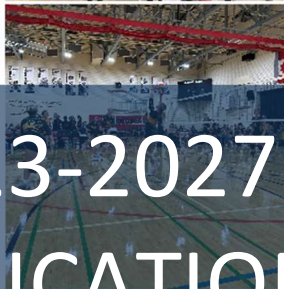


MAY 2025



2023-2027
EDUCATION PLAN:
YEAR THREE
2025-2026





MESSAGE FROM THE BOARD & SUPERINTENDENT



As we begin the third year of our Four-Year Education Plan (2023–2027), we are pleased to share the progress we’ve made and the direction we are heading. At Buffalo Trail Public Schools, our commitment to providing high-quality, inclusive learning experiences for every student remains strong, and we are encouraged by the momentum built during the first two years of this plan.

Grounded in our mission to maximize student learning in a safe, caring environment supported by a highly effective team, we have continued to engage collaboratively with families, staff, students, and community partners. This past winter, nearly 400 stakeholders contributed their insights through parent division-wide engagement sessions, student surveys and student engagement sessions with the Board. The feedback we received has been instrumental in shaping our ongoing work and refining our priorities for year three.

With a solid foundation in place, we are focused on sustaining progress and deepening our impact. The strategies outlined in this plan serve as a roadmap for continuous growth, innovation, and success for both students and staff. Thank you for your continued partnership and dedication to the shared success of Buffalo Trail Public Schools.

Kara Jackson,
Board Chair

Michelle Webb,
Superintendent of Schools

ACCOUNTABILITY STATEMENT



The Education Plan for Buffalo Trail Public Schools commencing May 2025 was prepared under the direction of the Board/Board of Directors 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 Year Three Plan on May 29, 2025.

Kara Jackson,
Board Chair

Michelle Webb,
Superintendent of Schools



ABOUT BUFFALO TRAIL PUBLIC 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 both 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 2025, 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 2025-2026 school year. The input from stakeholders is shared in the [What We Heard Spring 2025](#) 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' 2023-2027 Year Three 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 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 2025](#) document and on the division [Assurance Dashboard](#).

Priority One: Supporting Learning Success for All Students

Year Two Implementation Reflections

BTPS has made progress in literacy and numeracy through professional development for educators, the implementation of literacy screeners, and instructional walkthroughs. Data from literacy and numeracy screenings guided supports for students, with interventions such as small group instruction and individualized supports.

Provincial Achievement Test (PAT) results show improvement in Grade 6, while Grade 9 results highlight a need for continued focus on mathematics. High school diploma exam scores have increased in several areas, though they remain below the provincial average. Efforts to improve secondary mathematics instruction include increased professional learning and collaboration among teachers.

BTPS continues to expand student learning opportunities through innovative programs at the school level, partnerships, and work experience programs. The division's collaboration with Lakeland College and the addition of a Career Coordinator, have broadened student access to career-focused learning. High school completion rates remain strong, exceeding the provincial average, while dropout rates are low.

Engagement with Indigenous education initiatives has supported students and staff in developing foundational knowledge about First Nations, Métis, and Inuit cultures. Indigenous student achievement on Grade 6 PATs is above the provincial average, while Grade 9 and diploma results indicate areas for further support.

Insights

Building on progress reflected in AERR results and stakeholder feedback, BTPS will continue to prioritize strengthening foundational literacy and numeracy through targeted professional learning, effective use of screeners, and student-centred instructional practices. Early interventions have led to promising gains, particularly in literacy, while secondary mathematics remains an area of strategic focus.

Students and families consistently value the diverse programs and learning opportunities available across our schools. BTPS is proud to offer students in rural communities rich educational experiences, enhanced by partnerships such as those with Lakeland College and expanded dual credit, CTS, and experiential learning opportunities. Moving forward, efforts will also focus on reviewing and refining resource allocation to ensure access to high-quality programming, staffing, and supports for teaching and learning across the division.

Priority Two: Fostering Safe and Caring Learning Environments

Year Two Implementation Reflections

In Year Two, BTPS deepened its commitment to fostering wellness, safety, and belonging for all students and staff. The division continued to expand preventative mental health supports through the Mental Health Pilot Program and AHS-Mental Health Capacity Building programs such as Vermilion Is Being Empowered (VIBE) and Wainwright on Wellness (WOW). These efforts helped to sustain a multi-tiered system of support, reinforcing the importance of proactive, school-based mental health services.

The division also prioritized inclusive practices by expanding access to multidisciplinary supports. Schools benefited from increased availability of Social-Emotional Coaches, Speech-Language Pathologists, Occupational and Physical Therapists, and Behavioural Specialists. This comprehensive support network played a critical role in addressing diverse student needs and promoting equitable learning environments.

Professional learning remained focused on relationship-centred approaches. School-based staff and leaders engaged in targeted learning opportunities that supported their ability to foster healthy relationships and create classrooms that are welcoming, safe, and responsive to student needs. Health Champions in each school continued to lead wellness initiatives, contributing to a culture of care for both students and staff.

The division also used school and division-level data to inform decision-making. Feedback from the *OurSCHOOL Survey* and the *Alberta Education Assurance Measures Report* showed continued growth in stakeholder confidence regarding safe and caring environments.

Insights

Stakeholder data continues to note the high results and upward trend in the safety, caring, and belonging measures across BTPS schools. Measures related to welcoming learning environments reached a three-year high, with notable increases from parents in areas such as safety, fairness, and staff-student relationships.

The focus on inclusive and relationship-centred environments is beginning to yield stronger outcomes in student emotional health, particularly among Grades 7 to 9, where students reported gains in social support, confidence, and well-being.

The ongoing priority to support wellness, safety, and belonging remains essential. Continued attention to mental health, inclusive practices, and staff well-being will be critical as the division works to sustain momentum and ensure all students have the supports they need to succeed.



Priority Three: Building Strong Collaborations

Year Two Implementation Reflections

In Year Two, BTPS continued to build on the foundational relationships by deepening collaborations with families, rural communities, and external partners. The implementation of the Council of School Councils marked a key advancement in system-level parental engagement. This structure provided a valuable platform for parents to share perspectives, contribute to division-wide planning, and strengthen alignment between schools and communities.

Schools sustained a strong focus on local connections by continuing to involve community members in meaningful ways, including volunteering, participating in field trips, and supporting career development programs such as Work Experience and the Green Certificate. Rural identity and school-community partnerships were celebrated and showcased across the division, reinforcing a shared sense of pride and belonging.

Ongoing stakeholder engagement remained a priority. Schools and the division continued to promote transparency, collaboration, and shared voice through robust engagement efforts. School Councils received continued support, and many saw increased parent participation in both advisory roles and school life.

Clear and intentional communication was a focus throughout the year. Schools and the division leveraged newsletters, social media, and direct communication to ensure families and community members were informed, included, and invited to contribute to student success.

Insights

The division continues to see growth in both the quality and depth of collaboration with parents and communities. The establishment of the Council of School Councils strengthened two-way communication and broadened the influence of parent voice in division planning.

Stakeholder data indicates steady improvement in satisfaction with parental involvement in education. The trend over the past two years reflects the division's sustained efforts to engage parents as active partners in learning.

Rural schools continue to demonstrate strength through local partnerships that enhance learning and enrich student experiences. Leveraging community expertise and fostering relationships remain core assets that contribute to the success of students across the division.

Looking ahead, BTPS remains committed to supporting authentic collaboration by providing structures, supports, and communication pathways that ensure every family and community member feels welcomed and involved in the educational journey.





Priority One: Supporting Learning Success for All Students

Focus: Strengthen Foundational Literacy and Numeracy Skills

Strategies

- Utilize division-wide screening tools to identify student strengths and needs to align intervention strategies to support improved outcomes.
- Emphasize instructional walkthroughs that focus on effective teaching practices, purposeful student engagement, and high levels of academic rigor.
- Allocate instructional support and time to reinforce the implementation of new curriculum and division-wide literacy and numeracy initiatives.

Focus: Strengthen Programming Through Strategic Resource Allocation

Strategies

- Enhance student learning by expanding access to high-quality programming such as Dual Credit, Career and Technology studies, experiential learning, and Learning Hub opportunities.
- Continue to advance the success and well-being of Indigenous students by implementing targeted strategies to support learning and close achievement gaps.
- Continue developing robust programming for students through partnerships with Lakeland College to support Career and Technology studies, Dual Credit trade and University Transfer programs.
- Review and refine how resources are allocated to ensure that staffing, funding, and supports are equitably directed to meet the diverse needs of students and sustain strong teaching and learning across all schools.

Focus: Developing Highly Effective Staff Through Professional Development

Strategies

- Provide targeted and ongoing professional development for educators and leaders focused on evidence-based literacy and numeracy instruction, mathematics teaching and learning, and Foundational Knowledge on First Nations, Métis and Inuit in support of Truth and Reconciliation.
- Continue to celebrate and support teacher professional practices through a focus on pedagogy that supports robust teaching and learning in classrooms.
- Utilize division professional learning days, school learning days and other professional learning opportunities to provide staff collaboration time to support professional practice.

Priority Two: Fostering Safe and Caring Learning Environments

Focus: Support Wellness and Belonging for All

Strategies

- Strengthen mental health and wellness supports for students and staff through dedicated programs, professional learning, and the continued role of Health and Wellness Champions.
- Embed wellness-focused professional learning into regular staff collaboration time.

- Promote a culture of belonging by supporting positive relationships, connection, and well-being in every classroom and school community.

Focus: Strengthen Inclusive Support for Students

Strategies

- Advance inclusive practices by expanding access to multidisciplinary supports and embedding trauma-informed, relationship-centred approaches in all schools.
- Use division and school-level data to identify areas of need and respond with universal and targeted supports that foster a safe, caring, and inclusive environment for all.
- Use professional learning to explore strategies such as differentiated instruction, universal design for learning, and co-regulation techniques.

Priority Three: Building Strong Collaborations

Focus: Deepen Parent and Community Engagement

Strategies

- Continue to engage parents through School Councils, Council of School Councils, division-wide stakeholder engagements, and focused opportunities for feedback and collaboration within our Public School System.
- Strengthen communication tools to ensure families are informed and able to meaningfully participate in public school and division priorities.
- Encourage initiatives between schools and families that enhance student learning, wellness, and community connection.

Focus: Celebrate Rural Identity and School-Community Connections

Strategies

- Highlight the strengths of rural education through storytelling, local celebrations, and public sharing of student and school success.
- Foster partnerships between our Public Schools, community members, local businesses, and organizations to enhance classroom learning and support place-based education.
- Maintain strong ties to local culture and traditions by inviting community expertise and involvement in schools.

Focus: Expand Student Voice and Leadership Within Rural and Public School Communities

Strategies

- Empower students to take active leadership roles that contribute to the life of their schools and rural communities, including through mentorship, student-led initiatives, and community service.
- Create opportunities for students to collaborate with local organizations, community leaders, and school councils to shape programming and school improvement.
- Celebrate student contributions that strengthen school culture, promote rural identity, and enhance the connection between schools and their surrounding communities.

Monitoring the Progress

Each year, the division monitors progress on the outcomes and focus areas through various tools. These include updated school assurance plans to reflect outcomes and focus areas, resourcing professional development, and ongoing monthly Board-Student engagements, focusing on areas of the Education Plan. Each fall, updating the Assurance Dashboard and developing the Annual Education Results Report allows identified measures to guide the ongoing work at the division and school level. This layered monitoring ensures accountability and the flexibility to adapt strategies based on ongoing assessments.



BUDGET OVERVIEW ALIGNED WITH DIVISION PRIORITIES



Through the Board Policy 100 Board Mission, Vision, Values & Guiding Principles, the principles for developing the budget are as follows:

- Allocation of resources will reflect Board priorities.
- The Board, in consultation with Administration, shall develop the budget.
- Resources will be allocated in a sustainable, transparent and responsible manner.

The following page is a description of these priority areas with an overview of costs.

Buffalo Trail Public Schools’ approved budget for 2025-2026 is located on our [website](#), and is directly tied into the priority areas reported in the Division’s education plan.

Priority Areas	Description	Cost
Supporting Learning Success for All Students	Direct Instruction (Schools)	\$36,922,448
	Learning Services	\$1,310,151
	Shared Services	\$775,000
	Technology Services	\$1,315,000
	Supporting our Schools (Administration)	\$2,333,162
	Supporting our Schools (Facilities)	\$8,848,763
	Supporting our Schools (Transportation)	\$7,035,000
Fostering Safe and Caring Learning Environments	Inclusive Services	\$2,309,844
	Mental Health Services	\$104,093
	Safety Services	\$132,500
	Human Services	\$114,848
	Wainwright on Wellness	\$293,064
	Classroom Complexity Initiatives	\$559,439
Building Strong Collaborations	Communications and Engagement	\$35,000
	Strategic Initiatives	\$100,000



CAPITAL PRIORITIES



The division Capital Plan 2025-2026 is available to review [here](#).

Priority	Location	Project Type	Capacity
1	South-West (Amisk / Hughenden)	Replacement	320
2	Irma School (K – 12)	Expansion	65
3	Provost Public School (K – 12)	Replacement	500
4	North-East (Blackfoot / Kitscoty)	Value Scoping	65





Buffalo Trail
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