



Red Deer Catholic Regional Division No. 39 Three-Year Education Plan 2009/10 to 2011/12



Accountability Statement

The Education Plan for Red Deer Catholic Regional Division No. 39 for the three years commencing September 1, 2009 was prepared under the direction of the Board in accordance with the responsibilities specified in 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.

Original signed by

Original signed by

Christine Moore, Chair
Red Deer Catholic
Regional Division No. 39

Paulette Hanna
Superintendent of Schools

PRINCIPLES OF PRACTICE

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision:

The Red Deer Catholic Regional Schools are committed to serve children and parents with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, and within the means of the Division.

Our schools are gospel-centered communities of hope, fostering a Catholic Christian value system within a pluralistic society.

CONTINUING THE MISSION OF JESUS, PROPHET, PRIEST AND SERVANT KING

We make His life, mission and teaching our focal points of belief and conduct within our Catholic schools. Therefore, the education of the whole child – intellectual, aesthetic, emotional, social, physical, and spiritual –
IS OUR SERVICE COMMITMENT.



Mission:

MAKING CHRIST KNOWN TO CHILDREN

Jurisdiction Profile

The Red Deer Catholic Regional Division No. 39 operates seventeen schools: twelve within the city of Red Deer, including one virtual school, grades 6-12, and one outreach school; two schools in Rocky Mountain House, grades Pre-K to Gr. 12; two schools in Sylvan Lake, grades Pre-K to Gr. 9 ; and one school in Innisfail, grades Pre-K to Gr. 9. In total, the Division serves 6370 students, Pre-K to Grade 12. John Paul II Outreach School has implemented a home school program, grades 1-12. A hockey program was implemented at St. Patrick Sport Excellence Academy, and this past fall, a second phase began at the school, broadening the scope of the sports focus to include a Sport for Life program, which encompasses 12 weeks each of golf, soccer, and lacrosse, as well as five weeks each of baseball and rugby. All programming is offered under the direction of certified coaches and one teacher.

As well, a Sports Academy was started in the fall of 2008 at Ecole Secondaire Notre Dame High School. The Academy offers hockey, golf, Fit For Life program, and has received Board approval to offer curling, baseball/fastball, pending sufficient enrolments.

Expansion of the Division is continuing in the rural areas within the jurisdictional boundaries, at the request of Catholic residents. Holy Trinity School, in Olds, is scheduled to open September 2010.

<u>SCHOOL</u>	<u>STUDENT POPULATION</u> (As of Sept 30, 2008)
Holy Family	427
Maryview	202
St. Martin de Porres	242
St. Elizabeth Seton	265
St. Francis of Assisi	486
St. Teresa of Avila	381
École Camille J. Lerouge	707
St. Patrick's	592
St. Thomas Aquinas	369
Notre Dame	1265
John Paul II (Outreach)	62
John Paul II (Home School)	4
St. Gabriel Cyber (Red Deer)	399
Mother Teresa (Sylvan Lake)	408
St. Marguerite Bourgeoys (Innisfail)	222
St. Matthew (Rocky Mountain House)	384
St. Dominic (Rocky Mountain House)	191
Our Lady of the Rosary (Sylvan Lake)	187

Issues and Trends

Human Resources

While the Alberta economy has slowed to some extent, our Division continues to be challenged by the current labour trends felt throughout the province. Red Deer Catholic School Division is considered a desirable location, however, the recruitment and hiring of skilled French Immersion teachers would be our school division's most significant area of concern. To resolve this, we hired two French Immersion teachers in January 2009 for the 2009/10 school year, with their exact teaching location to be determined at a later date. Staff movement as a result of resignations and retirements has greatly diminished this year. A concerted recruiting effort has led to seven people being accepted into Leadership Pool. Lastly, our school division has experienced challenges with ongoing staff operational training and upgrading (student management system, Occupational Health and Safety, etc.).

Facilities

Catholic Education continues to grow in Central Alberta and, in conjunction with the implementation of the Learning Commission's class size recommendations, we find ourselves with significant space issues in several communities. The increase in ESL students and external agencies has also provided challenges with regards to spaces in which these programs are housed. The introduction of the *Creating Childcare Spaces* program has been a positive step forward in providing the necessary spaces, but no funds are provided for the PO&M (Plant Operation and Maintenance) or the long-term upkeep of the building (Infrastructure Maintenance Renewal).

Occupational Health & Safety

The recent changes in Occupational Health & Safety legislation have had a significant impact on the Division. Although we have been fortunate to find a suitable person to head up this department, no additional funds are provided, and the additional work required at the school level takes time away from the principals as educational leaders in our schools.

Transportation

The recent *10 Point Action Plan for School Bus Safety* provides some great recommendations to make our buses safer and we look forward to getting these implemented. We believe there is a shortfall in the actual transportation grant amount provided per student as well as the distance used to determine who is eligible for transportation. We have heard from many parents recently regarding the 2.4 km distance for eligibility and feel this distance should be reviewed.

English as a Second Language is the fastest growing student population in the Division. The influx of ESL students has increased to such an extent that ESL students will be attending their neighbourhood school starting September 2009. The Division ESL team has been preparing for staff and parents for this change. Alberta Education supports students being served in their neighbourhood school and Red Deer Catholic will be providing educational programming to all ESL students in their neighbourhood school. Professional development began earlier in the year and will be a focus throughout the next year so all staff will be comfortable teaching a classroom that could potentially be very diverse. Getting staff educated in working with ESL students and their families will be a challenge but we have the resources to meet this challenge to help our new students develop their God given talents.

The Division is committed to maintaining safe and caring schools. Student safety is an area in which the Division is very concerned. We take pride in our very safe schools and very caring staff. Our administrators and counselors work together to ensure our students are learning in the best environment possible. Our jurisdiction have staff certified as Violence-Threat Assessment trainers who offer courses throughout the year so all staff, students and parents can feel safe in our schools. We work in conjunction with the local police and communicate with our stakeholders to maintain our high level of commitment to safe and caring schools.

Sacramental life of our students is well supported by our schools. Our Division continues to work with our families and parishes to address the areas where the Division can be of support in connecting families to faith communities through our schools. Despite these efforts, the percentage of students receiving sacraments has not increased proportionately. We need to continue to dialogue with the Bishops about sacramental preparation of our students. Baptism is required for students to receive further sacraments and the percentage of our student population who are not baptized, remains high.

The Division continues to expect high levels of student achievement. There is a promising general upward trend in Provincial Achievement Test and Diploma Examination results. An emphasis on curriculum, assessment and student interventions is evident in all schools. All schools are focusing on improvement in mathematics achievement and writing across the curriculum. Schools continue to expand collaboration through professional learning communities. Strategies are being explored and implemented to increase excellence levels of achievement in all grades and subjects.

The Division is committed to ongoing improvement. We believe in the centrality of student learning within the context of Catholic education and Alberta Education's *Accountability Pillar*. On-going improvement is evident in our progressive initiatives in professional development, effective use of technology and building the capacity of instructional leadership. High priority is placed on collaboration with stakeholders, using evidence-based practice, critical reflection and ongoing goal setting.

Health and Wellness – Wellness Coordinator

The Division continues to prioritize the health and well-being of our employees and students through the implementation of our Employee Health Program and Comprehensive School Health model. This multifaceted approach includes teaching health knowledge and skills in the classroom, creating health-enabling social and physical environments, and facilitating links with parents, local agencies, and the wider community to support optimal health and learning.

Our successful grant application to Alberta Health and Wellness for \$50,000 will help to provide schools with the time and support in order to initiate lasting and effective change in the specific areas of active living, healthy eating, and positive social environments. These funds will allow for the development of a learning resource center, classroom activity, and nutrition bins, as well as a library of lesson plans, curriculum connections, and school programs. The devotion of significant time and support initially, will create a foundation of support that can be used for years to come.

**Accountability Pillar
Overall Summary**

Goal	Measure Category	Measure Category Evaluation	Measure	Red Deer CRD No. 39			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	89.4	87.1	86.2	86.9	85.1	84.6	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Excellent	Program of Studies	82.5	83.3	81.4	80.3	79.4	78.7	Very High	Maintained	Excellent
			Education Quality	91.0	90.7	89.9	89.3	88.2	87.8	Very High	Improved	Excellent
			Drop Out Rate	2.4	4.3	3.3	4.8	5.0	4.9	Very High	Improved	Excellent
			High School Completion Rate (3 yr)	79.2	77.0	77.6	70.7	71.0	70.6	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.0	84.8	84.7	75.8	75.9	76.7	High	Maintained	Good
			PAT: Excellence	21.6	20.2	19.9	19.6	19.4	19.3	High	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.3	86.8	86.0	85.0	85.4	85.2	Intermediate	Declined	Issue
			Diploma: Excellence	19.2	20.6	20.5	22.3	23.3	23.1	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	55.5	51.5	54.4	53.0	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	60.8	60.8	57.4	57.3	56.8	55.8	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	63.3	60.7	61.4	60.7	60.3	59.1	High	Maintained	Good
			Work Preparation	77.4	84.2	80.7	79.6	80.1	78.1	Intermediate	Declined	Issue
Citizenship			84.1	81.6	79.2	80.3	77.9	77.1	Very High	Improved Significantly	Excellent	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	81.6	80.1	79.9	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	82.2	81.1	79.4	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

May-09

Three-Year Education Plan – 2009/10 – 2011/12

Goals and Outcomes

Division Goal: Catholic Faith Permeates All We Do.

- D.1 Permeation of our Catholic Faith is intentional, inherent, and incidental.
 - D.2 The Division demonstrates its Principles of Practice in school leadership development, goal setting and implementation.
 - D.3 Schools effectively contribute to faith development of our Catholic Community in collaboration with home and parish.
 - D.4 Religious Studies Curriculum is experiential and engaging while maintaining an appropriate level of academic rigour, rich with effective pedagogical practices.
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Provincial Goal 1: High Quality Learning Opportunities for All

- 1.1 School environments are safe and caring.
 - 1.2 The education system meets the needs of all K-12 students, our society and the economy.
 - 1.3 Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.
 - 1.4 Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy.
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Provincial Goal 2: Excellence in Student Learning Outcomes

- 2.1 Students demonstrate high standards in learner outcomes.
 - 2.2 Students are well prepared for lifelong learning.
 - 2.3 Students are well prepared for employment.
 - 2.4 Students model the characteristics of active citizenship.
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Provincial Goal 3: Success for First Nations, Metis and Inuit (FNMI) Students

- 3.1 Key learning outcomes for FNMI students improve.
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Provincial Goal 4: Highly Responsive and Responsible Jurisdiction

- 4.1 The jurisdiction demonstrates effective working relationships.
- 4.2 The jurisdiction demonstrates leadership, innovation and continuous improvement.
- 4.3 Coaching For Learning (AISI Cycle 4) provides school-based administrators with skills to strengthen instructional leadership capacity in all schools.

Division Goal: Catholic Faith permeates all we do.

What this goal means for our jurisdiction:

Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise. (Psalm 66:2)

Our primary goal is to "make Christ known to children." As Catholic schools, we do this through excellence in teaching and learning, as well as the modeling of a faith-filled life that we do in our schools and community.

Division Outcome D1: Permeation of our Catholic Faith is intentional, inherent, and incidental.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2011/12
D.1.1 Percentage of parents, students, and teachers satisfied with the overall quality of Catholic education offered in your school	90.3	95.6	96%
D.1.2 Satisfaction with the religious celebrations that are led at your school	91.3	92.8	94%
D.1.3 Satisfaction with your school's efforts to do all things like Jesus would want them done.	89.7	90.3	92%
D.1.4 Percentage of staff permeating faith and Catholic identity in their Professional Growth Plans.	new		90%

Division Strategies:

- Ensure all schools develop and implement a social justice plan which includes all students and focuses on local, regional and international awareness of social issues.
- Design Professional Growth Plan model to include permeation goals for all staff.
- Develop professional development sessions to teach three types of permeation.
- Initiate and monitor a Youth Minister pilot program at the high schools to foster and enrich student faith life.
- Support Division representation and voice of Catholic Education on Zone and Provincial organizations.
- Encourage and support professional development opportunities including catechetical courses for staff.

Responsibility: Associate Sup't – Learning Services

Division Outcome D2: *Principles of Practice* are integrated throughout the Division.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2011/12
D.2.1 Evidence of articulation, celebration, and demonstration of Principles of Practice.	new		80%

Division Strategies:

- Re-visit *Principles of Practice* with Division Administration Team.
- Design survey question for Schollie as a measurement of this outcome.
- Recognize excellence in Division leadership that exemplifies our *Principles of Practice*.
- New measurement to be included in Schollie Survey – *Are you satisfied with our school community's understanding and demonstration of the Division's Principles of Practice?*

Responsibility: Senior Administration

Division Outcome D3: Schools effectively contribute to faith development of our Catholic Community in collaboration with home and parish.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2011/12
D.3.1 Satisfaction with the relationship that exists between the parish and the schools.	88%	89%	90%
D.3.2 Percentage of resident students baptized in our schools	65%	63%	67%
D.3.3 Percentage of baptized resident students in the appropriate years receiving Eucharist.	82%	n/a	85%
D.3.4 Percentage of baptized resident students in the appropriate years receiving Confirmation.	51%	n/a	65%
D.3.5 Percentage of staff achieving their sacramental life goal.	New		80%
D.3.6 Percentage of staff achieving their community/parish service goal.	New		80%
<p>Division Strategies:</p> <ul style="list-style-type: none"> • Communicate and collaborate with parishes to amend Baptismal Preparation programs to be more attractive to parents. • Identify and expand areas of responsibilities for Sacramental preparation in an effort to enrich students' Sacramental lives. • Monitor implementation of Faith Support Questionnaire and Intake Interview for new students to reflect on impact, and make changes as needed. • Communicate with administrators the process for working with staff on sacramental life goal and community/parish service goal. • Celebrate Division successes that contribute to faith development in the Catholic Christian community. • Annual Division representation of staff at Blueprints and SPICE. <p>Responsibility: Associate Sup't – Learning Services</p>			

Division Outcome D4: The Religious Studies Curriculum is experiential and engaging while maintaining an appropriate level of academic rigour, rich with effective pedagogical practices.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2011/12
D.4.1 Satisfaction with what is learned in Religious Studies classes.	78%	81%	85%
<p>Division Strategies:</p> <ul style="list-style-type: none"> • Continue to develop Common Assessment Practices for the Religious Studies program. • Offer Professional Development opportunities for best practices in Religious Studies instruction. • Continue to collaborate with Provincial network of Religious Educators and Archdiocese to develop strong resources for approval in Alberta. • Ensure staffing decisions are made to maintain consistency and develop expertise of Religious Education personnel. <p>Responsibility: Associate Sup't – Learning Services</p>			

Provincial Goal One: High Quality Learning Opportunities for All

Outcome 1.1: School environments are safe and caring.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
1.1.1 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.	89.4	86.2	Very High	Improved Significantly	Excellent	91
Division Strategies: <ul style="list-style-type: none"> Promote and monitor appropriate community and school resources to enhance safe and caring atmosphere in schools. Review and revise Crisis Response documentation. Continually update staff on Crisis Response protocol. Provide opportunity to hear student voice on safe and caring schools to inform follow-up action. Communicate to stakeholders how resources are accessed to achieve the safe and caring atmosphere in schools. 			Responsibility: Associate Sup't – Student Services Communications Director			

Outcome 1.2: The education system meets the needs of all K-12 students, our society and the economy.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
1.2.1 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.	82.5	81.4	Very High	Maintained	Excellent	84
1.2.2 Overall teacher, parent and student satisfaction with the overall quality of basic education.	91.0	89.9	Very High	Improved	Excellent	92
Division Strategies: <ul style="list-style-type: none"> Explore Career and Technology Studies expansion. Expand opportunity for technology to enhance daily learning. Provide teacher training to support 21st century learning characteristics. Research possibilities for boundary changes to accommodate program growth and demographics. (city growth, French Immersion centre, English as a Second Language influx) Promote and monitor active school health plans that address nutrition, healthy choices, DPA (Daily Physical Activity), and positive social environment. Implement the Division ESL Plan. Encourage participation in Skills Canada. Each school communicates to stakeholders how they provide access to, and timeliness of services to students in schools. Expand collaboration between Learning Services and Student Services on FNMI, Early Childhood, and English as a Second Language to inform curriculum professional development. Continue to support and access services of the Aboriginal Family and School Frontline Project (AFSFP). Collect and interpret FNMI data and implement a plan describing quality learning experiences (including access to AFSFP programs). Celebrate and communicate successes with FNMI students to stakeholders. 			Responsibility: Associate Superintendents Communications Director Associate Sup't – Student Services Communications Director			

Outcome 1.3: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2009-10	2010-11	2011-12
1.3.1 Annual dropout rate of students aged 14 to 18.	2.4	3.3	Very High	Improved	Excellent	2.2	2.1	2.0
Division Strategies: <ul style="list-style-type: none"> Monitor school administrative procedures to track previously enrolled students who are not currently enrolled in school. Monitor impact of Career Practitioner program recommendations for change and sustainability. Support collaborative individualized programming initiatives between JP II, Notre Dame, St. Gabriel, and St. Dominic. Identify student perspectives with why high school peers drop out. Support collaborative programming in Division secondary schools to better meet individual needs of students. Develop a protocol that identifies grade 9 student transition to high school. 			Responsibility: Associate Sup't – Student Services Associate Sup't - Learning Services, Personnel					

Outcome 1.4: Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
1.4.1 High school completion rate of students within three years of entering Grade 10.	79.2	77.6	High	Maintained	Good	82
Division Strategies: <ul style="list-style-type: none"> Monitor school administrative procedures to track previously enrolled students who are not currently enrolled in school. Continue Red Deer College articulation of CTS courses at St. Dominic to students at Notre Dame, John Paul II and St. Gabriel. Increase involvement of high school students in Skills Canada-Alberta. Monitor the recommendations from the Career and Technology Studies review. Continue the Notre Dame Building Construction Program Model to include students from St. Dominic, John Paul II Outreach and St. Gabriel, as well as other possible partners . Expand <i>Speak Out Alberta</i> student forum findings to inform program changes to positively influence high school completion rates. Strengthen school and business/industry relations to provide and support learning and graduation opportunities for students outside the school setting. (Connecting Learning and Work Tri-Ministry strategy, Chamber of Commerce.) 			Responsibility: Associate Sup't – Student Services Associate Sup't - Learning Services			

Provincial Goal Two: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation				Targets 2011/12		
			Achievement	Improvement	Overall				
2.1.1 Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, on provincial achievement tests. (overall cohort results)**	84.0	84.7	High	Maintained	Good				
2.1.2 Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	21.6	19.9	High	Improved	Good				
2.1.3 Overall percentage of students who achieved the acceptable standard on diploma examinations.	83.3	86.0	Intermediate	Declined	Issue	2009-10	2010-11	2011-12	
						85.5	87.5	89.5	
2.1.4 Percentages of students who achieved the standard of excellence on diploma examinations.	19.2	20.5	Intermediate	Maintained	Acceptable	22.5			
2.1.5 Percentages of students writing four or more diploma exams within three years of entering Grade 10.	55.5	54.4	Intermediate	Maintained	Acceptable	58			
2.1.6 Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.8	57.4	High	n/a	n/a	63			
Division Strategies: <ul style="list-style-type: none"> Implement professional development strategies to strengthen "Excellence" levels of achievement. Support schools in providing implementation strategies for students at-risk of failing and students approaching excellence. Compare school achievement data to district targets and trend data (not compared to provincial data). Strengthen Division writing teams with a student focus on non-fiction writing, cross-curricular. Create monitoring plan ensuring appropriate training (through Division, school, Central Alberta Regional Consortium) of all teachers assigned to new curriculum areas. Expand Division Professional Development to include opportunities for training on new initiatives (eg. student evaluation, Alberta Initiative for School Improvement initiatives). Incorporate English as a Second Language teaching strategies in curricular professional development. 				Responsibility: Associate Sup't - Learning Services					

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
2.2.1 High school to post-secondary transition rate of students within six years of entering Grade 10.	63.3	61.4	High	Maintained	Good	70
Division Strategies: <ul style="list-style-type: none"> Provide student opportunities to explore post-secondary experience and apprenticeship programs. Strengthen school and business/industry relations to provide learning opportunities for students outside the school setting. (Connecting Learning and Work Tri-Ministry strategy.) 			Responsibility: Associate Sup't – Student Services, Associate Sup't - Learning Services			

Outcome 2.3: Students are well prepared for employment.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			2009/10	2010/11	2011/12
			Achievement	Improvement	Overall			
2.3.1 Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.4	80.7	Intermediate	Declined	Issue	78	80	82
Division Strategies: <ul style="list-style-type: none"> Promote student strategies for self-advocacy, independence, collaboration, and personal responsibility. Strengthen school and business/industry relations to provide learning opportunities for students outside the school setting. Communicate to public how students are well-prepared for employment. 			Responsibility: Assoc iate Sup't – Student Services Communications Director					

Outcome 2.4: Students model the characteristics of active citizenship.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
2.4.1 Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	84.1	79.2	Very High	Improved Significantly	Excellent	86
Division Strategies: <ul style="list-style-type: none"> Division students are involved in service projects at the school, parish, local, or community level. Identify and celebrate Division initiatives that demonstrate active citizenship. 			Responsibility: Associate Sup't – Learning Services Communications Director			

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

Outcome 3.1: Key learning outcomes for FNMI students improve.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
3.1.1 Annual dropout rate of self-identified FNMI students aged 14-18.						
3.1.2 High school completion rate of self-identified FNMI students within three years of entering Grade 10.						
3.1.3 Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.						
3.1.4 Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.						
3.1.5 Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.						
3.1.6 Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.						
3.1.7 Percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering Grade 10.						
3.1.8 Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.						
3.1.9 High school to post-secondary transition rate for self-identified FNMI students within six years of entering Grade 10.						
Division Strategies: <ul style="list-style-type: none"> Expand collaboration between Learning Services and Student Services on FNMI, Early Childhood, and English as a Second Language to inform curriculum professional development. Continue to support and access services of the Aboriginal Family and School Frontline Project (AFSFP). Collect and interpret FNMI data and implement a plan describing quality learning experiences (including access to AFSFP programs). Celebrate and communicate successes with FNMI students to stakeholders. 			Responsibility: Associate Sup't – Student Services Communications Director			

Provincial Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome 4.1: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
4.1.1 Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	81.6	79.9	High	Maintained	Good	83
Division Strategies: <ul style="list-style-type: none"> Promote and publicize the opportunity for all stakeholders to have input in the development of the Division Education Plan and Division Calendar. Identify opportunities where parents have input into decision making, strengthen involvement where applicable, expand and promote it. Encourage and promote parent participation in joint school council. Communicate to staff and parents the opportunities for input. 			Responsibility: Associate Sup't – Personnel Superintendent Communications Director			

Outcome 4.2: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
4.2.1 Overall percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	82.2	79.4	Very High	Improved Significantly	Excellent	84
Division Strategies: <ul style="list-style-type: none"> Communicate and promote Division accomplishments with our communities. Develop a work plan for the Communications Director. Review Admin recruitment and leadership training practices, and explore implementation of recommendations from Alberta Teachers' Association Professional Development Leadership Committee. Continue to provide training and support for the implementation of a new student information system. Review and evaluate technology access practices. Monitor implementation of Staff Wellness plan. Strengthen instructional improvement through implementation of Coaching For Learning (CFL) school teams. Collect data on instructional improvement strategies identified in the three pillars in the Cycle 4 Alberta Initiative for School Improvement (AIS) project; 1-student achievement; 2-instructional leadership; 3-student engagement Monitor professional development to align with Division initiatives. Identify possibilities for increased on-site professional development opportunities. Implement recommendations from review of embedded professional development. Implement recommendations from the Alberta Teachers Association Leadership Steering Committee (Principal Quality document). Act on recommendations from Year One of Mentorship Formation Program. Work towards achieving COR (Certificate of Recognition) with 			Responsibility: Communications Director Associate Sup't – Personnel Associate Sup't - Learning Services Supervisor of Support Services			

<ul style="list-style-type: none"> Occupational Health and Safety. Initiate a Records Management Audit. Implement new accounting, human resources, and payroll system. Implement components of the Division International strategy to help our students develop the life skills necessary to become global citizens. 	Secretary-Treasurer Assoc. Sup't - Student Services
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Outcome 4.3: Coaching for Learning (AISI Cycle 4) provides school-based administrators with skills to strengthen instructional leadership capacity in all schools.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
4.3.1 Coaching for Learning strategies are improving school administrator instructional leadership.	N/A	N/A	Baseline	Baseline	Baseline	tbd
4.3.2 Teachers are increasing the use of high student engagement teaching strategies as an outcome of instructional coaching.						
4.3.3 Student achievement is improving as an outcome of student engagement teaching strategies.						
Division Strategies: <ul style="list-style-type: none"> Senior Administration and Central Services will collaborate on professional development and direct support to school-based Coaching for Learning teams. 			Responsibility: Associate Sup't – Learning Services			

Budget Highlights

Trustees of the Red Deer Catholic Division consistently ask, “What is best for the students?” when debating budget decisions. The Board generally prefers to allocate as much government funding as possible to the schools, and, more specifically, to teaching staff in schools.

Student enrolment increase is expected to remain static. Class sizes will be at or below the recommended numbers, as set out by Alberta Education.

For more information on the Division budget, please go to our website, www.rdcrd.ab.ca, and click on “Board”, then “Budget”.

For more information on school generated funds, please refer to Appendix ‘B’ of the Division’s Annual Education Results Report, as well as the Statement of Revenues and Expenses (pg. 5) in the Division’s Audited Financial Statement, and in Schedule ‘E’ of the Unaudited Schedules attached to the Audited Financial Statement. The Audited Financial Statement is available either at the Board Office or online at the Division website www.rdcrd.ab.ca, click on ‘Board of Trustees’.

Table 2 School Board Statement of Reserves 2009-10			
		Percentage as Compared To Total 2009-10 Operating Budget	
Operating Reserves	\$3,637,000	5.7%	
Capital Reserves	1,850,000	2.9%	
Total Reserves	5,487,000	8.6%	
Table 1 School Board Expenditure Plan 2009-10			
PROGRAM	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$48,624,918	6,004	\$8,099
Support Expenditures			
Schools – Operations & Maintenance	8,837,262	6,004	1,472
Student Transportation	3,451,276	3,400	1,015
School Board Governance & System Administration	2,551,867	6,004	425
Support (sub-total)	14,840,405	6,004	2,471
TOTAL SCHOOL BOARD EXPENDITURES K-12	63,465,323	6,004	10,570
Expenditures do not include external services/agencies housed within the Division.			

Highlights of Facility and Capital Plans

The Division's Capital Plan reflects the findings within the Joint Planning Study, conducted with Red Deer Public and Chinook's Edge School Districts. This study is being updated with the Regional Planning session.

Construction of Holy Trinity School, in Olds is expected to start in June 2009, with the school opening for the 2010/2011 year.

The St. Thomas Aquinas Modernization project is anticipated to be complete by September 2009.

Notre Dame High School received approval for one modular classroom, which will be operational for September 2009.

The Division received two child care modulars, which will be located at St. Martin de Porres and Maryview Schools. These modulars will be in operation for the 2009/2010 school year.

3 Year Capital Plan

Approval Year	Division Priority	School Division Sector	Sector Priority	Provincial Priority	Project Description	Occupancy Date	Project cost
New Construction/ Addition Projects							
2008/2009.	1	Innisfail	1	2	St. Marguerite K-9 School	September, 2011	\$15,818,473.82
2008/2009	2	Red Deer	1	2	Father Henri Voisin K-5	September, 2011	\$11,718,526.73
2008/2009	3	Red Deer	2	2	St. Francis 5 classroom Addition	September, 2011	\$2,638,017.58
2009/2010	4	Red Deer	3	2	New Red Deer High School	September, 2013	\$52,209,490.70
2010/2011	5	Red Deer	4	2	Blackfalds/Red Deer K-9 School	September, 2013	\$17,513,751.10
Preservation Projects							
2008/2009	1	Red Deer	1	3	St. Patrick Modernization	September, 2011	\$6,209,254.54
2008/2009	2	Rocky Mountain Hou	1	3	St. Matthew Right sizing/Modernization	September, 2011	\$6,113,559.53

* Project costs are calculated using current support rates escalated to project completion date.

School Building Challenges

- In June of 2001, Catholic residents of Innisfail and surrounding areas formed 4x4's, and have joined Red Deer Catholic Regional Division. Red Deer Catholic is currently leasing space from Chinook's Edge School Division, in John Wilson Elementary School. The present school location provides basic classroom teaching environments, but lacks specialty program space, which is beginning to impact the educational opportunities for our students. Presently, the library is housed in an old hallway, and the computer lab is being dismantled to allow the room to be split for regular teaching spaces. The lack of a properly equipped science lab, CTS rooms, and a small gym seriously impact the delivery of middle school programs. The small administration suite, disjointed staffroom location, lack of flexible gathering spaces, and continued growth demonstrate the immediate need for a new K-9 school opening in September 2011.
- The City of Red Deer's continued growth, along with the surrounding County of Red Deer, has created the need for a new K-5 elementary school (Father Henri Voisin) in the City of Red Deer. The new 300 (500 core) school is required for September 2011.
- St. Francis of Assisi opened in September 2003. A 120-student five-classroom addition to this facility is being requested for occupancy in the fall of 2011 to handle the continued growth.
- With Notre Dame High School at full build-out, a second Catholic high school will be needed in the City of Red Deer. Projections indicate that this new school will be required for September 2013.
- Growth in the Town of Blackfalds and area continues to be strong. Students are presently being bused to the City of Red Deer schools. With this continued growth, the Town of Blackfalds is expected to have a population base in the town to support a K-9 school in the near future. This would also relieve the enrolment pressures in our Red Deer schools. We anticipate the need for a new K-9 school in Blackfalds/Red Deer in September 2013.

Preservation/ Modernization

- Funding is being requested for the modernization of St. Patrick School in Red Deer. Modernization will address the current utilization concerns in the building as well as deal with some minor mechanical and electrical issues.
- With the opening of St. Dominic High School in Rocky Mountain House, St. Matthew School requires a modernization to address a current lack of CTS space and to "right size" the building for the new K-8 grade configuration.

For more information on the Division's facility and capital plans, please go to our Division website, www.rdcrd.ab.ca, and click on "Plans".

In accordance with Section 13 of the *School Councils Regulation*, the Board requires the principal of each school to share the Division's Three-Year Education Plan with each school council, and to obtain their feedback. The Board also holds a meeting of the Education Plan Review Committee, and a School Council representative is invited to be a member of the committee, providing feedback on behalf of parents, and acting as a liaison for Division parents. The Draft Plan is also taken to the Joint School Councils Meeting for further input.

The Plan is available for public viewing, either at the Division's Board Office, located at 5210-61 Street, Red Deer, or on-line at www.rdcrd.ab.ca under "Plans".

Subject	Standard	Target 2007/08		Actuals 2007/08		Target 2008/09		Target 2009/10		Target 2010/11		Target 2011/12	
		Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.
Grade 3:													
Language Arts	Excellence	18.0	22.0	16.1	23.1	18.0	23.0	18.0	23.5	19.0	24.0		24.5
	Acceptable	84.0	88.0	80.1	88.7	85.0	89.0	85.0	89.0	86.0	89.5		90.0
Math	Excellence	30.0	32.0	24.0	29.1	31.0	30.0	31.0	31.0	32.0	32.0		32.5
	Acceptable	83.0	88.0	78.3	86.6	83.0	87.0	84.0	88.0	84.0	88.5		89.0
Math French	Excellence		14.0	23.2	22.4		22.5		23.0		23.5		24.0
	Acceptable		84.0	83.7	93.4		93.5		93.5		94.0		94.0

Grade 6:													
Language Arts	Excellence	18.0	21.0	21.0	22.8	18.0	23.0	18.0	23.5	21.0	24.0		24.5
	Acceptable	82.0	86.0	81.1	86.8	82.0	87.0	82.0	88.0	83.0	88.5		89.0
French Language Arts	Excellence	12.0	18.0	14.2	11.1	12.0	12.0	13.0	13.0	13.0	13.5		14.0
	Acceptable	88.0	92.0	87.7	90.5	88.0	91.0	89.0	91.5	89.0	92.0		92.5
Math	Excellence	21.0	22.0	15.7	14.2	21.0	21.0	21.0	21.5	22.0	22.5		23.0
	Acceptable	80.0	85.0	73.9	80.6	80.0	81.0	80.0	81.5	81.0	82.0		82.5
Math French	Excellence		30.0	18.7	12.9		13.0		14.0		15.0		16.0
	Acceptable		86.0	86.6	77.4		86.0		86.5		87.0		87.5
Science	Excellence	27.0	26.0	24.4	28.1	27.0	28.5	29.0	28.5	29.0	29.0		29.0
	Acceptable	82.0	85.0	74.3	84.4	82.0	85.0	82.0	85.5	83.0	88.5		86.0
Science French	Excellence		20.0	19.6	3.2		13.0		14.0		15.0		16.0
	Acceptable		84.0	82.9	77.4		83.0		84.0		85.0		86.0
Social Studies	Excellence	22.0	24.0	24.2	31.0	22.0	31.5	24.0	32.0	24.0	32.5		33.0
	Acceptable	80.0	85.0	77.4	89.6	80.0	89.6	81.0	90.0	81.0	90.0		90.5
Social Studies French	Excellence		18.0	18.4	3.2		18.5		19.0		19.5		20.0
	Acceptable		89.0	85.5	79.0		85.5		86.0		86.5		89.0

Grade 9:												
Language Arts	Excellence	16.0	20.0	14.8	16.9	16.0	17.0	16.0	17.5	17.0	18.0	18.5
	Acceptable	80.0	84.0	76.5	86.3	80.0	86.5	80.0	87.0	81.0	87.5	88.0
French Language Arts	Excellence	12.0	18.0	12.4	7.9	12.0	13.0	13.0	13.5	14.0	14.0	14.5
	Acceptable	84.0	88.0	84.5	94.7	84.0	95.0	85.0	95.0	85.0	95.5	96.0
Math	Excellence	21.0	20.0	17.8	16.8	21.0	18.0	21.0	18.5	22.0	19.0	19.5
	Acceptable	70.0	83.0	64.5	71.2	70.0	75.0	70.0	75.5	71.0	76.0	76.5
Math French	Excellence		30.0	28.9	37.1		37.5		37.5		38.0	38.5
	Acceptable		86.0	85.3	97.1		95.0		95.0		95.5	96.0
Science	Excellence	13.0	20.0	12.9	11.6	14.0	12.0	14.0	12.5	16.0	13.0	13.5
	Acceptable	68.0	84.0	68.4	77.6	68.0	80.0	69.0	80.5	71.0	81.0	81.5
Science French	Excellence		20.0	14.8	21.1		22.0		22.5		23.0	23.5
	Acceptable		86.0	84.1	89.5		90.0		90.5		91.0	91.5
Social Studies	Excellence	21.0	21.0	19.2	20.2	21.0	22.0	21.0	23.5	22.0	24.0	24.5
	Acceptable	75.0	84.0	71.0	77.6	75.0	80.0	75.0	80.5	76.0	81.0	82.0
Social Studies French	Excellence		20.0	14.2	5.3		15.0		15.5		16.0	17.0
	Acceptable		86.0	82.6	94.7		95.0		95.0		95.6	96.0
OVERALL	Excellence	19.3	21.9	18.7	17.8	19.4	20.7	19.9	21.4	22.3	21.9	22.4
AVERAGES	Acceptable	79.7	85.9	79.4	85.4	79.8	87.1	80.2	87.5	79.7	88.1	88.6

PAT Division Excellence

Targets 2011/12: Acceptable

Summary Table of Provincial Diploma Exam Results – Revised Targets (Jan 2009)													
Gr.12 Subject	Standard	Target 2007/08		Actuals 2007/08		Target 2008/09		Target 2009/10		Target 2010/11		Target 2011/12	
		Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.
Applied Math 30	Excellence		23.0	10.7	7.9	12.0	24.0		24.5		25.0		25.0
	Acceptable		93.0	76.3	68.4	78.0	93.5		94.0		94.5		94.5
Pure Math 30	Excellence	26.0	26.0	25.8	21.8	26.0	26.0	26.0	26.5		27.0		27.5
	Acceptable	82.0	88.0	81.3	77.8	82.0	89.0	82.0	89.5		90.0		90.0
Biology 30	Excellence		26.5	26.3	24.2	27.0	27.0		27.5		28.0		28.0
	Acceptable		88.0	82.3	85.8	84.0	86.0		86.5		87.0		87.5
Chemistry 30	Excellence	37.0	35.0	39.2	43.1	38.0	38.5	38.0	39.0		39.5		40.0
	Acceptable	88.0	94.0	89.2	90.3	89.0	94.5	90.0	95.0		95.5		96.0
Physics 30	Excellence	30.0	40.0	32.0	46.1	30.0	45.0	30.0	45.5		46.0		46.0
	Acceptable	84.0	91.0	85.7	89.9	86.0	90.0	87.0	90.5		91.0		92.0
Science 30	Excellence		22.0	21.6	32.9		23.5		24.0		24.5		25.0
	Acceptable		89.5	88.6	96.1		95.0		95.0		95.0		95.0
Francais 30	Excellence		33.0	25.4	0.0		33.0		33.5		34.0		34.0
	Acceptable		100.0	98.5	100.0		100.0		100.0		100.0		100.0
French LA 30	Excellence		30.0	24.5	25.0		26.0		27.0		28.0		29.0
	Acceptable		96.5	94.9	96.3		97.0		97.5		98.0		98.0
English LA 30-1	Excellence		22.0	15.5	9.0	19.0	22.0		23.0		24.0		25.0
	Acceptable		92.0	87.1	83.9	88.0	85.0		86.0		87.0		88.0
English LA 30-2	Excellence		22.0	8.8	5.4	10.0	24.0		24.5		25.0		25.0
	Acceptable		94.5	88.9	85.6	89.0	89.0		89.5		89.5		90.0
Social Studies 30	Excellence	24.0	24.0	21.5	13.6	25.0	26.0		26.5		27.0		27.0
	Acceptable	86.0	88.0	84.7	78.8	87.0	88.5		90.0		90.5		91.0
Social Studies 33	Excellence	19.0	20.0	18.9	12.0	20.0	20.0		20.5		21.0		21.0
	Acceptable	85.0	94.5	85.3	84.3	85.0	94.5		95.0		95.5		95.5

OVERALL	Excellence		27.0	22.5	19.5		27.9		28.5		29.1		29.4
AVERAGES	Acceptable		92.4	86.9	86.4		91.8		92.4		92.8		93.1
DIP Division Targets 2011/12:	Excellence:												
	Acceptable:												