



Grande Prairie Public School Division

Board Chair: Joan Nellis

Superintendent of Schools: Alexander (Sandy) McDonald

3-Year Division Education Plan

For the school years 2024/2025 to 2026/2027

Year 1 - 2024/2025

Submitted May 2024



**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 references 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

This plan identifies the priorities our staff will focus on to drive student growth and achievement for the next three years. The priorities in this plan are very similar to those in our previous 3-year plan and have been identified through the analysis of student achievement data and through engagement with students, parents and staff in a variety of different surveys. This plan extends and goes deeper than our prior 3-Year Education Plan, however. Included are the strategies we will use to achieve our goals for students and the measures we will use to track our progress. If you are interested in learning more, I encourage you to speak to your school's principal to learn more about the specific details of what you can expect to see in our schools as we all work to realize the priority outcomes included in this plan. Thank you for reading this plan and your support for our mission!

Accountability Statement

The Education Plan for Grande Prairie Public School Division, in effect commencing May 28, 2024, 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 2024-2027 3-Year Education Plan on May 28, 2024.



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



9000 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 of Choice

We are proud to offer parents a variety of different high quality learning choices for their students. 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 Sports & Athletics

International Baccalaureate

Music Programming

Home Schooling

Child Care Provider Partnerships

Our Commitment

Learning is not just an expected outcome for students, it is a system-wide belief 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. Our school year calendar, system structures, practices and expectations all support ongoing professional learning of individuals and groups.

Evidence of student growth and achievement is used to inform the planning and decision making that happens in the division 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.

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.

What's New in The First Year of This Plan

This new 3-Year Education Plan, approved May 28, 2024, continues the work described in the previous plan and reported on in the division's Annual Education Results Report. No evidence has been found in student achievement results, staff, student, and parent survey results, nor in any of the individual school plans to suggest our 3 priority areas need to change. There are however a few small changes from the previous plan worth noting:

- The three priority areas in this plan remain the same.
- Priority Area 2, Belonging, has been renamed from Inclusion. Supporting inclusion is not a priority that stands on its own, it must be embedded in all areas of our operations. Providing a continuum of supports and services to meet the learning needs of students is a strategy now embedded in all three priorities: Teaching and Learning, Belonging, and Leading.
- Responsive planning for individual students, to ensure they receive personalized support that aligns with their needs, is a new strategy in Teaching and Learning that illustrates how the concept of inclusion is embedded.
- Alberta Education expects division plans to include provincial and local measures. The local measures in this plan were identified by GPPSD staff to represent the evidence we are collecting and reviewing to track our progress.
- This plan includes an implementation plan, on pages 8-10, that describes how key actions across the division will support the strategies described in this plan.

Our Education Plan has 3 Priorities:

Priority 1: Teaching and Learning

Outcome: Student success is ensured through quality teaching in optimum learning environments.

- The Optimum Learning Framework outlines expectations for responsive planning, assessment practices, and instruction, aligned to the curriculum, to support the diverse learning needs of all students
- Literacy and Numeracy Frameworks identify consistent practices to advance students' literacy and numeracy skills
- Teachers are supported to implement curriculum
- Intentional communication between school and families to support student learning

Outcome: Students are supported to succeed from early learning to high school completion and beyond.

- Multiple pathways and a continuum of supports respond to student needs to prepare them to complete high school
- Students are taught to self-reflect, set goals, and persevere to increase their readiness to transition through their schooling
- Students and families are provided opportunities to learn about career pathways and develop their readiness to transition to life beyond high school

Outcome: Students who self-identify as Indigenous experience improved achievement.

- Indigenous Education Framework identifies knowledge, processes, and actions that support culturally responsive pedagogy

Measures

Alberta Education Assurance Measures

- PAT & Diploma
- High School Completion Rates
- Student Learning Engagement
- Access to support & services
- Parental Involvement
- Education Quality
- Lifelong Learning
- Successful at work
- Broad Range of Studies

Local Measures

- Early Years Literacy & Numeracy Assessments (All Students & Indigenous Students)
- Coordinated Classroom Assessments (All Students & Indigenous Students)
- Off Campus CTS, online, and Bridge Network credit attainment (All Students & Indigenous Students)
- Access to a continuum of supports and services
- Prepared to complete and for after high school
- Student engagement & satisfaction
- Student Attendance (All Students & Indigenous Students)
- Parental involvement and satisfaction with learner supports
- Student transition structures and processes

Priority 2: Belonging

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

- Build capacity for intercultural understanding, empathy and mutual respect for all
- Increase understanding of the cultural, contemporary, and historical experiences of Indigenous peoples that support reconciliation
- Engage with staff, students, families and members of the community to inform the Division's work on anti-racism and equity action plan

Outcome: The emotional, physical, and mental health of all students and staff is supported.

- Strengthen the structures that support student emotional, physical and mental health
- Implement Division Wellness Framework to support staff wellness
- Expand and strengthen collaborative connections within the community

Measures

Alberta Education

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environment
- Citizenship

Local Measures

- Acquiring and applying foundational knowledge
- Welcoming Caring, Respectful, and Safe
- Learner supports
- Citizenship, community, prepared for life after high school
- Active, healthy, well
- Workplace supports wellness
- Indigenous sense of belonging in schools

Priority 3: Leading

Outcome: Leadership ensures quality teaching in optimum learning environments

- Embedded professional growth planning process for all certificated staff
- Collaborate with school community to implement a shared vision for student engagement, learning, and well-being
- Use evidence to plan, monitor and assess progress
- Promote innovation, positive change and commitment to continuous improvement

Outcome: Leadership is distributed and collaborative

- Build staff leadership capabilities to enhance distributed leadership
- Strengthen collaborative skills, structures, and processes with students, staff, and school councils
- Continue to engage with the school community to inform decision-making

Measures

Alberta Education Assurance Measures

- Professional Learning
- Students involved in school community

Local Measures

- Professional Learning
- Collaborate in decision making
- Inquiry-based professional growth plan process
- Leadership program participants and staff leadership course completion

IMPLEMENTATION PLAN

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

Processes

It is evident, from practice and-research, that the quality of instruction students receive and the leadership that exists in the system are the most important school-based factors that impact student growth and achievement.

This plan:

- Establishes outcomes and strategies for staff;
- Outlines the alignment of planning, at all levels of the system;
- Is developed to support all staff to connect with our priorities and desired outcomes;
- Uses evidence of student growth and achievement to inform the planning and decision making in the division.

Insights from Results Analysis

The 2022-2023 Annual Education Results Report (AERR) identified a system focus on supporting student academic achievement. The AERR highlighted areas of growth as well as opportunities to support students.

The collective efforts of all staff have seen a positive impact on student growth throughout kindergarten to grade 12. Intentional and responsive planning for all students ensures multiple entry points for learners. Multiple interventions and a focus at the high school on multiple pathways to high school completion, continues to support students. Student transitions within K-12 and into the world of work are identified as areas for growth.

Division Assurance Survey results identified a high level of staff satisfaction with support for professional learning within the division. The strategic focus of System Leadership's planning to support school administration as instructional leaders, and school administration planning to support their staff, is key in ensuring continued growth.

Indigenous ways of being, knowing and doing enhance our learning for staff and students. The Division's Indigenous Education framework will provide a foundation upon which staff members can deepen individual and collective knowledge to meet the holistic needs of all students. While Indigenous students are at or above provincial averages on most PAT exams and over half of Diploma exams, we continue to support the achievement of our Indigenous students at all grade levels.

A focus on social emotional learning, wellness, and Indigenous foundational knowledge have supported welcoming, caring, respectful and safe school communities. This next cycle will strengthen

strategies for improving students' and staff sense of belonging. Making diversity and cultures visible in schools will provide opportunities for increased equity and intercultural understanding.

Professional Learning

With a focus on ensuring student growth and achievement, division structures support professional learning at the system, school, and individual level. These include:

- Inquiry-based professional growth plans, aligned with the professional practice standards, are supported by leadership;
- Staff professional learning days, which may include school improvement planning, professional learning, individual growth planning or collaborative time, are scheduled monthly;
- Administrator professional learning is scheduled monthly;
- Facilitated teacher professional learning, aligned with the Optimum Learning Framework and curricular areas;
- Supported opportunities to increase our system understanding of Truth and Reconciliation.

Resourcing our System

The division's allocation model resources the priority areas and strategies outlined in the Division 3-Year Education Plan. Targeted staffing, a focus on professional learning and operational support for key initiatives support the implementation of the plan.

Staffing allocations:

- Instructional Staff: Classroom Teachers, Administrators, Learning Support Teachers, High School Completion, Curriculum Lead, Numeracy/Literacy Coordinators, PUF Pre-Kindergarten, Educational Programmers, music specialists, STEM leads, Intervention Program Leads.
- Non-Instructional Staff: Social Workers, K-3 Interventionists, EAL Interventionists, multi-disciplinary professional support staff, indigenous programming coordinator, indigenous liaisons, family outreach.

Supports for Key Initiatives:

Frameworks

Frameworks serve as guidelines providing a common language and shared understanding around expectations of consistent practice for both the teacher and the leader.

- Optimal Learning Framework (OLF): foundational framework for quality teaching (Planning, Instruction, Assessment through the Curriculum)
 - Numeracy, Literacy, Wellness, and Indigenous Education frameworks, support the overarching OLF.

Curriculum Implementation

The division has been intentional and purposeful to ensure the system is prepared to support continued implementation. Lead teachers with subject-area expertise support the implementation of new curricula through enhancing teacher understanding of curriculum design and architecture, planning, assessment and supporting instruction with resource development and curation. The flexibility of the system ensures that continued teacher and leader knowledge is differentiated. Working groups have been engaged to ensure that classroom teachers have the opportunity to be supported through the piloting and implementation processes.

Intervention

- K-3: Early Literacy and Numeracy intervention project: Focusing on students identified through provincial assessments, this intervention program is supported by lead teachers and education assistants;
- 4-6: English as and Additional Language (EAL) and Indigenous Learners project: Focusing on EAL and Indigenous learners, this intervention program is supported by lead teachers and education assistants at schools with needs identified among the target population;
- 9-12 High School Completion Intervention: Focusing on ensuring students complete high school, this intervention is supported by teachers at high school who work within the student services teams at each site.

Engagement

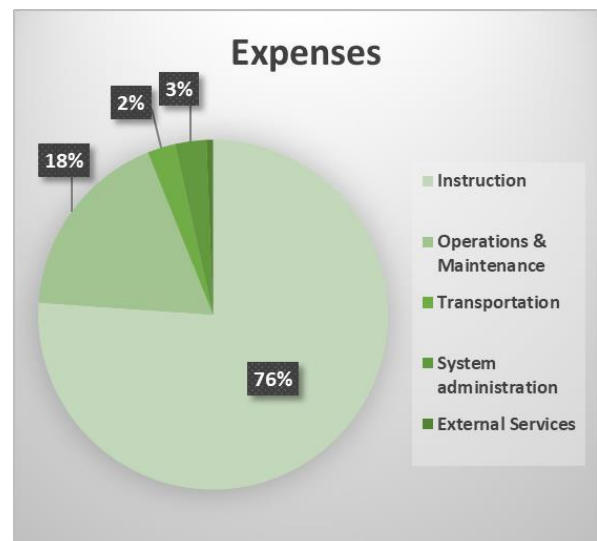
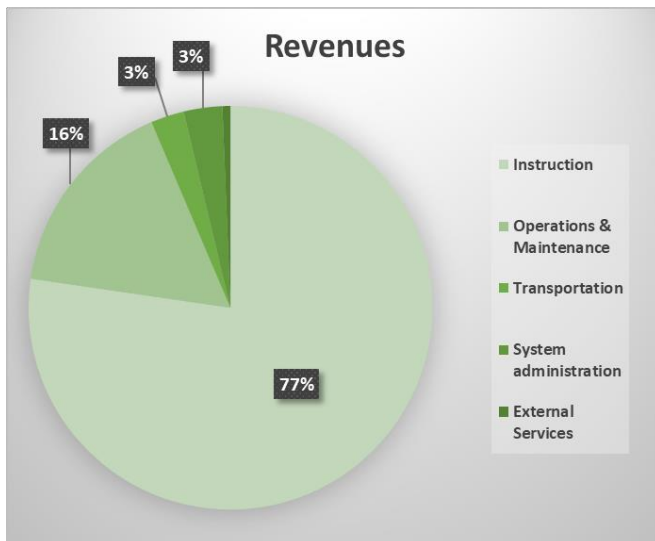
Meaningful engagement is evident in our work. Informing, collaborating, seeking feedback and engaging in structured activities with stakeholders enhances decision making. The work of principals with their School Councils and the information collected from staff, student, and parent Assurance Surveys, are examples of practices that help us to identify evidence to inform our planning and to assess our success. Other types of engagements include employee liaison groups, administration and teacher committees, Council of School Councils, Board of Trustee Student Advisory, and school-trustee assurance meetings.

2024-2025 Budget

Budget Principles

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

- The 2024-2025 GPPSD Budget shall be developed consistent with the principles identified in Board Policy 1: GPPSD Mission and Guiding Principles.
- The Division’s budget shall be developed to support the 3 priority areas identified in the Division’s Strategic Plan: Teaching and Learning, Belonging and Leading.
- The Division’s budget shall be developed collaboratively. Principals and site supervisors will discuss the school and system priorities with staff and school councils and provide feedback from their school to inform the budget development process.
- All students deserve access to a learning environment that will meet their specific needs. Our Division’s budget should support diversity and equity in our schools for the purpose of helping every student to succeed.
- The Division’s budget should support the continuous improvement of our Division.
- The Division’s budget must make the provision of front-line services to students a priority.
- The Board and Division administration shall continue to strive to find financial efficiencies inside and outside the Division.
- The Division’s budget shall consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board.
- The budget planning process shall consider the long-term sustainability of optional programs offered within the Division; and
- The Division should allocate resources equitably to ensure that all schools, regardless of size, allow students to have access to high quality education resources of socioeconomic status or demographic factors.



	Revenues	Expenses
Instruction	\$ 88,370,392	\$ 90,004,874
Operations & Maintenance	18,622,361	21,081,456
Transportation	3,042,124	3,042,124
System administration	3,539,058	3,419,373
External Services	734,367	734,367
Total	\$ 114,308,302	\$ 118,282,194

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

2025-2028 Capital Plan

The Grande Prairie Public School Division maintains 18 facilities for a student population of near 9000 students. In the recent couple of years, the City of Grande Prairie has benefited from families moving into the province from across Canada as well as outside of the country. As a result, our Division has experienced significant growth over recent years. With enrolment growth near 5% in the current year, our short term outlook indicates increased enrolment pressure to occur in our high schools. To meet future growth our three year capital plan focuses on the need to expand the Division’s high school capacity from current level. To meet the growth needs, the three-year capital plan addresses the largest priorities for the Division’s facilities. The latest three-year plan includes core building additions at our two high schools, along with a new school and a new replacement school.

Capital Plan Priorities

Facility	Configuration	Project Description	Capacity
Grande Prairie Composite High School	9-12	Core building addition	1600
Charles Spencer High School	9-12	Core building addition	1200
Kensington School	K-8	New School	600
Crystal Park School	K-8	Replacement school	800

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

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
Classroom flooring repairs	Various schools
Wall repairs	Various schools
School garage repairs	Maude Clifford School
School garage repairs	Composite High School
Pool repairs	Crystal Park School

Capital, Maintenance and Renewal Projects

Capital, Maintenance and Renewal Planning	Location
Asphalt parking lot repair project	GP Composite High School
Sidewalk replacement project	Hillside Community School
Sidewalk replacement project	Swanavon School
Piping insulation project	Swanavon School
Ceiling replacement project	I.V. Macklin Public School
Exterior window replacement project	I.V. Macklin Public School
Heating line repairs	I.V. Macklin Public School
Pool mechanical systems project	Crystal Park School
Boiler replacement	Roy Bickell School