



Grande Prairie Public School Division

Superintendent: Alexander (Sandy) McDonald

3-Year Division Education Plan

2021/2022 – 2023/2024



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

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

   **GPPSD2357**

Message from the Chair of the Board of Trustees

Board Policy 1 for the Grande Prairie Public School Division describes who we are as a school division and states the shared beliefs and values we hold about teaching and learning. These shared principles exist to affirm the high expectations we hold regarding the work of our staff and students.

We believe one principle is core to our success; the use of evidence to drive continuous improvement. Our Board continually engages in review of multiple sources of evidence to reflect on and answer the question: Are we getting better? We assess our improvement annually to inform the decisions we make as governors for the Division. Our principles, and this plan, combine to create the conditions by which we ensure every student succeeds.



Message from the Superintendent of Schools

The development of this plan reflects the work of our schools to provide optimum learning to all students. I am proud of the efforts of our Board and our staff who have made the alignment of individual, school, and division plans evident in all they do. Student success occurs because of the alignment of planning and actions at all levels in our division. The priority areas and desired outcomes identified in this plan will be our focus for the next 3 years and the strategies identified will guide our work in all schools. Over the course of the next three years our staff at all levels will continually assess our progress and make adjustments based on the evidence of student growth and achievement we collect.

Accountability Statement

The Education Plan for Grande Prairie Public School Division, in effect commencing May 31, 2021, 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 the Education Plan for 3 years on June 15, 2021.

John Lehnars – Board of Trustees Chair

Alexander (Sandy) McDonald - Superintendent

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 & Trades Education

Online Programming

International Student

KinderPAL

Montessori Preschool to Grade 6

Academy Sport-Specific Programs

International Baccalaureate

Dual Credit

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 instruction 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:

- Professional learning focuses on curriculum, instruction, and assessment
- Planning reflects the academic, social, and emotional growth 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

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 literacy and numeracy instruction and assessment
- Literacy and numeracy interventions support individual student achievement
- Assessment guides quality instruction
- School plans align with Division literacy and numeracy priorities

What we will see:

- Teachers engage in professional growth planning that is guided by evidence of student achievement
- Classroom, Division, and Provincial literacy and numeracy measures improve
- Students meet or exceed grade level or individualized goal expectations

Priority 2: Leadership

Outcome 1: Leadership practices improve staff and student learning.

Leadership practices build staff capacity and a shared responsibility for student achievement from registration to graduation.

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
- Individual teacher practice reflects 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

What we will see:

- Evidence based decision making and planning
- Increased school community 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:

- Reconciliation and the Calls to Action guide planning
- 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 perspectives embedded and visible in schools
- School members' understanding of the historical and contemporary experiences of Indigenous peoples increases
- Indigenous students meet or exceed grade level or individualized goal expectations
- Indigenous graduation 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:

- Shared understanding of inclusion
- School wide frameworks embed social emotional learning
- Interactions between staff and students support belonging
- Person-centered planning occurs for students with specialized learning needs and parents are part of the planning process
- Indigenous foundational knowledge is enhanced through teacher professional learning
- 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 evident
- Classroom, Division, and Provincial measures improve
- Student attendance improves
- Student participation in school extracurricular activities and student leadership opportunities improves
- 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 wellbeing.

What we do:

- School-wide framework that embeds social emotional learning
- Division Wellness Committee supports system wellness
- Wellness focus is embedded into monthly staff meetings
- Community services support staff and students

What we will see:

- Supports and services meet the needs of individuals
- Shared understanding of the elements of wellness
- Classroom, Division, and Provincial measures improve
- Social Emotional Learning strategies and supports are embedded
- Social Emotional Learning strategies are integrated into school pyramids of intervention
- Student and staff attendance improves

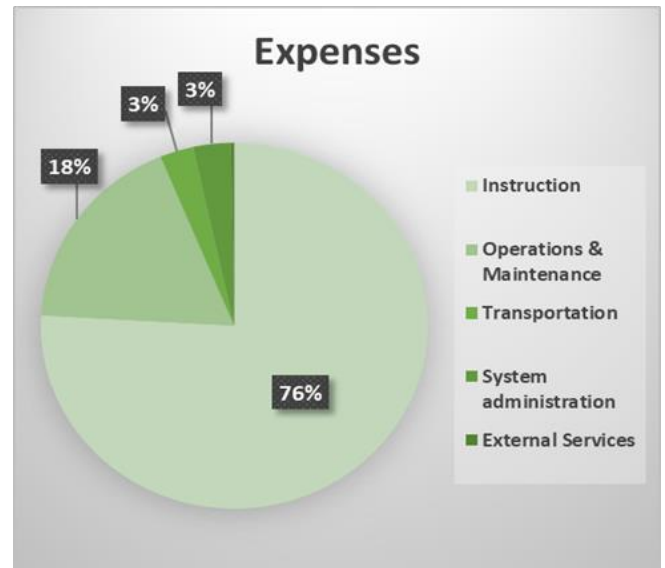
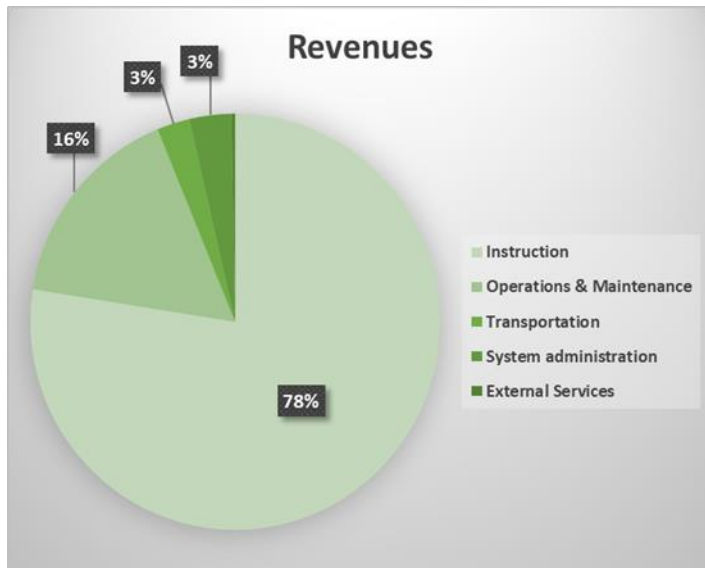
2021-2022 Budget

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.

The Budget can be found on the Division webpage: [2021 - 2022 Division Budget](#)



	Revenues	Expenses
Instruction	\$ 76,914,746	\$ 74,867,742
Operations & Maintenance	\$ 16,184,271	\$ 17,620,463
Transportation	\$ 2,561,534	\$ 2,764,570
System administration	\$ 3,302,402	\$ 3,110,182
External Services	\$ 272,565	\$ 272,565
Total	\$ 99,235,518	\$ 98,635,522

2022-2025 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 (Gymnasium)	500
Charles Spencer High School	9-12	Addition	1250 (+200 addition)

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
Resurface Aspen Grove School gymnasium roof
Resurface IV Macklin School parking lot
Modernize and refresh washrooms at various schools
Refinish the gymnasium floor at Crystal Park School
Parking lot repairs at Ecole Montrose
Flooring and wall repairs at various schools

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)