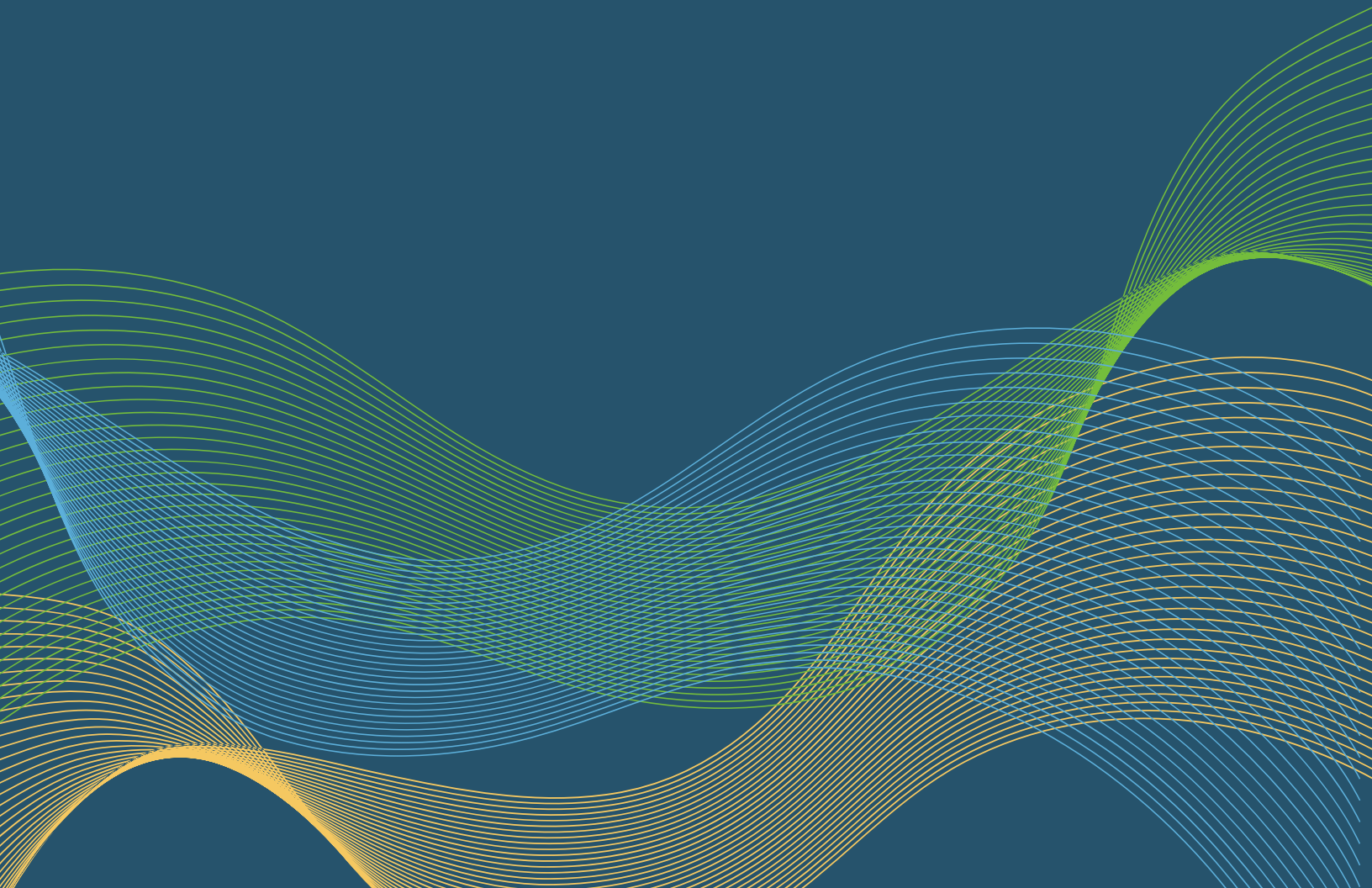




2024 - 2027 Education Plan



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 *2024-2027 Education Plan*.

At this time last year, May 2023, over half of GYPSD's students and staff were displaced and scattered by wildfires. Since the beginning of the pandemic in 2020, students in GYPSD have been resilient and flexible in the face of disruption and uncertainty. In all of our classrooms, the singular focus has been our students: their wellness, their success, and their sense of normality. We thank our GYPSD staff for their commitment to creating safe, welcoming, caring, respectful and inclusive learning spaces that acknowledge the past turbulence while focusing on the skills, knowledge, and confidence needed for the future.

The *2024-2027 Education Plan* identifies these goals:

Goal 1: Every GYPSD student will graduate with the knowledge and skills to pursue their goals beyond high school.

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

Goal 3: Increase parental satisfaction in Education Quality and Engaged Student Learning in GYPSD by improving parental engagement.

Prepared under the direction of the Board in accordance with the responsibilities under the *Education Act*, the *Fiscal Planning and Transparency Act*, and Section L of the *2023/24 Funding Manual for School Authorities* this plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the *2024-2027 Education Plan* on May 22, 2024.



Left: Fiona Fowler (Edson), Dale Karpluk (Jasper), Shirley Caputo (Hinton), Jocelyn Pettitt (Edson), Jackie Mines (Grande Cache), Yvonne Oshanyk (Hinton), Melodie Bobilek (Lobstick)

Dale Karpluk

Dale Karpluk, Board Chair

2024-2027 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, the Education Services Centre located in Edson, and the Hinton Learning Services Centre.

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, and Trade Exploration
 - Off-Campus Experiences: Green Certificate, Work Experience, Registered Apprenticeship Program
 - Supervised Home Education
- French Immersion
- Forest School Kindergarten
- Indigenous Culture and Language Partnership with the Hinton Friendship Centre
- International Student Program

STAKEHOLDER INPUT

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 Groups

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. Examples of these groups include Ed Tech Lead Teachers, Indigenous Leads, Assessment and Reporting Teacher Committee.

Leadership Groups

Conversations bring together principals from across the Division around a strategic topic. Feedback from the conversations help to inform next steps in support of student learning, teaching, and leadership. The outcomes from these conversations inform needed PD, which is facilitated by a District Leadership Team Professional Learning Committee. Additionally, monthly meetings with Senior Leadership occur between school and central office teams.

Superintendent's Health and Wellness Committee

The Health and Wellness Committee meets 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.

Division-Wide Education Survey

Each year, GYPSD supplements stakeholder engagements with an online survey for parents/guardians, teachers, and high school students. The data helps to inform the Three-Year Education Plan. The GYPSD 2024 – 2027 *Education Plan* was informed by 564 respondents.

GOAL ONE:

Students are Successful



Local Goal: Every GYPSD student will graduate with the knowledge and skills to pursue their goals beyond high school.

Insights from local data and the 2023 AERR Results that inform this goal include:

- High school completion within three years is a needed focus
- Regular daily attendance, significantly impacted by the pandemic, has not yet returned to pre-pandemic levels
- PATS/DIPS
- High School Completion
- Citizenship
- Student Learning Engagement

Strategies

- Schools collect and review their data, and identify gaps through root-cause analysis. School improvement plans reflect the needs of students' learning and well-being and the actions the staff will take to attain the plan's goals.
- Principals regularly communicate the school's improvement goals and actions staff are taking.
- School administrators discuss the ongoing implementation of their targeted actions and share their school's progress toward their improvement goal(s) at regular principal meetings.
- GYPSD K-12 teachers receive one-on-one literacy and numeracy training with consultants.
- Principals provide observation feedback and coaching to support effective practice and continuous teacher growth.
- Professional development is specific to the new K-6 curriculum, aligned with assessment, evaluation, and reporting processes.
- High schools maintain a responsive student-at-risk document that tracks students at at-risk and intervention efforts.
- Capture information in a digital student dashboard to ensure awareness and follow-through.
- Wellness Navigators within each high school work alongside school staff, Family School Liaison Counselors and BEST coordinators to bring awareness to individual choices, behaviours, and attitudes required for personal wellness and success, and which contribute to a healthy community that welcomes everyone.
- Provide full-day/full-week kindergarten wherever possible.

Measures

- PATs
- Diploma Exams
- High School Completion Results
- Citizenship
- Student Learning Engagement
- Early Years Literacy & Numeracy Assessments
- HLATs

Outcomes

- Every GYPSD student graduates.
- Every high school student will know how to access their next pathway, and will have the skills and knowledge for success.

GOAL TWO:



First Nations, Métis, and Inuit Students in Alberta are Successful

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

Insights from local data and the 2023 AERR Results that inform this goal include:

- High school completion within three years is a needed focus
- Regular daily attendance, significantly impacted by the pandemic, has not yet returned to pre-pandemic levels
- Raising awareness of the opportunities afforded by post-secondary education
- PATS/DIPS
- High School Completion
- Student Learning Engagement

Strategies

- 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 Jasper Indigenous Education Event for Alberta teachers.
- Deepen and expand Indigenous Foundational Knowledge.
- High school course selection aligns with diploma requirements and options for a career plan.

Support Community Partnerships

- Grande Cache Youth Connections
- 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.

Measures

- PATs
- Diploma Exams
- Participation in 3 or more Diploma Exams
- High School Completion
- Student Learning Engagement
- Rutherford Scholarship

Outcomes

- Indigenous students' results match their non-Indigenous peers.
- Indigenous students and their families feel welcomed and respected.

GOAL THREE:

Alberta's K-12 education system is well governed and managed.

Local Goal: Increase parental satisfaction in Education Quality and Engaged Student Learning in GYPSD by improving parental engagement.

Insights from local data and the 2023 AERR Results that inform this goal include:

- In the Assurance and GYPSD surveys, a disconnect is noted between what students and teachers reported and what parents perceived
- Education Quality
- Student Learning Engagement
- Parental Involvement

Strategies

- Digital access to attendance, grades, and assignments improves parents awareness of their child's on-going progress.
- GYPSD Good News Stories highlight the learning happening in schools.
- Principals consistently message their school vision and mission.
- The School Continuous Improvement Plan (SCIP) is communicated in parent-friendly language and identifies target specific actions through 90-Day Action Cycles.
- Parents receive regular updates on literacy and numeracy accomplishments and improvements.
- Board advocacy topics are informed by stakeholders.
- Board engagements are designed to inform stakeholders on advocacy efforts, priorities, and accomplishments, to demonstrate their responsiveness to local concerns.

Measures

- GYPSD Education Survey
- Education Quality
- Student Learning Engagement
- Parental Involvement
- Participation in Board Engagement Events
- Division Survey

Outcomes

- Parents will know the school's educational goals and strategies to achieve them.
- The disconnect between student/teacher results with parent results will decrease.



Stakeholder Engagement to address shrinking school enrolment at Niton Central School.

Resource Allocation

The initiatives in the *2024-2027 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 2022-2023 Alberta Education Results Review (AERR) and the Education Ministry's 2024-2027 Business Plan along with ongoing engagement with students, families, staff and other stakeholders.



Key Initiatives

Budgetary decisions are constructed upon the four priorities of GYPSD with principal focus given to student learning. In 2024-2027, allocations in support of key initiatives include:

- Additional resources for full-day/full-week kindergarten where possible;
- Additional resources for literacy and numeracy from Kindergarten to Grade 12;
- A targeted allocation to allow for a continued emphasis on student mental health and resiliency;
- Addition of Wellness Navigators in all high schools;
- A specific allocation to address recommendations to education in the *Truth and Reconciliation Commission's 94 Calls to Action*; and
- Allocations in support of Instructional Leadership.



Implementation Plan

The key strategies in the *2024 – 2027 Education Plan* are informed by the Division's Strategic Plan, the 2022 – 2023 AERR, Education Ministry's 2024 - 2027 Business Plan, and on-going feedback from engagement with educational stakeholders. The process for monitoring progress and making adjustments to the *2024 – 2027 Education Plan* include:

- May 2024: transition plans are identified for all students; in particular, schools identify specific processes for students with special needs and students at risk.
- August 2024: school leaders construct their **School Improvement Plan** based on gap analysis of 2023-2024 data with school staff and School Councils.
- September 2024: high school leadership communicates processes for orientation, career pathway planning, and the criteria for attaining a high school diploma or certificate of achievement.
- September 2024: principals communicate their first **90-day action plan** based on available data.
- September - November 2024: School Review.
- October 2024: complete a review and analysis of the data from the 2023 – 2024 Assurance Measures Survey with June 2024 Diploma Exams and PAT results, and the results from local measures.
- May 2025: complete a review of local achievement measures including the Division Education Survey.
- June 2025: complete a review of early literacy and numeracy at-risk results.

Budget

See GYPSD'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](#).





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