

# Parkland School Division

**2015-2018**

Division Three Year Education Plan

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



## Executive Summary

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This document is Parkland School Division’s updated Education Plan. It provides the roadmap to achieve our essential vision for the future. Our mission, our priorities and our objectives enable us to remain committed to a focus on success.

As a school division committed to growth and learning, Parkland School Division’s educational planning is a process without beginning or end. The evolutionary process of developing strong goals and clear strategies in our education planning process has enabled us to emerge as a transformative school division, well-respected for innovation and excellence in education.

As a blueprint for success, this plan sets the direction for Parkland School Division for the next three years and beyond. It also provides the guide for division-wide alignment of educational planning at the school level. The School Division and all schools will engage students, staff, parents and their local communities in the generation of outcome-based strategies for success and well-being.



The Plan establishes enduring strategic processes (enduring priorities) that should always be considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to achieve our outcomes (goals). The locally-developed measures, provided in the plan, enable us to “know that we know” when success has occurred for any strategy. A well-planned strategy can have an impact on several outcomes.

Parkland School Division remains committed to our Alberta Education pilot of an Assurance Model for educational planning.

An Assurance Model means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, should provide a more balanced and complete assessment of progress on priority outcomes and goals. As the Division engages stakeholders, the plan ensures that the Division is both forward-thinking and responsive to stakeholder concerns. Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division recognizes the importance of stakeholder engagement. Recently, our engagement measures have identified that we are achieving success in engaging our parents. We recognize the need to provide improved strategies to engage our community partners.

## Contents

Executive Summary .....	2
Contents .....	3
Message from Board Chair and Superintendent .....	4
Vision:.....	5
Mission: .....	5
Values and Beliefs:.....	5
Profile of the School Authority .....	6
Governance.....	8
School Councils.....	8
Centre for Education .....	8
Trends and Issues .....	9
Changing Demographics.....	9
Responding to the Broader Goals of Education.....	9
Enrolment.....	10
The Development of New Schools.....	11
The Ultimate Goal: Student Success and Well Being .....	12
Enduring Priority: Engagement .....	14
Measuring Engagement.....	14
Enduring Priority: Resource Stewardship.....	16
Goal One: Inclusive Education .....	17
Goal Two: Quality Learning .....	19
Goal Three: Culture of Wellness .....	22
Goal Four: Universal Leadership.....	24
Budget Summary.....	26
Capital and Facilities Plan .....	27

# Message from the Board Chair and Superintendent

## 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

Parkland School Division is on a journey of cultural change that's allowing us to move forward in shifting our learning in Canada.

We've created an innovative culture where we see the necessity of learning together. Creating a team that is diversified and also focused on putting our children first in an ever changing world, has been a key to our growth. Our vision of exploration, creativity, imagination, exciting learning and aspiring to reach ones dreams has brought us together as a division.

Inspiring Education isn't just another provincial initiative, it's become a part of our culture. Engaged Thinkers who are ethical citizens are everywhere you look in Parkland School Division. We will stay true to our Division Priorities:

### Engagement

Our focus on success and well-being means that, in our dedication to children, we believe that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement of our students, parents, community and global community as an enduring priority.

### Resource Stewardship

Parkland School Division recognizes that it must increasingly meet the demands of society while remaining mindfully vigilant with limited resources. 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.

We're also excited about our newly created and clearly aligned divisional goals of Inclusive Education, Quality Learning, Culture of Wellness and Universal Leadership designed to help us achieve our Ultimate Goal. We have been highly touted by our provincial counterparts, the Alberta Government and internationally we've been recognized as a progressive school division and that's seeing results when it comes to our Ultimate Goal of Student Success and Well-being. Collaboration amongst staff and students enhancing learning is evident in all our schools throughout the Division. It is our commitment to all students, parents and staff that we carry out our mission which is to prepare, engage and inspire our students to be their best in a quickly changing global community.

**Eric Cameron**  
Board Chair

**Tim Monds**  
Superintendent

## Vision

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

## Mission

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

## Values and Beliefs

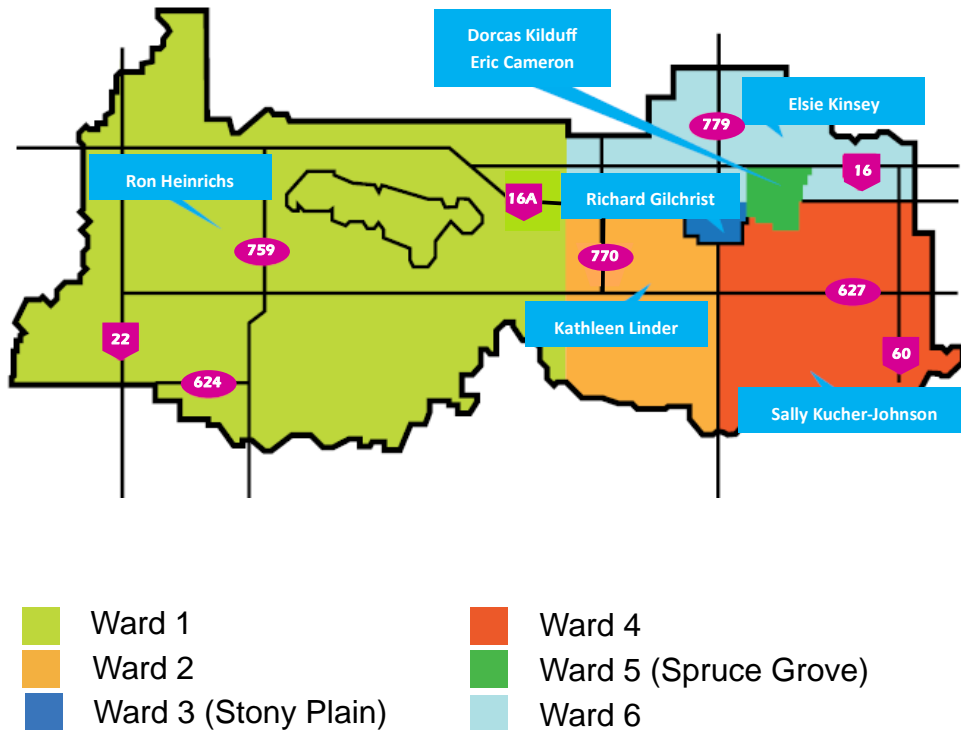
- We are a caring and compassionate organization – guided by what’s in the best interest of our students
- We believe learning is the foundation of all we do
- We value trust and mutual respect among all of our education stakeholders
- We embrace open and honest communication
- We value and respect inclusion and diversity within our schools
- We are committed to providing safe and caring places for all students to learn
- We believe integrity and fairness are key pillars for student growth
- We value collaboration and engagement with students, parents and our communities; our successes are not possible without these contributions
- We value excellence, innovation and risk-taking
- We want our students to dream big and reach for the stars
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world
- We believe that confident, adaptable and resilient students are successful students
- We value leadership in all places. Everyone in our Division has the potential to be a leader

## Accountability Statement

This Education Plan for Parkland School Division No. 70 provides direction for three years, commencing September 3, 2015. This Education Plan was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Management Act.

The Board developed this Education Plan in the context of the provincial government's business and fiscal plans. The Board has used its performance results and assurance measures to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results. The Board approved this Three-Year Education Plan for 2015-2018 on June 16, 2015.

## Profile of the School Authority



You will discover Parkland School Division just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, Parkland School Division covers approximately 3,995 square kilometres.

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 centres, creating smaller rural communities with decreasing school populations.

The jurisdiction operates 20 schools in addition to a number of alternate learning 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</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	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>Summer Village of Seba Beach</b>	<b>GRADES SERVED</b>	<b>TELEPHONE</b>
Seba Beach School	K-9	780-797-3733
<b>Spruce Grove City</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 School	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

## Governance

Parkland School Division's Board of Trustees consists of 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 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.

## 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 in 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 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 20 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

## Trends and Issues

Assurance engagement enables the Board 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. Notwithstanding our goals and strategies, the Board recognizes significant trends and issues that will continue to impact education.

### Changing Demographics

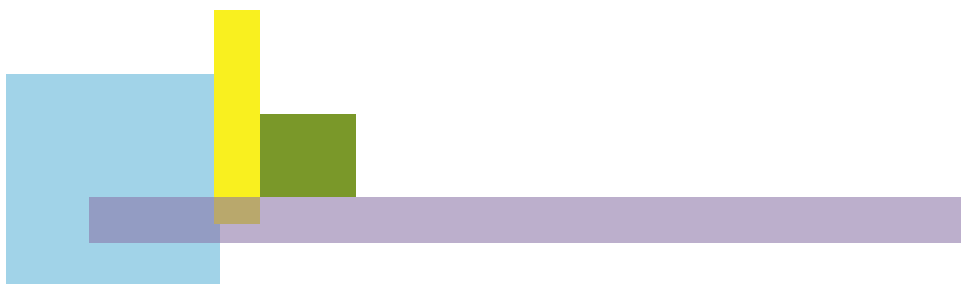
The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significant growth in enrolments in its K-4 schools in Spruce Grove and Stony Plain.

The Board also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socio-economic backgrounds, and family structures. 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.

### Responding to the Broader Goals of Education

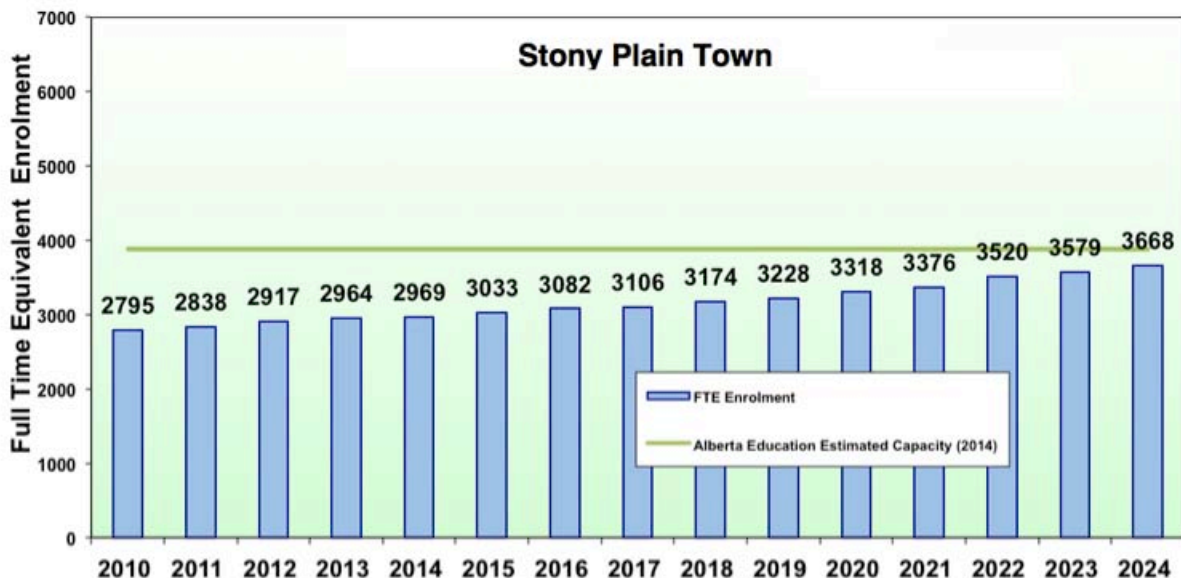
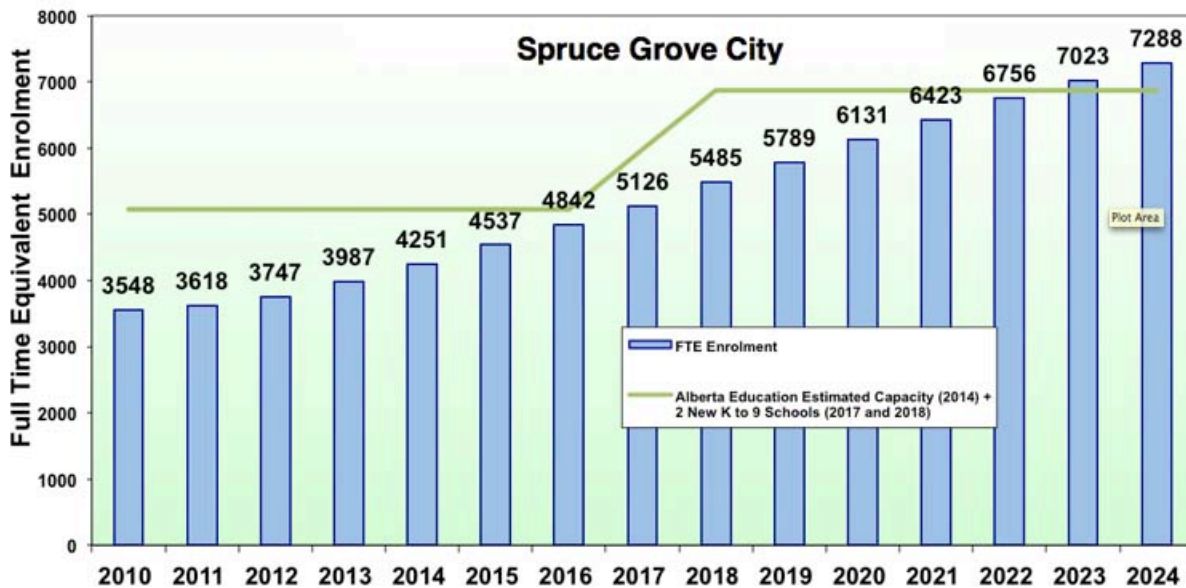
There is a growing dependence on Education to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation 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.

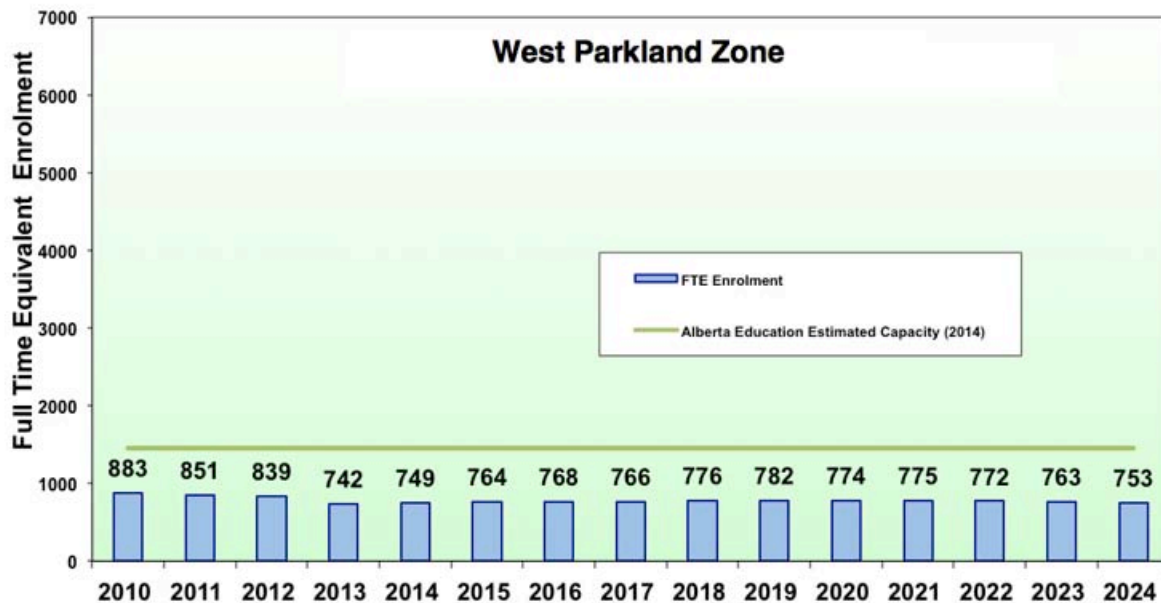
Parkland School Division's Ultimate Goal: Student Success and Well-Being encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. The Division also recognizes the work that teachers have always 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.



## Enrolment

The Division is appreciative for 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 in 2014-2015 increased +2.69% compared to 2013-2014. 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.





## The Development of New Schools

Our families throughout the Division value strong and progressive schools that also provide a strong community connection. Announced in the spring of 2013, the Division has extensively planned the development of the new K – 9 school in collaboration with Alberta Infrastructure. The new school is intended to be a state-of-the-art facility with the best interests of our students at heart. The suggested opening date for the first new school is slated for some time in the 2016-2017 school year.

Additional 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 established is to house family related 'wrap-around' community support services in one building that's accessible to all.

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 Government of Alberta's plan for a major construction undertaking that Alberta has never seen before.

On October 8, 2014 Parkland School Division received notice from Alberta Infrastructure that it would be receiving a second new K – 9 school. The Division will use the 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 for many of our Spruce Grove area schools that are at or over capacity.



## The Ultimate Goal: Student Success & Well-being

Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop competencies that prepare them to enter the world of post-secondary studies or work. The 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.

The goals, outcomes and strategies identified in this plan are focused on the achievement of the Ultimate Goal: Student Success and Well-Being.

Parkland School Division's Ultimate Goal is in line with Alberta Education's Business Plan Goal One: Every Student is Successful. The ministry's focus is on ensuring that students achieve Alberta's student learning outcomes and focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas based on a strong foundation of literacy and numeracy.  
– Alberta Education Business Plan 2015-2020

Two enduring priorities continue to guide the work of the Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any goal:

### The Enduring Priority of Engagement

Engaging all stakeholders: students, staff, and the local and global communities. Goals and strategies must include a consideration of how they will be shared and supported by all stakeholder groups.

### The Enduring Priority of Resource Stewardship

Ensuring equitable and sustainable use of our resources and ensuring financial responsibility. Goals and strategies must include a consideration of how they will utilize limited resources with maximum results.



In addition to the enduring priorities listed above, this three-year plan outlines the goals necessary to achieve student success and well-being:

Inclusive Education

Quality Learning

Culture of Wellness

Universal Leadership

Parkland School Division is confident that these goals are the ones we most need to achieve Student Success and Well-Being. This confidence is the product of engaging our stakeholders. Much happens in the life of students, schools and the Division, so these goals represent areas of interest in which our stakeholders desire the greatest impact. It is important to note that the plan is designed to identify areas for targeted growth, and not simply to capture everything that the Division is doing to achieve success. The plan sets targeted goals for improvement, directed toward achieving Student Success and Well-Being.



We have utilized assurance processes (engagement opportunities) and accountability measures (performance data) in determining our four goals and in developing strategies for improvement.



## Enduring Priority: Engagement

*where the* **WORLD** *opens up*

Parkland School Division's tagline is "Where the World Opens Up." In our dedication to our children, we believe that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement as an enduring priority.

**Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local & Global Communities**

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.

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 for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. Assurance 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.

The creation of a responsive plan for education depends on strong stakeholder engagement. The Board provided opportunities for School Councils and stakeholders to be involved in this Three Year Education Plan:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through Communities of Practice meetings established by leadership teams;
- Monthly, through School Council meetings and representation at the Council of School Councils;

- Bi-Monthly, through our Board's Student Advisory Committee;
- Monthly, through public Board Meetings.
- Additionally, specific events and activities were held to facilitate planning, based on a model of assurance:
  - October, 2014, through our Leadership Planning session;
  - November, through our Parent Engagement Evening at Memorial Composite High School;
  - January, through our Innovative Educator session;
  - February through March, through Tell Them From Me student surveys and the ThoughtExchange parent engagement process;
  - April, through our combined parent and staff Education Planning event.

## Measuring Engagement

Stakeholder engagement included the use of the ThoughtExchange engagement process for parents and staff, and Tell Them From Me Surveys for students. The ThoughtExchange process enabled participants to share their thoughts with the school community. These individual thoughts were then considered, responded to and evaluated to determine a level of confidence (assurance) in how well Parkland School Division is doing in the achievement of its goals and priorities. These shared thoughts are formative assessments (as opposed to numerical measurements) that can be used to evaluate progress and plan for growth.

While we have recognized increasing success with student and parent engagement, Parkland School Division plans to increase its level of engagement with community partners and agencies, as reflected in this Education Plan.

Parkland School Division's engagement process fulfills the Board's obligation under the School Council Regulation (2007).



## Enduring Priority: Resource Stewardship

The Division considers resource stewardship as an enduring priority. School Divisions must increasingly meet the demands of society while remaining mindfully vigilant with limited resources. 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.

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 distributed 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.

In support of the Ultimate Goal of Student Success and Well-Being, each of the targeted three-year goals for education identifies enduring priority outcomes related to resource stewardship.

### Planning Principles

#### Distributed Decision-Making Belief

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

#### Decision-Making Guiding Principles

- Those who are closest to the activity will have the major influence in decision-making surrounding that activity
- Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles
- Individuals will accept responsibility for their decisions
- Decision makers will 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
- Information will be shared as freely as possible throughout the organization



# Goal 1: Inclusive Education

## Understanding the Context

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, everyone is loved 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.

Parkland School Division's goal for Inclusive Education continues to build on the Alberta Education Business Plan: Goal One: Every Student is Successful.

The ministry ensures that inclusive learning opportunities enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. - Alberta Education Business Plan 2015-2020

## Divisional Supporting Outcomes

- 1.1 All students achieve student learning outcomes across the Alberta Programs of Study
- 1.2 Students have the supports and services they need to access and be successful within their educational programs
- 1.3 Students feel that they are welcome in their schools and that they can contribute
- 1.4 Staff demonstrate the ability to meet the diverse needs of all students

## Enduring Priority Outcomes: Engagement and resource stewardship in the context of Inclusion

- 1.E.1 Parents, students and the community demonstrate support for, and an understanding of inclusive education
- 1.R.1 The division ensures equitable resource distribution to provide for the implementation of Inclusive Education

## Strategies for 2015 – 2018 to achieve the goal and supporting outcomes

- The Division will continue to articulate a clear understanding of inclusion and communicate this to all stakeholders
- The Division and its schools will continue to align funding and procedures to inclusive education outcomes and fund a continuum of supports and services rather than students
- The Division will develop and implement a Service Delivery Model

- Aligned to the Service Delivery Model, the Division will introduce and support the Classroom Profile Tool to Inclusive Education Leads and school administration and provide guidelines for the effective use of the Classroom Profile Tool
- The Division will develop a shared understanding of school-specific strategies that promote inclusive education
- The Division will promote the use of the Circle of Courage (Dr. Martin Brokenleg) to coordinate inclusion and wellness

*Notwithstanding Division-wide strategies, schools may develop, implement and amend short and long-term strategies to achieve a school culture in support of inclusive education.*

### **Assurance and Accountability Targets and Measures**

Success will be recognized as:

- A continuum of supports, services and environments is in place as reported through stakeholder engagement
- Collaborative practices are the way in which learning occurs in Parkland School Division as reported through survey and engagement processes
- Administration and staff demonstrate a sense of confidence as reported through engagement measures
- Parent satisfaction and confidence are reported through engagement measures

Alberta Education Accountability Measure	✓	TARGETS			
	2015	2016	2017	2018	
Percentage of teachers, parents and students who are satisfied that each child and youth belongs, is supported and is successful in his/her learning	82.0	83.0	84.0	85.0	



## Goal 2: Quality Learning

### Understanding the Context

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.

Quality Learning builds on the Division's Inclusive Education goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

### Divisional Supporting Outcomes

- 2.1 Students achieve student learning outcomes across the Alberta Programs of Study
- 2.2 Students demonstrate proficiency in literacy and numeracy
- 2.3 Students complete high school and are able to transition successfully into careers and active citizenship
- 2.4 First Nations, Métis and Inuit students are successful
- 2.5 Teacher preparation, collaboration and professional growth centres on the competencies needed to help students learn
- 2.6 The Division explores and develops divisional strategies for higher student achievement

### Enduring Priority Outcomes: Engagement and Resource Stewardship in the context of Quality Learning

- 2.E.1 Parents, students and the community will demonstrate confidence in student achievement, assessment and reporting
- 2.E.2 The Division will improve its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms
- 2.E.3 Parents and teachers will demonstrate satisfaction with parental involvement in decisions about their child's education
- 2.R.1 The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met
- 2.R.2 The Division makes decisions for educational quality improvement, based on financially sustainable priorities at all levels of the organization

### Strategies for 2015 – 2018 to achieve the goal and supporting outcomes

- The Division will explore, share and promote improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study

Parkland School Division's goal for Quality Learning continues to build on the Alberta Education Business Plan: Goal Two: Alberta has Quality Teaching and School Leadership. The ministry sustains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students learn, and that effective learning and teaching are achieved through collaborative leadership - Alberta Education Business Plan 2015-2020

- The Division will promote exemplars that capture the process of utilizing the Programs of Study through competencies as opposed to content
- The Division will explore, share and promote improvements to engage in literacy and numeracy teaching practices across curricula and for all students, K-12
- The Division will research, reveal and share technology approaches to remove barriers to learning
- The Division will continue to reveal improvements to encourage increased engagement of FNMI Elders and families
- The Division and its schools will support FNMI students using culturally relevant and responsive education practices and strategies
- Schools and School Councils will be encouraged to establish strategies that increase parent and community engagement
- With respect to resources, the Division will endeavour to support staff initiatives to stay current with, and apply educational research to learning and teaching

*Notwithstanding Division-wide strategies, schools may develop, implement and amend short and long-term strategies to achieve a school culture in support of quality learning.*

### **Assurance and Accountability Targets and Measures**

Success will be recognized as:

- Assurance measures report that staff are able to demonstrate an understanding of innovative educational practices and their role in Parkland School Division
- Assurance measures report that learning is personalized, authentic and supports student choice
- School staff members are perceived, through assurance measures, as exemplifying confidence in technological literacy
- Students are able to articulate what they are learning and where they are at in their learning process



Alberta Education Accountability Measures	✓	PSD TARGETS			
	2015	2016	2017	2018	
Teacher, parent and student satisfaction with the overall quality of basic education	86.6	87.5	88.0	88.5	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.9	78.5	79.0	79.5	
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.	78.9	81.5	82.0	82.5	
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)	*	88.5	89.0	89.5	
Overall percentage of FNMI students who achieved the acceptable standard on diploma examinations (overall results)	*	85.3	85.6	85.9	
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	19.0	19.5	20.0	
Overall percentage of FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	18.7	18.9	19.1	
Overall percentage of students who achieved the acceptable standard on provincial achievement tests (overall results)	*	78.0	78.5	79.0	
Overall percentage of FNMI students who achieved the acceptable standard on provincial achievement tests (overall results)	*	66.0	66.5	67.0	
Overall percentage of students who achieved the standard of excellence on provincial achievement tests (overall results).	*	17.3	17.6	17.9	
Overall percentage of FNMI students who achieved the standard of excellence on provincial achievement tests (overall results).	*	8.0	8.5	9.0	
<b>Derived Measures from Previous Year</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	78.6	77.5	78.0	78.5	
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	3.2	3.1	3.0	
High school to post-secondary transition rate of students within six years of entering Grade 10	56.6	57.0	57.5	58.0	
Percentage of Grade 12 students eligible for a Rutherford Scholarship	57.9	58.5	59.0	59.5	
Percentage of students writing four or more diploma exams within three years of entering Grade 10	45.5	47.5	49.5	51.5	

\* Performance measures available in October, 2015

## Goal 3: Culture of Wellness

### Understanding the Context

Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and well-being at all levels. 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 modelled at all levels of education (staff, students and community). The Division recognizes that an Inclusive Education system that promotes Quality Learning will directly contribute to wellness.

Through our engagement processes, the Division recognizes that wellness remains a key concern for parents, students and staff.

### Divisional Supporting Outcomes

- 3.1 Students, staff and parents have access to, and embrace a culture of wellness that promotes safe and healthy learning environments
- 3.2 The Division cultivates leadership dedicated to wellness and youth resiliency
- 3.3 The Division supports initiatives to promote wellness education, including learning the importance of caring for others, learning respect for others and treating others with fairness and kindness

### Enduring Priority Outcomes: Engagement and resource stewardship in the context of wellness

- 3.E.1 Parents, students and the community demonstrate high levels of engagement in the Parkland School Division Wellness Initiative (formerly the Youth Resiliency Program)
- 3.R.1 The PSD Wellness Initiative's community partnerships show growth year over year

### Strategies for 2015 – 2018 to achieve the goal and supporting outcomes

- The Division will seek to provide greater clarity to the causes and symptoms of mental health concerns that exist for students and staff
- The Division will seek to reveal improved access to emotional and mental health supports for students and staff

Parkland School Division's goal for a Culture of Wellness is in line with Alberta Education's Business Plan Goal Three: Alberta's education system is governed effectively. The ministry ensures that the education system demonstrates collaboration and engagement with students, academics, not-for-profit agencies, employers, Aboriginal communities and the public and that students have access to safe and healthy learning environments. – Alberta Education Business Plan 2015-2020

- The Division will improve community education of the context of bullying, aggression and mean behaviour to reveal research-backed strategies to reduce these behaviours
- The Division will continue to support the establishment of Wellness Teams, Health Champions and strong community partnerships that promote the initiatives of these teams and champions
- Schools will establish a focus on physical literacy and engage students in becoming involved in an active, healthy lifestyle

*Notwithstanding Division-wide strategies, schools may develop, implement and amend short and long-term strategies to achieve a school culture in support of wellness.*

**Assurance and Accountability Targets and Measures**

Success will be recognized as:

- A reduced concern with student and staff wellness is achieved, as reported through engagement processes
- Partnerships supporting youth are expanded, as reported through engagement processes
- Programs that recognize and support wellness are nurtured, as reported through staff engagement processes

Alberta Education Accountability Measure	✓	TARGETS		
	2015	2016	2017	2018
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	86.7	89.0	90.0	91.0



## Goal 4: Universal Leadership

### Understanding the Context

Student success and well-being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees continues to embrace the direction set by Alberta Education to adopt a Generative Governance Model that demands public confidence in all facets of the system. The Division's clear strategic direction will be maintained, administered and reviewed on an ongoing basis to ensure true stewardship of resources.

As a learning organization, the Division recognizes continued improvement through a commitment to leadership at all levels.

Parkland School Division's goal for Universal Leadership is in line with Alberta Education's Business Plan Goal Two: Alberta has quality teaching and school leadership. The ministry sustains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students learn, and that effective learning and teaching are achieved through collaborative leadership. – Alberta Education Business Plan 2015-2020

### Divisional Supporting Outcomes

- 4.1 The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
- 4.2 Administrators, educators and educational support staff engage in professional development that enables innovation and research-informed practices in support of learning and teaching
- 4.3 Teachers and leaders integrate technology effectively and innovatively into the learning environment, as outlined in Alberta Education's Learning and Technology Policy Framework
- 4.4 Leadership Communities-of-Practice provide opportunities for collaboration and growth

### Enduring Priority Outcomes: Engagement and resource stewardship in the context of leadership

- 4.E.1 Staff, parents, students and the community model and contribute to high levels of engagement in leadership initiatives
- 4.E.2 The Division explores potential strategies to highlight innovative practices that develop leadership and learning
- 4.E.3 The Division communicates to all stakeholders in an open and transparent manner using a variety of media
- 4.R.1 Leaders ensure that financially sustainable priorities are set and that transparent decisions regarding resource allocation are made at all levels within the Division

### Strategies for 2015 – 2018 to achieve the goal and supporting outcomes

- The Division will endeavour to provide relevant and meaningful leadership opportunities and experiences for students and staff
- The Division will expand partnerships with post-secondary institutions

- Staff and students will utilize professional learning and collaborative strategies to enhance leadership
- The Division and its schools will nurture opportunities for students and staff to engage in reflection and generate digital portfolios
- School administrators and the Senior Team will identify strategy improvements to increase collaborative capacity
- The Division will explore the practice of mentorship at all levels; staff will promote student collaboration with adults and across grades
- The Division will support the deliberate study of successes and failures to explore the necessity of calculated risk-taking that promotes learning
- The Division will continue to focus on leadership development
- At all levels, the Division will seek to find ways to synchronize individual aspirations with organizational opportunities

Notwithstanding Division-wide strategies, schools may develop, implement and amend short and long-term strategies to achieve a school culture in support of universal leadership.

### **Assurance and Accountability Targets and Measures**

Success will be reported as:

- Administrative staff report that administrative processes are more efficient and effective as reported through leadership engagement processes
- All students are working toward the creation of a digital portfolio
- Strategic planning and budgeting reflects leadership development and growth

<b>Alberta Education Accountability Measure</b>	✓	<b>TARGETS</b>			
	2015	2016	2017	2018	
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	81.6	82.5	83.0	83.5	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	77.8	80.0	80.5	81.0	
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school	74.3	75.4	75.8	76.2	
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	74.7	77.0	78.0	79.0	

## Budget Summary

Parkland School Division No. 70 has a total budget of \$123.7 million and provides public education services to the citizens of Parkland County, Town of Stony Plain and the City of Spruce Grove. The division serves the educational needs of approximately 10,700 students from Kindergarten to Grade twelve within twenty three urban and rural instructional sites.

### Budget Statement of Operations for the Year Ending August 31

	Spring Budget 2015/2016	Fall Budget 2014/2015
<b>REVENUES</b>		
Alberta Education	\$116,382,389	\$111,218,251
Other - Government of Alberta	\$1,786	\$4,219
Federal Government and First Nations	\$1,785,573	\$1,804,616
Other Alberta school authorities	\$109,571	\$33,571
Out of province authorities	\$11,250	\$11,250
Alberta Municipalities-special tax levies	\$0	\$23,000
Fees	\$3,095,074	\$3,043,153
Other sales and services	\$725,780	\$845,278
Investment income	\$143,200	\$187,061
Gifts and donations	\$94,451	\$146,091
Rental of facilities	\$38,680	\$15,680
Fundraising	\$1,283,059	\$1,297,915
<b>TOTAL REVENUES</b>	<b>\$123,670,813</b>	<b>\$118,630,085</b>
<b>EXPENSES</b>		
Instruction - Early Childhood Services	\$4,119,975	\$3,340,050
Instruction - Grades 1-12	\$91,428,914	\$86,770,847
Plant operations & maintenance	\$13,300,311	\$14,875,317
Transportation	\$10,821,194	\$10,608,375
Administration	\$4,028,321	\$3,959,136
External Services	\$38,680	\$54,318
<b>TOTAL EXPENSES</b>	<b>\$123,737,395</b>	<b>\$119,608,043</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$66,582)</b>	<b>(\$977,958)</b>



## Capital and Facilities 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 using the strategic facilities plan as a framework.

Construction of the Prescott Learning Centre, a new K-9 school located in the City of Spruce Grove is underway and is scheduled to open in the 2016-2017 school year. Parkland School Division has lead the way collaborating with partners to create a Wellness Centre, which will support the community and area. Partners include the City of Spruce Grove, YMCA, the Government of Alberta Human Services and Beaverbrook Developments.

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, the Alberta Government 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 four new modular classrooms at École Broxton Park School.

The Capital Plan for 2015-2018 is referenced for information purposes only, and does not form part of Parkland School Division No. 70's operating budget.

Parkland School Division began a comprehensive "System Review" of the facilities, boundaries and program locations. The System Review also included developing a long term planning framework that analyzed enrolment, capacity and utilization as well as facility condition assessments using the lens of the Division's Vision, Mission and Priorities to develop conclusions and recommendations.

The Strategic Facilities Plan is a support document that will provide future direction to Parkland School Division.





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

**CENTRE FOR EDUCATION**

4603-48 Street  
Stony Plain, AB T7Z 2A8

Phone: 780-963-4010  
Toll Free: 1-800-282-3997 (only in Alberta)  
Fax: 780-963-4169

