

WCPS 2021-2025 Education Plan



WE ARE GETTING TO THE POINT!

SUPPORTING ALL STUDENTS

- **THIS WILL BE OUR PRIMARY DIVISIONAL
FOCUS FOR THE 2023/2024 SCHOOL YEAR**

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Creating Success for All Learners

Iyiniwak Kahkiyaw Kohsihtacik Kaskihowin *(Translated in Cree)*

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Foundational Statements

Motto

Creating Success for All Learners

Mission Statement

We inspire success, confidence and resilience in every student

Vision

We will ensure our students reach high levels of achievement to prepare them for a successful future as lifelong learners who embody strong character and citizenship. To do this, we will:

- create places to learn and work where staff and students are happy, recognized and fulfilled.
- develop critical thinkers able to adapt to the challenges of an ever-changing world.
- design balanced learning environments to support the intellectual, emotional, social and physical development of all students.
- openly and honestly communicate as we welcome the involvement of all parents, staff and students in the diverse communities we serve.

Values

We value and nurture positive, authentic relationships while ensuring safe and caring learning and work environments.

- We **care** by being open, honest and transparent in how we engage our schools and communities and honour their contributions to help guide our future.
- We **respect** inclusivity and diversity to ensure everyone is treated fairly and equitably.
- We **create** supportive, caring learning environments.
- We are **accountable** by demonstrating integrity in our words and actions.
- We **model** the importance of maintaining personal health and wellness.

Board Norms

Through professional dialogue the Wolf Creek Public Schools Board of Trustees has established the following norms, which will serve as a common understanding as to the manner in which the Board functions.

1. Communication within the Board, and with staff, will always be open and honest.
2. Trustees will remain professional and respectful of the position of school Trustee, as well as with Wolf Creek Public Schools as an organization.
3. Decisions will be well-informed with relevant background information, and with healthy debate. The Board will be open to trying new and innovative ideas.
4. Trustees will base decisions on the views of the Division community as a whole, and always through a community-minded perspective.
5. The Board will always keep our common purpose in focus, including why we exist as an organization and who we serve.
6. Trustees will take their overall responsibilities seriously, but not themselves. The Board recognizes that humour is an important part of functioning effectively as a group.



Accountability Statement

The Education Plan for The Wolf Creek School Division for the third year of the four year plan commencing September 1, 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 rolling plan was developed in the context of the provincial government's business and fiscal plans. The Board 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 2023-2025 on May 18, 2023.



Luci Henry

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Accountability Pillar Overall Summary

Spring 2023

Assurance Domain	Measure	Wolf Creek School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.6	85.5	85.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	79.2	78.9	80.8	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	78.2	80.0	80.2	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.7	83.8	83.1	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	67.0	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	13.5	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	70.2	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	10.9	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.2	90.1	90.7	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	85.1	85.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.3	81.9	81.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.0	74.9	77.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Accountability Pillar Overall Summary - FNMI

Spring 2023

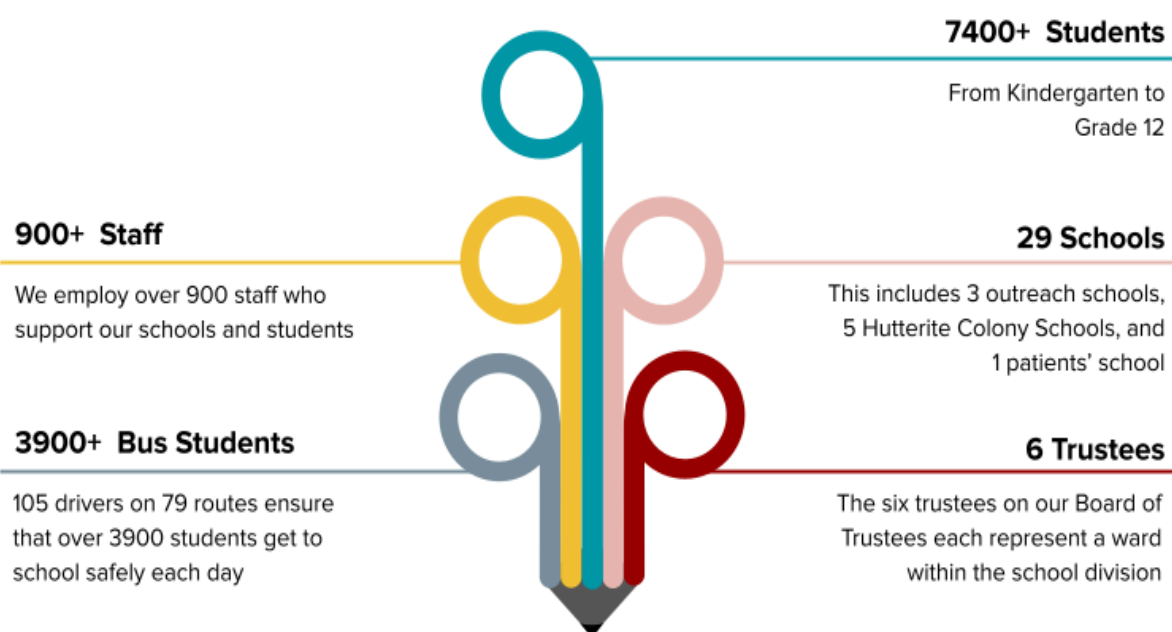
Assurance Domain	Measure	Wolf Creek School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	41.5	45.8	45.7	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	62.2	52.4	54.8	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	51.9	n/a	n/a	46.4	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	6.0	n/a	n/a	6.4	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	70.5	n/a	n/a	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	3.4	n/a	n/a	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Our Division's Profile

Wolf Creek Public Schools covers 5944 square kilometres and is located on both sides of the Queen Elizabeth II Highway (Highway 2) midway between Calgary and Edmonton. The City of Red Deer is our closest urban center.

Wolf Creek Public Schools' high-speed computer network connects to the Alberta SuperNet and the Internet to serve the collaboration, communication, learning, and research needs of Wolf Creek students and staff.

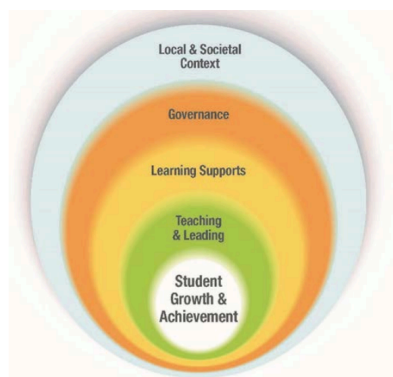
Pointing Out the Facts



Programs That We Offer:

- Early learning programming for children ages 3 and 4 years of age through the *Bright Futures Play Academy*.
- *French Immersion* programs are offered in four (4) Town of Lacombe schools.
- Partnership with various post secondary institutions to provide *Dual Credit and Career* opportunities for high school students.

Setting the Direction



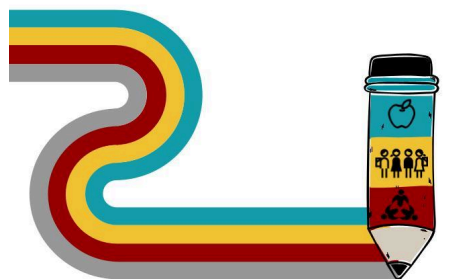
As per the Alberta Education's Assurance process, Wolf Creek Public Schools co-establishes a divisional assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. The Division Assurance Plan is a developing document and will be updated annually to meet the ever changing needs of our school communities in a reflective and responsive manner.

Planning and reporting for the Division is based on a commitment to continuous improvement and includes the following elements:

- Ensuring plans are aligned with provincial, division and community priorities
- Incorporates stakeholder input through a variety of consultation processes
- Prepares budgets that allocate resources to achieve goals and improve results
- Implements strategies to maintain or improve student learning and achievement
- Monitors implementation and adjusts efforts as needed
- Measures analyzes and reports results
- Uses results to identify areas for improvement and to develop strategies and targets for future plan
- Communicates with stakeholders about school authority plans and results



Stakeholder Engagement and Key Priorities



The key priorities found in this plan emerged from a comprehensive process of stakeholder engagement, data collection and collation, and analysis of emerging themes.

The following groups of stakeholders contributed to these key priorities and the resulting datasets are linked below, with current and most recent datasets listed first:

In 2022-2023:

- Stakeholder feedback was gathered through a variety of engagement sessions and a divisional parent survey. These engagements took place during the winter and spring of the school year. The [overall collated data](#) from these sessions was used to inform our Education Plan and priority areas for 2023-2024
 - Student (grades 7-12) Engagement Session - February 7, 2023
 - Support Staff Engagement Session - February 14, 2023
 - Parent Engagement Sessions - February 28, 2023
 - Teacher Engagement through Teachers Advising and Guiding (TAG) group - November 23, 2022 and May 4, 2023
 - Administrator Engagement - ongoing at monthly meetings and liaison visits
 - Division Parent Survey - February 2023

In 2021/2022:

- [Stakeholder feedback](#) - Winter/Early Spring 2022
 - Parents, Staff and Students participated to provide feedback on the three key priorities to answer three questions:
 - Considering your experience as a (parent/staff/student) in Wolf Creek, what examples do you have of:
 1. Quality Teaching in action at (your child's/your) school?
 2. Supporting ALL Students in action at (your child's/your) school?
 3. Collective Responsibility in action at (your child's/your) school?
 4. And, what would you like to see more of in these areas?
- TAG - Teachers Advising and Guiding representatives provide a classroom perspective of Wolf Creek teachers and is essential when setting the direction and visioning initiatives in the school division.

- [November 23, 2021](#) - Group discussion on focus questions in relation to climate/culture as well as collective responsibility.
 - Student Learning and Achievement in the Fall of 2021: successes and challenges
 - Looking Through Your Lenses as professionals within Wolf Creek

In 2020/2021:

- [Thought Exchange Engagement](#) - January 2021
 - What are the most important areas to focus on in our district as we continue to support all learners?
 - This engagement was open to all Wolf Creek Public Schools staff, local municipality leaders, and school council leaders.
 - There were 486 participants in the engagement with 561 thoughts lists and 20,164 thoughts rated by participants.
- Administrator's Association - March and April 2021
 - All of our school-based administrator teams (51 administrators) completed a Windsock activity and provided information about the [Strengths](#) and [Stretches](#) in their school in relation to each of the 5 domains of the Assurance Framework.
- [Teachers Advising and Guiding](#) Committee - March 2021
 - This committee of teacher representatives (25 teachers representing every school) completed the Windsock activity and provided information about the Strengths and Stretches in their school in relation to the first 3 domains of the Assurance Framework.
- [All School Staff](#) - April 30, 2021
 - School administrators lead their staff through an activity to prioritize the themes that had emerged from the above three domains.

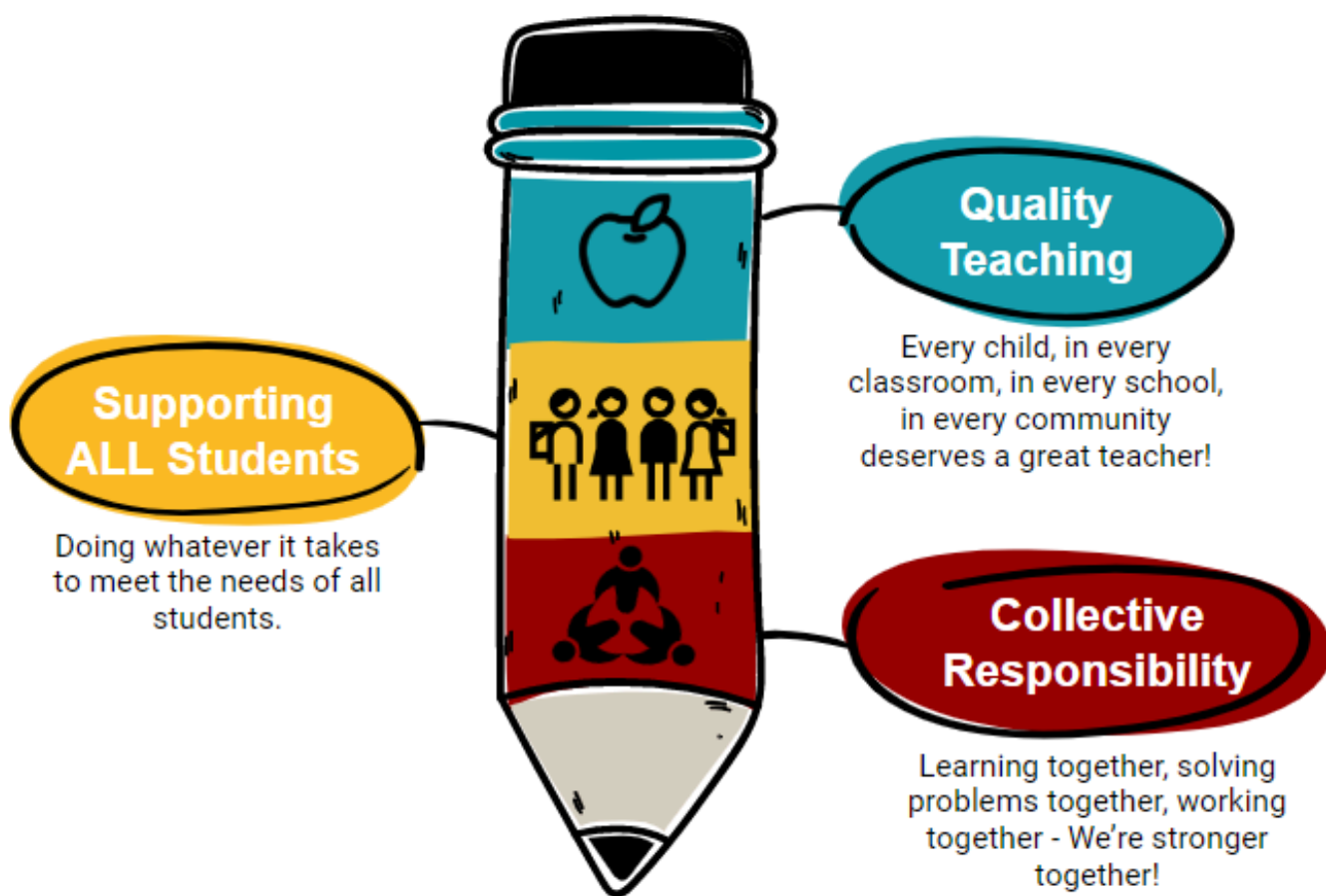
Creating Success for All Learners

Iyiniwak Kahkiyaw Kohsihtacik Kaskihowin

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by

Getting to the Point!



Key Priority Areas for 2023-2024

Based on the feedback from our engagement sessions, analysis of our divisional data, and reflection on our work this past year, our overarching priority area for 2023-2024 is **Supporting ALL Students**. While this is the overarching area of focus, we have identified key areas within each of our three priority areas, understanding that Quality Teaching, Supporting ALL Students, and Collective Responsibility work hand-in-hand throughout our organization to support optimum learning for all students.



WE ARE GETTING TO THE POINT!

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Quality Teaching

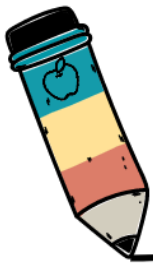
- Build teacher efficacy for implementing effective instructional strategies.
- Examine curriculum and instructional design, including through and Indigenous perspective.
- Focused work with Administrator Association to build capacity to support teacher growth and supervision.

Supporting ALL Students

- Develop and implement a continuum of supports to maximize student achievement and growth.
- Understand classroom needs and diversity to inform instruction and focus on student's academic, social and emotional needs.
- Focus on removing barriers to support student learning.

Collective Responsibility

- Implement school structures and processes that support collaboration to enhance student learning and achievement.
- Create school cultures that build collective staff efficacy.
- Purposefully plan for student achievement and success beyond high school.



Quality Teaching

Quality teaching is our priority. We know that teachers have the most influence on student learning and achievement in our classrooms. Teachers, Administrators and Support Staff contribute to excellent learning environments in our Wolf Creek School community.

The following top themes within this priority area were identified by our stakeholders:

- Excellent teaching - creative and engaging
- Varied learning opportunities
- Varied teaching strategies
- Career and life preparation
- Hands-on learning opportunities

Performance Measures and Targets:

- (WCPS) Percentage of students who show growth on literacy benchmark assessments including local assessments and required governmental assessments.
- (AB Ed) Percentage of parents, students and teachers who are satisfied with the quality of education their students receive (target 92%)
- (AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests (target 70%)
- (AB Ed) Percentage of students in grade 12 meeting or exceeding the Acceptable Standard on Diploma Exams (target 72%)
- In Wolf Creek, our long-term goal is to achieve at or above provincial average across all areas of AEAMR data.
- (WCPS) Relevant WCPS parent survey data will reflect improvements.

Outcome Statements:

- Wolf Creek teachers and leaders respond with skill and competence to the unique learning needs, interests and circumstances of all.
- Wolf Creek teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Wolf Creek teachers collaborate and use a wide range of data arising from practice to inform cycles of evidence based continuous learning
- Wolf Creek teachers analyze assessment data to inform practice, report on learner achievement and determine response to intervention
- Wolf Creek teachers clearly communicate learning outcomes that are relevant, clearly articulated and designed for implementation in classrooms.



Strategies:

- Supporting teachers with the implementation of all new curricula with ongoing professional development, onsite teacher support, resources procurement, and planning with an Indigenous perspective.
- Building capacity in our Administrator's Association to support their continued growth as Instructional Leaders in their schools using a focused learning plan.
- Focused work on building administrator capacity to support teacher supervision and growth processes and structures.
- Build teacher efficacy for implementing effective instructional strategies.
- Pilot implementation of common report card at grades 7-9.
- Continue to support the implemented common report card at K-6.
- All teachers undergo a comprehensive evaluation process based on the Teacher Quality Standard in their first two years of teaching in WCPS
- School staff create and fulfill annual professional goals as part of the professional growth plan process
- New school administrators are supported through participation in a three-year mentorship cohort
- All school administrators undergo an annual comprehensive evaluation process based on the Leadership Quality Standard in their first three years of leading in WCPS
- First Year administrators participate in regular Mentorship sessions with People Services.
- Continued support for French Immersion programming, instruction and intervention throughout the division.
- Continue to support Indigenous programming and foundational knowledge, for the benefit of all students.



Supporting ALL Students

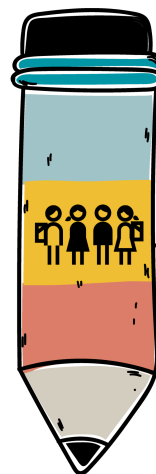
We are collectively responsible for all students. We believe that all students can learn and that it takes a village to ensure a child grows and learns to their full potential. Together, in partnership with community partners and service providers, we work together to ensure that we provide specialized supports to our students. In Wolf Creek Public Schools, we celebrate diversity and build inclusive learning environments where all students succeed.

The following top themes within this priority area were identified by our stakeholders:

- Intervention structures and processes
- Meeting the needs of all students
- Inclusion and diversity
- Flexibility
- Resources - human and otherwise
- Safe and caring environment

Performance Measures and Targets:

- (Ab Ed) Percentage of students who completed high school within 3 years of entering grade 10. (target 85%, flourishing goal 100%)
- (Ab Ed) Percentage of students who completed high school within 4 years of entering grade 10. (target 85%, flourishing goal 100%)
- (Ab Ed) Annual dropout rate of students aged 14 to 18. (target 2.0%)
- (Ab Ed) Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (target 81%)
- (Ab Ed) Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (target 88%)
- (WCPS) School Social Worker program data including satisfaction with the support received, feeling more connected as a result of support received, caseload and referral data.



Supporting
ALL Students

Doing whatever it
takes to meet the
needs of all
students

- (WCPS) Division data on nutrition programs in schools.
- In Wolf Creek, our long-term goal is to achieve at or above provincial average across all areas of AEAMR data.
- (WCPS) Relevant WCPS parent survey data will reflect improvements.

Outcome Statements:

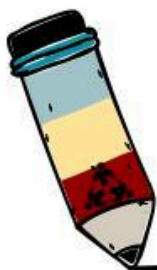
- Wolf Creek students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Wolf Creek students demonstrate strengths in literacy and numeracy.
- Wolf Creek students are active, healthy and well in learning environments that are welcoming, caring, respectful and safe.
- Wolf Creek students have opportunities to apply knowledge, understanding and skills in real life contexts and situations.
- Wolf Creek learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Indigenous students are able to access the supports and services they need to achieve success through the reduction of barriers.

Strategies:

- Purposeful and consistent transition planning between grades and schools.
- Divisional Focus on High School and Beyond, with particular emphasis on supporting High School completion, and tracking student pathways to success beyond high school.
- Develop school based continuums of supports and services and plan to address gaps.
- Implement a classroom profile process to inform planning, instruction, and differentiation.
- Continue to enhance direct involvement of parents, guardians and students in programming for students with diverse learning needs.
- Convene an advisory committee to inform the development of a division wide approach to numeracy.
- Universal breakfast programs and targeted nutrition programs in all Wolf Creek Schools.
- Comprehensive Indigenous support program that focuses on building success for Indigenous students through a culture of belonging and is for the benefit of all students in truth and reconciliation.
- School Social Workers offer a variety of individual, group and classroom programs in all our schools targeted at building social skills, self-regulation, relationship building and resilience.
- Support the implementation of the Mental Health in Schools Pilot Project, leveraging Social/Emotional Learning Facilitators for classroom-based programming, parent programming, and the creation of a Social/Emotional Learning Framework.
- Wellness Champions in all schools collaborate to plan and implement wellness activities and programming.
- School Resource Officer Program provides partnership support from local police for our

schools.

- Division Health & Safety Committee with representation from all employee groups promotes and ensures safe learning and work environments in all WCPS sites.
- Focus on staff mental health and well-being, with a specific focus on the psycho-social factors of workplace wellness.
- Career-based high school programming such as Dual Credit, Registered Apprenticeship Programming (RAP), and Work Experience will enhance high school educational needs and expose students to post-secondary opportunities.
- Continue to enhance partnerships with school districts, post-secondary institutions, and industry partners throughout Zone 4, with particular emphasis on the Collegiate model project.
- Increase the capacity of our school administrators and classroom teachers to teach and support diverse learners through purposeful instructional design, planning, and differentiation.
- Provide a continuum of supports and specialized services in an inclusive learning environment to our students pre-K through grade 12.
- Continue to offer a service-oriented approach with an emphasis on direct services to schools, maximizing efficiencies, and streamlining processes.
- Continue to leverage the Supporting Individuals through Valued Attachments (SIVA) program in our schools to support staff who are supporting students with complex needs.
- Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community.
- Continue to implement classroom and leadership practices that apply Indigenous voice and ways of being in all classrooms for the benefit of all students.
- Ensure culturally responsive approaches to instruction and learning for the benefit of all students.
- Implement an Indigenous Success Coach position as a pilot in Ponoka to support success in high school and beyond for our Indigenous students.
- Continue to offer and enhance alternative learning opportunities, such as outreach programming and online learning, with a focus on grades 7-12.
- Focus on building instructional leadership capacity to create inclusive environments in all of our schools including strategies for staff development, tracking of student programming, intervention programming and supports, etc.
- Refresh Violence-Threat Risk Assessment training for all school administrators and Social Workers.



Collective Responsibility

When we're working together, we're stronger. We value the role we all play in helping us achieve our goal of success for all learners. We are a learning organization that builds our collective efficacy by learning together, solving problems together, and working together. Together, we purposefully analyze evidence and data in order to continuously improve our practice to better support our students.

The following top themes within this priority area were identified by our stakeholders:

- Collaboration
- Relationships
- Parental involvement
- Extra-curricular activities
- School spirit and culture
- Communication with parents

Performance Measures and Targets:

- (WCPS) Goal of 100% of our Indigenous students graduating high school and achieving at or above the provincial average on achievement tests and Diploma exams. (flourishing goal target 100%)
- (WCPS) Attendance data and trends.
- (Ab Ed) Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career technology, and health and physical education. (target 92%)
- (Ab Ed) Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (target 88%)
- (Ab Ed) Annual achievement results indicate a reduction in the achievement gap between self-identified First Nation, Métis and Inuit students and all Wolf Creek Public Schools students.
- (WCPS) Observed reduction of chronic absenteeism as reported by schools amongst Indigenous students.
- (WCPS) Percentage of parent responses on local Wolf Creek parent survey.

- (Ab ED) Reduction in the drop-out rate for Indigenous students.
- In Wolf Creek, our long-term goal is to achieve at or above provincial average across all areas of AEAMR data.
- (WCPS) Relevant WCPS parent survey data will reflect improvements.

Outcome Statements:

- All Wolf Creek learning environments are inclusive.
- Wolf Creek collaborates with students, families and education partners to support optimal learning for all students.
- Wolf Creek has a shared vision for student success.

Strategies:

- Continued focus on flourishing goal of 100% of our Indigenous students graduating high school and achieving at or above the provincial average on Provincial Achievement Tests and Diploma Exams.
- Seek opportunities to remove barriers to success for all of our students with particular focus on our Indigenous students.
- Support teachers and administrators with curriculum implementation and instructional design that embraces an Indigenous worldview.
- Continued focus on interagency partnerships and collaborations to support the students and families in our school communities.
- School staff are willing to do whatever it takes to meet the needs of all students.
- Challenging student behaviours are supported using the Collaborative Problem Solving Model and the SIVA model.
- Comprehensive and systematic approach to supporting student success beyond high school.
- Implement school structures that support collaboration about student success including a review of CRM structures and processes.



- Systematic tracking of student attendance and supports for student re-engagement.
- Continue to administer Wolf Creek parent survey to enhance parent satisfaction results.
- Plan for the implementation of new provincial requirements for transportation, including ongoing consultation with Alberta Education.
- Continue to consult with school administrators and maintain a prioritized record of capital improvement requirements in schools, and procure equipment and furnishings for the opening of Iron Ridge Secondary Campus in 2024-2025.

Communication to Stakeholders and Next Steps

Comprehensive and concrete planning is critical to promote the ongoing growth and success of Wolf Creek Public Schools, and in turn the students under our care. Plans need to be living and evergreen, meaning they are constantly referenced during implementation and adjusted as required. The successful implementation of the plan requires a concerted effort from all stakeholders, including all 900+ staff within Wolf Creek School Division who serve various roles within the Division.

Much has occurred to seek feedback from stakeholders, and will continue using the structure of focussed conversations. This feedback is critical to ensuring we continue to promote the success of all learners within Wolf Creek Public Schools. The success of our students requires ongoing advocacy and communication amongst all stakeholders. In addition, evidence is provided through a number of measures in order to monitor progress. Many of these data sources, required through the Alberta Education Business Plan, enable us to determine where we have been successful, where we need to improve, and develop next steps.

Improvement efforts are continuous, and while we must celebrate successes we know we must stay the course and work tirelessly to achieve our goals. Wolf Creek Public Schools staff are committed to ensuring the success of every learner, as well as the recognition that we are always working to improve.

As noted, the key priorities found in this plan emerged from a comprehensive process of stakeholder engagement, data collection and collation, and analysis of emerging themes. Below are the dates of each engagement session:

- **Parent Engagement Session** - February 8, 2023
- **Support Staff Engagement** - February 14, 2023
- **Student Engagement** - February 7, 2023
- **Teacher Engagement** - TAG meetings November 23, 2022 and May 4, 2023
- **Administrator Engagement** - ongoing at monthly meetings and liaison visits
- **Division Parent Survey** - February 2023

From those engagement sessions, the compiled data resulted in the following overarching themes from ALL (colour-coded by priority area):

- Intervention structures and processes (59)
- Collaboration (59)
- Relationships (52)
- Excellent teaching - creative and engaging (51)
- Meeting the needs of all students (50)
- Inclusion and diversity (44)
- Flexibility (41)
- Varied learning opportunities (41)
- Parental involvement (31)

- Resources - human and other (31)
- Safe and caring environment (28)
- Varied teaching strategies (28)
- Extra-curricular activities (27)
- School spirit and culture (22)
- Career and life preparation (19)
- Hands-on learning (18)
- Communication with parents (17)
- EA learning opportunities (16)
- Extra help/support (15)
- Less technology (13)
- Smaller classes (13)
- Indigenous supports and services (13)
- Communication (12)
- Mental health supports (12)
- Nutrition programs (11)
- SSW support (11)
- Student behaviours - of concern (9)
- Ask students' opinions (9)
- Test preparation and skills (5)
- Social/emotional programming (5)
- Transportation issues (4)
- Students love school (4)

The overall results from these engagement sessions are:

Quality Teaching	188
Supporting ALL Students	342
Collective Responsibility	229

Our Budget

In March 2022 trustees engaged in a workshop to review its Board Priorities. Through that generative process, trustees identified five key priorities to inform the development of the Education Plan:

1. Ensure the well being of students and staff remains a high priority.
2. Achieve a balanced budget yet ensure there is a balanced approach.
3. Classroom teachers and inclusive educational assistants are to remain a priority to support students and must be maintained at the highest level the budget can accommodate.
4. Ensure the Assurance Plan remains at the forefront in budget deliberations and decisions.
5. Seek a balanced emphasis on professional development ensuring district expertise is leveraged.

During the Spring of 2023, senior leadership developed strategies and measures which linked explicitly to the Board's Priorities.

- The Board priorities and key elements were shared with School Councils as part of the Education Plan.
- School education plans are developed in coordination with the Division's ACE Plan template provided.

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

The Wolf Creek School Division's approved budget for 2023-2024 is located on our [website](#), and is directly tied into the priority areas reported in the Division's education plan:

PRIORITY AREAS	DESCRIPTION	COST
Quality Teaching	(PS) Maintain 22/ 23 Teacher FTE at 322.35 FTE + additional 2.0 FTE	\$36,002,850.00
	(PS) Maintain 22/23 IL FTE Allocation at 32.55 FTE	\$3,613,050.00
	(PS) Cohort Budget	\$50,000.00
	(PS) Admin Retreat	\$25,000.00
	Increased costs for consumables for CTS/CTF classes	\$40,000.00
	(PS) School Wellness Fund	\$20,000.00
Supporting ALL Students	(ES) Maintain 22/23 EA FTE at current numbers 154.8 FTE + additional 2.0 FTE	\$7,263,540.00
	(ES) Maintain 21/22 PUF budget	\$658,462.00
	(ES) Maintain current Indigenous Success Budget including Indigenous Elder Support Position and Success Coach	\$699,154.00
	(ES) Maintain current FTE in SSW Program	\$1,389,504.00
	(ES) Specialized Service Providers - maintain current budget	\$783,000.00
	Additional EA time for Colony Schools with over 20 students and additional supplies	\$25,000.00
	(ES) Inclusion IL FTE (7.6 FTE)	\$843,600.00
	(ES) Rock the Diploma	\$60,000.00
	(ES) BFPA program	\$375,000.00
	(PS) Nutrition Grant	\$22,500.00
Collective Responsibility	(PS) HR Issues Budget	\$130,400.00
Technology & Business Support	Support Staff 2% increase	\$430,000.00
	Bus Contractors Yearly Increase	\$25,000.00
	Additional costs to related to IRSC	\$82,700.00
	Overall inflationary costs for consumables	\$40,000.00
	Technology Refresh Budget (infrastructure, VOIP, school workstations, classroom displays)	\$200,000.00

Our Capital Plan

The Wolf Creek School Division's Three-Year Capital Plan report is located on our [website](#).

The capital plan reflects two new replacement schools, in priority order: Iron Ridge Elementary Campus with increased capacity in Blackfalds. This has been on our capital plans for about 18 years. During 2018-2019, the Board entered into a 'Value Study' exercise commissioned by Alberta Education, and identified the need for a replacement school. École J.S. McCormick School with increased capacity in Lacombe.

Credits:

Infographics courtesy of [Slidesgo](#) and [Freepik](#)