

MAY 2024



2023-2027
EDUCATION PLAN
YEAR TWO
2024-2025



MESSAGE FROM THE BOARD & SUPERINTENDENT



As we embark on the second year of the Four-Year Education Plan (2023-2027), we are thrilled to share our progress and aspirations with you. At Buffalo Trail Public Schools, our commitment to delivering exceptional educational experiences for all our students remains steadfast, and we are excited about the milestones ahead in this ongoing journey.

Embedded within our strategy is the unwavering mission to optimize student learning within a supportive and safe environment, underpinned by a dedicated, highly effective team. Over the past year, we have engaged in collaborative efforts involving parents, guardians, educators, students, and stakeholders to identify priorities for the next phases of our plan, aimed at further enhancing student learning outcomes.

We are proud to highlight the active involvement of almost 300 stakeholders in the sessions conducted throughout this winter to evaluate the success of year one of this plan. These valuable contributions have shaped our ongoing initiatives for year two. Building upon this foundation, we continue to refine our comprehensive plan, focusing on the strategies necessary for achieving our goals.

With this plan in place, we will be providing a robust framework for the continuous advancement of both our students and staff. Together, we eagerly anticipate embarking on this journey toward shared success. We extend our heartfelt gratitude for your steadfast and unwavering support.

Kara Jackson,
Board Chair

Michelle Webb,
Superintendent of Schools

ACCOUNTABILITY STATEMENT



The Education Plan for Buffalo Trail Public Schools commencing May 2023 was prepared under the direction of the Board 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 2023-2027 Education Plan on May 16, 2023. The Board reviewed and approved the 2023-2027 Education Plan on May 29, 2024.

A handwritten signature in black ink, appearing to read 'Kara Jackson'.

Kara Jackson,
Board Chair

A handwritten signature in blue ink, appearing to read 'Michelle Webb'.

Michelle Webb,
Superintendent of Schools





Mission:

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

Vision:

To be dynamic leaders in empowering students to be caring, responsible, and contributing global citizens with a passion for learning.

Values:

- Demonstrate integrity and transparency
- Encourage innovation and collaboration
- Embrace diversity and belonging
- Provide opportunity and choice
- Celebrate success and recognize excellence
- Take ownership and exhibit accountability

Jurisdictional Profile

Buffalo Trail Public Schools covers an area of approximately 14,250 square kilometers. Located in East Central Alberta, Buffalo Trail Public Schools serves 28 communities from Dewberry in the North, Provost in the South, Chauvin in the East and Innisfree in the West.





STAKEHOLDER ENGAGEMENT



During the 2022-2023 school year, Buffalo Trail Public Schools (BTPS) engaged over 500 stakeholders between November 2022 and February 2023. The Board of Trustees and division leadership are committed to accountability and value the time that students, parents/guardians, staff and community members took to share their hopes and dreams for BTPS. This input helped shape BTPS' priorities, outcomes and strategies through the 2026-2027 school year.

The Education Plan is reviewed annually at the school and division level to ensure its goals and measures continue to address current BTPS needs and focus. As part of the stakeholder engagement process, Board-student engagements are held monthly. Students from every school across the division are asked questions related to the Education Plan priorities and share these responses with the Board.

In February of 2024, four online stakeholder engagement sessions were held for staff, parents/guardians and community members. Results from the previous year were shared along with questions to provide direction for the division in the 2024-2025 school year. The input from stakeholders is shared in the [What We Heard Spring 2024](#) report.

Stakeholders were asked:

- What are some of the strengths of BTPS?
- What are some of the challenges affecting BTPS schools?
- What do we need to continue to do in our BTPS schools?
- What outcomes should BTPS focus on for the coming school year?

The ideas shared, along with a variety of data from past Annual Education Results Reports, budgets and research analytics, as well as the feedback from stakeholders will inform BTPS' 2024-2025 Year Two Education Plan.



PRIORITY ONE: SUPPORTING LEARNING SUCCESS FOR ALL STUDENTS



Outcome: Students demonstrate strong numeracy and literacy skills.

Strategies Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

Outcome: Students are prepared for life after K-12.

Strategies Support and expand programming and robust learning experiences - in the classroom, online and in the community.

Facilitate the application of foundational knowledge about First Nations, Métis and Inuit for all students.

Outcome: Students have opportunities for rich learning experiences from highly effective staff.

Strategies Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.

Support strong digital citizenship through a technological rich infrastructure.

Measures

Provincial

- PAT Results
- Diploma Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

Local

- OurSCHOOL Survey
- Literacy Screening
- Numeracy Screening
- Division Professional Learning Activities
- School Learning Plans
- Anecdotal Evidence

Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance

PRIORITY TWO: FOSTERING SAFE AND CARING LEARNING ENVIRONMENTS



Outcome: Students learn in inclusive spaces that are welcoming and caring.

Strategies Ensure all students are valued, safe and have their diverse needs met.

Outcome: Students and staff health and wellness are supported.

Strategies Build staff and student capacity for engaging in healthy, respectful relationships and interactions with others.

Provide student health and wellness support through a continuum of supports model.

Measures

Provincial

- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

Local

- OurSCHOOL Survey
- Anecdotal Evidence

Assurance Domains: Learning Supports, Local and Societal Context, Governance



PRIORITY THREE: BUILDING STRONG COLLABORATIONS



Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.

Strategies Support and foster partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents and guardians.

Measures

Provincial

- Parental Involvement

Local

- School Council Annual Reports

Assurance Domains: Local and Societal Context, Governance





INSIGHTS FROM RESULTS ANALYSIS



Insights arise from a review of the [Annual Education Results Report](#) (AERR), Board-Student Engagements and the Annual Stakeholder Engagements. These are captured in the [What We Heard Spring 2024](#) document.

Priority One: Supporting Learning Success for All Students

Year One Implementation Reflections

In year one, the focus of BTPS' efforts centered on enhancing literacy and numeracy skills, forging valuable partnerships with Lakeland College, and bolstering programming through the Learning Hub.

Despite progress, there is a continued need for interventions and comprehensive programming in literacy and numeracy for some students within BTPS. To address this, school leadership engaged in monthly instructional leadership sessions dedicated to these core subjects, while teachers received ongoing professional learning on literacy and numeracy during school learning days.

Expanding BTPS' collaboration with Lakeland College broadened the course offerings to include four dual credit pathways, encompassing first-year apprentice welding and automotive technician programs, along with two university transfer courses in Psychology and Sociology.

The indispensable role of the Learning Hub remains evident, serving as a crucial delivery method for students seeking alternative programs such as outreach programming, learning from a distance and asynchronous learning. The Learning Hub continues to provide essential support to all BTPS schools, including rural schools across the division.

Insights

Based on AERR results and stakeholder feedback, maintaining a strong emphasis on literacy and numeracy remains imperative. Students express gratitude for the diverse literacy activities implemented throughout their schooling experience. However, there is room for improvement in numeracy skills, as highlighted by Grade 6 and 9 Math PATs, along with Grade 12 Math diplomas, signaling the need for a concentrated focus in this area.

BTPS takes pride in its rural and small communities. It is recognized that the size of our communities should not limit the diversity of programming and options available to students. There is a clear indication from stakeholders and AERR results that there is a need to explore partnerships and expand programming choices to ensure that all students have access to a wide range of opportunities.

Priority Two: Fostering Safe and Caring Learning Environments

Year One Implementation Reflections

In year one, a focus was on strengthening the well-being of both students and staff. The Mental Health Pilot Program underwent a full year of implementation, extending essential preventative supports to schools that previously lacked such resources.

Furthermore, the introduction of Supporting Individuals through Value Attachments (SIVA) training and the cultivation of trainers within the division empowered schools to adopt value attachment approaches, enhancing their capacity to support students effectively.

BTPS' professional learning initiatives and the support staff conference were centered on staff wellness, featuring speakers such as Chris Koch, Morgane Michael, Dr. Don Castaldi, and Ariel Haubrich. These sessions provided invaluable insights and strategies for nurturing the holistic well-being of staff to support them in fostering student well-being.

Insights

The necessity for mental wellness supports for both staff and students remains a prominent need throughout the division. Stakeholders consistently emphasize the importance of establishing welcoming and safe environments that enable students to readily access the necessary supports and services for their well-being and success.



Priority Three: Building Strong Collaborations

Year One Implementation Reflections

In year one, BTPS' focus was on enhancing opportunities for collaboration and fostering connections with local communities, while actively involving parents and guardians in the school community. Over 300 stakeholders participated in the Stakeholder Engagement Survey, demonstrating a robust engagement from parents/guardians, students and staff. Furthermore, grants aimed at bolstering School Councils were extended to every individual school, affirming the commitment to fostering collaborative decision-making and community involvement. Enhancing parental engagement in School Councils remains a steadfast goal within our communities. Collaborating with stakeholders to effectively communicate and celebrate our achievements remains a top priority.

Insights

The strength of BTPS schools is rooted in the collaborative relationships and deep connections they forge with the communities. Leveraging the resources and services available within these communities stands as a cornerstone of BTPS' strength. By actively involving parents and communities in schools, we aim to cultivate an environment conducive to the success and well-being of students.





YEAR TWO IMPLEMENTATION 2024-2025



Priority One: Supporting Learning Success for All Students

Focus: Continue to work on literacy and numeracy

Strategies

- Strengthen literacy and numeracy professional development for educators and school leaders.
- Implement the TOWRE-2 literacy screen to gain comprehensive insights into student needs.
- Emphasize instructional walkthroughs aimed at enhancing student cognitive engagement and fostering higher order thinking skills.
- Devote resources to support the implementation of new curricula, as well as literacy and numeracy initiatives.

Focus: Support the programming choices, options and learning opportunities for students

Strategies

- Utilize the Learning Hub and Asynchronous Learning platforms to enhance high school educational offerings to students throughout the division.
- Explore diverse options and opportunities to enrich student experiences.
- Foster the partnership with Lakeland College to expand opportunities for students in Career and Technology Studies (CTS) and Dual Credit programs.
- Capitalize on the unique strengths of each school and facilitate cross-school sharing of learning opportunities.
- Expand support for Work Experience and Green Certificate programs.

Focus: Develop strong professional learning for staff

Strategies

- Align professional learning with division priorities to meet staff learning needs and allow time for collaboration.
- Allocate resources to enhance staff professional learning.
- Support secondary math teachers' professional learning.
- Increase support to schools on developing a Foundational Knowledge about First Nations, Métis and Inuit for staff and students.

Priority Two: Fostering Safe and Caring Learning Environments

Focus: Continue to provide safe and welcoming environments

Strategies

- Utilize data from both the *OurSCHOOL Survey* and *Alberta Education Assurance Measures Report* to identify strengths in promoting safe and caring environments, as well as to determine necessary supports for students and schools.

Focus: Focus support services on student needs and services

Strategies

- Sustain school supports through the Student Support Team to deliver essential services such as Speech Pathology, Occupational Therapy, Physiotherapy, Behavior Support, and Therapy Assistants, ensuring comprehensive support for student needs.

Focus: Support staff and student well-being

Strategies

- Address the escalating needs of students experiencing mental health and other learning challenges by allocating resources to social-emotional coaches and supporting mental health capacity programs.
- Utilize Health Champions to strengthen both school and staff wellness initiatives, while also continuing to provide resources and professional learning opportunities aimed at supporting the well-being of both staff and students.

Priority Three: Building Strong Collaborations

Focus: Continue to build on the strengths of rural communities

Strategies

- Continue to leverage close ties to the communities to support work experience, field trips, volunteers, and community involvement in schools.
- Continue to work with CAREERS to strengthen BTPS' off-campus programming.

Focus: Increase engagement with parents and community

Strategies

- Continue to ensure all stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback.
- Continue robust stakeholder engagements as well as active engagement in School Councils.

- Foster parental engagement in schools to enrich learning environments.
- BTPS will facilitate connection and learning between School Councils across the division.

Focus: Communicate the partnerships and celebrate success of schools

Strategies

- Celebrate rural school advantage and close connections to communities using social media, newsletters, and School Councils.
- Continue to profile schools and the learning at BTPS through school highlights shared on the BTPS newsletter, which is published on the division website.
- Innovative programs and options will be highlighted through the Rural Caucus of Alberta School Boards Flourishing Stories series.

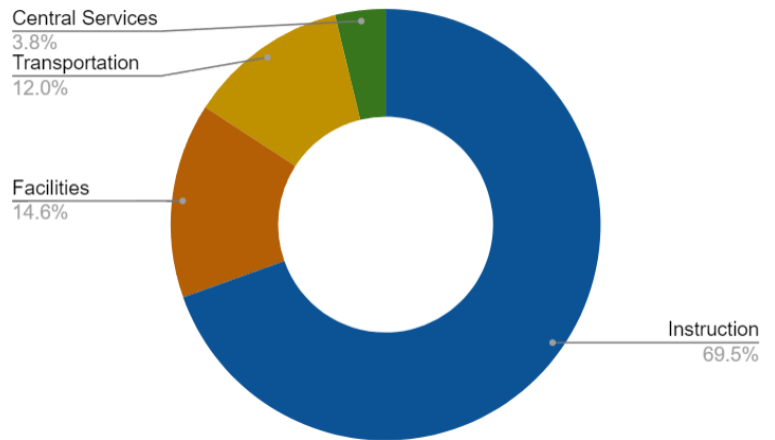
2024 – 2025 BUDGET



BTPS remains committed to ‘maximizing student learning, in a safe and caring environment, supported by a highly effective team’. In this budget, the Board has focused on continuing to prioritize putting funding, supports and resources directly into schools where these can have the greatest positive impact on our students. [2024-2025 Budget](#)

Revenue and Expense	Dollars	%
Government of Alberta	\$55,931,115	96%
Fees, Sales	647,750	1%
Investment income	225,000	0%
Donations	1,492,950	3%
Other Revenue	65,000	0%
Total Revenues	58,361,815	
Instruction	41,439,117	69%
Facilities	8,719,843	15%
Transportation	7,180,500	12%
Central Services	2,259,537	4%
External Services	293,064	0%
Total Expenses	59,892,061	
Net Surplus (Deficit)	\$ (1,530,246)	

Expenses



Operating Reserves	2024	2025
Beginning	\$4,539,588	\$3,096,968
Ending	\$3,096,968	\$1,605,468



2024 – 2027 CAPITAL PLAN



Capital Priorities

Priority	Location	Project Type	Capacity
1	Wainwright Elementary (K – 6)	Replacement	500
2	Provost Public School (K – 12)	Replacement	500
3	South-West (Amisk / Hughenden)	Value Scoping	
4	Irma School (K – 12)	Expansion	65

Infrastructure, Maintenance and Renewal Projects

roof replacements / LED lighting upgrades / CCTV upgrades / intercom upgrades / flooring upgrades / instructional upgrades / washroom / plumbing upgrades / heating and ventilation upgrades / site upgrades

