



School 2011 – 2014 Education Planning 2010/11 Annual Educational Results Report



Parkland School Division No. 70
Excellence in Education



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School Foundation

FOUNDATIONAL STATEMENTS

Mission:

Parkland Village School provides a positive learning environment where students can achieve enduring success.

Slogan:

"Together Making a Difference"

We Believe:

- 1. The school is a safe, warm and caring place.*
- 2. The school is an integral part of the community.*
- 3. Parents and staff work together to support children's learning.*
- 4. Positive attitudes, cooperation and respect for individual differences foster desirable working relationships.*
- 5. Meaningful educational experiences facilitate the continuous development of the whole child.*
- 6. Linking assessment, curriculum, and instruction provides for more effective evaluation of student learning.*
- 7. Individuals assume responsibility for their own choices and their learning.*



School Profile

SCHOOL PROFILE

School Name: Parkland Village School
Principal: Sheryl Bridgeman
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Student Population	<i>171</i>
Number of Teachers	<i>12</i>
Number of Support Staff <small>(includes all staff in a non-teaching role)</small>	<i>13</i>
Grades Served	<i>S.E.E.D. 's to Grade 4</i>

Unique Features of Our School

- Social Emotional Educational Development (SEEDs) early-Kindergarten program for 2 1/2 -5 year olds.
- Parent run daily home reading program
- Balanced literacy language instruction (K-4)
- Technology focus and support (classroom computer pods, Smartboards, FM sound systems, laptops, iPads, wireless environment, Read and Write Gold)
- Fine/gross/motor program
- Speech support program
- Focus on early education, special education and early intervention
- All of the advantages of a small school with a focus on family
- Daycare and Before and After School Program on site.

Quotes From Parent Advocates

A place where warm smiles and caring hearts greet you at the door where everyone is treated equally and all the time is taken to get to know each student, sibling and parent.

--Chantel Esak-Stumpf Parent of Parkland Village School

I am so happy to be able to send my kids to a learning environment where they learn not only to be good students but good citizens as well. Parkland Village School has a wonderful feel with the best up to date technology. I am so happy to be a part of it!

--Jessie Boyd, School Council Chair

How Do We Define Student Success?

- Students are able to take the strategies they have learned and apply them independently to new learning situations both at school and at home.
- The needs of the whole child: academic, emotional, social and physical.
- Students are able to demonstrate the successes they have had in their own learning.
- Children are proud of their efforts and are encouraged by that pride to be increasingly engaged in their learning.

What Are We Most Proud Of?

- Our positive, safe and caring learning environment
- Our students and their accomplishments
- Our monthly spirit assemblies where we focus on Citizenship and Responsibility
- Our relationships with students, parents, staff, volunteers and school community
- Our building showcasing the high quality work of our children

What Makes Our School "Good" And How Do We Know?

- Student achievement at all levels. Strong Math P.A.T. marks, special needs programming results, divisional and provincial surveys, and teacher based assessment all indicate evidence of our success.
- The close family oriented atmosphere within the school. Students arrive at school early and they stay to visit for a long time after school.
- The many former students, staff and parents who continue to come back to P.V.S. to visit and connect with staff.
- The staff's genuine interest in our children, their families and the community. Many families that move out of the village continue to drive students to Parkland Village.
- The many volunteers who support the school.



Trends and Issues

EMERGING TRENDS AND ISSUES

Collaborative Time

The 2010- 2011 school year saw Parkland Village School implement their first year of P.L.C. (Professional Learning Community) time within their own building. The collaborative time provided for the teacher has allowed them to work on planning units and assessments and reflect together on strategies for best practice. We are looking to try to continue to provide PLC time within our building for the 2011-2012 school year. We are excited about involving our parent community as we work together to implement the new report card.

Inclusive Education

As more parents of students with complex needs seek mainstream educational placements, the need for all staff to become more knowledgeable and skilled in programming for students with diverse learning needs increases. Parkland Village School is looking forward to benefiting from the cognitive training that will be offered divisionally. Our plan is to have regular workshops where identified teachers attending the cognitive training will share regularly with Parkland Village School staff to help build capacity. Funding to provide specialized programming within the classroom and outside the classroom continues to be a concern for the future.

Class Size

Parkland Village School over the past several years has been fortunate enough to have our class sizes average 17:1. Parkland Village School stakeholders believe this ratio has had significant impact on student learning. Teachers are able to provide frequent and immediate feedback to children which in turn guides/drives the *Assessment for Learning* process. Maintaining the lower class sizes will continue to be a priority for Parkland Village School.

S.E.E.D.S.

Parkland Village School has been fortunate to offer an Early Education Program to our community. The Early –Kindergarten (S.E.E.D.) program is a play based program for children who have developmental delays in one or more areas of their development. This program has allowed us to provide early intervention and programming for identified children and work with their families to support them. Stakeholders have noticed the positive significant impacts the S.E.E.D.'S program has made with these children socially and academically. We would like to continue to offer this program to our community if we have the physical space and the resources.



Priorities

Parkland School Division has three priorities for the 2010-2013 Three Year Education Plan.

Developmentally Responsive Curriculum and Assessment

Parkland Village School continues to provide collaboration time weekly at the school level and monthly as a Tri-School Professional Learning Community. Staff focused primarily on embedding critical thinking into their planning and assessment practices. Parkland Village School continues to focus on the 21st century learner. Each classroom has 6 desk top computers, a SmartBoard, Document Camera and access to iPads and a laptop cart daily. Students are highly engaged when they get to use technology and teachers are careful to use the technology as a tool to improve student learning.

Citizenship and Social Responsibility

Parkland Village School believes it is essential that parents staff and students believe that they are an important part of our school community. To help foster this we offer various opportunities throughout the school day and school year such as:

-Rainbows (A program offered at lunch time all year for students who have experienced some sort of loss or grief)

-Extra Curricular Activities (2010-2011 school year offered clubs such as: desert club, cross country running club, lunch club, intramurals, after school sports club, Psyanky club, social skills group)

Once a month we have a grade level lead our school in a spirit assembly. Grade 4 students survey the school to decide on the theme of the month. Each month we focus on a different character trait. Students address the school on the announcements about the trait, the principal visits each classroom to talk about the trait and teachers embed the trait into all parts of the child's day. At the end of the month, several students from each classroom are selected for exhibiting the trait independently in the classroom, hallways, playground and in their home environments. These students are recognized at the school assembly, given a certificate and highlighted in the school newsletter for that month.

Strategic System Planning

Parkland Village School welcomed approximately 60 new students for 2010-2011 School Year as a result of the boundary change. To help with this transition, Parkland Village Community provided several opportunities for families affected by the new boundaries to visit the school during open houses and activity days planned to integrate the new students.



Overview of Achievements

Our mission at Parkland Village School *is to provide a positive learning environment where students can achieve enduring success.* This mission aligns with Parkland School Division's priorities. Our division satisfaction survey results provide important feedback to us regarding our progress toward our mission. The following specific results from spring divisional satisfaction 2011 survey indicate areas where we are meeting with significant success:

- 100% of Parkland Village School **parents, students and staff** indicate that they are satisfied:
 - With the overall quality of education
 - That the atmosphere of the school is characterized by high levels of dignity, respect and caring
 - That the building and classrooms are safe environments
 - That students are treated fairly
 - With the way school informs about progress and achievement

- 100% of Parkland Village School **parents and students** indicate that they are satisfied:
 - That the teachers use computer technologies to help learn
 - That technology improves student learning
 - That the School/Teachers provide help and support
 - That students are being prepared to be good citizens

- 100% of Parkland Village School **parents and staff** indicate that they are satisfied:
 - With the school's effort to involve parents in child's learning experiences
 - That the school always works to improve the quality of education offered
 - With the satisfaction with the communications from the school/division

- 100% of Parkland Village School **parents**, indicate that they are satisfied:
 - That the teachers are available to discuss child's education
 - With the progress and achievement of your child
 - That the school is providing Responsive Programming/Curriculum

AISI

The School focus for the 2009-2012 AISI project:

"Spruce Grove Early Years Schools Tri-School PLC: Challenging Students to Think Critically".

Brookwood, Millgrove and Parkland Village staffs function as Professional Learning Communities (School-Based as well as Tri-School) and Early Years (K-4) schools. We have focused on implementing AISI Critical Thinking Strategies aligned with Early Years Research; our major focus has been on the understanding, creation & implementation of Critical Thinking Strategies with the goal of improved teaching and learning and increase student achievement.

Provincial Achievement Tests

For the 2009-2010 school year, Parkland Village's overall percentage of Grades 3 students who achieved the standard of excellence on provincial achievement tests (Mathematics and Language Arts) was 20.8%.

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	91.2	86.7	92	92.5	93
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	11.8	8.1	21	22	23

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled (To be completed October)

			2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Grade 3	English Language Arts 3	Students Enrolled	18	12	25	34		
		Acceptable Standard (%)	88.9%	83.3%	88.0%	91.2%		
		Standard of Excellence (%)	0.0%	8.3%	16.0%	11.8%		
	Mathematics 3	Students Enrolled	18	12	25	34		
		Acceptable Standard (%)	94.4%	91.7%	N/A	76.5%		
		Standard of Excellence (%)	33.3%	33.3%	N/A	26.5%		

Comments on Results:

Strategies:

- 1a) Continue Tri-School A.I.S.I. P.L.C. group with focus on Critical Thinking
- 1b) Continue weekly P.L.C. group at the school level with a focus on building performance based units with clear criteria known to students prior to assessment

Goal One: Success for Every Student

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.1	90.7	92.5	93	93.5
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	50	73.8	86	87	88

Measure History										
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	13	86.5	27	97.5	27	97.5	13	92.3	34	90.1
Parent	1	-	2	-	5	-	n/a	n/a	2	-
Student	13	86.5	20	78.8	20	95.0	6	87.5	26	82.7
Teacher	3	-	7	100.0	7	100.0	7	97.1	8	97.5

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	85.7	7	85.7	7	85.7	8	50.0
Parent	1	-	2	-	5	-	n/a	n/a	n/a	n/a
Teacher	3	-	7	85.7	7	85.7	7	85.7	8	50.0

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

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.1	95.9	96	96.5	97
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.	82.3	79.2	84	86	88
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.7	90.4	87	89	91

Measure History

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	13	100.0	27	100.0	27	93.9	13	98.8	34	95.1
Parent	1	-	2	-	5	-	n/a	n/a	2	-
Student	13	100.0	20	100.0	20	92.5	6	100.0	26	92.3
Teacher	3	-	7	100.0	7	95.2	7	97.6	8	97.9

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	73.2	7	76.8	7	78.6	8	82.3
Parent	1	-	2	-	5	-	n/a	n/a	2	-
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	3	-	7	73.2	7	76.8	7	78.6	8	82.3

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	13	95.4	27	88.1	27	87.6	13	85.7	34	87.5
Parent	1	-	2	-	5	-	n/a	n/a	2	-
Student	13	95.4	20	79.0	20	81.0	6	80.0	26	77.7
Teacher	3	-	7	97.1	7	94.3	7	91.4	8	97.4

Comments on Results:

Parkland Village School stakeholders are pleased to celebrate the 10% growth in the area of students having opportunities to receive a broad program of studies, including fine arts, career, technology, and health and physical education. 2010-2011 school year allowed us to have an Educational Assistant assist staff with technology integration, including iPads, SmartBoard, and a lap top cart. Well over 75% of the school enjoyed extra curricular activities weekly, focused on fine arts, health and physical education. These initiatives may have contributed to the increased results.

At first glance it would appear that Parkland Village School scored low in the area of Students Being Prepared for the 21st Century. In analyzing the data, 25% of teacher respondents answered that they were extremely satisfied that students at your school are taught attitudes and behaviors to be successful at work when they leave school. 25% of teachers said there were satisfied and 50% of the teachers responded "Don't Know".

Strategies:

2a) Continue to explore and intentionally implement various technologies to support student learning. (Continued professional development around Smart Board, Boardmaker, All the Write Type, Video Conferencing opportunities, recording devices, iPads, and Read and Write Gold training.

1c) Continue to build school wide strategies to focus on safe and caring schools. (School wide CSR Program, Rainbows Program, Move Your Mind, Parenting for the Future Sessions, Guest speakers on bullying, monthly student led school spirit assemblies, newsletter, school council meetings, school wide initiatives such as Caring and Sharing Pumpkin Patch, and Random Acts of Kindness Tree, Extra Curricular activities)

Goal Two: Transformed Education Through Collaboration

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

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/ 2012	2012/ 2013	2013/ 2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.5	94.4	98	98.5	99
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.7	84.9	86	88	90

Measure History										
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	77.1	7	85.7	7	100.0	8	97.5
Parent	1	-	2	-	5	-	n/a	n/a	n/a	n/a
Teacher	3	-	7	77.1	7	85.7	7	100.0	8	97.5
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	13	92.3	26	89.2	26	86.7	13	84.5	34	83.7
Parent	1	-	2	-	5	-	n/a	n/a	n/a	n/a
Student	13	92.3	20	95.0	20	90.0	6	83.3	26	92.3
Teacher	3	-	6	83.3	6	83.3	7	85.7	8	75.0

Outcome: FNMI students are engaged in learning.

<p>Comments on Results:</p> <p>Parents and teachers are 20% happier than the previous 3 year average in parental involvement in their child's education. This may be a result of our Comprehensive Reporting Project, an increase in parents attending our monthly school council meetings, and/or our 95% attendance rate at our parent/teacher conferences.</p>
<p>Strategies:</p> <p>2a) Continue to explore and intentionally implement various technologies to support student learning. (Continued professional development around Smart Board, Boardmaker, All the Write Type, Video Conferencing opportunities, recording devices, iPads, and Read and Write Gold training.</p> <p>2b) Continue to involve parents more formally in I.P.P. Goal setting, and scheduling formal parent meetings as we implement the new division wide report card.</p>

Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	-	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	-	n/a			

Comments on Results:

Strategies:

- a) Continue to analyze gaps on P.A.T. scores and report card grades and provide opportunities to integrate and learn more about FNMI culture in order to reduce gap.
- b) Start Capital Health Speech and Language groups at Kindergarten and Grade One level focusing on phonological awareness, following directions, speaking clearly etc. We have educational assistants sitting on the sessions to help build capacity within Parkland Village School
- c) Continue to provide lunch clubs, social skills groups to offer clubs for students to attend weekly to build positive relationships with peers, adults and to build a sense of community and belonging.
- d) Start Parkland Village Resiliency Project. This project will coordinate Native American cultural awareness opportunities for all students several times a year as well provide regular classroom lessons building self esteem and resiliency in all students.

Meeting the Needs of Diverse Learners

Parkland Village School continued to strive for success for all learners. We have been purposeful in building capacity with staff including teachers and education assistants to best meet the diverse and changing needs of students. Staff have been encouraged to participate in PD opportunities to improve their knowledge and skill base. Services for students are fluid and responsive in nature, which means that assignments for education assistants and services to students are flexible and change with emerging needs. As a result, students and teachers are supported in a variety of ways in the classroom. To help support all learners the following programming is offered:

- We have worked to address the academic, social, physical and emotional needs of our students through: social skills training groups, occupational therapy groups, Read & Write Gold support, speech services, anxiety groups for parents and students, Roots of Empathy Program, Rainbows Program, Move Your Mind, Fine and Gross Motor Program.
- Parkland Village School offers a balanced literacy program for children in Kindergarten – Grade 4. Children are provided with reading and writing instruction at the current level they are functioning at.
- Parkland Village School is a satellite site for an Early Education (EE) classroom. Working with EE coordinators from Broxton Park we help to facilitate programming and parent support for students who will be destined to attend Parkland Village for Kindergarten. The building of strong relationships with families has been an effective tool for integration of students and parents into the Parkland Village School Community. It has also allowed us to gain a solid understanding of the needs of our EE students which helps us to develop smooth transitions and programming upon their entry into Kindergarten.
- Parkland Village School works closely with the CLICK team to effectively program early intervention for Kindergarten Students. We have designed specific team meeting days for teachers and CLICK resource people to meet, share information and program for students.

The biggest challenge at Parkland Village School with respect to programming for students of need is budgetary constraints. Resources are managed with the goal of meeting the diverse needs of all students from those with severe needs to those with mild to moderate needs. We have had to be creative and flexible in our deployment in order to be responsive to the needs of students.

Space is another concern at Parkland Village School. As the school population has increased, we have fewer and fewer spaces for Educational Assistants, parent volunteers and teachers to work with students outside the classroom. We have had to be very creative in our utilization of available space. As we continue to grow this issue will be compounded. In 2011-12, Parkland Village School will put resources in place to support the implementation of a “Learning Coach”.



Professional Development Plans

Parkland Village Staff worked collaboratively to develop professional growth plans aligning with the divisional priorities and goals.

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

- ❖ Parkland Village School continued to focus on Critical Thinking through the work of the A.I.S.I. project. This work was done through the TriSchool Professional Learning Community (Millgrove, Brookwood and Parkland Village School) as well as at the school level.

Technology Integration

- ❖ Parkland Village Staff will continue to upgrade their skills and knowledge to improve student achievement through the use of Smart Board Tools, iPads and Assistive Technology.

Collaboration and Assessment

- ❖ Through informal collaboration and P.L.C. work staff continued to use effective assessment practices. Teachers developed rubrics with clear criteria for students prior to units beginning.
- ❖ Parkland Village School continues to focus on the *Power of 10* to teach Numeracy.
- ❖ Parkland Village Staff will continue to provide Language Arts programming based on Balanced Literacy Principles.
- ❖ Parkland Village School will continue to have monthly staff meetings focused on celebrating student growth and collaborating on student weaknesses.



Future Challenges

Assessment and Reporting

Parkland Village School will be implementing the new divisional report card for the 2011-2012 School Year. With the shift from content-based to process-based curriculum, a wide variety of assessment strategies must be used to gather evidence of the full range of learning. Many learner outcomes cannot be measured with selected response test question formats such as multiple choice, true/false, fill in the blank and matching. Performance assessment, inquiry, and critical challenges provide opportunities for students to apply knowledge and demonstrate skills. On-going professional development will be provided for Parkland Village Staff to collaborate with their colleagues and work with parents to enhance understanding of student learning and progress.

Action on Inclusion

Alberta Education's *Setting the Direction* Initiative outlines the direction for Special Education programming that began with the 2010-11 school year. *Action on Inclusion* signals the implementation of an inclusive education system. As more students are integrated into regular classrooms, the role of the classroom teacher will change as they become more responsible for the delivery of programming for students with mild, moderate and severe needs. Staff will require on-going professional development to support and program for the variety of learners in their classroom each year.

Satisfaction Survey

Improvement areas identified by parents include:

- Satisfaction that educational dollars are well spent in school (83% of parents are satisfied)
- Students have information re: next steps in learning programs (93% of parents are satisfied)

Budget

Parkland Village

Revenue And Allocations To Budget Center

Site Allocation	2010-2011 Finalized Budget	2010-2011 Preliminary Budget
Total Site Allocation	\$1,496,391	\$1,343,192
% of Revenue And Allocations To Budget Center	100%	100%
Total Revenue And Allocations To Budget Center	\$1,496,391	\$1,343,192

Expenditures

Certificated	2010-2011 Finalized Budget	2010-2011 Preliminary Budget
Total Certificated	\$815,817	\$896,820
% of Expenditures	55%	67%

Uncertificated	2010-2011 Finalized Budget	2010-2011 Preliminary Budget
Total Uncertificated	\$345,907	\$297,315
% of Expenditures	23%	22%

Personnel	2010-2011 Finalized Budget	2010-2011 Preliminary Budget
Total Personnel	\$67,396	\$7,331
% of Expenditures	5%	1%

Contracted/General Services and Supplies	2010-2011 Finalized Budget	2010-2011 Preliminary Budget
Total Contracted/General Services and Supplies	\$267,270	\$141,725
% of Expenditures	18%	11%

Total Expenditures	\$1,496,390	\$1,343,191
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Summary

	2010-2011 Finalized Budget	2010-2011 Preliminary Budget
Total Revenues and Allocations To Budget	\$1,496,391	\$1,343,192
Total Expenditures	\$1,496,390	\$1,343,191
Variance	\$1	\$0

Parkland Satisfaction Survey (2010/11) Spring Results

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show schools satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff that completed the 2009 - 2010 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division
Survey Response Rates	58%	24%	n=2	14%	80%	90%		73%	78%	78%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.									
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Overall quality of education / I like my school (gr. 3/6)	100%	90%	100%	92%		83%	100%	98%	
School Characterized by dignity, respect, and caring	100%	87%	100%	95%		86%	100%	87%	
Dignity & Respect			100%	91%		78%			
Friends at school			100%	98%		97%			
Safe environment:									
Building	100%	88%	100%	93%		87%	100%	89%	
Classroom			100%	96%		93%			
Grounds	95%	80%	100%	87%					
Students are treated fairly	100%	91%	100%	93%		80%	100%	96%	
Satisfaction with the variety of program choices available	94%	84%				79%	94%	95%	
Teachers use computer technologies to help learn	100%	89%	100%	95%		86%	94%	90%	
Technology improves student learning			100%	92%		83%			
The School/Teachers provide help and support	100%	87%	100%	96%		83%			
Process to respond to needs of at-risk students							94%	83%	
Parents satisfaction with access to special needs services ¹		71%							
Parents satisfaction with timeliness of special needs services ¹		72%							
Students with special needs are meeting their IPP goals ¹		76%					94%	88%	
Responsive Programming / Curriculum	100%	88%					92%	89%	

Note 1: Answered by parents with children that receive special needs assistance in school.

SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work		74%				73%		86%
Students are prepared for post-secondary studies		78%				81%		
Students have information re: next steps in learning programs	93%	88%				84%		
Satisfaction with career planning assistance		54%				68%		
Students are being prepared to be good citizens	100%	92%	100%	96%		75%	94%	93%
Students know how they should behave			100%	99%		97%		
Satisfaction with progress and achievement of your child	100%	90%						

SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making	95%	86%					100%	82%
School's effort to involve parents in child's learning experiences	100%	86%					100%	95%
Satisfaction with involvement of special needs specialists ¹		65%						
Satisfaction with quality of special education services overall ¹		71%						
School Council has meaningful role							100%	90%
Teachers are available discuss child's education	100%	93%						
School always works to improve the quality of education offered	100%	89%					100%	98%
Way school informs about progress & achievement	100%	86%	100%	94%		86%	100%	98%
Satisfaction with communications from the school/Division	100%	89%					100%	88%
Satisfaction that educational dollars are well spent in school	83%	80%						
Access to Professional Development activities							100%	90%
Quality of professional development activities							89%	87%

Note 1: Answered by parents with children that receive special needs assistance in school.

A.I.S.I.

AISI - Challenging Students to Think Critically

Parkland Village School staff, in aligning our AISI work to the work that will be completed Divisionally, will work collaboratively with the Early Years Schools in Spruce Grove (Brookwood & Parkland Village), in our Tri-School PLC, to operationalize the Divisional plan for effective implementation of Critical Thinking Skills as presented by TC². The goal, outcomes and research question for our school-based project will mirror the Divisional goal, outcomes and research question as listed below:

Improvement Goal:

To improve student achievement and engagement in grades K-12 through the promotion of critical thinking.

Outcomes:

Students are problem solvers and critical thinkers.

Students are motivated to learn.

Teachers are embedding critical thinking in their teaching practice.

A common language around critical thinking exists in Parkland School Division.

Students are well prepared for life and work environments.

Research Question: *What significant impacts does the embedding of critical thinking skills in teaching and learning have on student achievement and engagement?*

AISI & Tri-School PLC's

Parkland Village School in collaboration with Brookwood and Parkland Village staffs have selected a team of Lead Teachers (K-4) who form a PD Team for effective implementation of TC² Critical Thinking Model.

Throughout the 2011-2012 school year, TC² representatives will continue working with the Lead Teachers to assist them in learning and incorporating the TC² Critical Thinking Model. While some of the sessions will have general critical thinking as the focus, other sessions will be more specifically focused on the application of critical thinking in priority areas.

Lead Teachers at Parkland Village will be responsible for creating a “critical thinking environment”, however, it is important to keep in mind that the Critical Thinking Model will take a fair amount of time to master, and that for the first half of the year, while Lead Teachers will be able to share their learning, they will focus more on applying it in their own classrooms and sharing with their colleagues. During the second part of the year, Lead Teachers will work with other teachers in a coaching capacity.

The AISI project and the Tri-School Lead Team have incorporated the Critical Thinking Model for the past two years. Lead Teachers have worked closely with small grade level groups of teachers.

Year three (11-12) of the project will lend itself to a deeper infusion of the Critical Thinking Model within the entire school, with the Lead Teacher taking on more of a coaching role. For this reason, Divisional AISI PD for Lead Teachers in year three will incorporate more specific Instructional Coaching.

AISI work will be supported through the collaborative efforts of school-based and Tri-School grade level Professional Learning Communities, a combined endeavor of the staffs of Brookwood, Millgrove and Parkland Village schools. PD plans will be developed as a collaborative effort between the Tri-School Lead

Team (K-4) and the Tri-School Admin. PLC. Our focus will be to establish effective PD for all teachers following a model that the Spruce Grove Early Years Tri-School PLC has developed, with the Lead Teacher facilitation being only one aspect of that PD plan.

School Education Plan Approval Form

School Name: _____

Principal: _____

1. I, _____ (School Council Chairperson/Advisory Council Member (circle)) certify that the proposed School Education plan was developed in consultation with parents and that the School Council has/will have opportunities to develop strategies in support of the school education plan. (Make reference to numbers of meetings and number of parents represented) as outlined following:

Signature: _____ Date: _____

2. I, _____ (Principal) certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's current School-Based Education Planning Manual.

Principal's Signature: _____ Date: _____

3. Amendments required prior to Superintendent's approval:

4. The proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's School-Based Education Planning Manual.

Superintendent's Signature: _____ Date: _____

Parkland Village

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$162,962	\$145,980
ECS Regular Enrolment	46 students	45 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS Mild & Mod Allocation	\$37,630	\$53,608
ECS Mild & Mod Allocation Rate	\$2,894.63	\$2,821.48
ECS Mild Moderate & Gifted Enrolment	13 students	19 students
ECS PUF Allocation	\$19,358	\$26,987
Grade 1 Allocation	\$247,985	\$156,624
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	35 students	23 students
Grade 2 Allocation	\$184,217	\$224,721
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	26 students	33 students
Grade 3 Allocation	\$269,241	\$238,341
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	38 students	35 students
Grade 4 Allocation	\$183,711	\$135,230
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	33 students	26 students
Level 6 Code 42 Allocation	\$170,531	\$152,281
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	10 students	8 students
Level 6 Code 43 Allocation	\$34,106	\$19,035
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	2 students	1 students
Level 6 Code 44 Allocation	\$68,212	\$57,105
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	4 students	3 students
Special Needs Pending	\$0	\$19,035
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	1 students
Small School Grade 1-6 Allocation	\$87,850	\$90,650
Small School Grade 1-6 Allocation Rate	\$350.00	\$350.00
Small School Grade 1-6 Enrolment Factor	350 students	350 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	132 students	117 students
Total Enrolment Grade 1-3	99 students	91 students
FNMI Allocation	\$17,824	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	17 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$0	\$79,200
AISI Allocation	\$26,975	\$33,349

* - See the notes section for details about Line Item notes on this page

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Innovative Technology Funding Allocation	\$0	\$2,924
Surplus / Deficit Carryforward	\$118,346	\$61,320
Salary Conversion	\$9,229	
Total Site Allocation	\$1,638,179	\$1,496,391
% of Revenue And Allocations To Budget Center	100%	100%

Total Revenue And Allocations To Budget Center	\$1,638,179	\$1,496,391
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$1,077,689	\$815,817
% of Expenditures	66%	55%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$361,329	\$345,907
% of Expenditures	22%	23%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$40,655	\$67,396
% of Expenditures	2%	5%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$0	\$500
Support Services	\$10,300	\$0
Other Prof/ Tech Services	\$5,796	\$4,814
Postage	\$250	\$250
Printing	\$1,000	\$1,000
Advertising	\$250	\$250
Telephone & Fax	\$3,800	\$3,800
Travel	\$500	\$500
Subsistence	\$300	\$300
Staff Development	\$13,000	\$12,000
Contracted Transportation	\$3,301	\$3,000
Maint & Repair Equipment	\$500	\$500
Equipment Rental	\$1,000	\$1,000
Membership Fees	\$90	\$90
Registration Fees	\$3,500	\$3,000
Supplies	\$17,000	\$18,000
Textbooks	\$4,000	\$4,000
Media Materials	\$5,000	\$5,000
Software	\$4,000	\$4,000
Furniture & Equip Under 5000	\$2,500	\$2,500
Technology Intergration	\$10,000	\$33,000
Labour Transfer to other sites	\$1,500	\$1,500
Supplies & Services Transfers to other sites	\$4,000	\$4,000
Transfer to Reserves (Contingencies)	\$66,918	\$164,266
Total Contracted/General Services and Supplies	\$158,505	\$267,270
% of Expenditures	10%	18%

* - See the notes section for details about Line Item notes on this page

Total Expenditures	\$1,638,178	\$1,496,390
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$1,638,179	\$1,496,391
Total Expenditures	\$1,638,178	\$1,496,390
Variance	\$0	\$1

Notes

* - See the notes section for details about Line Item notes on this page