



## 2022-26 WRSD Education Plan





### Message from Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the Wild Rose School Division 2022-26 Education Plan. As a Board we are very excited about the measures, outcomes and strategies included in this plan and believe they provide students, parents, staff and community partners with a clear, ongoing direction for learning and wellbeing across our Division.

Our motto in Wild Rose School Division is, "Improving the life chances of ALL students." We believe this can be best accomplished through our mission to purposefully create powerful learning environments that inspire learning and support wellbeing for all of our students and staff.

Given the past two years of COVID-19 and interrupted learning, we believe it is especially important to address the resulting gaps in student learning and mental health. More than ever before we need to compassionately focus together on the whole child. We know that this recovery is a journey that will take time and patience. This education plan represents a purposeful path for making this possible.

We are very excited to be opening two new schools during the 2022-23 school year: Charlotte Small Elementary School in Condor and David Thompson High School in Leslieville. We are also excited to begin construction of the new Powerhouse Campus in Drayton Valley that will include both H.W. Pickup School and Drayton Christian School. Having safe, modern school facilities that are capable of delivering 21st century learning is another important part of creating powerful learning environments for all of our students and staff.

The outcomes, strategies and measures included in this three year education plan have been chosen carefully and collaboratively to help us implement our mission of creating powerful learning environments. We desire to hear from and work together with all of our educational stakeholders in the implementation of this plan. In doing so, we have a great opportunity to fulfill our vision of all students experiencing dignity, purpose, and hope throughout their education in Wild Rose School Division.

Daryl Scott - Board Chair



## Local Context & Demographics

Wild Rose School Division serves the communities of Rocky Mountain House, Drayton Valley, Caroline, Leslieville, Condor, Breton and Nordegg. We have 17 schools that serve approximately 4,400 students across 6700 square kilometers. Wild Rose School Division employs approximately 520 full time and part time staff members, including teachers, support staff, maintenance staff and IT specialists. In addition we employ another 108 casual employees.

We are a strong professional learning community committed to providing powerful learning environments for our students. We believe our students' success depends on a shared effort between the school, home and community. Involving our parents and community stakeholders in the educational process is an important part of what we do.

We take pride in the fact that we:

- Reflect best practices for instruction and assessment
- Provide safe and caring schools
- Focus on literacy and numeracy
- Provide and use the latest technology in our instruction
- Recognize and accommodate individual differences, interests and abilities
- Provide equity and access for all our students
- Continue growing and learning as a professional learning community

Together with our parents and community partners we are improving the life chances of all our students.

## Results Analysis

Our [2020-21 Annual Education Results Report](#) showed high results in the following measures:

- Student Learning Engagement - 84.6%
- Citizenship - 81.1%
- Education Quality - 88.3%
- Welcoming, Caring, Respectful and Safe Learning Environments - 86.8%
- Access to Supports and Services - 83.8%

Unfortunately, our 2021-22 results showed a decline in High School Completion results as well as lower than expected literacy and numeracy results in grades K-8. Past results also show a continued need to improve opportunities for all students and staff to learn with, from and about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. We believe that the mission, vision, values, priorities,



outcomes, strategies and measures described in this plan will help us make improvements in this area of Student Learning Achievement.



## Division Foundation Statements

**Motto:** Improving the life chances of ALL students

**Mission:** To create powerful learning environments that inspire individual growth in learning and support the wellbeing of all students and staff.

**Vision:** All students will have dignity, purpose, and hope throughout and upon completion of their education with Wild Rose School Division.

### Values:

- Continuous Improvement: Commitment to growth
- Innovation: Design creative learning environments
- Empathy: Compassionate support regarding individual circumstances
- Integrity: Act with honesty, fairness and respect

### Priorities:

#### 1. Learning

- Create powerful learning environments based on active research and the Teaching Quality Standard
- Foundational focus on Literacy and Numeracy
- Provide individualized, timely, data-informed support for student needs
- Support the infusion of First Nations, Métis and Inuit foundational knowledge into classroom instruction and school culture
- Support implementation of new curriculum

#### 2. Leading

- Empower students and staff to take on leadership roles
- Provide support for school leaders based on research and the Leadership Quality Standard
- Plan and support transition to post secondary and the world of work

#### 3. Well-being

- Promote student and staff wellness
- Develop a culture that respects diversity and belonging
- Encourage healthy minds and bodies



Improving Life Chances





**Student Growth & Achievement Domain** - the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

**Outcome:** ALL students will progress in their learning and wellbeing.

**Strategies:**

- The division senior leadership team will help schools collect and analyze their data, identify gaps and develop plans for improvement related to student learning and wellbeing.
- Provide indigenous cultural and education support to all students through in-school Elder and indigenous education expertise.

**Measures:**

- **Provincial:**
  - Provincial Achievement Test results
  - Diploma Exam results
  - High School Completion results
  - Citizenship
  - Student Learning Engagement
- **Local:**
  - End of year grade level of achievement in Literacy (grades K-8)
  - End of year grade level of achievement in Numeracy (grades K-8)
  - Course pass/fail results (grades 9-12)
  - Percent of students who feel their school is a safe, welcoming and caring place.
  - Percent of students that understand the importance of learning about foundational First Nations, Métis and Inuit knowledge (indigenous perspectives and experiences, treaties, agreements, and the history and legacy of residential schools)



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**Teaching & Leading Domain** - 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 optimum learning for all..

**Outcome:** WRSD senior leadership team and school leaders will ensure all staff and students are in a powerful learning environment.

**Strategies:**

- All school education plans will focus on an inquiry question that is connected to one of the seven characteristics from the [Powerful Learning Environment Framework](#).
- Each principal will be assigned a member of the division's senior leadership team to meet monthly for support regarding their school's inquiry question and the analysis of school data.
- At monthly administrator meetings, school leaders will share their school's progress regarding their school's inquiry question. This action research will be used to further develop our Powerful Learning Environment Framework.
- School leaders from each school present to the senior leadership team regarding their school's inquiry question and the continuous improvement cycle: analysis of data, implementation of strategies, and evaluation.
- Support all schools to send one principal and teacher to a professional development workshop focused on First Nations, Métis and Inuit learning.
- Provide indigenous cultural and education support to all teachers and school staff through in-school Elder and indigenous education expertise.

**Measures:**

- **Provincial:**
  - Education Quality - Alberta Education Assurance Measures Survey
- **Local:**
  - Monthly administrative meeting evaluation results.
  - Percent of staff satisfied with the mental health and overall social-emotional wellbeing of staff at their school?
  - Percent of staff that agree it is important to infuse foundational First Nations, Métis and Inuit knowledge in their work at their school (indigenous perspectives and experiences, treaties, agreements, and the history and legacy of residential schools)
  - Percent of staff that feel confident to infuse foundational First Nations, Métis and Inuit knowledge in their work at their school (indigenous perspectives and



experiences, treaties, agreements, and the history and legacy of residential schools)



**Learning Supports Domain** - 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 optimum learning for all..

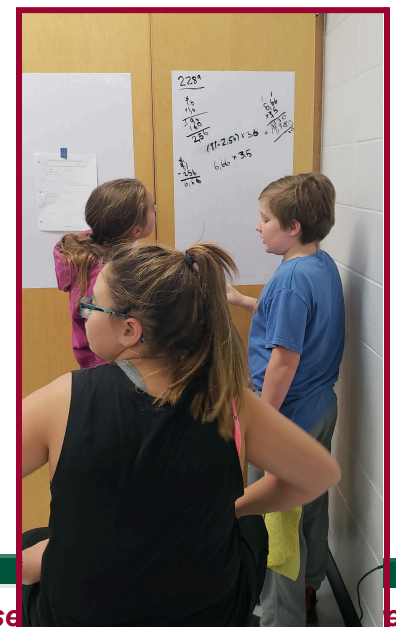
**Outcome:** All school staff will contribute towards personalized learning for all students.

**Strategies:**

- Support schools in the development and refinement of Collaborative Response, Program Planning Team meetings and WRAP Around Team meetings.
- Continue to develop and strengthen our Pre-Kindergarten programs for the purpose of early intervention in all of our communities
- Together with school administrators, continue to develop the “**personalized learning**” competency in the WRSD [Powerful Learning Environment Framework](#).

**Measures:**

- **Provincial:**
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports & Services
- **Local:**
  - Graduation rates for students with exceptional needs codes.
  - Results review of all Individual Pupil Programs (IPP)
    - Student goals are relevant
    - Student goals are achieved
  - Results review of Early Years Evaluation data (EYE-TA)





**Governance Domain** - the processes 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 and leading and optimum learning for all.

**Outcome:** The Board of Trustees' engagement with students, parents, staff as well as community, municipal and provincial partners will enrich the learning and wellbeing of our students and staff.

**Strategies:**

- Create a student engagement process.
- Host Umbrella School Council meetings to receive feedback from school council representatives on the priorities of the division and to discuss topics of mutual interest.
- Collaboratively establish engagement processes with staff.
- The Board of Trustees will meet with representatives from historical, cultural and recreational organizations in our communities to identify potential partnership and collaboration opportunities.
- The Board will engage with our municipal and provincial partners as well as neighbouring school divisions to discuss common projects of interest that benefit our students and communities.

**Measures:**

- **Provincial:**
  - Parental Involvement
  - Budget-Actual Comparison
- **Local:**
  - Level of student, parent and staff satisfaction with learning and wellbeing.
  - Number and quality of partnerships established with community, municipal and provincial agencies.

**Stakeholder Engagement:**

Wild Rose School Division is committed to actively engaging stakeholders in order to inform the development of local priorities and education plans.

During the 2021-22 school year the Board of Trustees and senior administration hosted two virtual umbrella school council meetings. At these meetings school council representatives from all of our schools discussed matters of interest to them with our Board. This included input on what the priorities of the school division should be for the next 4 years.

Trustees and division administration met with representatives from employee groups during the 2021-22 school year to discuss matters of common interest. The Division also sent out a survey to all parents, staff and students in April, 2022 to seek input from stakeholders on the topics of learning, wellness, facilities, transportation and First Nations, Métis and Inuit foundational knowledge. This data was used to help develop the outcomes, strategies and measures included in this plan.

Our trustees also hosted joint meetings with the Town of Rocky Mountain House and Clearwater County. These meetings focused on our capital plans, partnerships and other matters of common interest within the municipality. These meetings were crucial in terms of communication and the ongoing success of our School Resource Officer program and Family Wellness Worker program partnerships.

Our trustees and division administration meet with our two neighbouring Catholic school boards, Red Deer Catholic Schools and St. Thomas Aquinas Roman Catholic Schools (STAR), on a yearly rotating basis. In 2021-22 we met with the Red Deer Catholic School Division. At these meetings we discuss our shared bussing agreement and other matters of common interest. In 2022-23 we will be meeting with our STAR Catholic colleagues.





### **School Education Plan Process:**

Wild Rose School Division ensures that school staff and school councils have the opportunity to provide advice on the development of the school's foundation statements, policies, annual education plan and annual education results report each year. As such, in May and June of the 2021-22 school year, school principals held discussions with their respective staff and their school council to discuss their 2022-23 Education Plan. Information from these discussions along with the analysis of current and previous year's school data were used to develop the schools education plan focus. Using this information and the Wild Rose School Division [2022-23 Education Plan Template for Schools](#), principals finalize their school's education plan which is then posted on both the school and division websites by the end of June.

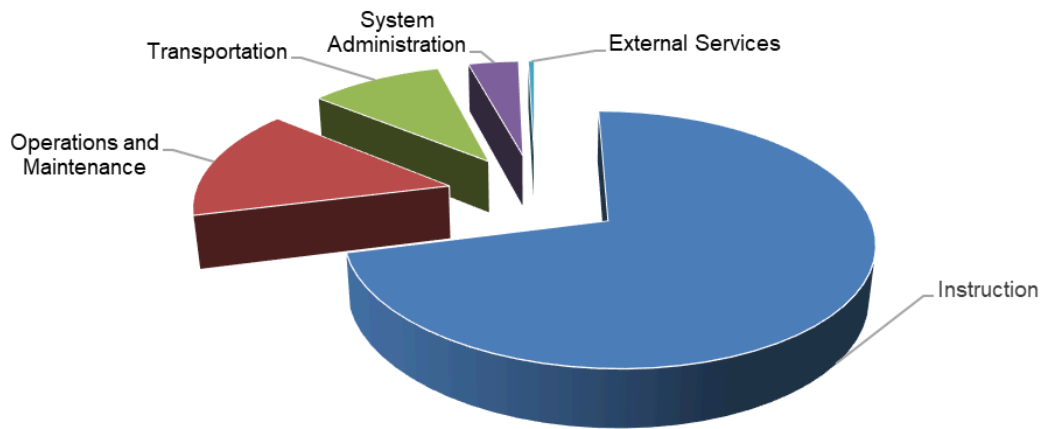
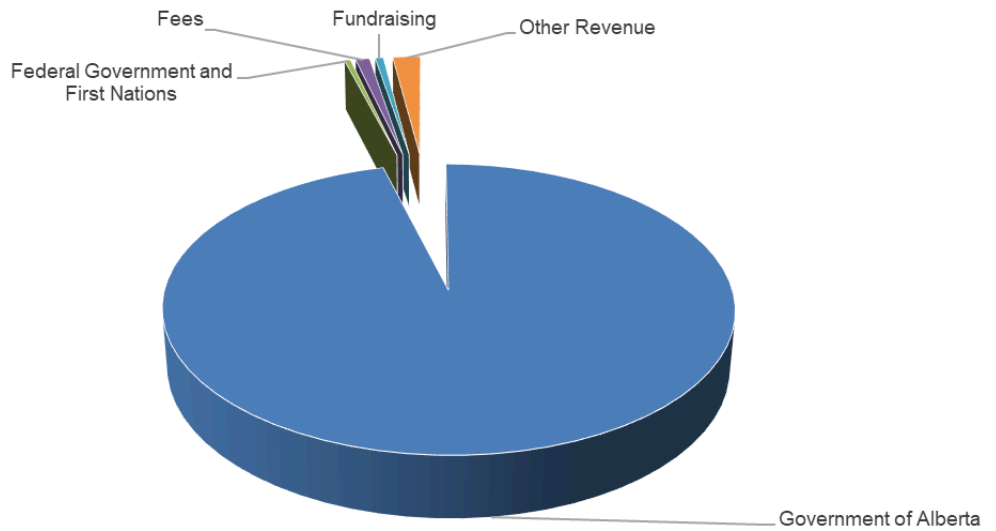
### **Budget Summary for 2022-23:**

- Preparation of the 2022-23 Spring Budget is based on the Alberta Education Funding Model that was introduced for the 2020-21 school year. The intent behind the new model was to reduce red tape and administrative costs by reducing the number of funding envelopes, and giving school boards more autonomy and flexibility to invest in classrooms based on their students' needs.
- Under the new funding model, per-student funding is allocated based on a weighted moving average (WMA) system. However, similar to the 2021-22 school year, Alberta Education will hold school boards harmless for another school year. This means that Wild Rose School Division will receive the same funding as in the 2020-21 school year, although we have lost over 300 students since 2019-20. As a rural school board, with declining enrollment this decision is invaluable to our students, staff and parents/guardians.
- Our budget is based on defined allocations for certificated and uncertificated staffing, substitute days and supplies and services.
- Wild Rose School Division is projecting a deficit budget for the 2022-23 school year of approximately \$1.4 million. The division will use reserves to cover the deficit.
- The budget includes a decrease of approximately 14 certificated full time equivalents (FTEs) from 2021-22 staffing levels primarily due to declining enrollment.
- The budget for Student Services and the Family Wellness Worker program has been reduced from 2021-22 levels. Educational Assistants FTEs will be reduced from 95 to 82. Family Wellness Worker Assistants will be reduced from 8.5 FTE to 5.5 FTE. Family Wellness Workers Workers will remain at 10.4 FTE.
- 2022-23 funding from Alberta Education includes dollars for "bridge/ covid mitigation funding". The Board is aware that the intent of this transition funding is to be gradually eliminated.



Revenue by Source		
	2022-23 Budget	
Government of Alberta	56,858,351	96.0%
Federal Government and First Nations	256,000	0.4%
Fees	594,000	1.0%
Fundraising	350,000	0.6%
Other Revenue	1,141,800	1.9%
<b>Total</b>	<b>59,200,151</b>	<b>100%</b>

Expense By Program		
	2022-23 Budget	
Instruction	42,943,466	70.9%
Operations and Maintenance	9,136,207	15.1%
Transportation	5,981,645	9.9%
System Administration	2,270,844	3.7%
External services	272,913	0.5%
<b>Total</b>	<b>60,605,075</b>	<b>100%</b>
<b>Annual Surplus (Deficit)</b>		<b>(1,404,924)</b>





## [Wild Rose School Division 2022/2023 Budget](#)

### **Capital Plan**

The Board of Trustees approved the division's Three-Year Capital Plan in March 2022. The following school capital projects are in progress:

- Corridor Schools Project in Clearwater County: On November 1, 2019, the division was awarded its top school capital priority to close and remediate David Thompson High School, build a replacement elementary school in Condor and a replacement high school in Leslieville. AMAN Builders was awarded the construction contract by Alberta Infrastructure for the new replacement elementary school in Condor and the new replacement high school in Leslieville. Charlotte Small Elementary (in Condor) will be complete in August 2022 and David Thompson High School (in Leslieville) will be complete in January 2023.
- HW Pickup Replacement School: On September 17, 2020 the school division was informed that the H.W. Pickup / DCS replacement school project had been approved by the Alberta Government for a capacity of 674 students and 75 staff. The school campus will be named Powerhouse Campus. In Spring 2022, Krawford Construction was awarded the construction contract by Alberta Infrastructure.

Further details regarding our Capital Plan can be found at the link below:

[2023-2026 Wild Rose School Division Capital Plan](#)

### **Infrastructure/ Capital Maintenance and Renewal Plan 2022-2023**

The combined 2022-23 IMR/ CMR funding allocation is \$ 1,070,693.

The top priorities for the expenditures include health and safety, preservation of assets and energy efficiency. The most significant projects currently planned that align with these priorities are roofing, mechanical upgrades, and building improvements to reduce property damage and align with our insurance providers.



In addition to current projects, we have also included a contingency in our planning to allow for unforeseeable or emergent projects.

### **Accountability Statement**

The Education Plan for Wild Rose School Division commencing September 1, 2022 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 Education Plan for four years on May 24, 2022.

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Daryl Scott - Board Chair

May 24, 2022

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Date