

# Parkland School Division

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2014—2017  
Division Three Year Education Plan  
AND  
2013—2014  
Annual Education Results Report

*Where*  
THE **WORLD**  
opens up





# *Where* THE **WORLD** opens up

## **Stakeholder Engagement Strategies**

The Board provided opportunities for School Councils and community stakeholders to be involved in the schools' Three Year Education Plan/Annual Education Results Report and the jurisdiction's Three Year Education Plan/Annual Education Results Report. Schools invite their local School Councils to provide advice and input in the development of their school Education Plan and AERR. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction's Three Year Education Plan/Annual Education Results Report at a recent Council of School Councils meeting. Stakeholder engagement included the use of Thoughtexchange engagement and Tell Them From Me Surveys for students. Additionally, Staff and students have provided input through opportunities provided through the Superintendent's Advisory commitments.

This process fulfills the Board's obligation under the School Council Regulation (2007).

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.

Parkland School Division's Class Size Report for the 2013/2014 may be accessed at

[http://www.psd70.ab.ca/Documents/2013-2014\\_Class\\_Size\\_Report\\_All.pdf](http://www.psd70.ab.ca/Documents/2013-2014_Class_Size_Report_All.pdf)

Links for the Division Capital Plan and Financial Information may be found on page 51.

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# Leadership

## Board of Trustees



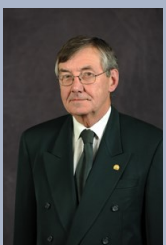
Eric Cameron  
Chair, Ward 5



Kathleen Linder  
Vice-Chair, Ward 2



Ron Heinrichs  
Ward 1



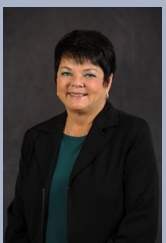
Richard Gilchrist  
Ward 3



Sally Kucher-Johnson  
Ward 4



Dorcas Kilduff  
Ward 5



Elsie Kinsey  
Ward 6

## Senior Administration



Tim Monds  
Superintendent



Kelly Wilkins  
Deputy  
Superintendent



Claire Jonsson  
Associate  
Superintendent



Scott Johnston  
Associate  
Superintendent



Dianne McConnell  
Associate  
Superintendent

## Message from the Board Chair & Superintendent

We are in the middle of transformative change in the world of education. Parkland School Division is proud of the fact that we are leaders in our field and have clear direction when it comes to achieving our ultimate goal of student success and well-being. We value excellence, innovation and risk-taking. We accomplish this through collaboration and accept, encourage and acknowledge everyone's important role in doing what is best for our children. Our Three-Year Education Plan and Annual Education Results Report is our guiding document that celebrates success, identifies areas of improvement and sets a way forward as we continue our journey of learning together.

As Board members and Senior Executive we are tasked with ensuring that day-to-day operations reflect our priority areas:

1. Engaging our students: "Every student will be successful"
2. Engaging our staff: "All staff are learners with a focus on student success"
3. Engaging our community: "Everyone can make a meaningful contribution to public education"
4. Stewardship of our resources: "The division effectively manages its resources to support student learning"

We are constantly striving to provide a wide variety of support from safe transportation of students, to safe and clean learning environments. We monitor and manage resources used to support educational programming. We ensure there are personnel and individual student supports available when unique and special needs arise. It's a priority to provide opportunities for all staff to grow professionally and have real input into planning and program delivery. Collaboration is key, which is why we feel it's important there are opportunities to work with colleagues in meaningful ways to support student learning.

We encourage cooperative and open dialogue with parents and community members as they are an integral part of ensuring student success.

Successful organizations are the ones that overcome roadblocks and see areas for improvement as future opportunities, while working as a collaborative team. We are in a quickly changing global community. It's our commitment to all students, parents and staff that we effectively manage all of our resources to achieve our outcomes, reach our goals and truly make Parkland School Division a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

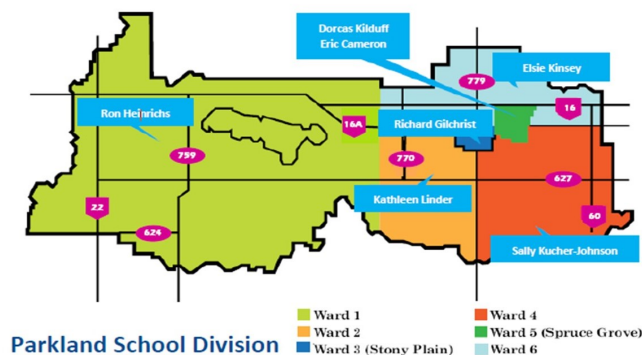
Eric Cameron  
Board Chair

Tim Monds  
Superintendent of Schools

## Accountability Statement

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014 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 Accountability 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 2013-2014 school year and the Three-Year Education Plan for 2014-2017 on November 25, 2014.



For additional information about Parkland School Division's 2014-2017 Three Year Plan and 2013-2014 Annual Education Results Report, Capital Plan or Budget, contact:

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## Governance

Parkland School Division's Board of Trustees represents 6 electoral wards in Parkland County. The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the School Act.

There are 7 Trustees that represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area plus rural communities to the west that include Entwistle, Seba Beach, Tomahawk and Wabamun.

The Board is guided by the Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The board takes its role very seriously when it comes to effectively managing its resources to support student learning.

An Assurance Model provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry but with a stronger focus on being more responsive to the needs of the Division's school communities. The Assurance Model framework enables Parkland School Division to ensure learner success through the following process:

- Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of "assurance" that Parkland School Division is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of work it is doing.

As the Division enables the process of planning and reporting using the Assurance Model, it recognizes the great potential and value of engaging stakeholders in the process. The Division has identified new ways of increasing the level of generative engagement for the coming years.

# Foundation Statements

## Goals and Priorities

### *vision* **VISION**

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

### *mission* **MISSION**

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community.

### *values & beliefs* **VALUES & BELIEFS**

#### **WE VALUE**

- Collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- Trust and mutual respect among all of our education stakeholders.
- Inclusion and diversity within our schools.
- Citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- Leadership in all places—everyone in our Division has the potential to be a leader.
- Excellence, innovation and risk-taking.

#### **WE BELIEVE**

- Learning is the foundation of all we do.
- Integrity and fairness are key pillars for student growth.
- Confident, adaptable and resilient students are successful students.

#### **WE ARE**

- A caring and compassionate organization guided by what's in the best interest of our students.
- Committed to providing safe and caring places for all students to learn.

#### **WE EMBRACE**

- Open and honest communication.



*Where*  
**THE WORLD**

# Division Profile

## Schools

Serving over 73,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 21 schools in addition to a number of alternate sites including:

- Connections for Learning,
- Two high school outreach programs and an institutional program

Parkland School Division's 560 full-time equivalent certificated teaching staff and 369 full-time equivalent support staff are proud to serve the following schools:

<b>Rural Parkland School Division Schools</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Blueberry School	K-9	780-963-3625
Graminia School	K-9	780-963-5035
Muir Lake School	K-9	780-963-3535
Parkland Village School	K-4	780-962-8121
<b>Hamlet of Duffield</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Duffield School (Keephills)	K-9	780-892-2644
<b>Hamlet of Entwistle</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Entwistle School	K-9	780-727-3811
<b>Hamlet of Keephills</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Keephills School	K-6	780-731-3965
<b>Summer Village of Seba Beach</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Seba Beach School	K-9	780-797-3733
<b>City of Spruce Grove</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Brookwood School	K-4	780-962-3942
École Broxton Park School	K-9	780-962-0212
Greystone Centennial Middle School	5-9	780-962-0357
Millgrove School	K-4	780-962-6122
Spruce Grove Composite High School	10-12	780-962-0800
Spruce Grove Composite High School Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626
<b>Town of Stony Plain</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Connections For Learning	1-12	780-963-0507
Forest Green School	K-6	780-963-7366
High Park School	K-9	780-963-2222
Memorial Composite High School	10-12	780-963-2255
Memorial Composite High School Outreach	10-12	780-963-0840
École Meridian Heights School	K-9	780-963-2289
Stony Plain Central	K-9	780-963-2203
<b>Hamlet of Tomahawk</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Tomahawk School	K-9	780-339-3935
<b>Village of Wabamun</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Wabamun School	K-9	780-892-2271

# Division Profile

## School Councils

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Each school at Parkland School Division is required to have a School Council according to Provincial legislation dating back to 1995. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal and administration team on matters that range from school programs, policies and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings.

## Centre for Education

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of 21 schools. The Centre for Education houses Parkland School Division's senior executive and administrative staff, including several important departments:

- Business and Finance
- Communication and Strategic Planning
- Facilities
- Learning Services
- Human Resources
- Technology Services
- Transportation



## Business & Finance

The Business and Finance department supports the Board in the management of the financial operations of Parkland School Division. They are responsible for the development of timely and accurate financial reporting and maintenance of appropriate financial procedures and internal controls.

More information on Parkland School Division's Financial and Capital planning can be found on page 51.

## Communications & Strategic Planning

Parkland School Division embraces open and honest communication. Our Communications Department helps both school communities and the public stay on top of current trends and developments in the education sector. The Communications team also provides the following services to administrators, schools, and school councils:

- Planning and evaluation
- Writing and design
- Advertising
- Special event coordination
- Website creation and support

## Facilities

The Facilities Department continues to provide creative solutions to maintaining and improving all facilities, while honouring the Division's priority of *Stewardship of Resources*. A strong focus remains on the priority of *Engaging Staff* by developing leadership capacity within the Department through collaboration, collective decision making and inclusion. The Facilities Department motto "Creating safer and more appealing environments is a key to student success" has been fully accepted by staff and has led to engaged maintenance staff. We continue to reinforce that building systems must be in good working order for the structure to be operational. The department oversees custodial and maintenance services while contributing to and executing the Division's 10-year Strategic Facilities Plan.

# Division Profile

## Centre for Education (cont'd)

### Human Resources

Parkland School Division is one of the largest employers in Northern Alberta west of our province's capital. The Human Resources department ensures that Parkland School Division attracts the best and the brightest staff. Human Resources is responsible for providing all recruitment and selection services to the Division, including Senior Executives, non-union group positions, including Director, Principal, Assistant Principal, teaching and support positions. This includes recruitment for casual support staff and substitute teachers. For the 2013-2014 school year the Department managed 247 (156 teacher, 91 support) competitions. (52% increase in recruiting over 2012-2013).

We recognize this strong recruitment as evidenced by the awards the staff members receive, by the successful programs they implement, and by outstanding student results. Parkland School Division has approximately 1,100 staff including 560 full-time equivalent certificated teaching staff.

In addition to recruitment, the Human Resources Team supports the division with employee relations services, and professional development activities. Human Resources staff members provide advice and support Administrators in providing quality supervision, growth and evaluation of staff. Human resources staff provides support to both Parkland's leadership team and staff in addressing and resolving workplace issues.

### Learning Services

Parkland School Division is a learning organization dedicated to the development of children. Our programming spans pre-Kindergarten to grade 12. We recognize the value in working closely with parent and community partners to ensure positive transitions and to provide opportunities for student success.

Learning Services provides collaborative assistance to schools in support of their efforts to achieve school and divisional goals.

Our team of Learning Services facilitators serve school communities in the areas of curriculum, student services, educational technology, program monitoring and development, educational research, and data collection and issue resolution.

### Technology Services

Through Inspiring Education, Alberta Education has identified several policy shifts needed to support students to become engaged thinkers and ethical citizens, with an entrepreneurial spirit. One of those shifts requires students to use technology to support the creation and sharing of knowledge, as recognized in the Learning and Technology Policy Framework (2013).

Parkland School Division supports technology through two distinct streams:

**Information Technology** – The IT department deploys a team of professionals dedicated to provide supports for all our staff and students and the ever-increasing demands for technology and maintenance of PSD's network infrastructure. This ranges from Help Desk Services, Technical Services and a team of computer technicians as well as Database, Network and Cloud Administrators.

**Educational Technology** – Parkland School Division is taking advantage of Google Apps for Education as well as blogging tools for communication and e-portfolios. With Google and Chrome Apps, students and staff are creating, collaborating, communicating and sharing with each other anywhere they have a device connected to the internet.

### Transportation

Parkland School Division operates one of the largest regional student transportation systems in the province. In addition to providing transportation services to Parkland students, we also provide service to Evergreen Catholic and private school students, including Living Waters Christian Academy, St. Matthews, and Devon Christian.

Parkland is committed to providing a safe bus ride for all students and provides all bus operators with extensive training and support. All students learn how to ride the bus safely.

On a daily basis, PSD transports 9,037 students travelling a distance of 16,304 kilometres.



# System Priorities & Strategic Engagement

## Planning & Reporting Preamble

Every year, school authorities carefully consider how well they performed in the previous year, based on the priorities they have set and the goals they have defined to achieve their priorities. This system of planning and reporting provides public accountability. By being accountable, the school board and educational staff are carefully considering their educational responsibilities; this includes the celebration of accomplishments and the ability to respond to measures that are less than preferred. In addition to accountability it is essential for a school division to establish a sense of confidence among its stakeholders. The community, parents, students and staff must feel confident that its school division is doing everything possible to attend to the education and wellness of its students. Confidence measures depend on engaging stakeholders and carefully considering the messages and opinions that are shared.

School authorities must consider their plans and accomplishments in connection with the government's plans for education. It is essential that school boards use planning, assessing, monitoring and reporting to improve the quality of education provided to all students.

The government considers how school authorities contribute to the education system's strategic priorities. Engaging stakeholders in the process ensures that school authorities respond to local priorities and inspire innovation.



## Priorities & Goals

In 2012, Parkland School Division's Board of Trustees engaged parents, teachers, support staff, students and community members to generate the system priorities and goals that continue to inform our education planning process. Parkland School Division maintains an Ultimate Goal:

### Student Success and Well-Being

Students are encouraged to explore, create, imagine and engage in lifelong learning as they develop their skills and competencies to prepare to enter the world of post-secondary studies or work. Parkland School Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education.

We recognize that success and well-being will continually require the complete engagement of our educational stakeholders. We further recognize that effective strategic planning requires an educational system that maintains forethought and fiscal responsibility.

To achieve the Ultimate Goal, we will attend to four key priorities:

<b>ENGAGE <i>our</i> STUDENTS</b> <i>Every student will be successful.</i>	<b>ENGAGE <i>our</i> STAFF</b> <i>All staff are learners with a focus on student success.</i>
<b>ENGAGE <i>our</i> COMMUNITY</b> <i>Everyone can make a meaningful contribution to public education.</i>	<b>STEWARDSHIP <i>of our</i> RESOURCES</b> <i>The Division effectively manages its resources to support student learning.</i>

This document contains the Annual Education Results Report for Parkland School Division and the responsive Education Plan that presents strategies to improve upon our results. To achieve Student Success and Well-Being, seven strategic goals are targeted:

1. **An Excellent Start to Learning:** captures the plan to ensure that all students begin their school experience in a way that fosters success and well-being
2. **Quality Teaching and Personalized Learning:** captures the teaching and learning process and defines strategies to generate success and well-being throughout the whole process
3. **Wellness:** captures the outcomes and strategies for wellness at all levels
4. **Effective, Open and Honest Communication:** captures the process for improving how we share the story of each child's learning and engage our stakeholders in the educational process
5. **Culture of Leadership, Innovation and Engaged Governance:** captures the necessity of leadership and innovation for success and well-being
6. **Collaborative Partnerships:** captures the importance of working together to generate success and well-being
7. **Fiscal Responsibility:** captures the necessity of ensuring stewardship of resources

# System Priorities & Strategic Engagement

## Priorities & Goals (cont'd)



## Assurance: How do we know what we know?

The Government of Alberta is working to transform education so that it more effectively meets the changing needs of society and students. As a result, Parkland School Division is currently participating in an Assurance Model Pilot program that enables a focus on priority areas that are critical to the learning needs of the students served by the Division.

Measuring assurance involves the process of answering the question, "How do we know that we know?" Another way to consider "assurance" is as a level of confidence that our stakeholders have in our ability to achieve our outcomes.

# System Priorities & Strategic Engagement

## Assurance: How do we know what we know? (cont'd)

As a pilot school board, Parkland School Division is expected to include a strong stakeholder engagement process to inform local priorities and to work with Alberta Education on the refinement of the Assurance Model as well as resources to support implementation. The Assurance Model framework enables Parkland School Division to ensure learner success through the following process:

- Develop local goals, strategies and measures that address Divisional priorities focuses on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
- Offer increased opportunities for stakeholder engagement and opportunity for the Division to build confidence with its stakeholders

This Education Plan uses accountability measures to inform our model for assurance. Accountability measures are generated through parent surveys mailed out to our families each year. Additionally, accountability measures take into account measurable performance in a number of key areas. These measures are listed as Performance Measures. Where possible, we have included a five-year perspective on our performance related to each measure. We additionally present outcomes and strategies. An outcome is a desired state, and a strategy is a plan to achieve that state.

Consider the following performance measure:



Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	2010	79.0	79.0	77.1	Maintained	2015	79.0
	2011	79.0				2016	79.3
	2012	76.5				2017	79.6
	2013	77.5					

While we may note that a significant percentage of parents agreed that we have maintained or improved, it is challenging to note the specific areas of improvement from this measure.

Through stakeholder engagement we can provide more clarity into the specific areas that our parents would like us to improve. Our accountability, in this way, informs our process of assurance.

# System Priorities & Strategic Engagement

## Assurance: Asking, Listening, Planning, Responding

To inform our strategies for improvement, Parkland School Division engaged parents, staff and the community by asking three essential questions:

1. What are some creative suggestions for things we can do in our school division to continue to improve?
2. What are some examples of key things you appreciate or think are working well about our schools?
3. What are some examples of things you think our students should be able to experience or accomplish that they currently cannot?

These questions were provided to our stakeholders through an online dialogue implemented by Thought Exchange. During March and April of 2014, 2,783 participants shared and evaluated 7,725 thoughts and ideas. We strongly consider stakeholder engagement in our education planning.

### Thoughtexchange – 7,725 Thoughts from 2,783 Participants

What are some creative suggestions for things we can do in our school division to continue to improve?	What are some examples of key things you appreciate or think are working well about our school?	What are some examples of things you think our students should be able to experience or accomplish that they currently cannot?
Please continue to improve communication	We appreciate the high quality teaching and support provided to all students	We feel there are inconsistencies in schools across the division with respect to the programs, teaching methods and activities offered
Please continue to improve school culture	We appreciate the warm, welcoming atmosphere of our schools and we appreciate that we are made to feel involved in the learning process	We feel that our students should have more opportunities to explore real-world learning or engage in career pathways
Please prepare our children well	We appreciate those little “extra things” you do for our children	We feel that more mental health supports are required for children

Source: Thoughtexchange Engagement Data

### Question 1: What are some creative suggestions for things we can do in our school to continue to improve?

#### We Carefully Consider the Messages from our Parents:

##### *Please continue to improve communication.*

Parents would like more general information to respond to their questions about education: what is my child learning? What is happening in the classroom? How is my child doing? How can I help my child? There is a generalized belief that we are not yet providing clarity through our reporting process. We heard that parents want the communication to be authentic and transparent with an aim to increase understanding. Students need to clearly understand outcome expectations and we need to clearly report how students are meeting those expectations.

##### *Please continue to improve school culture.*

Parents would like educators to increase our students' sense of responsibility for their behavior. They would like us to increasingly promote positive peer interactions and provide consistent intervention for peer conflicts. We heard that our staff's relationship with students is incredibly important to our parents. We heard that our learning environments need to be positive, respectful and collaborative.

##### *Please prepare our children well.*

Parents would like certainty that we are preparing students for the future. Parents informed us that, in addition to meeting each student's individual needs, they do see an importance for the educational basics: study skills, math skills, etc. We heard that our parents expect us to deliberately work to address the educational concerns of our students, and respond with whatever supports are necessary to engage our students and increase their sense of independence and resilience.

# Strategic Planning & Engagement

## Question 2: What are some examples of key things you appreciate or think are working well about our school?

### We Carefully Consider the Messages from our Parents:

#### *We appreciate the high quality teaching and support provided to all our students*

Parents indicated that they are impressed with the quality teaching in Parkland School Division. They recognize that our educational system extends beyond the four walls of the classroom. Our parents said that they enjoy how we go “above-and-beyond” to make sure we are engaging our students. Our teachers see our children as individuals and educate for the success of all students. Our parents are appreciative of our inclusive education system.

#### *We appreciate the warm, welcoming atmosphere of our schools and we appreciate that we are made to feel involved in the learning process*

Parents are impressed that our students feel safe, trusted and cared for. There is a strong sense of satisfaction in our ability to communicate well with our families and community. Our parents indicated that the communication through technology (blogs, email and electronic newsletters) definitely helps. They indicated that, overall, they find that the communication is timely and effective. Our parents also indicated that they are impressed that we have created physical spaces that help their children learn.

#### *We appreciate all those little “extra things” you do for our children*

Parents indicated that they appreciate how important their children’s relationships are with their teachers. Our parents expressed gratitude with our attention to planning activities and creating authentic learning experiences for our students. Our students feel that they can express their individuality and that their teachers truly know each student.

## Question 3: What are some examples of things you think our students should be able to experience or accomplish that they currently cannot?

### We Carefully Consider the Messages from our Parents:

#### *We feel there are inconsistencies in schools across the division with respect to the programs, teaching methods and activities offered.*

Digital communication has increased transparency and our parents are aware of the programming that is happening in schools across the division, let alone across the continent. Our parents addressed that they know there are inconsistencies in schools across the division with respect to the scope and quality of music, arts, drama, sports and extracurricular programs. Parents indicated that they want the best of any school in every school.

We recognize that there are competing demands for the type of educational programming offered. While some parents would like us to adhere to basic skills, others have indicated a desire for highly progressive education. We must prepare children for the world in which they live, and still endeavor to provide a balanced education system. We recognize that there are foundational skills and knowledge that must be addressed without sacrificing each child’s unique desire to explore his or her world.

We will endeavor to increase collaboration so that our best-practices may continually be shared among schools.

We recognize that access to technology is important to our students and we will endeavor to provide a technology infrastructure that meets the increasing demands of students as they bring their own devices to school.

#### *We feel that our students should have more opportunities to explore real-world learning or engage in career pathways.*

Our parents expressed that our students may not fully appreciate the careers that are available to them when they graduate. Furthermore, that our students should be provided with rich, engaging options so that they can continue to explore their individual interests. A common thought among our parents is that they would like to have more enriching field trips or out-of-school activities.

# Strategic Planning & Engagement

## *We feel that more mental health supports are required for students*

Our parents expressed that it is very difficult to access mental health services as they are required. They reported that students are experiencing significant issues with depression and anxiety. Learning happens best when we support student wellness.

Our stakeholder engagement process helps us to determine our way forward and it provides insight into our strategies developed to ensure student success and well-being. We will continue to develop our strengths and maximize opportunities for engagement.

*The Board of Trustees is pleased that our stakeholders have recognized the high quality teaching, caring school atmosphere and commitment to engagement that our staff provide our students with every single day.*



# Trends & Issues

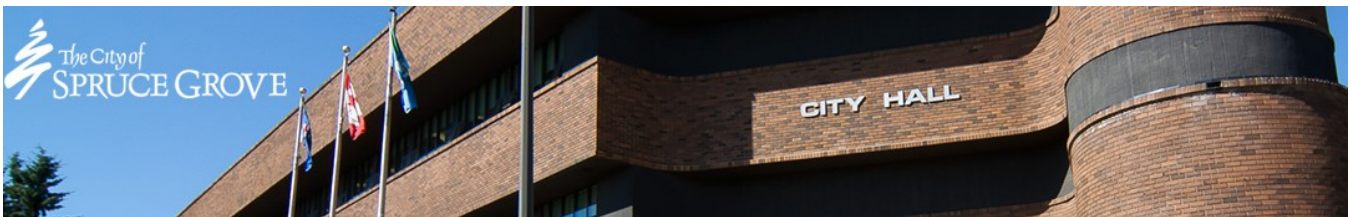
Assurance engagement enables the Division to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of both emerging trends and significant issues and the impact of each on student success and well-being. Specific trends and issues are reflected in this document within the goal sections they most closely affect. Notwithstanding our goals and strategies, the Division recognizes significant trends and issues that will continue to impact education.

## Changing Demographics

Originally an agricultural region, over the past twenty-five years the economic base of Parkland School Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources, have both significantly impacted our demographics. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks continue to promote growth in urban areas. There is a population shift occurring as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The most recent census data revealed that the fastest growing subgroup in this geographic area was children between the ages of 0-4 years of age, and, as a result, the Division is experiencing growth in enrolments in its K-4 schools, especially in Spruce Grove.

The Division is also serving a more diverse student population from diverse cultures, socio-economic backgrounds, and family structures. Many families in the region open their homes to children in care, creating a unique set of challenges for schools as they endeavor to serve a broad spectrum of students. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality. Learning coaches have been trained and placed in each division school to support classroom teachers in their work to meet the diverse needs of students within inclusive classroom settings.



# Trends & Issues

## Responding to the Broader Goals of Education

There is a growing dependence on Education to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic goals creates a significant increase in community expectations of the education system and in expectations of educators.

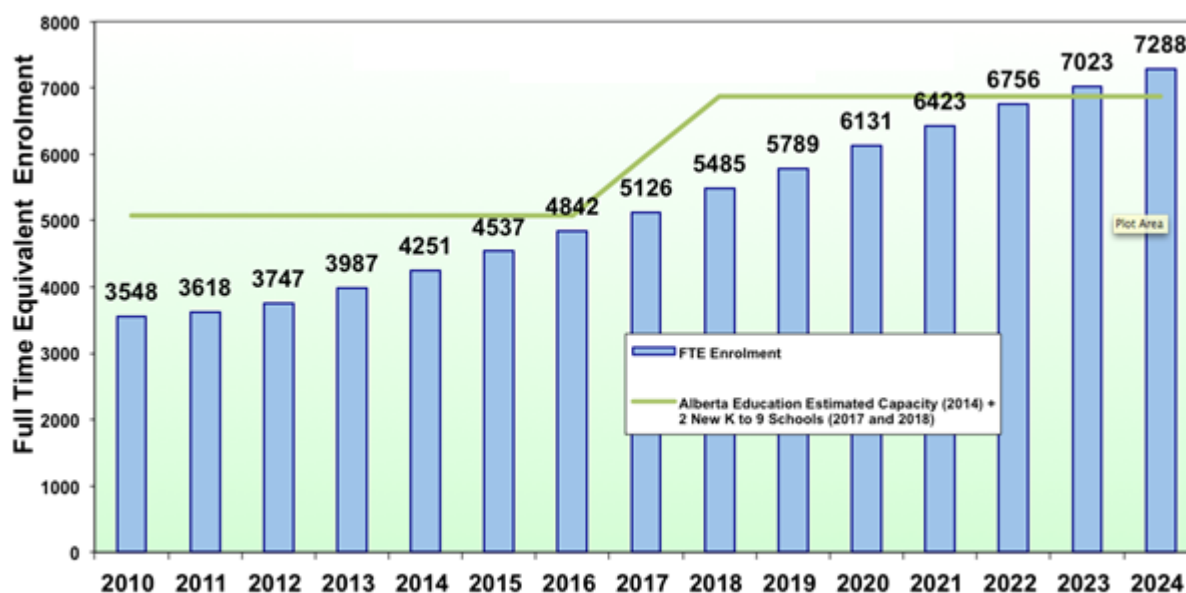
Parkland School Division's Ultimate Goal: **Student Success and Well-Being** encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. The Division also recognizes the work that teachers have always done as an integral part of their teaching to teach citizenship and social responsibility, to teach and model an active and healthy lifestyle, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

As the Division moves into the world of "assurance", increased stakeholder engagement will be sought to help guide the Division into the future. Working with community partners will become increasingly important in supporting teachers in their work and to providing students with timely and equitable access to a continuum of supports and services so that their needs can be appropriately met.

## Enrolment

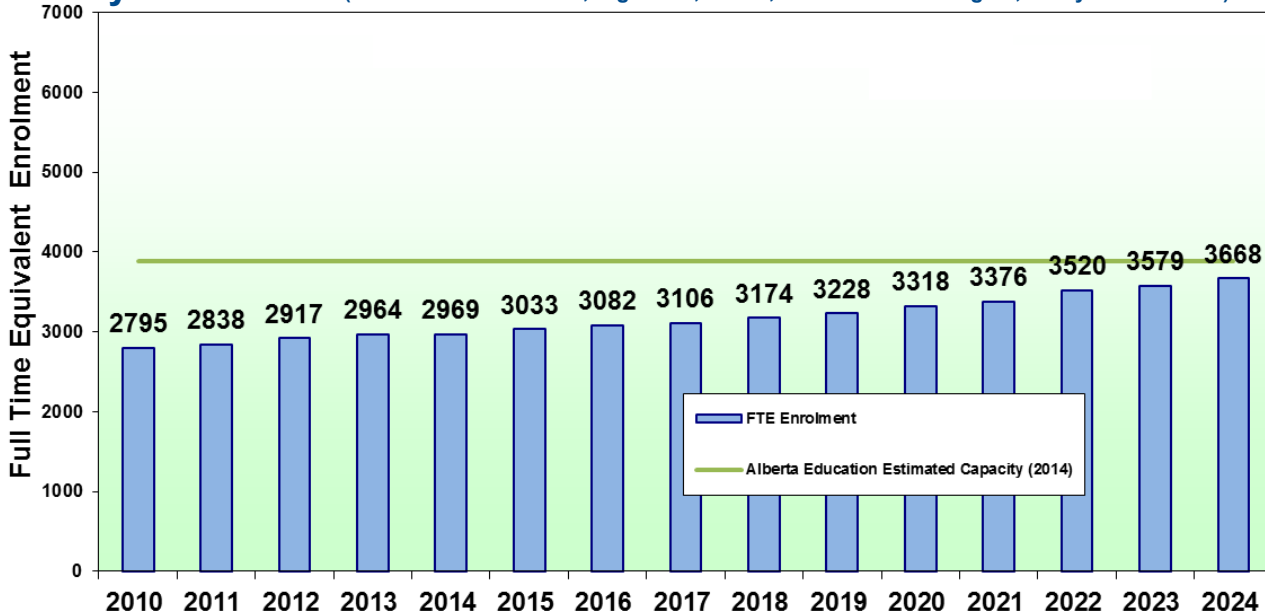
The Division is appreciative of the announcement of two new schools in Spruce Grove and the modular classrooms that were approved and delivered to the Division. They provided much needed classroom spaces to accommodate rapidly growing school populations in the Division's urban schools. Enrolment numbers have increased +2.69% compared to 2013-14. Spruce Grove schools increased by +6.55% alone. However, the pace of the community's growth is such that these additional classroom spaces may not be adequate until the new schools are built and opened. The Division believes that through the building of new schools as well as the modernization and preservation of existing facilities, it can successfully meet the expected pressures that will be placed on the Division.

### Spruce Grove City (Includes: Brookwood, École Broxton Park, Greystone Centennial, Millgrove, SGCH, Woodhaven)

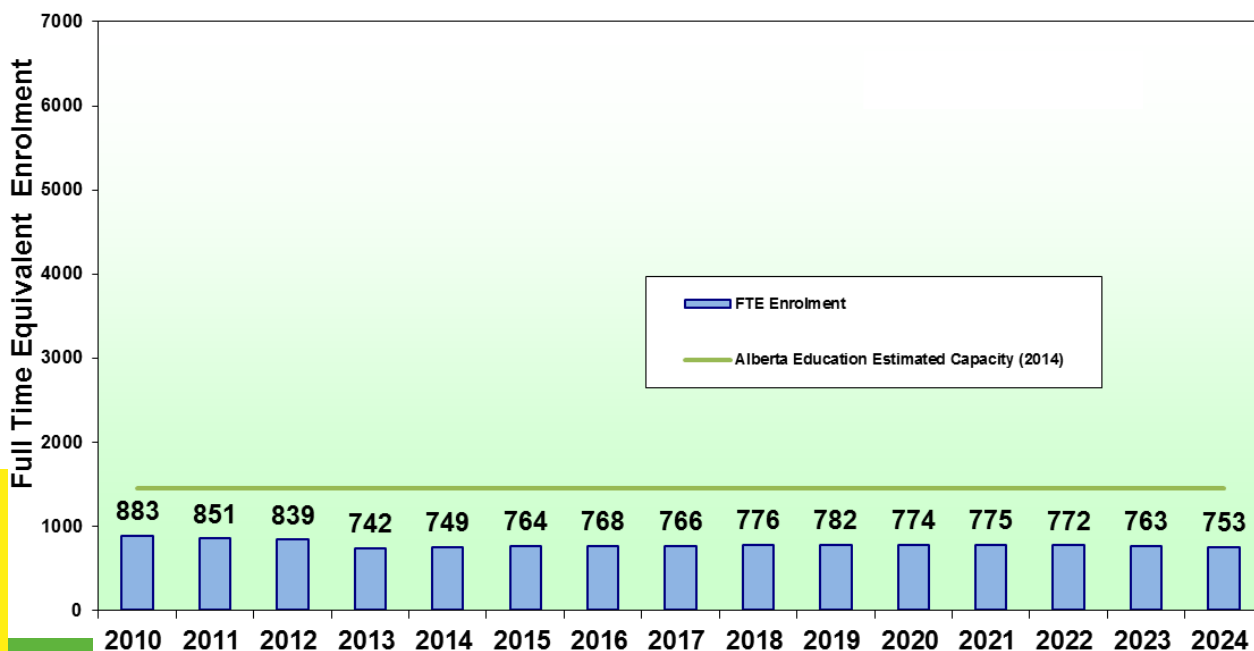


## Enrolment (cont'd)

### Stony Plain Town (Includes: Forest Green, High Park, MCHS, École Meridian Heights, Stony Plain Central)



### West Parkland Zone (Includes: Duffield, Entwistle, Keephills, Seba Beach, Tomahawk, Wabamun)



# Trends & Issues

## The Development of New Schools

Our families throughout the division value strong and progressive schools that also provide a strong community connection. Extensive planning has been poured into the development of the new K – 9 school announced in the spring of 2013. This work, in collaboration with Alberta Infrastructure will produce a state-of-the-art facility with the best interests of our students at heart. Plans are moving forward with many new partners to develop a Community Wellness Centre on the same building site in the Prescott sub-division in the east end of Spruce Grove. The vision remains to house family related ‘wrap-around’ community support services in one building that’s accessible to all. The suggested opening date for the first new school is slated for some time in the 2016-17 school year.

All of the preparation thus far has positioned Parkland School Division near the front of the line when it comes to announced new school projects especially after the shift from the P3 model of funding (Public, private, partnership) to Alberta Infrastructure and the new Prentice government’s plan for a major construction undertaking that Alberta has never seen before. The 230 capital projects over the next five years adds to the list of reasons why this is such an exciting time in education.

On October 8, 2014 Parkland School Division learned it would be receiving a second new K – 9 school when the government announced 55 new schools and 20 school modernizations in addition to the 2013 announcement. The vision will be to use the planning and design already created for the east end school and duplicate the effort on a yet to be determined site on the city’s west end. Both new schools will have the capacity for 900 students bringing some much-needed relief to many of our Spruce Grove area schools that are at or over capacity.



## Parkland School Division's Ultimate Goal

Parkland School Division is dedicated to the achievement of our vision and mission:

Parkland School Division is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their dreams.

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community.

Our Board of Trustees engaged our stakeholders to determine our Ultimate Goal:

### Student Success and Well-Being

Students will be encouraged to explore, create, imagine and engage in lifelong learning as they develop their skills and competencies to prepare to enter the world of post-secondary studies or work. This goal is strongly supported by the belief that learning is the foundation of all we do.

The Division has aligned all of the goals to the ultimate goal because we share the belief that **ALL** students will be successful and that **ALL** students will experience a sense of well-being.

## Inclusive Education

Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. The Division is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

In our inclusive education system, everyone is accepted and everyone experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, gender or sexual orientation has meaningful contributions to make. Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

In its work to build fully inclusive learning environments for students, Parkland School Division strives to develop the following attributes which are foundational to a sense of belonging and well-being:

- All students are linked to the Program of Studies;
- Success is described for all students in that it may look different for different students;
- Students have the supports and services they need to access and be successful within their educational programs;
- Students are safe and healthy;
- Students feel that they are welcomed and that they can contribute.

Parkland School Division's Seven Primary Goals contribute to the Ultimate Goal and they are provided on the following pages with clear outcomes and strategies for improvement.



# Goal: An Excellent Start to Learning

All children will reach emotional, social, intellectual and physical development milestones and be prepared for school. We share this collaborative, community focused Alberta Education goal. Alberta intends to lead in the implementation of an Early Childhood Development approach that includes the use of learnings from the Early Child Development Mapping Initiative to guide strategy development. The Division will establish strong partnerships with community groups to create opportunities that effectively prepare children for formal schooling.

## Outcomes

An excellent start to learning necessitates a focus upon developing competencies and in particular the foundational competencies of literacy and numeracy.

We will foster success and well-being for all students with a focus on ensuring an excellent start to learning as we attend to the following:

1. Children have access to an aligned early learning and care service delivery model
2. Expanded services that provide equitable opportunities for all children to participate in early learning experiences and pre-kindergarten programs

An Excellent Start to Learning	
Outcome 1	Strategies for 2014-2015
Children have access to an aligned early learning and care service delivery model	<ul style="list-style-type: none"><li>• Establish an Early Childhood Development coordinator to oversee the development and implementation of an ECD plan.</li><li>• Create an advisory/working group of community partners and stakeholders</li><li>• Develop and implement ECD strategies embedded in the Learning Services Plan</li></ul>

An Excellent Start to Learning	
Outcome 2	Strategies for 2014-2015
Expanded services that provide equitable opportunities for all children to participate in early learning experiences and pre-kindergarten programs	<ul style="list-style-type: none"><li>• Intentionally collaborate with partners in Health, Human Services and the private sector to build staff and family capacity within the community by providing in-services and parent sessions directly linked to improved outcomes for children</li></ul>

# Goal: An Excellent Start to Learning

**Measures:** In addition to continuing to engage our stakeholders through the Assurance Model Surveys, the Division will explore measures that include satisfaction surveys and the Early Years Evaluation Instrument to determine that children are reaching identified developmental milestones.

In pursuit of student success and well-being, Parkland School Division recognizes that Children need a healthy start, good nutrition, nurturing relationships and safe, supportive environments to grow, learn and thrive. With the support of literature on brain development, the Division understands that an individual's entire life-span is impacted by early childhood development.

The Government of Alberta has identified that connecting the early childhood system to develop balanced, inclusive and accessible supports is essential for the healthy development of children. An Excellent Start to Learning involves building community networks of high quality, connected and accessible early childhood programs and services that allow parents to access the right services at the right time.

Parkland School Division is committed to offering high quality programming and supports to children and their families. We have established an Early Childhood Development Coordinator who will assist us in developing an implementation plan for the Approach to Early Childhood Development. Our ECD Coordinator works closely with existing programs and connects with our community partners to ensure that we meet the goal of providing enriched early learning and care environments.

The Children Learning in Inclusive Community Settings and Kindergarten (CLICK) team provides a collaborative, multi-disciplinary approach that identifies and supports pre-school children with a broad range of special needs. The team also provides effective transitioning and support as the children begin kindergarten and grade one.

In an effort to understand how the children of Alberta are doing developmentally, Alberta Education provided the leadership in establishing a five year mapping project that concluded in June of 2014. The project team prepared a community report for each identified community and requested that they review their findings, form a community coalition and create an action plan to improve results.

Parkland School Division is currently in the process of reviewing the report and establishing additional outcomes and strategies to ensure all of our students experience an excellent start to learning.



# Goal: Quality Teaching & Personalized Learning

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices that reflect alignment with Inspiring Education. Instructional practices will align with the direction of Inspiring Education to provide our students with educational choices and personalized learning.

## Outcomes

Quality teaching and personalized learning are at the foundation of our work to engage students and staff. Each student will progress toward increased competencies and the achievement of learning as we attend to the following:

1. Staff can clearly articulate what inclusion means and can effectively support students in inclusive learning environments
2. Students achieve student learning outcomes across a broad program of studies
3. Students demonstrate proficiency in literacy and numeracy
4. Students demonstrate lifelong-learning, innovation and entrepreneurship
5. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.
6. Teacher preparation, collaboration and professional growth centers on the competencies needed to help students learn
7. Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to sustain and advance innovation in education
8. Technology usage continually supports student-centered, personalized, authentic learning for all students

Quality Teaching and Personalized Learning	
Outcome 1	Strategies for 2014-2015
Staff can clearly articulate what inclusion means and can effectively support students in inclusive learning environments	<ul style="list-style-type: none"><li>• Develop and articulate a clear understanding of inclusion and communicate this to all stakeholders</li><li>• Align our funding and procedures to inclusive education outcomes</li><li>• Fund a continuum of supports and services rather than students</li><li>• Continue to implement a Learning Services Model outlining access to a continuum of supports and services</li><li>• Continue to develop school profiles based on need</li><li>• Introduce and support the Classroom Profile Tool to Inclusive Education Leads and Learning Coaches</li><li>• Provide guidelines for the effective use of the Classroom Profile Tool</li></ul>

# Goal: Quality Teaching & Personalized Learning

As indicated in the Division's Ultimate Goal, student success and well-being means that ALL students will be successful. An inclusive education system is, "a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education means a value-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...." (Alberta Education, 2010). To this end, the Division will ensure, through our actions and decisions, that we value all of our students to the same degree.

Parkland School Division established school-based teams in all schools who work collaboratively with parents in determining appropriate programming supports and services for students with identified special needs. School-based teams are comprised of a school administrator, the Inclusive Education Lead, the Learning Coach, the classroom teacher(s) and school counselor. When supports and/or services beyond the capacity of a school are required, the Division's school-linked team provides more specialized and "wraparound" supports from the Learning Services Team, including specialists in curriculum, special education, educational and assistive technology, speech and language, occupational therapy, and educational psychology. The school-linked team provides parents and teachers with expert information and suggested strategies to enable parents and teachers to make informed decisions about programming aimed at helping students become successful in their learning.

Quality Teaching and Personalized Learning	
Outcome 2	Strategies for 2014-2015
Students achieve student learning outcomes across a broad program of studies	<ul style="list-style-type: none"><li>• Through PSD's Lead Team, encourage school-to-school collaboration to increase best-practice approaches to teaching</li><li>• Provide leadership support to Division high schools to ensure full implementation of high school redesign</li><li>• Implement a continuum of school and divisional support services</li><li>• Align complementary programming for middle years schools with Alberta Education's <i>Career and Technology Foundations</i> guidelines</li><li>• Promote improved communication methods to provide assurance that students are learning and have access to a variety of opportunities</li></ul>



# Goal: Quality Teaching & Personalized Learning

**Measures:** In addition to continuing to engage our stakeholders through the Assurance Model Surveys, the Division will explore measures that include school-based satisfaction surveys.

As indicated in our Thoughtexchange survey, parents indicated that they are impressed with the quality teaching in Parkland School Division. However, this stakeholder engagement also revealed the perception that our students should have more opportunities to explore real-world learning or engage in career pathways.

We will ensure that our divisional expectations for classroom climates are shared and met. Our increasingly improved communication methods from school-to-home will ensure that parents are involved in this process. Specifically, this is why we have identified improved communication as a separate goal.

The Division recognizes the challenge of providing diverse programming while maintaining fiscal responsibility. We strive to deliver diverse, excellent programming to all students at an economy of scale. The Division provides innovative solutions to the problem of small school programming by sharing resources between schools. Wabamun, Entwistle, Seba Beach and Tomahawk share career and technology programming by transporting students in grades 7 through 9 to attend courses at Seba Beach once per week.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
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.	2010	78.6	81.0	79.8	Maintained	2015	81.0
	2011	80.0				2016	81.5
	2012	78.6				2017	82.0
	2013	80.1					

Stakeholders identified this performance measure as an area of significance.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Teacher, parent and student satisfaction with the overall quality of basic education	2010	87.5	89.0	86.2	Maintained	2015	87.0
	2011	88.3				2016	87.5
	2012	86.6				2017	88.0
	2013	87.5					

This measure demonstrates agreement with the Division's Assurance surveys. Our parents are highly satisfied with the overall quality of basic education.

All Parkland School Division schools are committed to providing educational improvements each year. School administrators, teachers and support staff engage in regular professional development and teachers ensure that they have aligned their plans for growth and professional development to the Teaching Quality Standards.

# Goal: Quality Teaching & Personalized Learning

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	2010	85.2	87.0	87.7	Improved	2015	88.0
	2011	85.8				2016	88.5
	2012	85.6				2017	89.0
	2013	85.9					
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2010	15.8	18.0	18.0	Improved	2015	18.5
	2011	15.3				2016	19.0
	2012	16.3				2017	19.5
	2013	16.1					

Data source: Alberta Education – Accountability Pillar Summary (October 2014)

The Division is proud of the success achieved by high school students and staff in improving diploma examination results and strives to provide quality programming and instruction to all students within inclusive learning environments. Teachers endeavour to provide the academic supports and programs that enable students to achieve to high standards. Our results are excellent at the high school level and the Division will strive toward continuous improvement.

Quality Teaching and Personalized Learning	
Outcome 3	Strategies for 2014-2015
Students demonstrate proficiency in literacy and numeracy	<ul style="list-style-type: none"> <li>Develop effective teaching practices that will enhance student success in literacy and numeracy</li> <li>Develop and implement a Learning services plan to:</li> <li>Enhance the literacy and numeracy skills of all students</li> <li>Deepen understanding and staff's capacity to develop the competencies outlined in the Inspiring Education document</li> <li>Provide leadership support to Division high schools to ensure full implementation of high school redesign</li> <li>Implement a continuum of school and divisional support services</li> <li>Align complementary programming for middle years schools with Alberta Education guidelines</li> <li>Promote the development of digital student portfolios</li> </ul>



# Goal: Quality Teaching & Personalized Learning

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on provincial achievement tests (overall results).	2010	78.2	NA	71.8	Concern	2015	77.5
	2011	76.4				2016	78.0
	2012	78.3				2017	78.5
	2013	75.4					
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on provincial achievement tests (overall results).	2010	16.4	NA	14.1	Maintained	2015	17.0
	2011	15.9				2016	17.3
	2012	17.1				2017	17.6
	2013	13.9					

Alberta Education – Accountability Pillar Summary (October 2014)

Note: Previous targets are not available (NA) as they reflected the inclusion of the Grade 3 Provincial Achievement Test.

The Division continues to struggle with improving its results at the Standard of Excellence and surpassing the provincial results at this level. School based staff and administration analyze the results to determine areas of strength and weaknesses with this assessment measure. This analysis must inform strategies for pedagogical improvements. School staff have addressed that students are placing less significance in writing this measure given that the Province of Alberta is moving to Student Learning Assessments. Nevertheless, it is essential to find innovative ways to engage our students and encourage success with this measure. Our Ultimate Goal and the subsequent goals of our Education Plan are intended to address our students' performance on all measures.

Quality Teaching and Personalized Learning	
Outcome 4	Strategies for 2014-2015
Students demonstrate lifelong-learning, innovation and entrepreneurship	<ul style="list-style-type: none"> <li>Promote school-to-school collaboration among teachers with the intent of sharing best-practice approaches for student engagement</li> <li>Enhance the effective use of emerging and current technologies in learning to increase access to learning</li> <li>Promote instructional practices that offer greater alignment between individual student needs and flexible learning structures to provide students with increased choice through the High School Flexibility Program</li> <li>Through Lead Team, encourage school professional development centering on effective pedagogy to promote innovation and entrepreneurship</li> </ul>

This outcome for quality teaching and personalized learning addresses the Division's vision: Parkland School Division is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their dreams.

This outcome represents a significant area of concern addressed by stakeholders through the Thoughtexchange process. A strong measurement for the strategies presented above will include increased stakeholder satisfaction that parents, guardians and the community-at-large feel that students are effectively demonstrating lifelong learning, innovation and entrepreneurship.

# Goal: Quality Teaching & Personalized Learning

Performance Measure	Previous		2013 Target	2013 Actual	Evaluation	Future Targets	
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	2009	46.0	50.5	47.5	Maintained	2015	50.0
	2010	48.9				2016	50.3
	2010	50.6				2017	50.6
	2012	45.8					
High school completion rate of students within three years of entering Grade 10	2009	71.1	76.5	76.7	Improved	2015	77.0
	2010	70.9				2016	77.3
	2010	76.5				2017	77.6
	2012	74.9					

Performance Measure	Previous		2013 Target	2013 Actual	Evaluation	Future Targets	
High school to post-secondary transition rate of students within six years of entering grade 10.	2009	48.4	50.0	52.0	Improved	2015	52.4
	2010	50.6				2016	52.8
	2010	47.4				2017	53.2
	2012	51.6					
Percentage of Grade 12 students eligible for a Rutherford Scholarship	2009	51.8	60.0	53.8	Declined	2015	54.0
	2010	54.0				2016	54.5
	2010	59.5				2017	55.0
	2012	56.2					
Annual dropout rate of students aged 14 to 18	2009	4.8	3.3	3.1	Improved	2015	3.0
	2010	4.8				2016	2.8
	2010	3.4				2017	2.6
	2012	3.9					

Quality Teaching and Personalized Learning	
Outcome 5	Strategies for 2014-2015
The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other students is eliminated.	<ul style="list-style-type: none"> <li>Implement the FNMI Collaborative Framework: Building Relationships</li> <li>Collaborate with First Nation and Metis Community partners to increase achievement and youth resiliency of success and well-being</li> <li>Engage FNMI Parents to attend school council meetings or focus groups that focus on Inclusive Education</li> <li>Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values and cultures by all students, school division staff and elected trustees</li> <li>Increase value and appreciation for FNMI programming in Cultural Awareness through personalized learning of FNMI needs—spiritual, intellectual, physical, emotional—for all</li> <li>Invite increased engagement of FNMI elders and families</li> </ul>

# Goal: Quality Teaching & Personalized Learning

Recognizing and honoring their Aboriginal heritage is a significant factor in helping FNMI learners feel accepted and that they belong, and the Division is confident that this contributes significantly to their academic success. Students are invited to participate in the Stony Plain Heritage Days in June on Aboriginal Day, to learn more about the Aboriginal culture, to celebrate it and to honor it. The work of our municipal partners in organizing this event is commendable and has had a positive impact on the work of the jurisdiction in providing meaningful Aboriginal education. Graduating students at the high school level participate in the “Eagle Feather Ceremony” and receive public recognition for achieving this important educational milestone. High school completion remains a goal for each Parkland student, including its FNMI population, and personalized learning made available through high school redesign has provided increased support for students in their journey toward graduation.

Parents understand more than anyone else how their child learns and processes information. In May, 2014, First Nations, Métis and Inuit parents were invited to attend a collaborative learning opportunity "Understanding My Child's School". This workshop promoted the understanding of laying the formation of parenting, community participation and the ability and responsibility of parents.

The Division recognizes that there is still room for improving the gap between the achievement of FNMI learners and other Division learners. The Division continually provides learning opportunities for trustees and administrators to gain a deeper understanding of cultural and educational issues facing Aboriginal learners. Division Aboriginal Liaison workers and dedicated school staff members are working to provide needed supports and services aimed at helping Aboriginal learners complete high school and successfully transition to the world of work and/or post-secondary studies.

The Division continues its efforts to build positive working relationships with Paul Band education staff as a means of providing better supports for Aboriginal learners living on the Reserve.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results)	2010	66.5	NA	63.0	Maintained Concern	2015	65.5
	2011	69.0				2016	66.0
	2012	57.7				2017	66.5
	2013	65.2					
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results)	2010	6.9	NA	5.6	Maintained Concern	2015	7.5
	2011	10.9				2016	8.0
	2012	5.7				2017	8.5
	2013	7.4					

Note: Previous targets are not available (NA) as they reflected the inclusion of the Grade 3 Provincial Achievement Test.



# Goal: Quality Teaching & Personalized Learning

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results)	2010	85.1	84.0	84.7	Maintained	2015	85.0
	2011	83.9				2016	85.3
	2012	79.7				2017	85.6
	2013	83.8					
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2010	17.0	11.0	18.3	Improved	2015	18.5
	2011	4.5				2016	18.7
	2012	7.5				2017	18.9
	2013	10.3					

The Division is pleased with the strong performance of our high school FNMI students. In both the standard of excellence and acceptable standard, we have clearly surpassed the provincial results.

Performance Measure	Previous		2013 Target	2013 Actual	Evaluation	Future Targets	
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	2009	57.4	69.5	66.1	Declined	2015	66.5
	2010	58.1				2016	67.0
	2011	60.6				2017	67.5
	2012	69.1					
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2009	4.9	3.3	3.4	Maintained	2015	3.3
	2010	6.9				2016	3.2
	2011	6.9				2017	3.1
	2012	3.4					
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10	2009	42.2	43.2	42.4	Maintained Issue	2015	43.2
	2010	31.6				2016	43.3
	2011	32.2				2017	43.4
	2012	43.1					

# Goal: Quality Teaching & Personalized Learning

The Division notes that our FNMI learners have far surpassed the provincial averages in each of these measures. The Division recognizes that student success and well-being is a priority for all students and, as such, every effort will be made in improving our FNMI results.

High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Quality Teaching and Personalized Learning	
Outcome 6	Strategies for 2014-2015
Teacher preparation, collaboration and professional growth centers on the competencies needed to help students learn	<ul style="list-style-type: none"> <li>Establish leadership communities of practice that specifically address innovative teaching practices</li> <li>Enhance the development of staff capacity to use innovative instructional practices to support all students through a series of learning videos that demonstrate innovative instructional practices</li> <li>Highlight innovative practices in newsletters</li> <li>Provide opportunities for innovative and flexible professional learning plan for schools</li> </ul>

Outcome 6 and 7 are linked to professional growth and development.

Quality Teaching and Personalized Learning	
Outcome 7	Strategies for 2014-2015
Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to sustain and advance innovation in education	<ul style="list-style-type: none"> <li>Continue to promote new and innovative ideas, leadership, and collaboration</li> <li>Provide flexibility for schools to deliver alternate PD programs</li> <li>Enhance the development of staff capacity to use innovative instructional practices to support all students through a series of learning videos that demonstrate innovative instructional practices</li> <li>Highlight innovative practices in newsletters</li> <li>Create cultures of innovation in the use of technology for learning, teaching, management and administration that are informed by research and evidence-based reasoning</li> </ul>



# Goal: Quality Teaching & Personalized Learning

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results)	2010	85.1	84.0	84.7	Maintained	2015	85.0
	2011	83.9				2016	85.3
	2012	79.7				2017	85.6
	2013	83.8					
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2010	17.0	11.0	18.3	Improved	2015	18.5
	2011	4.5				2016	18.7
	2012	7.5				2017	18.9
	2013	10.3					

The Division is pleased with the strong performance of our high school FNMI students. In both the standard of excellence and acceptable standard, we have clearly surpassed the provincial results.

Performance Measure	Previous		2013 Target	2013 Actual	Evaluation	Future Targets	
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	2009	57.4	69.5	66.1	Maintained	2015	66.5
	2010	58.1				2016	67.0
	2011	60.6				2017	67.5
	2012	69.1					
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2009	4.9	3.3	3.4	Improved	2015	3.3
	2010	6.9				2016	3.2
	2011	6.9				2017	3.1
	2012	3.4					
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10	2009	42.2	43.2	42.4	Maintained Issue	2015	43.2
	2010	31.6				2016	43.3
	2011	32.2				2017	43.4
	2012	43.1					

# Goal: Quality Teaching & Personalized Learning



# Goal: Quality Teaching & Personalized Learning

Providing quality education to students begins with having instructional staff teaching the program of studies who are effective and caring, who understand the needs of learners and are able to provide the necessary supports and services that enable students to be successful. The classrooms of today are filled with a broad spectrum of learners with differing needs who require differentiated teaching approaches in order to maximize their learning. The Division acknowledges the need for administrators, teachers and instructional support staff to be continually learning new and effective teaching strategies that will ensure that students are successful in their learning.

In response to this need, the Division's Learning Services Team provides a broad range of professional learning opportunities to support administrators, teachers in inclusive classrooms, teachers of specialized programs, and educational assistants. A division online professional learning calendar lists numerous sessions for staff to access throughout the year. The team also assists schools with a team approach to developing appropriate plans for students with severe learning needs, ensuring that Individual Program Plans consider the academic and social-emotional needs of students. "at-elbow" with classroom teachers to support all students within inclusive learning environments.

In addition, the Learning Services Team works closely with the Edmonton Regional Learning Consortium to enhance its in-house professional learning opportunities by complimenting it with the E.R.L.C.'s extensive professional learning program. PSD is fortunate to have access to the high quality learning opportunities for teachers and administrators made available through the E.R.L.C. The combined efforts of the Division's Learning Services Team and the E.R.L.C. have enabled the Division to effectively and continually build its capacity.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth	2010	79.2	86.0	81.6	Declined	2015	86.0
	2010	83.2				2016	86.4
	2012	83.1				2017	86.8
	2013	85.7					



# Goal: Quality Teaching & Personalized Learning

Quality Teaching and Personalized Learning	
Outcome 8	Strategies for 2014-2015
Technology usage continually supports student-centered, personalized, authentic learning for all students	<ul style="list-style-type: none"><li>• Implement a Division Learning Technology Plan that aligns Divisional practices with Alberta Education's Learning Technology Policy Framework</li><li>• Enhance the effective use of emerging and current technologies in learning to increase access to learning</li><li>• Create cultures of innovation in the use of technology for learning, teaching, management and administration that are informed by research and evidence-based reasoning</li><li>• Continue to implement the Bring Your Own Device initiative to enhance the use of technology in the classroom</li><li>• Establish a school-based Most Responsible Person in each school to facilitate Help-Desk services and expedite solutions to technology issues and concerns</li></ul>

A significant Network Infrastructure Refresh Project, scheduled for 2014-2015, will significantly increase the capacity of all PSD school's wireless networks and encourage continued support for a Bring Your Own Device framework.

This technology outcome is supported by Alberta Education's Learning Technology Policy Framework document. The 2014 development of PSD's Learning Technology Plan will support continued development around technology use in education, and effective measures for evaluation.



# Goal: Wellness

The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies. We are dedicated to the development of the whole child. This is a significant goal for the Division and it is expected that a commitment to wellness is modeled at all levels of education (staff, students and community).

## Outcomes

Each student will experience mental and physical wellness as we attend to the following:

1. Students and communities have access to safe and healthy learning environments
2. The Division cultivates leadership dedicated to wellness and youth resiliency
3. Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to effectively implement the comprehensive health and physical-education programs of studies
4. All students, including ethnically or culturally diverse learners, are engaged in their learning
5. Students demonstrate cultural competence and an understanding of ethnic diversity and use diversity to strengthen their communities

The Alberta Education outcome “students demonstrate citizenship and entrepreneurship” has been modified to two separate outcomes; our goal for wellness encompasses citizenship.

Wellness	
Outcome 1	Strategies for 2014-2015
Students and communities have access to safe and healthy learning environments	<ul style="list-style-type: none"><li>• Invite community partnerships to support the comprehensive student health curriculum</li><li>• Develop strategies to improve the mental health of all students</li><li>• Provide leadership in the development of school-based and school-linked teams</li><li>• Continue to develop school-based Health Champions and promote collaboration across schools</li></ul>



# Goal: Wellness

The Division recognizes that wellness remains a key concern for parents, students and staff. As such the work and engagement of the Youth Resiliency Coordinator will remain a priority.

Parkland School Division will continue to engage the Lead Team of school administrators to prioritize the establishment of cultures that nurture student learning that promotes dignity and respect for all learners.

Parkland School Division students were surveyed through the *Tell Them From Me* process between February and March, 2014. 1,630 students from nineteen schools responded to the elementary survey, and 2,695 students from seventeen schools responded to the secondary survey.

"Tell Them From Me" Surveys			
Students feel accepted and valued by their peers and by others at their school (high sense of belonging).			
PSD Grade 4-6 Students	80%	Canada 4-6 Norm	86%
Girls	79%	Girls	86%
Boys	81%	Boys	85%
PSD Grade 7-12 Students	66%	Canada 7-12 Norm	71%
Girls	62%	Girls	71%
Boys	69%	Boys	71%
Students have friends at school they can trust and who encourage them to make positive choices.			
PSD Grade 4-6 Students	79%	Canada 4-6 Norm	80%
Girls	82%	Girls	84%
Boys	76%	Boys	77%
PSD Grade 7-12 Students	76%	Canada 7-12 Norm	76%
Girls	79%	Girls	81%
Boys	74%	Boys	71%
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.			
PSD Grade 4-6 Students	91%	Canada Norm	96%
Girls	93%	Girls	97%
Boys	90%	Boys	95%
PSD Grade 7-12 Students	69%	Canada 7-12 Norm	73%
Girls	70%	Girls	76%
Boys	68%	Boys	70%

# Goal: Wellness

In most measures, we are within 4 percentage points of the Canadian norm. We recognize the need to improve our sense of wellness for our secondary students and this recognition is supported by the parents through the Thoughtexchange surveys. We recognize the importance of well-being and we have prioritized this as our Ultimate Goal.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
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.	2010	84.5	86.5	87.0	Improved	2015	88.0
	2011	85.8				2016	89.0
	2012	85.8				2017	90.0
	2013	86.3					

These results are supported by our Thoughtexchange assurance surveys. Our teachers, parents and students place a high value on student safety and caring for one another.

The Division is proud of its continuous improvement in providing safe, secure, caring and inclusive learning environments for students. Schools have implemented a variety of school-based programs and approaches to reduce bullying behaviors as they continue to work toward bully-free learning environments. Complementing this work has been the increased efforts to ensure that all students feel welcomed respected, and that they belong while being appropriately included with their peers in their learning environment. The Division will be piloting the new Alberta Education Respect in Schools program and will be training system leaders as facilitators. This new program will be successful and then expanded system-wide to provide the impetus for a renewed focus on developing respect as part of the foundation to a safer and more inclusive learning organization.

Wellness	
Outcome 2	Strategies for 2014-2015
The Division cultivates leadership dedicated to wellness and youth resiliency	<ul style="list-style-type: none"> <li>Continue to engage schools and communities through the initiatives developed by Youth Resiliency Coordinator and school-based Health Champions</li> <li>Promote school wellness action teams</li> <li>Promote healthier lifestyles focused on increased physical activity, healthy eating, and positive mental health</li> <li>Ensure that staff are modeling wellness for all students</li> </ul>



# Goal: Wellness

With wellness as a significant goal, the Youth Resiliency Coordinator continues to build the capacity of staff, parents and the community to provide programming, supports and services aimed at developing resiliency in the children and youth who are served by Parkland School Division schools. With the full support of trustees and senior executive team, connecting the health and well-being of students and staff to the learning success of students has been the driving force behind the Division's work in adult professional learning and strategies to support all students.

The Division's Ultimate Goal of "Student Success and Well-Being" requires developing awareness and understanding of the role of physical and mental well-being in relation to academic success and has been foundational to this work. Our results on surveys will be used as our base-line data and the Division will work to increase parental, staff and student results on these measures. In addition, stakeholders have provided some positive comments that the Division also considers in measuring its progress with this important work.

Strategies and projects have varied in response to the unique needs of the school communities, but all are focused on building the foundation for resiliency. The Youth Resiliency Initiative aims to build health and wellness in schools and communities through capacity building, programs and partnerships. The program focuses on developing strategies that build and support a more equitable foundation for resiliency in youth. The project was formalized by the Parkland School Division's development of:

- An Ultimate Goal of outlining the interconnectedness of student achievement and well-being
- A full-time youth resiliency coordinator position that works on behalf of the division to support school communities in using comprehensive school health pedagogy to strengthen the well-being of students, families, and communities.
- Designation of site-based health champions who receive additional professional development support on comprehensive school health planning and are supported by their administration
- Community and provincial resource and partnership development that will accelerate our impact on children's health issues

The Division recognizes the capacity built with Health Champions and school-based Wellness Teams:

- 19 school sites conducted a Joint Consortium for School Health Assessment
- School action plans continue to be implemented by school-based wellness teams
- A district led Healthy Active School Symposium (HASS) was held in January 2013
- Shaping the Future Conference
  - ◊ 22 representatives from Parkland School Division including a student-based team from Duffield School attended
  - ◊ Parkland presented three unique workshops to over 250 delegates from across Canada

We are proud of our strong results and will continue to engage in resiliency activities that promote wellness.



# Goal: Wellness

Wellness	
Outcome 3	Strategies for 2014-2015
Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to effectively implement the comprehensive health and physical-education programs of studies	<ul style="list-style-type: none"> <li>• Collaborate to share best-practice approaches among schools</li> <li>• Encourage school-based PD to improve physical education and health programming</li> <li>• Engage Health Champions</li> </ul>

Assurance Engagement: Tell Them From Me Surveys		
Grade 4-6 students' agreement that: "My school helps me to learn how to be healthy in more ways than just Physical Education class and Health class."		
Yes: 79%	No: 8%	I don't know: 13%
Grade 7-12 students' agreement that: "My school helps me to learn how to be healthy in more ways than just Physical Education class and Health class."		
Yes: 63%	No: 19%	I don't know: 18%

As the student engagement surveys indicate, students experience a decline in health education as they progress from elementary to secondary education.

Wellness	
Outcome 4	Strategies for 2014-2015
All students, including ethnically or culturally diverse learners, are engaged in their learning	<ul style="list-style-type: none"> <li>• Promote educational initiatives that support a sense of belonging or connectedness, including: <ul style="list-style-type: none"> <li>◇ Parent Connectedness</li> <li>◇ Peer Connectedness</li> <li>◇ School Connectedness</li> <li>◇ Community Connectedness</li> </ul> </li> </ul>

As the *Tell Them From Me* surveys indicate, there is a significant difference in the sense of belonging experienced between secondary female students and secondary male students. Parkland School Division engaged all staff in resiliency through Circle of Courage workshops to reveal strategies to increase the sense of belonging held by our students.



# Goal: Wellness

Wellness	
Outcome 5	Strategies for 2014-2015
Students demonstrate citizenship, cultural competence and an understanding of ethnic diversity and use diversity to strengthen their communities	<ul style="list-style-type: none"> <li>Promote opportunities for students and staff to engage in the Circle of Courage Model:                             <ul style="list-style-type: none"> <li>Promote belonging</li> <li>Strive for mastery</li> <li>Develop independence</li> <li>Encourage generosity</li> </ul> </li> </ul>

The Alberta Education outcome “students demonstrate citizenship and entrepreneurship” has been modified to two separate outcomes; our goal for wellness encompasses citizenship and our goal for innovation includes entrepreneurship.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	2010	77.3	79.3	79.3	Improved	2015	79.5
	2011	77.4				2016	80.0
	2012	77.6				2017	80.5
	2013	78.8					

Staff and students are continually exploring a broad range of projects and activities aimed at deepening their understanding of what an engaged, responsible and ethical citizen can contribute to his or her local, regional, national or global community. Middle years and high school students participated in “WE Day” held in Calgary in November and were motivated to initiate and embark upon several new global-education projects.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of teachers, parents and students who are satisfied that each child and youth belongs, is supported and is successful in his/her learning	2010	81.1	83.5	83.0	Maintained	2015	83.5
	2011	82.4				2016	84.0
	2012	82.0				2017	84.5
	2013	83.1					

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school	2010	74.1	75.5	72.0	Declined	2015	75.0
	2011	74.0				2016	75.4
	2012	75.5				2017	75.8
	2013	74.8					

# Goal: Wellness

Assurance Engagement: Tell Them From Me Grade 7-12 Surveys			
Students plan to finish high school			
PSD 7-12 Students	80%	Canada 7-12 Norm	82%
Girls	84%	Girls	86%
Boys	75%	Boys	79%
Students plan to pursue a trade or apprenticeship program			
PSD 7-12 Students	26%	Canada 7-12 Norm	21%
Girls	20%	Girls	17%
Boys	33%	Boys	24%
Students plan to go to college or university			
PSD 7-12 Students	61%	Canada 7-12 Norm	66%
Girls	69%	Girls	73%
Boys	53%	Boys	59%

As the surveys indicate, Parkland School Division students are 5% higher than the national norm for pursuing a trade or apprenticeship program and 5% below the national norm for pursuing a college or university education.

Parkland School Division's Ultimate Goal – Student Success and Well-Being – targets expected improvements for these results. Our engagement priorities and strategies to improve entrepreneurship and innovation will continue to increase our students' ability to be successful when they finish school.



# Goal: Effective, Open & Honest Communication

As an organization dedicated to teaching and learning, Parkland School Division embraces open and honest communication. Through a variety of media, Parkland School Division will establish meaningful engagement for the purpose of continually increasing understanding for our stakeholders.

## Outcomes:

We will foster success and well-being in an environment of effective, open and honest communication as we attend to the following:

1. The Division communicates to all stakeholders in an open and transparent manner using a variety of media
2. Parents and students will develop a deeper understanding about student progress as reported through the Division's K-9 report card and reporting process

Effective, Open and Honest Communication	
Outcome 1	Strategies for 2014-2015
The Division communicates to all stakeholders in an open and transparent manner using a variety of media	<ul style="list-style-type: none"><li>• Include improved communication as an opportunity for consideration by our Lead Team's Communities of Practice</li><li>• Build stakeholder understanding about the key concepts in Inspiring Education and how they are embedded in Parkland School Division's delivery of educational programming</li><li>• Debrief results of the 2013-2014 engagement of stakeholders (Thoughtexchange/Tell Them From Me), share findings and develop a response plan</li><li>• Continue use of Thoughtexchange as an online engagement tool for accessing stakeholder input</li><li>• Reinforce procedures for communication in a manner that is:<ul style="list-style-type: none"><li>◊ Clearly messaged</li><li>◊ Transparent</li><li>◊ Authentic</li><li>◊ Reader-friendly</li><li>◊ Deliberate</li></ul></li></ul>

Every school in the Division has a school council which provides all parents, guardians and community members with an opportunity to provide input into school-based decisions. Although the number of parents who accept the opportunity to be involved with their school through this model of parent engagement is not as large as hoped, those who have made the choice to attend school council meetings are committed and dedicated individuals who contribute many hours in service to their school communities.

As part of the Assurance Model, the Division seeks to improve the methods for engaging its stakeholders in providing input into the educational decision-making process. Thoughtexchange defines stakeholder engagement as "an ongoing system through which education leaders meaningfully connect with, learn from and communicate with individuals and groups with vested interests in education".

Trustees and the senior administrative team understand the important need of making decisions from an informed position, and that the risk of making certain types of decisions without effective engagement is too high to entertain. The online process used by the Thoughtexchange staff ensured quick and easy access to parents, staff and community members which yielded a significantly higher response rate that, in the end, resulted in more meaningful and accurate data. The open-ended questions resulted in meaningful data that will help to inform the jurisdiction in its future educational decisions.

# Goal: Effective, Open & Honest Communication

Effective, Open and Honest Communication	
Outcome 2	Strategies for 2014-2015
Parents and students will develop a deeper understanding about student progress as reported through the Division's K-9 report card and reporting process	<ul style="list-style-type: none"> <li>Clarify Divisional standards for communication</li> <li>Provide parents with the opportunity to understand the "language of schools" in order to draw a closer relationship between school and home</li> <li>Develop and implement a plan to deepen stakeholder understanding about the information provided through the Division's reporting process and documents</li> <li>Improve our system of assessing and reporting</li> <li>Explore what stakeholders include in their definition of "quality of education" in order to accurately address the measured decline in stakeholder satisfaction (Alberta Education - Accountability Pillar Summary)</li> <li>Continue to explore ways to increase time for teacher collaboration with the intent of improving assessment strategies</li> </ul>

Although many parents indicated on the Thoughtexchange online survey that they liked the report card and the qualitative information provided about their children's progress, a significant number of parents also stated that they want more information about their children's academic progress with the report card and feel that overall achievement should be reported in percentages. The Division will develop strategies to address this issue within the framework of Inspiring Education.

Through the Thoughtexchange survey, parents also indicated frustration with the Mathematics Program and felt unable to support their children with homework because of the different ways of teaching mathematics.

Many parent workshops, aimed at building understanding about mathematics education, were made available to parents through the Learning Services Team and the School Councils during the past several years. There is an ongoing need, however, to continue to provide parent information sessions about the Math Program and give parents some tools to support their children in learning Math. The Division will develop strategies to support parents in their efforts to support their children in acquiring the expected knowledge, skills and attributes in Math and to continue to provide teachers with relevant professional learning opportunities related to Math.

The Division recognizes that it must improve communication with respect to programming decisions and assessment. We transitioned from a focus of reporting student progress based on accomplishments, to that of a focus on competencies. The Division's parents indicated that they would appreciate more information and increased understanding relating to the assessment of outcomes. We will endeavour to communicate in an effective, transparent manner to clarify our assessment practices and teaching approaches.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	2010	78.3	78.0	77.0	Maintained	2015	78.0
	2011	78.1				2016	78.5
	2012	77.3				2017	79.0
	2013	77.0					

# Goal: Culture of Leadership, Innovation & Engaged Governance

Student success and well-being requires collaborative leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees will continue to embrace the direction set by Alberta Education to adopt a Generative Governance Model that fosters public confidence in all facets of the system. A clear strategic direction will be set and guiding policies implemented to ensure true stewardship of resources.

## Outcomes

As a learning organization, the Division will improve through a commitment to leadership as we attend to the following:

1. The Division promotes new and innovative ideas, leadership and collaboration
2. Teachers, administrators and other education professionals develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning and teaching

Culture of Leadership, Innovation and Engaged Governance	
Outcome 1	Strategies for 2014-2015
The Division promotes new and innovative ideas, leadership and collaboration	<ul style="list-style-type: none"><li>• Encourage collaboration between schools</li><li>• Continue to build the leadership skills of school leaders (administrative teams, learning coaches, inclusive education leads, counselors, health champions)</li><li>• "Tell the PSD Story" - Position the Division and its schools as an innovative learning community that uses technology to engage students, teachers, administrators, other education professionals and their community</li><li>• Develop a deeper understanding of what "innovation" means and the criteria for identifying the components of an innovative practice</li><li>• Promote the use of school-based activities that develop and enhance understanding of "innovation"</li></ul>

We have worked diligently to increase collaboration among our leaders and teachers. We will strive to make improvements in our ability to be collaborative. To this end, we will continue to promote school-to-school collaboration as an expectation. As each school determines how to best use their resources, individual schools will endeavor to address their needs in the context of their unique setting.

We recognize that our schools are also diverse and exist in diverse communities with differing needs. There are simply times where it is not possible to offer all programs in all schools. Wherever possible, we will collaborate and share in the stewardship of our resources.

# Goal: Culture of Leadership, Innovation & Engaged Governance

Culture of Leadership, Innovation and Engaged Governance	
Outcome 2	Strategies for 2014-2015
Administrators, educators and educational support staff engage in professional development that enables innovation and research-informed practices in support of learning and teaching	<ul style="list-style-type: none"> <li>• Provide opportunities for innovative and flexible professional learning plan for schools</li> <li>• Continue new-teacher callback sessions to encourage growth and collaboration</li> <li>• Continue to acknowledge the contributions of staff toward the work of the Division</li> </ul>

A major goal of the new curriculum re-design is to develop and enhance the development of competencies that will spread across multiple discipline areas (e.g. Science, Social Studies, Mathematics) and provide students with knowledge and skills that will enable them to move from being consumers of knowledge to being producers of knowledge. Innovation is one of several competencies identified in the Inspiring Education document as critical for 21st Century learners to develop, and may be defined as the ability to create new knowledge that is used in new and better ways in the hope of making our world a better place for all people. As such, it is connected to citizenship (as explored in the Division's goal for wellness) where educators seek to develop students into global citizens who are ready and able to take a role in the world that will make a positive difference for others.

The Division and, indeed the province in general, are in the process of learning what innovation is, of determining criteria that provides guidelines to students and staff about the qualities and skills "Innovation" encompasses, what constitutes an activity that is innovative. Parkland School Division has embarked on this journey but still has much to learn and do in this work. The Division is excited about the new schools planned for Spruce Grove and to create innovation learning centers which will be integral components of the new schools.

In order to effectively generate innovative centers of learning, the Division must clearly define the elements that are required to provide opportunities for students, staff and parents to engage in new innovative learning activities. While the Division has incorporated technologically innovative practices and is also striving to broaden its understanding of innovation beyond the field of technology. In our technology-driven world, herein lies the challenge in creating a broader understanding of innovation.

As a learning organization, the Division is involved in a number of strategies to improve leadership and innovation. In 2014, Parkland School Division created Communities of Practice within the administrative Lead Team. The Communities of Practice are engaged in professional development related to four priorities:

1. Inclusive Education
2. Leadership
3. Innovative Teaching Practices
4. Communication

The intent of the Communities of Practice is that our education planning will inform strategies for improvement in all schools. These priority areas for growth are well-represented in Parkland School Division's goals in support of the Ultimate Goal.

# Goal: Collaborative Partnerships

Student success and well-being require the support of parents and the greater community. The Division will develop and cultivate collaborative relationships with parents, businesses, Aboriginal communities and external partners in education to promote student success and student engagement.

## Outcomes

Students will be supported by parents and the community to progress toward increased competencies and the achievement of learning as we attend to the following:

1. The Division demonstrates collaboration and engagement with all stakeholders
2. The Division will increase access to wraparound supports and services for students with complex needs

Collaborative Partnerships	
Outcome 1	Strategies for 2014-2015
The Division demonstrates collaboration and engagement	<ul style="list-style-type: none"> <li>Nurture partnerships with community partners focused on enhancing the resiliency of children and youth and on providing increased access to real-world learning opportunities.</li> </ul>

Parkland School Division strongly encourages stakeholder engagement at all levels of the education planning process. Through Trustee involvement in School Council meetings, parents and the greater community are informed and involved.

As revealed through our Assurance Surveys, our parents shared that they feel our schools are open and approachable.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of teachers and parents who agree that families are encouraged and supported in helping their children be successful in their learning	2010	82.8	81.5	80.1	Maintained	2015	81.5
	2011	83.5				2016	82.0
	2012	80.7				2017	82.5
	2013	81.3					

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of parents satisfied with the opportunity to be involved in decisions about their child's education	2010	75.0	73.0	77.0	Improved	2015	77.5
	2011	77.0				2016	78.0
	2012	69.0				2017	78.5
	2013	72.0					

# Goal: Collaborative Partnerships

Collaborative Partnerships	
Outcome 2	Strategies for 2014-2015
The Division will increase access to wraparound supports and services for students with complex needs	<ul style="list-style-type: none"> <li>Nurture effective partnerships with regional partners through the Regional Collaborative Service Delivery Model to provide increased supports and services to students with complex needs</li> </ul>

The Government of Alberta made significant efforts to improve its support for students and their families, and it recognizes the importance of coordinating supports and services in a timely manner and making those services more easily accessed. In response to this identified need, the province initiated a collaborative partnership of three Ministries (Education, Health Services and Human Services) aimed at increasing collaborative supports and services to the regions that they serve.

The Regional Collaborative Service Delivery model (RCSD) brings together the regional Student Health Services of speech and language and occupational therapy, the Human Services supports of Family, School and Child Development (FSCD) and Intervention Services and Educational Supports for Children and Youth with Complex Needs (CYCN) under one umbrella.

The Division remains excited about the possibilities that the RCSD offers in supporting students.

Performance Measure	Previous		2014 Target	2014 Actual	Evaluation	Future Targets	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community	2010	67.5	69.0	70.3	Improved	2015	71.0
	2011	68.5				2016	71.5
	2012	68.2				2017	72.0
	2013	68.3					



# Goal: Fiscal Responsibility

The Division considers resource stewardship as a priority. Student success and well-being depend on fiscal responsibility to ensure that success and well-being can remain the focus of our educational programming into the foreseeable future.

## Outcomes

Students will achieve success and well-being in a culture of fiscal responsibility as we attend to the following:

1. The Division makes decisions based on financially sustainable priorities at all levels of the organization
2. The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met

Fiscal Responsibility	
Outcome 1	Strategies for 2014-2015
The Division makes decisions based on financially sustainable priorities at all levels of the organization	<ul style="list-style-type: none"><li>• Maintain access to data to support transparent decision making</li><li>• Provide ongoing training, support and feedback on budgeting, reporting and cost classification for Lead Team and secretarial staff</li><li>• Enable responsive, transparent and sustainable decisions at all levels of the organization through engaged leadership</li><li>• Review current funding allocation model to address equity amongst schools, including class-size funding and a continuum of supports and services for students with diverse learning needs</li><li>• Ensure, wherever possible, the equitable access to technology at the school level</li><li>• Enhance the financial and budgeting competency of Division leaders during times of fiscal restraint</li><li>• Revisit surpluses and establish guidelines around their use</li></ul>

The Division engages the Lead Team of school administrators to determine, through consensus, the most effective and equitable formula for determining school funding. Parkland School Division implements site-based decision making. When considering planning, it is in the best interest of the Division to ensure that 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.

### Measures:

Lead Team sense of assurance that they receive leadership, support and guidance needed as leaders within a distributed decision-making educational system (new).

# Goal: Fiscal Responsibility

Fiscal Responsibility	
Outcome 2	Strategies for 2014-2015
The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met	<ul style="list-style-type: none"> <li>• Improve management and usage of student data through enhanced processes, technologies and a real-time interface with the Government of Alberta</li> <li>• Streamline processes and provide a database approach to improving efficiency and compliance</li> <li>• Improve service to parents and students by offering online purchases and payments</li> </ul>

## Measures:

Lead Team sense of assurance that workflow processes have improved efficiency and compliance (new).





# Capital & Financial Planning

Student success and well-being require the prioritization of planning decisions relating to our facilities and ensuring stewardship of our resources. The Division actively pursues collaborative partnerships with both our Municipal and Education partners for new school space and infrastructure renewal. Generative governance supports the Assurance Model for planning and reporting.

## Financial Principles Used In Planning

Distributed Decision-Making Belief	Decision-Making Guiding Principles
<ul style="list-style-type: none"><li>• The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization</li><li>• The Division's staff has the capability to make decisions about activities within the realms of its responsibility</li><li>• 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</li><li>• Decision-making responsibility must be supported by equitable resource allocation</li><li>• Equity is established through a process of collaboration and consensus building</li></ul>	<ul style="list-style-type: none"><li>• Those who are closest to the activity will have the major influence in decision-making surrounding that activity</li><li>• Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles</li><li>• Individuals will accept responsibility for their decisions</li><li>• Decision makers will endeavour to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions</li><li>• Information will be shared as freely as possible throughout the organization</li></ul>

## 2015—2017 Three-Year Capital Plan

All new school facilities are funded from the Province of Alberta through Alberta Education in consultation with the Department of Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

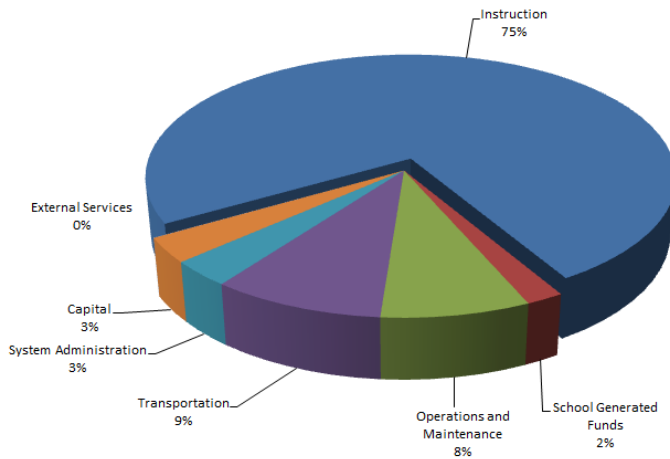
The Board has approved a Capital Plan submission for the construction of a new K-9 school in Spruce Grove and as well as a complete preservation and modernization of Woodhaven Middle School and Stony Plain Central School as priorities for year one. Year two includes a modernization of Spruce Grove Composite High School. Year three priorities will be determined once the development of a ten year strategic facilities plan is finalized and approved. On May 2, 2013, Premier Redford announced a new K-9 school for the City of Spruce Grove. The division has worked very closely with Alberta Education and our partners with the City of Spruce Grove over the past number of years to define the immediate need for a new K-9 school in Spruce Grove. We are excited to work collaboratively with our community partners in designing an innovative new K-9 school and Wellness Centre that is scheduled to open in the 2016-2017 school year.

Alberta Education recognizes our high-growth enrolment and the need for longer-term infrastructure planning and is committed to getting children into new classrooms sooner and protecting existing schools so they are safe and comfortable for students. On October 8, 2014, Premier Prentice announced a second new K-9 school to be located in the City of Spruce Grove. Additionally, to assist Parkland School Division with our immediate challenge to provide additional classrooms in the City of Spruce Grove, we received approval for four new modular classrooms that are fully supported by Alberta Government.

- Revenues over the previous year show an increase of \$2,135,654 (+1.88%)
- Expenditures over the previous year show an increase of \$2,234,443 (+1.96%)
- The cost of educating 10,200 students was \$116,084,589.
- 76.34 percent (\$88,886,308) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$109,150 (\$98,462 excluding Alberta Teachers Retirement Fund costs). This accounted for 72.2 percent of all instructional expenses.
- The cost for Board and System Administration was below the province's revised cap of 3.6 percent for a total of 3.25 percent (\$3,772,354).
- Expenditures to transport students to and from school amounted to 8.92 percent (\$10,353,001).
- The cost of maintaining and operating 22 sites amounted to 11.22 percent (\$13,027,819).
- Parkland's annual operating deficit is \$188,975 which relates to a deficit from operations of \$1,443,342, a surplus from School Generated Funds of \$4,366 and \$1,250,000 from an accounts payable reversal. The total accumulated surplus from operations is \$4,385,925 which includes \$1,068,782 from School Generated Funds and \$943,769 unrestricted.
- Capital funding equated to 3.0 percent (\$3,451,094).
- Parkland's capital reserves amount to \$4,559,151.
- Capital projects initiated during 2013-2014 included the installation of modulars at Brookwood and Greystone Centennial schools. The demolition of the old Memorial Composite High School was also completed.

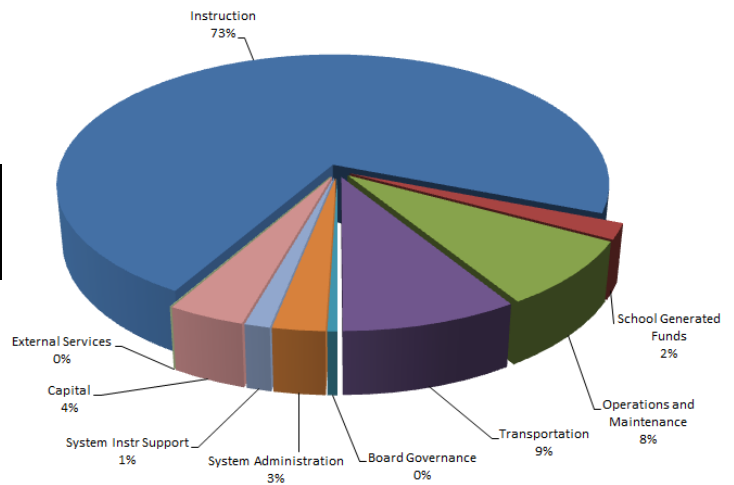


# Financial Summary — Audited Financial Statement 2013-2014

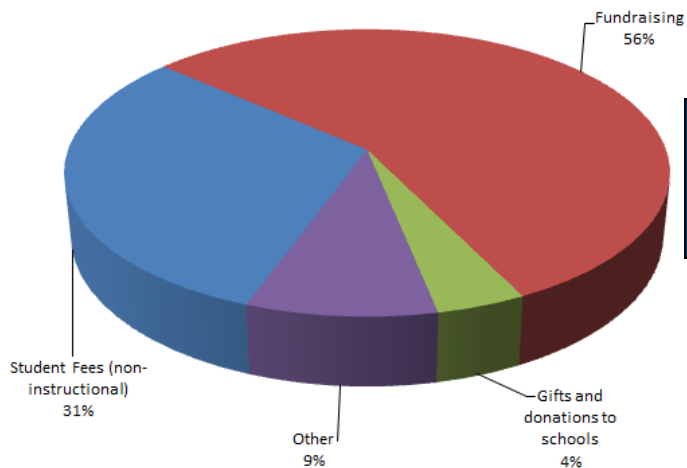


**2013-2014  
Revenues Chart**

**2013-2014  
Expenditures Chart**



**2013-2014  
Sources of School  
Generated Funds**



## 2014-15 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 10,400 students enrolled in Kindergarten through Grade twelve in the 2014-2015 school year which is an increase of 274 students over the previous year.
- Total budgeted revenues for 2014-2015 are \$118.6 million. Total revenues for the division increased by 5.39% over 2013-2014.
- Total budgeted expenditures for 2014-2015 are \$119.6 million. Total expenditures for the division increased by 4.48% over 2013-2014.
- Division staffing has the greatest impact on the educational opportunities provided to students within Parkland School Division No. 70 and consequently makes up 72.7% of the division’s budget. Parkland School Division No. 70 will spend approximately \$86.9 million on human resources. The division will employ 568.68 full time equivalent teachers and 375.72 full time equivalent support staff in 2014-2015. 2014-15 will see an overall increase of 13.86 teachers and an overall increase of 6.07 support staff.
- The Division has Accumulated Operating Reserves of \$2.6 million as at August 31, 2014. In the 2014-15 budget, we anticipate Operating Reserves in the amount of \$795 thousand will be used to provide additional funding to offset projected deficits. The estimated balance at the end of August 31, 2015 for Operating Reserves is \$1.8 million. The accumulated surplus from operations to expense ratio is 2.34%.

Full details of Parkland’s 2014-2015 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 2013/2014 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.

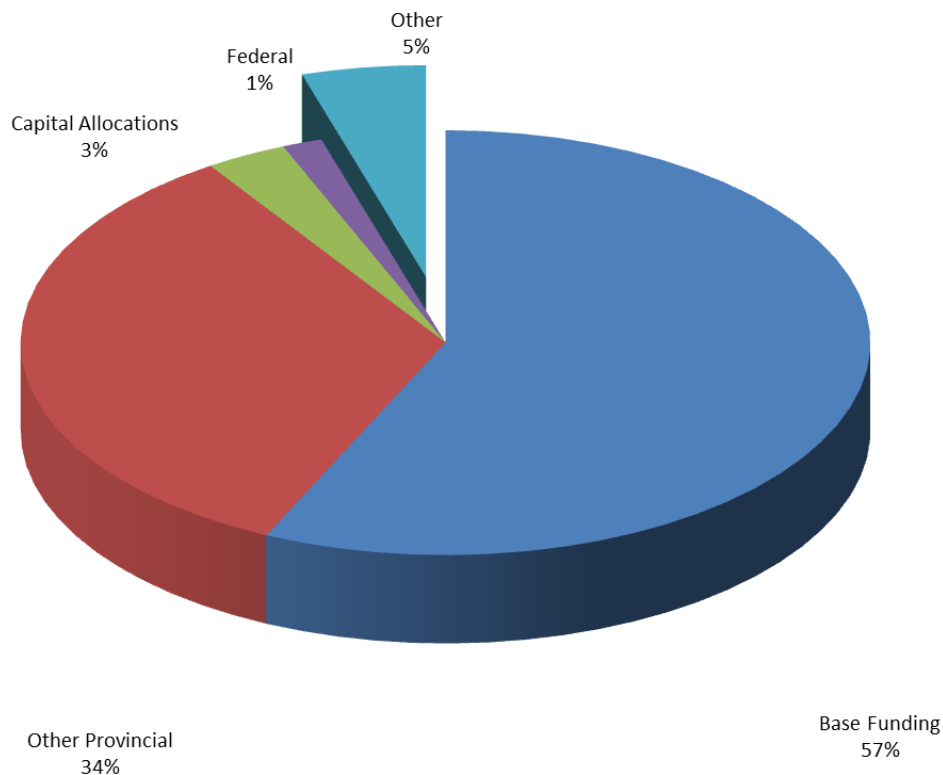
A web link to the provincial roll up of jurisdiction Audited Financial Statements is located at:

<http://education.alberta.ca/admin/funding/audited.aspx>



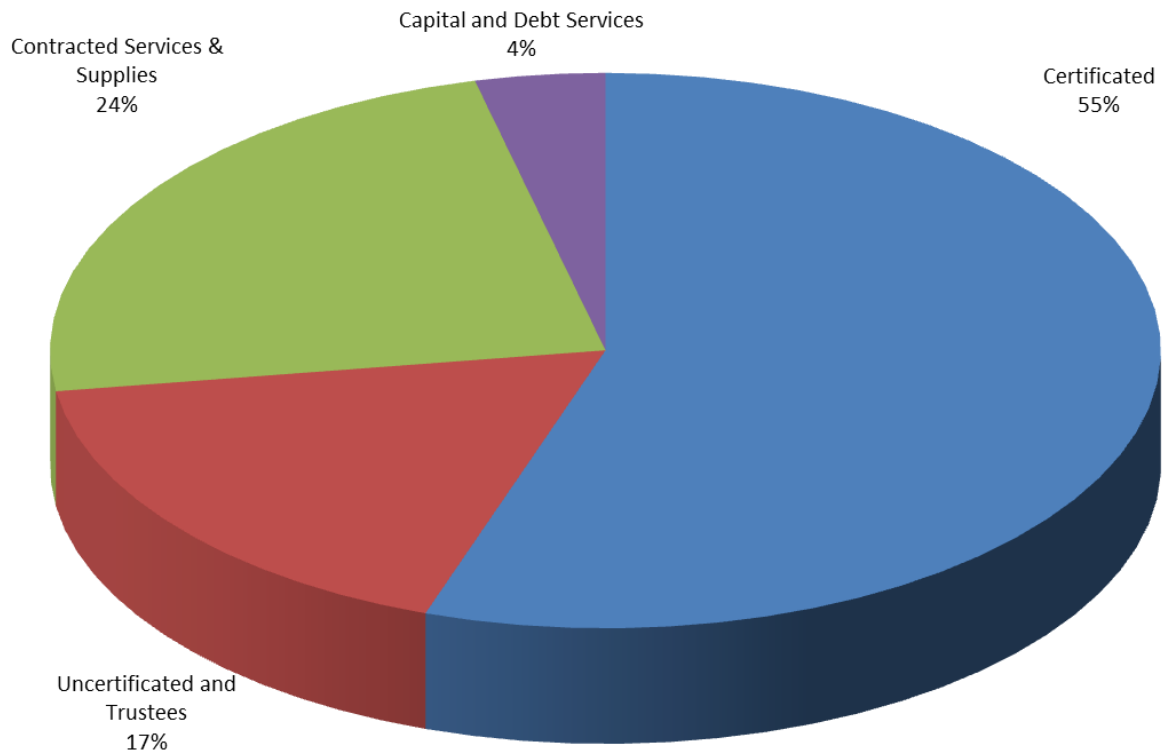
## Revenues

	2014-15 Final	2013-14 Final	Variance
<b>Revenues</b>			
Base Funding	67,530,533	65,789,605	1,740,928
Differential Cost Funding	20,490,941	19,223,062	1,267,879
Transportation Funding	9,435,987	9,345,801	90,186
Other Alberta Education	6,566,441	5,737,608	828,833
Provincial Priority Targeted	240,000	456,333	-216,333
Capital and IMR	6,958,568	4,804,399	2,154,169
Federal Funding	1,804,616	1,932,699	-128,083
Other Revenues	5,602,999	5,270,505	332,494
<b>Total Revenues</b>	<b>118,630,085</b>	<b>112,560,012</b>	<b>6,070,073</b>



## Expenditures

	2014-15 Final	2013-14 Final	Variance
<b>Expenditures</b>			
Certificated	66,082,770	64,318,224	1,764,546
Uncertificated and Trustees	20,806,942	20,065,918	741,024
Contracted Services & Supplies	24,915,019	24,340,083	574,936
Infrastructure Maintenance Renewal	3,278,690	1,229,255	2,049,435
Capital and Debt Services	4,524,623	4,525,346	-723
<b>Total Expenditures</b>	<b>119,608,044</b>	<b>114,478,826</b>	<b>5,129,218</b>



## Deficit To Be Funded By Operating Reserves

<b>Deficit</b>	<b>-977,958</b>			
	<b>Balance</b>		<b>Impact of Reserve</b>	<b>Balance</b>
<b>Operating Reserves</b>	<b>31-Aug-14</b>	<b>Utilized</b>	<b>Movement</b>	<b>31-Aug-15</b>
Instruction	2,157,967	-845,971	156,352	1,468,348
Board and System Administration	284,452	0		284,452
Operations and Maintenance		-26,987	26,987	0
Transportation	205,247	-105,000		100,247
<b>Total</b>	<b>2,647,666</b>	<b>-977,958</b>	<b>183,339</b>	<b>1,853,047</b>
Unrestricted	943,768			943,768
<b>Total Accumulated Surplus from Operations</b>	<b>3,591,434</b>	<b>-977,958</b>		<b>2,796,815</b>
<b>A.S.O. To Expenditure Ratio</b>	<b>3.14%</b>			<b>2.34%</b>

## Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board created the Whistleblower Protection Policy 20 on November 5, 2013. This can be found at: <http://www.psd70.ab.ca/OurBoard/Pages/BoardPolicies.aspx>

Parkland School Division reported no disclosures for 2013-2014.





*Where*  
THE **WORLD**  
opens up

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