



**GWYNNE VALLEY
RURAL ACADEMY**

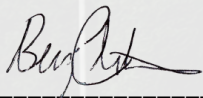


**3-YEAR
EDUCATION
PLAN**

2025-2028

ACCOUNTABILITY STATEMENT

Under the direction of The Board of Directors, the Education Plan for Gwynne Valley Rural Academy commencing September 2024, was prepared under the direction of the Board of Directors 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 Gwynne Valley Rural Education Association is committed to implementing the strategies contained within the plan to improve student learning and results. The Gwynne Valley Rural Education Association approved the 2025-2028 Education Plan on May 28, 2025. (Year 1).



Mr. Ben Christenson, Board Chair



VISION

To develop hard-working, critical-thinking citizens with a versatile education and practical skills that equip them to:

1. pursue their choice of vocation(s) after exploring a wide array of career paths in school, and to
2. proficiently navigate a rapidly changing world.

MISSION

To incorporate Early Vocational Exposure (EVE) into GVRA's curriculum as a fundamental expansion of all students' education and to proactively adapt the finer aspects of EVE to the projected needs of future graduates.

CORE VALUES

Dignity - The right of a person to be respected and valued.

Innovation - The ability to seek out and try new ways of achieving a goal.

Symbiosis - The mutually nurturing connections within and among all in our community.

Resilience - Learning to flex one's "I can stick with it" muscles for the sake of achieving a worthy goal.



MESSAGE FROM OUR BOARD CHAIR

The process of gaining approval for our charter was rewarding – there was much to learn. I am grateful for that process as it required us to not only get a school open, but to define a unique charter experience that would benefit our students and the province as a whole. I know the entire GVRA team is also thankful for the opportunity to partner with Alberta Education in this extraordinarily rewarding journey.

Completing our first 3-Year Education Plan is both a significant test of GVRA's Early Vocational Exposure (EVE) charter concepts and a testament to its strengths. While the first three months of operating without permanent school facilities brought additional challenges, we already see real results with our charter mandates. Student engagement is exceptional with EVE Presentations and Sustainable Living defining a unique learning environment at GVRA.

There is much more to do, and the adapting will never end; but a projected 50% increase in enrolment for the 2025-2026 school year tells us that GVRA's charter and core values are connecting with the people we seek to serve. When it is time to submit our second Education Plan in 2028, we are confident that GVRA will already be offering a full K-12 school in Gwynne – a first for our community.

While the crises of any hour may dare us to take our eyes off the prize; we cherish the beautiful gift of teaching the students we are afforded. This is our opportunity to do something special: define a future where our students can truly thrive. We do so with hope, with conviction, and with joy.



A handwritten signature in black ink, reading "Ben Christenson".

Ben Christenson, Chair
Gwynne Valley Rural Education Association

-Growing Together-



STAKEHOLDER ENGAGEMENT

Stakeholder engagement is a priority for Gwynne Valley Rural Academy. Input from parents, students and staff is valued and guides the development of the Education Plan.

Engagement takes place in a variety of ways and data is collected on an ongoing basis throughout the school year.

- Alberta Education Assurance Survey*
- Provincial Achievement Tests*
- Alberta Education Curriculum implementation expectations
- Weekly Staff meetings
- Monthly Board meetings
- Monthly School Council meetings and communications
- Meet the Teacher Evening September 2024
- Open House March 2025
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff (twice a year)
- Digital school newsletters (monthly)
- Report Card comments and indicators
- Parent/Teacher/Student Conferences (twice a year)
- Student leadership groups
- Open-door practice to address student, parent and staff concerns

*Results from these measures can be found in our AERR in the fall of 2025.



ASSURANCE DOMAINS

The Gwynne Valley Rural Education Association Plan outlines priorities in alignment with the Alberta Education Assurance Framework. Gwynne Valley Rural Academy goals are integrated into the Assurance Domains of this document. Outcomes will be measured using local and provincial assessment tools.

For more information on the assurance domains, please visit Section B, page 28 of the funding manual at:

[Funding Manual for 2025-2026 School Year](#)

IMPROVEMENT CYCLE

Enabling processes that must be part of all phases of a continuous improvement cycle (see graphic below) include:

- Evidence-informed decision-making: In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- Engagement: Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- Learning and Capacity Building: In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.



GOALS, STRATEGIES & MEASURES

GOAL ONE: STUDENT GROWTH & ACHIEVEMENT

Outcome 1: Students demonstrate academic excellence

Strategies

- GVRA will ensure the school is a safe and caring place for all students to learn
- Teachers will expand upon resources that further accommodate Kinaesthetic and Visual Spatial learning styles
- Students will be active participants in their learning, especially regarding Early Vocational Learning (EVE) and Conventional Life Skills
- Quality reading resources will be incorporated into classrooms that promote the pillars of reading
- Improve FNMI Student Success by enhancing wrap-around supports.
- Develop effective interagency partnerships
- Leverage FNMI parents and community members to enhance supports.
- First Nation, Metis and Inuit (FNMI) resources will be incorporated into all classrooms to honour rich and diverse Indigenous cultures
- Support the implementation of Truth and Reconciliation Commission recommendations
- Reduce the education gap for self-identified First Nations, Metis and Inuit students
- Using a literacy and numeracy continuum of support, teachers will differentiate instruction and assignments to accommodate all learning levels and varied learning styles
- Kindergarten to Grade 3 teachers will prioritize reading and comprehension instruction time with concrete goals and strategies to have the majority of students reading at grade level
- Utilize school wide common language and strategies from a continuum of supports for literacy and numeracy
- Expand upon teacher professional development to improve student achievement



GOAL ONE: STUDENT GROWTH & ACHIEVEMENT

Measures

- Percentage of parents, students and staff reporting on the Assurance Survey that the school is a safe and caring place
- Percentage of students participating in Provincial Achievement Tests
- Percentage of students achieving the Acceptable Standard on Provincial Achievement Tests
- Percentage of students achieving a Standard of Excellence on Provincial Achievement Tests
- Student Learning Engagement Survey
- Access to Supports and Services, with a particular focus on supports for FNMI students
- Quantity and Quality of FNMI resources within the school
- Truth and Reconciliation presentations at monthly School Council/Board Meetings
- Student Satisfaction Surveys
- Percentage of parents satisfied or very satisfied with the quality of learning and teaching on the Assurance Surveys
- Percentage of students not needing supports as measured on Literacy & Numeracy Assessments (Kindergarten to Grade 4)
 - Phonological Awareness Screening Tests (PAST)
 - Rapid Automatized Naming (RAN)
 - Letter Name-Sound (LeNS)
 - Castles and Coltheart 3 (CC3)
 - Provincial Numeracy Screening Assessments
 - HLAT Writing Assessment
 - Dibels Reading Assessment
- PD Plan focused on improving learning outcomes



GOAL TWO: CONVENTIONAL LIFE SKILLS

Outcome 1: Students will gain aptitude and proficiency in Conventional Life Skills that better prepare them for adult life and a variety of vocations.

Strategies

- Hands-on and visual-spatial learning mechanisms to balance use of predominant learning styles in the classroom and to prioritize Kinaesthetic development.
- Utilize an evolving list of at least 30 EVE Conventional Life Skills (CLS) that all GVRA high school students need to demonstrate proficiency in as part of graduation expectations; and
- Grade-appropriate Conventional Life Skills that naturally acclimate students to the full criteria during their 13-year education
- Opportunities for hands-on practice of skills are provided weekly (not from textbooks)
- Sustainable Living practices are incorporated into weekly lessons

Measures

- Quantity and quality of activities provided to students to strengthen balance of learning styles used by students
- Percentage of students not requiring additional supports on AB ED SLAs
- Percentage of students willing to participate and try new things
- Checklist of grade-appropriate conventional life skills
- Reports on sustainable living activities occurring at the school



GOAL TWO: CONVENTIONAL LIFE SKILLS

Outcome 2: Students demonstrate Traditional Literacy skills

Strategies

- Reading skills will be developed using direct teacher instruction, textbooks and other print material
- Writing skills will be developed using direct teacher instruction, and practice with paper and pencil (pen)
- First Nation, Metis and Inuit (FNMI) resources will be incorporated into all classrooms to honour rich and diverse Indigenous cultures
- Device free task completion will be intentionally completed without computer and IT assistance
- Students will learn healthy usage patterns of technology for news, entertainment, social media, communication, learning, and work
- Students will learn digital literacy skills
- Students will develop critical thinking skills without dependency on artificial intelligence

Measures

- Reading levels as indicated on Diebels
- Quantity and quality of First Nation, Metis and Inuit (FNMI) resources incorporated into all classrooms to honour rich and diverse Indigenous cultures
- Collected samples of device-free completed tasks
- Number and quality of writing pieces throughout the year
- Highest Level of Achievement Test (HLATs) results
- Locally developed or sourced assessments on healthy usage patterns of technology for news, entertainment, social media, communication, learning and work
- Digital Literacy assessments



GOAL THREE: VOCATIONAL ENGAGEMENT

Outcome 1: Throughout their years of schooling, students will experience an awareness of, exposure to, and engagement with, a wide range of vocations (careers)

Strategies

- Community and/or GVRA alumni will provide weekly sessions on EVE
- Students identify and describe many vocations as well as applicable post-secondary requirements
- Students will recognize and evaluate a range of careers through familiarization with careers represented in the local community and nearby areas
- Once per week students will participate in Early Vocational Exposure (EVE) sessions to heighten their awareness of possible career choices
- Follow-up in-class sessions, based on weekly EVE presentations, will take place to extend learning on vocational choices
- Many and varied field trips will take place to enrich EVE learning
- Classroom teaching will emphasize careers related to current learning
- Students will take part in personal interviews focused on EVE presentations

Measures

- Number of EVE sessions presented to students throughout the year
- Student surveys on level of engagement with EVE sessions presented throughout the year
- Percentage of high school students who can identify and describe 30 vocations
- Percentage of junior high school students who can identify and describe 15 vocations
- Percentage of elementary school students who can identify a select number of vocations that they have learned about throughout the year
- Percentage of students who can identify post secondary requirements/institutions for 80% of recognized vocations list
- Percentage of students who can identify post secondary requirements/institutions for 50% of recognized vocations list
- Analyze and chart data collected through personal interviews



GOAL THREE: VOCATIONAL ENGAGEMENT

Outcome 2: Students make informed vocational, post-secondary and/or apprenticeship choices earlier in the secondary grades.

Strategies

- Students will participate in weekly Early Vocational Exposure (EVE) sessions
- Community and/or GVRA alumni will provide sessions on EVE
- Regular in-school and/or field trips in junior/senior high to learn more about the wide offerings in post-secondary education and associated career opportunities
- Students will learn about their values and skill sets that will lead to appropriate choices of vocations

Measures

- Percentage of Students enrolled in Registered Apprenticeship Programs, Dual Credit, or similar
- Percentage of Grade 10 students who have expressed interest in a post-secondary school or programs
- Percentage of Grade 9 students who can outline three or more vocational and post-secondary preferences
- Data collected from student surveys, conversations, interviews and observations regarding careers/vocations
- Representative samples of student journal entries



BUDGET

Financial statements are publicly available on the school website at:

<https://www.gvra.school/governance/financial-statements>

Capital Plans: Follow this link for the 2025/26 to 2027/28 capital plan:

<https://drive.google.com/file/d/1duUULBVF3uBfnR9cZvaebaaKoCBfzB-R/view>

