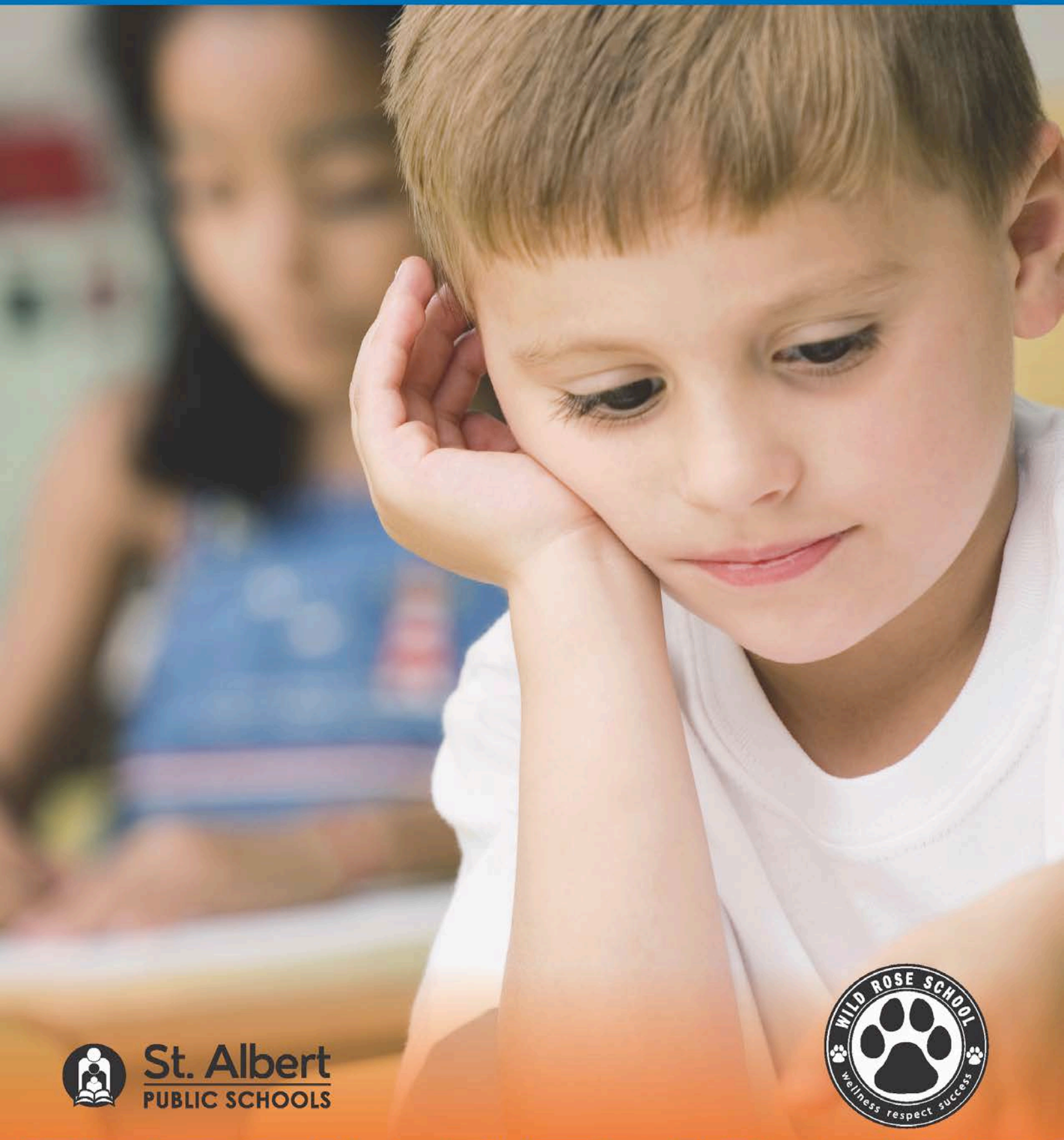


EDUCATION PLAN 2014

Wild Rose Elementary School



St. Albert
PUBLIC SCHOOLS



WILD ROSE ELEMENTARY SCHOOL EDUCATION PLAN 2014

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St. Albert Public Schools' Mission, Mandate and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education, WE BELIEVE THAT...

- our students' learning is central to everything we do,
- it is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance,
- by setting high expectations students are challenged to achieve to their full potential,
- our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected,
- public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all,
- the classroom is central to student learning,
- members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

Wild Rose Vision

In three to five years, we will know that we are making progress towards the achievement of our Mission if:

Students

- achieve at a high level academically
- are active participants in their learning
- are engaged and enthusiastic with schooling at Wild Rose School (WRS)
- feel competent and confident
- demonstrate respect for staff, their peers and for their education
- feel safe, secure and cared for in their learning environments
- understand and meet the expectations of the curriculum
- demonstrate critical thinking and problem solving skills
- are encouraged to explore and celebrate personal interests and hobbies
- demonstrate the characteristics of active and caring citizens
- advocate for their school and their district
- are contributing and responsible members of their school community
- have a sense of belonging

Staff

- are committed to the service of students and parents
- help students to meet their full potential
- have high levels of satisfaction with their professional work in the district
- are committed to professional growth
- are partners in the school and district
- are committed to district growth and development
- feel appreciated and are proud advocates of themselves and their district
- have the confidence to take considered risks on behalf of students, parents and programs
- have confidence in themselves, the district and the board
- have parents as partners in the students' education

Parents

- feel that they are partners in the school
- advocate for the school
- have high levels of confidence in the school, its programs and its staff
- have the information necessary to enable them to be partners in their child's education
- support and promote the work of the school council
- believe the school is preparing their child to become a contributing citizen

Community

- sees the school as a significant and effective part of the community
- believes that the school demonstrates effective and efficient use of resources
- advocates for the school
- believes that the school is preparing students for productive work and effective citizenship

Wild Rose Profile

2013-2014
as of September 30, 2013

Certificated Staff

Teaching	10.15	FTE
Administration	1.21	FTE
Counselling	0.15	FTE
Total	11.51	FTE

Support Staff

Clerical	1.0	FTE
Teacher Aides	9.5	FTE
Library Technicians	0.4	FTE
Technical Support	0.2	FTE
Total	11.1	FTE

Students

English	192
Special Needs	(48)
Total	192

Classroom Configuration

Grade	2013-2014 English
Kindergarten	25
Grade 1	18
Grade 2	24
Grade 3	26
Grade 4	24
Grade 5	23
Grade 5/6	23
PLAC	13
JLAC	16
Total	192

2014-2015
as of September 30, 2014

10.71	FTE
1.27	FTE
0.20	FTE
12.18	FTE

1.0	FTE
12.42	FTE
0.4	FTE
0.2	FTE
14.02	FTE

English	210
Special Needs	(51)
Total	210

Grade	2014-2015 English
Kindergarten	41
Grade 1	26
Grade 2	24
Grade 3	22
Grade 4	24
Grade 5	24
Grade 6	21
PLAC	13
JLAC	15
Total	210

School Snapshot

Wild Rose Elementary School (WRS) is a small, community oriented school for families living primarily in Grandin Park and Heritage Lakes. This year we have an enrolment of 210 students, with 41 in Kindergarten and 169 in Grades 1 to 6. The school enrolment also includes two district sites for special education; one Primary Learning Assistance (**Pr LAC**) Class for Grades 2, 3 and 4 and one Junior Learning Assistance Class (**Jr. LAC**) for Grades 5 and 6. These classes are made up of 13 students in Pr LAC and 15 students in Jr LAC, and integration in various subject areas occurs. All students at Wild Rose work to their full potential to achieve academic success. We are also proud to be the site for four of the district Preschool Programs. We value our relationship with this wonderful program.

We have an exceptional staff at Wild Rose. Everyone, including the administration, administrative assistant, the teachers, teacher assistants and custodial staff, work collaboratively to create a very positive school climate for the students of Wild Rose. There is definitely a sense of family that permeates the WRS community. Our staff works very well as a team and is committed to professional growth. This ongoing quest for excellence ensures that our students experience the challenges and rewards essential for success in the real world. We feel that teachers are key to providing a quality education.

One of the exceptional strengths of the Wild Rose community is the partnership with parents. An active school council provides the necessary formal connection between parents and the school. Our Parents' Society Fundraising Committee raises money through hot lunches, spell-a-thon/math-a-thon, casinos, as well as other smaller projects. The funds are used for class and student activities, as well as specific projects, such as playground expansion, enhancement of our learning commons area and technology. These groups strive to ensure success in all our school endeavours.

We have worked to enhance the engagement of our students by offering a two-day overnight experience to all our Division II students. Grade 4 students experience the Tyrrell Museum in Drumheller and the Alberta Sports Hall of Fame in Red Deer, Grade 5 students will spend two days at the Bennett Centre experiencing Canadian history and investigating a pond study, and Grade 6 students experience an outdoor education team building opportunity at Camp YoWoChAs. Our Grade 3 and 4 classes will be attending Zoo School this year for a week. These initiatives, as well as our Outdoor Classroom/Garden, and a variety of field trips, increase the hands on experiences for our students.

We are very proud of our school's continued emphasis on finding innovative ways to integrate technology into each grade level. SMART Boards, document cameras, laptops, and software are being used as tools to enhance student learning across the grades. Under the direction of designated staff members and mentor/protégé teams, quality professional development in the area of technology is occurring in the classroom setting. As a result, Wild Rose has exceeded the mandated technology requirements and is focusing on using the technology as a tool to enhance instructional practice. Access to Chromebooks by every Division II student helps to ensure that students at Wild Rose will have the skills needed in the 21st Century.

Our athletic program encourages all of our students to adopt and maintain active and healthy lifestyles. The Running Club, school-wide play in the park, triathlon and swimming days, after school extracurricular sports, our annual school-wide triathlon, and Division II ski days, are examples of our mass participation in fitness related activities. Our Health Pack (comprised of a teacher, TA, parent and a number of students from all grades) teaches students monthly about nutrition and fitness. Members of our Health Pack attend the Healthy Ever After Schools Symposium annually. All of our classes enjoy a Physical Education class in the gym daily. We also provide numerous sports activities for students to participate in during breaks and after school. Daily activity for our students is a priority.

Our Music program, building on in-class experiences, is showcased in the community. Students have the opportunity to be involved in assemblies, Christmas carolling, and talent shows as well as two major Music productions, one being at the Arden. Students in Grades 3 through 6, who wish to enrich their music experiences, can join noon hour choir and Orff music groups.

Wild Rose builds citizenship through the positive social interactions that are commonplace at WRS. Using the words WELLNESS, RESPECT and SUCCESS, we are focusing on Covey's "Seven Habits" that lead to caring citizens in our world. By recognizing and celebrating the strengths and talents of our students, they will grow socially and academically. More importantly, by believing in one another and fostering the spirit of cooperation, anything is possible.

Committed to promoting growth and excellence in all areas, our school mission Wellness, Respect and Success, is clearly evident in all that we do.

Issues and Trends

Enrolment

- The Wild Rose population has once again increased this year, but we will continue to address the need to promote our wonderful school in the community. We work to ensure that numbers remain relatively stable to ensure feasibility of programming needs.
- Meeting provincial class size targets while maintaining balanced class configurations that make sense for the whole school is challenging.
- Finding the appropriate placement for students from LAC to be integrated into regular classrooms, without over-crowding the regular classes, is a priority.

Academics

- Continuing to utilize best practices and differentiating instruction, so as to meet all students' needs.
- Continuing to demonstrate a strong performance by our students in all academic areas.
- Continuing to provide reading intervention/recovery support, enrichment programming and ESL support.
- Facilitating the smooth transfer from Provincial Achievement Tests (PATs) at Grade 3 to the Student Learner Assessments (SLAs).

Special Education

- There is an increasing number of integrated special needs students. Having adequate funding to provide the necessary supports for some of these students, along with the additional responsibilities experienced by teachers, are significant issues that will need to be monitored closely.
- To be able to find substitutes for Teacher Aides (TAs) for some of our severe special needs students is a challenge.

Technology

- Continuing to provide timely and meaningful professional development.
- With ever changing technology and the significant costs associated with the infrastructure and upgrades, we need to be cognizant of budgeting adequately within the constraints of small school funds.

School Plant

- The school has been well maintained, however Wild Rose is in need of a renovation and our portables are aging and will need replacement.

District Goals and Priority Areas

District Goals 2014-2017

- Goal 1: An excellent start to learning
- Goal 2: Success for every student
- Goal 3: Quality teaching and school leadership
- Goal 4: Engaged and effective governance

District Priority Areas

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- ensure high quality teaching that recognizes and accommodates diversity in student learning needs, while supporting the academic success and personal growth of all students
- promote a broad view of student success that honours individual differences and a variety of career paths
- prepare all students for active citizenship and for participation in the global community
- promote healthy, safe, and vibrant learning communities in our schools
- foster collegial relationships and collaborative working environments

Wild Rose School Objectives

Objective #1:

Wellness: Create a balanced environment in which students, staff and family well-being (physical, emotional, and mental) is promoted and supported.

Relationship with District Goals: 1 and 2

Goal 1: An excellent start to learning

Goal 2: Success for every student

Key Strategies 2013-2014:

1. We will promote healthy living habits in our school community through:
 - a. Nutrition education
 - i. Providing opportunity for students to purchase milk at lunch
 - ii. Using “ Breakfast for Learning” to provide an opportunity for some students to have proper nutrition
 - iii. Continuing to work with the parent group to provide healthy alternatives for hot lunch days
 - iv. Adding a nutrition information section to our newsletters to provide a consistent healthy eating message
 - v. Afternoon snacks are limited to raw veggies or fruit
 - vi. We encourage students to have water bottles in the classroom, so that they drink more water
 - b. Exercise opportunities
 - i. Daily P.E. scheduled in gym.
 - ii. Special days to enhance physical fitness:
 1. Wild Rose “Play in the Park” morning
 2. Two Division 2 ski & snowshoeing days
 3. Two whole school swim days
 4. Swimming lessons for Kindergarten students
 5. Intramurals for Grades 1-6
 6. Triathlon
 7. Running Club and Skipping Club
 8. Extracurricular teams – cross country, volleyball, basketball,
 9. Track Meet
 10. Terry Fox Run
 11. Thanksgiving Turkey Trot
 12. Winter Walk
 13. Playground Pals
 14. Cheer Team
2. We will continue to engage, value, and promote the importance of the family and community partnerships in learning.
 - a. Outdoor classroom/garden
 - b. Open House sessions, Celebrations of Learning
 - c. Parent volunteerism
 - d. Parent communication (report cards, conferences, school and classroom newsletters, class/school websites)
 - e. Parent Appreciation Barbeque & Family Dance
 - f. Thanksgiving Thank you Community Drive Through – coffee and muffins for everyone
 - g. Partnership with the St. Albert 50+ Club
 - h. Christmas dinner
 - i. Volunteerism at Food Bank
3. We will continue to recognize the positives in every child by celebrating their achievements in all areas.
 - a. Classroom Connect



Reporting our Progress

Highlights

- Creation of a Health Pack, which consisted of some parents, some students and a teacher. This group attended the Healthy Ever Active School Symposium.
- The continued growth of the “7 Habits” language within our student body.
- Our coffee and muffin drive -thru and Christmas lunch continue to be events valued and appreciated by the community.
- Our parent group continues to support us in our many initiatives and activities. Their financial support and support through their time and energy continue to make a significant difference to our small school.
- By working as a team, staff have been able to address the needs of various students and to provide the supports they need, thereby helping students grow academically, emotionally, and socially.
- Creation of a sensory room is helping many of our special needs students regulate in a positive manner. This has greatly lessened the need to use the timeout room.
- We have obtained an exercise bike that is used by some of our students that require help in regulation.

Challenges

- If funding for “Breakfast for Learning” is not received, it will be difficult to offer healthy snacks to those in need. We will need to investigate different sources for funding.
- As Wild Rose still only has one class at each grade level, it continues to be difficult for teachers to have frequent collaboration with colleagues that have similar assignments.
- We need to be innovative to create learning spaces in all parts of our school.

Progress toward Meeting Objective #1:

Partially achieved.

This objective will continue into 2014-2015

Key Strategies 2014-2015:

1. We will promote healthy living habits in our school community through:
 - a. Nutrition education
 - i. Providing opportunity for students to purchase milk at lunch
 - ii. Continuing to work with the parent group to provide healthy alternatives for hot lunch days
 - iii. Afternoon snacks are limited to raw veggies or fruit
 - iv. We encourage students to have water bottles in the classroom, so that they drink more water
 - v. Our Health Pack promotes nutrition by once a month providing a unique healthy snack to the entire school population, thereby allowing students to broaden their healthy choice snack options

- vi. Visitation of Alberta Health Services (AHS) to classrooms to promote healthy eating and handwashing
 - vii. AHS displays on nutrition up during parent/teacher interviews
 - b. Exercise opportunities
 - i. Daily PE scheduled in gym.
 - ii. Special days to enhance physical fitness:
 - 1. Wild Rose “Play in the Park” morning
 - 2. Two Division 2 ski & snowshoeing days
 - 3. Two whole school swim days
 - 4. Swimming lessons for Kindergarten students
 - 5. Intramurals for Grades 1-6
 - 6. Triathlon
 - 7. Running Club
 - 8. Skipping Club
 - 9. Extracurricular teams – cross country, volleyball, basketball,
 - 10. Track Meet
 - 11. Terry Fox Run
 - 12. Winter Walk
 - 13. Playground Pals
 - 14. Cheer Team
 - 15. Health Pack once a month teaching a new game to entire school population
 - iii. Having special guests come to provide students unique opportunities to be physically active.
 - 1. The Skipping Guy will spend five full days spread through out the year encouraging and honing this skill with our students. The skipping club will allow student to practice every week.
 - 2. Wheelchair Basketball will spend a week at our school honing the basketball skills of our students, as well as coaching our students on how to overcome obstacles and live their dreams.
 - 3. Bringing in Rock and Rinks to promote curling, offering our students another way that they can get involved physically their entire life.
 - iv. Offering Playground Pals outside at lunch to help students be proactive in their game choices.
 - c. Organizing a Health Day to promote Wellness at our school.
- 2. We will continue to engage, value, and promote the importance of the family and community partnerships in learning.
 - a. Outdoor classroom/garden
 - b. Open House sessions, Celebrations of Learning
 - c. Parent volunteerism
 - d. Parent communication (report cards, conferences, school and classroom newsletters, class/school websites, tweets)
 - e. Parent Appreciation Barbeque & Family Dance
 - f. Thanksgiving Thank you Community Drive Through – coffee and muffins for everyone
 - g. Christmas dinner
 - h. Volunteerism at Food Bank and other community programs that require our assistance
 - i. Continuing to hold parent-teacher interviews prior to report cards. This allows for greater communication of formative assessments used to guide the teaching of the child.
 - j. Using our signage to communicate events to our community
 - k. Having an IPP conference with parents of students who have one. It is important that the document input from the student, teacher and parents as partners.
- 3. We will continue to recognize the positives in every child by celebrating their achievements in all areas.
 - a. Classroom Connect
 - b. Cross-age activities
 - c. Leaders of the Pack – integrating the “7 Habits of Happy Kids”
 - d. New Student Recognition luncheon

- e. Talent show
- f. Leadership opportunities – Phone monitors, patrols, recycling, MCs at assemblies
- g. Monthly Habit Days
- h. Wild Rose TV (WRTV)
- i. Art wall
- j. Athletic pep rallies
- k. Extracurricular clubs

Objective #2:

Respect: Teach, model and encourage good citizenship and values to promote empathy and acceptance of everyone in our community.

Relationship with District Goals: 2 and 3

Goal 2: Success for Every Student

Goal 3: Quality teaching and School Leadership

Key Strategies 2013-2014:

1. Continue to promote citizenship in the school and Wild Rose community.
 - a. WRS Leaders of the Pack (Wellness, Respect, Success)
 - b. Playground Pals
 - c. PAWsitive peers
 - d. Cross-age activities
 - e. Various charitable endeavours (Terry Fox, Food Bank, Me to We, Foster Child Sponsorship, Kinette Hampers, Jump Rope for Heart)
 - f. Connections in the community, such as the St. Albert 50+ Club
 - g. WRTV – 7 Habits of Happy Kids Character Education Shows
 - h. Classroom Connect
 - i. Golden Dust Pan and Soft Paw Awards
 - j. Monthly Habit Days – School wide activity that focuses on citizenship
 - k. Hiring of a Health Recovery Facilitator to work at school one hour a day
2. Continue to respect the personal learning needs of all students.
 - a. Creating environments for literacy using the “Daily 5” approach to learning
 - b. Levelled literacy
 - c. Goal setting and reflecting (Habit 2- Beginning with the End in Mind)
 - d. Implementing the “Plan B” approach
 - e. Providing integration opportunities for the LAC classes
 - f. Utilizing the “Elementary Learning Team”
3. Continuing to reinforce the importance of respecting our environment.
 - a. Outdoor classroom and Discovery Garden-planting and harvesting
 - b. Student green Initiatives
 - c. Planning of an environmental day for students

Reporting our Progress

Highlights

- Our monthly Habit Days promoted Wellness and Respect throughout the entire school community.
- Students were finding more win-win solutions to their problems. There was a significant decrease in the number of student problems that came to the office.
- Students at Wild Rose continued to be heavily involved in many global initiatives. This increased their awareness and understanding of the needs of others. It also taught them to be grateful for the life they have.
- An all-time high (91.2%) was attained on the Accountability Pillar survey with parents and teachers agreeing that students are taught attitudes and behaviors that will make them successful at work when they finish school.

- Parents also showed a significant increase (24% increase) in satisfaction that students are modelling the characteristics of active citizenship.

Challenges

- Finding resources and man-power in a small school with limited funds can be difficult.
- With the demands of a high special needs population, it was found that a health facilitator for one hour a day, although helpful, wasn't enough. Therefore, for the 2014-2015 year we have hired a psychologist to work 0.2 in our school. This will allow two half days a week for him to work with students, staff or teacher aides (TAs) or any combination of those.
- Finding appropriate integration opportunities for our LAC students, that don't overcrowd a classroom and that work with the timetable can be challenging.

Progress toward Meeting Objective #2:

Partially Achieved

This objective will continue into 2014-2015.

Key Strategies 2014-2015:

- Continue to promote citizenship and leadership in the school and Wild Rose community.
 - WRS Leaders of the Pack (Wellness, Respect, Success)
 - Playground Pals
 - Cross-age activities
 - Various charitable endeavours (Terry Fox, Food Bank, Me to We, Foster Child Sponsorship, Kinette Hampers, Jump Rope for Heart)
 - Connections in the community to promote volunteerism and leadership (an example of which would be our Grade 6 class working to shelve food at the food bank)
 - Classroom Connect – 20 minutes set aside daily for teaching the “Seven Habits”
 - Using the “Zones of Regulation” program in a number of our classrooms to help our inclusive students
 - Golden Dust Pan and Soft Paw Awards
 - Monthly Habit Days – School wide activity days that focus on citizenship. The students are divided into non-graded wolf packs to partake in activities designed to teach the “Seven Habits of Happy Kids”.
 - Hiring a Psychologist as counsellor to work at the school two half days a week
 - The artist in residence this year will be a Hoop Dancer, which will promote learning about the First Nations culture, as well as being a physical and fine arts endeavour
 - Promoting positive play on our playground through direct teaching during our “Play at the Park” day.
 - Working with all supervisors to understand the importance of being proactive and involving themselves early to teach social skills to those that are struggling
- Continue to respect the personal learning needs of all students.
 - Creating environments for literacy using the “Daily 5” approach to learning
 - Using “Levelled Literacy” to allow all students to learn in their zone of proximal development.
 - Goal setting and reflecting (Habit 2- Beginning with the End in Mind)
 - Implementing the “Plan B” approach
 - Providing integration opportunities for the LAC classes
 - Utilizing the Instructional Learning Team (ILT)
 - Bring in the Wheelchair basketball team to work with students to help them understand that obstacles can be overcome.
- Continuing to reinforce the importance of respecting our environment.
 - Outdoor classroom/garden-planting and harvesting
 - Student Green Initiatives
 - Having an Evergreen Theatre performance during our Earth Day celebrations. The performance this year is Goldilocks and the Three Polar Bears , “which is a story about the importance of an inquisitive mind and an open heart, and the value of treading lightly when making new friends and protecting our planet”

- Continuing with our Groovy Green Recycling Team

Objective #3:

Success: Personalize learning so that students and staff are engaged, confident and empowered to strive for personal excellence.

Relationship with District Goals: 2 and 3

Goal 2: Success for Every Student

Goal 3: Quality Education and school leadership

Key Strategies 2013-2014:

1. We will use best practices to enhance our instruction.
 - a. "Daily 5" used as a structure to teach literacy. All literacy teachers received two days of professional development with "The Sisters" the creators of the program. There will also be three half day PD sessions in the school conducted by school leaders and a full day review at convention
 - b. Grade 5 and 6 teachers will attend all district literacy workshops
 - c. All Wild Rose teachers will utilize materials obtained from the district Literacy Project in their classrooms
 - d. Teachers will plan with the outcomes in mind
2. We will refine technology teaching practices and learning experiences through access to technology and innovative and creative ways to enhance learning for the 21st century learner.
 - a. The use of Chromebooks for Grade 4-6 students as a tool to enhance their learning
 - b. Using "Imagine" software with LAC (Learning Assisted Class) students
 - c. Seeking out emerging and engaging technology initiatives
 - d. WRTV
 - e. Using our district Coordinator of Education Technology to help teachers with classroom projects
 - f. Holding Cyber-Etiquette afternoons to ensure that our students are ethical virtual citizens
3. We will provide hands on learning for our students. This will allow their learning to move from the concrete to the abstract.
 - a. Providing a Math/Science discovery lab available for classes
 - b. Utilizing our Discovery Garden
 - c. Overnight experience for Grade 4 students at the Tyrell Museum
 - d. Overnight experience for Grade 5 students at the Bennett Center
 - e. Overnight experience for Grade 6 students at Camp YoWoChAs
 - f. Utilizing the many St. Albert facilities to provide experiences for our students who have special needs
 - g. Planning meaningful field trips for students to link their learning to the concrete

Reporting our Progress

Highlights

- The completion of our training for all Language Arts teachers in "Daily 5".
- The increasing amount of hands on learning that we are providing for the students at Wild Rose.
- Continued financial support provided by parent group for our initiatives.
- The excellent partnership in education that we have with our community.
- According to the "Tell Them From Me Survey", our students tell us that they value schooling outcomes.
- The first steps were taken to create a learning commons area in our former library space.
- According to our Accountability Pillar survey, 95.1% of parents, students, and teachers are satisfied with the opportunity for students to receive a broad program of studies. This is an increase of over 20% for parents and over 15% for students over previous years.

- The Accountability Pillar Survey showed an increase of 15% in parent satisfaction with the overall quality of basic education.

Challenges

- Continuing to have more students meet the Standard of Excellence.
- Finding ways to be able to provide time for teachers to plan together and conference with teacher aides.

Progress toward Meeting Objective #3:

Partially Achieved.

This objective will continue into 2014-2015

Key Strategies 2014-2015:

1. We will use best practices to enhance our instruction.
 - a. "Daily 5" used as a structure to teach literacy. All literacy teachers have been trained in this approach. We will continue with PD in this area by having a PD moment every staff meeting to address issues that may be arising.
 - b. Engaging all students with effective reading goals through the Café Menu.
 - c. Language Arts teachers will attend district literacy workshops and work with our Literacy Lead teacher when needed.
 - d. All Wild Rose teachers will utilize materials obtained from the district Literacy Project in their classrooms.
 - e. Teachers will plan with the outcomes in mind.
 - f. Enhancing our fine arts program by bringing in bands, Evergreen Theatre and the Alberta Opera to provide our students with these experiences.
 - g. Using an RTI model to address all of our students' needs.
 - h. Having a PD moment at all our staff meeting, because educational research adds to our professional knowledge base. At WRS, we wish to create a culture that strives to improve. Looking at ways for the teacher to be an Engaged Learner, have an Entrepreneurial Spirit and be an Ethical Citizen. As part of our lifelong learning focus, we will:
 - Have a team building day session at Camp YoWoChas
 - Have a reflections and yoga session in November to learn about this way of reducing stress
 - All certificated staff take part in and lead a monthly book study. This year we will be studying the book "17 Things Great Teachers do Differently" by Todd Whitaker. The book study will help to develop a common understanding and a shared vocabulary
 - As part of our PD moments at each staff meeting we will discuss and read about motivation. We will continue to work towards a school in which all students are engaged with their learning rather than just being compliant.
2. We will refine technology teaching practices and learning experiences through access to technology and innovative and creative ways to enhance learning for the 21st century learner.
 - a. Chromebooks (for Grades 4-6 students and the students in our LAC) are used as a tool to enhance their learning
 - b. Using "Imagine" software and Lexia with ELL students
 - c. Seeking out emerging and engaging technology initiatives
 - d. WRTV
 - e. Using our district Coordinator of Education Technology to help teachers with classroom projects
 - f. Holding Cyber-Etiquette afternoons to ensure that our students are ethical virtual citizens. The team from AHS will help us with this.
3. We will provide hands on learning for our students. This will allow their learning to move from the concrete to the abstract.

- a. Providing Math/Science discovery experiences for classes
 - b. Utilizing our Outdoor Classroom/Garden
 - c. Overnight experience for Grade 4 students at the Tyrell Museum
 - d. Grades 3 and 4 students will attend Zoo school for a week in February
 - e. Overnight experience for Grade 5 students at the Bennett Center
 - f. Overnight experience for Grade 6 students at Camp YoWoChAs
 - g. Utilizing the many St. Albert facilities to provide experiences for our students who have special needs
 - h. Planning meaningful field trips for students to link their learning to the concrete
4. Engaging teachers in their own learning by having them take on more leadership roles in the learning of other staff members, either through mentoring, acting as a lead teacher or taking on staff p.d. responsibilities.
5. Creating learning areas that are fluid and serve different needs.
- a. Creating classrooms that are collaborative
 - b. Creating classrooms that have interdisciplinary problem solving happening daily
 - c. Creating classrooms that use pencil, paper, books and technology in a fluid manner
 - d. Creating classrooms in which creativity exists
 - e. Continuing to create a learning commons area that is used by students, teachers and our parent community
 - f. Providing teacher time for each of these programs: English as a Second Language (ESL), Reading Recovery/Intervention and Enrichment

Financial Performance 2013-2014

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$ 101 621.00

These funds were put aside to help with staffing and programs initiated at the school that will continue into the 2014- 2015 school year.

- \$40 000 was put aside to pay for the full day kindergarten program. Although it is very important to the future health of our school numbers, the registration in this program is not high enough to pay for itself.
- Money had been put aside to buy a new copier for the school. The copier was less expensive than first anticipated, so there were funds left over.
- It was decided to make a change from a part time Health Recovery Facilitator to a part time Psychologist on staff in the 2014- 2015 school year. This will be more taxing on our budget.
- To help cover costs for evergreening many of our Smart Board projectors.
- To help cover costs of continuing to make improvements to our learning commons area.

Financial Planning 2014-2015

RESOURCE AND DISTRIBUTION WILD ROSE SCHOOL			
	2014-2015	2014-2015	2013-2014
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 1,466,177	\$ 1,368,301	\$ 1,397,578
2. Other Revenues			
2.1 Fees	\$ 66,100	\$ 48,360	\$ 43,740
2.2 Cafeteria			
2.3 Donations	\$ 8,000	\$ 8,000	\$ 8,000
2.4 Fundraising			
2.5 Other Revenues	\$ 5,500	\$ 5,500	\$ 5,500
3. Surplus / Deficit Allocation (S/D)	\$ 101,621	\$ 62,374	\$ 82,457
TOTAL REVENUES	\$ 1,647,398	\$ 1,492,535	\$ 1,537,275
	2014-2015	2014-2015	2013-2014
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 1,267,907	\$ 1,176,085	\$ 1,197,904
2. Support Staff	\$ 220,918	\$ 175,516	\$ 179,363
3. Services	\$ 57,610	\$ 48,310	\$ 57,350
4. Supplies	\$ 27,750	\$ 22,780	\$ 18,880
5. Furniture, Equipment & Capital	\$ 8,000	\$ 5,339	\$ 21,099
6. Technology	\$ 28,000	\$ 10,000	\$ 20,000
7. Future Emergent Initiatives	\$ 37,213	\$ 54,505	\$ 42,679
TOTAL EXPENDITURES	\$ 1,647,398	\$ 1,492,535	\$ 1,537,275
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2014-2015	2014-2015	2013-2014
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	189.50	177.50	179.50
	2014-2015	2014-2015	2013-2014
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	12.37	11.22	11.51
Support Staff FTE	4.45	3.34	3.41
Certificated Staff Percentage	80.9%	82.2%	80.9%
Support Staff Percentage	14.1%	12.3%	12.1%
TOTAL STAFFING PERCENTAGE (with S/D)	95.0%	94.5%	93.1%
TOTAL STAFFING PERCENTAGE (without S/D)	101.5%	98.8%	98.5%
Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.			
Fees include Board approved fees, and may include lunchroom, school assessed, extra-curricular, adult and international student fees.			

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

The following provides the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

Grade 6 English Language Arts

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	94.6	90.75	93.8	90.8	100	90.8	100	90.8	100	90.4
Results Based on Number Enrolled										
Acceptable Standard	91.9	83.3	90.6	83.0	97.1	82.7	94.7	82.5	93.5	81.9
Standard of Excellence	29.7	18.9	34.4	18.5	14.7	17.8	26.3	16.3	16.1	17.6
Results Based on Number Writing										
Acceptable Standard	97.1	91.8	96.7	91.4	97.1	91.0	94.7	90.9	93.5	90.6
Standard of Excellence	31.4	20.8	36.7	20.4	14.7	19.6	26.3	18.0	16.1	19.5

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong is:
 - 100% (31) of our students wrote, which included 7 special education students. They achieved well above the provincial Acceptable Standard on the total test.
 - 41.9%, of the 31 students that wrote, achieved the Standard of Excellence in reading.
 - Strengths: identifying key details and inferring relationships between them, using context clues, evaluating information and details.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern is:
 - Having more of our students achieve the Standard of Excellence in writing. 77.4% achieved the Acceptable Standard.
 - Understanding text organization and literary terms.
- Specific Initiatives planned to address the above noted areas of strengths and concerns are:
 - Continue our Daily 5 and Café instruction.
 - During read alouds and shared reading in the earlier grades, discuss text organization (such as italics and ellipses) and literary terms (such as simile and theme).
 - Continue to benchmark for diagnostic assessment and to monitor progress.
 - Continue our 6 Traits writing instruction and school wide writing assessments.
 - Use exemplars for writing instruction.
 - Frequent writing opportunities during Daily 5 and meaningful feedback for skill development.
 - Increase the numbers of classes that have students blogging regularly using the Chomebooks.

Grade 6 English Mathematics

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	94.6	87.0	93.8	90.2	100.0	90.4	100.0	90.3	100.0	90.1
Results Based on Number Enrolled										
Acceptable Standard	81.8	72.8	71.9	72.8	88.2	74.1	89.5	72.1	77.4	72.7
	13.5	16.3	37.5	17.5	11.8	16.4	15.8	16.3	6.5	15.3
Results Based on Number Writing										
Acceptable Standard	85.7	83.7	76.7	80.7	88.2	81.9	89.5	79.8	77.4	80.7
Standard of Excellence	14.3	18.7	40.0	19.4	11.8	18.2	15.8	18.0	6.5	17.0

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong is:
 - 100% (31) of our students wrote, which included 7 special education students. They achieved above the provincial Acceptable Standard on the total test.
 - Number, Patterns and Relations and Statistics and Probability were comparable to provincial results.
 - 4 of the 7 LAC students that wrote achieved the Acceptable Standard.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern is:
 - Shape and Space was a strand in which students encountered more difficulty when compared to the Provincial results.
 - Having more students reach the Standard of Excellence.
- Specific Initiatives planned to address the above noted areas of strengths and concerns are:
 - Continue with integration of LAC students into the grade 6 math class when appropriate for those students.
 - More instructional time and review for the Shape and Space strand.
 - More instruction and practice with fractions.
 - Continue with our school wide problem solving acronym – "WOLF" to give students a common language and tool for problem solving .
 - W –What is the problem – highlight.
 - O – Organize information – underline key ideas.
 - L – Let's use a strategy.
 - F – Final answer – does it make sense.
 - Continue with math enrichment and a math fair.

Grade 6 English Science

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	62.2	89.9	78.1	89.9	91.2	90.3	84.2	90.3	83.9	89.5
	Results Based on Number Enrolled									
Acceptable Standard	59.5	89.9	71.9	75.7	88.2	77.4	78.9	77.1	74.2	75.4
Standard of Excellence	35.1	27	31.3	25.2	32.4	28.5	26.3	26.2	25.8	25.3
	Results Based on Number Writing									
Acceptable Standard	95.7	85.2	92.0	84.3	96.8	85.8	93.8	85.4	88.5	84.2
Standard of Excellence	56.5	30.1	40.0	28.1	35.5	31.5	31.3	29.0	30.8	28.2

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong is:
 - In the skills portion of the test, students achieved higher scores in both the Acceptable Standard and Standard of Excellence.
 - Of the 2 special needs students that wrote, both achieved the Acceptable Standard and one achieved the Standard of Excellence.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern is:
 - Our LAC students have diagnosed learning disabilities in Language Arts and/or Mathematics and remediation and instruction in those areas are a priority of the program. However, for some students, Science is an area for integration.
- Specific Initiatives planned to address the above noted areas of strengths and concerns are:
 - Continue with experiential learning opportunities such as field trips, experiments and investigations out of the classroom, and the Bennett Centre review workshops.

Grade 6 English Social Studies

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	62.2	89.8	78.1	89.9	91.2	90.1	84.2	89.5	83.9	88.9
	Results Based on Number Enrolled									
Acceptable Standard	56.8	70.9	75.0	71.0	82.4	72.9	73.7	72.2	64.5	70.2
Standard of Excellence	16.2	16.7	21.9	19.0	14.7	20.1	5.3	19.3	6.5	17.1
	Results Based on Number Writing									
Acceptable Standard	91.3	79	96.0	78.9	90.3	81.0	87.5	80.7	76.9	78.9
Standard of Excellence	26.1	18.6	28.0	21.1	16.1	22.4	6.3	21.6	7.7	19.2

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong is:
 - Students scored higher on the knowledge and understanding questions compared to the provincial average.
 - Students scored higher on the Iroquois Confederacy questions compared to the provincial average.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern is:

- Students had some difficulty with the skills and processes questions concerning government.
 - Using a chart to calculate an answer.
3. Specific Initiatives planned to address the above noted areas of strengths and concerns are:
- Having students use facts found in research to support a viewpoint of a current event. This will provide practice with using tables, charts and graphs to support their reasoning.
 - Continue to focus on developing inquiry/constructivist-based lessons where essential questions and big ideas help guide students to transfer knowledge and skills.
 - Division II teachers are collaborating to design more effective and engaging instruction.
 - Iroquois Confederacy unit was the last unit taught and this is the one that the students did best on. This year we will allow for more review of the previous two units at the end of the year.

Summary Comments Regarding Provincial Achievement Test Results

1. Overall, we had excellent results in the Grade 6 Provincial Achievement Test. We are proud of our teachers and students.
2. It is essential to remember that our results include a variety of special needs students.
3. Our school has a small sampling of students. It is important to note that each student represents a significant percentage of the total.
4. Wild Rose continues to provide excellent academic programs to a diverse student population. Provincial Achievement Tests are only one snapshot in time to assess the progress of our students and it is important to note, that the statistical validity of the test scores on such a small sample group must be considered with a degree of caution.

Appendix II – Other Indicators of Student Performance

Citizenship/Character Education

- Completion of “Safety on Board” presentations at the kindergarten level.
- Student cross-age opportunities for all students at Wild Rose.
- Using our Division II students in leadership roles around the school such as: milk sales, phone monitors, assembly hosts, school patrols, cookie sellers, playground pals and recyclers.
- Continuing with our character education program – “ The 7 Habits of Happy Kids”.
- Partaking in numerous school service projects: Food Bank, Foster Child sponsorship, Habitat for Humanity, Me to We, Kinette Christmas Hampers and Mitten Tree to help build global citizenship.
- The Groovy Green team helping with environmental initiatives. Our student body doing clean ups in the community.
- Continuing to use services provided by Family and Community Support Service (FCSS) programs
- Being part of the Healthy Interactions program.
- Continuing Leaders of the Pack (WRS) recognition.
- Grade 6 students as part of the DARE program.
- Playground Pals.
- Health Pack.
- Partaking in the Everactive School Symposium.
- According to the Accountability Pillar 88.9% of our parents were satisfied that students model the characteristics of active citizenship. (An increase of 24%).
- According to the Accountability Pillar Survey results 91.2% feel that students are taught attitudes and behaviors that will make them successful at work when they finish school. This is an all time high for Wild Rose School.

Extra-Curricular

- We host an amazing running club that partakes in cross country events such as the St. Albert Marafun event, Halloween Howl, Running Room games and district track meets.
- Daily PE classes in the gym.
- School Wide Beach Day at Fountain Park.
- Grade 6 interschool volleyball and basketball.
- Jump Rope for Heart.
- Noon hour intramurals.
- Wide variety of noon hour clubs (Lego, games, choir, Orff, art, reading, computer, skipping, cards, chess, technology, homework help).

Co-Curricular

- Tyrell museum overnight experience for Grade 4.
- Overnight camp experience for Grade 6.
- Overnight Bennett Centre camp for Grade 5.
- Zoo School for Grades 3 and 4.
- Triathlon.
- School wide Christmas dinner prepared by all students.
- Two ski days for Division II students at Snow Valley.
- Field days and Track Meet.
- Terry Fox Run.
- Wide variety of field trips at every grade level.
- Mission Impossible.
- Outdoor classroom offering hands on experiences for students.
- Science Discovery Day for Division II students.
- Use of hands-on Science materials such as Lego Building Sets for the Wheels and Levers unit in Grade 4 and circuit boards for grade 5.
- Cross-age activities.

- According to the Accountability Pillar Survey results 100% of our parents are satisfied with the opportunities for their children to participate in physical education at our school.

Academics/Enrichment

- Implementation of an outcomes based approach was continued (assessing, planning instruction, reassessing and reporting).
- Historica Fair was held for Grade 5 students to enrich their learning in Social Studies/Language Arts.
- Math Fair was created by enrichment students and a Math Fair was attended at the University of Alberta.
- Grade 6 students completed the Drug Awareness and Resistance (DARE) program.
- A pilot of Accelerated Reader was launched.
- Imagine software used as a resource in our LAC classrooms.
- Scholastic Book Fairs offered students the opportunity to purchase books.
- Students hosted our assemblies.
- Reading intervention either for small group or Reading Recovery for individuals.
- Reading A-Z, RAZ kids, Sumdog, Accelerated Reader (AR) and other internet apps that engage students in their learning.
- Chromebooks are used by every student in grades 4- 6 and our LAC.
- Alberta Opera and Evergreen Theatre Performances were enjoyed by our students.
- According to the Accountability Pillar Survey Wild Rose achieved an all time high in satisfaction of students, parents and teachers with opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.(95.1%, which was an over 20% increase for parents).
- According to the Accountability Pillar Survey results 100% of our parents are satisfied with the variety of subjects available to their child at Wild Rose.

Fine Arts

- Artwork was showcased in our school Art Gallery, St. Albert Public library and at the district Art Show.
- We have a music specialist who taught music to grades 1-6.
- A Christmas concert was held to showcase the K-2 talent.
- A spring concert was held to showcase the Grades 3-6 talent at the Arden Theatre.
- Kindergarten through Grade 6 attended the Children's Festival.
- Students in Grades 4, 5, and 6 studied the recorder.
- Students in Grade 6 study the ukulele.
- A talent show was held in the spring in which students who wished to were able to perform.
- Many classrooms visited "Profiles Gallery".
- School wide carolling the week prior to Christmas.
- Water Color "Artist in Residence" in the spring.
- Alberta Opera Performance at our school in January.
- According to the Accountability Pillar Survey results 100% of our parents are satisfied with the music opportunities for their children.

Special Programs

- Counselling.
 - Field Experiences – U of A.
 - Mentorship programs (beginning teachers and administration).
 - Covey's "Seven Habits of Happy Kids".
 - According to the Accountability Pillar Survey results 90.3% are in agreement that programs for children at risk are easy to access and timely.
-

Other Services

- St. Albert Daycare before and after school care.
- Coordination with outside services such as Alberta Health Services, Family School Liaison Program, Child, Adolescent and Family Mental Health (CASA) and Edmonton Regional Educational Consulting Services (ERECS).
- Preschool district site.
- Utilization of the Inclusive Learning Team (ILT).

Parent Initiatives

- School council and parent society.
- Fundraising efforts from the parent society provide exceptional support for the school in many areas.
- The Family Dance, a happy event for our school community, was run by our parent group.
- Countless hours were spent by parents and grandparents volunteering at our school.
- Hot Lunch and Hot Dog Days provided by our parent group each Friday.

Community Connections

- We have a positive connection with inter-agencies that foster a more positive school community. Agencies such as: RCMP, Mental Health and Alberta Health Services.
- School-wide pitch-in activities to clean up our community.
- Halloween carnival proceeds went to support our foster child in Benin.
- We Day for the Grade 6 class.
- Gingerbread Habitats Raffle proceeds went to "Habitat for Humanity".
- Utilization of Fountain Park, Grosvenor Pools, Servus Place and other recreation services in the community.
- Daily community trips for students with special needs.

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied	
	2010-2011	2012-2013
1. Overall, I am happy with my school.	98%	95%
2. I can talk to a teacher, counsellor, or other school staff about problems I am having.	93%	93%
3. I am encouraged to do my best.	99%	99%
4. I can get extra help with my schoolwork when I need it.	98%	98%
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	93%	93%
6. The school helps me become a good, caring citizen.	98%	94%
7. I am satisfied with opportunities to help other people in my school or community.	96%	96%
8. My teachers tell me how I am doing in school.	96%	99%
9. My teachers care about me.	98%	91%
10. I feel safe in my school building.	99%	99%
11. I feel safe on the playground during school time.	98%	96%
12. My school is a positive and welcoming place.	97%	94%
13. Expectations for student behaviour are clear.	97%	98%
14. There are consequences when the school rules are not followed.	97%	100%
15. Have you been bullied by another student on a repeated basis this year?	12%	19%
16. My school promotes physical activity, health and wellness.	100%	99%

Participation Rates

Year	Respondents	Rate
2012-2013	99	95%
2010-2011	121	100%
2009-2010	129	100%

Wild Rose Elementary School Education Plan 2014

Parent Survey Questions (Grades 1, 3-6) How satisfied are you...	% Satisfied		% Satisfied	
	2010-2011		2012-2013	
1. with the quality of education that your child is receiving?	96%		94%	
2. with the choice of courses and programs available in your school?	95%		88%	
3. with the choice of courses and programs available in your school district?	92%		95%	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	90%		93%	
5. that your child is encouraged by his or her teachers to achieve high standards?	97%		94%	
6. that your child's learning needs are being met?	94%		91%	
7. with the extra help available, if your child requires it?	90%		91%	
8. that teachers help your child to achieve learner outcomes?	93%		94%	
9. that your child is developing the skills and attitudes to become a lifelong learner?	93%		96%	
10. that the school helps your child become a good, caring citizen?	96%		97%	
11. that the school provides your child with activities that promote volunteerism and community contribution?	93%		90%	
12. that the school provides students opportunities to assume leadership roles?	96%		99%	
13. with the leadership provided by district office?	95%		91%	
14. with the leadership within your child's school?	93%		91%	
15. with the Board's resource allocation, policies, priorities and processes?	93%		86%	
16. with how the district manages financial resources?	90%		89%	
17. with how the school manages its financial resources?	94%		91%	
18. that your input is considered, respected, and valued by the St. Albert Public School Board?	93%		92%	
19. that your input is considered, respected, and valued by your school?	91%		92%	
20. that the School Council plays a meaningful role in your school?	94%		94%	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	92%		94%	
22. with the school's partnerships with community agencies and organizations?	98%		92%	
23. with the communications you receive from the school?	95%		94%	
24. with how the school keeps you informed about your child's progress and achievement?	89%		91%	
25. that there is a caring environment at the school?	96%		97%	
26. that the school is safe?	98%		96%	
27. that your child's school is a positive and welcoming place?	97%		97%	
28. that expectations for student behavior are clear?	97%		93%	
29. with the way discipline matters are dealt with by school staff?	91%		86%	
30. with the bus service?	96%		94%	
31. with the image of the school in the community?	98%		98%	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	98%		97%	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 14%	No 86%	Yes 23%	No 77%

Participation Rates

Year	Respondents	Rate
2012-2013	67	52%
2010-2011	112	77%
2009-2010	121	76%

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Special Education Parent Survey Questions How satisfied are you...	% Satisfied 2010-2011	% Satisfied 2012-2013
1. with the quality of education your child is receiving at this school?	92%	92%
2. that the special education programs and services provided by the school are meeting your child's needs?	83%	83%
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	83%	83%
4. with the communication you receive about your child's educational progress?	91%	83%
5. with your child's educational achievement?	83%	83%
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	100%	83%
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	78%	82%
8. with the school district funding for special education services?	80%	75%

Participation Rates

Year	Respondents
2012-2013	12 Telephone Interviews
2010-2011	12 telephone interviews
2009-2010	12 telephone interviews

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School Staff Survey Questions	% Satisfied 2010-2011	% Satisfied 2012-2013
1. I am satisfied with the quality of education that students are receiving in this school.	100%	100%
2. I am satisfied with the choice of courses and programs available for students in the school district.	100%	100%
3. I am satisfied with how the school assigns support to special education programs.	100%	88%
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100%	92%
5. The professional development opportunities are useful in helping me meet the needs of my job.	92%	88%
6. There is sufficient computer-related training available.	96%	91%
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	100%	92%
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100%	100%
9. Students are developing the skills and attitudes to become lifelong learners.	100%	96%
10. The school helps students become good, caring citizens.	100%	96%
11. The school provides students with activities that promote volunteerism and community contribution.	100%	100%
12. The school provides opportunities for students to develop leadership roles.	100%	100%
13. I am satisfied with leadership provided by district office.	96%	96%
14. I am satisfied with the leadership within my school.	100%	100%
15. I am satisfied with the opportunities to assume leadership roles.	100%	100%
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	100%	91%
17. I am satisfied with how the district manages financial resources.	100%	95%
18. I am satisfied with how the school manages its financial resources.	100%	96%
19. (Teaching staff only) I am able to meet individual student needs.	100%	100%
20. The district provides adequate support / resources to meet diverse student needs.	92%	96%
21. My input is considered, respected, and valued by Alberta Education.	13%	95%
22. I have the opportunity to be involved in decision-making at the district level.	88%	85%
23. My input is considered, respected, and valued by the St. Albert Public School Board.	100%	95%
24. I have the opportunity to be involved in decision making at my school.	100%	96%
25. My input is considered, respected, and valued by my school.	100%	96%
26. Overall, staff morale is positive.	100%	96%
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	100%	100%
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	100%	100%
29. I have the support necessary to be effective and successful in my job.	100%	92%
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100%	85%
31. My work or teaching assignment matches my knowledge and skills.	100%	100%
32. There is a caring environment at the school.	100%	100%
33. I feel safe in the school.	100%	100%
34. The school is a positive and welcoming place.	100%	100%
35. The facilities are satisfactory.	100%	100%
36. Expectations for student behaviour are clear.	100%	92%
37. I am satisfied with how discipline is dealt with within the school.	100%	92%
38. My school is free from verbal harassment and other forms of workplace bullying.	100%	100%
39. The image of the school in the community is positive.	100%	92%

Wild Rose Elementary School Education Plan 2014

School Staff Survey Questions	% Satisfied 2010-2011	% Satisfied 2012-2013
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100%	100%

Participation Rates

Year	Respondents	Rate
2012-2013	25	100%
2010-2011	25	100%
2009-2010	26	100%

School Evaluation of Satisfaction Surveys

Results:

According to the results, our school's strengths are:

- All student responses indicate satisfaction rates that are over 93%, with the exception of one at 91%.
- 99% of students at Wild Rose feel encouraged to do their best, get extra help when needed, and feel safe at school.
- Wild Rose promotes health and wellness and 99% of students indicated this.
- 100% of students indicated that there are consequences when school rules are not followed. As a staff, we have been using a common language from *The 7 Habits of Happy Kids* as well as Dr. Greene's collaborative problem solving approach to help student develop problem solving and social skills.
- We have a very supportive and satisfied parent group. All responses regarding questions specific to Wild Rose were over 90% satisfied except for two.
- 98% of parents indicated that Wild Rose has a positive image in the community.
- 99% of parents felt that there are various leadership roles available for the students.
- The staff indicated high satisfaction rates. 100% indicated that Wild Rose is a positive and welcoming place, has a caring environment, and there is an opportunity to work in a collaborative and collegial fashion.
- 100% of staff were satisfied with the leadership within the school.
- Increase in students feeling that that there are consequences when school rules are not followed (Increased from 97% to 100%).
- Increase in percentage of students feeling that their teachers tell them how they are doing in school (Increased from 96% to 99%).
- Increase in parent satisfaction in how their school informs them about their child's progress and achievement (Increase from 89% to 91%).

According to the results, areas in need of development are:

- 9 out of the 67 parents that responded indicated they were not satisfied with the way discipline matters were dealt with by school staff. We will continue to communicate with parents when discipline matters arise. Our monthly habit days will reinforce the character education program we implemented last year to encourage collaborative problem solving. Our school website and newsletters will promote the work we are doing in this area.
- 19% of the students indicated being bullied. We will continue to address this with *The 7 Habits of Happy Kids*, Playground Pals, *Zones of Regulation*, and having the additional support of a 0.2 counsellor this year.
- On the staff survey, 15% of the non-teaching staff indicated that their assignment was not clearly defined. Through one-on-ones, these roles will be discussed and frequent communication between teachers and support staff will be encouraged.

General Comments

- We are very pleased with the results from the student, parent and staff surveys and we will continue to strive for high satisfaction rates.

Next Steps for Continuing Progress

- Continue to promote the unique and varied learning opportunities and tools at Wild Rose.
- Continue to use proactive strategies to address behaviour.

Participation Rates:

According to the results, our school's strengths with regards to participation rates are:

- Student participation rates continue to be very high at 95%.
- Staff participation was 100%.

According to the results, an area in need of attention with regards to participation rates is:

- Parent participation was only 52% as compared to 77% for 2010-2011. We will need to address this and encourage the completion and return of the surveys. We can offer an incentive for classes with the most returned.

General Comment:

- With only 25 staff to respond, one respondent accounts for 4%.