 PM	-	2:48 PM	Period 7
2:48 PM	-	3:30 PM	Period 8
		3:30 PM	Dismissal Bell

*Grade 10-12 Bell Times:*

8:50 AM		Warning Bell
8:55 AM	-	10:19 AM Block 1
10:19 AM	-	10:25 AM Morning Break
10:25 AM	-	11:49 AM Block 2
11:49 AM	-	12:36 PM Lunch (Warning Bell at 12:33 PM)
12:36 PM	-	2:00 PM Block 3
2:00 PM	-	2:06 PM Afternoon Break
2:06 PM	-	3:30 PM Block 4
		3:30 PM Dismissal Bell

## School Improvement Focus

The School Improvement Focus continues to focus on the improvement of student achievement and completion of programming through the Grade 12 level. The main focus has been and will continue to be ensuring that students reach the Acceptable Standard on Diploma tests and Provincial Achievement Tests. In addition we are beginning to also focus on taking those students who are at the acceptable standard to strive to achieve the Standard of Excellence. In order to do this, we have embarked on a number of initiatives during the year.

Provincial Achievement Tests and Diploma Exams results will be analyzed in order to develop strategies that will enhance student achievement by focusing on certain underachieving areas of the curriculum. In addition analysis will include finding out whether there were any vocabulary type cues including key words and technical aspects of questions on which there needs to be a focus. Further, we will be embarking on strategies to enhance the motivation of students to complete the tests to the best of their abilities. A focus on career paths in some of their courses and by the counsellor will be provided. The Study Hall program will also be continued to assist students in keeping up with their work. Parent contact through agendas, notes on evaluation items and phone calls and meetings will be encouraged so that full communication can be maintained. The Graduation Policy and Valedictorian Selection Process has been written into policy and has been communicated to our Grade 12 class.

A strong focus for this year has been to expand our course offerings in CTS (Career and Technology Studies). We are now offering Food Studies, Fashion Studies, Enterprise and Innovation and Financial Management modules. CTS Enhancement funds have allowed us to renovate a classroom to deliver the Fashion Studies and renovate our kitchen to deliver the Food Studies. A future phase will be to look into offering some Construction Technology Studies modules.

Our AISI (Alberta Initiative for School Improvement) goals for this year will include continuing to strengthen Backwards Planning and Assessment and participation in grade level PLC's (Professional Learning Communities). In addition the fourth three year cycle of AISI has begun with Worsley Central School focusing on two particular goals of the six main goals. This fourth cycle is titled "Engaging and Supporting the 21<sup>st</sup> Century Learner" and includes six basic strategies: 1) Ongoing balanced assessment is used to support student progress; 2) Learners are actively engaged in solving authentic, meaningful problems with real world data, experts, and tools that learners will encounter in life; 3) Deep understanding is emphasized rather than discrete knowledge; 4) Focus is on skills, content knowledge, and expertise needed by the 21<sup>st</sup> century learner; 5) Flexibility in planning ensures that there are multiple methods of presentation, expression, and options for engagement; 6) Learners build understanding across and among subjects making connections to the larger world. Worsley Central School is going to focus on numbers 1) and 5) and the School Team will meet periodically to develop new initiatives in these areas. Some of the other initiatives that teachers are working on include: co-constructing criteria with students (assessment by rubric), collegial visits within the school and school division to share teaching expertise and varying methodology and pedagogy. Teachers are also continuing to develop SmartBoard strategies. Support for our AISI work is provided by regular school visits (one half day per week) by Ms. Janet Wallentiny, AISI Divisional Learning Coach. Funds are also provided from a central AISI pool to assist teacher with Professional Development and initiatives in their courses.

There will be a continued teacher participation in the TESA (Teacher Expectation Student Achievement) program that will support the focuses above. TESA strategies include: questioning techniques, interacting with students during the lesson, providing valuable feedback to students and working with low and high achievers within the classroom setting.

**Goal One: High Quality Learning Opportunities for All**

**Outcome: Schools provide a safe and caring environment.**

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>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.</li> </ul>	95	94.6	83.2	86.9
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Counsellor surveys of grade 6-12 students identified areas for further focus, including bullying awareness, positive interactions, safe and caring environment and career guidance</li> <li>- Dare to Care presentation</li> <li>- Quality Kid awards to recognize positive behaviour. Winners are announced, and behaviours are posted.</li> </ul>				

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>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.</li> </ul>	70	67.4	72.0	80.3
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the overall quality of basic education.</li> </ul>	90	89.5	86.0	89.3
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community</li> </ul>	75			
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Continue the Art program for all students. We have an Art teacher coming in every Tuesday</li> <li>- A recently hired teacher will help develop a music program</li> <li>- Complete purchases for the CTS enhancement program, and renovations with regard to delivery of Foods program. Timetable new CTS offerings (Woodworking –inc. any needed renovations)</li> </ul>				

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>Annual dropout rate of students aged 14 to 18.</li> </ul>	0	8.2	5.1	4.8
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Continue to provide support for students who are struggling, through grade level meetings to discuss and plan strategies for intervention, beginning following the first reporting period</li> <li>- Home contact for students who have significant improvement or decline in their academic standing</li> <li>- Continue to provide choices for students to demonstrate their learning, by our awareness of various learning styles and our use of a variety of teacher strategies</li> </ul>				

**Outcome: Students complete programs.**

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>High school completion rate of students within three years of entering Grade 10.</li> </ul>	75	71.4	70.6	70.7
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Monitor closely the progress of students in all courses, to ensure successful completion</li> <li>- Making students aware of the requirements for graduation</li> <li>- Continue to encourage students to participate in summer Work Experience, RAP and Green Certificate programs</li> </ul>				

## Goal Two: Excellence in Student Learning Outcomes

**Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*</li> </ul>	85	71.9	72.3	76.8
<ul style="list-style-type: none"> <li>Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.</li> </ul>	20	7.0	9.6	19.2
<ul style="list-style-type: none"> <li>Overall percentage of students who achieved the acceptable standard on diploma examinations.*</li> </ul>	85	70.8	74.8	84.4
<ul style="list-style-type: none"> <li>Overall percentage of students who achieved the standard of excellence on diploma examinations.</li> </ul>	20	12.5	9.8	19.1
<ul style="list-style-type: none"> <li>Percentage of students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>	22	28.6	45.5	53.3
<ul style="list-style-type: none"> <li>Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> </ul>	22	83.3	52.6	57.3
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Develop common strategies for all grades to better prepare students for the language and vocabulary they will encounter in the PAT and DIP exams</li> <li>- Continue to monitor, analyze and develop strategies based on PAT and DIP results</li> <li>- Continue to offer and receive more VC courses, especially in the sciences</li> <li>- Focus on vocabulary, basic knowledge, technical wording, key words in questions and test-taking strategies</li> <li>- Develop motivating strategies to encourage students to do the best they can. This may include more emphasis on career paths.</li> <li>- Continue the use of Study Hall to give students the chance to show what they have learned by finishing homework and assignments</li> </ul>				

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

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>High school to post-secondary transition rate of students within six years of entering Grade 10.</li> </ul>	60	40.5	54.9	60.7
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>The School Counsellor will interview all high school students, as to their career goals, and provide support and information in regards to entrance requirements and schools available</li> <li>Presentations by post-secondary institutions in the school</li> <li>Continue to send students to the Skills Competition</li> <li>Career information day, either in-school or as a field trip</li> </ul>				

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> </ul>	90	85.7	76.6	79.6
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to have common expectations of school community behaviour, such as being on time, being prepared for class and taking responsibility for courteous behaviour</li> <li>Continue the Study Hall at noon to help students get outstanding assignments done in a timely fashion and not get behind. As a school we value a good work ethic.</li> <li>Continue to monitor students through grade level meetings to ensure success for every student, and to develop common strategies for the classroom</li> <li>Continue to encourage high school students to participate in Work Experience</li> </ul>				

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> </ul>	90	88.1	73.2	80.3
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Continue leadership opportunities for older students to work with younger ones (eg: Work Experience students helping teachers and acting as student coaches)</li> <li>Continue "WCS" (Working, Caring, Succeeding) through the posting of posters in the hallways and on the school TV and website, to recognize and celebrate students who are working, caring and succeeding</li> <li>Recognizing 'Quality Kids' and posting results</li> <li>Continue support of Student Council and its activities in the school community, as well as the community at large.</li> </ul>				

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

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

**NOTE: GOAL THREE: Success for First Nations, Métis and Inuit (FNMI) Students** is a new requirement for provincial school jurisdiction's Three Year Education Plans and Annual Education Results Reports. The first step in the implementation of reporting on the new goal begins with the development of strategies (listed below). The communication of the performance measure results will commence in the 2010 Annual Educations Results Report.

<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> - Teachers will work with FNMI coordinator to identify and encourage FNMI students, and develop individual strategies for their success

**Outcome: Key learning 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> - Teachers will work with FNMI coordinator to identify and encourage FNMI students, and develop individual strategies for their success - Develop common strategies for all grades to better prepare students for the language and vocabulary they will encounter in the PAT and DIP exams - Continue to monitor, analyze and develop strategies based on PAT and DIP results - Continue to offer and receive more VC courses, especially in the sciences - Focus on vocabulary, basic knowledge, technical wording, key words in questions and test-taking strategies - Develop motivating strategies to encourage students to do the best they can. This may include more emphasis on career paths. - Continue the use of Study Hall to give students the chance to show what they have learned by finishing homework and assignments

**Goal Four: Highly Responsive and Responsible Jurisdiction**

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> </ul>	85	73.6	79.2	80.1
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Continue to provide newsletters to families through the students, through placement in the community and on the website. In particular, the newsletter will inform parents about what is happening in each classroom.</li> <li>- Use of Homework Hotline to assist parents in knowing what assignments and tests are forthcoming. A presentation was made at 'Meet the Staff' night.</li> <li>- Use of TeacherEase, an on-line marks program, to provide ongoing progress reporting to parents</li> <li>- Continue to look for a variety of methods for parental involvement in the school (volunteering in classes, School Council, student-led conferences, coaching)</li> <li>- Presentation to and review by Parent Council of this document in order to solicit feedback, advice and suggestions</li> </ul>				

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

Performance Measures	Target 2009/2010	Current Result		
		School	Jurisdiction	Province
<ul style="list-style-type: none"> <li>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.</li> </ul>	85	80.5	77.5	79.4
<ul style="list-style-type: none"> <li></li> </ul>				
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- Continue to advertise and celebrate our successes</li> <li>- Continue to encourage participation in and provide budgetary support for teachers to attend professional development opportunities</li> <li>- Continue to share learning from PD activities</li> <li>- Provide time for staff to implement their PD learning</li> </ul>				

**Budget Highlights**

The budget for 2009-2010 does not involve any major changes or shifts in focus from previous years. Increased enrolment and a slight reduction in teacher and teacher aid allocations have helped to alleviate the deficit situation from last year. Following the 2009-2010 budget year, reserves are projected to be in line with PRSD guidelines.

**Facility Requirements (Technology, CTS, Furniture and Equipment)**

**Note: Funding sources may include PRSD Facilities Allocation, CTS Enhancement and School-based funds.**

ALLOCATION	Instructional Technology	Career and Technology Studies (CTS)	Furniture and Equipment
2009/2010		-final Foods Studies renovations, kitchen equipment and supplies -laser colour printer -CTS equipment and supplies -Fashion Studies supplies, equipment	- Special Ed seating - staff work area seating
2010/2011	- Senteo technology - Accelerated Reader - Professional level video camera	-woodworking (tools, safety equipment, supplies) -CTS course materials and supplies	-school-wide flooring
2011/2012	-5 computers (replacement)	CTS course materials and supplies	-school-wide flooring
Subtotal	\$12 500	\$48 700	TBD
<b>Total 3 Year Allocation: \$61 200 + TBD</b>			

**Expenditures**

**2009/2010**

Instructional Technology Item	Costs	CTS Items	Costs	Furniture and Equipment Items	Costs
		Digital Camera x2, editing software, laser printer, wide screen monitor	\$5 800	Special Ed. seating	\$300
		kitchen appl., supplies	\$6 700	Staff work area seating	\$500
		Fashion Studies supplies and materials	\$2 000		

**2010/2011**

<b>Instructional Technology Item</b>	<b>Costs</b>	<b>CTS Items</b>	<b>Costs</b>	<b>Furniture and Equipment Items</b>	<b>Costs</b>
<b>Senteos</b>	<b>\$2 000</b>	<b>Woodworking materials, tools and storage</b>	<b>\$6 500</b>	<b>School wide flooring</b>	<b>TBD</b>
<b>Accelerated Reader</b>	<b>\$4 000</b>	<b>Media Design, Ent. &amp; Innov. equipment and supplies</b>	<b>\$3 700</b>		
<b>Video Camera</b>	<b>\$1 500</b>	<b>Fin Mgt, Info Proc supplies</b>	<b>\$4 400</b>		
		<b>Food Studies equipment and supplies</b>	<b>\$3 500</b>		
		<b>Fashion Studies supplies</b>	<b>\$750</b>		

**2011/2012**

<b>Instructional Technology Item</b>	<b>Costs</b>	<b>CTS Items</b>	<b>Costs</b>	<b>Furniture and Equipment Items</b>	<b>Costs</b>
<b>5 computers (replacement)</b>	<b>\$5 000</b>	<b>Woodworking course materials and supplies</b>	<b>\$3 000</b>	<b>School wide flooring</b>	<b>TBD</b>
		<b>Media Design, Ent. &amp; Innov. equipment and supplies</b>	<b>\$3 700</b>		
		<b>Fin Mgt, Info Proc, materials</b>	<b>\$4 400</b>		
		<b>Food Studies equipment and supplies</b>	<b>\$3 500</b>		
		<b>Fashion Studies supplies</b>	<b>\$750</b>		



## School PD Plan

### Goal: Teacher Strategies

Strategies: Use case studies, role play and discussion to model and describe good teaching and a healthy school environment.	Resources Various Professional readings	Timeline Monthly	Measures Staff notes and discussions and applications to Worsley Central School Improvement
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### Goal: Develop a list of common terms and vocabulary by core subject and grade in order to assist students in being better prepared for exam writing

Strategies Use of AISI day to collaborate	Resources word lists from AB Ed	Timeline 1 day	Measures Lists made and differences identified
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### Goal: AISI Third Cycle: "Engaging and Supporting the 21<sup>st</sup> Century Learner"

Strategies	Resources	Timeline	Measures
#1 - Co-constructing assessment tools and using different assessment tools to support student progress	AISI team	ongoing	product success in courses
#2 - Collegial visits to support item #1 and to pick up pedagogical ideas	AISI team; PRSD staff; Worsley staff; curricular; rubric design templates	ongoing	product list
#3 - Strategies that will support multiple methods of presentation and opportunities for student engagement: development of SmartBoard interactive lessons and lessons that involve the use of manipulatives	Teacher guides, curricular guides, AISI team, staff	ongoing	lesson plans, unit plans

Summary of Planned School PD for 2009-2010 by Date

Date	Description
Aug 27	Divisional AISI Kickoff Day
Aug 28	Planning for 2009-2010
Sept 21	Smartboard training, TeacherEase training, more planning
Oct 26	3-year education plan, PAT & DIP analysis and strategy development, teaching strategies
Nov 30	First Aid training: all staff not current
Feb 1	Smartboard lesson preparation, teaching strategies session, TESA reminders session, common terms meeting
Mar 1	Backwards Design session, teaching strategies session, review of teacher strategies for improving PAT/DIP results
April 26	Teaching strategies session, Jr/Sr exam writing techniques
May 31	Goal setting for next year, teaching strategies session

PD Plan Evaluation and Formative Evaluation:

Indicators of Implementation: Periodically throughout the year, teachers will share their products with staff and with the AISI team and AISI Support Team. An evaluation wrap up will occur during the May 31 goal setting PD activity.

Indicators of Impact (Students):

These will include feedback from students and parents on rubrics developed and enhancement in learning through the delivery of impactful lessons may reflect in PAT and Diploma results. Data from satisfaction survey may provide further statistical feedback.

Summative Evaluation:

Actual Results of PAT and DIP scores will reveal any statistical improvement.