



## 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 2022/2023 - Four Year Education Plan

Domain	Student Growth & Achievement	Teaching & Leading	Learning Supports	Governance	Attending to Local & Societal Context
<b>Understanding the Context</b>	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 to 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.
<b>Elements/ Outcomes</b>	<ol style="list-style-type: none"> <li>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 <i>Alberta Program of Studies</i>.</li> <li>Students will learn perseverance when faced with challenges, adversity and failure and to creatively build and foster resilience and coping skills.</li> <li>Students will exhibit strong literacy, numeracy, communication skills and inclusive attitudes to be productive global citizens.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers and leaders will collaborate with appropriate stakeholders to provide authentic learning opportunities that respect our local and societal contexts.</li> <li>Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, societal and economic circumstances of all.</li> <li>Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimal learning environments for all.</li> <li>Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Infrastructure (technology, transportation, buildings) supports learning and meets the needs of BTPS students, families, staff and our communities.</li> </ol>	<ol style="list-style-type: none"> <li>The BTPS Board will continue to advocate for the success of rural education.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Strategies</b>	<p>The division will:</p> <ul style="list-style-type: none"> <li>Continue to support best practice literacy and numeracy strategies through Community of Practice, school based interventions, division resources, and external experts.</li> <li>Enhance assessment practices through the ongoing development of a Community of Practice.</li> <li>Continue to use and support VIBE and WOW in working with students.</li> <li>Focus on student learning through the process implementing the new K-6 curriculum.</li> <li>Continue to use an iterative approach to improving student</li> </ul>	<p>The division will:</p> <ul style="list-style-type: none"> <li>Continue to provide resources and opportunities for professional development to facilitate the application of foundational knowledge about First Nations, Métis and Inuit.</li> <li>Align division and school professional development to the assurance domains.</li> <li>Continue to support schools in providing school-based professional development.</li> <li>Continue to provide diverse division-wide professional development and a professional learning menu.</li> <li>Continue to provide professional</li> </ul>	<p>The division will:</p> <ul style="list-style-type: none"> <li>Continue to design tiered interventions for literacy and numeracy.</li> <li>Continue to provide support to staff and students through school-based Inclusive Learning Teachers.</li> <li>Continue to support the diverse needs of students through the use of the Student Services Team (OT, SLP, TA, Behavioral.)</li> <li>Continue to leverage the use of technology to support learning and provide inclusive support.</li> <li>Continue to support VIBE and WOW across our school communities.</li> <li>Continue to prioritize student</li> </ul>	<p>The division will:</p> <ul style="list-style-type: none"> <li>Continue to participate in the Rural Caucus of Alberta School Boards.</li> <li>Continue to advocate for rural education in Alberta with the local MLA and provincial government.</li> <li>Advocate for necessary funding for programs in rural education.</li> <li>Engage educational stakeholders to communicate progress and seek public input on priority areas within the assurance domains.</li> <li>Continue to engage parents/guardians during monthly meetings with School Councils in every school</li> </ul>	<p>The division will:</p> <ul style="list-style-type: none"> <li>Continue to encourage participation in School Councils that represent local voices.</li> <li>Continue to partner with local businesses providing students with opportunities to gain work experience.</li> <li>Continue to partner with Lakeland College providing programming opportunities unique to our schools.</li> <li>Accessing local resources and opportunities to support learning.</li> </ul>

	<p>learning through literacy and numeracy screens and benchmark assessments.</p> <ul style="list-style-type: none"> <li>Continue to provide for students' various learning needs through regular school programming, alternative programming, off-campus programming, distributed learning, and distance learning.</li> <li>Leverage technology to increase offering in various diverse programs.</li> </ul>	<p>development opportunities and mentorship for new and aspiring school leaders.</p> <ul style="list-style-type: none"> <li>Continue to build the capacity of Optimal Learning Coaches and Inclusive Learning Teachers to provide instructional coaching to teachers and school leaders through a gradual release of responsibility model.</li> </ul>	<p>learning in the allocation of facility maintenance resources, facility design and use.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>community.</p> <ul style="list-style-type: none"> <li>Continue to engage students monthly during regular meetings on topics reflecting the assurance domains.</li> </ul>	
<b>Measures</b>					
<b>Provincial Measures</b>	<ul style="list-style-type: none"> <li>PAT Exam results</li> <li>Diploma Exam results</li> <li>High School Completion Results</li> <li>Citizenship</li> <li>Student Learning Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Education Quality</li> </ul>	<ul style="list-style-type: none"> <li>Welcoming, Caring, Respectful, and Safe Learning Environment</li> <li>Access to Support &amp; Services</li> </ul>	<ul style="list-style-type: none"> <li>Parental Involvement</li> <li>Budget-Actual Comparison</li> </ul>	
<b>Local Measures</b>	<ul style="list-style-type: none"> <li>OurSchools Survey including: <ul style="list-style-type: none"> <li>Student Engagement</li> <li>Subject Scores</li> <li>Intellectual Engagement</li> </ul> </li> <li>Literacy Testing</li> <li>Numeracy Testing</li> <li>Anecdotal Evidence</li> <li>Engagement Survey</li> </ul>	<ul style="list-style-type: none"> <li>OurSchools Survey including: <ul style="list-style-type: none"> <li>Quality of Instruction</li> <li>Division PD activities</li> </ul> </li> <li>Anecdotal Evidence</li> <li>School Learning Plans</li> <li>Engagement Survey</li> </ul>	<ul style="list-style-type: none"> <li>OurSchools Survey including: <ul style="list-style-type: none"> <li>Anxiety</li> <li>Depression</li> <li>Self-Esteem</li> </ul> </li> <li>Anecdotal Evidence</li> <li>Engagement Survey</li> </ul>	<ul style="list-style-type: none"> <li>Summary of Financial Results</li> <li>Audited Financial Statements</li> <li>Stakeholder Engagements</li> <li>Accountability Assurance system</li> <li>Anecdotal Evidence</li> <li>Engagement Survey</li> </ul>	<ul style="list-style-type: none"> <li>School Council annual reports</li> <li>Demographics</li> <li>Anecdotal Evidence</li> <li>Engagement Survey</li> </ul>
<b>Results Analysis</b>					
<b>Key Insights</b>	<ul style="list-style-type: none"> <li>High level of high school completion with 88% of students graduating within three years of entering grade 10, and 92% within 5 years.</li> <li>84% of teachers, parents and students agree that students are engaged in their learning at school.</li> <li>81% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>Through Distributed Learning, BTPS supported 356 students in 29 courses.</li> <li>Various Off Campus programs meet the needs of students learning, including RAP program 25-students, the Work Experience program 156-students, Green Certificate program 8-students, Lakeland College; CTS Trades &amp; Online - 171. Total off-campus/partnership = 360 students in 19 courses.</li> <li>Literacy and Numeracy concepts are enriched by various Reading, Writing and Math programs used across our division.</li> <li>OurSCHOOL Surveys indicate that BTPS students report above provincial norms on intellectual engagement and find learning interesting,</li> </ul>	<ul style="list-style-type: none"> <li>89% of teachers, parents and students are satisfied with the overall quality of basic education.</li> <li>92% of parents state that teachers care about their child.</li> <li>82% of parents share when a child needs it, teachers at their child's school are available to help them.</li> <li>Through the systemic use of the Learning Management System Hapara, BTPS was able to support student learning while transitioning to at home learning.</li> <li>82% of teachers report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.</li> <li>BTPS started a Leadership Academy for aspiring leaders, and a Leadership-Mentorship program for new leaders.</li> <li>BTPS Leadership meetings hosted learning from Tom Herick multiple times over the year to work on supporting learning during the pandemic.</li> <li>BTPS continued a Wellness Initiative to focus on learning, resources and</li> </ul>	<ul style="list-style-type: none"> <li>85% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.</li> <li>79% of teachers, parents and students agree that students have access to the appropriate supports and services at school.</li> <li>BTPS initiated a student service team consisting of Therapy Assistants, contracted Occupational Therapists and Speech Language Therapist to support students' needs.</li> <li>BTPS increased the available staffing time for Social Emotional Coaches to support students throughout the year.</li> <li>The Department of Inclusive Learning developed and implemented a new jurisdiction Individual Support Plan (ISP). The new ISP allows greater conversation and implementation of wrap-around supports, especially in the area of social emotional health and well-being.</li> <li>A cohort of Inclusive Learning Teachers (LTs) participated in professional learning to develop and inclusive universal instructional framework and model.</li> <li>BTPS continued the</li> </ul>	<ul style="list-style-type: none"> <li>The Board engaged with the local MLA's to advocate for rural education. Specifically concerns around the Transportation Task Force, student Mental Health supports, local site plans and advocating for new facilities were topics of conversation.</li> <li>The Audit Committee, which includes trustees and local representatives, received and reviewed the 2019-2020 Audited Financial Statement.</li> <li>The Board Joint Transportation Agreement Committee held positive meetings with East Central Catholic Schools' Representatives.</li> <li>The Board continued to participate and advocate across the provinces as members of ASBA, PSBAA, and RCASB.</li> </ul>	<ul style="list-style-type: none"> <li>BTPS started the transition to create a Learning Centre that will meet the learning needs of students in a variety of ways beyond the regular school and classroom.</li> <li>Partnership with Cornerstone Co-op supported BTPS schools Bags for Breakfast Program.</li> <li>Throughout the pandemic, BTPS worked closely with Lakeland College to continue to support Career and Technology Studies programs in the areas of Carpentry, Mechanics, Welding and Electrical.</li> <li>BTPS continues to support First Aid Training and 52 staff and 141 students attended sessions.</li> <li>BTPS was required to undergo 4 OHS audits and 7 AHS audits. We were incredibly successful in meeting these requirements.</li> </ul>

	enjoyable, and relevant.	<ul style="list-style-type: none"> <li>activities to support staff wellness.</li> <li>BTPS held summer opportunities in partnership with Lakeland College Trades &amp; Technology school. 18 students participated in two trades courses over a 2 week period during July 2021.</li> <li>Optimal Learning Coaches (OLCs) gathered four times throughout the year to examine and implement conceptual instructional approaches.</li> </ul>	Mental Health Capacity Building projects, VIBE and WOW, to support students, families and communities with their mental health and Wellness.		
<b>Stakeholder Priorities</b>	<ul style="list-style-type: none"> <li>Continue to support students in addressing learning needs and any unfinished learning.</li> <li>Continue to explore alternative ways to expand programming across a rural context.</li> </ul>	<ul style="list-style-type: none"> <li>Students highlighted the strong relationships with staff and the importance that staff play in their success at school.</li> <li>Continue to build teaching and leading capacity through robust professional development, a focus on students, and using technology to leverage learning.</li> <li>Leverage technology to increase program offerings to students.</li> </ul>	<ul style="list-style-type: none"> <li>Student engagements highlighted the close relationship and connections at our schools.</li> <li>Continue building the safe and caring environment and family culture of our rural context and schools.</li> <li>Continue to support the inclusive and diverse needs of students including universal supports to address unfinished learning, mental wellness, and specialized learning support.</li> </ul>	<ul style="list-style-type: none"> <li>The need to continually focus on small rural boards and the unique needs arises from stakeholders.</li> <li>Stakeholders identify the unique need of small school boards to continually focus on rural education.</li> <li>Continue to advocate for funding and supports that address the unique needs of small schools and the rural context.</li> </ul>	<ul style="list-style-type: none"> <li>During student engagements the importance of local school communities and the family environment that exists was highlighted as a priority.</li> <li>Continue to support connections with the local community and capitalize on our rural context.</li> </ul>

## 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](#). The 2021-2022 the Year Two: 2021 report is available on our [website](#).

As part of the stakeholder engagement process Board-student engagements 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 March of 2022 four online stakeholder engagement sessions were held for parents and community members and two student engagements. Results from the previous year were shared, along with questions to provide direction for the upcoming 2022-2023 school year.

Board-Student engagements heard from over 80 students throughout the school year. The online engagement survey had over 300 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

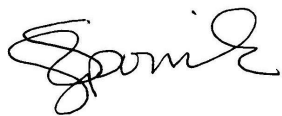
[Buffalo Trail Public Schools Four Year Education Plan](#)

[Buffalo Trail Public Schools 2022-2023 Budget](#)

[Buffalo Trail Public Schools 2022- 2023 Capital Plan](#)

## Accountability Statement

The Education Plan for Buffalo Trail Public Schools commencing the 2022-2023 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 - 2023 on May 18, 2022.



Stephanie Spornitz,  
Board Chair



Rhae-Ann Holoien,  
Superintendent of Schools