

# HIGH PRAIRIE SCHOOL DIVISION 2024-27 EDUCATION PLAN (YEAR 3)



## 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](http://hpsd.ca)

## MESSAGE FROM THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, I am pleased to present year three 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 engagement sessions held in every ward across the Division, including online sessions, student sessions, and parent/community 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 the administration on parental views of current practices to shape the [Board of Trustees' priorities](#) for the remainder of our four-year term.

The Board is committed to our priorities of:

- Learning Excellence,
- Learning Environments, and
- Partnerships.

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 High Prairie School Division commencing August 2026 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)

The School Board reviewed and approved the 2024-27 Education Plan on May 19, 2026. (Year 3)

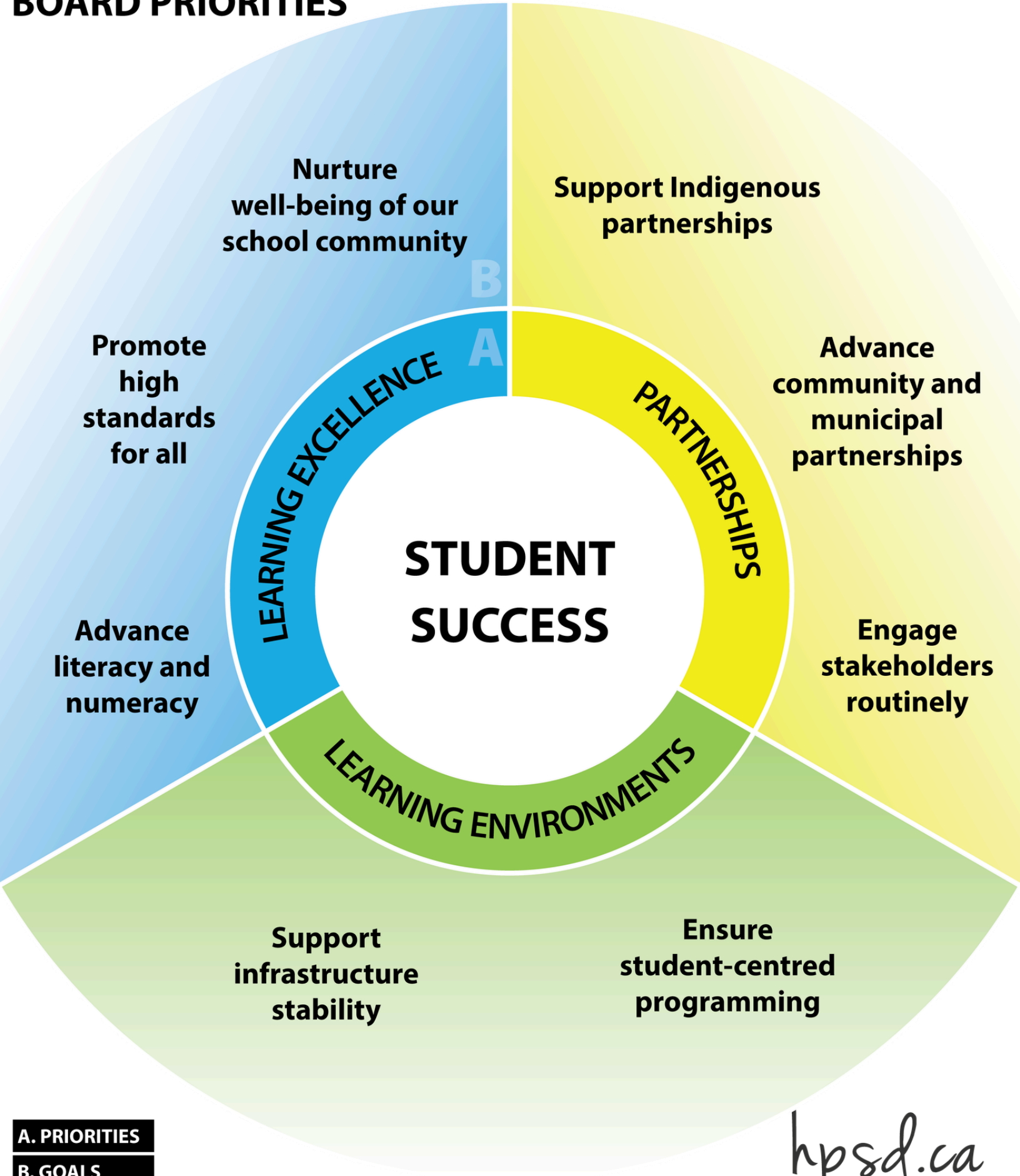


Joy McGregor, Board Chair



Murray Marran, Superintendent and CEO

# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



**A. PRIORITIES**  
**B. GOALS**

*hpsd.ca*

Effective September 2026

# ABOUT US

High Prairie School Division (HPSD) serves approximately 3,000 students across 12 schools in the vibrant communities of Falher, Donnelly, High Prairie, Jousard, 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.

HPSD remains committed to prioritizing literacy-rich and numeracy-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.

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: LEARNING EXCELLENCE - 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). HPSD has a continued focus on literacy-rich environments where data-informed decisions guide instruction.

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 maintains a literacy committee and the divisional literacy committee uses the HPSD Literacy Framework to prioritize actions across all grade levels. Schools use their specific literacy data and balanced literacy principles to set and achieve local improvement goals.

### REQUIRED EVIDENCE OF SUCCESS:

- Read alouds and think alouds modeled K-12 across all subject areas.
- Regular teacher-student conferencing regarding reading and writing progress.
- Students participating in guided and shared reading and writing opportunities.
- Explicit instruction of phonics, comprehension, content-area literacy, and vocabulary using researched strategies.
- A variety of tiered literacy interventions clearly articulated on each school's continuum of supports.
- Instruction and supports that are clearly informed by student data and staff collaboration.

### KEY INSIGHTS FROM RESULTS ANALYSIS:

The following insights from the 2024-2025 AERR inform the strategies for this planning cycle:

- **Early Learning Strengths:** Kindergarten EYE results show significant year-over-year improvement. There was a measurable decrease in students "Experiencing Significant Difficulty" and an increase in those demonstrating "Appropriate Development" by spring.
- **Elementary Growth Trends:** Literacy results in Grades 1-3 are trending positively, with a substantial proportion of students moving into the Adequate, Proficient, and Meeting Expectations categories between fall and spring. HLAT data specifically shows increases in students' reading at or above grade level in these years.
- **Upper Elementary Stability:** Grades 4-6 demonstrate year-over-year stability with consistent student movement into the Proficient and Exemplary categories.
- **Developing Needs in Middle and Senior Years:** Literacy outcomes in Grades 7-12 remain more variable. While many students show strong proficiency, the data highlights a need for sustained literacy support and targeted skill reinforcement through senior high to address students in the Not Meeting or Approaching Expectations categories.
- **Provincial Achievement:** Grade 9 PAT results (written under the existing curriculum) showed improvement, and Diploma ELA 30-1 and 30-2 results both demonstrated gains in the "Acceptable" standard, reaching 83.3% and 87.6% respectively.

# PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

## BOARD OUTCOME: LEARNING EXCELLENCE - 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. HPSD teachers incorporate researched mathematical teaching and assessment strategies to develop students who are proficient in numeracy. The divisional numeracy committee, composed of teacher representatives from each school, examines and prioritizes data and research to recommend potential supports and actions to leadership. HPSD schools ensure that all staff and students understand that numeracy is foundational to all learning. This is supported by the formalization and implementation of the HPSD Numeracy Framework, which guides consistent instructional approaches division-wide.

### REQUIRED EVIDENCE OF SUCCESS:

- The Elk Island Math Intervention Tool is administered in Grades 2-10,
- Numeracy data is organized in Dossier and represented visually for analysis by teachers to analyze and inform daily instruction,
- Identification and assessment of specific school-based numeracy interventions,
- Students engaging with quantitative or spatial information in all curricula,
- Students participating in numeracy-rich discussions and activities in all subject areas,
- The HPSD Numeracy Framework is fully embedded in classroom practice to support foundational mathematical thinking.
- Student data and staff collaboration clearly inform instruction and supports.

### KEY INSIGHTS FROM RESULTS ANALYSIS:

- **Early Years Effectiveness:** Kindergarten and Grade 1 numeracy screeners show that while many students begin the year requiring support, there is significant movement into the “Does Not Require Attention” category by spring.
- **Elementary Growth:** Results in Grades 2-6 show gradual, year-over-year improvement in foundational number sense. Grades 5 and 6 demonstrate particularly positive spring growth, reflecting strengthened instruction and multi-step operations, problem-solving, and mathematical reasoning.
- **Middle Years Variability:** Junior High School numeracy data remains more variable. While Grades 9 and 8 show movement toward increased readiness by spring, Grade 9 outcomes show a wide range of readiness, highlighting a need for sustained supports and targeted skill reinforcement prior to high school.
- **Senior High Achievement:** High School assessments continue to show broad variation in student readiness. While Math 30-1 results saw a significant gain of 41 percentage points in the acceptable standard, Math 30-2 saw a decline, indicating a need for continued support in specific senior high mathematics pathways.
- **Provincial Context:** Grade 9 PAT math results (under the existing curriculum) showed improvement in both acceptable and excellence levels.

# PROVINCIAL OUTCOME 1: ALBERTA'S STUDENTS ARE SUCCESSFUL

## BOARD OUTCOME: LEARNING EXCELLENCE - 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.

Standardized assessments will continue to be used to monitor progression, and PAT and Diploma results will inform local practice.

**Educational Assistant Training Program:** HPSD is on year two of a pilot program with Edmonton Public Schools. EAs follow professional development modules focusing on varied topics such as literacy, numeracy, or behaviour management to remove barriers to training and foster a culture of learning and retention.

**Learning Support Teachers (LSTs):** LSTs support inclusion through coaching conversations, modelling best practices, and data collection. They are instrumental in analyzing assessment data (MIPI, RCAT, HLAT) to individualize support and allocate resources like EAs, speech-language pathology and psychological services.

### REQUIRED EVIDENCE OF SUCCESS:

- Teacher planning that demonstrates a clear balance of formative and summative opportunities for students to show their learning.
- Gradebooks and records that reflect instructional steps taken based on formative assessment evidence.
- EAs completing training modules specifically for anxiety support, English as an Additional Language (EAL), and the autism spectrum.
- LST-led analysis of student data to identify and advocate for students requiring the continuum of supports and services.
- Division-wide use of the Literacy and Numeracy Framework to guide instruction and assessment and to prepare students for life after school.

### KEY INSIGHTS FROM RESULTS ANALYSIS:

The following insights from the 2024-25 AERR inform the strategies in this planning cycle.

**Assessment Policy Shift:** As a direct result of the Board's comprehensive engagement process (23 sessions and 364 survey responses), the division is reintroducing zeros for uncompleted projects and assignments when no excusable reason is provided.

**Curriculum Baseline:** Grade 6 results in 2024-25 established new baseline data under the new curriculum; continued support for assessment practices is required as teachers gain familiarity with these new standards.

**Instructional Consistency:** Improvements in Grade 9 PAT results across all core subjects suggest that instructional consistency and foundational learning are strengthening as students progress.

**Support for Diverse Learners:** The EA Training Pilot and the LST model remain critical for managing classroom complexity, as the division seeks to increase the number of qualified front-line staff to support students with complex needs.

# 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%	<b>HPSD Targets</b>	66.9%	68.9%	70.9%
88.1%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	40.9%	41.1%	41.3%
60.1%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	58.5%	59.5%	60.5%
69.6%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	28.4%	29.4%	30.4%
52.7%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	82.2%	82.7%	83.7%
85.1%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	30.9%	31.9%	32.9%
73.5%	<b>Alberta Targets</b>	74.0%	74.5%	75.0%

# HPSD LITERACY AND NUMERACY LOCAL DATA AND TARGETS

Literacy Data			2020-21 <sup>1</sup>				2021-22 <sup>2</sup>				2022-23				2023-24				2024-25							
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#
EYE LeNS	Kindergarten	Experiencing significant difficulty	19.1	29	12.2	12	186 <sup>3</sup>	30.7	47	28.6	26	194	25.0	39	16.7	16	174	20.9	32	7.5	11	204	ND	ND	47.1	80
		Experiencing some difficulty	32.9	50	19.4	19		24.2	37	23.1	21		32.1	50	22.9	22		31.4	48	8.2	12		ND	ND	ND	ND
		Appropriate development	48.0	73	68.4	67		45.1	69	48.4	44		42.9	67	60.4	58		47.7	73	84.4	124		ND	ND	52.9	90
RTR LeNS	Grade 1	None-Minimal Development	28.8	40	8.6	5	193	23.8	43	14.6	22	175	36.3	58	8.3	8	181	32.2	55	24.8	41	173	38.0	65	32.9	57
		Developing Skills	51.8	72	91.4	53		42.0	76	76.2	115		45.6	73	79.2	76		ND	ND	ND	ND		ND	ND	ND	ND
		Developing Well-Mastered	19.4	27	0	0		34.3	62	9.3	14		18.1	29	12.5	12		67.8	116	75.2	124		62.0	106	67.1	116
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	82.9	34	56.8	25	195 <sup>4,5</sup>	26.2	45	15.3	29	198	28.7	54	31.3	60	182	30.8	52	28.2	42	192	35.8	67	32.4	60
		Approaching Expectations	2.4	1	11.4	5		24.4	42	26.5	50		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations	4.9	2	22.7	10		49.4	85	58.2	110		71.3	134	68.8	132		69.2	117	71.8	107		64.2	120	67.6	125
F&P RCAT	Grade 3	Not Yet Meeting Grade Expectations	50.0	39	58.3	35	205 <sup>4,5</sup>	25.7	45	31.0	54	201	31.1	55	34.5	59	194	27.4	51	22.0	39	182	31.3	56	18.5	32
		Approaching Expectations	7.7	6	11.7	7		18.3	32	19.5	34		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
		Meeting Expectations	19.2	15	5.0	3		56.0	98	49.4	86		68.9	122	65.5	112		72.6	135	78.0	138		68.7	123	81.5	141
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	61.6	53	40.7	24	190	50.0	80	57.7	101	179	51.7	74	54.7	76	214	56.1	119	49.0	99	212	66.8	125	51.3	100
		Approaching Expectations	3.5	3	3.4	2		10.6	17	12.0	21		42.0	60	43.2	60		39.2	83	46.0	93		26.7	50	30.3	59
		Meeting Expectations	34.9	30	55.9	33		39.4	63	30.3	53		6.3	9	2.2	3		4.7	10	5.0	10		6.4	12	18.5	36
F&P RCAT	Grade 5	Not Yet Meeting Grade Expectations	73.9	65	84.0	63	205	48.0	73	59.1	81	187	22.8	41	22.9	38	180	44.3	89	29.4	52	206	33.9	64	31.8	61
		Approaching Expectations	9.1	8	4.0	3		9.2	14	10.2	14		45.0	81	59.6	99		40.3	81	59.9	106		50.3	95	45.3	87
		Meeting Expectations	17.0	15	12.0	9		42.8	65	30.7	42		32.2	58	17.5	29		15.4	31	10.7	19		15.9	30	22.9	44
F&P RCAT	Grade 6	Not Yet Meeting Grade Expectations	79.6	78	82.4	28	207	83.2	94	78.7	122	210	40.8	80	24.2	43	193	29.3	56	32.0	58	184	31.6	54	29.6	48
		Approaching Expectations	8.2	8	0.0	0		6.2	7	7.7	12		46.4	91	65.2	116		53.4	102	55.8	101		52.6	90	47.5	77
		Meeting Expectations	12.2	12	17.6	6		10.6	12	13.5	21		12.8	25	10.7	19		17.3	33	12.2	22		15.8	27	22.8	37
OCA RCAT	Grade 7	Limited	59.8	95	55.9	71	253 <sup>6</sup>	46.4	96	65.4	70	220	38.7	70	64.1	84	230	42.6	81	52.7	98	211	20.3	38	32.2	49
		Acceptable	39.6	63	42.5	54		44.0	91	34.6	37		56.4	102	35.9	47		48.9	93	37.1	69		41.2	77	50.0	76
		Excellence	0.6	1	1.6	2		9.7	20	0.0	0		5.0	9	0.0	0		8.4	16	10.2	19		38.5	72	17.8	27
OCA RCAT	Grade 8	Limited	46.0	76	60.5	75	238 <sup>6</sup>	37.9	66	59.3	73	251	52.4	99	53.1	77	214	42.4	75	38.2	58	229	54.9	107	37.0	57
		Acceptable	48.5	80	34.7	43		48.9	85	34.1	42		44.4	84	44.8	65		51.4	91	50.0	76		33.8	66	50.0	77
		Excellence	5.5	9	4.8	6		13.2	23	6.5	8		3.2	6	2.1	3		6.2	11	11.8	18		11.3	22	13.0	20
OCA RCAT	Grade 9	Limited	54.0	80	62.9	73	242 <sup>6</sup>	52.1	98	43.3	58	257	35.1	68	36.4	55	238	43.5	84	56.4	97	219	43.3	78	52.9	82
		Acceptable	41.9	62	34.5	40		41.0	77	56.0	75		52.1	101	58.9	89		40.9	79	41.3	71		46.7	84	43.2	67
		Excellence	4.1	6	2.6	3		6.9	13	0.7	1		12.9	25	4.6	7		15.5	30	2.3	4		10.0	18	3.9	6
OCA RCAT	Grade 10	Limited	67.0	114	66.9	107	280 <sup>6</sup>	52.4	89	56.1	74	317	62.6	122	27.6	24	279	55.6	144	56.8	84	292	42.2	94	64.0	103
		Acceptable	31.2	53	27.5	44		45.9	78	42.4	56		34.9	68	65.5	57		43.2	112	42.6	63		48.4	108	34.8	56
		Excellence	1.8	3	5.6	9		1.8	3	1.5	2		2.6	5	6.9	6		1.2	3	0.7	1		9.4	21	1.2	2
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	315 <sup>6</sup>	48.8	39	53.1	34	264	60.2	77	58.6	34	321	51.0	107	61.1	102	291	38.2	83	66.5	119
		Approaching Expectations	ND	ND	ND	ND		46.3	37	45.3	29		36.7	47	37.9	22		42.4	89	37.1	62		45.2	98	33.0	59
		Meeting Expectations	ND	ND	ND	ND		5.0	4	1.6	1		3.1	4	3.4	2		6.7	14	1.8	3		16.6	36	0.6	1
RCAT	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	342 <sup>6</sup>	26.0	20	61.0	36	323	41.9	18	ND	ND	350	67.7	88	74.3	78	360	67.4	122	ND	95
		Approaching Expectations	ND	ND	ND	ND		39.0	30	39.0	23		51.2	22	ND	ND		32.3	42	25.7	27		28.7	52	ND	21
		Meeting Expectations	ND	ND	ND	ND		35.1	27	0.0	0		7.0	3	ND	ND		0.0	0	0.0	0		3.9	7	ND	2

**Legend:**  
**Fall:** September - January  
**ND:** No data collected for the corresponding grade/school year  
**Spring:** February - June

**Footnotes:**  
<sup>1</sup> Schools only required to submit one assessment per student due to COVID complications  
<sup>2</sup> Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades  
<sup>3</sup> All EYE data is released by the vendor between July - August  
<sup>4</sup> Lower participation rate as a result of piloting the LeNS and CC3 assessments for these grades  
<sup>5</sup> Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments  
<sup>6</sup> All RCAT data derive from grade 7-12 GPV & RMS students

High Prairie School Division uses local assessment tools, including the EYE, HLAT, LeNS, CC3, RCAT, and MIPI/EICS, to monitor student growth. These measures allow for immediate instructional adjustments and targeted interventions to support student learning.

### KEY INSIGHTS FROM LOCAL RESULTS:

**Early Learning Success:** Kindergarten EYE results showed significant positive movement, with a decrease in students experiencing “significant difficulty” and a measurable increase in those demonstrating appropriate development by spring 2025.

**Primary Literacy Growth:** In Grades 1-3, local data (LeNS and CC3) indicates that a substantial proportion of students successfully moved from “At Risk” into adequate, proficient, or meeting expectations categories between fall and spring administration.

**Secondary Variability:** Literacy outcomes in Grades 7-12 (monitored via RCAT) remain more variable. While many students show strong proficiency, others require sustained literacy support and targeted skill reinforcement through senior high.

# HPSD LITERACY AND NUMERACY LOCAL DATA AND TARGETS

Literacy Data			2023-24				2024-25					
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	20.9	32	7.1	11	ND	ND	ND	ND		
		Experiencing some difficulty	31.4	48	7.8	12	ND	ND	ND	ND		
		Appropriate development	47.7	73	85.1	131	ND	ND	ND	ND		
HLAT	Grade 1	Poor	89.1	139	34.1	59	92.6	150	24.3	36		
		Limited	0.0	0	0.0	0	0.0	0	0.0	0		
		Adequate	9.6	15	42.8	74	6.8	11	59.5	88		
		Proficient	1.3	2	20.2	35	0.6	1	16.2	24		
		Exemplary	0.0	0	2.9	5	0.0	0	0.0	0		
	Grade 2	Poor	39.7	69	22.4	39	31.5	58	11.2	19		
		Limited	0.0	0	0.0	0	0.0	0	0.0	0		
		Adequate	51.7	90	61.5	107	55.4	102	65.9	112		
		Proficient	8.0	14	13.8	24	10.9	20	21.2	36		
		Exemplary	0.6	1	2.3	4	2.2	4	1.8	3		
	Grade 3	Poor	11.4	21	7.4	14	11.0	18	3.0	5		
		Limited	0.0	0	0.0	0	0.0	0	0.0	0		
		Adequate	67.0	124	58.0	109	61.3	100	63.9	106		
		Proficient	21.6	40	32.4	61	25.2	41	30.1	50		
		Exemplary	0.0	0	2.1	4	2.5	4	3.0	5		
	Grade 4	Poor	16.8	33	7.8	16	10.3	20	6.7	13		
		Limited	0.0	0	0.0	0	0.0	0	0.0	0		
		Adequate	62.9	124	50.7	104	53.8	105	54.1	105		
		Proficient	17.3	34	29.8	61	32.8	64	34.5	67		
		Exemplary	3.0	6	11.7	24	3.1	6	4.6	9		
Grade 5	Poor	6.4	11	6.4	11	5.2	10	2.1	4			
	Limited	0.0	0	0.0	0	0.0	0	0.0	0			
	Adequate	73.4	127	48.5	83	66.7	128	69.4	134			
	Proficient	19.1	33	40.4	69	26.6	51	27.5	53			
	Exemplary	1.2	2	4.7	8	1.6	3	1.0	2			
Grade 6	Poor	0.6	1	0.0	0	2.5	4	0.6	1			
	Limited	0.0	0	0.0	0	0.0	0	0.0	0			
	Adequate	61.3	111	42.1	77	52.5	84	52.5	85			
	Proficient	34.3	62	47.0	86	38.1	61	35.2	57			
	Exemplary	3.9	7	10.9	20	6.9	11	11.7	19			
Grade 7	Poor	12.2	26	1.7	3	0.6	1	1.1	2			
	Limited	0.0	0	0.0	0	0.0	0	0.0	0			
	Adequate	54.0	115	50.3	90	81.1	137	57.6	102			
	Excellence	28.2	60	41.3	74	16.0	27	33.3	59			
	Exemplary	5.6	12	6.7	12	2.4	4	7.9	14			
Grade 8	Poor	0.6	1	1.1	2	1.4	2	1.0	2			
	Limited	0.0	0	0.0	0	0.0	0	0.0	0			
	Adequate	57.8	96	48.9	89	61.5	88	62.7	121			
	Excellence	37.3	62	40.1	73	31.5	45	34.7	67			
	Exemplary	4.2	7	9.9	18	5.6	8	1.6	3			
Grade 9	Poor	13.0	25	1.0	2	0.0	0	1.1	2			
	Limited	0.0	0	0.0	0	0.0	0	0.0	0			
	Adequate	53.6	103	58.6	112	47.9	70	44.0	80			
	Excellence	26.0	50	33.0	63	37.7	55	41.8	76			
	Exemplary	7.3	14	7.3	14	14.4	21	13.2	24			
Grade 10	Poor	5.0	9	8.1	12	3.4	6	3.4	5			
	Limited	28.5	51	17.6	26	34.3	61	28.8	42			
	Adequate	36.3	65	43.9	65	44.9	80	47.3	69			
	Excellence	24.6	44	25.0	37	14.0	25	15.1	22			
	Exemplary	5.6	10	5.4	8	3.4	6	5.5	8			
Grade 11	Poor	ND	8	ND	12	ND	16	ND	12			
	Limited	ND	32	ND	23	ND	44	ND	14			
	Adequate	ND	87	ND	71	ND	72	ND	54			
	Excellence	ND	28	ND	41	ND	47	ND	42			
	Exemplary	ND	6	ND	5	ND	6	ND	7			
Grade 12	Poor	ND	20	ND	5	ND	8	ND	3			
	Limited	ND	12	ND	16	ND	43	ND	9			
	Adequate	ND	64	ND	50	ND	105	ND	34			
	Excellence	ND	41	ND	37	ND	53	ND	27			
	Exemplary	ND	2	ND	1	ND	12	ND	2			

Legend:  
 Fall: September - January  
 ND: No data collected for the corresponding grade/school year  
 Spring: February - June

HPSD utilizes the Highest Level of Achievement Test (HLAT) to monitor and improve student writing proficiency. Teachers use HLAT results to identify specific areas of targeted growth and to align classroom instruction with the HPSD Literacy Framework. This framework was built collaboratively to ensure students are prepared with foundational skills for life after school.

### KEY INSIGHTS FROM HLAT WRITING RESULTS:

**Elementary Stability:** Data for Grades 4, 5, and 6 show year-over-year stability with consistent student movement into the “proficient” and “exemplary” categories.

**Grade 5 Highlight:** Grade 5 demonstrated particularly strong results for 2024-2025, with a higher percentage of students achieving proficiency and fewer remaining in the “limited” category.

**Secondary Needs:** Grade 9 and senior high HLAT results show both strengths and gaps, reinforcing the need for consistent writing practices and targeted interventions across secondary classrooms.

### PLAN FOR DATA MONITORING:

**Framework Implementation:** Continue the implementation of the HPSD Literacy Framework to guide consistent instruction and assessment across all schools.

**Coaching and PD:** Utilize divisional coaching and professional learning to support strong writing instruction and resource development.

**Targeted Support:** Deploy Learning Support Teachers (LSTs) to analyze HLAT data and advocate for students requiring the continuum of supports.

### REQUIRED EVIDENCE OF SUCCESS:

- Explicit word work and vocabulary instruction using researched strategies.
- Regular teacher conferencing with students, specifically regarding writing progress.
- Collection of data that balances formative and summative writing opportunities.

# HPSD LITERACY AND NUMERACY LOCAL DATA AND TARGETS

Numeracy Data			2020-21			2021-22				2022-23				2023-24				2024-25								
			Fall			Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring						
			Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	
PNSA	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	204	ND	ND	39.3	66
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	60.7	102
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	193	7.5	13	1.1	2	175	48.2	80	28.5	47	181	35.7	61	41.7	58	173	30.4	49	34.8	57	
		May Require Attention	ND	ND	ND		25.3	44	12.5	22		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention	ND	ND	ND		67.2	117	86.4	152		51.8	86	71.5	118		64.3	110	58.3	81		69.6	112	65.2	107	
MIPI PNSA EICS	Grade 2	Requires Attention	183	12.6	21	195	6.9	12	ND	ND	198	63.5	106	30.5	51	182	33.7	57	28.3	49	192	35.0	64	20.5	33	
		May Require Attention		35.3	59		33.7	59	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention		52.1	87		59.4	104	ND	ND		50.9	85	80.8	135		66.3	112	71.7	124		65.0	119	79.5	128	
	Grade 3	Requires Attention	207	26.4	46	204	21.9	41	ND	ND	201	29.5	49	27.9	46	194	27.5	49	26.2	50	182	29.4	52	14.6	25	
		May Require Attention		35.1	61		36.9	69	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention		38.5	67		41.2	77	ND	ND		81.3	135	75.2	124		72.5	129	73.8	141		70.6	125	85.4	146	
	Grade 4	Requires Attention	202	41.3	64	190	40.7	68	ND	ND	179	31.7	53	ND	ND	214	31.3	62	33.2	68	212	39.4	28	18.8	12	
		May Require Attention		43.2	67		32.9	55	ND	ND		26.3	44	ND	ND		ND	ND	ND	ND		ND	16	ND	11	
		Does Not Require Attention		15.5	24		26.3	44	ND	ND		25.7	43	ND	ND		68.7	136	66.8	137		38.0	27	64.1	41	
MIPI EICS	Grade 5	Requires Attention	202	49.1	84	205	46.2	85	ND	ND	187	42.2	70	ND	ND	180	40.9	72	24.2	39	206	45.5	35	18.2	12	
		May Require Attention		35.7	61		37.5	69	ND	ND		31.3	52	ND	ND		38.6	68	36.0	58		6.5	5	6.1	4	
		Does Not Require Attention		15.2	26		16.3	30	ND	ND		27.7	46	ND	ND		20.5	36	39.8	64		48.1	37	75.8	50	
	Grade 6	Requires Attention	235	36.6	63	207	44.9	79	ND	ND	210	44.9	75	ND	ND	193	36.9	69	14.4	25	184	31.7	20	13.9	5	
		May Require Attention		45.3	78		35.2	62	ND	ND		36.5	61	ND	ND		36.9	69	28.7	50		6.3	4	8.3	3	
		Does Not Require Attention		18.0	31		19.9	35	ND	ND		17.4	29	ND	ND		26.2	49	56.9	99		61.9	39	77.8	28	
	Grade 7	Requires Attention	235	45.3	73	253	60.8	118	ND	ND	220	50.0	83	ND	ND	230	57.1	120	48.9	86	211	60.0	6	0.0	0	
		May Require Attention		41.6	67		23.7	46	ND	ND		30.1	50	ND	ND		28.1	59	29.5	52		30.0	3	100.0	1	
		Does Not Require Attention		13.0	21		15.5	30	ND	ND		18.7	31	ND	ND		14.8	31	21.6	38		10.0	1	0.0	0	
	Grade 8	Requires Attention	245	66.0	103	238	61.0	114	ND	ND	251	78.4	131	ND	ND	214	68.3	125	50.3	81	229	73.3	11	ND	ND	
		May Require Attention		21.2	33		20.3	38	ND	ND		23.4	39	ND	ND		17.5	32	26.1	42		6.7	1	ND	ND	
		Does Not Require Attention		12.8	20		18.7	35	ND	ND		27.5	46	ND	ND		14.2	26	23.6	38		20.0	3	ND	ND	
Grade 9	Requires Attention	228	58.2	78	242	58.4	94	ND	ND	257	64.5	107	ND	ND	238	78.0	149	62.7	99	219	72.7	8	ND	ND		
	May Require Attention		28.4	38		25.5	41	ND	ND		25.3	42	ND	ND		12.6	24	17.7	28		27.3	3	ND	ND		
	Does Not Require Attention		13.4	18		16.1	26	ND	ND		26.5	44	ND	ND		9.4	18	19.6	31		0.0	0	ND	ND		
Grade 10	Requires Attention	271	83.7	87	280	79.4	108	ND	ND	317	85.6	143	ND	ND	279	76.4	162	87.9	29	292	40.0	2	ND	ND		
	May Require Attention		15.4	16		16.2	22	ND	ND		21.0	35	ND	ND		17.0	36	9.1	3		20.0	1	ND	ND		
	Does Not Require Attention		1.0	1		4.4	6	ND	ND		3.0	5	ND	ND		6.6	14	3.0	1		40.0	2	ND	ND		
Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	291	ND	ND	ND	ND	
	Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND	
	Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND	
Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	360	ND	ND	ND	ND	
	Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND	
	Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	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

High Prairie School Division utilizes a suite of local assessment tools, including the Nelson Pre-Assessment (PNSA) and the Elk Island Math Intervention Tool to monitor student growth in foundational numeracy. These measures allow for immediate instructional adjustments and targeted interventions before provincial testing occurs. The data is organized in Dossier, providing teachers with visual representations of student reports and historical data to inform daily instruction.

### KEY INSIGHTS FROM LOCAL RESULTS:

**Early Learning Growth:** Kindergarten and Grade 1 numeracy screeners show that while many students begin the year requiring support, there is significant movement into the “Does Not Require Attention” category by spring.

**Elementary Progress:** Grades 4-6 demonstrate a strong trend of spring improvement. Fewer students remain in the “Requires Attention” category compared to previous years, indicating strengthened instruction in multi-step operations and mathematical reasoning.

**Secondary Variability:** Junior high numeracy data remains more variable. While Grades 7 and 8 show movement toward increased readiness, Grade 9 outcomes show a wide range of readiness levels, highlighting a need for sustained supports and targeted skill reinforcement prior to high school.

**High School Readiness:** Assessments in Grade 10-12 continue to show broad variation in readiness, reinforcing the importance of continued monitoring to ensure students can meet the expectations of academic mathematics pathways.

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

## BOARD OUTCOME: LEARNING EXCELLENCE - 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.

### KEY INSIGHTS FROM RESULTS ANALYSIS:

- **Systemic Completion Gap:** The 5-year completion rate for self-identified First Nations, Metis, and Inuit students was 49.9% in 2024, showing a slight improvement over the previous year's 48.1%. The 3-year completion rate also saw a measurable increase to 39.7%, up from 34.4%.

- **Academic Achievement:** Indigenous learners achieved a strong 89% acceptable standard on English Language Arts Diploma Exams, outperforming previous divisional targets. However, there is a significant need for targeted support in mathematics, where the acceptable standard for this measure was 12.3%.
- **Transition Success:** The 6-year post-secondary transition rate for Indigenous students reached 23.3% in 2024, which is an improvement over the previous result of 18.2%.
- **Engagement Impact:** The universal model is intended to foster a more inclusive environment, supporting the goal of having Indigenous learners see themselves reflected across all subject areas from Kindergarten to Grade 12.

### REQUIRED EVIDENCE OF SUCCESS:

- Full implementation of the universal education model in K-12 classrooms across the division.
- Documentation of professional development sessions specifically designed to build teacher capacity regarding TQS #5
- Documentation of collaborative planning and classroom visits involving Indigenous Education Coaches.
- Lesson plans and classroom materials that reflect authentic Indigenous perspectives through Elder and Knowledge Keeper consultation.
- Participation and success of Indigenous students in Dual Credit and Collegiate School initiatives.

# 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%	<b>HPSD Targets</b>	50.1%	52.1%	54.1%
88.1%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	18.7%	19.2%	19.7%
36.8%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	89.3%	89.6%	89.7%
84.3%	<b>Alberta Targets</b>	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%	<b>HPSD Targets</b>	14.3%	16.3%	18.3%
64.6%	<b>Alberta Targets</b>	65.0%	65.5%	66.0%

High Prairie School Division is committed to closing the systemic education gap for self-identified First Nations, Metis, and Inuit students. This alignment focuses on ensuring Indigenous learners achieve academic success comparable to the provincial average while fostering a learning environment that recognizes Indigenous history and perspectives through the Truth and Reconciliation calls to action.

The Division's strategies, including the universal education model and the work of Indigenous Education Coaches, directly support the provincial goal of improving completion rates and post-secondary transition of Indigenous students.

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

## BOARD OUTCOME: LEARNING EXCELLENCE - 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.

The Division continues to explore new partnerships with post-secondary institutions and local industry to create collaborative opportunities to meet student interest and local labour market needs. Innovative programming includes the Vertical Farm at E.W. Pratt High School, which grows fresh produce for the community while working in tandem with the Green Certificate Program and Business Studies. Furthermore, the Division's Registered Apprenticeship Program (RAP) continues to expand through new agreements with institutions like Northwestern Polytechnic and NorQuest College.

### KEY INSIGHTS FROM RESULTS ANALYSIS:

**Workplace Readiness:** HPSD continues to perform well in teaching the attitudes and behaviours required for the workplace, achieving an overall result of 82.7%. Teacher confidence in this area is exceptionally strong at 93.1%.

**Program Diversity:** Satisfaction with the opportunity to receive a broad program of studies (including fine arts, CTS, and music) remains high at 83%. The new fine arts program in Slave Lake has been well-received by secondary students.

**RAP and Career Growth:** The Division's RAP program doubled in size over the past year, reflecting successful efforts to connect students with real-world skills and trades.

**Transition Success:** The 6-year post-secondary transition rate for all students is 42.4%. While an improvement over the 4-year rate (27.7%), it remains a priority for the division to enhance career coaching and course sequencing to encourage diverse post-secondary pathways.

**Accessible Support:** Satisfaction with the accessibility, effectiveness, and efficiency of programs and services in the community is strong at 82.3%.

### REQUIRED EVIDENCE OF SUCCESS:

- Increased student enrollment and completion rates in Dual Credit and RAP opportunities.
- Successful implementation and produce sales from the E.W. Pratt High School Vertical Farm.
- Participation and success in the Collegiate School model for skill development and career preparation.
- Course plans that reflect early pathway planning through tools like myBlueprint, starting in Grade 9.

# 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	
Parent	HPSD Targets	75%	77%	79%	
Grade 7 Student	HPSD Targets	73%	75%	77%	
Grade 10 Student	HPSD Targets	92%	93%	94%	
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

High Prairie School Division (HPSD) is committed to ensuring students have diverse learning pathways that prepare them for success in a rapidly changing world. The Division's emphasis on career education, off-campus programming, and industry partnerships directly supports the provincial goal of enhancing student competitiveness. By providing access to a broad program of studies and specialized career coaching, HPSD helps students develop the attitudes and skills necessary for the modern workplace.

# 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%

High Prairie School Division monitors student readiness for adulthood through supplemental measures that track workplace preparation and program accessibility. These measures ensure that the division’s strategic investments, such as career coaching, dual credit, and the Registered Apprentices Program (RAP) are effectively supporting student transitions into the modern economy.

## KEY INSIGHTS FROM RESULTS ANALYSIS:

- **Workplace Readiness:** HPSD continues to perform well in teaching the attitudes and behaviours required for the workplace, with an overall result of 82.7%. Teacher confidence in this area is exceptionally strong at 93.1%, indicating a high divisional standard for career education.
- **Program Accessibility:** Satisfaction with the accessibility, effectiveness, and efficiency of programs and services is a consistent strength for the division, recording a 82.3% result in 2025.
- **Strategic Growth:** The expansion of specialized programming, such as the RISE and Interactions classrooms, along with the doubling of the RAP program, directly contributes to these positive stakeholder perceptions.

## STRATEGIES FOR CONTINUED SUCCESS:

- **Collegiate School Model:** Continue the development of the Collegiate School to provide students with a clear pathway into post-secondary education and high-demand technical careers.
- **Career Coaching:** Utilize Career Coaches and tools like myBlueprint beginning in Grade 9 to help students develop robust course sequences and explore diverse post-secondary options.
- **Off-Campus Programming:** Expand partnerships for Dual Credit and RAP opportunities to allow students to earn workplace certification while still in high school.

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

## BOARD OUTCOME: PARTNERSHIPS

### STRATEGIES

#### ENGAGED GOVERNANCE

The HPSD Board of Trustees appreciates and values meaningful partnerships.

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.

#### PARENTAL/COMMUNITY ENGAGEMENT

The HPSD Board of Trustees continues to support active parental and community involvement in the decisions about education in our school division. This is achieved through:

- Community consultations and regular stakeholder surveys.
- Dedicated student engagement sessions.
- Trustee attendance at school council meetings and participation in local organizations like the chambers of commerce.

These methods ensure that the voices of students, parents, and the community are central to decision-making, in alignment with the Alberta Education Assurance Framework.

#### ENGAGEMENT SUMMARY (YEAR 1)

The values of our diverse stakeholders directly helped shape the Division's Mission, Vision, and Core Value Statements, a result achieved through a highly engaged community consultation process.

#### ENGAGEMENT SUMMARY (YEAR 2)

Trustees have directed changes for the upcoming school years related to report cards, assessment policies (including nozero practices and late assignment submissions), and reporting tools. At their strategic planning session, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to direct the following:

#### ENGAGEMENT SUMMARY (YEAR 3)

The Board of Trustees modified its priorities for the current election cycle (2026-29) based on its engagement process in the 2025-26 school year with students, parents, staff, and community members.

# 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%

High Prairie School Division remains dedicated to maintaining a well-managed system by prioritizing workforce stability and responsive student supports. To support teacher attraction and retention, the Division has transitioned to a professional learning model that emphasizes teacher choice and self-directed growth, resulting in a meaningful increase in teacher satisfaction to 79.6%. Furthermore, the EA training Pilot Program is actively fostering a culture of retention among support staff by removing barriers to professional development and providing dedicated mentorship.

The Division's 2024-2025 result of 82.5% for safe, caring, and healthy learning environments reflects a modest improvement from the previous year, though student data (74.6%) indicates a continued focus is required to ensure school climates feel consistently welcoming for all learners.

Satisfaction with access to appropriate supports and services remains a steady strength at 84%, significantly outperforming the provincial average. Stakeholders place high value on the Division's wellness coaches and psychological services, as well as the expansion of specialized learning environments like the RISE and Interactions classrooms, and the CASA classroom in Slave Lake.

# 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%

High Prairie School Division utilizes a series of targeted survey questions to monitor the depth and quality of parental involvement in education decision-making. By tracking these supplemental measures, the Division identifies specific areas to strengthen communication and ensure that the parent voice remains central to school and divisional planning.

## KEY INSIGHTS FROM RESULTS ANALYSIS:

- **Perception Gap:** Results from the 2024-2025 AERR indicate a meaningful difference in perception; while teacher satisfaction with parental involvement is high at 86.5%, parent satisfaction sits at 72.3%.
- **Targeted improvements:** In response to direct stakeholder feedback from 23 engagement sessions and 364 survey responses, the Board has committed to providing printed report cards and developing a new digital reporting tool to enhance parental access to student data.
- **Avenue for input:** The Division remains focused on ensuring parents have clear, structured avenues for providing input into school-level decisions through active School Councils and regular community consultations.

# BOARD OUTCOME: LEARNING EXCELLENCE - NURTURE WELL-BEING OF OUR SCHOOL COMMUNITY

## 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.

# BOARD OUTCOME: LEARNING EXCELLENCE - NURTURE WELL-BEING OF OUR SCHOOL COMMUNITY

## 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, the Director of Student Mental Health, 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 Director of Student Mental Health, and psychologists to respond to students by offering solutions and encouragement to meet goals. There is ongoing consultation with the Director of Student Mental Health and/or psychologists to determine the best means of supporting the student.

- **Specialized intervention** - the Director of Student Mental Health 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 Director of Student Mental Health has the skill and expertise to address the need for more targeted and specialized support. School staff and the director work to identify students needing more intensive support. The director 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 the Director of Student Mental Health.

# 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%	<b>HPSD Targets</b>	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%	<b>Grade 4-6</b>	82%	83%	84%
61%	<b>Grade 7-9</b>	64%	67%	70%
70%	<b>Grade 10-12</b>	72%	74%	76%
I feel welcome at my school (Students)				
2023-24	HPSD Targets	2025-26	2026-27	2027-28
88%	<b>Grade 4-6</b>	89%	90%	91%
78%	<b>Grade 7-9</b>	79%	80%	81%
80%	<b>Grade 10-12</b>	81%	82%	83%
My teachers care about me (Students)				
2023-24	HPSD Targets	2025-26	2026-27	2027-28
89%	<b>Grade 4-6</b>	90%	91%	92%
70%	<b>Grade 7-9</b>	73%	76%	79%
68%	<b>Grade 10-12</b>	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%	<b>HPSD Targets</b>	67%	69%	71%

# HPSD AERR DATA AND TARGETS

## KEY INSIGHTS FROM RESULTS ANALYSIS:

While High Prairie School Division maintains high overall satisfaction for learning supports (84%), local survey data highlights a developing need to improve the sense of belonging and perceived care among students in the middle and senior years. For example, agreement that “my teachers care about me” is exceptionally high in Grades 4-6 (89%), but shows a downward trend in Grades 10-12 (68%). To address this, the Division is focusing on Character Education to foster deeper school connections and has expanded intensive mental health supports through the Wellness Team and Specialized classroom environments.

High Prairie School Division (HPSD) ensures the successful execution of its Education Plan by aligning financial and human resources with divisional priorities. The implementation process is driven by a culture of continuous improvement, where data-informed adjustments are made at both the school and divisional levels to improve student outcomes.

## RESOURCES: HUMAN AND FINANCIAL

To implement the strategies outlined in this plan, the Division utilizes its Specialized Learning Support (SLS) Grant and Mental Health and Well-Being funding to support dedicated personnel:

- **Learning Support Teachers (LSTs):** Central to the inclusion model, LSTs lead coaching conversations and coordinate the continuum of supports.
- **Wellness Team:** Comprised of Wellness Coaches, a Counselling Consultant, and Consulting Psychologists to deliver tiered mental health interventions.
- **Indigenous Education Coaches:** Build teacher capacity regarding the Teaching Quality Standard (TQS) #5 and promote Truth and Reconciliation.
- **Career Coaches:** Facilitate pathway planning and expand access to Dual Credit and RAP opportunities
- **Educational Assistants (EAs):** Supported through the EA Training Pilot Program to manage classroom complexity.

## PROFESSIONAL LEARNING FOCUS (2025-26)

Professional learning is delivered through a model that emphasizes teacher choice and self-directed growth. Key priorities for the upcoming year, including:

- **Framework Implementation:** Deepening the consistency of instruction through the HPSD Literacy and Numeracy Frameworks.
- **Indigenous Education:** Ongoing capacity building for staff to authentically deliver Indigenous materials in all K-12 classrooms
- **Collaborative Response:** Strengthening school-based teams through the Jigsaw Learning model to better respond to individual student needs.
- **Specialized Training:** Providing EAs with modules on anxiety support, EAL instruction, and the autism spectrum.

## PROCESSES FOR MONITORING AND ADJUSTMENT

HPSD employs a robust cycle of evidence-informed decision-making, including:

- **Data Analysis via Dossier:** Teachers and administrators utilize Dossier for the visual representation of student reports and historical assessment data (EYE, HLAT, RCAT, MIPI) to inform daily instruction.
- **Annual Reviews:** Each school conducts an annual review of its continuum of supports and its Response to Intervention (RTI) model to identify emerging needs.
- **School-Level Assurance:** Schools utilize a divisional template to complete their own AERRs and Education Plans, ensuring school-level strategies remain aligned with Board priorities and stakeholder feedback.

# FINANCIAL/BOARD 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 AND VARIANCE REPORT**

## **THREE-YEAR CAPITAL PLAN**

## **INFRASTRUCTURE MAINTENANCE AND RENEWAL PLAN**

## **BOARD MEETING MINUTES AND MOTIONS**

## **BOARD PRIORITIES**