

2011—2014
Division Three Year Education Plan
AND
2010—2011
Annual Education Results Report

Parkland School Division No. 70
November 2011



COLLABORATE CREATE LEARN

The Division's Combined Three-year Education Plan and the Annual Education Results Report will be communicated to stakeholders in the following ways:

- Posted to Division website at <http://www.psd70.ab.ca/OurDivision/ReportsandPublications>
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with Division school staffs through the weekly staff information bulletin "On-Line".
- School Reports may be accessed from the Division's website: <http://www.psd70.ab.ca/OurSchools>
- Local MLA's, Mayors receive a digital copy.



Every child ... many opportunities

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Accountability

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Message from the Board Chair and Superintendent of Schools

These are exciting times to be involved in education. The Board of Trustees is extremely proud of where we are and where we are going as a learning organization! The work involved in the development of the 2011-2014 Division Three Year Education Plan and 2010-2011 Annual Education Results Report demonstrates a strong sense of collaboration and creativity. It is our hope that you will see yourself as an important member of the team. Education needs to be a priority for everyone in the community. We invite you to be onboard as we boldly and innovatively respond to the needs of our 21st century learners. There is much to celebrate, however, we will continue to strive for continuous improvement always asking, "What is best for our kids?". The Education Plan is our roadmap - it speaks to the promise of youth and the high expectations we have for success for every student. The journey continues...

Richard Gilchrist
Board Chair

Tim Monds
Superintendent of Schools

Accountability Statement

Parkland School Division's Three-Year Education Plan for 2011-2014 was prepared by the jurisdiction's Board of Trustees, teachers and its Lead Team, which is comprised of system and school administrators. Stakeholders from the community, parents and students also provided input.

The Annual Education Results Report for the 2010 / 2011 school year and the Education Plan for the three years commencing September 1, 2011 for Parkland School Division No. 70 was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the Three-Year Education Plan for 2011-2014 on November 29, 2011.

Foundation Statements

VISION

Parkland School Division is a learning organization dedicated to the development of children.

MISSION

Our primary purpose in Parkland School Division is to create learning environments through which children achieve enduring success.

CORE VALUES

- Trust
- Respect
- Integrity
- Fairness
- Inclusiveness
- Accessibility
- Transparency in Communications

PRINCIPLE

Our work is first and foremost about children, their learning and development.

Related Beliefs

- Learning begins with the child.
- All students have the right to access an excellent basic education program that meets their needs.
- Learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- All students can experience success in learning.
- Social, physical, intellectual, cultural and emotional growth needs of students can be met in the school environment.
- Students have diverse learning and program needs.
- We believe in nurturing hope.

PRINCIPLE

Successful learning occurs in purposeful, safe and respectful environments.

Related Beliefs

- Everyone is entitled to a safe and caring learning environment.
- Excellence in teaching results in excellence in learning.
- Effective staff are critical to successful learning.

PRINCIPLE

Effective decisions are made within an environment that supports meaningful collaboration.

Related Beliefs

- Parents are our partners.
- Leadership is the shared responsibility of everyone within the organization.
- The education of our students is an activity that requires the participation of all members of the education community.
- People closest to the activity have essential information and perspective.
- Effective communication is beneficial to all.
- Meaningful collaboration arises from relationships built on trust, honest and respect.

PRINCIPLE

Our Division is a vibrant learning organization where everyone is a learner.

Related Beliefs

- Education is a life-long process.
- Staff development is fundamental to students' success.
- All education stakeholders are learners.

PRINCIPLE

People have the freedom to choose and are responsible for their decisions.

Related Beliefs

- People are accountable for the decisions they make.
- Our vision, mission, principles, beliefs and outcomes should be the standard by which we measure our decisions.
- Students are responsible for participating fully in the achievement of their success.

Division Profile



Situated on the western edge of Edmonton, surrounding the City of Spruce Grove and the Town of Stony Plain, and stretching approximately 100 km west to the Pembina River, Parkland School Division serves the educational needs of approximately 9,600 kindergarten to grade twelve students within twenty-five urban and rural instructional sites.

Originally an agricultural region, over the past twenty-five years the economic base has become increasingly industrial through the development of major power generation and coal mining projects at TransAlta Utilities (near Lake Wabamun), oil and gas resources, and the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks.

Governance

The jurisdiction's Board of Trustees takes very seriously its stewardship role in representing Parkland students and communities. The Board's approach to governance, in support of its commitment to excellence in learning and teaching, is to cultivate an environment which promotes open dialogue and transparency. The Board's primary responsibilities involve Trustees setting direction, allocating resources, monitoring and reporting student and organizational progress and achievements.

Schools and School Councils

Schools

Serving over 58,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 22 schools in addition to a number of alternate sites including: Connections for Learning, two high school outreach programs and an institutional program. With approximately 522 full-time equivalent certificated teaching staff and 359 full-time equivalent support staff, the Division facilitates planning and the coordination of services by dividing the jurisdiction into three areas:

Spruce Grove Area Schools

	GRADES SERVED	TELEPHONE
Brookwood	K-4	962-3942
Ecole Broxton Park	K-9	962-0212
Graminia	K-9	963-5035
Greystone Centennial Middle	5-9	962-0357
Millgrove	K-4	962-6122
Parkland Village	K-4	962-8121
Spruce Grove Composite	10-12	962-0800
Spruce Grove Outreach	10-12	962-1414
Woodhaven Middle	5-9	962-2626

Stony Plain Area Schools

	GRADES SERVED	TELEPHONE
Blueberry	K-9	963-3625
Connections for Learning	1-12	963-0507
Forest Green	K-6	963-7366
High Park	K-9	963-2222
Memorial Composite	10-12	963-2255
Memorial Composite Outreach	10-12	963-0840
Ecole Meridian Heights	K-9	963-2289
Muir Lake	K-9	963-3535
Stony Plain Central	K-9	963-2203

West End Area Schools

	GRADES SERVED	TELEPHONE
Duffield	K-9	892-2644
Entwistle	K-9	727-3811
Keephills	K-6	731-3965
Seba Beach	K-9	797-3733
Tomahawk	K-9	339-3935
Wabamun	K-9	892-2271

School Councils

As required under Provincial legislation, each school within the jurisdiction is represented by a School Council or Principals' Advisory Group consisting primarily of parents and school staff. Members of the Board of Trustees attend monthly council meetings and host regular Council of School Council (COSC) meetings where School Councils send representatives to collaborate with Trustees and members of the Senior Administration.



System Priorities

Responsive Programming

Parkland School Division offers enhanced programming in ways that reflect the diverse communities it serves. In addition to offering a full range of core curricula courses, the jurisdiction expands the basic educational requirements with a wide variety of programs that respond to the individual needs of students. Responsive educational program offerings include: Early Childhood Services, Early Literacy, Balanced Literacy, French Immersion, Knowledge and Employability, Home-School Studies (blended, virtual, and at-home), Distance Learning, Registered Apprenticeship Program, Maranatha Alternative Christian Program, Sports Performance and Outreach Campus Programming.

Focusing on the developmental needs of students, the Division supports an early and middle years approach to teaching and learning for all students in Kindergarten to Grade 9.

Beginning in the middle years, the Division also offers complementary and exploratory programming opportunities for students such as Career and Technology Studies, Career Development, Environmental Studies and Outdoor Education, Visual and Literary Arts, Performing Arts, Work Experience, Choir, Band and Advanced Placement (Grades 10-12).

Specialized Programming

Approximately 1350 students within the jurisdiction have identified special needs. Schools in the jurisdiction provide programming from full to partial integration, to specialized classes that serve students with behavioral, communication, intellectual, learning and physical disabilities. Maintaining an attitude that all students can learn and experience enduring success, Parkland staff designs Individual Program Plans each year for these students. Parkland also offers intervention programs, which focus on preparing children to become successful learners. Some of these programs include Early Intervention for pre-school children between the ages of 2 ½ and 5 who have significant disabilities; short-term assistance for Early Years students with minor learning needs; Sunrise Support Program for students with complex needs and a range of other programming options.

Priorities That Guide Our Work

Developmentally Responsive Curriculum and Effective Assessment

Developmentally responsive practices and curriculum focuses on understanding who the learner is in regards to their developmental needs and matching appropriate programming and effective teaching practices that best support the learner. The ultimate goal is to enable the learner to successfully engage in his/her learning and to succeed at high levels.

Citizenship and Social Responsibility

Citizenship and Social Responsibility focuses on the development of student knowledge, skills and attributes necessary to collaborate and participate in a global society. The ultimate goal is to help develop students who are respectful, active and ethical citizens in their schools and communities today and are prepared to be successful adult citizens in tomorrow's world.

Strategic System Planning

This Board of Trustees' priority aligns the Trustees strategic work plan with the Division's Three Year Education Plan and fulfills the governance needs of the Board.



Accomplishments

Creating Positive Learning Environments

Parkland School Division strives to develop positive learning environments in which all students are actively engaged in their learning, feel safe and cared for at school, and develop the skills and processes that will enable them to become contributing members of society in the years to come. The Division's success and continuous improvement in 85% of the areas surveyed through the Accountability Pillar process are evidence that the instructional staff is being effective in its work to meet the diverse needs of all learners. The Division commends the dedication and commitment of all staff members as they strive to provide quality support and services to all students. The collaborative efforts of the various departments within the Division during 2010-2011 have resulted in innovative and successful strategies aimed at giving students optimum learning environments.

Student Achievement

Student achievement results on both the Provincial Achievement Tests and the Diploma Examinations continue to improve. Of notable improvement is the percentage of students participating in the Diploma Examinations and choosing to write four or more Diploma Examinations (48.9% - an increase of 2.9% from last year), and the percentage of students achieving eligibility for the Rutherford Scholarships (54% - an increase of 2.2% from the previous year).

88.3% of stakeholders have expressed satisfaction with the quality of education provided by the Division to its students and 85.8% of stakeholders are satisfied that students are served in safe and caring learning environments.

The Division is proud to have created a Division wide report card which will be piloted in some schools in 2011-2012. This has been the culmination of a collaborative effort during the past two years and reflects the most current pedagogy and research in effective assessment and reporting.

System Review

The Board of Trustees and the Senior Executive Team collaborated to successfully conduct Phase I and Phase II of a System Review aimed at dealing with emergent issues within the division, most notably the significant growth in student enrolment in the City of Spruce Grove and the Town of Stony Plain and decreasing enrolments in the West Parkland area of the school division. The Division has developed some creative strategies to deal with the immediate increase of students in the urban schools and is working with its municipal partners and Alberta Infrastructure to seek more long-term solutions to this issue.

It is the Division's hope that a new school facility will be approved in the near future.

The Board of Trustees is striving to develop a generative governance model while developing its strategic plans to respond to the Division's emergent issues and priorities.

Transformational Education Initiative

Parkland School Division has embarked on the journey of developing an inclusive education system. Alberta Education defines an inclusive education system as "a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. It means a values-based approach to accepting responsibility for all students. It also means that all students will have equitable opportunity to be included in the typical learning environment or program of choice."

Under the leadership of the Setting the PSD Direction Committee, a framework for selecting and training learning coaches has been developed and will be implemented in September 2011 to support all students in inclusive learning environments. Learning coaches will work "at-elbow" with classroom teachers to support them in meeting the diverse needs of all learners in their classrooms.

The Division's professional learning program and activities will focus on developing the skills and knowledge of instructional staff to support inclusive education.

Technology

Division leaders have completed the second and final year of a two-year technology project through an Alberta Education grant that focused on developing the leadership capacity of school-based leaders to effectively integrate technology in the teaching/learning processes. As part of the project, leaders have also become more knowledgeable about the *Inside PSD* portal as a tool to collaborate, communicate, find and access information. Leaders will continue to share their learning with their school staff as they work to embed technology into the instructional process.

The Division has equipped each classroom with a projection device and/or interactive whiteboards. Staff continues to access professional development and to collaborate to maximize its use in the teaching/learning process. The Wi-Fi network infrastructure was finalized in each of the two high schools, thus opening the network to student owned devices. The infrastructure to provide the remaining schools with Wi-Fi will be completed by June 2012.

The Division's new website was completed in August 2010 and has since linked to many of the Division schools with easier navigation, timely information, as well as stronger search capabilities.

Transportation

Parkland School Division operates one of the largest regional student transportation systems in the province, providing safe, effective and efficient transportation services to Parkland students, as well as to Evergreen Catholic, Wild Rose, Black Gold, Grande Yellowhead, St. Thomas Aquinas, and Edmonton Public school districts. In its effort to continuously ensure that students are transported as safely and efficiently as possible, the department accomplished the following strategies:

- 158 bus routes were changed to accommodate students' needs or improve efficiencies;
- Digital video surveillance was installed on all buses;
- Access by schools to relevant transportation and boundary information by students enrolled in their respective schools was enhanced through the complete rewrite of the transportation routing software program;
- Safety equipment including a digital two-way radio and GPS system to replace the analog system and to improve communication with bus operators, and incandescent lights located on the bus stop signs to alert motorists to stop when passengers are loading and unloading were installed on all buses;
- Bus operators participated in first aid training and safety seminars.

Curriculum

As the Division strives to prepare its learners to be contributing members of a rapidly evolving world, a shift from content/knowledge base to process/skill orientation is required. Teachers are focusing more on the process skills required in their programs of studies while relying on the current pedagogy available through Alberta Education. The Action on Curriculum initiative has recently begun the work of exploring how curriculum might be changed to more closely support the work of educating students for the future. Educators realize that this change will require considerable time. Meanwhile, teachers must continue to collaborate and work together to teach in a manner that uses the current curriculum and pedagogy to provide students with more meaningful and relevant learning experiences that more closely reflects their current context. Transformation through collaboration requires an intentional shift in practice for educators and dedicated collaboration time to work together. The Division is challenged to explore ways of providing more collaboration time for its instructional staff on a regular and ongoing basis.

Wraparound Approach—Collaborating for Students

Wraparound is a collaborative approach that brings the various municipal and government agencies and organizations to the table to provide coordinated supports and services to students and their families. The Ministries of Education, Human Services and Alberta Health Services have committed to this collaborative approach in an effort to provide more timely and accessible supports and services to students.

Wraparound services are a powerful support for students and their families, but are frequently difficult or impossible to access in remote or rural areas. In addition, when services are available, the costs of accessing them are higher because of distance to urban centers.

Budgetary Issues

Recent decreases in allocations from government have seriously impacted the Division's budget:

- The Division's reserves have been reduced significantly;
- The implementation of Division strategies to support Alberta Education initiatives have been impacted:
 - Learning coaches will be selected and trained during the 2011-2012 school year. The Division will strive to provide instructional time for them to work as coaches within their schools next year;
 - The rising costs of resourcing professional learning opportunities are impacting the access to outside professional development for staff;
- The Division does its three year education planning without the promise of sustainable, predictable and adequate funding to support the planning. Our financial predictability needs to align with our Three Year Education Plan.
- Fuel costs have added significant pressures to the transportation budget;
- The use of technology for learning has been impacted.

FNMI Achievement

While the Division's achievement scores for FNMI learners surpassed the Provincial results, an achievement gap for FNMI learners remains evident. The Division continues to strive to provide effective supports and resources to close the achievement gap for its FNMI learners.

Accountability Pillar Summary

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.8	84.5	84.9	88.1	87.6	86.6	High	Maintained	Good
		Program of Studies	80.0	78.6	78.8	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	88.3	87.5	87.9	89.4	89.2	88.9	High	Maintained	Good
		Drop Out Rate	4.8	4.8	4.8	4.2	4.3	4.7	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 yr)	70.9	71.1	70.4	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
		PAT: Acceptable	81.9	82.7	81.4	79.3	79.1	78.0	Intermediate	Maintained	Acceptable
		PAT: Excellence	17.0	16.5	16.0	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
		Diploma: Acceptable	85.6	86.3	87.7	82.6	83.4	84.0	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Excellence	14.8	17.6	17.1	18.7	19.0	18.9	Low	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	48.9	46.0	43.8	54.9	53.5	53.5	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	54.0	51.8	49.5	59.6	56.9	57.0	Intermediate	Improved	Good
		Transition Rate (6 yr)	50.6	48.4	48.6	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Work Preparation	74.0	74.1	75.7	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	77.4	77.3	76.5	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	78.1	78.3	78.9	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	79.0	79.0	77.6	80.1	79.9	78.8	High	Improved	Good

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

First Nation, Métis and Inuit Accountability Pillar Summary

October 2011 Accountability Pillar Overall Summary—FNMI

Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	6.9	4.9	6.3	10.4	11.2	11.3	Low	Maintained	Issue
		High School Completion Rate (3 yr)	58.1	57.4	52.4	38.2	34.1	34.8	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	73.5	74.5	70.6	58.1	59.1	56.5	Low	Maintained	Issue
		PAT: Excellence	8.0	7.8	8.3	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	84.5	85.5	84.6	77.7	76.3	76.8	Intermediate	Maintained	Acceptable
		Diploma: Excellence	5.2	16.9	9.3	7.4	8.7	9.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	38.8	28.7	25.0	19.1	16.7	16.6	Low	Improved	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	46.8	29.4	35.4	32.1	27.5	27.4	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	31.6	42.2	39.3	31.2	33.9	31.8	Very Low	Maintained	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
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5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Educational Transformation in Parkland School Division

As the province of Alberta continues to move forward with its educational transformation agenda, Parkland School Division has endeavored to articulate what transformation means and the expected changes it can anticipate as a result of implemented change within its own regional context.

The Division has had the same vision statement for several years – “Parkland School Division is a learning organization dedicated to the development of children” and strives to live its mission statement of “creating learning environments through which children achieve enduring success”. It is clear that the needs of students today are different than they were a decade ago. The rapid and significant impact of technology on the everyday lives of students today has also created simultaneous impacts on how students learn and, as a result, how teachers must teach. The need for students to learn content in the subject disciplines has evolved to students needing to become masterful of thinking processes and skills of problem solving, critical thinking, synthesis and evaluation of information, becoming creators of knowledge instead of consumers of knowledge and to be lifelong learners who are able to learn and provide leadership in times of change.

Parkland School Division has developed an extensive plan aimed at aligning its work in educational change and transformation to the direction set by the Minister of Education and supported by the Premier. As with the various “Actions” developed by the ministry, the Division is working on multiple fronts in an effort to engage stakeholders in various ways in education and to align its learning agenda to the Ministry’s vision while responding to its local needs.

- Trustees and the senior administrative team are building the knowledge and understanding of community stakeholders through various opportunities for dialogue and joint projects (e.g. community stakeholder meetings for the System Review Process, the establishment of an RCMP school resource officer for the division’s two high schools,). Community engagement in education is a priority for the Board of Trustees in its work with the System Review.
- The Setting the PSD Direction Committee is building a deeper understanding of what “inclusion” is, both pedagogically and in practice. A learning coach model has been approved by Trustees and Division administrators. Learning coach candidates have been selected and are receiving training in cognitive and instructional coaching during the 2011-2012 school year. The Division is working to develop a financial model that will support learning coaches in each school for the coming school year.
- The Division is reviewing the supports and services that are provided to students with special needs and has identified both strengths and gaps within its current service delivery model. Addressing the gaps in the Division’s service delivery model is important so that students can access the help they need to be successful in a timely and effective manner. One such gap is counseling for students, especially in the Early Years schools and in the rural schools in west Parkland.
- Staff has begun the shift from focusing on content to focusing on developing skills and processes that will enable students to become lifelong learners who are able to access information in an effective and timely manner. The new Division report card is curriculum-based and is becoming the transformation agent that is driving a change in the way teachers and parents are looking at student learning and progress. As part of a comprehensive reporting plan, the new report card will create more opportunities for parents, students and teachers to have in-depth discussions about what and how students are learning.
- The Division is also focusing much attention on its Aboriginal learners and working to close the achievement gap they are currently experiencing. Much work has been done to build positive relationships with Paul Band and its elders and Education Manager. Division schools have embraced their culture and have incorporated many of the Aboriginal traditions into school functions and daily living practices. (See Goal Three for more details.)
- The Division’s Senior Leadership Team has developed a new motto for Parkland School Division that illustrates an alignment to the province’s transformation vision while also promoting those educational processes valued by Division staff: Collaborate—Create—Learn.
- Actualizing the Division’s new motto, Collaborate—Create—Learn, has included making new connections with colleagues around the world using technology—twitter, blogs, etc. This new way of communicating with others will hopefully reach a different group of stakeholders and result in increased engagement.
- The Division has embraced innovation and technology and has thus implemented several new initiatives including:
 - Use of twitter to connect globally to others
 - Educational PSD blogging
 - The Learning Leader program
 - 184 Days of Learning
 - Teaching digital citizenship to students, staff and parents

(See the Division website for examples of the above.)

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.0	80.7	80.9	82.7	81.9	83.0	Intermediate	Maintained	Acceptable	82.0	82.5	83.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.6	15.8	15.7	16.5	17.0	17.0	Intermediate	Maintained	Acceptable	17.5	18.0	18.5

Ongoing Strategies

- Continue the Flexibility and Enhancement Pilot Project at Spruce Grove Composite High School.
- Continue AISI Focus on embedding critical thinking into teaching and learning.
- Continue to identify, promote and implement promising practices in assessment OF learning, assessment FOR learning and assessment AS learning.

New Strategies

- Identify and implement best teaching and learning best practices for early years, middle years and high school students.
- Begin implementation of the new Division curriculum-based report card.
- Explore high yield instructional strategies to increase the number of students achieving the Standard of Excellence through a renewed focus on improving teacher pedagogy.
- Expand Balanced Literacy™ to all grades.
- Consider piloting the implementation of the “Stepping Out™” literacy program for all Grade 7-12 teachers. This program sees all teachers as literacy teachers and supports teaching literacy in all content areas.

Comments on Results

Parkland School Division continues to put a strong emphasis on the development of literacy skills and offers extensive literacy training to teachers through a literacy coaching model and the use of leveled reading materials for students. Although the focus has predominantly been at the early years level, the Division’s Learning Services Team has trained two of its facilitators to be middle years and high school literacy trainers so that this support can be extended into the middle years. The Division also continues to offer inservice to mathematics teachers as they strive to effectively teach the new math curriculum.

In addition, the Division’s Alberta Initiative for School Improvement (AISI) project on critical thinking has provided teachers with the tools and skills to help develop students to be more effective critical thinkers. As teachers have incorporated teaching critical thinking skills in their core teaching, students have more successfully responded to the higher order thinking questions on the Provincial Achievement Tests, resulting in an improvement in the Division’s achievement scores, especially at the Standard of Excellence.

The Division offered workshops for administrators to help them lead in-depth analysis of the Provincial Achievement Tests with their staff so that teachers could use their results to identify and focus on specific areas where improvement was required. In addition, the Learning Services Curriculum Facilitators offer to provide instructional support to teachers in those areas where achievement is below expected or desired levels. As an example, achievement in Mathematics continues to be below what is achieved in the other core subjects both provincially and divisionally. Ongoing inservice in implementing the new Mathematics pedagogy is available through the Learning Services team.

Goal One: Success for Every Student

Outcome: Students achieve educational outcomes.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.3	87.5	89.3	86.3	85.6	89.0	Intermediate	Declined	Issue	87.0	88.0	89.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.0	18.3	15.4	17.6	14.8	18.0	Low	Declined	Issue	18.0	18.5	19.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	69.1	70.1	70.0	71.1	70.9	72.0	Intermediate	Maintained	Acceptable	72.0	72.5	73.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.5	4.7	4.9	4.8	4.8	4.7	Intermediate	Maintained	Acceptable	4.7	4.6	4.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	50.4	45.7	51.6	48.4	50.6	52.0	Intermediate	Maintained	Acceptable	52.0	52.5	53.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	45.9	48.9	47.8	51.8	54.0	52.0	Intermediate	Improved	Good	54.5	55.0	55.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	47.5	42.5	42.9	46.0	48.9	47.0	Intermediate	Improved Significantly	Good	49.5	50.0	50.5

Ongoing Strategies

- Continue the Flexibility and Enhancement Pilot Project at Spruce Grove Composite High School.
- Continue AISI Focus on embedding critical thinking into teaching and learning.
- Continue to identify, promote and implement promising practices in assessment OF learning, assessment FOR learning and assessment AS learning.
- Explore career development to encourage students to pursue post-secondary studies.
- Encourage class discussions at all levels about careers connected to each of the core subjects and the related behaviors and attitudes required for success.

New Strategies

- Implement the new Division curriculum-based report card in all K-9 schools by 2012-2013.
- Provide support to teachers to help them align teaching and assessment practices to the new reporting process and report card.
- Use the data from the “Tell Them From Me” Surveys as part of the High School Completion Framework to inform schools about effective strategies to support students.
- Investigate graduation coaches as a support to students in High School.
- Expand the implementation of the Career and Technology Studies (CTS) new career pathways courses to encourage students to consider various paths as careers and to instill in them the related skills, attitudes and behaviors that will make them successful.

Comments on Results

Although Provincial Achievement Test and Diploma Examination results are above the provincial average at the Acceptable Standard, results have declined slightly. Results at the Standard of Excellence have improved on the Provincial Achievement Tests but remain below the provincial average. Results at the Standard of Excellence for the Diploma Examinations have declined and are below the provincial average. A strong focus on improvement on achievement results for Diploma Examinations will be undertaken by Parkland School Division in the coming year. The Division’s High School Council has developed an improvement plan to address areas of concern and issue.

The following factors have also had an impact on the high school results:

- The percentage of students writing four or more diploma exams has increased, indicating that more students are participating in and successfully completing diploma examinations courses. Participation rates in the more academic core subjects (e.g. English Language Arts 30-1) has also increased, indicating that more students are choosing more academic streams of study in order to increase their program choices for post-secondary studies. The Division is challenged to find ways to raise the achievement level of all students who write diploma examinations.
- The number of high school students achieving eligibility for the Rutherford Scholarship has improved from 51.8% to 54%, indicating that more students are reaching higher levels of success in their high school courses.



Goal One: Success for Every Student

Outcome: Students are prepared for the 21st century.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.4	75.1	77.2	77.3	77.4	78.0	Intermediate	Maintained	Acceptable	78.5	79.0	79.5
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.1	78.1	74.8	74.1	74.0	75.0	Intermediate	Maintained	Acceptable	76.0	77.0	78.0

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	58.5	63.5	60.9	60.5	61.7	62.0	n/a	n/a	n/a	62.5	63.0	63.5

Ongoing Strategies

- Continue the implementation of the High School Standards and Handbook for Citizenship and Social Responsibility.
- Encourage schools to inform parents and community stakeholders about the work done in developing citizenship through their newsletters as a means of raising awareness and helping parents and staff make the connections between the work of staff and citizenship development for students.
- Expand the implementation of the Citizenship and Social Responsibility Standards to include bullying behaviors (including cyber bullying) and provide support as needed.
- Expand the implementation of the Career and Technology Studies (CTS) new career pathways courses to encourage students to consider various paths as careers and to instill in them the related skills, attitudes and behaviors that will make them successful.
- Develop a communication process to share the work that is happening in schools in the jurisdiction with parents and community stakeholders.

New Strategies

- Implement the new Division curriculum-based report card in all K-9 school by 2012-2013.
- Provide support to teachers to help them align teaching and assessment practices to the new reporting process and report card.

Outcome: Students are prepared for the 21st century.

Comments on Results

All Division schools incorporate a significant number of strategies to develop citizenship and to prepare students for future employment. These include:

- Implementation of the Citizenship and Social Responsibility Standards from K-12. These standards were developed collaboratively with instructional staff from early years, middle years and high school and are meant to be an integral part of each school's instructional program. In addition to the formal instruction that teachers provide to students on citizenship, schools also provide several opportunities for students to become actively involved in various community projects aimed at developing awareness of the needs of others and providing support to their local and global communities. Projects such as supporting the local food bank, the Christmas hampers, relief for international disasters provide students with relevant and engaging opportunities to become responsible and caring citizens.
- A growing use of technology in the educational and business world has created the need to help students develop digital responsibility in the ways they use technology for learning as well as for communication. Increased use of the "Cloud" and various Google Apps requires that students learn safe and effective use of their technologies, and that parents be provided with opportunities to learn necessary parental supports and guidance in this rapidly growing area of communication and information. The Division provides ongoing learning opportunities for students, teachers and parents on the responsible use of technology. In addition, the Division has developed and updated Agreements for Technology Use for all students and staff that all members of the Division must sign.
- All Division schools, including early years schools, teach attitudes and behaviors that will make students successful at work. 21st century learners will need to be proficient at critical thinking, problem solving, understanding the local and global needs of their world, and responding to those needs in a responsible and ethical manner. Although much ongoing work is happening at all levels in these areas, the Division must develop ways of more effectively communicating to parents and their school communities the many strategies they are employing to prepare students for the 21st century, even at the Early Years level.
- The ability to learn and to know how to access information will be a critical skill for students as they become our future citizens. The Division is working to help students develop the necessary skills to access information they require, to assess its validity and reliability, and to use various technologies in the process. In addition, the Division strives to help children develop a love of learning through focusing on active engagement in learning opportunities that are both challenging and relevant using project based learning activities when appropriate.



Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.3	78.7	79.1	78.6	80.0	80.5	High	Maintained	Good	80.8	81.0	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	88.1	88.2	87.5	88.3	89.0	High	Maintained	Good	90.0	90.5	91.0
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.7	84.2	86.1	84.5	85.8	86.0	High	Maintained	Good	86.3	86.5	87.0

Strategies

- Explore new researched-based strategies and programs to reduce bullying behaviors.
- Promote service projects as a way to develop empathy and caring for others.
- Explore ways of enhancing current outreach programming and supports available to Parkland students.

Comments on Results

Parkland School Division continues to improve in its efforts to provide students with access to programming and supports to enable their learning. While programming and supports are easily accessible within the urban communities of Spruce Grove and Stony Plain, it is much more difficult to make the same level of support available in the more rural areas of the Division.

- The rural schools of Seba Beach, Entwistle, Tomahawk and Wabamun have collaborated to provide a broader scope of complementary educational programming for their middle years students. Students from these schools travel to one or two of the other schools once a week to access a broadened and enhanced program course offering that the smaller schools on their own could not offer.
- The collaborative efforts of PEASHP (Parkland, Evergreen and Area Student Health Partnership) have also provided enhanced supports and services to students in the areas of emotional/behavioral services and programs, speech and language services and occupational therapy services. Community agencies such as Edmonton and Area Child and Family Services (Region 6), Alberta Parenting for the Future Association and Native Counseling Services of Alberta are also active partners in PEASHP.
- Through PEASHP, a 0.64 FTE Occupational Therapist will be housed in Seba Beach School and will provide enhanced support and services to students in the West Parkland schools. The Division is appreciative for this additional support for its students and hopes to build on this to develop a team of therapists focused on providing more support for students living in that region. As many of those families find travel into Spruce Grove or Stony Plain difficult when they need to access additional services for their children, this level of service in their local area will provide a more timely and responsive intervention to children and will, therefore, improve their ability to be more successful in school.
- To further its effectiveness in using the resources available, PEASHP partners will be meeting in December 2011 to do some collaborative planning aimed at increasing the level of service and support to children. A trained facilitator from Community Spirit and Development will lead the team in a one day visioning and planning session.
- While the majority of students are supported in inclusive settings, students requiring a high degree of support for behavioral and emotional needs are served in alternate program settings. Small class sizes and specialized instructional support provide quality programming for these students from Grades 1-9.

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.4	80.0	78.3	78.3	78.1	79.0	Intermediate	Maintained	Acceptable	80.0	80.5	81.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.6	75.4	78.4	79.0	79.0	79.5	High	Improved	Good	80.0	81.0	82.0

Ongoing Strategies

- Increase access to appropriate assistive technologies for students with diverse learning needs in inclusive settings.
- The Division is building the capacity of Educational Assistants to support learners through EA Bootcamp, a training program.
- Continue promoting the engagement of the parent community and all staff in responding to the Division's priorities.
- Promote face to face stakeholder meetings. (e.g.: Student Advisory Committee and Council of School Councils, etc.).
- Review and revise as needed the Division's Emergency Response Plan.
- Build the capacity of school personnel to effectively assess and respond to risk and/or threat situations.

New Strategies

- Provide targeted and responsive Professional Development for Administrators, Teachers, Learning Coaches, Special Education Key contacts and Educational Assistants in Universal Design for Learning (UDL) to support all students in inclusive educational settings.
- Expand school based support teams at each school to include learning coaches.
- During the past year, Parkland School Division has taken a leadership role with the province's Action on Inclusion in the implementation of the Learning Coach model to support all students in inclusive settings. Inform parents of the Division's work and provide ways for them to support their children through this model. Include pertinent and relevant information on the PSD website.
- Train Learning Coaches to support teachers in their support of all learners.
- Develop a communication plan and process to engage parents in making decisions about their child's education with a focus on inclusive educational programming.
- Through the new position of Division Principal of Innovation and Technology, the Division is focusing on learning how to use technology to enhance teaching and learning and to use social media to connect with others globally.

Comments on Results

The Division Senior Administrative Team has made a conscientious effort to build strong working relationships with its community partners, sharing information with them frequently in an open and transparent manner. The System Review has been an urgent topic that has served as the vehicle to promote open dialogue with community partners, resulting in a variety of suggested innovative ideas to solve the significant space issues the Division is facing in the Spruce Grove schools. The dialogue has also served to build deeper understanding of the work of the educators, the basis of a trust relationship that yields support and involvement. Schools have also made efforts to invite parents and community partners into their buildings on a more frequent basis.

The new Division report card is currently in its first year of implementation in many of the Division schools. This will serve as another vehicle for parents to become more highly involved in their children's education as they discuss with teachers their children's progress as reported on the new curriculum-based report card.

Goal Three: Success for First Nation, Métis & Inuit (FNMI) Students

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	64.5	32.6	67.2	57.4	58.1	60.0	Low	Maintained	Issue	61.0	63.0	65.0
Drop Out Rate - annual drop-out rate of students aged 14 to 18	2.2	7.2	6.9	4.9	6.9	5.0	Low	Maintained	Issue	4.5	4.0	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	36.2	39.5	42.2	31.6	35.0	Very Low	Maintained	Concern	37.0	40.0	41.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	29.2	31.3	45.5	29.4	46.8	46.9	Low	Maintained	Issue	47.0	47.5	48.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	30.0	16.6	29.7	28.7	38.8	39.0	Low	Improved	Acceptable	39.2	39.5	40.0

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.6	66.2	71.1	74.5	73.5	74.5	Low	Maintained	Issue	75.0	77.0	78.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.6	9.4	7.7	7.8	8.0	9.0	Very Low	Maintained	Concern	10.0	11.0	12.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	73.9	86.8	81.4	85.5	84.5	85.0	Intermediate	Maintained	Acceptable	85.2	85.5	86.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	4.3	7.5	3.4	16.9	5.2	8.0	Very Low	Maintained	Concern	10.0	12.0	15.0

Note:

The above charts demonstrate the achievement gap that exists for FNMI learners in comparison to non-FNMI learners. Parkland School Division's FNMI learners consistently surpassed the achievement scores of provincial FNMI learners. However, the achievement gap exists because there remains a discrepancy between the achievement scores of non-FNMI learners compared to FNMI learners. Parkland School Division continues to implement supports and services for FNMI students that will close the achievement gap. Please refer to page 11 for the provincial results.

Ongoing Strategies

- Identify, promote and support the implementation of promising practices for FNMI learners in all schools.
- Continue to foster divisional and school connections with Paul First Nation.
- Collect and analyze data to identify and address gaps in FNMI student achievement.
- Provide and promote Professional Development opportunities for PSD staff (e.g. cultural awareness, infusing aboriginal perspectives in Social Studies).
- Continue to build relationships with FNMI families.
- Investigate the need for graduation coaches as a support to FNMI students in High School.
- Promote and support scholarship applications for FNMI students.
- Explore new ways of encouraging FNMI learners to complete high school (e.g. involve the aboriginal liaison workers and elders in this work).
- Review the role of Aboriginal liaison workers.

New Strategies

- Promote “Walking Together—FNMI Perspectives on Curriculum” and other FNMI learning resources available on LearnAlberta.ca website.

Comments on Results

Although there is more progress to be made in positively engaging FNMI students in their learning, Parkland School Division is proud of its achievements and progress to date. Significant improvement from the previous year has been made in five of the nine measures and the Division has out-performed the province in eight of the nine measures. Worthy of mention is the 2% reduction in drop out rate, 10.1% improvement in Diploma exam participation, and 17.4% improvement in Rutherford Scholarship Eligibility Rate. A conscientious effort will be made to also improve the number of FNMI students who achieve at the Standard of Excellence on the Diploma examinations.

Division schools have made considerable efforts to incorporate Aboriginal traditions in their school activities that will build a sense of belonging and trust in the educational system. The following are three examples:

- In May, Seba Beach School hosted Walter MacDonald White Bear, a gifted public Aboriginal speaker, who spent one morning working with the entire school population to teach them the meaning of various Aboriginal traditions. A second morning was dedicated to doing a similar learning activity with Division leaders and the staff of Seba Beach School.
- In June, Memorial Composite High School hosted a Pow Wow and an Aboriginal Appreciation Day. The Pow Wow recognized the FNMI students who were graduating in June and celebrated the fact that this group of FNMI graduates was the largest group in the history of the school. Students were proud of the recognition. In addition, at the graduation ceremonies, two of the Aboriginal students led the grace before the dinner in their traditional Cree language.
- With the help of an elder and the liaison workers, Memorial Composite High School hosted a tee-pee building activity for the school in September aimed at building a deeper understanding and acceptance of the Aboriginal tradition and its meaning. As students built the tee-pee and painted symbols on it, an elder taught them the meaning of the various rituals and activities.

The Division will continue to strive to engage FNMI learners in their learning to a greater degree and to incorporate differentiated learning activities that will positively support them. The goal is to provide timely and responsive support and intervention as needed to all learners as they strive to complete high school and transition to post-secondary studies or the world of work. The Division hopes to successfully encourage more FNMI students to complete and transition to post-secondary studies.

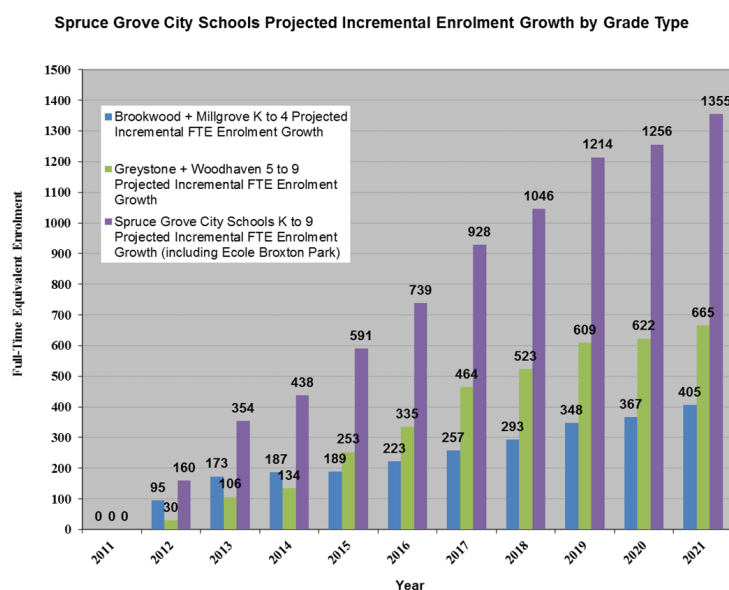
Critical to achieving this is the Division's ability to successfully engage Aboriginal parents in the learning process as a support for their children. Ongoing efforts to build positive working relationships with Paul Band and non-reserve FNMI families will continue to be a priority in the coming years.

Future Challenges

Parkland School Division faces the following challenges in implementing its Three-Year Education Plan:

1. Enrolment growth and insufficient classroom spaces for the rapidly growing enrolments in the City of Spruce Grove are the Division's greatest challenges. The Board of Trustees has added additional portable classrooms onto Millgrove School and Parkland Village School, as well as moved the attendance boundary to relieve some enrolment pressures at Millgrove School. The Middle Years schools in Spruce Grove are at capacity or near capacity. The city's recent census clearly demonstrates that Spruce Grove is experiencing a dramatic increase in its population, and that much of that increase is young families with children. Spruce Grove desperately requires a new facility to accommodate this growth in K-9.

New subdivisions in Stony Plain have created similar enrolment bulges at High Park School. Two portables have been moved to this school, but census information demonstrates further increases in student population can be expected in the Town of Stony Plain. The following graph depicts future projected enrolments based on the most recent census data.



2. Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of students with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming services and supports is growing and the division is challenged to provide appropriate and adequate support to ensure their learning within its current financial reality. In addition, the Parkland area is home to many families who support and care for children in care (foster children), and many of these children also require significant supports and services. The Division allocates considerable funds above provincial funding to program and serve children with special needs, but the numbers of identified students with special needs continues to increase annually while the funding to support programming supports and services does not. This creates a growing challenge for the Division that is not supported in any way through the current provincial funding allocation model.
3. The Division has embraced working toward a transformed educational system that aims to support all students to a greater degree, but is challenged to do this while living with “old rules” and outdated administrative procedures. One example of this is the current process for coding students with severe special needs which does not provide for support needed on a continuum of supports and services based on Universal Design for Learning pedagogy that supports all learners in the classroom. The current funding allocation does not adequately support this philosophy. In addition, the profile for students with severe special needs is not reflective of current shifts in population growth and has resulted in a significant inequity in funding allocations to support students with special needs. Parkland School Division currently has a profile for 182 students with severe disabilities and is funded accordingly, but is currently serving 402 students with severe disabilities. A provincial review is required.

Alberta Initiative for School Improvement (A.I.S.I.)

Parkland School Division's (PSD) Cycle 4 Alberta Initiative for School Improvement (AISI) Project asks: What significant impacts does the embedding of critical thinking skills in teaching and learning have on student achievement and engagement? The goal is to improve student achievement and engagement in grades K-12 through the promotion of critical thinking. Intended outcomes are:

- Students are problem solvers and critical thinkers.
- Students are motivated to learn.
- Teachers are embedding critical thinking in their teaching practice.
- A common language around critical thinking exists in Parkland School Division.
- Students are well prepared for life and work environments.

In this, the final year of AISI Cycle 4, schools identified which of the Division's two priority area(s) would be most appropriate for focusing the implementation of critical thinking at their site. i.e.:

- Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 12.
- Kindergarten through Grade 12 students demonstrate skills of Citizenship and Social Responsibility.

PSD's critical thinking project focuses on professional development and implementation of the [Critical Thinking Consortium's](#) (TC²'s) critical thinking model. All schools within PSD are participating in the project, and each provides a minimum of one lead teacher who is a member of the AISI Cohort. To build capacity within PSD, members of the AISI Cohort participate in ongoing focused professional development sessions and networking, and in turn are responsible for developing a "critical thinking" environment in each of their schools.

IMPLEMENTATION

Implementation of the critical thinking model is supported by divisional and school-based professional development. Implementation is evidenced throughout the district by division-wide, school-wide and classroom-based critical challenges. Critical challenges are lessons which pose problems or tasks that engage students in thinking critically about curricular content.

Professional Development (PD), Specific to 2011-2012

- Divisional PD consisted of seven full day workshops facilitated by a subject specific TC² consultant over the course of the 2010-2011 school year. Lead teachers worked together during these days to deepen their understanding about the critical thinking model and create critical challenges in Language Arts, Math, Social Studies and Science.
- For many of the sessions, lead teachers also brought classroom teachers to the working sessions, so they could also experience in-depth PD.
- In addition to having a TC² consultant on site, four of the workshops also featured subject specific facilitators from out of the province. Elluminate, an internet-based communication platform, allowed teachers to access facilitators that otherwise would have been inaccessible. For these workshops, teachers used Google Docs to create their critical challenges, which allowed the out-of-province facilitators to see their work as it was being written, and to offer constructive feedback during the writing process.
- Since the beginning of the project, lead teachers and facilitators have contributed to a collaboration site on *insidePSD*. Lead teachers use this space to ask questions, share their experiences and access common documents. They also post critical challenges that they develop, and in turn, are provided with feedback from a curriculum facilitator and a TC² consultant.
- As a component of an effective PD plan, lead teachers have continuous support and access to the TC² consultant and curriculum facilitators as needed.

Alberta Initiative for School Improvement (A.I.S.I.)

- In addition to the divisional PD plan, schools create their own PD plans which include lead teachers acting in a leadership capacity to create a critical thinking environment in their schools. This year, many schools also brought in a TC² consultant to work directly with their teachers and educational assistants during Division wide PD days.
- Closure was brought to the work this year with a year-end celebration, where lead teachers shared their school's critical thinking journey to date. They shared highlights, accomplishments and lessons learned. Lead teachers were able to take many of their colleagues' ideas back to their own schools for future consideration.

Division-wide Implementation

- At AISI lead teacher PD days, the TC² consultant models and shares critical challenges that teachers can use at their school sites, or adapt to meet curricular outcomes at their grade level.
- A web space on *insidePSD* has been devoted to [critical thinking](#). In this space, all PSD staff can access many resources to support the implementation of critical thinking.
- Critical challenges created by lead teachers and curriculum facilitators are edited by a TC² consultant to ensure alignment with the critical thinking model. These lessons are accessible to all teachers through *insidePSD*.
- Learning Services has entered into a partnership with [Our Hidden Heroes Society](#), whereby Our Hidden Heroes supplies PSD, at no cost, lesson plans which address concepts in citizenship and social responsibility. In return, PSD adapts the lessons to embed critical thinking, has the lessons validated by TC², and then delivers the adapted versions to Our Hidden Heroes. Lessons for grades 1 and 2 were adapted in 2009-2010, and lessons for grades 3 and 4 were adapted in 2010-2011. These lessons are accessible to all PSD staff through *insidePSD*.
- Learning Services has developed a critical thinking pamphlet for schools to share with parents.

School-wide Implementation

- Lead teachers develop school wide critical challenges that all classes participate in. A small sampling of the school wide challenges carried out this year follows.
 - Plan a nutritious hot lunch menu - The menus that were judged as best meeting the criteria were used for the school's hot lunches.
 - Design an effective calendar page - The pages that were judged as best meeting the criteria were used for the school calendar.
 - Judge anti-bullying messages for their effectiveness, then create an effective anti-bullying message of your own.
 - Create criteria for the perfect Christmas item of choice (e.g. sleigh, gingerbread house) and use those criteria in designing the item. This [Christmas Critical Thinking Project](#) is available for viewing on YouTube.
 - Math Fair- Students designed problems that met a given set of criteria which ensured the problems were accessible for a diverse range of students. The school then carried out the Math Fair.
 - Minute to Win it TM – Grades 7-9 Physical Education classes designed Minute to Win it TM challenges that met a set of criteria which ensured the challenges were accessible to all the Kindergarten to Grade 9 students in the school. The challenges were set up as stations in the gymnasium for a school wide celebration.
- [Ecole Meridian Heights School](#) has designated a space on their website which features some of the critical thinking activities that are being carried out in school. This web space documents evidence of implementation, provides exemplars of practical application for teachers across PSD and provides information to parents.
- Schools inform parents about critical thinking through school newsletters and school council meetings. They also involve parents by promoting participation in various school-wide challenges.

Classroom-based Implementation

- Lead teachers create critical challenges to use in their own classrooms.
- Lead teachers provide support to their colleagues in using prepared critical challenges and in creating their own critical challenges.
- Lead teachers promote the use of published critical challenges. (i.e. LearnAlberta and TC² publications)

Conclusion

Throughout the schools in PSD, students are being engaged in learning through critical thinking. Results from Division and provincial surveys, provincial assessments, parent and student focus groups and school reports will provide information that will help determine future considerations for 2011-2012, the last year of the Cycle 4 AISI project.



Facility Planning

2012-2015 Three Year Capital Plan

A comprehensive review of the conditions of existing facilities in Parkland School Division and enrolment is shown in the *2010 Ten Year Facilities Plan*. Recommendations for the Three Year Capital Plan were derived directly from the 2010 Ten Year Facilities Plan and include a request for a new K-4 School in Spruce Grove as the number one priority.

The old Memorial Composite High School site in Stony Plain continues to have several site deficiencies that pose a financial, insurance risk and environmental liability that make it unsuitable for future occupancy without significant renovation. The existing site demolition is our second priority in the 2012-2015 Capital Plan submission. Approval for the site demolition was given in September 2011 and will be managed by Alberta Infrastructure.

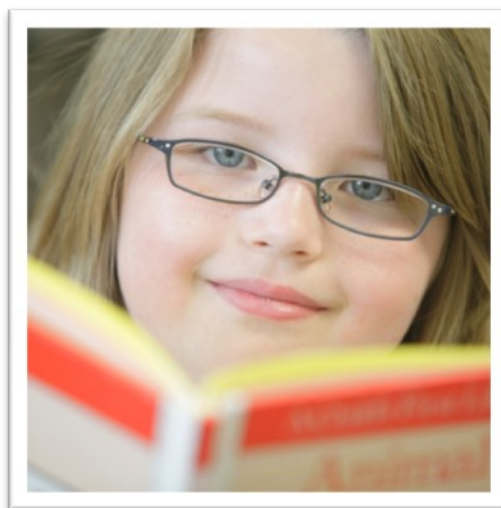
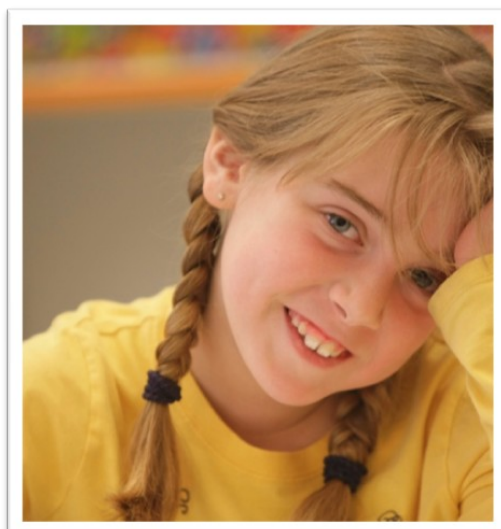
The Division has had recent approval for eight new modular classrooms to be added onto Woodhaven Middle School by September 2012 and is appreciative of this support.

In response to the data collected and stakeholder input from the System Review, the Board will review the Capital Plan submission for new school construction in Spruce Grove and consideration of what grade configuration is desirable as part of the 2011-2012 System Review process.

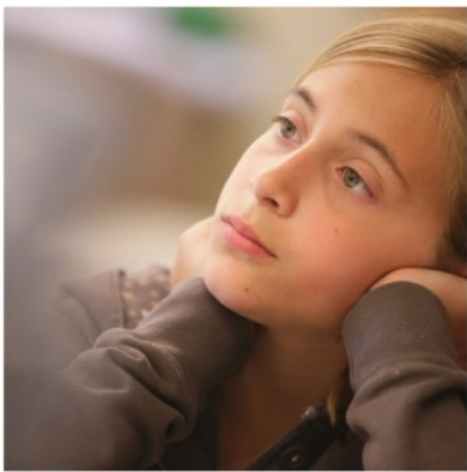
Additional Priorities

The division continues to focus on replacing portables with new modular units and has requested a number of expansion and modernization projects to upgrade school facilities for major deficiencies in the school buildings that may threaten the health and safety of students and upgrade building structural components, mechanical and electrical services. Requests for new modulars and portable relocations are submitted to Alberta Education annually.

The Division received approval from Alberta Education to fund eight modular classrooms for Woodhaven Middle School.



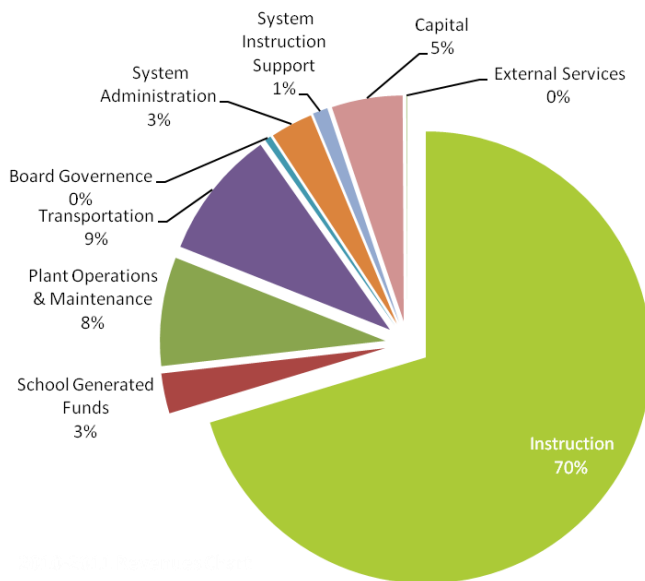
Financial Summary - Audited Financial Statement 2010-2011



- Revenues over the previous year show an increase of \$6,115,241.
- Expenditures over the previous year show an increase of \$2,838,368.
- The cost of educating 9,527 students was \$100,296,604.
- 74.96 percent (\$75,181,748) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- On a per student basis, Parkland spent \$6,464 on each student enrolled in an Early Childhood Services Program, and \$8,036 for students in Grades 1-12.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$93,886 which accounted for 67.6 percent of all instructional expenses.
- 10.88 percent (\$8,176,365) of the instructional budget was allocated to serving students with special needs.
- The cost for Board and System Administration was below the province's cap of 4 percent for a total of 3.62 percent (\$3,635,299).
- Expenditures to transport students to and from school amounted to 9.33 percent (\$9,361,126).
- The cost of maintaining and operating 22 sites amounted to 7.93 percent (\$7,955,433).
- Parkland's annual operating deficit is \$326,179, which was \$784,738 better than budgeted. Its total accumulated operating surplus is \$6,064,783 of which 84.43 percent is restricted.
- Capital funding equated to 4.63 percent (\$4,625,886).
- Parkland's capital reserves amount to \$3,412,343.
- Two capital projects were completed in 2010-11; Blueberry School modulares (\$308,966) and Parkland Village School modulares (\$115,982).

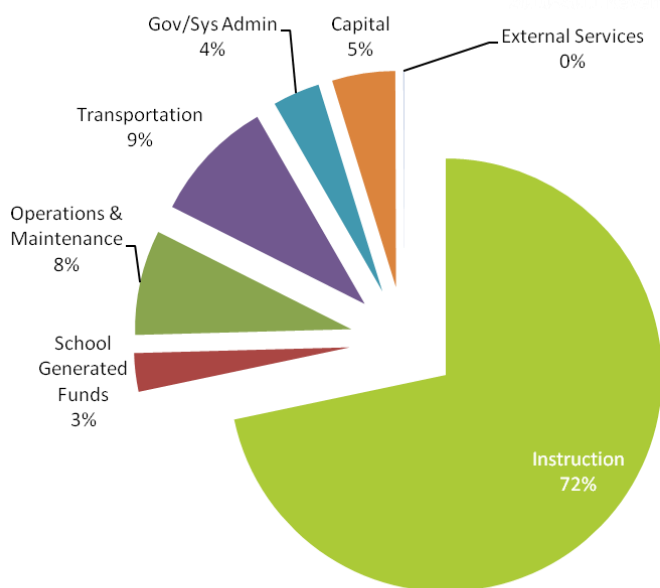
Financial Summary - Audited Financial Statement 2010-2011

2010-2011
Expenditures Chart

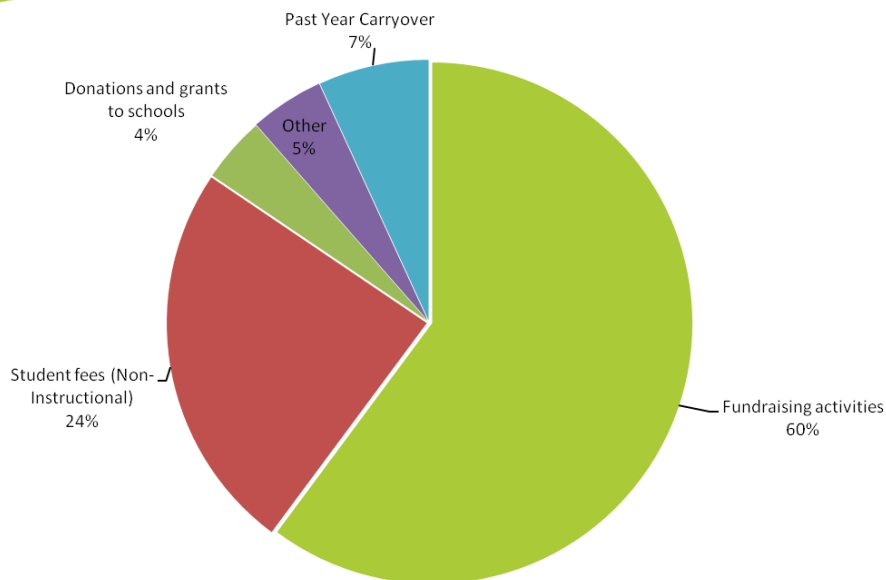


2010-2011 Revenues Chart

2010-2011
Revenues Chart



2010-2011
Sources of School
Generated Funds



Financial Summary - Budget 2011-2012

Financial Principles Used in Planning

Parkland allocates its revenues in accordance with the following beliefs and guiding principles:

Distributed Decision-Making Belief

- The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
- The Division's staff has the capability to make decisions about activities within the realms of its responsibility.
- Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.
- Decision-making responsibility must be supported by equitable resource allocation.
- Equity is established through a process of collaboration and consensus building.

Decision-Making Guiding Principles

- Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
- Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
- Individuals will accept responsibility for their decisions.
- Decision makers will endeavor to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
- Information will be shared as freely as possible throughout the organization.

2011-12 Budget

Parkland allocates its revenues in accordance with the "Distributed Decision-Making" beliefs and Decision Making guiding Principles as outlined on the previous page. As such the vast majority is sent directly to schools and under this structure schools then allocate resources according to the priority areas they have identified. Consequently Parkland School Division does not direct schools/funds to address specific Accountability Pillar results.

- Parkland School Division No. 70 is expected to have 9,622 students enrolled in Kindergarten through Grade twelve in the 2011-2012 school year which is an increase of 17 students over the previous year.
- Total budgeted revenues for 2011-2012 are \$107.4 million. Total revenues for the division increased by 7.87% over 2010-2011.
- Total budgeted expenditures for 2011-2012 are \$109.2 million. Total expenditures for the division increased by 8.03% over 2010-2011.
- Division staffing has the greatest impact on the educational opportunities provided to students within Parkland School Division No. 70 and consequently makes up 71.9% of the division's budget. Parkland School Division No. 70 will spend approximately \$78.5 million on human resources. The division will employ 522.20 full time equivalent teachers and 359.05 full time equivalent support staff in 2011-2012. 2011-12 will see an overall increase of 8.5 teachers and a reduction of 12.24 support staff.
- The division has Accumulated Operating Reserves of \$5.1 million as at August 31, 2011. In the 2011-12 budget, we anticipate Operating Reserves in the amount of \$1.8 million will be used to provide additional funding to offset projected deficits. The estimated balance at the end of August 31, 2012 for Operating Reserves is \$3.3 million.

Full details of Parkland's 2011-2012 Budget can be found on the jurisdiction's website at:
<http://www.psd70.ab.ca/OurDivision/ReportsandPublications>

Information regarding Parkland School Division's sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD's Audited Financial Statements and related unaudited schedules for 2010/2011. The link is:
<http://www.psd70.ab.ca/OurDivision/ReportsandPublications>

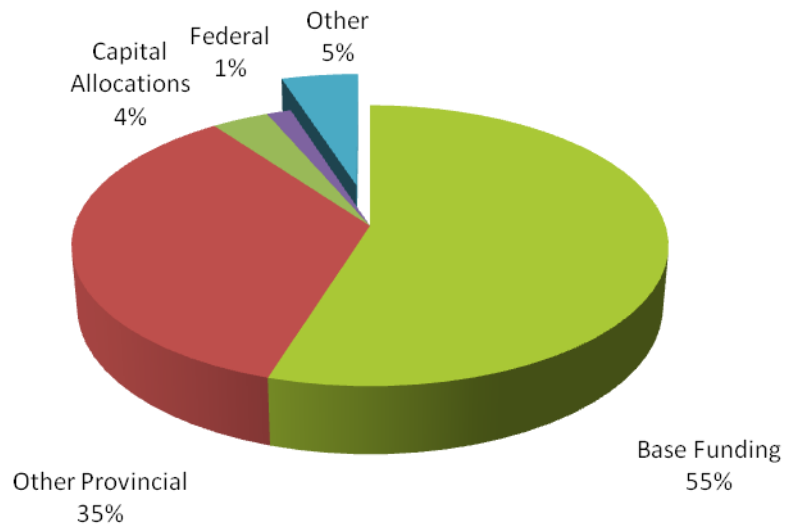
For further information please contact Parkland School Division at 780-963-4010. Comparative information is also available in a provincial report.

A web link to the provincial roll up of jurisdiction Audited Financial Statements is located at:
<http://education.alberta.ca/admin/funding/audited.aspx>

Financial Summary - Budget 2011-2012

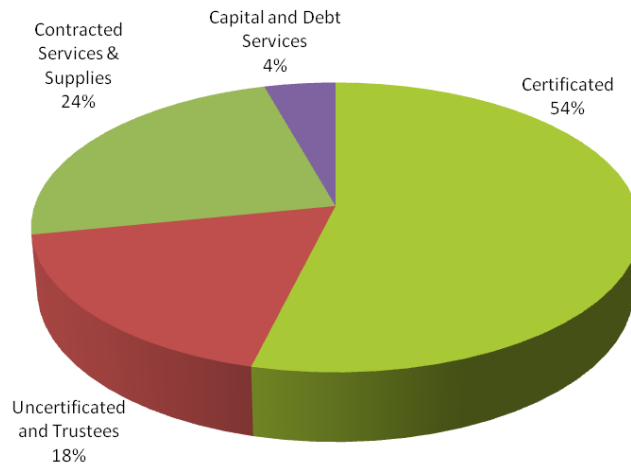
REVENUES

Revenues	2011-12	2010-11	Variance
	Final	Approved	
Base Funding	58,885,029	55,972,876	2,912,152
Differential Cost Funding	9,514,734	8,861,297	(653,437)
Transportation Funding	8,944,005	8,346,453	597,552
Other Alberta Education	4,489,931	972,629	3,517,302
Provincial Priority Targeted	5,856,844	5,792,710	64,134
Capital and IMR	5,407,231	4,962,212	445,019
Specialized Support Services	-	236,474	(236,474)
Federal Funding	1,632,724	1,720,172	(87,448)
Other Revenues	12,655,476	12,687,458	(31,982)
Total Revenues	107,385,973	99,552,282	7,833,691



EXPENDITURES

Expenditures	2011-12	2010-11	Variance
	Final	Approved	
Certificated	58,813,462	51,952,816	6,860,646
Uncertificated and Trustees	19,659,039	19,443,969	215,070
Contracted Services & Supplies	25,977,074	24,676,754	1,300,320
Capital and Debt Services	4,758,977	5,016,234	(257,257)
Total Expenditures	109,208,552	101,089,773	8,118,779



DEFICIT TO BE FUNDED BY OPERATING RESERVES

DEFICIT		(1,822,578)	
Operating Reserves	Balance 1-Sept-11	Utilized	Balance 1-Sept-12
Instruction	4,545,712	(1,629,559)	2,916,153
Board & System Administration	311,703	(28,893)	282,810
Operations & Maintenance	489,163	(437,077)	52,086
Transportation	(225,564)	262,930	37,366
External Services	-	10,020	10,020
Total	5,121,014	(1,822,579)	3,298,435

Centre for Education
Parkland School Division No. 70
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Stony Plain, AB T7Z 2A8

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