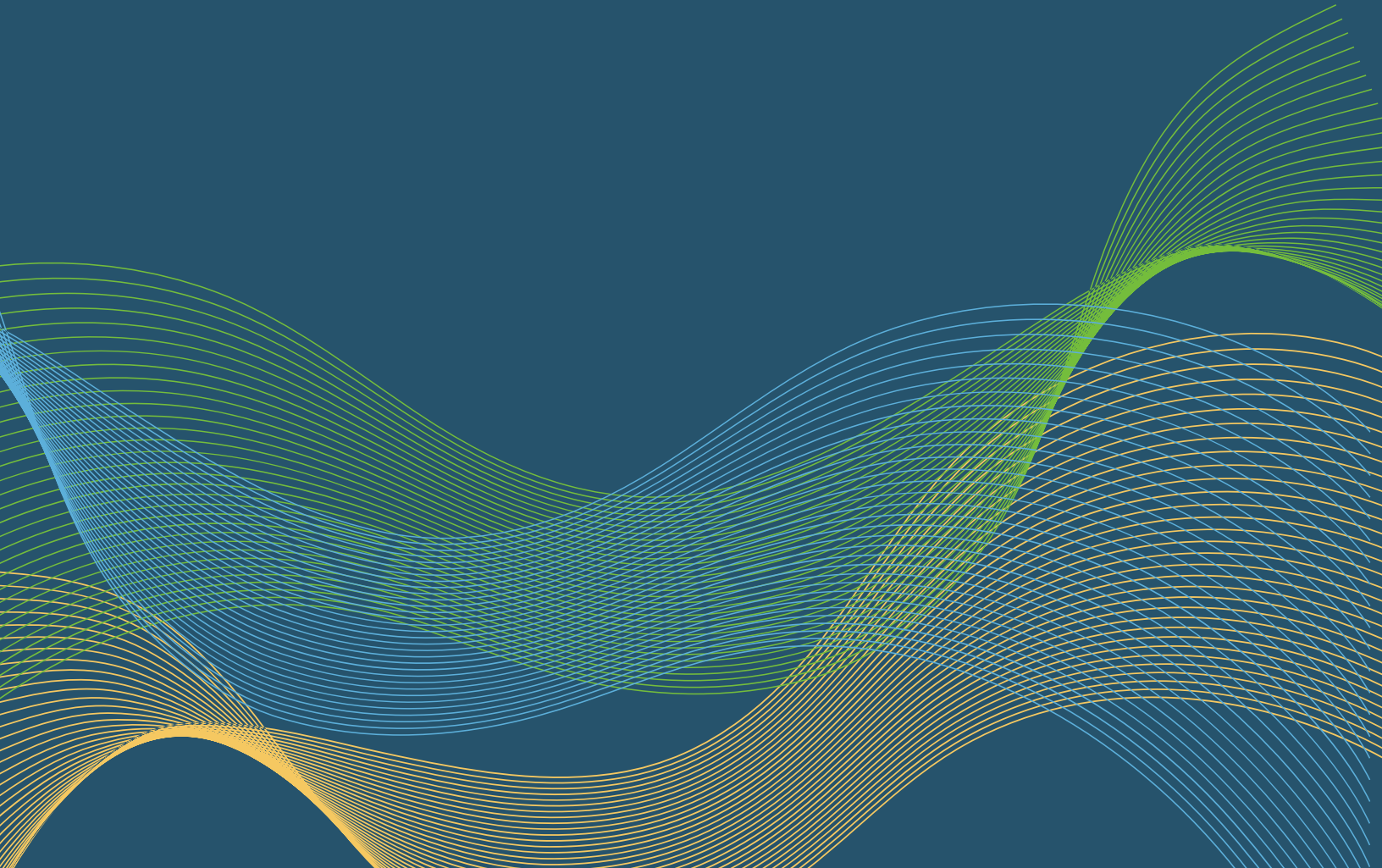




2023 - 2026 Education Plan



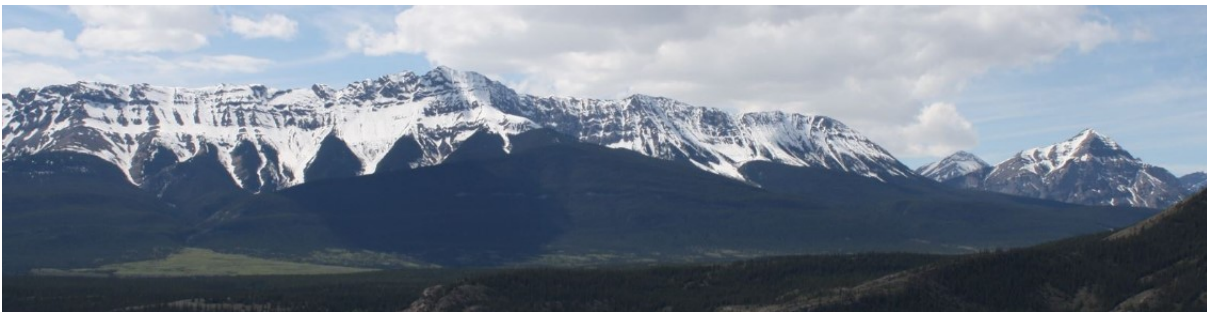
Accountability Statement

Message from the Board Chair;

On behalf of the Board of Trustees for Grande Yellowhead Public School Division, I am pleased to present the *2023-2026 Education Plan*.

This year, the Board received notice that the modernization and amalgamation project in Evansburg received approval to move into the construction phase, evidence of the Board's capital advocacy efforts in the east-end of the Lobstick zone.

Additionally, the Board held community engagement conversations in each of the five communities that make up the Division. In Grande Cache, the Board worked with stakeholders to determine the continued operation of Sheldon Coates School as a primary grade school; in Hinton, the Board updated the school attendance areas for its two elementary schools after nearly two decades and significant changes in the growth and layout of the municipality. In Jasper, Edson, and the Lobstick zones, the Board met with stakeholders to share their work on a mental health and wellness focus.



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 *2023-2026 Education Plan* on May 24, 2023.

In January, the Board added a *System Health and Wellness* priority to its governance focus in response to concerns for staff burnout in correlation with an increase in mental health issues within our rural communities. Also in January, the Board updated Board Policy 1, the *Division Foundational Statements*.

In response to community request, the Board has begun a discussion on the future of the Junior High Program at the Niton Central School. Finally, all stakeholders were invited to participate in the Division's annual Education Survey to reflect on the Division's instructional foci and provide feedback on the effectiveness of school and Division-wide strategies applied to support learning, growth, and student success.

(signature)

Dale Karpluk, Board Chair

| **2023-2026 GYPSD Education Plan**

About Grande Yellowhead Public Schools

Grande Yellowhead Public School Division (GYPSD) begins in the Hamlet of Evansburg, situated to the west of the Pembina River, along the Yellowhead Highway. From there, the school jurisdiction continues west through Yellowhead County to serve students in Niton Junction, Fulham, Edson, Hinton, Jasper, and Grande Cache.

VISION

Our Division endeavours to provide each Grande Yellowhead Public School Division (GYPSD) student with the opportunity to fulfill their potential and pursue their dreams.

MISSION

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals.

OUR BOARD PRIORITIES

- Student Learning
- Teacher, Support Staff, and Leader Excellence
- Community Engagement
- System Health and Wellness

OUR CORE VALUES

- Rigour
- Integrity
- Courage
- Compassion

GYPSD provides educational programming and early learning opportunities for approximately 4,500 students, and employs approximately 600 staff across 17 school sites, five outreach centres and the Education Services Centre located in Edson.

Program Options include:

- Flexible Learning Programs
 - Outreach Centres in all five zones
 - Distance Learning and Specialized Course Access through Hapara
 - Outdoor Classrooms
 - Career Pathways: Aviation, Science and Technology, Elite Trade Exploration
 - Off-Campus Experiences: Green Certificate, Work Experience, Registered Apprenticeship Program
 - Home Education
- French Immersion
- Forest School Kindergarten
- Indigenous Culture and Language Partnership with the Hinton Friendship Centre
- International Student Program

STAKEHOLDER ENGAGEMENT

Engaging with stakeholders – staff, parents, students and community members – serves as a meaningful way in which everyone can have a role in supporting education program decisions, 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.

Division-Wide Education Survey

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. The GYPSD 2023 – 2026 *Education Plan* was informed by 274 respondents.

Superintendent's Health and Wellness Committee

The Health and Wellness Committee will meet four times in the year. Representatives include teachers, support staff, school and central leaders. The objective of the committee is to co-construct a culture where all employees enjoy and contribute to a welcoming, caring, respectful, and safe work environment.

Superintendent's Youth Council (SYC)

The SYC meets four times each year to discuss issues of importance to our youth. 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.

GOAL ONE:

GYPSED Students are Successful

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

Every GYPSED student will graduate with the knowledge and skills to pursue their post-secondary goals through the following actions:

Safe and Caring Learning Environments

- Addition of *Wellness Navigators* at each high school.
- Implement a *School Wellness Plan* to support staff awareness of Division supports and to support healthy active living.
- Prioritize the safety and well-being of staff and students throughout the school year, with an intentional focus on the area of mental health by ensuring students and parents are aware of universal, targeted, and specialized supports and resources in place.
- Each school has assigned time for a 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.

Student Growth and Achievement

- Junior kindergarten and full-day kindergarten programs align with excellent early learning pedagogy and play-based learning environments.
- Junior high and high school classes participate in financial literacy learning.
- High school students select high school courses that enable them to achieve their diploma and establish a transition plan into post-secondary, industry, or career-oriented training.

Literacy and Numeracy

- GYPSED K-12 staff receive one-on-one literacy and numeracy training with consultants.
- Staff are provided a range of instructional strategies and coaching as they integrate best practices into their teaching.



GOAL ONE:

GYPSD Students are Successful

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

Every GYPSD student will graduate with the knowledge and skills to pursue their post-secondary goals through the following actions:

Performance Measure Analysis

- Percentage of teachers who indicate they have access to one-on-one consultant support, professional development, and instructional coaching to inform their expertise and confidence in literacy and numeracy skill development.
- Percentage of teachers and students meet or exceed the provincial average in *Education Quality*.
- Percentage of students who show growth via the *Mathletics Program*.
- Percentage of parents, students, and staff who agree/strongly agree on both the Assurance Measure and Division Education Plan Survey that *students are engaged in their learning*.
- Percentage of parents, students, and staff who agree/strongly agree on both the Assurance Measure and Division Education Plan Survey that the *literacy and numeracy skills students are learning at school are useful*.
- Percentage of teachers who indicate they have had access to division/school-based information and resources to support positive mental health.
- Percentage of students who show growth in local measures data tools (*Mathletics, HLAT, RRST, EYE-TA/DA*).
- *Welcoming Caring, Respectful and Safe Learning Environments* meet or exceed the provincial average.
- *Access to Supports and Services* meets or exceeds the provincial average.
- *Citizenship* meets or exceeds the provincial average.

Alberta Education Measures

Provincial Achievement Tests

Diploma Exams

Graduation Rates

Assurance Measures Survey

Local Measures

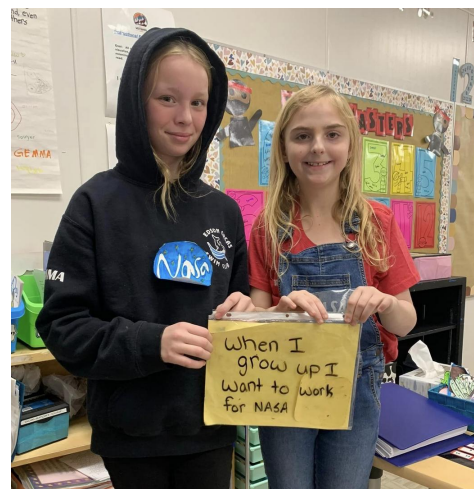
Mathletics Program

Highest Level of Achievement Test (HLAT)

Reading Readiness Screening Tool (RRST)

Early Childhood Measurement and Evaluation Tool (EYE-TA/DA)

Division Education Survey



GOAL TWO:

GYPST 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 goals and actions:

Increase High School Completion

- Centralized Indigenous Pathways Team Consultant locates and provides culturally appropriate resources and facilitates professional development across the division.
- One Indigenous Pathways lead teacher in every school.
- One certificated Indigenous Cree and Michif teacher.
- Cree and Michif language program option for students in Grades 1 - 8.
- Annual Indigenous Education Event for GYPST teachers and Alberta teachers.
- Deepen and expand Indigenous Foundational Knowledge from partnership with Dr. Dwayne Donald (University of Alberta).
- High school course selection aligns with diploma requirements and options for a career plan.

Support Community Partnerships

- Hinton Friendship Centre Society - Indigenous Language and Culture Partnership provides one Indigenous teacher, one Indigenous educational assistant to bring culture alive with language.
- Edson Friendship Centre.
- Relationships with local Elders and Knowledge Keepers.

Performance Measure Analysis

- Percentage of students meet or exceed the provincial average for the three-year high school completion rate.
- Percentage of students meet or exceed the provincial average for the five-year school completion rate.
- *Welcoming, Caring, Respectful and Safe Learning Environments* meet or exceed the provincial average.
- *Access to Supports and Services* meet or exceed the provincial average.

Alberta Education Measures

Diploma Exams Written
Graduation Rates
Assurance Measures Survey

Local Measures

Self-Identified First Nations, Métis
and Inuit Students
Honouring Spirit: Indigenous
Student Award

GOAL THREE:

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* Professional Learning event.
- Five division-wide professional learning days.
- Two-year Teacher Mentoring Program.
- Two-year Leadership Development Program.
- Monthly District Leadership Team PD for principals and assistant principals.
- Monthly school/classroom *Instructional Rounds* protocol focused on building instructional leadership that employs the generative dialogue framework.
- Provision of a 1.0 FTE principal in every school to support daily instructional coaching for teachers for the school year.

Alberta Education Measures

Assurance Measures Survey

Local Measures

Division Feedback Surveys

Performance Measure Analysis

- Percentage of parents, teachers, and students meet or exceed the provincial average in *Education Quality*.
- Teachers report that the professional development and in-servicing received from the school authority meets or exceeds the provincial average in the Assurance Measures Survey.
- GYPSD principals strongly agree that they apply educational research to their practice (Re: *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 build their annual continuous school improvement plan in collaboration with teachers around high-effect instructional strategies.
- Percentage of teachers who participate in Instructional Rounds at their school.
- Percentage of teachers accessing the ATA Professional Growth Fund.

GOAL FOUR:

GYPSD is Governed Effectively

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

The Board 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, communication, and decision-making transparency.

Engaged and Effective Governance

- Coffee Conversations: Trustees meet 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.
- Stakeholder Engagements (surveys, in-person, formal/informal).
- Annual Council of School Councils' Event.
- Board Representation: Rural Caucus of Alberta Public Schools, Public School Boards Association of Alberta, and the Alberta School Boards Association.
- Board Advocacy Topics informed by stakeholders.

Performance Measure Analysis

- Parents agree/strongly agree that the Board's focus on literacy and numeracy skills is effective.
- Parent satisfaction with their involvement in decisions about their child's education.



Alberta Education Measures
Assurance Measures Survey

Local Measures
Division Feedback Surveys



GYPSD's Board of Trustees

From Left: Yvonne Oshanyk (Hinton), Dale Karpluk (Jasper), Melodie Bobilek (Lobstick), Darrel Delisle (Grande Cache), Jocelyn Pettitt (Edson), Shirley Caputo (Hinton), Fiona Fowler (Edson).

Localized Engagement

- *Hinton Elementary School Attendance Area Update.* After two decades, the Board worked with Hinton stakeholders to update the school attendance areas for the two elementary schools. The engagement process provided the Board an opportunity to share with Hinton stakeholder groups the importance of supporting their community school, showing the connection between student enrollment numbers, staffing, and the range of educational options a staff can provide.
- *Niton Central School.* Stakeholders from the Niton community have asked the Board to explore moving Grade 9 students out of Niton into a high school program. The question has led to a larger conversation needed regarding the future of the Junior High Program at Niton Central. The engagement process will provide the Board a similar opportunity to inform the Niton stakeholder group of the implications of not supporting their community school.
- *Grand Trunk School Modernization.* GYPSD has held multiple stakeholder engagements as part of the process to inform the capital request, and the design phase of the modernization.
- *Sheldon Coates School Closure.* Grande Cache stakeholders were involved in many conversations and invited to provide input through a variety of platforms during the Board's review and consideration for the ongoing use of Sheldon Coates School.
- *Jasper Park Lodge (JPL) Transportation Service.* Following many conversations with stakeholders living and employed by the JPL, the Division implemented a school bus pilot to gather data on use and sustainability. The local engagement garnered interest from the municipality to explore a partnership opportunity that will far exceed what the school authority can provide and maintain within the National Park.

Local Engagement Topics for 2023 -2024

- Lobstick Schools Attendance Area Update
- Niton Central School Junior High Program

STRATEGIES

The initiatives in the *2023-2026 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 2021-2022 Alberta Education Results Review (AERR) and the Education Ministry's 2023-2026 Business Plan along with ongoing engagement with students, families, staff and other stakeholders.

Resource Allocation for Key Initiatives

Budgetary decisions are constructed upon the four priorities of GYPSD with principal focus given to student learning. In 2023-2026, 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*.



Implementation Plan

The key strategies in the *2023 – 2026 Education Plan* are informed by the Division's Strategic Plan, the 2021 – 2022 AERR, Education Ministry's 2023 - 2026 Business Plan and on-going feedback from engagement with educational stakeholders. The process for monitoring progress and making adjustments to the *2023 – 2026 Education Plan* include:

- August 2023: establish an Instructional Rounds schedule for all principals and assistant principals for the school year
- August 2023: complete a gap analysis of the 2022-2023 Education Survey Data with school leadership teams and identify division-wide processes for transitions, career pathway planning, and providing information to stakeholders
- September 2023: identify zone specific Instructional Round schedule for teachers for the school year
- September 2023: establish 90 day goal targets with each of the five high school leadership teams that identify both predicting and evaluation data
- September - November 2023: School Reviews
- October 2023: complete a review and analysis of the data from the 2022 – 2023 Assurance Measures Survey, June 2023 Diploma Exams and PAT results, and the results from local measures
- April 2024: complete a review of local achievement measures including the Division Education Survey
- June 2024: complete a review of local achievement measures

Budget

See GYPDS's [Budget](#) - also posted on the Division website at www.gypsd.ca.

Facilities

Please see GYPDS's [Capital Plan](#) - also posted on the [Division website](#).





Contact

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