

# HIGH PRAIRIE SCHOOL DIVISION 2024-27 EDUCATION PLAN (YEAR 1)



## Mission

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

## Vision

High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

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## MESSAGE FROM THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, I am pleased to present the 2024-27 High Prairie School Division Education Plan. Within these pages, you will find Division priorities, outcomes, and strategies, along with corresponding measures that have been identified as a result of consultation with stakeholders.

The Division continues to garner feedback to inform our planning process. This year, we embarked on a comprehensive community engagement process with 13 engagement sessions held in every school across the Division. This was in addition to a one-question survey emailed to stakeholders regarding ideas for school/division improvement. The aggregated data was used to update the Division's mission statement, vision statement, and core values.

As a result of consultations, surveys, data collected throughout the previous year, and a four-day strategic planning process, the Board identified four focus areas within its priorities:

- Literacy
- Numeracy
- Stakeholder engagement
- Mental health

We encourage you to look through this unique lens into our Division and would appreciate hearing from you as your voice and opinions are important to us. Please consider joining your child's school council and/or answering the surveys available throughout this upcoming year.

Diversity brings strength, and your voice matters.

## ACCOUNTABILITY STATEMENT

The Education Plan for High Prairie School Division, commencing August 2024, was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting 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.

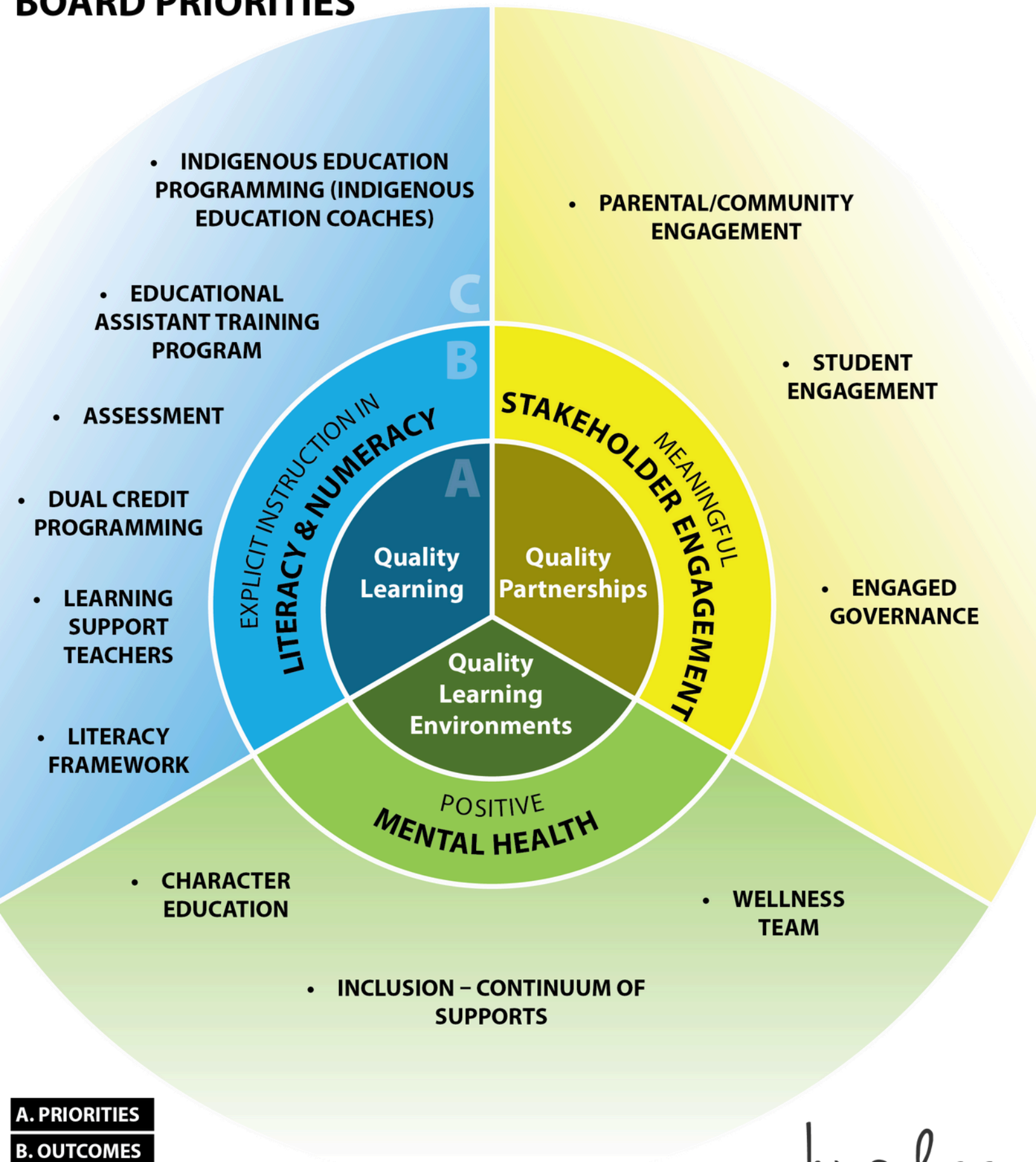
The Board approved the 2024-27 Education Plan on May 21, 2024. (Year 1)

  
Joy McGregor, Board Chair

  
Murray Marran, Superintendent and CEO



# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



**A. PRIORITIES**  
**B. OUTCOMES**  
**C. STRATEGIES**

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# ABOUT US

High Prairie School Division (HPSD) serves approximately 3,000 students across 12 schools in the vibrant communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake, located in north-central Alberta. Guided by our mission to inspire, lead, and empower success through accountability and resilience, we are dedicated to creating a culture of lifelong learning. Our vision is to inspire students to learn, lead, and succeed in an ever-changing world.

At HPSD, we emphasize the importance of literacy and numeracy as foundational skills for all students. Our literacy strategy is designed to create literacy-rich environments where students engage with language confidently and meaningfully. We employ divisional benchmarks and screening tools to assess students' reading comprehension and writing skills, using data to inform instructional decisions. Each school has a literacy committee, and a divisional committee ensures that actions are prioritized according to the HPSD Literacy Framework.

Numeracy is equally prioritized, with strategies to develop students' proficiency in engaging with quantitative and spatial information. Our numeracy committee, comprising teacher representatives from each school, examines data and research to recommend effective teaching and assessment strategies. Tools like the Elk Island Math Intervention Tool and visual data representation in Dossier support teachers in assessing and improving students' numeracy skills.

HPSD also values a balanced approach to assessment, integrating formative and summative assessments to inform teaching practices and support student learning. Standardized assessments, along with teacher-planned opportunities for students to demonstrate their learning, ensure a comprehensive evaluation of student progress.

Our commitment to educational support is further demonstrated through the Educational Assistant (EA) Training Pilot Program, a

collaboration with Edmonton Public Schools. This initiative provides on-the-job training, online modules, and mentorship to enhance the skills of educational assistants, focusing on supporting diverse learners and managing complex behavioural needs. This program aligns with the goals of our EA Advisory Team, promoting continuous learning and retention within our educational community.

At HPSD, we also prioritize the inclusion and support of all students through the efforts of Learning Support Teachers (LSTs). These educators provide targeted professional development, direct instruction, and consultation with service providers to meet the diverse needs of our students. Additionally, our Indigenous Education Coaches work to ensure that all students understand Canadian history, including Indigenous cultures and perspectives, supporting the calls to action in Truth and Reconciliation.

We are proud of our comprehensive educational programs and services, which include dual credit opportunities, character education, and mental health support through our wellness team. Our engaged governance, parental and community involvement, and continuous pursuit of innovative strategies underscore our commitment to fostering a supportive and enriching learning environment for all students.



# PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

## BOARD OUTCOME: QUALITY LEARNING - LITERACY

### STRATEGIES

Literacy is defined as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living (Alberta Education). A continued focus on literacy-rich environments, researched best-practices, and literacy assessments are important to student achievement.

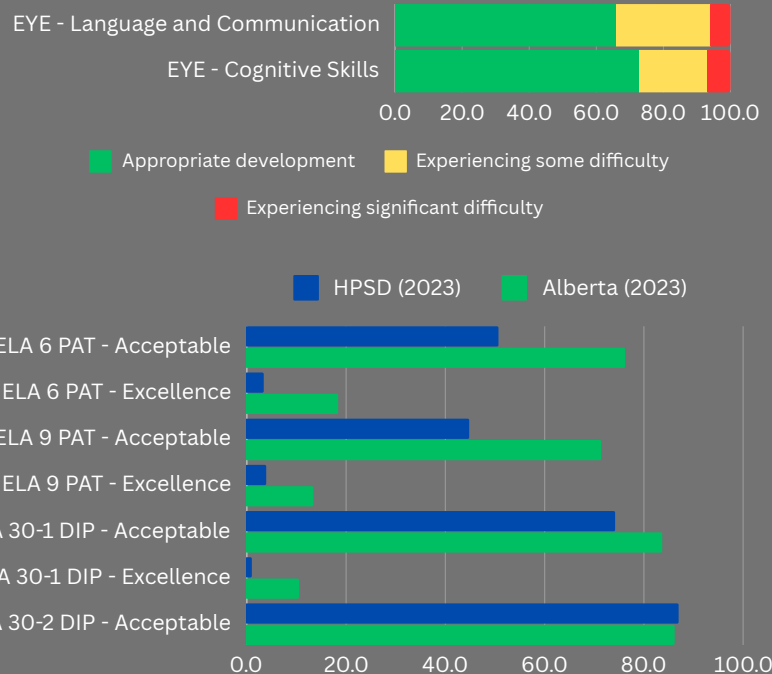
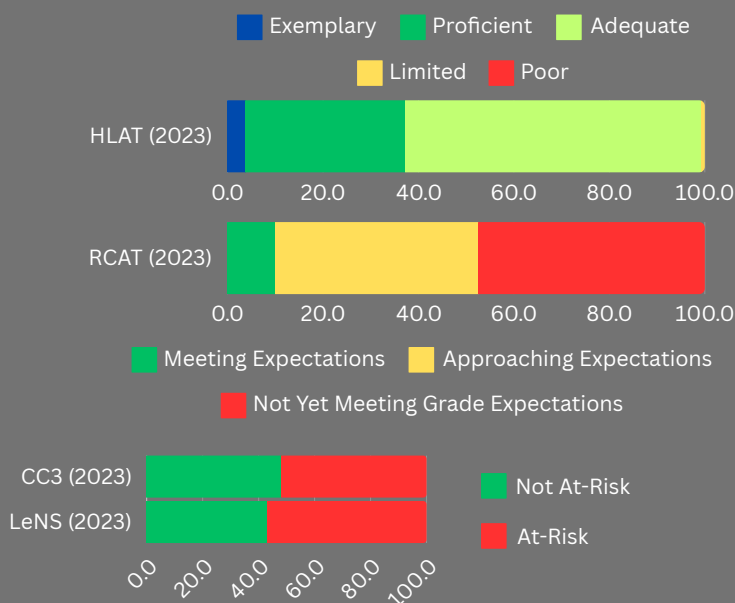
HPSD schools will assess using divisional benchmarks and screening tools according to a divisionally set schedule. Teachers will assess every student in the areas of reading comprehension and writing to identify specific areas of targeted growth. The data will be organized in Dossier, allowing access to historical data for each student and a current visual representation of reports to support instructional decisions by teachers. Each school has a literacy committees. The divisional literacy committee, with teacher membership from each school's literacy committee, examines and prioritizes actions using the HPSPD Literacy Framework.

HPSPD schools will use literacy data (including benchmark results) and foundational balanced literacy principles to set and achieve improvement goals.

Support will be provided, and evidence will include:

- Read alouds & think alouds modelled K-12 across all subject areas,
- Teachers conferencing with students about their reading and writing,
- K-12 students participating in guided and shared reading and writing opportunities,
- Explicit instruction of phonics, comprehension, content area, and literacy strategies,
- Explicit word work and vocabulary instruction using researched strategies,
- A variety of supports and interventions for reading and writing are made available to students,
- Instruction and supports are informed by student data and staff collaboration,
- Literacy interventions are articulated on the school's continuum of supports.

### PERFORMANCE MEASURES



# PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

## BOARD OUTCOME: QUALITY LEARNING - NUMERACY

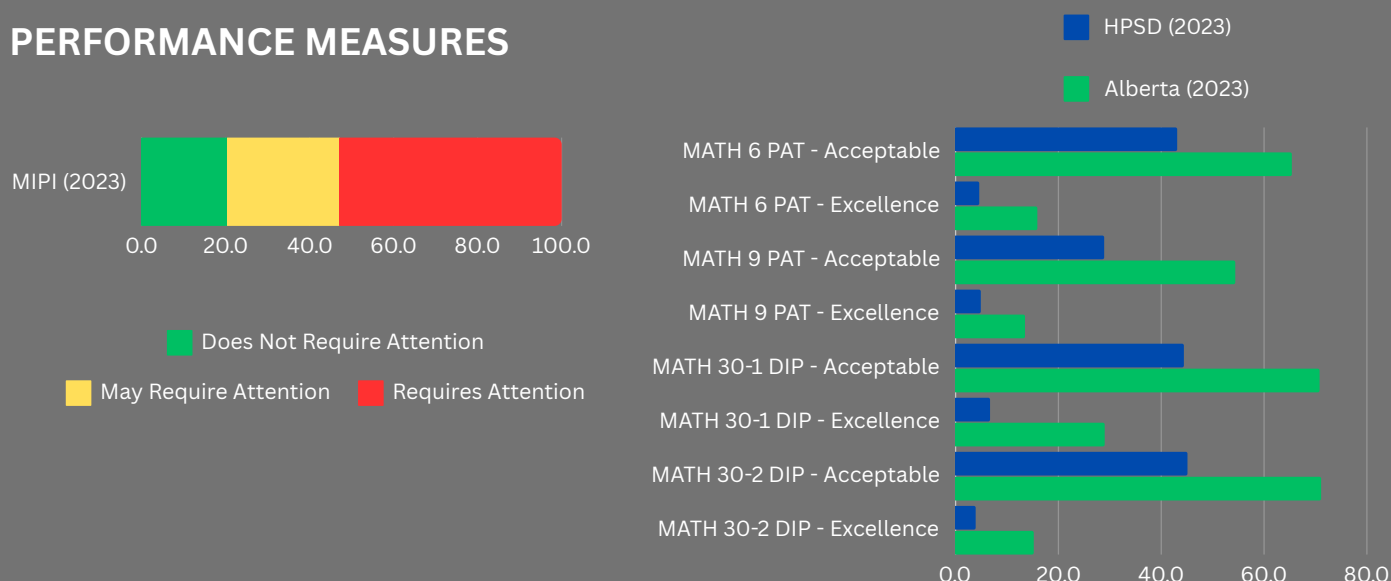
### STRATEGIES

Alberta Education defines numeracy as “the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. An individual who is numeracy-rich has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community.” HPSD teachers will incorporate mathematical teaching strategies and assessment strategies to develop students who are proficient in numeracy. The divisional numeracy committee, with teacher membership from each school, examines and prioritizes data and research to make recommendations to HPSD leadership for potential supports and actions.

HPSD schools will ensure that all staff and students understand that numeracy is foundational to all learning. Evidence will include:

- Elk Island Math Intervention Tool is administered in all Grades 2-10,
- Data is organized in Dossier and represented visually for analysis by teachers to inform instruction,
- Identification and assessment of school numeracy interventions,
- Students engaging with quantitative or spatial information in all curricula,
- Students engage in numeracy-rich discussions and activities in all subject areas,
- The Division will ensure a collaborative numeracy framework is developed and implemented in the 2024-25 school year.

### PERFORMANCE MEASURES



# PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

## BOARD OUTCOME: QUALITY LEARNING - LITERACY AND NUMERACY

### STRATEGIES (CONTINUED)

#### ASSESSMENT

HPSD schools will generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences. Support will be provided, and evidence will include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning,
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps,
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities,
- Standardized assessments will continue to be used to monitor progression in literacy and numeracy,
- Further, PATs and DIPs will inform practice.

#### EDUCATIONAL ASSISTANT TRAINING PROGRAM

High Prairie School Division is participating in an Educational Assistant (EA) Training pilot program aimed at enhancing educational support across the division. This initiative, a collaboration with Edmonton Public Schools, marks HPSPD as one of twelve divisions in Alberta chosen for the Educational Assistant Internship Pilot running from February to June 2024.

The pilot program offers a blend of on-the-job training, online modules, and mentorship by seasoned EA Coaches within the division. The curriculum focuses on critical areas such as supporting diverse learners, managing complex behavioural needs, and enhancing students' numeracy and literacy skills. Additional training will cover support for students experiencing anxiety, those learning English as an additional language, and those on the autism spectrum.

HPSPD's participation in this pilot is a significant step towards increasing the number of qualified EAs, removing barriers to training, and fostering a culture of continuous learning and retention within the educational community. The program began with an online orientation for the coaches in February, followed by in-depth, in-school training sessions, which started mid-February.

This initiative aligns perfectly with the aspirations of HPSPD's newly formed EA Advisory Team, which has expressed a keen interest in pursuing training opportunities to better collaborate with educators and support student success.





# PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

## BOARD OUTCOME: QUALITY LEARNING - LITERACY AND NUMERACY

### STRATEGIES (CONTINUED)

#### LEARNING SUPPORT TEACHERS

The Learning Support Teacher's role is to support inclusion within classrooms through coaching conversations with teachers, modelling of best practices, observation and data collection. The Learning Support Teachers are continuing to provide targeted professional development to their colleagues based on the needs of their staff and students. These needs are determined through classroom observation, coaching conversations, and discussions with their Administrators. The remaining time is devoted to direct instruction to students requiring targeted or intensive support, diagnostic assessment and consultation with service providers.

Each school uses data as a means to identify and advocate for students needing access to a continuum of supports and services. LSTs are key players in supporting the staff's understanding of response to intervention and the ways of individualizing support for students. This involves the collection and analysis of student data to see how to best assist each student in achieving their individualized goals. The LSTs are instrumental in supporting the analysis of assessment data from multiple sources such as Math Intervention/Programming Instrument, RCAT, and HLAT, as well as through anecdotal data from classroom observations and behaviour monitoring forms.

The collection of data is used to inform decisions about where to allocate resources and services such as Educational Assistants, occupational therapy, speech-language pathology, and psychological supports.

#### LITERACY FRAMEWORK

High Prairie School Division has unveiled a new Literacy Framework to guide our educators on the instruction and assessment of students to positively impact their results and better prepare generations of students for life after school. The document was built collaboratively with our Division's teachers, LSTs, and administrators to provide a comprehensive document outlining key areas and strategies at all grade levels. Full implementation will be in the 2024-25 school year.





# TARGETS (%) - LITERACY AND NUMERACY

EYE	Appropriate development	Target (2024)	Experiencing some difficulty	Target (2024)	Experiencing significant difficulty	Target (2024)
Language and Communication	66	71	28	24	6	5
Cognitive Skills	73	77	20	18	7	5

	Exemplary	Target (2024)	Proficient	Target (2024)	Adequate	Target (2024)	Limited	Target (2024)	Poor	Target (2024)
HLAT (2023)	3.8	8	33.4	38	62.1	54	0.7	0	0	0

	Meeting Expectations	Target (2024)	Approaching Expectations	Target (2024)	Not Yet Meeting Grade Expectations	Target (2024)
RCAT (2023)	10.0	15	42.6	45	47.4	50

	Not At-Risk	Target (2024)	At-Risk	Target (2024)
CC3 (2023)	48.0	53	52.0	47
LeNS (2023)	43.3	50	56.7	50

	Does Not Require Attention	Target (2024)	May Require Attention	Target (2024)	Requires Attention	Target (2024)
MIPI (2023)	20.5	25	26.6	24	52.9	51

	HPSD (2023)	Target (2024)
ELA 6 PAT - Acceptable	50.7	53.0
ELA 6 PAT - Excellence	3.4	6.0
ELA 9 PAT - Acceptable	44.8	48.0
ELA 9 PAT - Excellence	3.9	7.0
ELA 30-1 DIP - Acceptable	74.2	77.0
ELA 30-1 DIP - Excellence	1.0	5.0
ELA 30-2 DIP - Acceptable	87.0	90.0
ELA 30-2 DIP - Excellence	3.7	6.0

	HPSD (2023)	Target (2024)
MATH 6 PAT - Acceptable	43.1	50.0
MATH 6 PAT - Excellence	4.6	7.0
MATH 9 PAT - Acceptable	28.9	34.0
MATH 9 PAT - Excellence	4.9	8.0
MATH 30-1 DIP - Acceptable	44.4	50.0
MATH 30-1 DIP - Excellence	6.7	10.0
MATH 30-2 DIP - Acceptable	45.1	50.0
MATH 30-2 DIP - Excellence	3.9	8.0

# PROVINCIAL OUTCOME 2: FIRST NATIONS, MÉTIS AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

## BOARD OUTCOME: QUALITY LEARNING - LITERACY AND NUMERACY

### FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

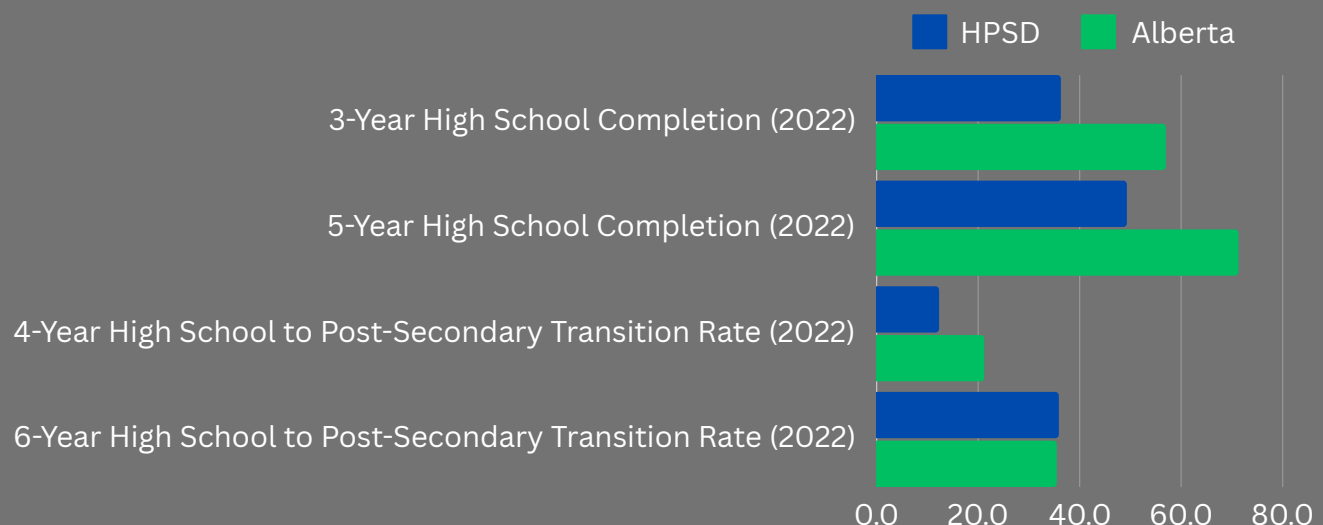
This model supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers within our local context.

TARGETS (%)	HPSD	Target (2024)
3-Year High School Completion (2022)	36.3	40.0
5-Year High School Completion (2022)	49.3	53.0
4-Year High School to Post-Secondary Transition Rate (2022)	12.3	15.0
6-Year High School to Post-Secondary Transition Rate (2022)	35.9	40.0

### PERFORMANCE MEASURES

*High school completion rates and high school to post-secondary transition rates of self-identified First Nations, Métis, and Inuit students.*





# PROVINCIAL OUTCOME 3: ALBERTA'S STUDENTS HAVE ACCESS TO A VARIETY OF LEARNING OPPORTUNITIES TO ENHANCE COMPETITIVENESS IN THE MODERN ECONOMY

## BOARD OUTCOME: QUALITY LEARNING - LIFE BEYOND SCHOOL

### DUAL CREDIT PROGRAMMING

The Division offers a wide variety of dual credit courses and programs, allowing students to explore career interests, earn workplace certifications and prepare for a successful transition to post-secondary. Recognizing the benefits to students, Career Coaches continuously encourage and support student participation in dual credit opportunities. Over the past two years, the team has encouraged more parental and family involvement in the application process, further elevating the rate of student success in these courses. The Dual Credit Coach is integral as this position supports students enrolled in dual credit courses.

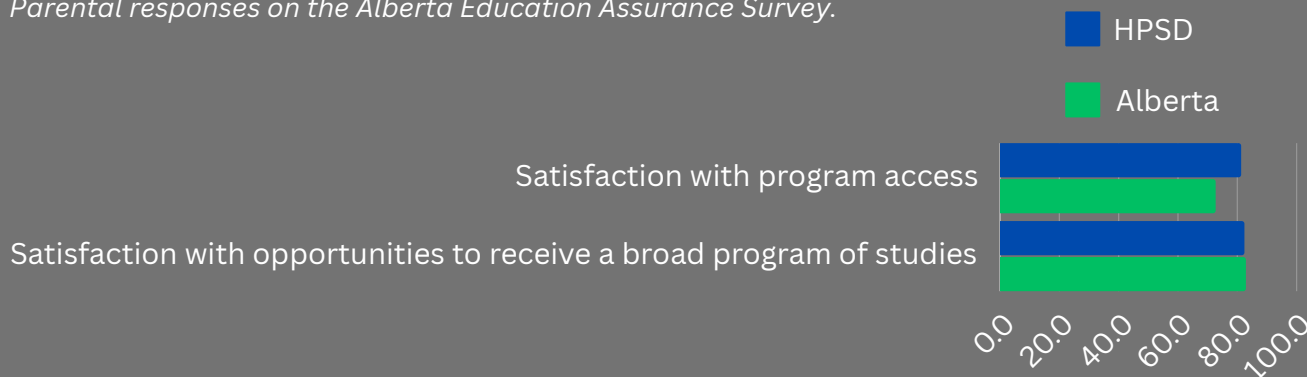
HPSD continues to explore new partnerships with post-secondary institutions and innovative dual credit delivery models that meet the needs of our students. Career Coaches work closely with their communities and local industry partners to create collaborative opportunities that support student interest and meet local labour market needs.

TARGETS (%)	HPSD	Target (2024)
Satisfaction with program access	81.3	84
Satisfaction with opportunities to receive a broad program of studies	82.4	85



### PERFORMANCE MEASURES

*Parental responses on the Alberta Education Assurance Survey.*



# PROVINCIAL OUTCOME 4: ALBERTA'S K-12 EDUCATION SYSTEM AND WORKFORCE ARE WELL-MANAGED

## BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

### STRATEGIES

#### ENGAGED GOVERNANCE

The Board of Trustees reviewed data as part of their strategic plan in the first year of the board planning cycle to identify priorities.

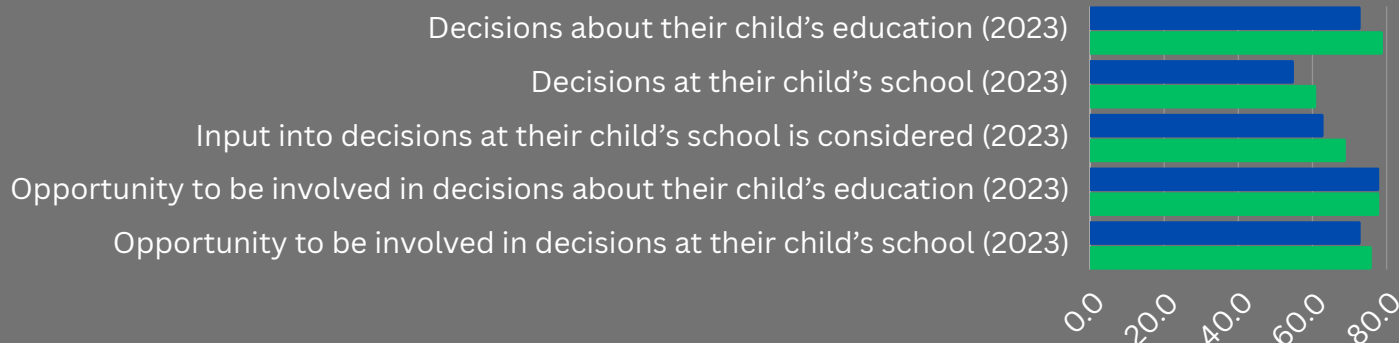
At the 2023-24 strategic planning session, the Board of Trustees reviewed data from their 13 engagement sessions and an online survey to update the Division's mission, vision, and core value statements. The Board affirmed four outcomes within the three Board priorities:

- Literacy
- Numeracy
- Stakeholder Engagement
- Mental Health Supports



### PERFORMANCE MEASURES

*Parental satisfaction with the following:*





# PROVINCIAL OUTCOME 4: ALBERTA'S K-12 EDUCATION SYSTEM AND WORKFORCE ARE WELL-MANAGED

## BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

### STRATEGIES (CONTINUED)

#### PARENTAL/COMMUNITY ENGAGEMENT

The HPSD Board of Trustees continues to support parental and community involvement in the decisions about education in our school division. The Board of Trustees hosts community consultations and regular surveys, attends school council meetings, and participates in relevant local organizations like local chambers of commerce.

These methods are used in concert to gather as much feedback as possible from our school community to ensure the parental and community voice is heard when making decisions related to the education of children. This is in keeping with the Government of Alberta's Assurance Framework to consistently assess progress and demonstrate success. This includes providing local and societal context by "employing engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students."

#### STUDENT ENGAGEMENT

Next year, the High Prairie School Division Board of Trustees will be undertaking engagement with student groups from across the division.

Students in the division are currently asked questions on wellness and school life in our annual school survey (formerly the OurSCHOOL survey). They also complete the annual Alberta Education Assurance survey, and our yearly school calendar survey.



TARGETS (%)	HPSD	Target (2024)
Parental satisfaction with the following:		
Decisions about their child's education (2023)	73	76
Decisions at their child's school (2023)	55	60
Input into decisions at their child's school is considered (2023)	63	65
Opportunity to be involved in decisions about their child's education (2023)	78	81
Opportunity to be involved in decisions at their child's school (2023)	73	78

# BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

## STRATEGIES

### CHARACTER EDUCATION

Character Education is based on HPSD efforts to create and promote safe and caring schools through intentional instruction of each schools'/communities' core values. The primary purpose of character education is to create a climate where students feel connected to the school and supported by their teachers and other school staff. CE includes a broad range of concepts such as positive school culture, just communities, caring school communities, social-emotional learning, civic education, and service-learning. The aim is to promote the intellectual, social, emotional, and ethical development of our students, thus promoting school climates where students feel connected and supported by everyone in the school community. Quality CE should create a culture of character that supports and challenges students and adults to strive for excellence.

Each school's CE is routinely reviewed and updated through intentional refocusing activities to ensure it aligns with current school/community values.

HPSD administrators engaged in professional development about Restorative Justice. Restorative Justice may serve as one of the means to support character education; however, character education should be considered more broadly than just restorative justice.

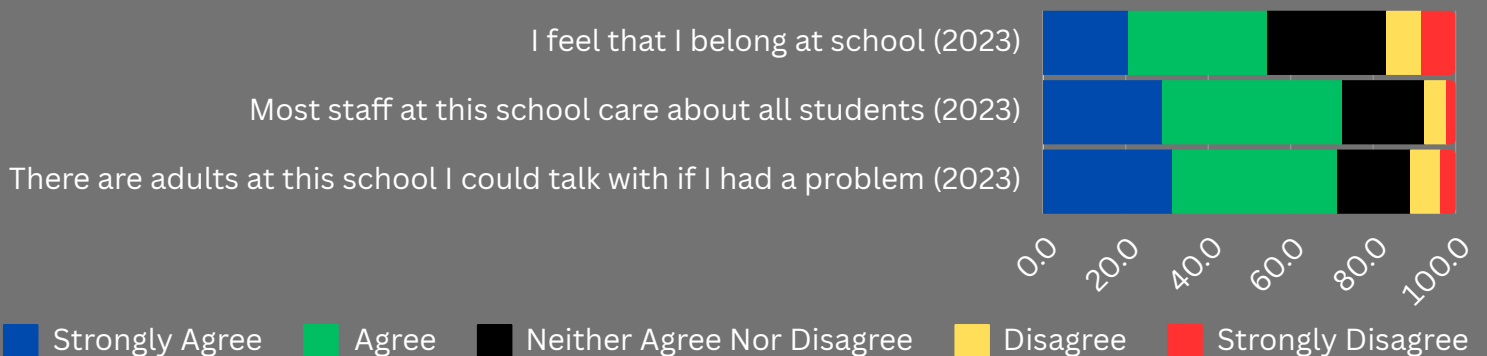
### INCLUSION – CONTINUUM OF SUPPORTS

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

## PERFORMANCE MEASURES





# BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

## STRATEGIES (CONTINUED)

### WELLNESS TEAM

It is recognized that children and youth are most likely to access mental health support within the school setting. To address the needs of students, HPSPD has a wellness team composed of Wellness Coaches, a Counseling Consultant, and Psychologists. The Division is striving to provide mental health supports across the Division within a recommended ratio of one Wellness Coach: 250 students and one psychologist: 700 students (recommended by the Association of School Counsellors & National Association of School Psychologists).

HPSPD's focus is on building the capacity of schools to respond to students' mental health needs, using a three-tiered Response to Intervention model:

- **Universal programs** - aimed at creating a school climate that supports student well-being and identifies and addresses the needs of students before they escalate.
- **Target intervention** – Wellness Coaches offer specific programming that targets student development and that aligns with the school's values. These programs are developed through consultation with school administration, the counselling consultant, and psychologists to respond to students by offering solutions and encouragement to meet goals. There is ongoing consultation with the Counseling Consultant and/or psychologists to determine the best means of supporting the student.

- **Specialized intervention** – Counselling Consultant and Psychologists provide specialized intervention support in the form of 1:1 counselling, assessment services, and consultation with schools and families. Referrals to external service providers (Child and Family Services, Alberta Health Services, RCMP) are made when warranted.

Wellness Coaches work within schools to adopt a strength-based approach that supports students to build their resilience to overcome challenges. This involves the promotion of healthy practices, offering support and alternatives regarding choices, and partnership with other service providers and agencies when needed.

The Counseling Consultant has the skill and expertise to address the need for more targeted and specialized support. School staff and the consultant work to identify students needing more intensive support. The consultant also provides professional development and assists in offering support to school-based staff to achieve their wellness needs.

Professional mentorship is integral to building the capacity of the Wellness Coaches, Counseling Consultants, and Division Psychologists. The Divisional Psychologist has the expertise and experience to offer this support and to ensure adherence to professional guidelines.

TARGETS (%)	Strongly Agree	Target (2024)	Agree	Target (2024)	Neither Agree Nor Disagree	Target (2024)	Disagree	Target (2024)	Strongly Disagree	Target (2024)
I feel that I belong at school (2023)	20.7	24	33.6	37	28.9	25	8.5	7	8.2	7
Most staff at this school care about all students (2023)	29.0	32	43.5	46	20.0	18	5.2	3	2.3	1
There are adults at this school I could talk with if I had a problem (2023)	31.3	34	40.0	44	17.8	16	7.3	4	3.6	2

# FINANCIAL DOCUMENTS

All financial documents can be found on the Division website at <https://www.hpsd.ca/financials>.

Capital plans are available on the division website at <https://www.hpsd.ca/capital-plans>.

## **ANNUAL BUDGET**

## **THREE-YEAR CAPITAL PLAN**

## **INFRASTRUCTURE MAINTENANCE AND RENEWAL PLAN**