

Parkland School Division

2015-2018

Division Three Year Education Plan
Year 3 (2017-2018)

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 Education Plan. It establishes the goals, outcomes, strategies and priorities necessary for the Division 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 and well-being.

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 a three-year direction for Parkland School Division. It also provides the guide for division-wide alignment of educational planning at the school level. The School Division and all schools 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 are considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to achieve our outcomes (goals).

Participating in Alberta Education's 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, 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.

Where
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Message from the Board Chair and Superintendent

Board of Trustees



Eric Cameron
Chair, Ward 5

Ron Heinrichs
Vice Chair, Ward 1

Kathleen Linder
Ward 2



Richard Gilchrist
Ward 3

Sally Kucher-Johnson
Ward 4

Dorcas Kilduff
Ward 5



Elsie Kinsey
Ward 6

In Parkland School Division, we remain steadfastly focused on our Ultimate Goal of Student Success & Well-being. Our vision of exploration, creativity, imagination, exciting learning and aspiring to reach one's dreams has brought us together as a division. The work put in already creating a cultural shift has not gone unnoticed. We thank all of our staff and community stakeholders who continuously demonstrate that what's best for all students is the driving force behind every strategy conceived to reach outcomes outlined in our three-year Education Plan.

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.

We're confident that through this engagement, we've confirmed that we all share common ground when it comes to the destination we desire for our children. In other words, we've got the goals right. Working together on Inclusive Education, Quality Learning, a Culture of Wellness and Universal Leadership will get us to where we need to be. Year two of this plan is all about diving deeper into these four goals. We must be flexible and responsive to the needs of all our school communities. The destination may be the same, but the roads to get there will be varied and embracing that diversity will be key to a strong Education Plan.

Parkland School Division is often recognized for its educational leadership. We have great staff, involved parents, and a supportive community. Best of all, we have learners who demonstrate imagination, creativity and exploration in all that they do. We have simply amazing students. Collaboration amongst staff and students enhancing learning is evident in every one of our schools. 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

Senior Administration



Tim Monds
Superintendent

Shauna Boyce
Deputy Supt.

Claire Jonsson
Associate Supt.

Scott Johnston
Associate Supt.

Dianne McConnell
Associate Supt.

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

In Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The following belief statements guide our decisions and behaviours to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:

- We value and respect inclusion and diversity within our schools.
- We value trust and mutual respect among all of our education stakeholders.
- We are a caring and compassionate organization – guided by what’s in the best interest of our students.
- We embrace open and honest communication.
- We believe integrity and fairness are key pillars for student growth.
- We believe learning is the foundation of all we do.
- We believe that confident, adaptable and resilient students are successful students.
- We value excellence, innovation and risk-taking.
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- We are committed to providing safe and caring places for all students to learn.
- We value collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- 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 1, 2015. This Education Plan was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Planning and Transparency Act.

This Education Plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results 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 (Year 3) for 2015-2018 on June 13, 2017.

Profile of the School Authority

Parkland School Division provides quality education for families residing just west of Edmonton. The Division stretches 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 opening of the Prescott Learning Centre in 2016 increased the number of schools in Parkland School Division to 22. Additionally, the jurisdiction operates two high school outreach programs and a number of alternate programs through Connections for Learning. Bright Bank Academy, as an example of an alternate program, offers the education programming for students in grades 1-7 who are in care with Upward Potential Community Services.

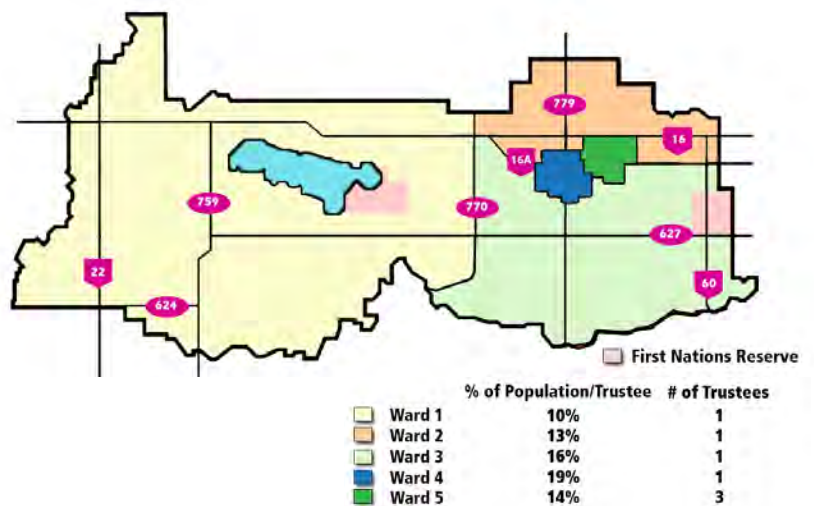
The area encompassed by Parkland School Division is a beautiful place to call home with excellent schools and quality learning for all children.

Ward Restructure (2017)

In 2013, Parkland School Division's Trustees identified concerns with the current electoral wards. Specifically, it was felt that they no longer reflected the democratic principle of representation by population.

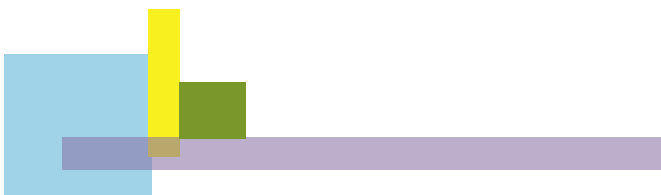
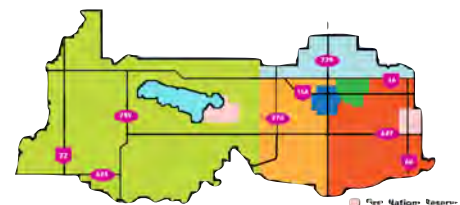
On October 24, 2016, the Board passed a motion 5 - 1, pursuant to Sections 210(d) and 247 of the School Act, requesting approval of the Minister of Education for the redivision of wards noting that the total number of trustees to be elected to the wards remains unchanged.

The electoral wards received Ministerial Approval on May 15, 2017.



Previous Electoral Wards

- Ward 1
- Ward 2
- Ward 3 (Stony Plain)
- Ward 4
- Ward 5 (Spruce Grove)
- Ward 6
- Ron Heinrichs
- Kathleen Linder
- Richard Gilchrist
- Sally Kucher-Johnson
- Eric Cameron/Dorcas Kilduff
- Elsie Kinsey



Parkland School Division's 589 full-time equivalent certificated teaching staff and 439 full-time equivalent support staff are proud to serve the following schools:

Rural Parkland School Division	GRADES SERVED	TELEPHONE
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
Hamlet of Duffield		
Duffield School	K-9	780-892-2644
Hamlet of Entwistle		
Entwistle School	K-9	780-727-3811
Summer Village of Seba Beach		
Seba Beach School	K-9	780-797-3733
Hamlet of Tomahawk		
Tomahawk School	K-9	780-339-3935
Village of Wabamun		
Wabamun School	K-9	780-892-2271
Spruce Grove City		
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
New K - 9 School	K-8 (9 in 2018)	TBD
Prescott Learning Centre	K-9	780-571-8079
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
Town of Stony Plain		
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



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 the Hamlet of Duffield, the Hamlet of Entwistle, the Summer Village of Seba Beach, the Village of Spring Lake, the Hamlet of Tomahawk and the Village of 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. 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 22 schools. The Centre for Education houses Parkland School Division's senior executive and administrative staff, including several important departments:

- Communications and Strategic Planning
- Facilities Services
- Financial Services
- Human Resources
- Learning Services
- Technology Services
- Transportation Services



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.

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;
- to prepare students to take their place in a rapidly changing world.

The Division realizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

- This Education Plan identifies emerging and continuing trends and issues in education that must be considered in planning for student success and well being;
- The Board recognizes a continued need to embrace our First Nations, Métis And Inuit Learners, Families, And Communities;
- The Board recognizes a continued need to provide safe, effective transportation to the region's students while attending to equity and resource stewardship;
- The Board recognizes the need to plan for the growth of its urban centers and the impact of this growth on the larger system; and
- With the expected change in the system's demographics, the Board anticipates the opening of a second, new K to 9 school on Spruce Grove's west end.



Embracing our First Nations, Métis and Inuit Learners and Communities

Parkland School Division recognizes the historical significance and contributions of the Indigenous Peoples and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the importance of taking action to bridge and build our relationships with our First Nation communities. As such, the Division continues to foster relationships with our Indigenous communities through the leadership of the Indigenous Education Project Manager, this portfolio includes:

- Expanding understanding of Indigenous language and culture within our schools;
- Increasing awareness and understanding of best-practice approaches for engaging Indigenous learners leading to a reduced achievement gap through holistic approaches;
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.

In addition to the school-based supports in place to support First Nations, Métis and Inuit students, the Division is taking new steps to recognize and acknowledge the importance of the Truth and Reconciliation Commission of Canada. These include: raising of the Treaty 6 flag in front of Division office and schools' acknowledgement of the ancestral and traditional lands of the Treaty 6 Territory on which our schools are located, and ensure our schools foster Indigenous awareness and understanding through infusing of Indigenous artifacts and language within our schools as a reminder of the history and importance of the Treaties.

The Division has also trained students to facilitate the Blanket Exercise - an interactive learning experience aimed at teaching the historic and contemporary relationship between Indigenous and non-Indigenous Peoples of Canada. The exercise covers 500 years of history in a 1.5-hour participatory session that deepens our understanding of treaty-making, colonization, resistance, and reconciliation.



Transportation Services

Parkland School Division is a regional transportation provider, providing transportation to Parkland School Division students as well as specific regional transportation services for Evergreen Catholic Separate School Division, Wildrose School Division in Drayton Valley, Black Gold School Division in Devon, Grande Yellowhead School Division in Evansburg, and additional private schools and academies in the area.

- The Regional Transportation System operates as a strong example of the Board's enduring priority of resource stewardship, maximizing bus capacity and minimizing the number of buses that the region requires on our roads each day.
- Bus route design is based on maximizing the overall efficiency of the system and is not dedicated to specific stakeholders.

The area's current growth in the City of Spruce Grove and Town of Stony Plain continues to challenge the Division's bus capacity. Growth on the eastern side of Spruce Grove has led to congestion challenges for the Greystone Transfer Station and ongoing discussions with the City of Spruce Grove continue to identify any opportunities to minimize hazards to entering and exiting the site. Transportation Services has added two additional buses to provide direct transport of students directly to Prescott Learning Centre from Parkland Village and the neighbourhood of Spruce Village to provide needed bus capacity for Spruce Grove bus stops.

An additional challenge is that physical roadway access into some neighbourhoods in Spruce Grove and Stony Plain, and subdivisions throughout Parkland County, are too narrow to be accommodated with the current 72+ passenger buses. This tasks Transportation Services to use smaller bus configurations that, in turn, creates increasing operating costs.

In keeping with Resource Stewardship, the Board will continue to determine strategies for maximizing services to meet increasing demands while working to ensure a reasonable and equitable fee structure exists to offset service delivery funding deficits.



Changing Demographics & Enrolment

In early 2017, Statistics Canada shared a “first glimpse” of the latest national statistical portrait with results of the 2016 Census count on population and dwellings.

Spruce Grove, City	
Population, 2016 (+ 7,895 since previous census)	34,066
Population, 2011	26,171
Population Percentage Change (2011 to 2016)	30.2%

Stony Plain, Town	
Population, 2016 (+ 2,138 since previous census)	17,189
Population, 2011	15,051
Population Percentage Change (2011 to 2016)	14.2%

Parkland County, Municipal District	
Population, 2016 (+ 1,529 since previous census)	32,097
Population, 2011	30,568
Population Percentage Change (2011 to 2016)	5.0%

The latest enrolment reports can be found at: <http://www.psd70.ab.ca/Reports.php>

Changing Demographics & Enrolment

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 Early Years and K-9 schools in Spruce Grove and Stony Plain. Total enrolment as of September, 2016 reached 10,968 students representing Divisional student growth of 1.83%.

The Board also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socioeconomic 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 diverse needs and requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

The Division believes that the addition of new schools and the modernization and preservation of existing facilities is necessary to meet the expected pressures that will be placed on the Division. To this end, the Division is appreciative for the recent construction of the Prescott Learning Centre in Spruce Grove, and the additional new school slated to open in 2018 on Spruce Grove's west side. Improving and increasing our learning facilities provides much needed classroom spaces to accommodate rapidly growing school populations in the Division's urban schools.



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.

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.

Parkland School Division's Ultimate Goal is in line with Alberta Education's Business Plan Outcome One: Alberta's students are successful. The ministry's focus is on ensuring that students achieve Alberta's student learning outcomes and focus on competencies across subject and discipline areas that are based on a strong foundation of literacy and numeracy. – *Alberta Education Business Plan 2017-2020*



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



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 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. In keeping with the School Councils Regulation (113/2007), the Board provided opportunities for School Councils and stakeholders to be involved in this Three Year Education Plan through the following:

- Through the daily commitment of our Trustees in engaging our students, staff and community;
- Through the ongoing conversations and engagement that our staff has with students, staff, parents and the community;
- Through School Council meetings and representation at the Council of School Councils;
cont'd...

- Throughout the year at three Student Advisory Committee meetings;
- Through public Board Meetings;
- Additionally, specific events and activities were held to facilitate planning, based on a model of assurance, including:
 - An annual stakeholder education planning session;
 - An annual Leadership Planning session;
 - A Parent Engagement Evening at Memorial Composite High School;
 - Superintendent’s Teacher Advisory Team sessions;
 - Tell Them From Me student surveys and the ThoughtExchange parent engagement process;
 - 184 Days of Learning;
 - Social media channels;
 - Parent Education Evenings (Dine and Discuss)

With an enduring priority for engagement, Parkland School Division recognizes that every person-to-person interaction provides an opportunity to learn and grow. The Parkland School Division Board of Trustees remains committed to improving and increasing stakeholder engagement.

Measuring Engagement

Stakeholder engagement included the use of the ThoughtExchange engagement process for parents, staff, and community members, and Tell Them From Me Surveys for students. The ThoughtExchange process enabled stakeholders 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 fulfils the Board’s obligation under the School Regulation (2007).

Alberta Education Accountability Measures (Detailed in the Fall Annual Education Results Report)	PSD Now	TARGETS		
	2016- 2017	2017- 2018	2018- 2019	2019- 2020
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Measure C.1)	76.8	78.0	79.0	80.0

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



Parkland School Division's Goals & Alberta Education Outcomes

Alberta Education annually provides school jurisdictions with outcomes expected in all education plans. The Division aligns to provincial mandates by including these outcomes and measures within the Division's locally established goals.

Alberta Education Outcome One: Alberta's students are successful is in alignment with Parkland School Division's Ultimate Goal of Student Success and Well-Being. Strategies to achieve student success and well-being exist in each of the Division's goals.

Alberta Education Outcome Two: The systemic achievement gap between First Nations, Metis and Inuit students and all other students is eliminated is captured in the Division's goal for Quality Learning.

Alberta Education Outcome Three: Alberta's education system is inclusive parallels the Division's goal for Inclusive Education.

Alberta Education Outcome Four: Alberta has excellent teachers, and school and school authority leaders extends across the Division's goals for Quality Learning and Universal Leadership, as well as the enduring priorities of Engagement and Resource Stewardship.

Alberta Education Outcome Five: The education system is well governed and managed also extends across the Division's goals for Quality Learning and Universal Leadership, as well as the enduring priorities of Engagement and Resource Stewardship.

Parkland School Division's Three Year Education Plan fully aligns to the Alberta Education Business Plan 2017-2020.



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 Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, 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 aligns to Alberta Education Business Plan: Outcome Three: Alberta's Education System is Inclusive.

The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

Alberta Education Business Plan 2017-2020

Divisional Outcomes for Inclusive Education

- 1.1 All students achieve student learning 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
- 1.5 Students are thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives

Engagement and Resource Stewardship Outcomes for Inclusive Education

- 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

*Outcomes containing "E" are specific to the enduring priority engagement.

**Outcomes containing "R" are specific to the enduring priority of resource stewardship.

Inclusive Education Strategies

- The Division's schools access supports and services to foster the delivery of appropriate and effective programs for all students (effectively matching resources to needs).
- The Division ensures the creation of environments in which all children and students belong, are supported and successful by strengthening inclusive education
- The Division generates effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments.
- The Division supports provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services, and Health
- The Division continues to articulate a clear understanding of inclusion and communicate this to all stakeholders
- The Division and its schools continue to align funding and procedures to inclusive education outcomes and fund a continuum of supports and services rather than students
- The Division implements and promote an understanding of the Service Delivery Model
- The Division seeks to identify and implement strategies to improve parent understanding and involvement in inclusive education



Targets and Measures for Assurance and Accountability Related to Inclusive Education

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;
- Teachers reporting an increase in student ability to self-advocate.

Alberta Education Accountability Measures	PSD Now	TARGETS		
	2016-2017	2017-2018	2018-2019	2019-2020
Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning (Alberta Education: Measure I.10)	80.6	83.0	84.0	85.0
Satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment (Alberta Education: Measure B.4)	84.8	85.5	87.5	89.5

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.

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.

Parkland School Division remains committed to reducing the achievement gap for our First Nations, Métis and Inuit students. To that end, and within the context of quality learning, specific outcomes and strategies are presented in this plan.

Divisional Supporting Outcomes

- 2.1 Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study
- 2.2 The Division develops and aligns to a Quality Learning Framework
- 2.3 Students demonstrate proficiency in literacy and numeracy
- 2.4 Students complete high school and are able to transition successfully into careers and active citizenship
- 2.5 The Division promotes the design and delivery of excellent teaching practices consistent with the Teaching Quality Standard, to promote student achievement
- 2.6 Learning is differentiated in a manner that best suits each learner
- 2.7 Teacher preparation, collaboration and professional growth centers on the design of quality learning and the competencies needed to help students learn
- 2.8 The Division explores and develops divisional strategies for teaching, assessing and reporting leading to higher student achievement
- 2.9 Learning effectively connects students to the world outside of school and provides a greater audience for students to share and collaborate

Parkland School Division's goal for Quality Learning aligns to Alberta Education Business Plan: Outcome One: Alberta's students are successful and Outcome Two: The systemic achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

Through the provision of K–12 education, the Ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

The Ministry works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

Alberta Education Business Plan 2017-2020



Divisional FNMI Outcomes for Eliminating the First Nations, Métis and Inuit Achievement Gap

- 2.A.1 First Nations, Métis and Inuit students are successful in meeting provincial standards
- 2.A.2 Teacher preparation, collaboration and professional growth promotes increased competencies in demonstrating an understanding of First Nations, Métis and Inuit perspectives
- 2.A.3 All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools
- 2.A.4 Year over year improvement in First Nations, Métis and Inuit student success at meeting provincial diploma examination standards (acceptable and excellence) in core subject areas
- 2.A.5 Year over year reduction in annual drop-out rate for First Nations, Métis and Inuit students

Engagement and Resource Stewardship Outcomes for Quality Learning

- 2.E.1 Parents, students and the community demonstrate confidence in student achievement, assessment and reporting
- 2.E.2 The Division improves its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms
- 2.E.3 Parents and teachers demonstrate increased satisfaction with parental involvement in decisions, and increased understanding 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

Quality Learning Strategies

- The Division explores, shares and promotes improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study
- The Division promotes exemplars that capture the process of utilizing the Programs of Study through competencies as opposed to content
- The Division explores, shares and promotes collaboration to engage and improve in literacy and numeracy teaching practices across curricula and for all students, K-12
- The Division researches, reveals and shares innovation or technology approaches to remove barriers to learning

Quality Learning Strategies (cont'd.)

- Schools and School Councils utilize existing resources (ie. Alberta School Councils Association) to establish strategies that increase parent and community engagement
- The Division supports staff initiatives to stay current with, and apply educational research to learning and teaching
- The Division initiates a review of the purpose and timeliness of Professional Development Days to determine whether the current practice and calendar placement provides best results

Quality Learning Strategies Intended to Reduce the First Nations, Métis and Inuit Achievement Gap

- The Division continues to identify and share improvements that encourage increased engagement of First Nations, Métis and Inuit Elders and families
- The Division identifies strategies that promote a strong start for early years First Nations, Métis and Inuit students
- The Division and its schools support First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies
- The Division supports the development of collaborative plans with First Nations cultural similarities and differences of First Nations, Métis and Inuit learners and their families
- The Division generates and shares strategies to ensure educational activities consider the unique cultural similarities and differences of First Nations, Métis and Inuit learners and their families
- The Division actively supports and employs Truth and Reconciliation Commission of Canada awareness initiatives



Targets and Measures for Assurance and Accountability Related to Quality Learning

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 Now	TARGETS		
	2016-2017	2017-2018	2018-2019	2019-2020
Teacher, parent and student satisfaction with the overall quality of basic education (Measure A.4)	87.3	88.0	89.0	90.0
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school (Measure A.8)	76.2	77.0	79.0	81.0



Derived Measures from Previous Year and Future Targets (Detailed in the 2015-2016 Annual Education Results Report)	PSD Now	TARGETS		
	2015- 2016	2016- 2017	2017- 2018	2018- 2019
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10	82.1	83.0	83.5	84.0
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10 (FNMI)	72.7	73.5	74.3	75.1
Drop Out Rate – annual dropout rate of students aged 14 to 18	2.4	2.3	2.2	2.1
Drop Out Rate – annual dropout rate of students aged 14 to 18 (FNMI)	4.8	4.2	3.6	3.0
High School to Post-Secondary transition rate of students within six years of entering Grade 10	46.9	49.0	51.0	53.0
High School to Post-Secondary transition rate of students within six years of entering Grade 10 (FNMI)	35.1	38.2	41.3	44.4
Percentage of grade 12 students who have met the eligibility criteria for a Rutherford Scholarship	59.5	60.5	61.5	63.0
Percentage of grade 12 students who have met the eligibility criteria for a Rutherford Scholarship (FNMI)	34.7	37.0	39.0	41.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10	46.8	47.3	47.8	48.3
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (FNMI)	23.8	25.5	26.2	26.9
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)	71.4	74.0	76.0	78.0
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results – FNMI)	57.7	60.0	63.0	66.0
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)	17.5	18.0	18.5	19.0
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results - FNMI)	4.8	9.0	13.0	17.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)	87.5	88.70	89.9	91.1
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results - FNMI)	78.5	80.0	81.5	83.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)	17.5	18.0	18.5	19.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results - FNMI)	8.0	11.0	14.0	17.0

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.

While not specifically aligned to an Alberta Education Outcome, Parkland School Division's goal for a *Culture of Wellness* supports the Ultimate Goal of Success and Well-Being. This goal is in keeping with local assurance measures that identified Wellness as a significant goal for all students, teachers, staff, families and the larger community.

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 risk 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 Outcomes for Culture of Wellness

- 3.1 Students, staff and parents have access to, and embrace a culture of wellness that promotes safe and healthy learning environments, healthy lifestyle choices and positive peer relationships
- 3.2 The Division cultivates leadership dedicated to wellness and youth resiliency



Divisional Outcomes for Culture of Wellness (cont'd)

- 3.3 The Division supports wellness initiatives that:
 - promote healthy choices and wellness education,
 - teach the importance of caring for and respecting others,
 - teach conflict resolution, and
 - teach the importance of treating others with fairness and kindness
- 3.4 Students, staff, parents and community stakeholders model and foster confidence, participation and motivation to be mentally engaged and physically active
- 3.5 The Division reduces disparities in risk factors and supports the promotion of mental health through an increase in mental health programs and services
- 3.6 The Division's schools establish effective strategies to ensure students' an opportunity to connect with the natural world

Engagement and Resource Stewardship Outcomes for a Culture of Wellness

- 3.E.1 Parents, students, staff and the community demonstrate high levels of engagement in a commitment to wellness
- 3.E.2 The Division uses an inquiry process to continually ask important, relevant questions in the area of wellness as it relates to emergent, complex issues and share new learning accordingly
- 3.R.1 The PSD Wellness Initiative's community partnerships show growth year over year
- 3.R.2 Wellness initiatives are targeted toward areas of greatest opportunity or need in partnership with diverse stakeholders and systems

Culture of Wellness Strategies

- Specific to mental health and wellness, the Division seeks to better understand causes of anxiety and reveal strategies for anxiety reduction
- The Division promotes improved access to emotional and mental health supports for students and staff (ie. Rainbows, Roots of Empathy)
- The Division improves community education of the context of bullying, aggression and mean behaviour to reveal research-based strategies to reduce these behaviours
 - Positive activities to promote active citizenship and demonstrate an appreciation for diversity are encouraged over programs that seek to eliminate negative behaviours (teaching what to do rather than what not to do)
 - The Division's schools identify school-specific strategies to create safe school communities that demonstrate pro-social behaviours

Culture of Wellness Strategies (cont'd)

- The Division continues to support the establishment of Wellness Teams, Health Champions and strong community partnerships that promote the initiatives of these teams and champions
- Schools establish a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle
- The Division identifies and actively shares processes and guidelines toward increasing teacher knowledge and competency with physical literacy-based physical education programs as necessary
- Schools actively promote an awareness of the social aspect of technology, including the benefits and potential challenges, in alignment with increased student wellness

Targets and Measures for Assurance and Accountability Related to a Culture of Wellness

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 Measures	PSD Now	TARGETS		
	2016-2017	2017-2018	2018-2019	2019-2020
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 (Measure B.4)	84.8	85.5	87.5	89.5



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 also recognizes continued improvement through a commitment to leadership at all levels. The Division celebrates and encourages leadership to occur anywhere at any time to foster and improve the specific strengths, competencies and knowledge of every individual.

Parkland School Division's goal for Universal Leadership aligns to Alberta Education Business Plan: Outcome Four: Alberta has excellent teachers, and school and school authority leaders, and Outcome Five: Alberta's education system is well governed and managed.

The ministry maintains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership

Alberta Education Business Plan 2017-2020

Divisional Outcomes for Universal Leadership

- 4.1 The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
- 4.2 Leaders engage in professional learning 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 The Division establishes a framework for understanding various forms of leadership, including technological leadership, ecological leadership and humanitarian leadership.
- 4.5 Leadership Communities-of-Practice provide opportunities for collaboration and growth
- 4.6 Leadership initiatives and activities demonstrate a commitment to lifelong learning



Engagement and Resource Stewardship Outcomes for Universal 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 highlights innovative practices that develop leadership and learning
- 4.E.3 The Division communicates to all stakeholders in a balanced, open and transparent manner using a variety of media
- 4.E.4 The Division promotes leadership in all places and reveals strategies to ensure equitable access to leadership opportunities wherever and whenever possible
- 4.E.5 Strong working relationships exist between School Councils, the Division and the schools
- 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

Universal Leadership Strategies

- The Division endeavours to provide relevant and meaningful leadership opportunities and experiences for students and staff
- The Division seeks new methods to improve the process for engaging and fostering School Council involvement of parents and guardians in a meaningful way, and that best supports each school
- The Division expands partnerships with post-secondary institutions to promote teacher preparation and to encourage student transition to post-secondary schooling
- Staff and students will utilize professional learning and collaborative strategies to enhance leadership
- The Division and its schools nurture opportunities for students and staff to:
 - engage in active reflection of learning;
 - develop effective communication skills, and
 - capture learning through the generation of digital portfolios
- School staff, administrators and the Senior Team identify strategy improvements to increase collaborative capacity
- The Division explores the practice of mentorship, including community mentorship, at all levels; staff will promote student collaboration with adults and across grades
- The Division supports the deliberate study of successes and failures to explore the necessity of calculated risk-taking that promotes learning
- The Division continues a focus on leadership development
- At all levels, the Division seeks to find ways to synchronize individual aspirations with organizational opportunities

Targets and Measures for Assurance and Accountability Related to Universal Leadership

Success will be recognized 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 or similar lifelong-capture of their learning;
- Strategic planning and budgeting reflects leadership development and growth;
- Assurance and/or survey measures that indicate strong support that:
 - School Councils are actively and effectively involved in schools
 - School Councils are utilized in a meaningful way with respect to their mandated purpose
 - School Councils are contributing to the goals, outcomes and strategies established by the Board of Trustees.

Alberta Education Accountability Measures	PSD Now	TARGETS		
	2016- 2017	2017- 2018	2018- 2019	2019- 2020
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 (Measure D.6)	83.8	85.0	86.0	87.0
Percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship (Measure A.6)	74.7	78.0	81.0	84.0
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school (Measure A.8)	76.2	78.0	80.0	82.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years (Measure E.2)	73.3	76.0	78.7	81.4
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. (Measure A.1.B)	78.8	79.9	81.1	82.0



Budget Summary

Parkland School Division No. 70 has a total budget of \$127.5million 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 11,100 students from Kindergarten to Grade twelve within twenty four urban and rural instructional sites.

Budget Statement of Operations for the Year Ending August 31

	Spring Budget 2017/2018	Fall Budget 2016/2017
REVENUES		
Alberta Education	\$122,426,395	\$120,192,954
Federal Government and First Nations	\$2,197,612	\$2,226,973
Other Alberta School Authorities	\$137,793	\$156,680
Out of Province Authorities	\$0	\$11,250
Alberta Municipalities	\$23,000	\$0
Fees	\$2,776,434	\$3,642,897
Other Sales and Services	\$698,183	\$775,817
Investment Income	\$170,000	\$170,000
Gifts and Donations	\$166,000	\$125,000
Rental of Facilities	\$15,680	\$38,680
Fundraising	\$193,500	\$198,500
TOTAL REVENUES	\$128,804,597	\$127,538,751
EXPENSES		
Instruction – Early Childhood Services	\$10,352,715	\$10,312,610
Instruction – Grades 1 through 12	\$87,539,786	\$86,942,078
Plant Operations and Maintenance	\$15,744,862	\$15,200,540
Transportation	\$10,969,595	\$11,001,568
Administration	\$4,238,959	\$4,086,142
External Services	\$38,680	\$38,680
TOTAL EXPENSES	\$128,884,597	\$127,581,618
ANNUAL SURPLUS (DEFICIT)	(\$80,000)	(\$42,867)

Reports & Publications

For all the latest Budget Reports, Results Reports, Audited Financial Statements and Education Plans, visit: <http://www.psd70.ab.ca/Reports.php>

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 was pleased to receive approval for the complete preservation and modernization of Woodhaven School in Spruce Grove. The second priority in year one of the Board approved Capital Plan includes the construction of a replacement K-9 school for Stony Plain Central School in Stony Plain. The year two priority is a modernization of Spruce Grove Composite High School. The year three priority is a new High School to be located in Parkland School Division.

A new K-9 School located in the Copperhaven subdivision in the City of Spruce Grove is under construction will include a new bus transfer station. The School is anticipated to open for the 2018-19 school year.

The Capital Plan for 2018-2021 is referenced for information purposes only, and does not form part of Parkland School Division's operating budget.





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