

Education Assurance Plan 2021-2024



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Understanding the Context

Grande Yellowhead Public School Division (GYPSD) stretches from Jasper National Park, east to Evansburg and north to the Hamlet of Grande Cache. The jurisdiction includes 17 schools, five Learning Connection Centers, approximately 4,500 students, 295 teachers and 100 support staff members. In alignment with the Ministerial Order on Student Learning, and in union with the community, the Division's commitment is to provide every student an inclusive education with relevant, thought-provoking, and empowering life-based learning opportunities.



Our Vision

Our Division endeavors to provide each student with the opportunity to fulfill their potential and pursue their dreams.

Our Mission

We nurture each student's education and well-being within an inclusive rural learning community.

Our Beliefs

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe, and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation, and excellence.
- Learning is a shared responsibility among students, parents, schools, and communities.
- Learners are well prepared for active citizenship.

We adhere to the following core

Values

- Integrity
- Trust
- Honesty
- Mutual Respect
- Courage
- Commitment

Engagement

Detailed planning and reporting guides the administrative and educational activities of the Division to ensure that all students are provided the opportunity to meet the standards of education set by the Minister of Education.

The planning and reporting cycle for continuous improvement focuses the teaching and learning process on improving student learning. This is achieved through the collection and analysis of data to determine the areas of need for improvement in the implementation of curriculum.

The planning and reporting cycle is the process through which the Three-Year Education Plan (3YEP) and the Annual Education Results Report (AERR) are developed. The achievement of the goals and outcomes detailed in the 3YEP is the focus of all the efforts and energy of Division teachers, support staff and administrators. Parents are also included in the development of each school's improvement plan through school councils. In addition, the Board of Trustees hosts Community Engagement sessions and surveys to collect input and feedback on the Division's goals and priorities.

The Board's annual self-evaluation reveals examples and exemplars that stakeholders were effectively engaged to provide feedback regarding the impact of trends, issues, and events.

Board Priority 1: Student Learning

The Division strives to provide quality learning environments by ensuring all students have access to welcoming and caring classrooms that encourage risk-taking and provide specific feedback for improvement.

Board Priority 2: Teaching and Leadership Excellence

The Division encourages and provides professional development that is focused, systemic, and contributes significantly to staff's on-going professional growth and engagement in career-long learning.

Board Priority 3: Community Engagement

The Division is proud of the quality of education provided within the five zones that make up the Division and values strong relationships with stakeholders and community members.



Board Priority 1: Student Learning

Board Priority 1:

Student Learning

The Division strives to provide quality learning environments by ensuring all students have access to welcoming and caring classrooms that encourage risk-taking and provide specific feedback for improvement.

Teachers take the time to develop authentic relationships with students to understand their needs and build trust. Staff review both Division and school data to identify areas for attention, then develop targeted and purposeful strategies to address the need. The process enhances the conversation, creativity, innovation, collaboration, and capacity of the whole learning community. This systematic approach ensures that every student will receive the time and support they need to be successful in their learning.

School plans focus on literacy, numeracy, and critical thinking and are utilized to improve student learning by equipping educators with the tools and strategies to enable all students to succeed.

Outcomes

GYPSP students are active creators of their learning and demonstrate their knowledge in their role as involved, caring, and respectful ambassadors of their school and the school authority.

- Students use on-going assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real-life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.
- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted, as necessary, to meet learner needs, emphasizing a sense of belonging and high expectations for all.

Strategies

- Schools provide inclusive, innovative, safe, healthy, and caring environments for all students and staff.
- Schools provide a welcoming environment for Elders and Indigenous community members to share teachings and cultural programming.
- Cree and Michif Language Programs are offered for students in Grades 1 - 8.
- One-on-one consultant support for all staff is available in reading, literacy, and numeracy.
- Staff are provided a range of literacy and numeracy strategies that are integrated into all subject areas.
- Junior kindergarten and full-day kindergarten programs align with excellent early learning pedagogy and play-based learning environments.
- Virtual support is available for French Immersion students.
- Student data informs teacher instructional decisions.
- Assessment practices provide feedback to students and inform teachers' instructional choices.
- Schools and departments have flexibility to allocate resources to meet their unique needs.
- Students, teachers, staff, and system leaders learn about Indigenous perspectives and experiences, treaties, and the history and legacy of residential schools.
- Teachers, students, and school leaders are supported to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- All students are supported in an inclusive environment with appropriate accommodations, adaptations, and modifications.



GYPSPD Success Measures

- Literacy 3Rs
- HLAT Writing Assessment
- EYE-TA
- Readiness Reading Screening Tool
- Mathletics

Alberta Education Measures

- Diploma Exam results
- Provincial Achievement Test results
- High school completion
- First Nation, Métis, and Inuit student achievement
- Overall quality of basic education
- Post-secondary transition
- Rutherford eligibility
- Satisfaction with broad program of studies
- Letter Name Sound (LeNS)
- Castles and Coltheart (CC3)



Board Priority 2:
Teaching and Leadership Excellence

Board Priority 2:

Teaching and Leadership Excellence

All staff groups engage in professional development opportunities that contribute to the Division's work to provide outstanding education.

Outcomes

The Division encourages and provides professional development to its employees that is focused, systemic, and contributes significantly to staff's on-going professional growth and engagement in career-long learning.

- All Division employees demonstrate professional growth in alignment with their assignment.
- Teachers and leaders respond with skill and competence to the unique learning needs, interests, cultural, social, and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- Educators use data from classroom practice as well as system data to inform cycles of evidence-based continuous learning.

Strategies

- Communication is fostered among families, students, schools, and community members through Indigenous Pathways Lead Teachers within each school.
- Collaboration opportunities are provided between and across schools to identify and share effective instructional strategies.
- New teacher orientation and on-boarding is provided.
- Two-year programs are offered for Teacher Mentoring and Aspiring Leadership.
- Division-wide leadership development focus for all staff groups.
- Division-wide professional learning focused on literacy and numeracy learning.
- Professional learning opportunities in assessment, reporting, curriculum implementation and instructional design to build the capacity and leadership of all staff to improve learner success.
- Literacy and Numeracy Leads are identified in each school to build capacity with teachers.
- Focused analysis of Division data informs instructional practice.
- The Division supports mental health wellness by ensuring schools have access to Family School Liaison Counselors and B.E.S.T Coaches.
- Curriculum working and advisory groups are ongoing.
- Participation in Alberta Education curriculum and assessment groups are promoted.
- Community of Practice is supported for the implementation of a Division-wide Learning Management System (Hāpara)—building teacher capacity in programming and engaging with students online.
- Indigenous academics work to address high school completion and implement Indigenous perspectives in curriculum.
- Monthly school/classroom visits focus on building instructional leadership that utilizes a generative dialogue model.



GYPSPD Success Measures

- Staff surveys regarding professional development and collaboration
- Principal and Assistant Principal written responses

Alberta Education Measures

- Diploma Exam results
- Provincial Achievement Test results
- First Nation, Métis, and Inuit student achievement
- Overall quality of basic education
- Post-secondary transition

A photograph of three people standing in a hallway, all wearing face masks. The person in the center is a man in a dark polo shirt and dark pants, holding a bottle of hand sanitizer. The person on the left is a younger man in a dark hoodie and light-colored pants, holding a white box. The person on the right is a man in a light-colored hoodie and dark pants, wearing a baseball cap. The image has a blue and green color overlay.

Board Priority 3: Community Engagement

Board Priority 3:

Community Engagement

The Division is proud of the quality of education provided within the five zones that make up the Division and values strong relationships with stakeholders and community members.

GYPSPD seeks to collaborate with partners and welcomes input from students, parents, and community members.

Outcomes

Stakeholders acknowledge the quality of education provided within the five zones that make up the Division.

The Division has strong relationships with stakeholders and community members. GYPSPD provides ongoing opportunities for all stakeholders to engage with the Board of Trustees.

- Stakeholders share their opinions and provide feedback to the Board through meetings and coffee conversations.
- Parents participate on school councils.
- Stakeholders fulfill their respective roles with a shared understanding of an inclusive education system.
- Stakeholders share their input and feedback to the Division.
- The Division provides a summary of input and information received from stakeholders.

Strategies

- School leaders provide opportunities for input from school council and community members.
- Division and school leaders share information about areas of success and opportunities for growth.
- Community engagement activities contribute to school/jurisdiction growth.
- The Superintendent's Youth Council, Teacher Advisory Group and Principal Advisory groups provide feedback to the Superintendent.
- Opportunities for collaboration are available at Council of School Councils' meetings.
- Online surveys are offered for stakeholder input and feedback.
- The voice of the Indigenous communities are included.
- Network meetings are regularly scheduled with locally elected officials including members of Town Councils, County Councils, and Members of the Legislative Assembly.
- Relationships with neighbouring school divisions are fostered to advocate and support community education.
- Good News Stories and weekly Feature Profiles are published to showcase Division, schools, and staff.
- School Board Trustees enact "Be seen. Be heard. Be relevant. Be visible."



GYPSPD Success Measures

- Participation in stakeholder engagement events
- Qualitative data collection provided by stakeholders at engagement events
- Surveys

Alberta Education Measures

- Satisfaction with parental involvement
- School improvement





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