



THREE-YEAR EDUCATION PLAN

2022-2025

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INTRODUCTION

Grande Yellowhead Public School Division's Three-Year Education Plan (3YEP) presents the Division's plan to advance its strategic priorities and those of the Alberta Education 2022-2025 Business Plan in support of success for every student. Foundational to the planning and reporting cycle are the Division's Priorities, Vision, Mission, Values, and Strategic Plan.

The Division continues to work to advance its priorities in support of high-quality teaching and learning. This document provides an overview of the Division's targeted strategies developed in response to the Annual Education Results Review (AERR) and stakeholder engagements. These strategies build upon the work of past years and are intended to support improvement in student achievement and progress towards the goals of the Division's Strategic Plan.

Evidence-based decision-making, as per the research of City et al. (2018) is central to the Division's assurance model, where data is used to identify what has been accomplished as well as inform future decisions in relation to the selection of strategies and utilization of resources.

Engagement with stakeholders is one of the GYPSD Board of Trustees priorities, which informs the Division's strategic plan.

The Three-Year Education Plan will be submitted to Alberta Education and is posted on the Division's website at: <https://www.gypsd.ca/download/388948>

ACCOUNTABILITY STATEMENT

The Education Plan for Grande Yellowhead Public School Division commencing May 31, 2022, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the 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 Education Plan for 2022 - 2026 on June 1, 2022.


Dale Karpluk (Jun 7, 2022 19:12 MDT)

Dale Karpluk
Board Chair

ENGAGEMENT

Engaging with stakeholders – staff, parents, students and community members – serves as a meaningful way in which everyone can have a role in supporting student achievement and well-being. GYPSD employs processes for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation.

Engagement at the Division occurs through multiple means and stakeholders are able to provide feedback on a range of issues, concerns and topics; this work includes:

- **School Councils:** Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.
- **Teacher Advisory Group:** These conversations bring together teachers from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of student learning.
- **Principal Advisory Group:** These conversations bring together principals from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of student learning, teaching, and leadership.
- **Superintendent's Youth Council (SYC):** The SYC meets four times each year to discuss issues of importance. The students have the opportunity to interact with the Superintendent of Schools and senior leadership to share their ideas and perspectives. They also have the opportunity to participate in additional leadership activities throughout the year including stakeholder engagement sessions.
- **Grand Trunk High School Modernization Engagements:** GYPSD has held multiple stakeholder engagements as part of the process to inform the design phase of the modernization.
- **Surveys:** Each year GYPSD supplements stakeholder engagements with an online survey for parents/guardians, staff, and high school students. The data informs the Three-Year Education Plan. In addition, the division has surveyed parents/guardians, staff, and high school students to gather feedback regarding transportation boundaries, grade reconfigurations, and division calendars. The GYPSD 2022 – 2025 Education Plan Survey was completed by 874 respondents.

STRATEGIES

The initiatives in the 2022-2025 Three-Year Education Plan reflect the strategies developed by schools, and central staff in support of student success. These are informed by the Division's Strategic Plan, the 2020-2021 AERR and Alberta Education's 2022-2025 Business Plan along with ongoing engagement with students, families, staff and other stakeholders.

Resource allocation for key initiatives

All budgetary decisions are constructed upon the three priorities of GYPSD with principal focus given to student learning. In 2022-2023, allocations in support of key initiatives include:

- Additional resources for literacy and numeracy from Kindergarten to Grade 12;
- Additional resources for full day kindergarten;
- A targeted allocation to allow for a continued emphasis on student mental health and resiliency;
- A specific allocation to address recommendations specific to education in the Truth and Reconciliation Commission's 94 Calls to Action; and
- Allocations identified in support of school instructional rounds

Goal 1: GYPSD students are successful

Outcome: The growth and success of every student is supported.

GYPSD supports all students from Kindergarten to Grade 12 towards the goal of high school completion with the opportunity to fulfill their potential and pursue their dreams through the following actions:

Student Growth and Achievement

- Junior kindergarten and full-day kindergarten programs that align with excellent early learning pedagogy and play-based learning environments
- Junior high and high school classes participate in a financial literacy program

Literacy and Numeracy

- GYPSD K-12 staff receive one-on-one literacy and numeracy training with consultants
- Staff are provided a range of strategies and coaching as they integrate best practices in to their teaching
- Early identification of English Language Learners (ELL) using the ELL benchmarks and targeted follow-up specific instructional strategies

Safe and Caring Learning Environments

- Prioritize the safety and well-being of staff and students throughout the school year, with an intentional focus on the area of mental health
- Each school has one assigned Family School Liaison Counsellor (FSLC) to offer students and families targeted and specialized supports, as well as individual counseling services
- Each zone has one Bringing Empowered Students Together (BEST) coach - Alberta's Mental Health Capacity Building Program) to promote universal positive mental health through prevention
- Divisional psychologist provides support and training of professional practice for FSLCs, facilitates Violent Risk Threat Assessments (VTRAs), and Traumatic Events System training

Alberta Education Measures

Provincial Achievement Test
Diploma Exams
Graduation Rates
Assurance Measures Survey

Local Measures

3Rs (Retell, Reflect, Relate)
Mathletics Alberta Assessments
Highest Level of Achievement Tests (HLATS)
Reading Readiness Reading Screen (RRST)
EYE TA/DA
Division Feedback Survey

Results Analysis and Key Insights

Strengths

- Data from teachers and students exceeded the provincial standard in Education Quality
- Welcoming Caring, Respectful and Safe Learning Environments met provincial standard
- Access to Supports and Services are above provincial standard
- Parents, students, and staff strongly agreed on both the Assurance and Division Education Plan Surveys that students are engaged in their learning
- Parents and teachers strongly agree on both the Assurance and Division Education Plan Surveys that the literacy and numeracy skills students are learning at school is useful
- Students exceeded the provincial average on Assurance Survey citizenship measure
- Strong performance on HLATs, 3Rs, and Mathletics

Areas for Growth

- Continue to focus on improving high school 3-year and 5-year completion rates
- Provide early intervention for ELL students
- Continue to provide targeted literacy and numeracy supports for Grade 1 and 2 students

Goal 2: GYPSD First Nations, Métis and Inuit students are successful

Outcome: The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed.

The Division is committed to closing the achievement gap by promoting and advancing the Calls to Action of The Truth and Reconciliation Commission through the following steps:

High School Completion

- One certificated Indigenous Cree and Michif teacher
- Indigenous Success coach
- Cree and Michif language programs for students in Grades 1 - 8
- Annual full day Indigenous event for GYPSD teachers and Alberta teachers
- One Indigenous Pathways lead teacher for each school
- Partnership with Dr. Dwayne Donald (University of Alberta) to provide four professional development days
- Diploma exam preparation sessions

Community Partnership

- Hinton Friendship Centre Society - Indigenous Language and Culture Partnership provides one Indigenous teacher, one Indigenous educational assistant to bring culture alive with language

Alberta Education Measures

Diploma Exams
Graduation Rate
Assurance Measures Survey

Local Measures

Self-Identified First Nations, Métis and Inuit
Students

Results Analysis and Key Insights

Strengths

- The five-year high school completion rate exceeds provincial standard

Areas for Growth

- Work to improve the three-year high school completion rate

Goal 3: Teaching and Leadership Excellence across the Division

Outcome: Consistency in research-based instructional practice in all classrooms.

Engaging staff in quality professional development is fundamental, as identified in research by Louis et al. (2010), to improving student learning. GYPSD strives to provide high quality teaching and learning environments foundational to student success through the following actions:

Teaching and Leadership Excellence

- Division-wide *Kick Off* event providing PD for all staff
- Five full day division-wide professional learning
- Two-year Teacher Mentoring Program
- Two-year Leadership Development Program
- Monthly District Leadership Team PD for principals and assistant principals
- Implement monthly school/classroom visits instructional rounds protocol focused on building instructional leadership that utilizes a generative dialogue model
- Provision of a 1.0 FTE principal in every school to facilitate monthly instructional rounds for the school year

Alberta Education Measures

Assurance Measures Survey

Local Measures

Division Feedback Surveys

Results Analysis and Key Insights

Strengths

- Teachers reporting that the professional development and in-servicing received from the school authority exceeds the provincial standard in the Assurance Measures Survey
- In the Optimal Learning for All Students: Implementing Alberta's 2018 Professional Practice Standards Survey (University of Calgary, University of Lethbridge, Concordia University, and the University of Alberta, 2021) GYPSD principals strongly agree that they apply educational research to their practice
- GYPSD principals continually acknowledge on data collected that they value the professional learning opportunities provided

Areas for Growth

- Reintroduction of the Data Analysis model and Instructional Rounds process

Goal 4: GYPSD is Governed Effectively

Outcome: GYPSD provides exemplary public education through strong governance, advocacy, communication, engagement and partnerships.

GYPSD believes the parent is the primary advocate of the child and learning is a shared responsibility between students, parents, schools, and communities. These beliefs are modelled upon a culture of respect, integrity, openness, and transparency.

Ongoing Engaged and Effective Governance

- Board of Trustees Coffee Conversations: The Board of Trustees meets both in person and virtually with parents, neighboring school boards, elected officials, and other community members to receive feedback and answer questions related to the school division. This helps inform Board decision-making.
- Stakeholder Engagements: The GYPSD Board of Trustees hosted a stakeholder engagement in each of the five zones, Lobstick, Edson, Hinton, Jasper, and Grande Cache. These sessions are held yearly.
- Annual Council of School Councils' meeting: As a means to enhance the communications between the Board and school councils and among School Councils.
- Board Representation: Rural Caucus of Alberta, Public School Board Association of Alberta, and Alberta School Boards Association.

Alberta Education Measures

Assurance Measures Survey

Local Measures

Division Feedback Surveys

Results Analysis and Key Insights

Strength

- Teacher satisfaction with parental involvement in the Assurance Measures Survey exceeded the provincial standard

Areas for Growth

- Increase parent satisfaction with their involvement in decisions about their child's education

IMPLEMENTATION PLAN

The key strategies in the 2022 – 2025 Three Year Education Plan are informed by the Division’s Strategic Plan, the 2020 – 2021 AERR, Alberta Education’s 2022-2024 Business Plan and on-going feedback from engagement with educational stakeholders. The process for monitoring progress and making adjustments to the 3YEP include:

- October, 2022 complete a review and analysis of the latest data collection from the 2021 – 2022 Assurance Measures Survey and local measures
- January, 2023 complete a review of Diploma Exams and PAT results
- April, 2023 complete a review of local achievement measures including the Division Education Plan Survey
- June, 2023 complete a review of local achievement measures

BUDGET AND FACILITIES

GYPsD’s 2022 – 2025 recommended [Budget](#) can be accessed from gypsd.ca. The Three-Year Capital Plan, Ten-Year Facilities Plan, and the Infrastructure Maintenance & Renewal Plan can be found at this [link](#) on gypsd.ca