



Grande Prairie Public School Division

Board Chair: Joan Nellis

Superintendent of Schools: Alexander (Sandy) McDonald

3-Year Division Education Plan

For the school years 2021/2022 to 2023/2024

Year 2 Update for 2022/2023

Submitted May 2022



**Grande Prairie
Public School
Division**
Every Student Succeeds

<http://www.gppsd.ab.ca>



GPPSD2357

Message from the Chair of the Board of Trustees

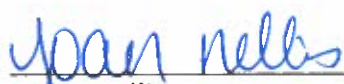
The work of our school division is to ensure every student succeeds, and our Board shares the high expectations that our stakeholders have for student success in Grande Prairie Public. Our collective high expectations are reflected in the core priorities of this plan, of the outcomes for students and staff we plan to achieve, and in the strategies our schools will use to achieve those outcomes and ensure the success of every student. As part of our governance role, our Board engages with staff liaison groups and school councils throughout the year. We also hear directly from school administration teams about the work staff are doing in each school to support student success. As we engage with stakeholders, we are very proud to see and hear reference to this plan and to hear of the significant efforts of our staff to promote the continual improvement of the quality of education in our schools. Thank you for reading this plan, and for the contribution you make to ensuring every student succeeds.

Message from the Superintendent of Schools

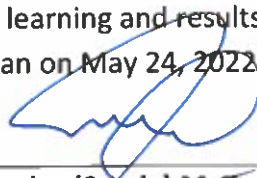
I am proud of the significant efforts of our staff, who make student success their priority every day. This plan has been informed by evidence of student growth and achievement in our schools and was built collaboratively using the priorities identified at each school. It reflects the significant daily efforts of our schools to provide optimum learning to all students and informs actions at all levels of the division. The goal for this plan is that it is used to support each student to succeed at the highest level possible. As you read in the pages that follow what our schools will do to support student success, and how we will know we are successful, please also visit the planning section of our division website to review our Annual Education Results Report, updated at the end of November each year. If you have any questions about the content of this plan, or of your school's plan, please do not hesitate to contact your school principal and/or to join the School Council.

Accountability Statement

The Education Plan for Grande Prairie Public School Division, in effect commencing May 25, 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 consideration of the context of the provincial government's business and fiscal plans. The Board has used evidence of student growth and achievement from its performance results and other sources of information to develop this plan and is committed to implementing the strategies contained within the plan to continually improve student learning and results. The Board approved and adopted this updated 2022-2025 3-Year Education Plan on May 24, 2022.



Joan Nellis
Chair, Board of Trustees



Alexander (Sandy) McDonald
Superintendent of Schools

Who we are!

A Learning Community in which Every Student Succeeds

Preschool to Grade 12



8000 Students



1000 Staff



The Grande Prairie Public School Division has been helping students achieve personal growth and academic success in the city of Grande Prairie since 1911.

Public Meetings of the Board of Trustees

Public meetings of the Board are held on the 2nd and 4th Tuesday of every month at 6:00 pm. Some exceptions apply. Visit <https://www.gppsd.ab.ca/board/Pages/Board-Meetings> for current dates/times and to learn more about the process for attending meetings.

Universal Guiding Principles

The Board of Trustees established the universal principals that follow to guide decision making in the division. For everything we decide to do, we will hold ourselves accountable and we will ask:

- Is it good for students?
- Will it build trust and good relationships?
- Will it help us improve?
- Is it a responsible thing to do?
- Are we being open, honest, and ethical?

Our Programs

We are proud to offer a variety of different high quality learning opportunities to students and families. The programs listed below exist to provide enhanced opportunities for students to learn and grow:

Pre-Kindergarten

French Immersion Preschool to Grade 12

Christian Education

Outreach Education

Off-Campus, Dual Credit & Trades Education

STEM Learning

International Student

KinderPAL

Montessori Preschool to Grade 6

Academy Sport-Specific Programs

International Baccalaureate

Music Programming

Home Schooling

Child Care Provider Partnerships

Our Commitment

Successful implementation of this plan will occur from the collective commitment of staff, at all levels, to the following key concepts and principles:

Teaching and Learning Standards: Learning is not just an expected outcome for students, it is also a system-wide action that is necessary for us to ensure every student succeeds. Prioritizing student growth and achievement requires that our division commits fully to supporting the professional learning of the adults in our division as well. Our school year calendar, system structures, practices and expectations all support ongoing professional learning of individuals and groups. We are committed to engaging in inquiry-based growth planning and generative dialogue in all schools to support implementation of Alberta's Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard.

Importance of Teaching and Leadership: It is evident, from practice and in research, that the quality of instruction students receive and the leadership that exists in the system are the most important school-based factors that drive student growth and achievement. This plan describes the desired outcomes and the strategies our instructional and leadership staff will work towards. This plan also outlines the alignment of planning at all levels of the system to ensure the contributions of staff will make a difference. The plan has been developed to support all staff to connect with our priorities and desired outcomes and to share in the work that will result in the success of every student.

The Use of Evidence to Inform Planning and Assess Progress: Evidence of student growth and achievement will be used to inform the planning and decision making that happens in the division. The evidence we will collect to assess our progress is identified in this plan as *What We Will See*. We will use this information to inform planning and to assess our progress. A summary of our evidence of progress will be prepared annually into an Annual Education Results Report (AERR) in the fall of every school year. The AERR will be shared with Alberta Education and shared and reviewed with our school division community as well.

Supporting Reconciliation: This plan also acknowledges our collective responsibility to the reconciliation process and to work towards the 'Calls to Action on Education' established by the Truth and Reconciliation Commission. We are committed to providing opportunities for all staff and students to understand, and to appreciate, the historical and contemporary experiences, traditions, cultures, worldviews, and ways of knowing of Indigenous peoples.

Stakeholder Engagement: Engaging meaningfully with all stakeholders is also a commitment that will be evident in the work we do. Informing, collaborating, seeking feedback and at times engaging in structured activities with stakeholders to explore select topics deeply makes a difference. The work of Principals with their School Councils and the information collected from staff, student, and parent Assurance Surveys, are examples of practices that help us to identify evidence to inform our planning and to assess our success achieving the outcomes in this plan.

Our Education Plan has 3 Priorities:

Priority 1: Teaching and Learning

Outcome 1: Students will be prepared academically, socially, and emotionally to complete high school.

Our focus on quality teaching guides planning and assessment of learning. Strategies include structures and pathways to meet the academic, social, and emotional needs of all students.

What we do:

- Optimum Learning Framework outlines expectations of quality teaching
- Professional learning focuses on quality teaching: curriculum, instruction, planning, and assessment
- Evidence of student achievement and growth is used to inform instruction
- Planning responds to the academic, social, and emotional needs of students
- Implementation of the Division Indigenous Framework improves student achievement and engagement
- Multiple pathways support high school completion

What we will see:

- Classroom, Division, and Provincial measures improve
- Diploma Exam participation rates continue to improve
- Student attendance rates improve
- High school completion rates improve
- Professional learning is aligned with education plan priorities

Outcome 2: Classroom instruction and assessment prioritizes literacy and numeracy.

Our focus on literacy and numeracy ensures that our students will have the foundational skills to be lifelong learners and contributing members of society.

What we do:

- Professional learning supports instruction and assessment
- Literacy and numeracy interventions support individual student achievement
- Assessment informs quality teaching
- School plans align with Division literacy and numeracy priorities

What we will see:

- Teachers engage in professional learning aligned with identified student needs and guided by evidence of student achievement
- Classroom, Division, and Provincial measures improve
- Students meet or exceed grade level or individualized goals

Priority 2: Leadership

Outcome 1: Leadership practices improve staff and student learning.

Leadership practices build staff capacity and a shared responsibility to support high school completion for all students.

What we do:

- Professional Growth Plans and collaborative inquiry support staff professional growth
- Student achievement informs school planning
- Mentorship provides opportunities, formal and informal, for staff
- Professional learning enhances instructional leadership and school improvement planning

What we will see:

- Professional Practice Standards are the foundation of Professional Growth Plans and inquiry
- Leaders provide feedback to staff by engaging with and supporting professional growth
- Individual teacher practice aligns with school priorities
- Evidence-based decision making and planning
- Classroom, Division, and Provincial measures improve

Outcome 2: Distributed leadership enhances a collaborative culture of learning.

School communities are collaborative learning environments where members have the skills and opportunities to contribute meaningfully.

What we do:

- Collaborative decision-making processes
- Modeling and instruction of collaborative structures and skills
- Formal and informal leadership opportunities are supported

What we will see:

- Evidence based decision making and planning
- Increased stakeholder engagement
- Staff satisfaction with Professional Learning Days
- Capabilities to work collaboratively improve
- School community members, including school councils, are supported in fulfilling their roles and responsibilities

Outcome 3: Indigenous foundational knowledge benefits all students.

Indigenous foundational knowledge strengthens student learning experiences to support reconciliation, engagement, and achievement.

What we do:

- Planning is guided by Reconciliation and the Calls to Action
- Engage with members of the school community
- Build capacity for intercultural understanding, empathy, and mutual respect
- Provide opportunities to improve understanding of the cultural, contemporary, and historical experiences of Indigenous peoples that support reconciliation
- Strengthen partnerships and relationships with community agencies and individuals

What we will see:

- Division Indigenous Framework is understood by all stakeholders
- Indigenous cultures visibly represented in schools
- School members' understanding of the historical and contemporary experiences of Indigenous peoples increases
- Indigenous students meet or exceed grade level or individualized goals
- Indigenous high school completion rates increase

Priority 3: Inclusion

Outcome 1: School communities are welcoming, caring, respectful and safe environments where students, staff, and families have a strong sense of belonging.

Members of the school community contribute to an environment where diversity is embraced, and a sense of belonging is emphasized. The school community understands their role in creating and sustaining a welcoming, caring, respectful and safe working and learning environment.

What we do:

- Establish a shared understanding of inclusion
- Embed School wide frameworks for social emotional learning
- Collaborate with parents in the person-centered planning for students with specialized learning needs
- Provide opportunities to increase understanding of Indigenous foundational knowledge supports sense of belonging
- Relationships with community agencies support inclusion

What we will see:

- Division policies, administrative procedures and school codes of conduct are inclusive, understood and embedded in practice
- Culture of inclusion is visible
- Relationships support a sense of belonging
- Classroom, Division, and Provincial measures improve
- Student attendance improves
- Students feel connected to their school community
- Parental involvement with goal setting and individualized program planning improves

Outcome 2: The emotional and physical well-being and mental health of all students and staff is supported.

Wellness is a focus in Division and school practices. Staff are supported with training and resources to integrate social emotional learning to benefit student and their own well-being.

What we do:

- School-wide framework that embeds social emotional learning
- Positive Behaviour Supports
- Division Wellness framework supports system wellness
- Connections to community services support staff and students
- Division structures support student mental health and well-being

What we will see:

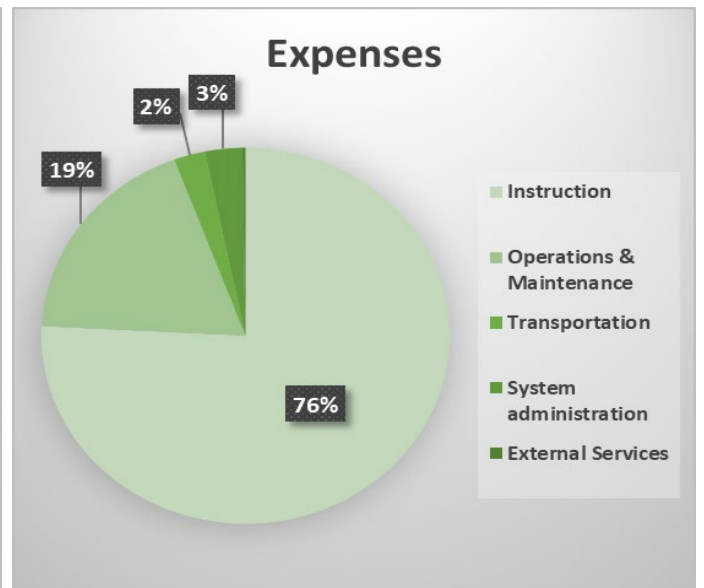
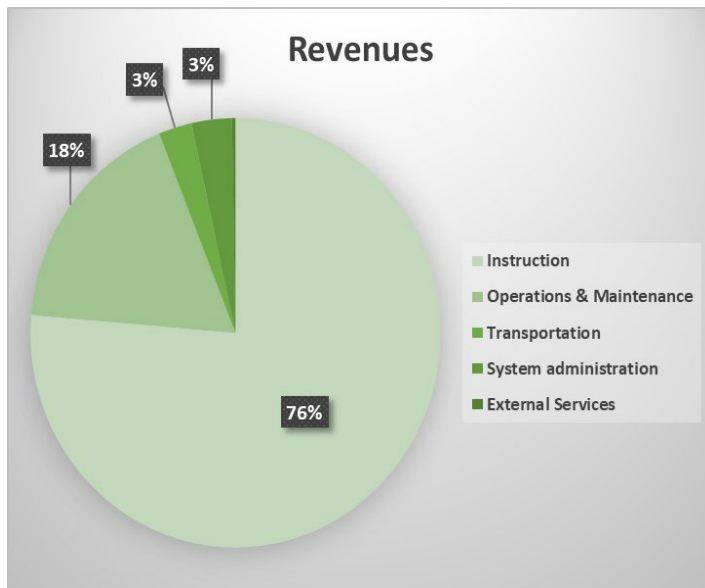
- A responsive Division Mental Health model supports and meets the needs of students
- Shared understanding of the elements of staff wellness and personal responsibility is supported
- Classroom, Division, and Provincial measures improve
- Social Emotional Learning strategies and supports are visible
- Restorative practices are increasingly visible in schools

2022-2023 Budget

Budget Principles

The Board of Trustees reaffirmed the following budget principles to guide the Division’s administration team in preparing the budget:

- support the 3 priority areas identified in the Division’s Strategic Plan: Teaching and Learning, Leadership, and Inclusion;
- support the continuous improvement of our Division;
- make the provision of front-line services to students a priority;
- consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board;
- shall be developed collaboratively;
- consider the long-term sustainability of optional programs offered within the Division; and
- support diversity and equity in our schools for the purpose of helping every student to succeed.



	Revenues	Expenses
Instruction	\$ 78,266,813	\$ 80,373,465
Operations & Maintenance	\$ 18,045,469	\$ 19,616,102
Transportation	\$ 2,675,271	\$ 2,610,746
System administration	\$ 3,265,402	\$ 3,137,783
External Services	\$ 272,565	\$ 272,565
Total	\$ 102,525,520	\$ 106,010,661

Link to budget documents: [Division Budget - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://www.gppsd.ab.ca/division-budget)

2023-2026 Capital Plan

The Grande Prairie Public School Division maintains 18 facilities for a student population of approximately 8000. As the economy recovers in the community, the city will continue to grow in the future years. To meet the growth needs, the three-year capital plan addresses the largest priorities for Division’s facilities. The latest three-year plan includes the two modernizations, a high school permanent addition as well as a new school.

Capital Plan Priorities

Facility	Configuration	Project Description	Capacity
Crystal Park School	K-8	Modernization	800
Kensington School	K-8	New School	600
Aspen Grove School	K-8	Partial Modernization (Gynamsium)	500

Infrastructure, Maintenance and Renewal Projects

The Division’s maintenance team continually addresses the normal wear and tear on our facilities to ensure the safety of all students, staff, and public visitors. Planning in this area includes the following identified priorities:

Infrastructure, Maintenance and Renewal Planning	Location
Concrete and parking lot repairs	Alexander Forbes School
Landscaping repairs	Alexander Forbes School
Landscaping repairs	Isabel Campbell School
Landscaping repairs	Riverstone School
Flooring and wall repairs	Various

Capital, Maintenance and Renewal Projects

Capital, Maintenance and Renewal Planning	Location
Plumbing repairs in crawlspace	Ecole Montrose
Replacement of gymnasium floor	Ecole Montrose
Interior lighting and ceiling repairs	Parkside Montessori
Exterior concrete repairs	Derek Taylor School
Parking lot repair and resurfacing	Aspen Grove School
Asphalt and curb repair on ring road	Crystal Park School
Gathering space access control project	Charles Spencer
Heating and Ventilation repairs for the gymnasium	Avondale School

Link to Capital plans: [Division: School & Facilities Planning - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://www.gppsd.ab.ca/division-school-facilities-planning)