The Palliser School Division

EDUCATION PLAN
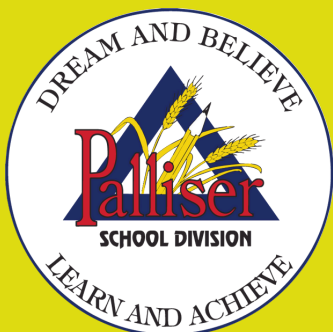
2024-2027 THREE-YEAR PLAN

YEAR TWO

MAY 27, 2025

Mission Statement
Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world.

The 2024-2027 Education Plan, Year 2

|Mission*| Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world.

|Vision*| Palliser School Division is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality to improve student learning. The process focuses on measurable outcomes to ensure safe and caring school environments and support for student learning.

|Values*| Accessibility, Cooperation, Communication, Inclusivity, Diversity, Creativity, Excellence, Critical Thinking, Lifelong Learning, Continuous improvement, Transparency, Accountability, Respect, Integrity, Fairness, Equity, Empathy, Trust, Responsibility, Commitment

*The Board is currently completing a strategic planning process where the mission, vision and values statements are undergoing revision and this section will be updated as revisions occur.

The 2024-2027 Palliser School Division Education Plan is based on the priorities identified by the Board of Trustees, senior leadership and school administration. These priorities are wellbeing and optimal learning through a focus on:

Creating a Community of Engaged Learners: Continue to enhance and promote student voice in their learning

Inclusivity: Continue to build an environment where diversity is celebrated and all students are supported in their learning endeavours.

Improving System Competency in Assessment for and of Learning: Align pedagogical approaches to ensure assessment is grounded by research, relevance and meaning for students.

Improving resiliency of students: Continue to enhance and expand supports for students and staff.

Accountability Statement

The Education Plan for The Palliser School Division for the three years commencing September 3, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Transparency Act. This 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 the 2024-2027 Education Plan, Year Two, on May 27, 2025.

Lorelei Bexte
Board Chair

Dave Driscoll
Superintendent

Our Commitment

Palliser School Division is committed to embracing and celebrating the diversity that exists within our school division. We strive to be inclusive in all of our practices and at our core is the belief that every student possesses the potential to learn. We recognize that the whole child must be supported in order for deeper learning to occur and not all students learn in the same way. We will continue to work towards creating a community of schools where student wellbeing, social and educational equity and the celebration of each student's unique learning journey is the norm.

The Palliser School Division is also committed to providing optimal learning experiences for students, actively engaging in the learning process through diverse activities. By providing students the opportunity to learn both inside and outside the classroom, we will spark curiosity about the possible future awaiting our students. Palliser will provide students with safe and caring environments to explore interests and curiosities, to equip them with the foundational skills, passion and confidence for living a successful life.

About Us

Palliser School Division is an incredibly diverse group of school communities. We respect and celebrate this diversity!

14 rural community schools in Southern Alberta

4 Low-German speaking Mennonite Schools
17 Hutterite Colony Schools

8 Faith-Based Alternative Programs

1 Sports-Based Alternative Program

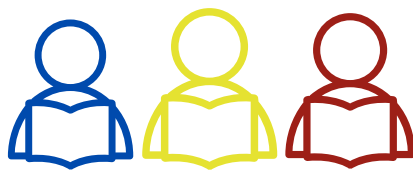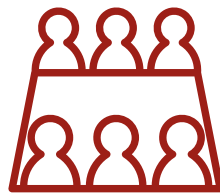Online, Hybrid and Outreach programs

Home Education

Our Schools:

Calgary

Vulcan

Lethbridge

How We Optimize Students' Wellbeing and Learning

Approximately **8,100** students from early learners to grade 12

About **130** International students

6 Board Trustees

1 Superintendent
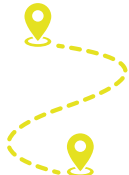**3** Associate Superintendents

About **425** Teachers

Over **285** Support Staff

Over **1/3** of our students are English Language Learners

Our students speak over **50** languages, and counting

90 bus drivers drive **60** routes in Lethbridge County, Vulcan County, the Towns of Coaldale and Coalhurst.
Our buses drive **1.9M** km a year

Alternative Programs:
An alternative education program emphasizes a particular language, culture, religion, or subject matter or uses a particular teaching philosophy.

Palliser Beyond Borders:
Our virtual school offers a blended approach to distance learning for students in grades 9 to 12. By prioritizing student-teacher relationships we are able to provide flexible digital programming that meets Alberta diploma requirements.

Off Campus:
Beginning in grade 7 students are invited to explore, engage and experience a variety of hands on experiences through educational partnerships.

Home Education:
Our Home Education program beginning in Kindergarten offers a safe and caring connection to children that are pursuing their learning from home, allowing each family to tailor the learning experience to the individual child.

Early Learning:
Palliser School Division is dedicated to providing a safe and caring environment where children from the ages of two and a half to the age of 6 can experience, learn and grow.

Summer School:
Our program offers students live instruction daily and is focused on student success. Our teachers are experts in their content areas and focus on relational teaching. Palliser offers all high school core subjects as well as CALM.

In Our Pursuit of Optimizing Learning and Wellbeing

The Senior Leadership Team utilizes the Leadership Quality Standards as the foundational document to shape decision making. As a result, our administrators and senior division leadership are working closely to pursue excellence in the following areas:

- fostering effective relationships
- modelling commitment to professional learning embodying visionary leadership
- leading a learning community
- supporting the application of foundational knowledge of First Nations, Metis and Inuit
- providing instructional leadership developing leadership capacity
- managing school operations and resources understanding and responding to the larger
- societal context

Current Alberta Context

The Palliser School Division's 2024-2027 Education Plan outlines priorities for the system in alignment with the Alberta Education Assurance Framework found in the Funding Manual for School Authorities 2025/2026 School Year. The Assurance Framework provides the structure for building and enhancing public trust and confidence in the education system. Through the guiding principles, domains and processes, the education system demonstrates that it is meeting the needs of students and that students are successful.

Assurance is demonstrated by the public's perceptions, understandings and knowledge of student growth and achievement. Assuring the public that the education system is successfully supporting student Growth and Achievement requires intentional engagement and actions within all 5 domains. The Education Plan and the Annual Education Results Report (AERR) are essential components for Palliser in demonstrating planning, monitoring results, assessing progress and adapting future plans, all to provide assurance to the public that Palliser is optimizing student growth and achievement.
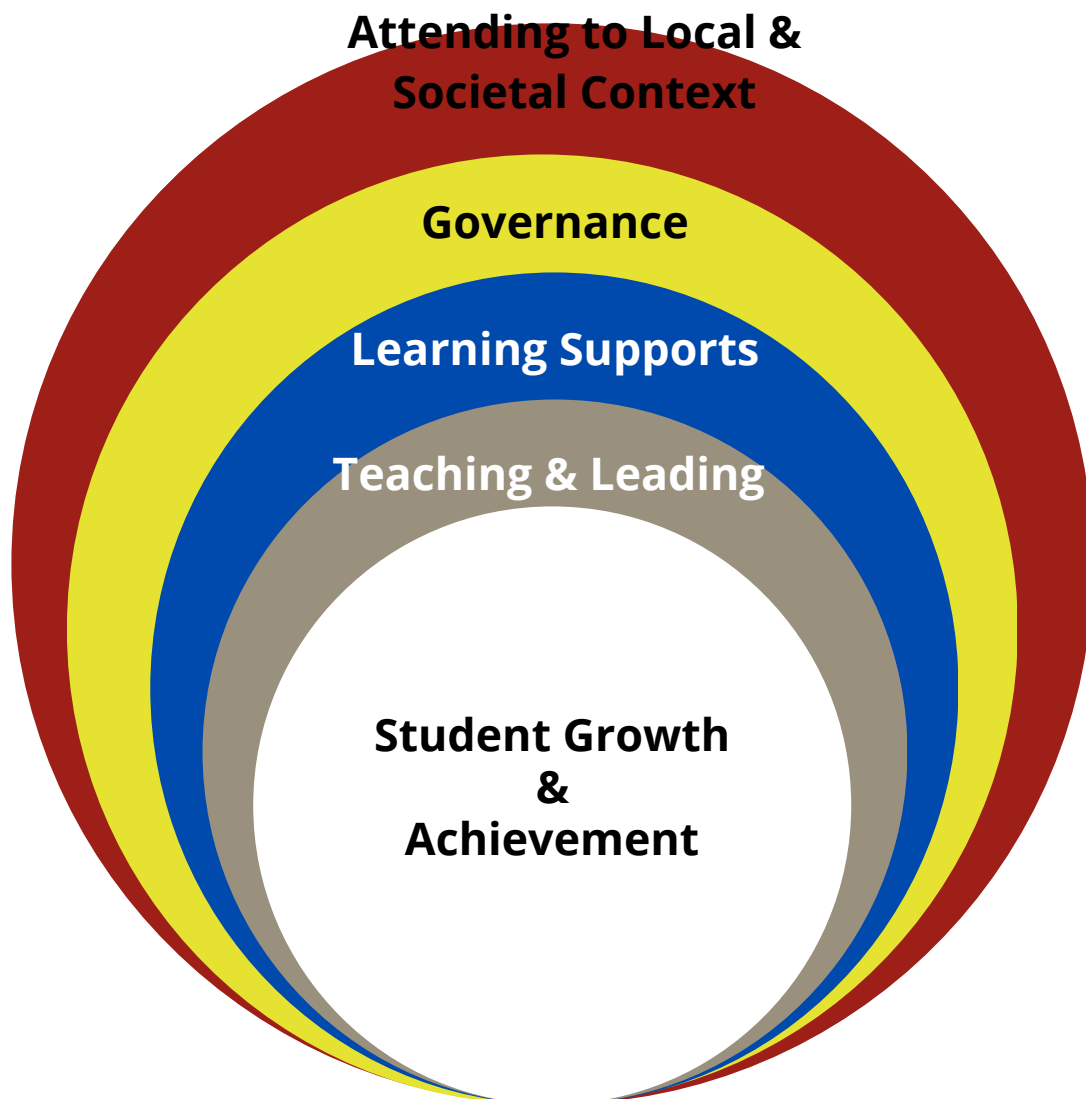
All schools continue to work collaboratively with all central office departments to develop and implement responsive programming to address identified needs within school communities. The data and feedback collected are used to enhance learning opportunities for all students used to enhance learning opportunities for all students.

The process of collecting data and input used in updating the 2024-2027 Education Plan is based on several perspectives and data sources collected throughout the 2024-2025 school year. Input has been gathered from:

- School education plans (staff, parents and school councils)
- Staff and Student Surveys
- Admin Association meetings (principals, vice principals)
- Mandatory Government assessments
- Learning Services team meetings
- Superintendent's leadership team

Assurance Framework Domains

Attending to Local & Societal Context

Governance

Learning Supports

Teaching & Leading

Student Growth & Achievement

Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

Desired States Within the Domain of Student Growth and Achievement

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem-solving, critical thinking, creativity and communicating.
- Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.

Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality).

Desired States Within the Domain of Teaching and Leading

- Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
- Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.
- Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Desired States For Each Domain

Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Desired States Within the Domain of Learning Supports:

- Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
- Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all: Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Desired States Within the Domain of Governance:

- The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
- The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policies is coherent with provincial and division goals.
- The Palliser Board will continue to advocate for the success of all learners. Within the Domain of Attending to Local and Societal Context.
- The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices that enable attending to local and society context are woven throughout each of the other four domains.

Desired States Within the Domain of Local and Societal Context:

- The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Division Goals

Palliser School Division goals are:

GOAL #1:
All Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.

GOAL #2:
All Palliser students will engage with the foundational elements supporting wellbeing to provide them with the tools and confidence to live a healthy life.

These goals align with those established by Alberta Education.

- Our students are successful.
- First Nations, Metis and Inuit students are successful.
- Our system is inclusive.
- We have excellent teachers, schools and school authority leaders.
- Our system is well-governed and managed.

GOAL #1:

All Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.

Outcome:

1). All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

Strategies:
- Continue emphasis on opportunities to share and celebrate literacy learning across subjects.
- Continue student participation in engaging literacy learning experiences that allow for student choice, authenticity, and shared literacy experiences.
- Continue to create opportunities for community partnerships that provide literacy support for students and families.

Outcome:

2). Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy

Strategies:
- Support schools in implementing the Palliser Literacy Framework and comprehensive and research-informed literacy instruction, including reading, oral language, disciplinary literacy, and digital literacy.
- Continue implementation mapping to understand specific literacy priorities for schools, instructional and assessment areas of focus, and support collaboration between teachers and schools.
- Implement professional learning to address identified learning needs within literacy.
- Provide professional learning and resources to support the implementation of the new curriculum.
- Create an online platform for staff to share literacy resources across the division, and establish a process for teachers to contribute to the development of high-quality literacy support materials.
- Continue to evaluate literacy assessments in conjunction with teachers that are used through the Palliser Literacy Assessment Framework.
- Continue to support the Palliser Early Reading Assessment as a diagnostic assessment to support our response to students requiring additional support on provincial mandatory literacy screening.
- Create Reading Pathways to support our collective understanding and response to areas requiring support within Phonological Awareness and Phonics and Word Recognition instruction.
- Support schools in understanding and addressing systemic education barriers for Indigenous students.

Measuring the Impact of Our Work in Optimizing Learning

Local Literacy Performance Measures:

- Early reading measures
  - Test of Work Reading Efficiency (TOWRE), Test of Silent Reading Efficiency and Comprehension (TOSREC), and Test of Silent Word Reading Fluency (TOSWRF)
  - Fluency Measures through Fountas and Pinnell Benchmark (grades 1-5)
- Surveys
  - Explore development of local survey measures
- Student and Teacher Assessment Surveys

Provincial Performance Measures:

- Division-wide mandatory literacy assessment measures (grades 1-3)
- Provincial Achievement Test results
- Diploma Examination results
- Alberta Education Assurance Measure Surveys - Student Engagement (Student Learning Engagement - percentage of Grades 4-6 students who report liking learning language arts, and percentage of Grades 7-9 students who report understanding how the language arts they are learning at school is useful to them)
- English Language Learner Language Proficiency Benchmarks
- Overall percentage of students (as well as Indigenous and EAL students) who achieve acceptable standard and standard of excellence on PAT and diploma exams

Improving our Practice

Professional Learning:

- Optimize professional learning related to reading, oral language, disciplinary literacy, and digital literacy.
- Support leaders with professional learning related to leading literacy initiatives.
- Continue to support professional learning focused on assessment of foundational literacy skills and effective interventions for students in need of support.
- Expand opportunities for community through University and school division partnerships to that provide practical professional learning opportunities for staff.

Outcome:

3). All teachers are teachers of numeracy

Strategies:
- Continue to expand collaborative opportunities for non-math teachers to explore the curriculum to embed opportunities to address numeracy.
- Continue emphasis on opportunities to share and celebrate numeracy learning across subjects.
- Continue expansion of off campus opportunities emphasizing numeracy outcomes.

Outcome:

4). Optimized instructional practices in maths

Strategies:
- Continue divisional support to implement Thinking Classrooms across grade levels through ongoing professional learning. The intent is to provide professional learning to 30 Palliser School Division teachers.
- Continue to support professional learning that emphasizes foundational areas of numeracy: number sense and fluency, mathematical reasoning, visual mathematics and problem solving
- Support school leaders with professional learning related to leading a culture of numeracy learning.
- Engage school leaders in what to look for in math classrooms.
- Continue implementation mapping to understand numeracy needs, instructional and assessment areas of focus, and support collaboration between teachers and schools.
- Create annual staff professional learning plan for teachers, teacher leaders, and educational assistants to ensure staff are aware of professional learning opportunities throughout the year.
- Provide professional learning specific to new teachers and administrators joining the division.
- Continue to develop and support an inventory of key numeracy resources to support essential numeracy components: number sense and fluency, mathematical reasoning, visual mathematics, problem solving, and rich tasks.
- Continue to provide opportunity for teachers from across grade levels to collaborate to develop and share high quality numeracy and math resources aligned to curriculum and learning progressions for key mathematical concepts.
- Create a continuum of effective numeracy assessment practice though a Palliser Numeracy Framework.
- Continue support for mandatory assessments in grades 1 through 3.
- Continue to support teachers in implementing and using 'Building Fact Fluency'

Outcome:

5). Continue to create <u>programming and structures</u> that build student confidence and prepare them to transition to high school and post secondary

Strategies:
- Operationalize our career education framework with emphasis on Grades 7-12.
- Continue to work with teachers to meaningfully integrating CTF/CTS curriculum into core subjects to increase connections between learning and potential careers.
- Continue to offer a variety of off campus learning opportunities for students.

Measuring the Impact of Our Work in Optimizing Learning

Local Numeracy Performance Measures:
- Elk Island Catholic Math Assessment
  - Percentage of students meeting foundational areas of numeracy outcomes.
- Pilot local Digital Math assessment for grades 9 - 12
- Survey of teachers/students participating in Building Thinking Classrooms

- Approved Assessments (Kindergarten to Grade 3)
  - Responses of students indicating engagement in real-world, hands-on learning experiences.
  - Responses of students who state that their voice counts in their school.
  - Responses of students who indicate their schoolwork is meaningful.
  - Responses of students who indicate they understand how to best learn.

Provincial Performance Measures:
- Mandatory assessment (% of students meeting foundational numeracy outcomes)
- Provincial Achievement Test results
- Diploma Examination results
- Average number of career education credits taken by student
- Alberta Education Assurance Measure Surveys (response to like/do not like math at 4-6 and interested in Math 7-12)
- Overall percentage of students (as well as Indigenous and EAL students) who achieve acceptable standard and standard of excellence on PAT and diploma exams
- Alberta Education Survey measure of Education Quality
- Alberta Education Survey Measures of Students Citizenship and Learning Engagement

Improving our Practice

Professional Learning:
- Continue to facilitate professional learning related to number sense and fluency, mathematical reasoning, visual mathematics, problem solving, and rich tasks.
- Support leaders with professional learning related to leading numeracy initiatives.
- Support professional learning that supports assessment of foundational numeracy skills and effective interventions for students in need of support.
- Support professional learning in the area of equity and diversity
- Provide professional learning opportunities to continue to improve practice in math classrooms. In particular, teachers are participating in Building Thinking Classrooms.

GOAL #2:

All Palliser students will engage with the foundational elements supporting wellbeing to provide them with the tools and confidence to live a healthy life.
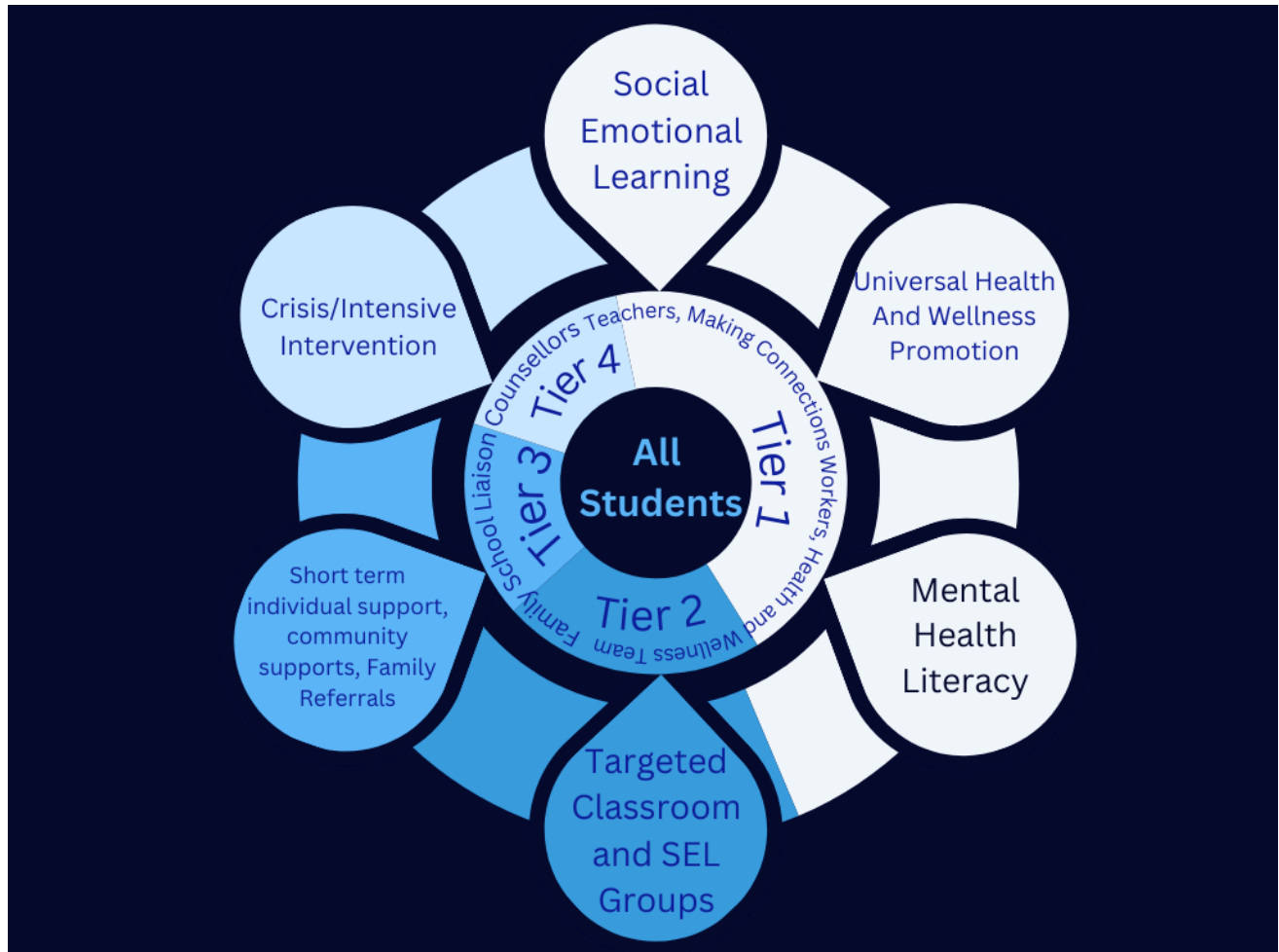
A clearly outlined continuum of support is communicated and understood by stakeholders. The foundational, universal level is emphasized as key to a healthy school and healthy students.

Outcome:

1). Students will identify their emotions and react appropriately, helping them to self-advocate and make good decisions.

Universal Strategies

- Strategies toward a culture of inclusion and belonging are regularly shared with wellness leads as a primary focus for all schools.
- Supported by a new IPP template, Individual Program Plans (IPPs) will emphasize a holistic, strength based approach for support.
- The revisioning of a culture of inclusion will reshift emphasis to two system frameworks related to student planning. Staff will be supported through professional development in Individual Program Planning and Universal Design for Learning.
- Develop structures that promote positive relationships and supports between adults and students such as relationship mapping.
- Continued emphasis on mental health promotion and prevention through an implementation plan of social emotional (SEL) resources. This includes improved access and training of resources in which classroom teachers will utilize the resources on a weekly basis as part of a whole school approach.
- Continue emphasis on mental health promotion and prevention by embedding a specific staff wellness strategy and Social Emotional learning component into the Wellness Action Plan. This plan is completed by each school.
- Continue to create physical and natural spaces where students and staff can engage in various, meaningful wellness activities.
- Ensure staff wellness-specific strategies are embedded into school based action plans.
- Engage our Wellness Teams by hosting two wellness symposiums.
- Schools will create timetables and schedules that are student centered.
- Update the Palliser Wellness Framework embedding Indigenous ways of being, belonging, doing, and knowing.
- Collect and analyze evidence to inform decisions related to school wellness .

Targeted Support Strategies

- Ensure the mental health support programs continue for the 2025-2026 school year. Partnerships include Impact Parenting, Woods Homes and Dr. Kendra Massie.
- Targeted program delivery provided by the Making Connections Workers through small group work
- FSLC and Making Connections workers will continue provide staff professional development to support evidence based SEL resources in schools
- Continue exploration of structural modifications to school schedules to provide staff and students with additional "unstructured time" free from direct instruction.

Specialized Support Strategies

- Continue implementation of Outreach Programming
- Implement a CASA classroom as a tier three, specialized support.
- Ensure threat assessment training is complete for all school leads
- Review and strengthen systems related to specialized supports such as threat assessment protocols

Measuring the Impact of Our Work in Optimizing Wellbeing

Local Performance Measures:

- Locally or Regionally developed Wellness Survey
- Family Liaison Counsellor and Making Connection Worker data for trends related to Mental Health. Survey data from Health Champions to measure increased level of engagement and support.
- Student access and utilization of transitions course experiential learning opportunities, MyBluePrint and Off Campus programming.

Provincial Performance Measures:

- Alberta Education Survey measures of Welcoming, Caring, Respectful and Safe Learning Environment and Access to Supports and Services. "The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe."
- Specific AERR questions related to Welcoming, Caring and Safe Learning Environments. Analysis of differential between students and other stakeholders in the following: (At school students care about each other. At school students respect each other).

Improving our Practice

Professional Learning:

- Support school leaders with professional learning related to Mental Health resources.
- Assess impact and adjust staff professional learning plan to ensure more staff are trained in mental health first aid and mental health literacy.
- Provide professional learning support for Learning Commons Facilitators to support safe and inclusive spaces.
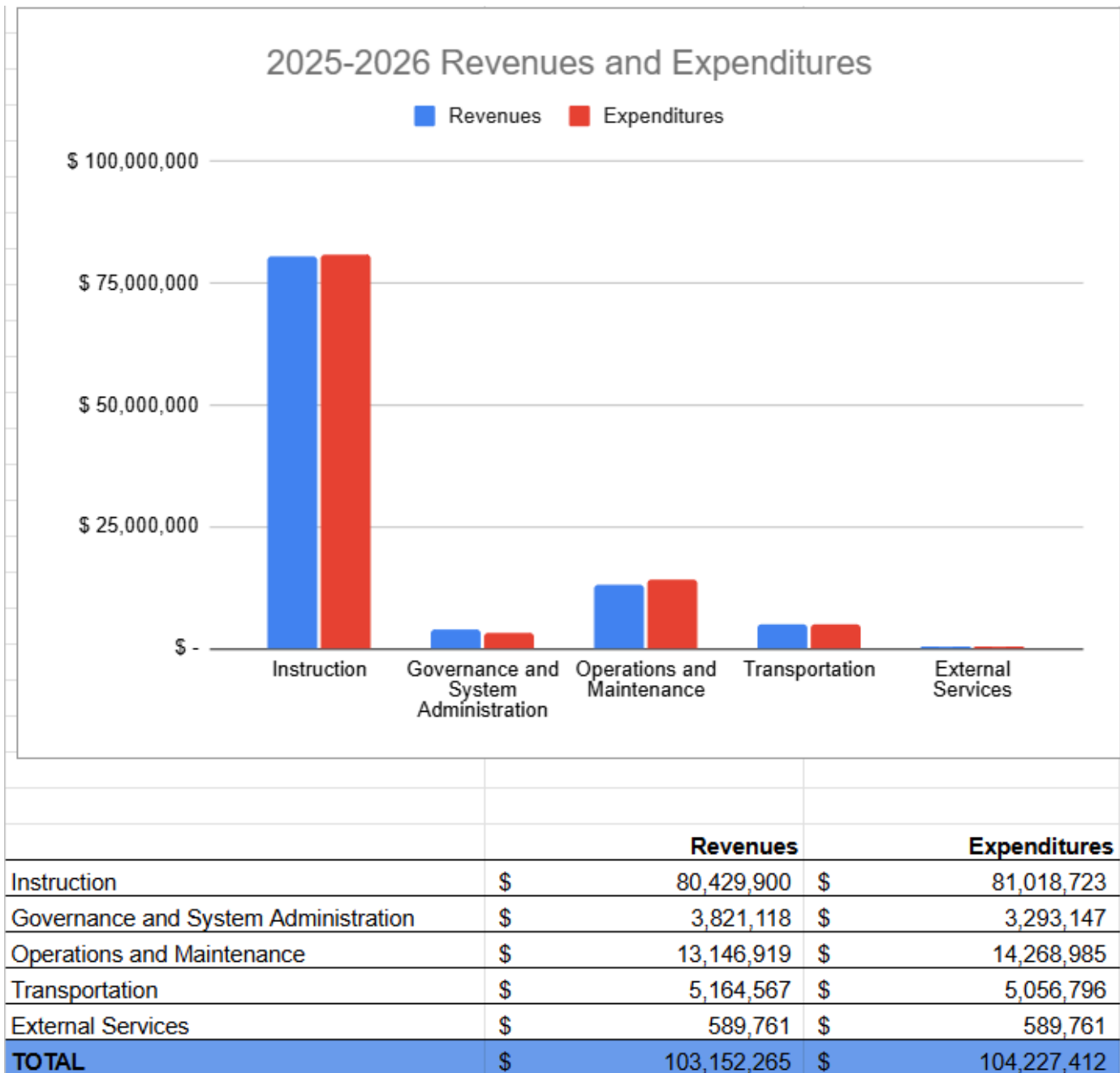
2025-2026 Budget

Palliser School Division is committed to providing the best education it can afford students. Staffing accounts for 77.42% of the total budget.

Budget Principles May 27, 2025

Palliser School Division's annual budget is driven by the goals and strategies of its Three Year Plan while addressing the operational needs of the jurisdiction. Recognizing that the Superintendent will demonstrate fiscal responsibility by continuing to pursue efficient and effective services, the Board of Trustees has identified the following key priorities to guide the 2025-2026 budget:

- supporting the wellbeing of students
- foundational skill development in literacy and numeracy

2025-2026 Revenues and Expenditures

	Revenues	Expenditures
Instruction	$ 80,429,900	$ 81,018,723
Governance and System Administration	$ 3,821,118	$ 3,293,147
Operations and Maintenance	$ 13,146,919	$ 14,268,985
Transportation	$ 5,164,567	$ 5,056,796
External Services	$ 589,761	$ 589,761
TOTAL	$ 103,152,265	$ 104,227,412

Learn More About Palliser School Division

Palliser School Division fosters parental and community involvement in all schools. Consultation with parents/guardians through school councils is ingrained in Palliser Administrative Procedures, including Administrative Procedure 102 Three Year School Education Plan which states school plans and results must be prepared by the principal in collaboration with staff, school council, and , where appropriate, students.

Palliser Trustees are committed to working with school councils and regularly attend school council meetings across the division. The Council of School Councils provides a collaborative opportunity for School Council representatives, school administrators and Trustees to receive professional development on issues and topics of common interest to parents and discuss educational issues and trends.

Palliser continues to use its website, social media and engagement platform to communicate with its communities. The public can connect with Palliser on Instagram (palliserschools) and Facebook (https:// www.facebook.com/PalliserRegionalSchools).

Palliser School Division's website allows the public to comment on news stories as another way to connect and offer feedback.

Palliser School Division is committed to engaging families and community partners in the workings of both the Division and our schools. We provide numerous participation options, both in-person and online, to ensure every voice has the opportunity to be heard. The Division regularly seeks feedback and input on our engagement site: https://engage.pallisersd.ab.ca/. We keep our stakeholders well-informed with regular updates on our website, where we share Board of Trustees agendas, meeting minutes, and highlights. Additionally, our homepage features a vibrant "News" section at www.pallisersd.ab.ca, which is frequently updated with stories and photos showcasing the latest events and achievements within our schools and the division.

The Board of Trustees holds regular meetings monthly, except for July and August. These meetings are open to the public. Meetings are held at the Palliser Education Centre located in Lethbridge at #101, 3305 - 18 Avenue North. The office is open from 8:00 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 1-877-667-1234.

References

- Alberta Education: <u>Funding Model for School Authorities 2025/2026 School Year</u>
- <u>CASS Learning Guide | Assurance Framework from Theory to Action</u>

Relevant Documents

The following documents are connected to and informed by the Education Plan:

2025-2026 Palliser School Division Budget

The Board of Trustees of the Palliser School Division approved the 2025-2026 School Year Budget on May 27, 2025. The Budget can be found at: <u>https://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting</u>

2025-2028 Capital Plan

The list of priorities captured within the Three-Year Capital Plan, which was approved by the Board of Trustees on March 11, 2025, can be found at: <u>https://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting</u>