BUFFALO TRAIL PUBLIC SCHOOLS

Buffalo Trail Public Schools is committed to maximizing student learning in a safe and caring environment, supported by a highly effective team.

2019/2020 to 2023/2024 - Four Year Education Plan

Domain	Student Growth & Achievement	Teaching & Leading	Learning Supports	Governance	Attending to Local & Societal Context
Understanding the Context	Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	Refers to teachers and leaders analyzing the learning context, attending local and societal considerations and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimal learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standard (Teachers Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard)	Refers to the mobilization of resources, (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimal learning for all. Public assurance occurs when the public has trust and confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, diversity is embraced, a sense of belonging is emphasized and all learners are welcomed, cared for, respected, and safe.	Refers to the process by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching, leading, and optimal learning for all. Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	Refers to the engagement practice of schools and communities, with support from the broader system, in identifying and responding to the needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds pro-actively to local and societal contexts.
Elements/ Outcomes	**1.** Students apply knowledge, understanding and skills in a variety of real-life contexts and situations based on student learning outcomes and competences as outlined in the *Alberta Program of Studies.* **2.** Students will learn perseverance when faced with challenges, adversity and failure and to creatively build and foster resilience and coping skills. **3.** Students will exhibit strong literacy, numeracy, communication skills and inclusive attitudes to be productive global citizens.	**4.** Teachers and leaders will collaborate with appropriate stakeholders to provide authentic learning opportunities that respect our local and societal contexts. **5.** Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, societal and economic circumstances of all. **6.** Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimal learning environments for all. **7.** Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.	**8.** Learning environments will be a place where students, staff and parents feel proud, safe, welcomed while engaging in an interactive and innovative space that utilizes outside community resources to enhance and complement the whole child. **9.** Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success. **10**. Infrastructure (technology, transportation, buildings) supports learning and meets the needs of BTPS students, families, staff and our communities.	**11.** The BTPS Board will continue to advocate for the success of rural education. **12.** The BTPS Board engages stakeholders to form a shared vision for learning which reflects local and provincial priorities and allows for equitable access to support and services for all. **13.** The BTPS Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.	**14.** BTPS Board and Staff attend with agility and flexibility to the district learning needs, mental health, interests, aspiration and diverse cultural, social and economic circumstances of all students.
Strategies	The division will: • Develop a Community of Practice to support universal early literacy strategies. • Develop a Community of Practice to develop assessment practices. • Continue to use and support VIBE and WOW to develop student perseverance. • Develop opportunities to prepare teachers for the implementation of a new K-6 curriculum. • Participate in the Alberta Education Literacy Pilot to understand learning gaps resulting from circumstances surrounding COVID. • Continue to provide	The division will: • Continue to provide resources and opportunities for professional development to facilitate the application of foundational knowledge about First Nations, Métis and Inuit. • Align division and school professional development to the assurance domains. • Continue to provide division-wide professional development. • Develop professional development opportunities for new and aspiring school leaders. • Continue to support schools in providing school-based professional	The division will: • Develop and implement an early literacy learning strategy. • Continue to use Inclusive Learning Teachers in all schools. • Continue to provide support for an Inclusive Learning Support Team. • Develop and implement a Children's Rehabilitation Team. • Continue to be worldwide leaders in the use of technology to support learning; including the use of Hapara and Seesaw. • Continue to support VIBE and WOW across our school communities. • Continue to allocate	The division will: • Continue to participate in the Rural Caucus of Alberta School Boards. • Continue to advocate for rural education in Alberta with the local MLA and provincial government. • Advocate for necessary funding for programs in rural education. • Engage educational stakeholders to communicate progress and seek public input on priority areas within the assurance domains. • Continue to engage parents/guardians during monthly meetings with School Councils in every school	The division will: • Continue to encourage participation in School Councils that represent local voices. • Continue to partner with local businesses providing students with opportunities to gain work experience. • Continue to partner with Lakeland College providing programming opportunities unique to our schools.

	for students' various learning needs through regular school programing, outreach programing, off-campus programing, distributed learning, and distance learning. • Leverage technology to increase programming in various CTS and options.	development. • Continue to provide professional development for Optimal Learning Coaches and Inclusive Learning Teachers.	significant financial resources to schools for the provision of inclusive supports. • Continue to prioritize student learning in the allocation of facility maintenance resources. • Continue to prioritize student safety to and from school through the use of the SETT framework to determine safest transportation for students with diverse needs.	community. • Continue to engage students monthly during regular meetings on topics reflecting the assurance domains.	
Measures					
Provincial Measures	• PAT Exam results • Diploma Exam results • High School Completion Results • Citizenship • Student Learning Engagement	• Education Quality	• Welcoming, Caring, Respectful, and Safe Learning Environment • Access to Support & Services	• Parental Involvement • Budget-Actual Comparison	
Local Measures	• OurSchools Survey including: ○ Student Engagement ○ Subject Scores ○ Intellectual Engagement • Literacy Testing • Numeracy Testing • Anecdotal Evidence • Engagement Survey	• OurSchools Survey including: ○ Quality of Instruction • Division PD activities • Anecdotal Evidence • School Learning Plans • Engagement Survey	• OurSchools Survey including: ○ Anxiety ○ Depression ○ Self-Esteem • Anecdotal Evidence • Engagement Survey	• Summary of Financial Results • Audited Financial Statements • Stakeholder Engagements • Accountability Assurance system • Anecdotal Evidence • Engagement Survey	• School Council yearly reports • Demographics • Anecdotal Evidence • Engagement Survey
Results Analysis					
Key Insights	• Low dropout rates and high graduations rates. • High transition to post secondary. • Need to continue to promote diverse programming options. • Very high levels of citizenship. • Schools continue to focus on literacy and numeracy.	• A commitment to professional learning occurs through two division PD days, 6 School PD days, multiple communities of practise, leadership meetings, and leadership academy.	• High levels of safe and caring. • Need to develop child rehabilitation supports. • Continue to maximize supports across the division.	• High levels of parental involvement. • Trustee presence and accessibility influences parental involvement.	• Highly active School Councils. • Stakeholder engagement at the local level is a key priority in assurance.
Stakeholder Priorities	• Support student resiliency and mental health. • Continue to focus on programming and students' academic and socio-emotional needs. • Support student learning to address unfinished learning due to the pandemic.	• Students highlighted the strong relationships with staff and the importance that staff play in their success at school. • Continue to build teaching and leading capacity through robust professional development, a focus on students, and using technology to leverage learning. • Look to use technology to leverage increased program offerings to students.	• Student engagements highlighted the need for ongoing and continuous supports around learning. • Support the inclusive needs of students including universal supports to address unfinished learning, mental health supports and specialized learning support. • Continue building the family culture of our rural context and schools.	• The need to continually focus on small rural boards and the unique needs arises from stakeholders. • Stakeholders identify the unique need of small school boards to continually focus on rural education. • Continue to advocate for funding and supports that address the unique needs of small schools and the rural context.	• During student engagements the importance of local school communities and the family environment that exists was highlighted as a priority. • Continue to recognize and leverage the close connection to communities that is a strength of BTPS.

Stakeholder Engagement

In early 2019, BTPS Educational Stakeholders came together to develop the Educational Direction for the 4 Year Education Plan. Engagements included 3 face to face sessions and 1 online session. Almost 300 people participated in this process. Planning focused on the Desired States in 5 Domains. A desired state is a view of what success will look like and what will be accomplished within the 5 Domains. Resulting from the engagements was the *BTPS Four Year Education Plan 2019-2023* that is available on our website.

After the completion of the first year of the *Four Year Education Plan*, evidence was gathered from schools and across BTPS to provide assurance on each of the five domains. This evidence was compiled and shared with stakeholders as part of the Four Year Plan 2019-2023 Year One: 2020 report that is available on our website.

As part of the stakeholder engagement process Board-Student presentations were held monthly. Students from every school across the division were asked questions related to the assurance elements and shared these with the Board.

In addition staff were presented with the combined division evidence and asked questions about the next steps in providing assurance. In April of 2021, four online stakeholder engagement sessions were held for parents and community members. Results from the previous year were shared along with questions to provide direction for the upcoming 2021-2022 school year.

Board-Student Engagements heard from over 100 students throughout the school year. The online engagement survey had over 250 responses from staff, student, parent and community members. Respondents were asked to identify a school they most closely are affiliated with and it was notable that every school was identified.

Weblinks

[Buffalo Trail Public Schools Four Year Education Plan](#)

[Buffalo Trail Public Schools 2021/2022 Budget](#)

[Buffalo Trail Public Schools 2020/2021 Capital Plan](#)

Accountability Statement

The Education Plan for Buffalo Trail Public Schools commencing the 2021/2022 school year, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2019 - 2024 on May 19, 2021.

Lanie Parr,
Board Chair

Rhae-Ann Holoien,
Superintendent of Schools