



Annual Education Results Report  
2018 – 2019  
School Continuous Improvement Plan  
2019 – 2022



## **VISION**

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

## **MISSION**

We nurture each student's education and well-being within an inclusive rural learning community.

## **PRIORITIES**

Student Learning · Teaching & Leadership Excellence · Community Engagement

## **BELIEFS AND VALUES**

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

## **CORE VALUES**

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

## Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the School Continuous Improvement Plan.

## School Demographics

The Learning Connection is composed of five Outreach Centres in five communities within Grande Yellowhead Public School Division:

**The Learning Connection - Evansburg** is located at 4914 50th Avenue. As of November 15, 2019 we had a population of 48 students from grades 10-12. As we are a continuous entry school, the number of students will fluctuate throughout the year.

**The Learning Connection - Edson** is located within the Provincial Building. As of November 15, 2019 we had a population of 73 students from grades 10-12 and 42 students from grades 1-9. As we are a continuous entry school, the number of students will fluctuate throughout the year.

**The Learning Connection - Hinton** is located within the Learning Services Centre. As of November 15, 2019 we had a population of 112 students from grades 10-12. As we are a continuous entry school, the number of students will fluctuate throughout the year.

**The Learning Connection - Grande Cache** is located in the Pine Plaza Mall (adjacent to the Co-op). As of November 15, 2019 we had a population of 19 students from grades 10-12. As we are a continuous entry school, the number of students will fluctuate throughout the year.

**The Learning Connection - Jasper** is located at 409 Patricia Street. As of November 15, 2019 we had a population of 34 students from grades 10-12. As we are a continuous entry school, the number of students will fluctuate throughout the year.

## Principal's Message

August 2019 marked a change in Principalship at The Learning Connection. With this change in leadership a number of school transformations have occurred. At our opening staff meeting in August, staff engaged in a jigsaw activity with the goal of writing a new mission statement for The Learning Connection. Collectively, the following statement was derived:

**Our mission is to create a learning environment where students can develop confidence, citizenship, creativity, intellectual curiosity, and resiliency. Through collaboration with students, families, and community, we foster individualized programming for student success.**

Our mission statement encompasses the philosophy of learning and vision necessary for progressive change within our school. To this end, our Centres encourage students by promoting and fostering the following learning behaviours:

- Taking positive risks
- Viewing errors as opportunities
- Working to recover from a mistake
- Giving and receiving feedback
- Asking questions
- Collaborating with staff and peers
- Setting goals, planning with a purpose, and tracking progress

In unwavering support of student success, and in alignment with Division priorities, a new instructional focus was constructed for the 2019-2020 school year:

**We believe that students perform best when they are actively engaged in their learning. We foster engaging and meaningful learning opportunities that are responsive to individualized needs with a focus on literacy and numeracy.**

In an effort to foster growth in the current practices of The Learning Connection certificated staff, a 'Modalities of Engagement' initiative was launched in September/October. Both collaboratively and individually, teachers are examining current modalities of engagement with the students they teach in our Division's outreach environments. There is a concentrated effort to build upon the commonplace one-on-one teaching sessions with individual students and begin shifting engagement toward student pairing or small group instruction using a mini-lesson and conversation starter modalities.

Furthermore, staff contributed to the building of our School Continuous Improvement Plan at our Division wide professional learning day on November 29, 2019. Staff supported the following school improvement goals:

1. To become a Mindful School by creating emotionally supportive learning environments that can offer students and staff strategies to reduce anxiety, focus their attention,

- channel emotions, and open their minds.
2. Foster growth in teaching practice by engaging in our 'Modalities of Engagement' process.
  3. To establish a viable and sustainable GYPSD Evening School Program by partnering with division High Schools.

With the intention to measure progress and maintain focus throughout the school year, the three School Continuous Improvement Plan goals will be listed on The Learning Connection website and displayed at each of our five centres. In addition, staff will continue to revisit the goals as a standing item for future staff meetings.

## **Accountability Pillar Report**

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey. Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. Safe and Caring
  - Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
  - Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
  - PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
  - Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
  - Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement

- Quality of education in the past three years and the extent of students' pride in their school and willingness to recommend their school to others.

## **Diploma and Provincial Results**

Grande Yellowhead Public School Division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

## **Division Screening Tools**

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency (Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

# Accountability Pillar results:

## The Learning Connection - Evansburg:

Measure Category	Measure	Learning Connection-Evansburg			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	96.3	88.6	92.0	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	78.9	60.7	65.5	82.2	81.8	81.9	High	Maintained	Good
Student Learning Opportunities	Education Quality	92.9	92.9	90.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	4.0	17.0	16.3	2.6	2.3	2.9	High	Improved	Good
	High School Completion Rate (3 yr)	*	*	n/a	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	90.0	100.0	81.3	83.7	83.0	83.0	Very High	Maintained	Excellent
	Diploma: Excellence	0.0	10.0	5.0	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	31.8	34.8	26.8	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	59.0	58.7	58.7	*	*	*
	Work Preparation	92.6	n/a	n/a	83.0	82.4	82.6	Very High	n/a	n/a
Parental Involvement	Citizenship	90.4	85.7	80.3	82.9	83.0	83.5	Very High	Maintained	Excellent
	Parental Involvement	92.5	n/a	n/a	81.3	81.2	81.1	Very High	n/a	n/a
Continuous Improvement	School Improvement	92.5	100.0	96.3	81.0	80.3	81.0	Very High	Maintained	Excellent

## The Learning Connection - Edson:

Measure Category	Measure	The Learning Connection - Edso			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	99.6	78.7	83.6	89.0	89.0	89.3	Very High	Improved Significantly	Excellent
	Program of Studies	90.7	54.8	53.0	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Education Quality	96.7	69.1	79.7	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	13.6	15.6	17.3	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	20.5	19.0	25.1	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	0.0	8.8	5.1	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	0.0	1.3	0.4	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	47.4	84.4	77.4	83.7	83.0	83.0	Very Low	Declined Significantly	Concern
	Diploma: Excellence	5.3	11.1	6.3	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	42.6	50.0	43.5	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	15.5	0.0	10.8	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	98.0	57.1	57.1	83.0	82.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Citizenship	94.8	68.4	70.1	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
	Parental Involvement	94.1	77.1	76.3	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	94.2	79.6	85.7	81.0	80.3	81.0	Very High	Improved	Excellent

## The Learning Connection - Hinton:

Measure Category	Measure	The Learning Connection - Hint			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.9	95.5	95.1	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	75.1	54.5	53.5	82.2	81.8	81.9	Intermediate	Improved	Good
Student Learning Opportunities	Education Quality	94.4	88.6	87.4	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	1.9	9.2	11.2	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	15.6	16.7	21.8	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	47.1	62.2	61.2	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	2.7	0.9	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	34.0	52.4	46.5	64.8	63.4	62.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	0.0	31.0	19.6	59.0	58.7	58.7	Very Low	Declined	Concern
	Work Preparation	92.6	n/a	55.6	83.0	82.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Citizenship	91.2	85.3	81.2	82.9	83.0	83.5	Very High	Improved	Excellent
	Parental Involvement	88.7	n/a	90.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	95.5	100.0	88.7	81.0	80.3	81.0	Very High	Improved	Excellent

## The Learning Connection - Grande Cache:

Measure Category	Measure	The Learning Connection - Gran			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	100.0	n/a	75.0	89.0	89.0	89.3	Very High	Improved Significantly	Excellent
	Program of Studies	90.8	n/a	50.0	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Education Quality	97.2	n/a	75.0	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.0	10.0	10.8	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	*	*	n/a	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	61.5	83.7	83.0	83.0	*	*	*
	Diploma: Excellence	*	*	0.0	24.2	22.2	21.7	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	46.2	57.1	43.6	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	59.0	58.7	58.7	*	*	*
	Work Preparation	91.7	n/a	n/a	83.0	82.4	82.6	Very High	n/a	n/a
Parental Involvement	Citizenship	97.5	n/a	55.0	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
	Parental Involvement	88.3	n/a	n/a	81.3	81.2	81.1	Very High	n/a	n/a
Continuous Improvement	School Improvement	95.8	n/a	62.5	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

## The Learning Connection - Jasper:

Measure Category	Measure	The Learning Connection - Jasp			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	99.2	n/a	n/a	89.0	89.0	89.3	Very High	n/a	n/a
Student Learning Opportunities	Program of Studies	69.8	n/a	n/a	82.2	81.8	81.9	Low	n/a	n/a
	Education Quality	96.9	n/a	n/a	90.2	90.0	90.1	Very High	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.5	n/a	n/a	83.7	83.0	83.0	High	n/a	n/a
	Diploma: Excellence	0.0	n/a	n/a	24.2	22.2	21.7	Very Low	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	53.8	n/a	n/a	64.8	63.4	62.2	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	90.0	n/a	n/a	83.0	82.4	82.6	Very High	n/a	n/a
Parental Involvement	Citizenship	96.2	n/a	n/a	82.9	83.0	83.5	Very High	n/a	n/a
	Parental Involvement	87.8	n/a	n/a	81.3	81.2	81.1	Very High	n/a	n/a
Continuous Improvement	School Improvement	97.9	n/a	n/a	81.0	80.3	81.0	Very High	n/a	n/a

## Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

### Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)



- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

# School Data Story

## **Student Success:**

As the Accountability Pillar data indicates, The Learning Connection has consistently performed above Provincial average in the following measures:

- Safe and Caring
- Education Quality
- Drop Out Rate
- Work Preparation
- Citizenship
- Parental Involvement
- School Improvement

Scoring as such communicates the following:

- Students feel safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- Teachers, parents and students are satisfied with the overall quality of education offered at The Learning Connection.
- The Learning Connection promotes the retention of all students.
- Students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Students model the characteristics of active citizenship
- The Learning Connection demonstrates effective working relationships between school and home.
- Teachers, parents and students have indicated that The Learning Connection has improved or stayed the same the last three years.

## **Academic Success:**

Although progress has been made in the measures of Diploma: Acceptable and Diploma: Excellence, this remains an area of growth for The Learning Connection. As an organization, we will encourage and promote student participation in all Provincial Assessments.

## **Teaching and Leadership Excellence:**

Annually, The Learning Connection teachers and administration team complete a professional growth plan, demonstrating their commitment to lifelong professional learning. In doing so, each teacher will collaboratively review their growth plan, with the Principal, twice a year to ensure division and school alignment. Furthermore, administrative and teaching staff align their professional growth plan to the framework of the Leadership Quality Standard and the Teaching Quality Standard respectively.

In efforts to build leadership capacity, professional development is coordinated and facilitated by multiple staff members demonstrating commitment to a common goal and, ultimately, our school vision. Furthermore, shared leadership is evident within our school community as nearly every teacher is actively involved in a division committee.

## **Community Engagement:**

The Learning Connection is exploring the possibility of partnering with all Division High Schools

to offer Division IV programming in the evening hours. This offering would engage and involve community members in a manner which physically draws them into our buildings. In addition, through invitations to events, offers to contribute to decision making, and the use of our space, we are committed to exploring new ways to involve our five communities in the education process.

## Instructional Focus

We believe that students perform best when they are actively engaged in their learning. We foster engaging and meaningful learning opportunities that are responsive to individualized needs with a focus on literacy and numeracy.

## SCHOOL IMPROVEMENT GOALS

SMARTER GOAL	STRATEGIES
<p><b>Student Success - Mindfulness</b></p> <ul style="list-style-type: none"> <li>● To become a Mindful School by creating emotionally supportive learning environments that can offer students and staff strategies to reduce anxiety, focus their attention, channel emotions, and open their minds.</li> <li>● 1 - 2 year goal</li> </ul>	<ul style="list-style-type: none"> <li>● Principal to enrol in Mindfulness courses within Masters program               <ul style="list-style-type: none"> <li>○ Mindfulness Fundamentals (January 03 – February 13)</li> <li>○ Mindful Educator Essentials (February 20 – April 1)</li> </ul> </li> <li>● Post course work, Principal will begin to coach and build Mindfulness capacity with staff.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● Increase in course completion - live data through Student Tracking System               <ul style="list-style-type: none"> <li>○ 70% of all 2019-2020 courses are completed</li> </ul> </li> <li>● Accountability Pillar data, specifically:               <ul style="list-style-type: none"> <li>○ Quality of education (increase of 1% over the previous year)</li> <li>○ Continuous school improvement (increase of 0.5% over the previous year)</li> <li>○ Safe and Caring (increase of 0.5% over the previous year)</li> <li>○ Drop Out Rate (decrease of 1% over the previous year)</li> </ul> </li> </ul>	

<p><b>Academic Success - Shifting Teaching Practice</b></p> <ul style="list-style-type: none"> <li>• Foster growth in teaching practice by engaging in our 'Modalities of Engagement' process.</li> <li>• 1 - 2 year goal</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Instructional coaching of certificated staff: <ul style="list-style-type: none"> <li>a. Awareness</li> <li>b. Interest</li> <li>c. Participation</li> <li>d. Commitment</li> </ul> </li> </ul>
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<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Increased TLC enrolment</li> <li>• Increase in course completion - live data through Student Tracking System <ul style="list-style-type: none"> <li>○ 70% of all 2019-2020 courses are completed</li> </ul> </li> <li>• Accountability Pillar data, specifically: <ul style="list-style-type: none"> <li>○ Quality of education (increase of 1% over the previous year)</li> <li>○ Continuous school improvement (increase of 0.5% over the previous year)</li> <li>○ Diploma: Acceptable (increase of 5% over the previous year)</li> <li>○ Diploma: Excellence (decrease of 5% over the previous year)</li> </ul> </li> </ul>
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<b>SMARTER GOAL</b>	<b>STRATEGIES</b>
<p><b>Community Engagement - Evening Programming</b></p> <ul style="list-style-type: none"> <li>• To establish a viable and sustainable GYPSD Evening School Program by partnering with division High Schools.</li> <li>• 2 year goal</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot a Math 20-1 course to a cohort of Pulp Mill employees.</li> <li>• Offer pilot course in partnership with Harry Collinge High School.</li> <li>• Offer pilot course to all Hinton community members.</li> </ul>

<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Increase in TLC enrolment</li> <li>• Community engagement through course offerings - building a sustainable enrolment base</li> <li>• Course completion rate of pilot course</li> </ul>
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## Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration · improves practice to enhance student learning.

**We believe professional learning is the responsibility of the individual, school and division.**

Data guides the decisions in both the division and the school. Your data analysis assist you in setting SMARTER goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed

### Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

Goal	Professional Learning Needs
Shift in teaching practice by engaging in our 'Modalities of Engagement' process.	Support with implementing Instructional Rounds (potential High School partnerships)

### Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

Date	Focus	Audience	Activities Planned
October 11, 2019	Data Analysis	Certificated Staff	Accountability Pillar Data: <ul style="list-style-type: none"> <li>● What are the positive takeaways?</li> <li>● Areas of growth?</li> <li>● How does the data shift your teaching practice?</li> </ul>

			<p>Diploma Exams:</p> <ul style="list-style-type: none"> <li>• What did you notice when you analyzed the data? Were there any surprises or new questions?</li> <li>• What student strengths does the data highlight?</li> <li>• Could students have underlying skill deficits that may be impacting performance?</li> </ul>
November 29, 2019	Instructional Rounds	Certificated Staff	<p>Setting the stage for Instructional Rounds:</p> <ul style="list-style-type: none"> <li>• Learning from Instructional Rounds (ASCD reading)</li> <li>• Hattie Effect Size Activity</li> <li>• Instructional Rounds video trial</li> </ul>