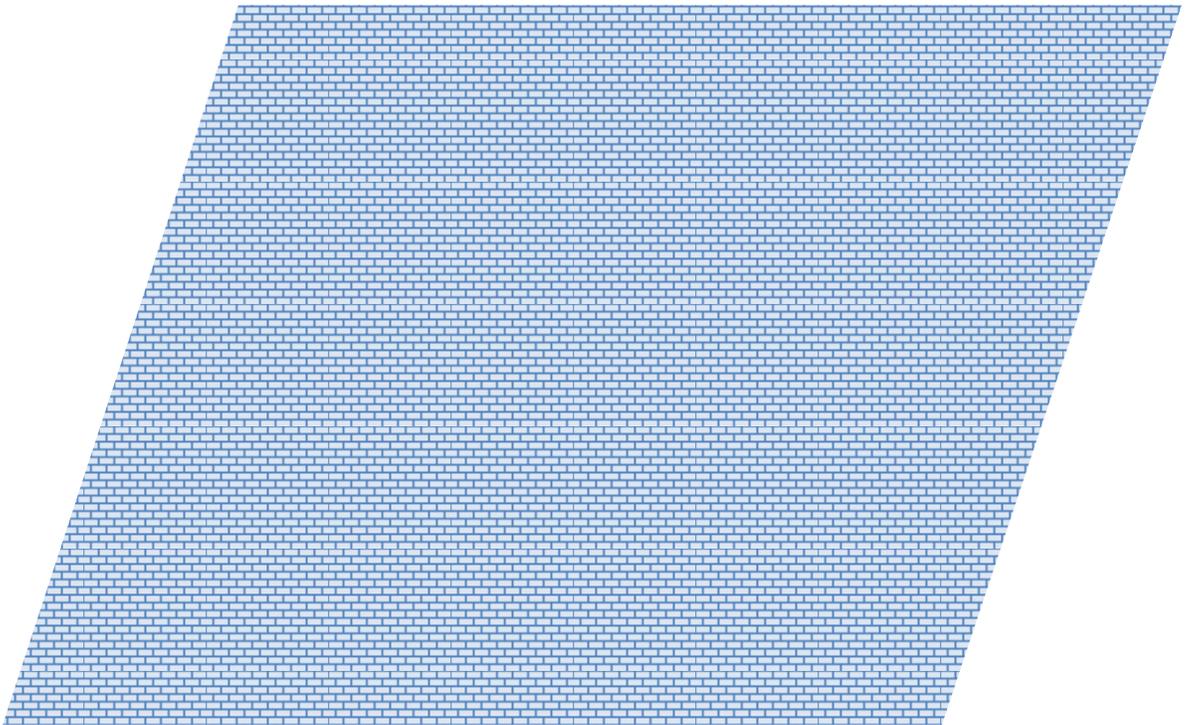


PCAA

PRAIRIE CENTRAL ADVENTIST ACADEMY

Strategic Plan

2017 - 2022



12-2015

56 Grey St
Winnipeg, MB.
R2L 1V5

Table of Contents

DOCUMENT CONTROL.....	3
DISTRIBUTION LIST.....	4
MESSAGE FROM THE BOARD CHAIR.....	5
DEFINITIONS.....	6
INTRODUCTION.....	8
MISSION STATEMENT	8
VISION STATEMENT	8
VALUES.....	9
OUR STAKEHOLDERS AND THEIR EXPECTATIONS.....	10
SWOT ANALYSIS.....	11
RISK ANALYSIS.....	13
STRATEGY DEVELOPMENT	14
STRATEGIC OBJECTIVES.....	16
ACTION PLAN	19
1.0 New Facility.....	19
2.0 Twelve-Grade Academy.....	20
3.0 Financial Stewardship	21
4.0 Fundraising Strategy	22
5.0 Comprehensive Curriculum	23
6.0 Special Needs Education.....	24
7.0 Supportive Educational Resources	25
8.0 Marketing.....	26
9.0 School Culture Development	27

PRAIRIE CENTRAL ADVENTIST ACADEMY

10.0 Parent & Community Engagement29

11.0 Cultural Orientation / Adaptation Strategy32

12.0 Professional Development Strategy33

13.0 Governance34

14.0 Succession Planning35

DOCUMENT CONTROL

Document name:	Strategic Plan	Authority:	The School Board
Prepared by:	The School Board with input from teachers, students and parents.		
Approved by:	The Constituency	Date:	November 22, 2015
Updates:	December 10, 2015 – Updated Strategy #9 – School Culture Development – 9.3, 9.4 and 9.5 p. 26 – 27		
April 19, 2016 -	Updated values p. 9 and Stakeholders and their expectations p. 10		

DISTRIBUTION LIST

PCAA is a private school. Hence its strategic plan is a controlled document and its distribution is limited to persons supportive of the school and those with keen interest in the continued development and success of the school. The following is the distribution list of this strategic plan:

1. PCAA Board Members
2. Pastors of Seventh-day Adventist Churches in Winnipeg
3. PCAA Principal and Staff
4. Education Director, Manitoba-Saskatchewan Conference of Seventh day Adventists
5. PCAA Donor Relations Manager
6. CEO, Park Manor Personal Care Home
7. CEO, West Park Manor Personal Care Home
8. Ministry of Education Funding Office of the Manitoba Government
9. PCAA Accountant
10. PCAA Constituency Meeting Delegates

Further, the Strategic Plan is made available upon request to persons planning to provide significant financial support to the school.

MESSAGE FROM THE BOARD CHAIR

Allow me to say thank you to the School Board for recognizing the importance of strategic planning and taking the time to develop this strategic plan. I am very pleased with the process that was used to develop this strategic plan as it involved all the key stakeholders, namely teachers, students, parents and the School Board.

As Chair, what appeals to me is my strong belief and passion that as a School Board we can continually help fulfill the school mission and continually help achieve the school vision through strategic governance of the school. This means as a Board our primary role is to help the school capitalize on its strengths to overcome weaknesses, pursue opportunities and guard against threats. Further, this means as a Board we need to be aware of existing risks facing the school at all times and continually find ways to mitigate them. Yes, there is work for every Board member - thinking through strategy, working on strategic objectives, finding ways to mitigate risks and being positive ambassadors for the school.

The school cannot operate effectively without a strong constituency, and hence, a strong financial base. Every Board member and every Church member has a role to play in financially supporting the school. Allow me to remind everyone that you need not have a child in the school to financially support the school. Yes, primarily you can contribute to the worthy student fund. But there are other opportunities needing your financial support.

In addition to Worthy Student Fund you can choose to direct your donations to [1] Building and grounds maintenance, [2] Bus maintenance, [3] Library resources, [4] Technology, [5] Sports and [6] School trips. As my work theme as Chair goes “engagement and accountability” our role as a Board is to ensure that we keep you engaged and we will ensure that every dollar donated is properly accounted for. Our goal is to make sure that the school can achieve the means it needs and the means are used effectively, that is, on the right business “preparing young people spiritually, academically, physically and socially for higher education, Christian service, employment and eternity.”

Finally, I like to ask everyone who has interest in PCAA “Where is your passion for the school?” Let us know and we will make sure you are being heard and being involved. Thank you.

Yours truly,

Dr. Chrispin Ntungo

PCAA School Board Chair

DEFINITIONS

Action plan/program	A sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed. An action plan has three major elements (1) Specific tasks: what will be done and by whom. (2) Time horizon: when will it be done? (3) Resource allocation: what specific funds are available for specific activities?
Key performance indicator	Key business statistics which measure an organization's performance in critical areas. KPIs show the progress (or lack of it) toward realizing the firm's objectives or strategic plans by monitoring activities which (if not properly performed) would likely cause severe losses or outright failure.
Mission statement	A written declaration of an organization's core purpose and focus that normally remains unchanged over time. Typically, a mission statement answers these three questions: What do you do, how do you do it, and why do you do it?
Risk	A probability or threat of damage, injury, liability, loss, or any other negative occurrence that is caused by external or internal vulnerabilities, and that may be avoided through preemptive action.
Risk analysis	Identification of possible negative external and internal conditions, events, or situations
Strategic objective	A broadly defined objective that an organization must achieve to make its strategy succeed.
Strategic planning	A systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them.
Strategy	A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.
Strategy alignment	The process of bringing the actions of an organization's business divisions and staff members into line with the organization's planned objectives. The ability of most businesses to achieve their strategic goals will benefit from

Prairie Central Adventist Academy

performing a comprehensive strategic alignment to help assure that its divisions and employees are jointly working toward the company's stated goals.

Values

Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.

Vision statement

An aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action.

Source:

<http://www.businessdictionary.com/>

INTRODUCTION

Adventist Christian education arrived in Manitoba in 1906. The first official school in Winnipeg was started in 1924 in the Old English Congregation Church at 290 Bannerman Avenue. The old church was converted into a two-room school with a gymnasium downstairs and the vacant lot next door as a playground.

In September of 1961, the school relocated to 56 Grey Street. During the 1973-74 school year, the school name was changed from The Winnipeg Seventh Day Adventist Junior Academy to Prairie Central Adventist Academy.

In 1984, a building committee was formed to plan for a new expansion. The new plans expanded the school from a three-room school to six classrooms, a library and kitchen. With the generous donations of Misses Mary and Georgia Neithercut and the support of the local Adventist community, the project was successfully completed in 1985.

In 2011, a modular classroom was erected on the grounds to meet the growing demand for Seventh Day Adventist Education. The school has existed in this format until this time.

Today, Prairie Central Adventist Academy is one of over 5400 educational institutions owned and operated by the Seventh Day Adventist Church worldwide.

MISSION STATEMENT

A Seventh-day Adventist school committed to excellence in preparing young people spiritually, academically, physically and socially for higher education, Christian service, employment and eternity.

VISION STATEMENT

A Christian academy known for its pursuit of excellence, nurturing environment and developing leaders who bring positive change to the world.

VALUES

Christ-Centred	Recalling the words of Christ saying “Without me ye can do nothing,” and asking for his leading in everything we do.
Respect	Valuing each other’s points of views. Accepting people as they are. Not dumping on someone because you’re having a bad day. Being polite and kind always. Not belittling people because they’re different from you. Not gossiping or spreading lies about people.
Engagement	Two way commitment and communication between the school and its members. Having a clear understanding of how the school is fulfilling its purpose and objectives, how it is changing to fulfill those better, and being given a voice in its journey to offer ideas and express views that are taken account of as decisions are made. Everyone being included fully as a member of the team, focused on clear goals, trusted and empowered, receiving regular and constructive feedback, supported in developing new skills, thanked and recognized for achievement. This approach increases the chances of school success, contributing to school and individual performance, productivity and well-being.
Commitment	Believing in the school and willing to give time and energy to it.
Responsibility	Accepting the duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill.
Persistence	Firmly continuing a course of action in spite of difficulty or opposition
Excellence	Being outstanding or extremely good. Surpassing ordinary standards.

References:

1. urbandictionary.com
2. <http://engageforsuccess.org/>
3. <http://www.businessdictionary.com/>

OUR STAKEHOLDERS AND THEIR EXPECTATIONS

Our students'/family's expectations:

- Peace of mind for parents when they go home knowing that their child is safe
- Excellence in education
- Ability to respond to individual student needs
- A safe and happy place for students to spend the day

Our staff expectations:

- Respected, appreciated and treated fairly
- Job security
- Safe work environment
- Personal and professional growth
- Provided timely feedback
- Teaching resources adequately available
- Appropriately remunerated

Our own expectations:

- Deliver education responsibly
- Good corporate citizen
- Pay vendors promptly
- Provide spiritual support

Our church constituency expectations:

- Access to the school for their children's education
- Access to the school facility for functions
- Adventist faith values upheld
- Presence in the community

Our government expectations:

- Accountability for funding
- Compliance with education standards
- Compliance with legislation and regulations
- Meet contractual agreements

SWOT ANALYSIS

Strengths (S)	Weaknesses (W)
<ol style="list-style-type: none"> 1. Christ-centered education 2. Student enrolment continually growing 3. Only Adventist school in Manitoba 4. Affordable private school 5. Staff are Seventh-day Adventists 6. Open to non-Adventists in the community 7. Very friendly environment 8. Existing for 90+ years 9. Committed caring people 10. Bible principles taught as a way of life, not just a class 11. Large constituency of churches 12. Government support 13. Provincial curriculum 14. Selective admission 15. School chaplain 16. Own property 17. Pastoral support 18. Part of Manitoba Federation of Independent Schools 19. Part of the worldwide community of Adventist education system 20. Teachers certified by both the church and the provincial government 21. Subject to school inspector while public schools are not 22. Central location close to downtown and on two bus routes 23. Support from parents, churches, NAD and Man-Sask Conference 	<ol style="list-style-type: none"> 1. Limited constituent buy-in 2. Inadequate physical plant for current use and expansion (field, classrooms, gym, library, etc.) 3. Lack of access to computer technology 4. Getting technology to work 5. Inaccessibility by some due to distance/finances 6. Limited to core courses/electives are limited (consequence of current size) 7. Inconsistent financial support formula from the constituent churches 8. Limited number of potential candidates who are certified by both the church and the province in specialized areas 9. Attracting teachers to work in Winnipeg 10. Staff compensation increments not at the same pace as public schools 11. Not a full academy 12. Nongrowing/fully developed and older neighborhood 13. Special needs students being in one class

Opportunities (O)	Threats (T)
<ol style="list-style-type: none"> 1. Expansion to Grades 11 and 12 2. Increase enrolment and/or expand the school 3. Recruitment and retention of quality educators 4. Collaboration with nursing homes, Adventist Community Services (ACS) and churches – providing opportunity for service and employment 5. Strengthening community engagement 6. Using technology – for education and creating awareness of the school 7. Developing strong Adventist values and connections in our students to engage and keep them in our local churches 8. Working collaboratively with government to meet education standards 9. Sharing knowledge and/or leadership among conference Adventist schools 10. Further develop home & school in support of school life and church families 11. Reaching non-Adventist immigrant people 12. Collaborating with other schools outside Canada and bringing in international students 13. Building an alumni donor base 	<ol style="list-style-type: none"> 1. Compromise of core values (Adventist tradition versus doctrinal pillars) 2. Failure to market to both internal and external communities 3. High dependence on government funding and the possibility of having to compromise our faith based values 4. Ratio of SDA to non-SDA and impact on quality behavior 5. SDA parents who choose not to send their school aged children to this school 6. Ability to raise funds for operational and capital funding needs

RISK ANALYSIS

Context Risks				Resource Risks			
External Environment	Compliance	Organizational Culture	Business Process	Human Resources	Financial Resources	Information Resources	Physical Assets
A	B	C	D	E	F	G	H
1 Low student enrolment	Government policy that goes against our values	Compromising Adventist values	Absence of succession planning for key positions re: accountant, Principal, Board chair	Over extended principal (teaching, administration, marketing, etc.) and staff overloaded.	Dependence on government funding for running the school	Not having a widely resourced library	Aged heating/ventilation system
2 Student ethnic make-up not reflective of the cultural mosaic of the city.	Timely reporting to external authorities	Volunteer board not having quorum at meetings	Ineffective marketing/promotions process	Ratio of special needs students to teacher too high	Diminishing financial support from the constituency churches	Fast changing technology poses the risk of obsolescence	Limited space to accommodate an influx of students
3 Neighborhood safety concerns	Varied student performance grading system	Students violating anti-bullying or respectful school environment policy	Aging phone equipment	Engaging capable and available board members / Church constituent members/Engagement of the community	Inadequate capital to deal with major repairs e.g. the roof, windows, etc.	Uncontrolled documents	Loss of bus service and costly bus maintenance
4 Safety - Bracketed by busy streets and a railway line.	Inability to keep up with trends in innovations e.g. grading/assessment practices.	Legal issues coming out of potential accidents with financial implications	Potential for non-monitored student pick-up and drop off policy	Engaging capable and available parents in Home and School			Parking lot – poor drainage, damaged surface; potential for accidents
5 Potential negative publicity		Addressing divisive issues – perceived lack of transparency.					

STRATEGY DEVELOPMENT

The purpose of our strategy development is to identify business areas and activities we need to focus on. Our approach is twofold: (1) We intend to use the school’s strengths to overcome weaknesses and mitigate apparent risks. (2) We also intend to use the school’s strengths to pursue opportunities and address possible threats.

Once we have identified strategies and developed strategic objectives, then we believe the day-to-day business of the school should involve implementing strategy. This means working on achieving objectives. We believe we will make progress and achieve positive results when we turn strategy and objectives into daily work.

	STRATEGY	PURPOSE FOR THE STRATEGY
1	New Facility	The new facility will allow for school expansion to accommodate the continually growing number of students and to include grades 11 and 12.
2	Twelve Grade Academy	The twelve grade academy strategy allows for implementation of grades 11 and 12 even before the new facility is built.
3	Financial stewardship	By financial strategy is meant the ongoing receipt and application of, and accounting for, financial resources.
4	Fundraising	Our fundraising activities will focus on raising money to meet needs of the school outside and above that covered by government funding annually.
5	Comprehensive Curriculum	Comprehensive curriculum addresses how the Adventist biblical values may be integrated with the government of Manitoba education curriculum as well as how excellence in instruction may be achieved.
6	Special Needs Education	Special needs education refers to capability of the school to enroll and deliver education to physically, mentally and socially challenged children.
7	Supportive Educational Resources	Supportive educational resources strategy will allow for improving available resources including library, internet and technology.
8	Marketing	Marketing will involve developing school communication and promotion materials for use in

Prairie Central Adventist Academy

		creating awareness about the school and generating goodwill in the community.
9	School Cultural Development	School cultural development refers to improvement of the school culture to reflect more of a safe, spiritually charged and peaceful learning environment with apparent focus on preparing kids for Christian service and eternity.
10	Parent/Community Engagement	Parent/community engagement means having parents and the community engaged with the school and involved in the school’s activities.
11	Cultural Orientation/Adaptation	Cultural orientation and adaptation addresses the need for giving new immigrant parents information about parent –child, teacher-child, parent- teacher and parent –government relations and expectations.
12	Professional Development	By professional development we mean creating a learning community dedicated to providing opportunities for continued learning for all stakeholders including staff, board members, parents, etc.
13	Governance	Governance implies supporting the Board and helping members to be more professional, effective and impactful in decision-making.
14	Succession Planning	Succession planning provides opportunity to consider processes for replacing such talent as the school administrator and the school board chair.

STRATEGIC OBJECTIVES

	Strategy	Objectives
1	New Facility	1.1 To prepare a needs analysis 1.2 Identify location 1.3 Identify appropriate partners 1.4 Develop architectural programming for the new facility 1.5 Develop architectural design for the new facility 1.6 To develop a business plan
2	Twelve Grade Academy	2.1 Expand the school to include grades 11 and 12 2.2 Research to meet NAD requirements for expansion to grade 11 and 12
3	Financial Stewardship	3.1 To operate within a balanced budget. 3.2 To identify how much money we need from fundraising. 3.3 To provide monthly financial reports to the Board – highlighting receivables, payables and the balance sheet. 3.4 Promote worthy student fund in the churches and other affiliated institutions
4	Fundraising	4.1 To augment the school yearly financial goal by 6 percent 4.2 To prepare a fundraising plan 4.3 To secure fundraising cabinet and donors 4.4 Identify a fundraising coordinator
5	Comprehensive Curriculum	5.1 Identify areas of curriculum – physical education, music, arts; spiritual curriculum; core educational curriculum; social development, humanity and service 5.2 Develop a plan for each area in consideration of our mission and vision 5.3 Integrate Adventist faith based values and curriculum with the government curriculum

6	Special Needs Education	<p>6.1 To identify the special needs and the population with special needs</p> <p>6.2 To develop special needs assessment tools</p> <p>6.3 To identify professional, community members and teachers who will provide support</p> <p>6.4 To create a positive environment which embraces diverse learners</p> <p>6.5 To identify professional development opportunities for teachers</p>
7	Supportive Educational Resources	<p>7.1 Technology – to research the options for providing students access to the virtual library and teach them how to use those online resources</p> <p>7.2 Library – developing inventory of current library</p> <p>7.3 Reviewing the current inventory of resources for suitability and relevance.</p> <p>7.4 Developing a library of in house and external resources for teachers</p>
8	Marketing	<p>8.1 Identify school stakeholders</p> <p>8.2 Prepare a good school promotional brochure</p> <p>8.3 Prepare a school year book annually</p>
9	School Cultural Development	<p>9.1 To develop a spiritual environment that will be pervasive in the culture of the school</p> <p>9.2 Develop policies to govern specific areas e.g. bullying, respectful school environment, student interaction, health and safety, respect for school property</p> <p>9.3 Reemphasizing school values by engaging students in small groups and having them speak on specific school cultural aspects, which will help in character development</p> <p>9.4 Develop mentorship program for discipling and support of students through real world, practical projects and activities of interest to them or initiated by them (buddy</p>

		<p>benching, service, outreach, media, etc)</p> <p>9.5 Develop entire school activities in the areas of service, outreach, media</p>
10	Parent/Community Engagement	<p>10.1 To involve families and the school in active partnership that will involve students</p> <p>10.2 Develop a more active home and school committee</p> <p>10.3 Find different mode of operation to make the committee operate effectively</p>
11	Cultural Orientation/Adaptation	<p>11.1 To help immigrant students to succeed in a Canadian educational and social context</p> <p>11.2 Help the student process transition and adjust into functional school schedule</p> <p>11.3 Educate immigrant student/parents on legal areas of impact e.g. punishment, social functionality, being assertive in stressful situations</p>
12	Professional Development	<p>12.1 Identify professional and development needs</p> <p>12.2 Identifying and providing resources for professional development</p>
13	Governance	<p>13.1 To develop board effectiveness evaluation tool</p> <p>13.2 To develop a succession plan for board members</p> <p>13.3 Prepare a board member orientation package</p> <p>13.4 Review bylaws of the school annually</p>
14	Succession Planning	<p>13.1 Identify potential candidates among current teachers who aspire higher responsibility</p> <p>13.2 Create a personal development plan for individuals aspiring to be administrators</p> <p>13.3 Identify potential candidates for administration through a network of conference educational directors across Canada</p>

ACTION PLAN

1.0 New Facility

Objectives	Ownership	Actions	KPI	Timeline	Status
1.1 To prepare a needs analysis		Conduct research on need for new facility	Needs analysis report ready		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
1.2 Identify appropriate and suitable location		Search for location	Location secured		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
1.3 Identify appropriate partners in developing the new facility		Identify major players and approach them for expression of willingness to support development of the new facility	Letters of support received		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
1.4 Develop architectural programming for the new facility		Identify architect Hold a programming meeting with the architect	Architectural programming report prepared Class D costing provided		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
1.5 Develop architectural design for the new facility		Commission an architect to develop the design of the new facility	Architectural drawing for new facility developed Class C costing provided		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
1.6 To develop a business plan for the new facility		Prepare business plan for new facility ready	Business plan prepared		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

2.0 Twelve-Grade Academy

Objectives	Ownership	Actions	KPI	Timeline	Status
2.1 Expand the school to include grades 11 and 12		Secure space for Grade 11 &12 Hire teachers for Grade 11 & 12 Enroll students in Grade 11 & 12	Grade 11 and 12 exists		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
2.2 Research to meet NAD requirements for expansion to grades 11 and 12		Assign a person to conduct the research Approve the research findings	Research Report on NAD Requirements provided		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

3.0 Financial Stewardship

Objectives	Ownership	Actions	KPI	Timeline	Status
3.1 To operate within a balanced budget.		Develop a budget balancing revenues and expenses	Operated within a balanced budget		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
3.2 To identify how much money we need from fundraising.		Set a fundraising goal for the year	Fundraising goal was set		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
3.3 To provide monthly financial reports to the Board – highlighting actuals versus budget in receivables and payables, and the balance sheet.		Present an up to date monthly financial report to the board	A financial report was presented to the board every month		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
3.4 To promote worthy student fund in the churches and other affiliated institutions.		Develop a worthy student fund value statement Present the need for worthy student fund to the churches and other institutions	Worthy student fund was promoted in the churches		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

4.0 Fundraising Strategy

Objectives	Ownership	Actions	KPI	Timeline	Status
4.1 To augment the school yearly financial goal by 6 percent		<ul style="list-style-type: none"> Calculate the goal amount Implement the fundraising plan 	<ul style="list-style-type: none"> Fundraising goal achieved 		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
4.2 Identify a fundraising coordinator		<ul style="list-style-type: none"> Advertise/headhunt for a fundraising coordinator 	<ul style="list-style-type: none"> Fundraising coordinator available 		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
4.3 To constitute the fundraising cabinet and identify donors		<ul style="list-style-type: none"> Identify, approach and win potential cabinet members Identify, approach and win potential donors 	<ul style="list-style-type: none"> List of consented cabinet members exists List of potential donors exists 		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
4.4 To prepare a fundraising plan		<ul style="list-style-type: none"> Prepare a needs analysis Design campaign materials and receipts Constitute a fundraising cabinet Identify donors Prepare the plan 	<ul style="list-style-type: none"> Updated annual fundraising plan exists 		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

5.0 Comprehensive Curriculum

Objectives	Ownership	Actions	KPI	Timeline	Status
5.1 To identify areas of curriculum – physical education, music, arts; spiritual curriculum; core educational curriculum; social development, humanity and service		Develop a summary/outline for: 5.1.1 Physical education, music, and arts curriculum 5.1.2 Core educational curriculum 5.1.3 Social development, humanity and service curriculum	Documented curriculum outlines/summaries exist		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
5.2 To develop a plan for each area in consideration of our mission and vision		Show how each area of curriculum supports the school mission and vision	A plan for each area of curriculum in consideration of mission and vision exists		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
5.3 To integrate Adventist faith based values and curriculum with the government curriculum		Develop an integrated curriculum	An integrated curriculum is used by teachers		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

6.0 Special Needs Education

Objectives	Ownership	Actions	KPI	Timeline	Status
6.1 To identify the special needs and the population with special needs		Identify and define special needs Identify population with special needs	Special needs and the population are defined		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
6.2 To conduct special needs assessments		Develop special needs assessment tool	Special needs assessment tool exists		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
6.3 To identify professional, community members and teachers who will provide support		Hire and include on staff special needs teachers	Special needs teacher on staff		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
6.4 To create a positive environment which embraces diverse learners		Develop a policy on addressing special needs	Policy on addressing special needs exists		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
6.5 To identify professional development opportunities for special needs teachers		Identify professional development opportunities for special needs teachers	Professional development opportunities for special needs teachers are identified		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

7.0 Supportive Educational Resources

Objectives	Ownership	Actions	KPI	Timeline	Status
7.1 Technology – to research the options for providing students access to the virtual library and teaching them how to use those online resources		Conduct research on the options of providing students access to the virtual library Identify teacher of access to online resources	Options of providing students access to the virtual library identified Access to online resources teacher identified		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
7.2 Library – To develop inventory of current library		Develop inventory of current library	Inventory of current library exists		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
7.3 To review the current inventory of resources for suitability and timeliness.		Review library inventory for suitability and timeliness	Library’s inventory of resources reviewed for suitability and timeliness		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
7.4 To develop a library of in-house and external resources for teachers		Develop a library of in-house and external resources for teachers	Index of in-house and external resources for teachers exists		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

8.0 Marketing

Objectives	Ownership	Actions	KPI	Timeline	Status
8.1 Identify school stakeholders		Work on identifying stakeholders	A table of stakeholders and their requirements /expectations		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
8.2 Prepare a good school promotional brochure		Appoint a designer and producer	Media Kit Ready		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
8.3 Prepare a school year book		Review the school year book production process Appoint a producer / printer	School year book produced annually		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

9.0 School Culture Development

Objectives	Ownership	Actions	KPI	Timeline	Status
9.1 To develop a spiritual environment that will be pervasive in the culture of the school		<p>Start and end the day with prayer</p> <p>Maintain a Chaplain to guide and counsel students on spiritual matters</p> <p>Have the Chaplain conduct Bible studies with students</p> <p>Post the ten commandments on the school walls</p>	<p>Prayer, spiritual guidance, bible studies and the ten commandments are visibly present in the school</p>		<p><input type="checkbox"/> Started</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Completed</p>
9.2 To develop policies to govern specific areas e.g. bullying, respectful school environment, student interaction, health and safety, respect for school property		<p>Develop a policy governing school culture</p> <p>Train students and staff in the school cultural policy</p>	<p>School cultural policy exists</p>		<p><input type="checkbox"/> Started</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Completed</p>
9.3 To reemphasize school values by engaging students in small groups and having them speak on specific school cultural aspects, which will help in character development		<p>Identify group topics to speak on.</p> <p>Develop a calendar of presentations.</p>	<p>Listing of group topics identified by year.</p> <p>Group topics presented by year.</p>		<p><input type="checkbox"/> Started</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Completed</p>

Prairie Central Adventist Academy

<p>9.4 To develop mentorship program for discipling and supporting students through real world, practical projects and activities of interest to them or initiated by them (buddy benching, service, outreach, media, etc)</p>		<p>Have students identify real world practical projects to carry out.</p> <p>Conduct mentorship programs.</p>	<p>List of real word practical projects to carry out.</p> <p>Number of mentorship programs carried out.</p>		<p><input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed</p>
<p>9.5 Develop entire school activities in the areas of service, outreach & media</p>		<p>Identify service, outreach and media activities.</p> <p>Prepare and implement an activity calendar.</p>	<p>Activity calendar prepared.</p> <p>Number of activities implemented.</p>		<p><input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed</p>

10.0 Parent & Community Engagement

Objectives	Ownership	Actions	KPI	Timeline	Status
10.1 To provide parenting supports to build leadership, decision-making and acceptable parenting skills		<p>Enlist the support of community professionals to provide parenting seminars on a variety of topics</p> <p>Establish a parent resource lending library at the school</p>	Parents empowered to lead, make decisions and implement key learning’s in parenting		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
10.2 Determine the best channels for communicating with parents and using these channels to enhance school and classroom communication with them		Survey parents to determine how to best communicate school and classroom information to them	School administration and teachers making effective use of communication channels to share general school and classroom information with parents		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
10.3 Provide meaningful volunteer opportunities to parents		<p>Encourage parents to serve as volunteers, for school and classroom related activities.</p> <p>Invite parent volunteers to participate in such activities as organizing Terry Fox Run events, organizing Fundraising drives, sharing their careers for career day, organizing games night for families, tutoring students after school or over lunch period, supervising the parking lot and/or grounds after dismissal.</p>	Increased visibility of parents in the programs of the school.		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

<p>10.4 Create opportunities to support learning at home</p>		<p>Train teachers to develop family based education strategies that involve parents in discussions about educational topics with their children (e.g., number sense strategies, reading and comprehension strategies, study skills, homework assignments that involve parent participation)</p> <p>Encourage students to teach their parents about school routines, behavior policy expectations they learn in school (e.g., the opening morning routines of the school).</p> <p>Ask parents to engage their children in mathematics, reading and health-related learning experiences, such as making change after a purchase, bedtime reading, comprehension building and packing lunch together, shopping for healthy foods, and reading labels on over-the-counter medicines.</p> <p>Host discussions about how parents can support learning and good behavior at home. Such discussions might be held at open houses and back-to-school nights, at parent meetings, and during</p>	<p>A definite plan outlining opportunities to support learning at home developed by school administration and teachers.</p>		<p><input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed</p>
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Prairie Central Adventist Academy

		parent-teacher conferences.			
10.5 Increase opportunities to include parents in decision making at school		<p>Involve parents in decisions when developing school policies</p> <p>Involve parents in the review and assessment of school policies and the contents of the school handbook</p>	School Board and School Administration invites parental involvement in policy development and policy assessment		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
10.6 To find different mode of operation to make the Home and School Committee operate effectively		<p>Communicate with churches to elect reliable and committed Home & School Representatives</p> <p>Establish (job) descriptions/responsibilities for Home and School Committee members including executive members</p> <p>Orient every H & S committee member to North American Division Home & School Guide</p> <p>Determine consistent meeting times for H & S Meetings</p> <p>Broaden meeting audience by inviting all parents to support by attending and giving input to the plans of the committee</p>	Different modes of operating Home & School will be observed and documented		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

11.0 Cultural Orientation / Adaptation Strategy

Objectives	Ownership	Actions	KPI	Timeline	Status
11.1 To help immigrant students to succeed in a Canadian educational and social context		Identify immigrant students' specific educational and social needs Conduct mentorship sessions for immigrant students Appoint an immigrant student advisor	Immigrant student specific educational needs identified Mentorship session for immigrant students conducted There is an immigrant student advisor/counselor		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
11.2 To help the student process transition and adjust into functional school schedule					<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
11.3 To educate immigrant student/parents on legal areas of impact e.g. punishment, social functionality, being assertive in stressful situations		Identify a speaker on legal areas of impact Conduct seminars on legal areas of impact for immigrant students and parents	Seminar on legal areas of impact conducted for immigrant students parents		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

12.0 Professional Development Strategy

Objectives	Ownership	Actions	KPI	Timeline	Status
12.1 Identify professional and development needs of staff		Develop a staff development plan	Staff development plan is ready Number of staff attending development training		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
12.2 Identifying and providing resources for professional development		Identify resources for professional development	Staff development resources are identified		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

13.0 Governance

Objectives	Ownership	Actions	KPI	Timeline	Status
13.1 To develop board effectiveness evaluation tool		Develop board member’s survey for evaluating effectiveness of the Board.	Evaluation tool developed and implemented		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
13.2 To develop a succession plan for the board chair		Highlight succession planning as a potential risk Document skill requirements for the Board chair Define the roles and responsibilities of the Board and the Board Chair Document the process for selecting a board chair Prepare a succession plan for the board chair	A succession plan for board chair is completed		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
13.3 Prepare a board member orientation package		Identify the information that every board member needs to know about the school Research and assemble the information into one place	Board member handbook Board Chair handbook		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
13.4 Review bylaws of the school		Create a bylaws subcommittee Review bylaws once a year	Standing bylaws committee Bylaws review report to the board		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

14.0 Succession Planning

Objectives	Ownership	Actions	KPI	Timeline	Status
14.1 To identify potential candidates among current teachers who aspire higher responsibility		Prepare a succession plan	Succession plan available		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
14.2 To create a personal development plan for individuals aspiring to be administrators		Develop personal development plans for administration aspiring individuals	Personal development plans available		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
14.3 To identify potential candidates for administration through a network of conference educational directors across Canada		Identify potential candidates and maintain their profiles	Potential candidates identified		<input type="checkbox"/> Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed

Where is your passion for PCAA?

- *New Facility*
- *Twelve Grade Academy*
- *Financial Stewardship*
- *Fundraising*
- *Comprehensive Curriculum*
- *Special Needs Education*
- *Supportive Educational Resources*
- *Marketing*
- *School Culture Development*
- *Parent and Community Engagement*
- *Cultural Orientation and Adaptation*
 - *Professional Development*
 - *Governance*
 - *Succession Planning*