

HIGH PRAIRIE SCHOOL DIVISION 2024-27 EDUCATION PLAN (YEAR 2)



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.

hpsd.ca

MESSAGE FROM THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, I am pleased to present year two of 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 engage in the community consultation process. This year, we embarked on a comprehensive community engagement process with 10 engagement sessions held in every ward across the Division, including two online sessions. This was in addition to a one-question survey emailed to stakeholders regarding ideas for school/division improvement. The aggregated data was used to inform administration on parental views of current practices in assessment, reporting, report cards, and other topics.

The Board remains committed to our priorities of:

- 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 the upcoming year.

Diversity brings strength, and your voice matters.

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Education Plan for The High Prairie School Division, commencing August 2025, 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 School 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 School Board approved the 2024-27 Education Plan on May 21, 2024. (Year 1)

The School Board reviewed and approved the 2024-27 Education Plan on May 13, 2025. (Year 2)

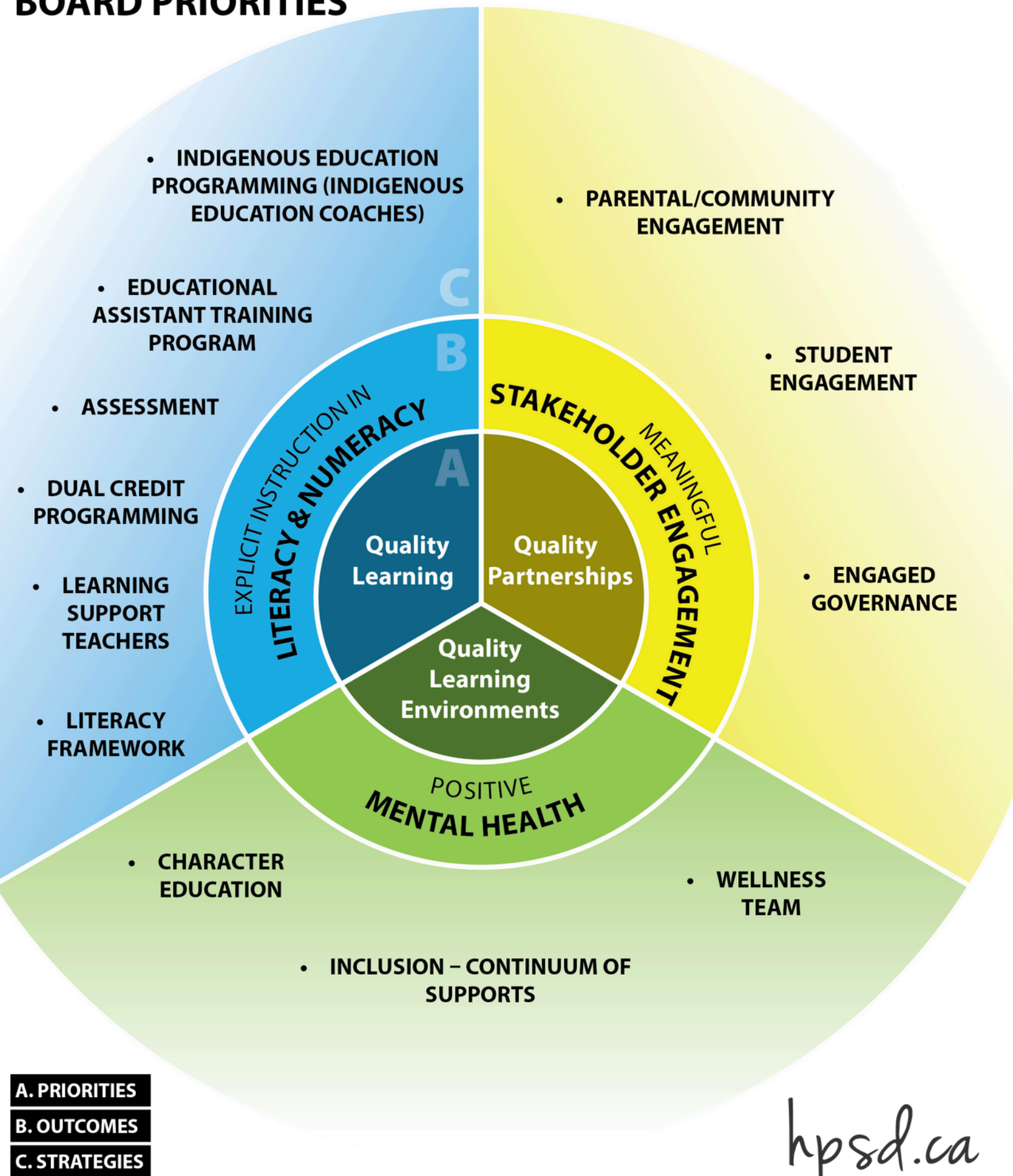
A handwritten signature in black ink that reads "Joy McGregor". The signature is written in a cursive style with a large, stylized "J" and "M".

Joy McGregor, Board Chair

A handwritten signature in black ink that reads "Murray Marran". The signature is written in a cursive style with a large, stylized "M" and "M".

Murray Marran, Superintendent and CEO

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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.

Next year, we will see the formalization of our literacy and numeracy frameworks. Our school-based literacy committees will continue to support teachers in literacy instruction and champion best practices when teaching how to read and become literate.

HPSD remains committed to prioritizing literacy-rich environments where data-driven decisions guide instruction. For that reason, we continue to assess students both divisionally and provincially to monitor gains and progress.

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.

We are pleased to partner next year with CASA (Child and Adolescent Services for All) Program and start a CASA Classroom in Slave Lake.

Regarding programming, HPSD will be enhancing its green certificate by introducing our vertical farming program at E.W. Pratt High School.

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 committee. The divisional literacy committee, with teacher membership from each school's literacy committee, examines and prioritizes actions using the HPSP Literacy Framework.

HPSD 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.



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.



PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

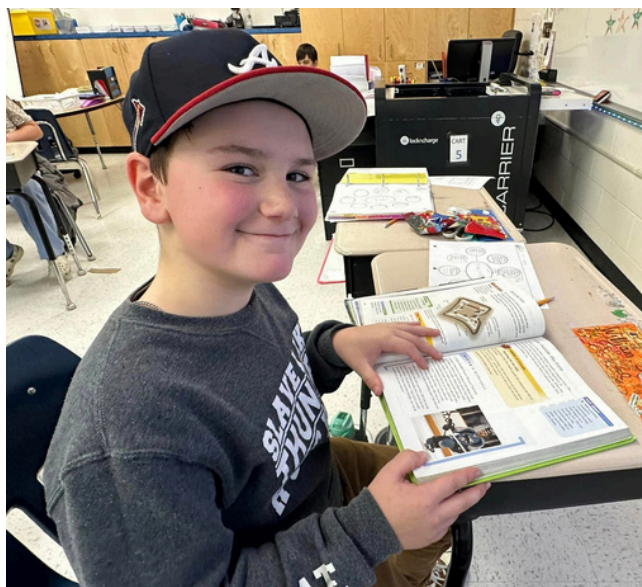
BOARD OUTCOME: QUALITY LEARNING - LITERACY AND NUMERACY

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

HPSD is on year two of a pilot program with Edmonton Public Schools. EAs follow modules designed for their professional development, focusing on varied topics such as literacy, numeracy, or behaviour management. These modules are designed to support EAs in their professional learning.

This pilot program offers a blend of on-the-job training, online modules, and mentorship by seasoned EA Coaches within the division. Additional training will cover support for students experiencing anxiety, those learning English as an additional language, and those on the autism spectrum.

HPSD'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.

This program aligns perfectly with the aspirations of HPSP's EA Advisory Team, and supporting their mandate of supporting professional growth and learning.

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 developed a 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.



ALBERTA EDUCATION 2025-28 BUSINESS PLAN

ALIGNMENT AND TARGETS

OUTCOME 1 - ALBERTA'S STUDENTS ARE SUCCESSFUL

High school completion rate (5 Year Completion)				
2022-23		2025-26	2026-27	2027-28
64.9%	HPSD Targets	66.9%	68.9%	70.9%
88.1%	Alberta Targets	88.4%	88.6%	88.8%
High school to post-secondary transition rate (6 Year Transition)				
2022-23		2025-26	2026-27	2027-28
40.7%	HPSD Targets	40.9%	41.1%	41.3%
60.1%	Alberta Targets	60.3%	60.5%	60.6%
Percentage of students who achieved the acceptable standard on Grade 9 provincial achievement tests - Language Arts				
2023-24		2025-26	2026-27	2027-28
57.5%	HPSD Targets	58.5%	59.5%	60.5%
69.6%	Alberta Targets	70.0%	71.0%	72.0%
Percentage of students who achieved the acceptable standard on Grade 9 provincial achievement tests - Math				
2023-24		2025-26	2026-27	2027-28
27.4%	HPSD Targets	28.4%	29.4%	30.4%
52.7%	Alberta Targets	53.0%	54.0%	55.0%
Percentage of students who achieved the acceptable standard on diploma examinations - Language Arts				
2023-24		2025-26	2026-27	2027-28
81.7%	HPSD Targets	82.2%	82.7%	83.7%
85.1%	Alberta Targets	85.4%	85.5%	85.6%
Percentage of students who achieved the acceptable standard on diploma examinations - Math				
2023-24		2025-26	2026-27	2027-28
29.9%	HPSD Targets	30.9%	31.9%	32.9%
73.5%	Alberta Targets	74.0%	74.5%	75.0%

HPSD LITERACY AND NUMERACY LOCAL DATA AND TARGETS

Literacy Data			Enrollment Total	2023-24				Targets (Spring)		
				Fall		Spring		2025-26	2026-27	2027-28
				%	#	%	#			
EYE	Kindergarten	Experiencing significant difficulty	174	20.9	32	7.5	11	6.5	5.5	4.5
		Experiencing some difficulty		31.4	48	8.2	12	6.2	4.2	2.2
		Appropriate development		47.7	73	84.4	124	87.4	90.4	93.4
RTR LeNS	Grade 1	None-Minimal Development	181	32.2	55	24.8	41	23.8	22.8	21.8
		Developing Skills		ND	ND	ND	ND	0.0	0.0	0.0
		Developing Well-Mastered		67.8	116	75.2	124	76.2	77.2	78.2
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	182	30.8	52	28.2	42	27.2	26.2	25.2
		Approaching Expectations		ND	ND	ND	ND	0.0	0.0	0.0
		Meeting Expectations		69.2	117	71.8	107	72.8	73.8	74.8
	Grade 3	Not Yet Meeting Grade Expectations	194	27.4	51	22.0	39	21.0	20.0	19.0
		Approaching Expectations		ND	ND	ND	ND	0.0	0.0	0.0
		Meeting Expectations		72.6	135	78.0	138	79.0	80.0	81.0
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	214	56.1	119	49.0	99	48.0	47.0	46.0
		Approaching Expectations		39.2	83	46.0	93	44.0	42.0	40.0
		Meeting Expectations		4.7	10	5.0	10	8.0	11.0	14.0
	Grade 5	Not Yet Meeting Grade Expectations	180	44.3	89	29.4	52	28.4	27.4	26.4
		Approaching Expectations		40.3	81	59.9	106	57.9	55.9	53.9
		Meeting Expectations		15.4	31	10.7	19	13.7	16.7	19.7
	Grade 6	Not Yet Meeting Grade Expectations	193	29.3	56	32.0	58	31.0	30.0	29.0
		Approaching Expectations		53.4	102	55.8	101	53.8	51.8	49.8
		Meeting Expectations		17.3	33	12.2	22	15.2	18.2	21.2
OCA RCAT	Grade 7	Limited	230	42.6	81	52.7	98	51.7	50.7	49.7
		Acceptable		48.9	93	37.1	69	35.1	33.1	31.1
		Excellence		8.4	16	10.2	19	13.2	16.2	19.2
	Grade 8	Limited	214	42.4	75	38.2	58	37.2	36.2	35.2
		Acceptable		51.4	91	50.0	76	48.0	46.0	44.0
		Excellence		6.2	11	11.8	18	14.8	17.8	20.8
	Grade 9	Limited	238	43.5	84	56.4	97	55.4	54.4	53.4
		Acceptable		40.9	79	41.3	71	39.3	37.3	35.3
		Excellence		15.5	30	2.3	4	5.3	8.3	11.3
	Grade 10	Limited	279	55.6	144	56.8	84	55.8	54.8	53.8
		Acceptable		43.2	112	42.6	63	40.6	38.6	36.6
		Excellence		1.2	3	0.7	1	3.7	6.7	9.7
RCAT	Grade 11	Not Yet Meeting Grade Expectations	321	51.0	107	61.1	102	60.1	59.1	58.1
		Approaching Expectations		42.4	89	37.1	62	35.1	33.1	31.1
		Meeting Expectations		6.7	14	1.8	3	4.8	7.8	10.8
	Grade 12	Not Yet Meeting Grade Expectations	350	67.7	88	74.3	78	73.3	72.3	71.3
		Approaching Expectations		32.3	42	25.7	27	23.7	21.7	19.7
		Meeting Expectations		0.0	0	0.0	0	3.0	6.0	9.0
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June										

HPSD LITERACY AND NUMERACY LOCAL DATA AND TARGETS

Numeracy Data			2023-24						Targets (Spring)		
			Enrollment Total	Fall		Spring		2025-26	2026-27	2027-28	
				%	#	%	#				
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	
Nelson Pre- Assessment PNSA	Grade 1	Requires Attention	181	35.7	61	41.7	58	40.7	39.7	38.7	
		May Require Attention		ND	ND	ND	ND	0.0	0.0	0.0	
		Does Not Require Attention		64.3	110	58.3	81	59.3	60.3	61.3	
MIPI PNSA	Grade 2	Requires Attention	182	33.7	57	28.3	49	27.3	26.3	25.3	
		May Require Attention		ND	ND	ND	ND	0.0	0.0	0.0	
		Does Not Require Attention		66.3	112	71.7	124	72.7	73.7	74.7	
	Grade 3	Requires Attention	194	27.5	49	26.2	50	25.2	24.2	23.2	
		May Require Attention		ND	ND	ND	ND	0.0	0.0	0.0	
		Does Not Require Attention		72.5	129	73.8	141	74.8	80.0	81.0	
	Grade 4	Requires Attention	214	31.3	62	33.2	68	32.2	31.2	30.2	
		May Require Attention		ND	ND	ND	ND	0.0	0.0	0.0	
		Does Not Require Attention		68.7	136	66.8	137	67.8	68.8	69.8	
MIPI	Grade 5	Requires Attention	180	40.9	72	24.2	39	23.2	22.2	21.2	
		May Require Attention		38.6	68	36.0	58	34.0	32.0	30.0	
		Does Not Require Attention		20.5	36	39.8	64	42.8	45.8	48.8	
	Grade 6	Requires Attention	193	36.9	69	14.4	25	13.4	12.4	11.4	
		May Require Attention		36.9	69	28.7	50	26.7	24.7	22.7	
		Does Not Require Attention		26.2	49	56.9	99	59.9	62.9	65.9	
	Grade 7	Requires Attention	230	57.1	120	48.9	86	47.9	46.9	45.9	
		May Require Attention		28.1	59	29.5	52	27.5	25.5	23.5	
		Does Not Require Attention		14.8	31	21.6	38	24.6	27.6	30.6	
	Grade 8	Requires Attention	214	68.3	125	50.3	81	49.3	48.3	47.3	
		May Require Attention		17.5	32	26.1	42	24.1	22.1	20.1	
		Does Not Require Attention		14.2	26	23.6	38	26.6	29.6	32.6	
	Grade 9	Requires Attention	238	78.0	149	62.7	99	61.7	60.7	59.7	
		May Require Attention		12.6	24	17.7	28	15.7	13.7	11.7	
		Does Not Require Attention		9.4	18	19.6	31	22.6	25.6	28.6	
	Grade 10	Requires Attention	279	76.4	162	87.9	29	86.9	85.9	84.9	
		May Require Attention		17.0	36	9.1	3	7.1	5.1	3.1	
		Does Not Require Attention		6.6	14	3.0	1	6.0	9.0	12.0	
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June											

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.



ALBERTA EDUCATION 2025-28 BUSINESS PLAN

ALIGNMENT AND TARGETS

OUTCOME 2 - FIRST NATIONS, MÉTIS AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

High school completion rate of self-identified First Nations, Métis and Inuit students (5 Year Completion)				
2022-23		2025-26	2026-27	2027-28
48.1%	HPSD Targets	50.1%	52.1%	54.1%
88.1%	Alberta Targets	69.6%	69.8%	70.0%
High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students (6 Year Transition)				
2022-23		2025-26	2026-27	2027-28
18.2%	HPSD Targets	18.7%	19.2%	19.7%
36.8%	Alberta Targets	37.2%	37.4%	37.6%
Percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations - Language Arts				
2023-24		2025-26	2026-27	2027-28
89.0%	HPSD Targets	89.3%	89.6%	89.7%
84.3%	Alberta Targets	84.8%	85.1%	85.5%
Percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations - Math				
2023-24		2025-26	2026-27	2027-28
12.3%	HPSD Targets	14.3%	16.3%	18.3%
64.6%	Alberta Targets	65.0%	65.5%	66.0%

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.

The Division is proud to announce the creation of a vertical farm at EW Pratt High School. This vertical farm will grow fresh produce, supplement our food and nutrition programs, and be sold in different communities across the Division. As an extension to our Green Certificate Program, the Division will look at Business Studies working in tandem with the Green Certificate Program.

Our RAP program has doubled in size over the past year. We recently signed agreements with Northwest Polytechnic in Grande Prairie and NorQuest College in Edmonton. These additional course offerings add more choices for our students when looking at post-secondary and career options.

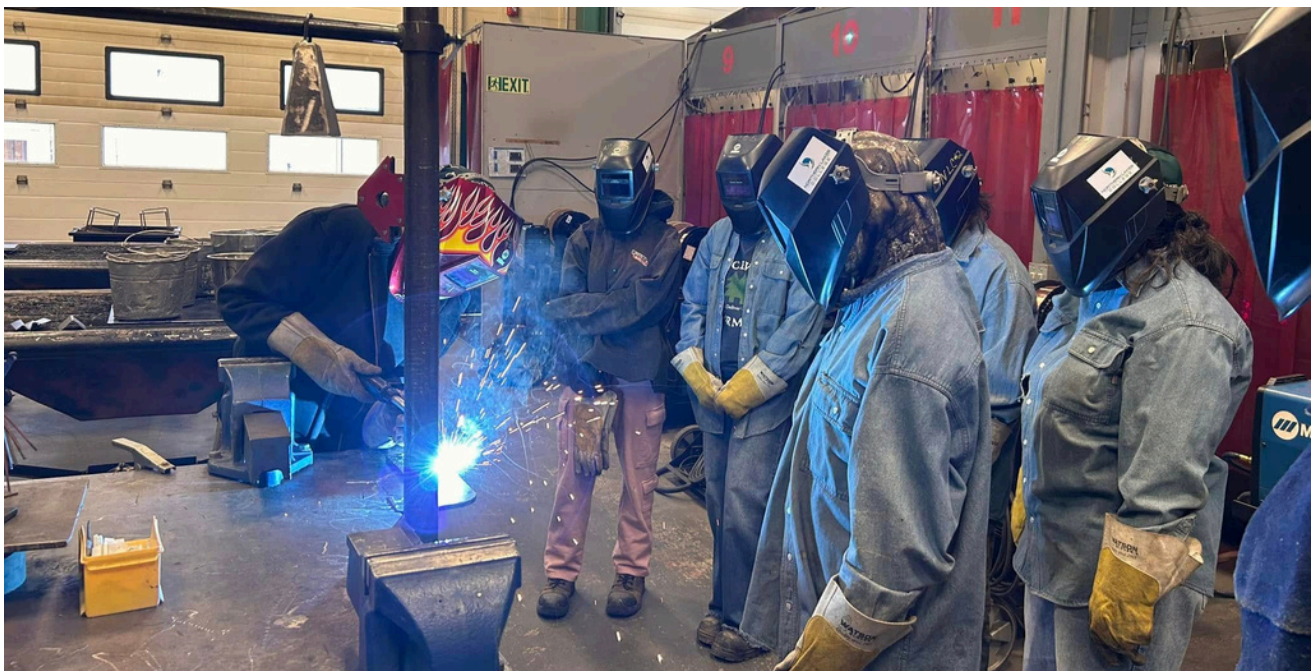


ALBERTA EDUCATION 2025-28 BUSINESS PLAN

ALIGNMENT AND TARGETS

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

Satisfaction with career education opportunities					
2023-24		2025-26	2026-27	2027-28	
69.3%	Alberta Targets	69.5%	69.7%	70.0%	
Satisfaction with opportunities to receive a broad program of studies					
2023-24		2025-26	2026-27	2027-28	
84.3%	HPSD Targets	84.5%	84.7%	84.9%	
78.4%	Alberta Targets	78.6%	78.8%	79.0%	
Average number of career education credits completed per high school student					
	2019-20	2020-21	2021-22	2022-23	2023-24
Alberta Targets	6.4	6.5	7.1	7.3	7.3



HPSD AERR DATA AND TARGETS

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.				
2023-24		2025-26	2026-27	2027-28
81.4%	HPSD Targets	82.4%	83.4%	84.4%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.				
2023-24		2025-26	2026-27	2027-28
82.2%	HPSD Targets	82.5%	82.8%	83.1%



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

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

STRATEGIES

ENGAGED GOVERNANCE

The HPSD Board of Trustees appreciates and values meaningful partnerships. Our diverse stakeholders' values helped shape the Division's Mission, Vision, and Core Value Statements. This was achieved through a highly engaged community consultation process.

Examples of partnerships in HPSD are plentiful and range from community organizations, community service agencies, First Nation and Métis Settlements, to governmental health agencies and local government and businesses. The Board of Trustees is proud to serve the communities contained within the boundaries of the Division's 4 wards.



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, holds student engagement sessions, 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 student 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.

Next year, the High Prairie School Division Board of Trustees will be undertaking a comprehensive engagement process with stakeholders across the Division.

Also, the parents and students complete the annual Alberta Education Assurance Survey and our yearly school calendar survey.

A summary of this year's community consultation process is as follows:

The Board of Trustees prioritizes stakeholder engagement. This year, the Division continued its robust community engagement process that was comprised of the following stakeholders:

- 8 focus groups (parents and public)
- 2 online town halls
- 10 in-school, in-class consultations with students in grades 2 and 8, specifically.
- A one-question survey to all families.

This reaffirmed the Board's priorities for Year 2 of the 2024-27 Education Plan.



ALBERTA EDUCATION 2025-28 BUSINESS PLAN ALIGNMENT AND TARGETS

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

Agreement that schools are able to attract and retain teachers				
2023-24		2025-26	2026-27	2027-28
69.3%	Alberta Targets	69.6%	69.8%	70.0%
Satisfaction that school provides a safe, caring and healthy learning environment				
2023-24		2025-26	2026-27	2027-28
81.3%	HPSD Targets	81.6%	81.9%	82.2%
84.1%	Alberta Targets	84.3%	84.4%	84.5%
Agreement that students can access supports and services in a timely manner				
2023-24		2025-26	2026-27	2027-28
89.0%	HPSD Targets	89.1%	89.2%	89.3%
73.9%	Alberta Targets	74.2%	74.3%	74.5%



HPSD AERR DATA AND TARGETS

To what extent are you involved in decisions about your child's overall education				
2023-24		2025-26	2026-27	2027-28
79%	HPSD Targets	81%	83%	85%
To what extent are you involved in decisions about your child's school				
2023-24		2025-26	2026-27	2027-28
60%	HPSD Targets	62%	64%	66%
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered				
2023-24		2025-26	2026-27	2027-28
73%	HPSD Targets	75%	77%	79%
How satisfied are you with the opportunities to be involved in decisions about your child's overall education				
2023-24		2025-26	2026-27	2027-28
76%	HPSD Targets	78%	80%	82%
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school				
2023-24		2025-26	2026-27	2027-28
75%	HPSD Targets	77%	79%	81%

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

STRATEGIES

CHARACTER EDUCATION

Character Education is based on HPSPD 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.



HPSPD 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

HPSPD 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 HPSPD 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.

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, HPSD has a wellness team composed of Wellness Coaches, a Counselling Consultant, and Consulting Psychologists.

HPSD'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 Counselling 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 Counselling 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 and Counselling Consultants.

HPSD AERR DATA AND TARGETS

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.				
2023-24		2025-26	2026-27	2027-28
81.6%	HPSD Targets	82.1%	82.6%	83.1%
At school, do you feel like you belong (Students)				
2023-24	HPSD Targets	2025-26	2026-27	2027-28
81%	Grade 4-6	82%	83%	84%
61%	Grade 7-9	64%	67%	70%
70%	Grade 10-12	72%	74%	76%
I feel welcome at my school (Students)				
2023-24	HPSD Targets	2025-26	2026-27	2027-28
88%	Grade 4-6	89%	90%	91%
78%	Grade 7-9	79%	80%	81%
80%	Grade 10-12	81%	82%	83%
My teachers care about me (Students)				
2023-24	HPSD Targets	2025-26	2026-27	2027-28
89%	Grade 4-6	90%	91%	92%
70%	Grade 7-9	73%	76%	79%
68%	Grade 10-12	70%	72%	74%
Your child can get help at school with problems that are not related to school work (Parents - All)				
2023-24		2025-26	2026-27	2027-28
65%	HPSD Targets	67%	69%	71%

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

