



Calgary Board of Education

Calgary Board of Education

# Area V Renewal Plan

2009-10

“Educating Tomorrow’s Citizens Today”

# AREA V RENEWAL PLAN

Director: Jane Rogerson

System Principal: Jim Simpson

CBE Mission  
Educating Tomorrow's Citizens Today

CBE Vision  
The Calgary Board of Education is  
the dynamic learning community of choice.

CBE Values:  

- Students come first
- Learning is our central purpose
- Public education serves the common good

## ***DEMOGRAPHIC DATA***

Enrolment in Area V schools: (SIRS Data-Sep 30, 2009)	K-6: 12,401	7-9: 5,981	10-12: 6,656
Special Education Students:	3792 students		
ELL Students: 3500 students (September 2009)	301: 2172	302: 171	303: 1157
ELL Students (09 Proficiency)	1:112;2:489	3:872;4:975	5:784
(08 Proficiency)	1:98; 2:468	3:825;4:851	5:612
Aboriginal Students:	597 students		
Unique Setting: William Roper Hull	131 students		

## ***ALTERNATIVE PROGRAMS***

Advanced Placement	Centennial; Dr. EP Scarlett	687
Arts Centered Learning	Lord Beaverbrook	749
French Immersion	Lord Beaverbrook; Willow Park	1878
	Chinook Park; Dr. EP Scarlett; Fairview	
	Harold Panabaker; Janet Johnstone;	
	Sundance; Sam Livingstone	
International Baccalaureate	Henry Wisewood	262
Montessori	Lake Bonavista	178
National Sport Academy	Fairview	92
National Sports Development	Lord Beaverbrook	25
Science School	Louis Riel	166
Spanish Bilingual	Canyon Meadows; Robert Warren	551
Traditional Learning Centres	Fairview; Henry Wisewood;	686

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## ***SPECIAL EDUCATION PROGRAMS***

<b><i>School</i></b>	<b><i>Program</i></b>
Deer Run	EDC
Douglasdale	CSSI (x3)
Maple Ridge	Connections; ELO
Mountain Park	ALP
RTAlderman	Transition Div I/II; ASD Cluster Div I/II
Centennial	PLP IV (x2)
Nickle	PLP III; Bridges III (x2); L&L III (x2)
Samuel W. Shaw	PLP III
Ethel M Johnson	L&L II (x2); PLP II (x2); Skill (x2)
Harold Panabaker	L&L III (x2)
Braeside	Bridges I; Bridges II
Henry Wise Wood	PLP IV; ACCESS; GATE
John Ware	GATE
Louis Riel	L&L III (x2); Aboriginal
Nellie McClung	GATE
Lord Beaverbrook	ALP; CLASS (x2)
Chinook Park	CSSI (x2)
Dr. EP Scarlett	New Directions; ACCESS
Woodlands	Connections
Woodman	PLP III (x2); ACCESS

## ***RELATED DEMOGRAPHIC INFORMATION***

### ***Related demographic information:***

Largest projected growth of all areas over the next 25-30 years.  
Developing communities population five year growth for the Southwest: 26,650 people;  
Southeast: 38,000 people.

School Provincial Capacity (Without exemptions): 32,147  
Provincial Capacity (With exemptions):32,124  
Weighted Enrolment: 25,580  
Utilization (Without exemptions): 80%  
Utilization (With exemptions): 80%

### ***New Schools and CEOP Process for School Closure***

In September 2010 the CBE will open three new schools in Area V in the following communities: Bridlewood (K-6); Evergreen (K-4); Cranston (K-4). The opening of new schools has resulted in Community Engagement and Operational Planning to engage a number of other school communities in a process for recommendation for school closure.

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## ALBERTA EDUCATION ACCOUNTABILITY PILLAR RESULTS

### Provincial Achievement Results (K-9 Writing)

#### Regular Program

	2009	2006-08
ELA (3)		
Acceptable.....	92.3	91.4
Excellence.....	22.0	20.4
Math (3)		
Acceptable.....	90.1	90.4
Excellence.....	32.8	28.2
ELA (6)		
Acceptable.....	94.5	94.7
Excellence.....	24.8	27.2
FLA (6)		
Acceptable.....	96.4	96.6
Excellence.....	12.5	20.3
Math (6)		
Acceptable.....	90.2	89.3
Excellence.....	22.7	22.3
Science (6)		
Acceptable.....	89.9	90.8
Excellence.....	33.2	35.7
Social Studies (6)		
Acceptable.....	93.9	92.6
Excellence.....	33.0	31.6

#### English Language Learners

	2009	2007-08
ELA (3)		
Acceptable:.....	90.3	85.9
Excellence:.....	23.3	21.6
Math (3)		
Acceptable:.....	91.8	86.7
Excellence:.....	40.4	36.5
ELA (6)		
Acceptable:.....	91.4	93.1
Excellence:.....	19.4	27.5
Math (6)		
Acceptable:.....	89.7	87.9
Excellence:.....	30.2	36.4
Science (6)		
Acceptable:.....	86.5	87.2
Excellence:.....	30.4	39.4

#### Special Education

	2009	2007-08
ELA (3)		
Acceptable:.....	96.3	94.1

#### Regular Program

	2009	2006-08
ELA (9)		
Acceptable.....	90.3	90.6
Excellence.....	18.9	18.5
FLA (9)		
Acceptable.....	87.1	90.8
Excellence.....	15.8	12.4
Math (9)		
Acceptable.....	79.7	81.3
Excellence.....	25.1	26.4
Science (9)		
Acceptable.....	83.3	80.2
Excellence.....	19.6	18.0
Social Studies (9)		
Acceptable.....	88.0	84.4
Excellence.....	35.6	24.7

#### English Language Learners

	2009	2007-08
ELA (9)		
Acceptable:.....	81.3	85.4
Excellence:.....	10.7	11.1
Math (9)		
Acceptable:.....	88.1	82.1
Excellence:.....	43.7	33.1
Science (9)		
Acceptable:.....	84.9	80.7
Excellence:.....	23.7	18.6

#### Special Education

	2009	2007-08
ELA (9)		
Acceptable:.....	76.0	69.1

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Excellence:.....17.6.....17.6  
 Math 3  
 Acceptable:.....85.5.....86.3  
 Excellence:.....18.8.....17.1  
 ELA (6)  
 Acceptable:.....88.8.....94.7  
 Excellence:.....8.7.....21.4  
 Math (6)  
 Acceptable:.....75.6.....77.1  
 Excellence:.....5.9.....11.0  
 Science (6)  
 Acceptable:.....79.4.....82.7  
 Excellence:.....20.6.....17.7

Excellence:.....4.5.....6.5  
 Math (9)  
 Acceptable:.....56.5.....53.7  
 Excellence:.....7.3.....9.7  
 Science (9)  
 Acceptable:.....64.8.....58.4  
 Excellence:.....8.5.....7.1

### **Grades 10-12 Diploma Results**

	2009	2007-08
ELA 30-1		
Acceptable.....	89.4*	90.2
Excellence.....	12.9*	19.6
ELA 30-2		
Acceptable.....	90.9	91.6
Excellence.....	10.2	8.8
FLA 30-1		
Acceptable.....	98.6	96.0
Excellence.....	17.8	29.8
Pure Mathematics 30		
Acceptable.....	90.2	89.3
Excellence.....	38.4	35.2
Applied Mathematics 30		
Acceptable.....	90.4	88.3
Excellence.....	24.5	16.7

	2009	2007-08
Social Studies 30		
Acceptable.....	88.2	91.0
Excellence.....	24.3	27.1
Social Studies 33		
Acceptable.....	91.2	91.5
Excellence.....	25.7	25.8
Biology 30		
Acceptable.....	89.1	84.8
Excellence.....	35.7	30.1
Science 30		
Acceptable.....	83.8	87.2
Excellence.....	16.8	16.1

Diploma Exam Participation Rate: 60.3  
 (Previous year: 60.0; 3 Year Rolling Ave: 61.1)

### **High School Completion Rate:**

	2008...	2007...2006
3 Year completion:	75.9...	76.4...76.4
4 Year completion:	81.0...	81.1...82.8
5 Year completion:	83.5...	85.5...85.2

### **Drop-out Rate:**

	2008...	2007...2006
	3.1...	3.0...2.6

### **Returning Rate:**

	21.2...	22.0...28.1
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AB Education Student Learning Achievement (Grades K-9; Cohort) data demonstrates issue at: Acceptable Standard in Grade 3 English Language Arts decline from 84.9% (3 yr. ave.) to 82.8% (2009).

Significant improvement in:

Standard of Excellence in Grade 3 Mathematics from 26.3% (3 yr. ave.) to 30.6% (2009).

Acceptable Standard in Grade 6 Mathematics from 83.6% (3 yr. ave.) to 86.2% (2009)

Acceptable Standard in Grade 9 Science from 75.0% (3 yr. ave.) to 78.8% (2009)

Student Learning Achievement (Grades 10-12)

Cohort data demonstrates issue/concern as follows:

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English Language Arts 30-1 Acceptable Standard decline from 90.2% (3 yr. ave.) to 89.4% (2009). (\*Decline for Cohort in Area V is .8% compared to provincial decline of 1.5%)  
English Language Arts 30-1 significant decline in the Standard of Excellence from 19.6% (3 yr. ave.) to 12.9% (2009). (\*Decline in Cohort for Area V is 6.7% compared to provincial decline of 5.6%)

Social Studies 30 significant decline in the Acceptable Standard from 91.0 % (3 yr. ave.) to 88.2 % (2009).

Excellent performance and results overall in:

Pure Mathematics 30 (Standard of Excellence); Applied Mathematics 30 (Standard of Excellence);

Social Studies 33 (Acceptable Standard and Standard of Excellence); Biology 30 (Standard of Excellence). Note: Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

### **LOCAL DATA**

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#### ***Student Learning Data CBE High School Exit Survey***

Average response rate (by all four Area V High Schools) to the High School Exit Survey was 25%. Data collected identifies favorable response to the majority of questions. Questions receiving a "less favorable" (Sometimes; Rarely; Never) response related to the following:

- 1) I am confident in my ability as a writer. (26.9%)
- 2) My teachers use different methods to help me learn. (49.1%)
- 3) My teachers strive to personalize the learning for individual students. (66%)
- 4) Is your connection to High School (Very strong; Strong; Adequate; Weak; Poor). (58.7%)
- 5) What is the number of adults (teachers, principals, secretaries, counselors etc.) at school who know you well as a person? (2 to 0 adults) (50.7%)

#### ***aisi Cycle III Partnership Project Summary (Area V)***

The second year of Implementation of the Partnerships That Impact Student Learning Project saw additional success in the number of students served, attendance data, and credit attainment. Note: There was an increase in students served from 294 to 425 (31% increase).

Note: Attendance rates moved from 58% to 71% at Centennial, (13% increase.) This could be attributed to several changes in implementation at this school. Administration moved from a crisis model to a pro-active preventative model. Teachers were drawing on the expertise of the Learning leader and the SFLW more often and integrating differentiated strategies in the classroom for those students. The SFLW and the LL were also working with several students for the second year and changes for those students were very positive, another indication that the stronger the relationships, the more positive the outcomes for youth.

Note: Three schools increased their credit attainment, Centennial from 46% to 57%, Lord Beaverbrook from 58% to 68%, and Dr. E. P. Scarlett from 64% to 70%. In real numbers, 8324 more credits were attained across the 4 schools by students in 08/09 than in 07/08. This enhanced credit attainment can be attributed to the engagement of the SFLW and the LL with the students as well as the way they were able to support communication with teachers in the classroom, impacting the teachers support for students at-risk. In addition two of these schools implemented blended on-line Math curriculum's which supported credit completion and enhanced relationships with supportive teachers in both these settings.

Areas that did not improve as readily and if addressed over time could have a positive effect are:

- 1) The transference of strategies used in the project to engage at risk learners from the project into the larger school program.
- 2) The perception of staff outside of the project towards who is most responsible to act and

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respond to students at risk.

3) The shift in school culture and practice to meet the needs of at-risk youth.

### **Perception Data: Alberta Education Accountability Pillar Survey**

#### **Goal 1: High Quality Learning Opportunities for All**

	<b>2009</b>	<b>2008</b>	<b>Prev. 3 Yr. Ave.</b>
<b>Safe/Caring School</b>	85.4	83.8	83.7
<b>Program of Studies</b>	81.7	81.4	80.6
<b>Education Quality</b>	87.8	86.3	86.2
<b>Drop Out Rate</b>	3.1	3.0	2.9
<b>High School Completion</b>	75.9	76.4	76.9

#### **Goal 2: Excellence in Learner Outcomes**

	<b>2009</b>	<b>2008</b>	<b>Prev. 3 Yr. Ave.</b>
<b>Diploma Exam Completion Rate</b>	60.3	60.0	61.1
<b>Rutherford Scholarship</b>	65.7	65.5	65.7
<b>Transition Rate (6yr)</b>	65.5	66.2	65.0
<b>Work Preparation</b>	76.2	76.9	74.7
<b>Citizenship</b>	77.6	74.9	74.5

#### **Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)**

	<b>2009</b>	<b>2008</b>	<b>Prev. 3 Yr. Ave.</b>
<b>Parental Involvement</b>	77.7	76.3	76.5
<b>School Improvement</b>	76.4	72.5	73.1

Comments:

Overall measure evaluation for Parental Involvement is Acceptable.

There are no identified areas of decline, issue or concern.

### **ESSENTIAL QUESTIONS**

In Area V, how do we ensure that every student has a meaningful personalized learning experience?

In Area V, how do we develop a deeper, common understanding of best practices?

### **AREA PRIORITIES**

- A) Personalization of Student Learning
- B) Increase in achievement in Mathematics and English Language Arts
- C) Purposeful student accommodation and community engagement

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Outcome 1	Baseline Data	
Increased academic success for all students	Alberta Education Accountability Pillar Results Student Learning Achievement (K-9) PAT Results - (By Number Writing)(Areas of Focus)	Special Education Students
	.....2009.....2006-08	.....2008-09.....2007-08
	Math (3)	Math 3
	Acceptable:.....90.1.....90.4	Acceptable:.....85.5.....86.3
	ELA (6)	ELA (6)
	Excellence:.....24.8.....27.2	Acceptable:.....88.8.....94.7
	FLA (6)	Excellence:.....8.7.....21.4
	Excellence:.....12.5.....20.3	Math (6)
	Science (6)	Acceptable:.....75.6.....77.1
	Excellence:.....33.2.....35.7	Excellence:.....5.9.....11.0
	FLA (9)	Science (6)
	Acceptable:.....87.1.....90.8	Acceptable:.....79.4.....82.7
	Math (9)	ELA (9)
	Acceptable:.....79.7.....81.3	Excellence:.....4.5.....6.5
	Excellence:.....25.1.....26.4	Math (9)
	Excellence:.....7.3.....9.7	
English Language Learners	Student Learning Achievement Data (Grades 10-12 Cohort)	
.....2008-09.....2007-08	Diploma Exam Results	
ELA (6)	.....2009.....2006-08	
Acceptable:.....91.4.....93.1	ELA 30-1	
Excellence:.....19.4.....27.5	Acceptable:.....89.4*.....90.2	
Math (6)	Excellence:.....12.9*.....19.6	
Excellence:.....30.2.....36.4	ELA 30-2	
Science (6)	Acceptable:.....90.9.....91.6	
Acceptable:.....86.5.....87.2	FLA 30-1	
Excellence:.....30.4.....39.4	Excellence:.....17.8.....29.8	
ELA (9)	Social Studies 30	
Acceptable:.....81.3.....85.4	Acceptable:.....88.2.....91.0	
Excellence:.....10.7.....11.1	Excellence:.....24.3.....27.1	
High School Completion Rate:	Science 30	
.....2008.....2007.....2006	Acceptable:.....83.8.....87.2	
3 Year completion: ...75.9.....76.4.....76.4	High School :	
4 Year completion: ...81.0.....81.1.....82.8	.....2008.....2007.....2006	
5 Year completion: ...83.5.....85.5.....85.2	Drop-out Rate: .....3.1.....3.0.....2.6	
	Returning Rate: .....21.2.....22.0.....28.1	

Baseline Analysis/Trends
<p>Significant improvement in: Standard of Excellence in Grade 3 Mathematics from 26.3% (3 yr. ave.) to 30.6% (2009).</p> <p>Significant improvement in: Acceptable Standard in Grade 6 Mathematics from 83.6% (3 yr. ave.) to 86.2% (2009)</p> <p>Excellent performance in: Pure Mathematics 30 (Standard of Excellence); Applied Mathematics 30 (Standard of Excellence); Social Studies 33 (Acceptable Standard and Standard of Excellence); Biology 30 (Standard of Excellence).</p> <p>Issue: Acceptable Standard in Grade 3 English Language Arts decline from 84.9% (3 yr. ave.) to 82.8% (2009).</p> <p>Issue: Acceptable Standard in Grade 9 Science from 75.0% (3 yr. ave.) to 78.8% (2009)</p> <p>Issue: English Language Arts 30-1 Acceptable Standard decline from 90.2% (3 yr. ave.) to 89.4% (2009). (*Decline for Cohort in Area V is .8% compared to provincial decline of 1.5%)</p> <p>Issue: English Language Arts 30-1 significant decline in the Standard of Excellence from 19.6% (3 yr. ave.) to 12.9% (2009). (*Decline in Cohort for Area V is 6.7% compared to provincial decline of 5.6%)</p> <p>Issue: Social Studies 30 significant decline in the Acceptable Standard from 91.0 % (3 yr. ave.) to 88.2 % (2009).</p> <p><b>Area V Principals in analysis of individual school results demonstrate the need to address achievement gaps in mathematics and English Language Arts.</b></p>

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<b>Outcome 1 Increased student achievement for all students in Area V (Ends 2 Academic Success)</b>		
<i>Strategy 1.1</i>	<i>Assessment of Strategy</i>	<i>Resources/Support</i>
<p>Examine the relevancy and rigor of the task within the instructional core focusing on achievement gaps in mathematics, and English language arts.</p> <p>Employ a job embedded professional development strategy to address achievement gaps in mathematics and English Language Arts as identified in School Development Plans.</p> <p>Support schools in developing theories of action to address achievement gaps through:                      a) comprehensive data analysis                      b) implementation of a model of inquiry                      c) adjustment cycle</p> <p>Establish an area wide focus on the "instructional core" through professional development activities, Area V Leadership meetings, Assistant Principal and aisi Learning Leader meetings.</p> <p>Use consistent assessment tools to assist in the diagnosis of student literacy/ability levels.</p> <p>Supporting Area Networks in implementation of Instructional Rounds to support school development and increased capacity of Principals as Instructional Leaders.</p> <p>Implement the Integrated Middle Years Framework</p>	<p>Alberta Education Accountability Pillar Report:                      a) Goal 2 - Student Learning Achievement (Grades K-9) Provincial Achievement Test Results (Writing)                      a) Goal 2 - Student Learning Achievement (Grades 10-12) Provincial High School Diploma Exam Results (Cohort)</p> <p>Quantitative/Qualitative data from Area Integrated Services Team</p>	<p>Systemic supports                      Area V In-service for mathematics.                      Area V Family Groupings                      School based Professional Learning Communities (PLC)                      DDRC (Developmental Disabilities Resource Centre)</p>
<i>Strategy 1.2</i>	<i>Assessment of Strategy</i>	<i>Resources/Support</i>
<p>Build understanding and capacity in Area V in the Principles of Universal Design for Learning through</p> <ol style="list-style-type: none"> <li>1. Awareness</li> <li>2. Knowledge</li> <li>3. Design</li> <li>4. Implementation</li> <li>5. Assessment</li> <li>6. Adjustment</li> </ol> <p>Assist school based leadership teams in various stages of development and implementation of UDL in support of student learning needs.</p> <p>Build instructional leadership capacity of principals, learning leaders and teachers through work in PLC's.</p> <p>Expand the use of assistive technology to be more inclusive and in support of all learners</p>	<p>aisi APAR                      aisi APFR                      Area V Promising Practices</p> <p>Alberta Education Accountability Pillar Report:                      a) Goal 2 - Student Learning Achievement (Grades K-9) Provincial Achievement Test Results                      a) Goal 2 - Student Learning Achievement (Grades 10-12) Provincial High School Diploma Exam Results</p>	<p>Area V Integrated Services Team                      -Student Services Specialists                      -aisi Learning Leaders                      School based Professional Learning Communities (PLC)                      Developmental Disabilities Resource Centre (DDRC)</p>

### *Performance Measures/Targets*

Reported 1% increase in student achievement in mathematics and English Language Arts.  
 Reported increase in the use of Assistive (Inclusive) Technology in support of all learners. (To establish a baseline)

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<b>Outcome 1 Increased student achievement for all students in Area V (Ends 2 Academic Success)</b>		
<i>Strategy 1.3</i>	<i>Assessment of Strategy</i>	<i>Resources/Support</i>
<p>Support for a responsive transition process at all levels as defined:</p> <p>a) High School transition out to life, work or post secondary education                      b) High School completion                      c) Divisional transition                      d) Program transition                      e) Interschool transition</p> <p>Implement evidence based school and Area strategies to assist and support students in transition through</p> <p>a) Development of Student Learning Plans                      b) Flexible student programming                      c) Improved access to program (i.e. e-Learning centres)</p> <p>Focus groups, school based meetings with grade 9 and 10 students to collect data from students related to transition.</p> <p>Develop an Area V student transition plan.</p> <p>Focus Family Group meetings and discussion at other meetings (Assistant Principals; Administrative Assistants) on the theme of Transition.</p>	<p>Alberta Education Accountability Pillar Report:</p> <p>a) Goal 1 - High Quality Learning Opportunities for All: Student Learning Opportunities (Drop Out Rate; High School Completion)</p> <p>b) Goal 2 - Excellence in Learner Outcomes: Student Learning Achievement (Grades K-9) Provincial Achievement Test Results</p> <p>c) Goal 2 - Excellence in Learner Outcomes: Student Learning Achievement (Grades 10-12) Provincial High School Diploma Exam Results</p> <p>d) Goal 2 - Excellence in Learner Outcomes: Preparation for Lifelong Learning, World of Work, Citizenship (Transition Rate; Work Preparation)</p> <p>CBE High School Exit Survey</p> <p>Qualitative and Quantitative data from Area V Integrated Services Team.</p>	<p>CBE Curriculum and Learning Technologies</p> <p>aisi Cycle IV</p> <p>Area V Student Transition-Secondary</p> <p>Family Groups</p> <p>Area V Meetings</p>
<i>Strategy 1.4</i>	<i>Assessment of Strategy</i>	<i>Resources/Support</i>
<p>Support the development of distributed learning environment through the increased use of D2L as a learning platform.</p> <p>Support access and flexibility in student learning through the development and use of</p> <p>a) e-portfolio in school settings.                      b) e-learning centres in all Area V High Schools.                      c) assistive technology.                      d) personal wifi enabled devices.                      e) SMART technology.</p>	<p>aisi Cycle IV</p> <p>Personalization of Student Learning: Area of Focus - Digital Learning Environments (LDM)</p> <p>CBE High School Exit Survey</p>	<p>CBE - Curriculum and Learning Technology Specialists</p> <p>Area V Integrated Services Team</p> <p>School based Professional Learning Communities (PLC)</p> <p>aisi Cycle IV</p>

### *Performance Measures/Targets*

.5% increase in three year High School completion rate.  
 .1% decrease in the High School drop-out rate below or maintained at a rate of 3%.  
 Reported increase in reported accommodation of students within high school programs for purposes of to completing high school within four years. (To establish a baseline)

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Outcome 2	Baseline Data
<p>Increase the percentage of students who reside in Area V who choose the Calgary Board of Education.</p>	<p><u>New schools to the Calgary Board of Education</u>  <i>Opening early 2010</i>                      McKenzie Towne School</p> <p><i>Opening September 2010</i>                      Bridlewood (K-6); Evergreen (K-4); Cranston (K-4)</p> <p><u>CEOP Process initiated in the following school communities</u></p> <ol style="list-style-type: none"> <li>1) Haultain, Queensland Downs, Deer Run</li> <li>2) Eugene Coste, Haysboro</li> <li>3) Woodman-Woodlands (Connected to Evergreen community)</li> </ol>

Baseline Analysis/Trends
<p>At issue:                      The opening of new schools in Area V will cause a decline in enrolment in existing schools.</p> <p>In schools where enrolment declines significantly below the 80% utilization rate or enough to adversely affect the operation of a school program, Community Engagement and Operational Planning will engage school communities in a process to recommend potential school closure, or work to re-design school boundaries and school designations.</p> <p>Some school communities (families) in Area V continue to experience numerous transition points between schools as they progress K-12. Communities continue to request that communities remain together as they transition between divisions and schools.</p> <p>School-community designations continue to be re-visited as enrolment shifts, increases or declines specific to individual schools outside of the CEOP process or other transition work.</p>

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Outcome 2 Increase the percentage of students who reside in Area V who choose the Calgary Board of Education		
<i>Strategy 2.1</i>	<i>Assessment of Strategy</i>	<i>Resources/Support</i>
Keeping communities together K-12 by: 2.1 a) Re-aligning secondary school designations 2.1 b) Aligning school designations with City of Calgary residential districts 2.1 c) Keeping communities together through transition between schools and divisions.	CEOP Enrolment Reports (February) CBE Annual School Enrolment count- September 30 CBE/Area V Key Communicators	CBE Community Engagement and Operational Planning Area V Leadership (Principals)
<i>Strategy 2.2</i>	<i>Assessment of Strategy</i>	<i>Resources/Support</i>
Build positive relationships between parents, schools, communities and the Calgary Board of Education.  Effective designation of school programs through the a) Expression of interest for Middle French Immersion; All Girls School; Mandarin b) Use of a long range accommodation planning process to engage the community in establishing new instructional programs, maintaining or expanding programs of choice from K-12. c) Implementation of a long term program revitalization plan to ensure that viable learning programs are offered in quality facilities with the necessary resources to improve student performance.	CEOP Enrolment Reports (February)  CEOP Long range accommodation plans/reports  CBE Annual School Enrolment count- September 30	CBE Community Engagement and Operational Planning Area V Leadership (Principals)

<i>Performance Measures/Targets</i>
Alberta Education Accountability Pillar Report: Goal 4 - High Responsive and Responsible Jurisdiction: Parental Involvement; School Improvement  81% of parents report satisfaction with overall quality of basic education 88% of students report satisfaction with overall quality of basic education 74.5% of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 80.5% of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.