

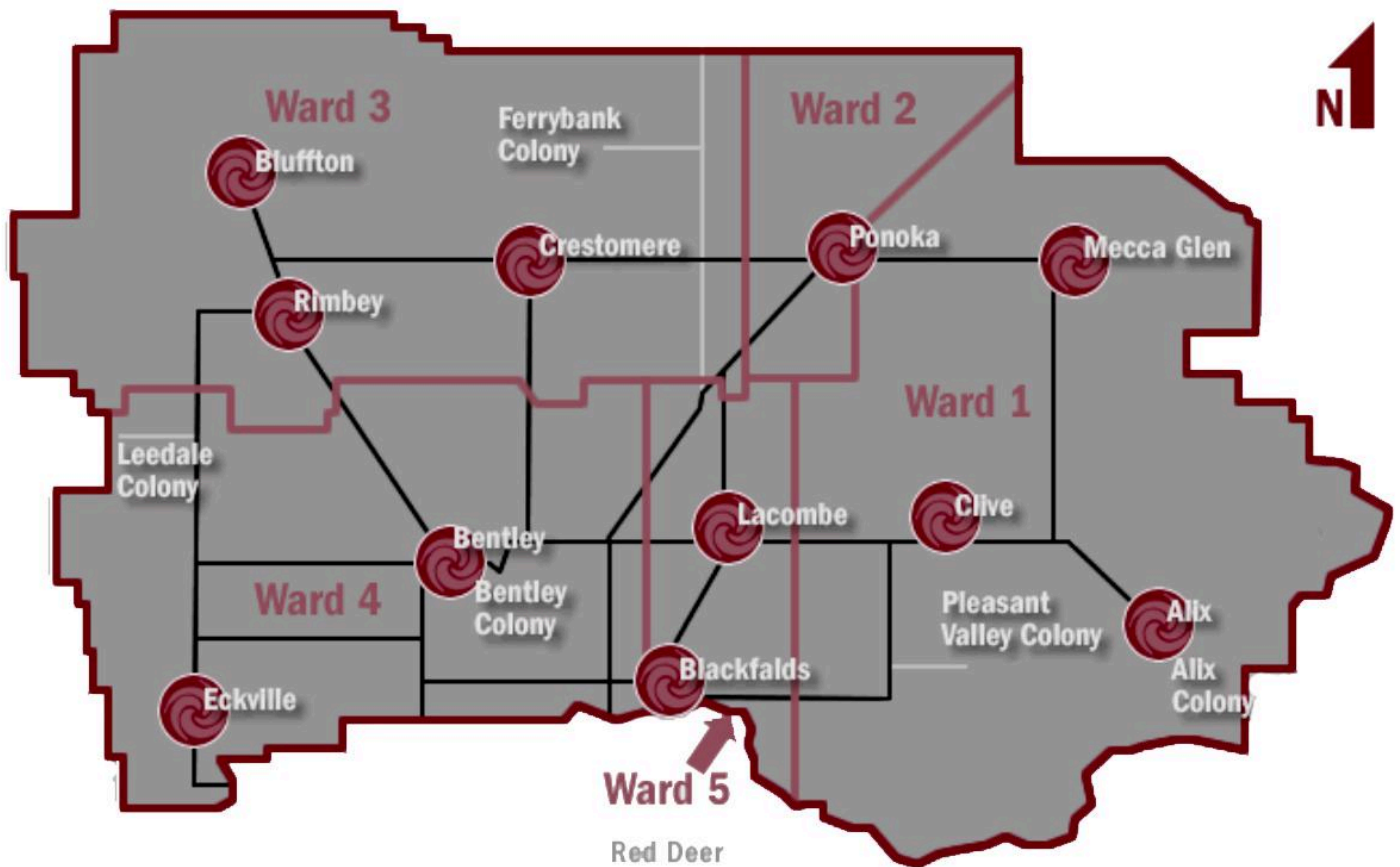
A group of students are gathered around a basketball, holding it with their hands. Their arms are extended towards the center, and they have various motivational words and phrases written on them in blue and orange marker. The words include "HARD WORK", "Sportsmanship", "DEDICATION", "Hardworking!", "TEAMWORK", "ENERGY", "TRUST", and "COMMITMENT". The basketball is a Spalding brand. The background is a wooden gym floor.

Wolf Creek Public Schools
Creating Success For All Learners

**THREE YEAR
EDUCATION PLAN
2018-2021**

**ANNUAL EDUCATION
RESULTS REPORT
2017-2018**

Serving our schools and a proud part of our communities.



Wolf Creek Public Schools

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Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Education Plan for the three years commencing September 1, 2018 for Wolf Creek Public Schools were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-year Education Plan for 2018 – 2021 on November 27, 2018.



Pam Hansen

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Introduction to the AERR

The 2018 - 2021 Three-Year Education Plan reflects the needs and priorities of our community.

This plan is designed to align with [Alberta Education](#) requirements ensuring **five focus areas** have been identified that will drive plans for the district and our schools for several years:

1. Wolf Creek Public Schools' Students are Successful

- a. Literacy Focus Pre-K-12
- b. Increase High School Completion
- c. Early Learning Initiative
- d. Increase in levels of achievement
- e. Increase in levels of achievement for diverse learners
- f. Collaborative Response Model (CRM) focused on Collaboration, Assessment and Pyramids of Intervention

2. First Nations, Métis and Inuit Students are Successful

- a. Literacy focus Pre-K-12
- b. Increase High School Completion
- c. Enhanced student transition processes
- d. Increase in levels of achievement
- e. Cultural sensitivity and Foundational Knowledge
- f. Embedded First Nations, Métis and Inuit content and perspectives

3. Wolf Creek Public Schools' Education System is Inclusive

- a. Safe, Caring, Welcoming and Inclusive
- b. School-based Intervention Teams
- c. Using enhanced local measures to monitor diverse student growth

4. Wolf Creek Public Schools has Excellent Teachers, School and School Authority Leaders

- a. Enhanced cohort opportunities to support teachers and leaders
- b. Targeted and aligned professional development opportunities
- c. Commitment to Health, Wellness and Safe, Caring, Welcoming, and Respectful Inclusive Learning Environments

5. Wolf Creek Public Schools' Education System is Well Governed and Managed

- a. Effective, ongoing communication to stakeholders and meaningful input opportunities

This plan encompasses both provincial and district performance measures to report on results.

WCPS will utilize a culture of assessments, collaboration, intervention and utilizing data to inform our planning, monitoring and evaluating our progress. Our aligned calendar is the key structure to provide opportunities for ongoing, embedded collaboration.

Wolf Creek's language of instruction ([Excellent Learning Environments or "ELEs"](#)) will continue to support teaching and learning.

A continued focus on literacy will be maintained as we endeavor to ensure all WCPS students develop and maintain a high level of literacy skills.

WCPS is committed to providing inclusive, equitable opportunities for ALL students in a Safe and Caring learning environment regardless of their learning ability, race, gender, religion or sexual orientation.

Increasing student achievement levels across all identified areas, building teacher capacity, strengthening leadership development, and community and family engagement will be key areas to be addressed in WCPS' Three-Year Plan.

WCPS will continue to focus on closing the gap for our First Nations, Metis and Inuit students. There will be a specific focus on FNMI on each of the areas listed above.

A shift has been made to a needs-based allocation model to provide equitable resources for all students. This will continue to be refined and enhanced.



Accountability Pillar Overall Summary (Oct 2018)

Measure Category	Measure Category Evaluation	Measure	Wolf Creek SD No. 72			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.9	90.1	88.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	77.0	74.6	75.1	81.8	81.9	81.7	Intermediate	Improved	Good
		Education Quality	89.9	90.8	89.6	90.0	90.1	89.9	Very High	Maintained	Excellent
		Drop Out Rate	4.1	3.1	3.7	2.3	3.0	3.3	High	Maintained	Good
		High School Completion Rate (3 yr)	73.2	71.3	70.6	78.0	78.0	77.0	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	74.9	72.8	71.0	73.6	73.4	73.3	Intermediate	Improved Significantly	Good
		PAT: Excellence	17.0	15.0	14.5	19.9	19.5	19.2	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	79.0	77.5	77.6	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.7	12.7	11.2	24.2	22.2	21.7	Intermediate	Improved Significantly	Good
	n/a	Diploma Exam Participation Rate (4+ Exams)	42.0	46.9	43.2	55.7	54.9	54.7	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	59.2	60.0	59.0	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	48.5	49.5	51.4	58.7	57.9	59.0	Intermediate	Declined	Issue
		Work Preparation	80.4	76.4	75.5	82.4	82.7	82.4	High	Improved Significantly	Good
		Citizenship	82.5	83.4	81.4	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	79.9	77.8	76.1	81.2	81.2	81.0	High	Improved	Good
Continuous Improvement	Excellent	School Improvement	82.0	84.0	80.4	80.3	81.4	80.7	Very High	Improved	Excellent

Note: A number of Wolf Creek's rural schools often cycle courses from year-to-year. This results in some years where a course is not taught. For example, social studies 9 was not taught as this course was taught in the previous year due to a split class situation with both grade 8 and 9 students in one class. The results reported from Alberta Education do not take into account this cycling of courses. This impacts these results as the students are reported as receiving a "0" in that provincial exam during that year. This results in a lower average reported in these results.

Summary of Accomplishments

- Our youngest learners, Age 3 and 4 children, have experienced strong early intervention supports and strong developmental gains through the roll-out of the district [play academy program](#) across seven (7) schools with 410 children that were served.
- Students who participated in diploma prep programs saw significant increase in diploma exam results in both Math and Social Studies.
- Students involved in both Leveled Literacy Intervention (LLI) and Read 180 literacy supports saw strong literacy gains throughout the year.
- All grade K-3 teachers administered a literacy diagnostic tool called [Fountas and Pinnell](#) twice throughout the year (Fall and Spring) and utilized this data that informed practice and instruction as well as monitored progress.
- Many teachers across Grade 4-6 also chose to administer the [Fountas and Pinnell](#) diagnostic assessments in addition to literacy growth that was monitored through the review of STAR test results.
- School administrators across WCPS developed and utilized strong skills by understanding how to analyze and use assessment data to inform school improvement efforts.
- Our continued efforts to develop and implement 42 high school courses using a digital platform to enhance high school course delivery has supported students with high school completion and academic growth in both traditional and outreach programs.
- Our summer school program redesign and the use of Enhanced Learning Model courses demonstrated strong delivery of student learning and achievement to support over 80 students from across WCPS.
- Increased awareness, and practiced initial assessment tools improved executive functioning skills for all students including individuals with diverse learning needs.
- School Social Workers have increased capacity with WCPS staff in attending to the social, emotional and behavioural needs of students.
- Schools have developed comprehensive literacy intervention plans that include strategies, interventions, and programs for diverse learners and their program needs.
- Experienced success with STAR Autism and provided training for front line staff with an ongoing mentorship model.
- Inclusion Coaches have enhanced assessment tools to support literacy development and programming, which in turn has built capacity with teachers around targeted and specialized literacy supports.
- Training and support for teachers to implement speech and language strategies and skills has been started through a partnership with a contracted speech and language organization.
- Family Oriented Programming provides parents of early learners with a variety of opportunities to attend professional development sessions focused on social-emotional wellness, speech and language programming, and occupational therapy supports. These sessions successfully connect external partners and agencies to families in the school division while highlighting the supports that community agencies can provide beyond those developed in conjunction with the school division.
- Pyramids of intervention have been developed at each school site and Inclusion Coaches and Social Workers are working with school staff to implement strategies for literacy, social emotional and behavioural intervention, and academic programming.

- A comprehensive review of each school's intervention team has been conducted and supports provided for schools to ensure high functioning intervention teams are in place to support all diverse learners.
- Inclusion Coaches are taking a lead role in building capacity amongst all staff including teachers, administration, and educational assistants.
- Increase awareness and connectivity for diverse learners who are connecting to community supports after high school.
- All WCPS school codes of conduct have been reviewed and meet the requirements of the Safe and Caring Schools mandate and legislation.
- WCPS School Resource Officer program has been very successful. An SRO handbook has been created and training has occurred to ensure the best possible partnership between our schools and police services.
- Our First Nations, Métis, and Inuit cohort teacher groups have supported school staff with enhancing their foundational knowledge through professional development.
- Elder Support is provided across the division and is viewed positively by our students, staff, and community.
- First Nations, Métis, and Inuit dropout rates continue to decline in WCPS.
- All levels of the WCPS organization are embracing First Nations, Métis, and Inuit perspectives and incorporating Foundational Knowledge.
- Successful launch of the international schools program, Collaborative Response Model implementation when supporting student learning, literacy protocol development, implementation and review.
- Early identification processes are ensuring that more students are accessing multiple years of PUF support at the most impactful time.
- PUF students are accessing specialized supports earlier in the school year and the process of transitioning to grade one allows for more streamlined programming as they move into RCSD supports.
- School Social Work Program has successfully supported students and families in ensuring they are connected to appropriate internal and external resources..
- A strong transition process has been established when students are ready to return to their community school from specialized programs, with ongoing supports from Inclusive Learning staff until the student is fully integrated.
- A comprehensive transition process has been implemented to support students transitioning between grades and/or between schools.
- A comprehensive intake process has been implemented for complex students including involvement with partnering agencies.
- 98% of students who access the School Social Work Program indicate it was very helpful and they would access it again if needed.
- All schools in WCPS have a safe person who is available for any students requesting a GSA or QSA.

Outcomes, Key Strategies and Performance Measures

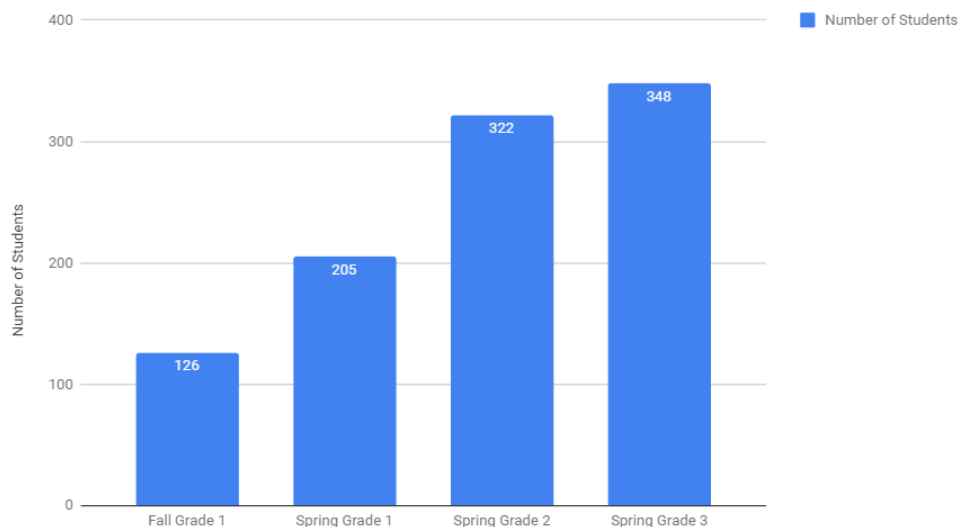
Outcome 1 *Wolf Creek students are successful*

ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.3	68.5	71.6	72.8	74.9	73.0	Intermediate	Improved Significantly	Good	76	77	78
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.2	13.5	14.9	15.0	17.0	17.0	Intermediate	Improved	Good	18	19	20

Reading Literacy Data: Local Measures:

In Grade 1 we saw a 15% increase in student success at meeting or exceeding benchmarks. In Grade 2, we saw a 21.6% increase and in Grade 3, we saw a 11.4% increase. In total 238 students across Grade 1-3 experienced interventions that resulted in significant gains in reading literacy.

Number of Students Meeting or Exceeding Literacy Benchmarks





Did you know?

- ★ Grade 6 Provincial Achievement Test scores are above Provincial average in ALL 4 core strands.
- ★ When literacy interventions are applied with fidelity across several years, WCPS has students move from being 63% below the benchmark at the start of Kindergarten to 80% at or above the benchmark by the time students finish Grade 6.
- ★ All pre-kindergarten and kindergarten children now participate in a district assessment in five domain areas appropriate to the age group which assists to inform educational practice and provide targeted intervention support for specific students.
- ★ Over 350 Wolf Creek teachers have been trained to administer the Fountas and Pinnell literacy diagnostic assessment.
- ★ The Bright Futures Play Academy Program has 450 children age 3 and 4 receiving targeted instruction and intervention in five early childhood domains.

STRATEGIES OUTCOME ONE

- Literacy instruction and interventions will continue to be a priority in our schools to support all students. This will include:
 - All grade K-3 teachers will continue to administer a literacy diagnostic tool called [Fountas and Pinnell](#) twice a year (Fall and Spring) with strong levels of fidelity.
 - Where deemed appropriate, grade 4-6 teacher will also administer the [Fountas and Pinnell](#) diagnostic assessments.
 - Each grade 7-12 school will ensure their school based literacy intervention implementation actively supports struggling learners.
 - Ongoing implementation of a system-wide literacy framework which includes a [district-wide literacy assessment protocol](#) and literacy interventions for identified students.
 - Continue to support teachers with implementing differentiated literacy strategies, interventions and programming options to support diverse learners with their literacy needs.
 - Continued expansion of early intervention supports for children aged 3-5 through the district [play academy program](#) across seven (7) schools with nearly 475 pre-kindergarten children.
 - Continued implementation of the recommendations from the Kindergarten Advisory Group moving forward with a Grade 1 Advisory Group to support plans relative to Pre-K and Kindergarten programming.
 - School administrators will continue to learn about how to use instructional tools to support literacy in their schools through the support of the Wolf Creek Administrators' Association Executive.
 - A [Collaborative Response Model \(CRM\)](#) will continue to be used effectively with a high degree of fidelity, on the aligned calendar Fridays for teachers to discuss and plan how to assist all students in need of additional support.
 - Intervention teams will continue to meet on a regular basis to collaboratively develop programming for students with complex needs.
 - Build capacity with each school's Inclusion Coach so that they can continue to support school staff with programming for learners with diverse needs, leveraging effective instructional strategies, gathering relevant data for programming and supporting effective transitions.

- Wolf Creek Public Schools has a variety of additional supports available for diverse learners through the [Inclusive Learning Services](#) department.
- Implementing universal and targeted accommodations for diverse learners that are practiced on a regular basis so students are better able to use them effectively. Ensure that accommodations are appropriate and aligned to student need.
- Explore the development of a classroom walkthrough model specific to literacy and interventions with Wolf Creek administrators.
- Supports for our English Language Learners and new refugee students will be provided to assist with acquisition of strong literacy skills.
- Each school will create an action plan for improvement based on information from Alberta Education's annual [Accountability Pillar](#) report and local data measures. Specific strategies and processes to close the achievement gap for all students will be implemented and monitored throughout the year.



ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).	80.2	78.0	77.4	77.5	79.0	78.0	Intermediate	Maintained	Acceptable	80	82	84
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall cohort results).	13.5	8.9	12.1	12.7	16.7	14.0	Intermediate	Improved Significantly	Good	18	19	20



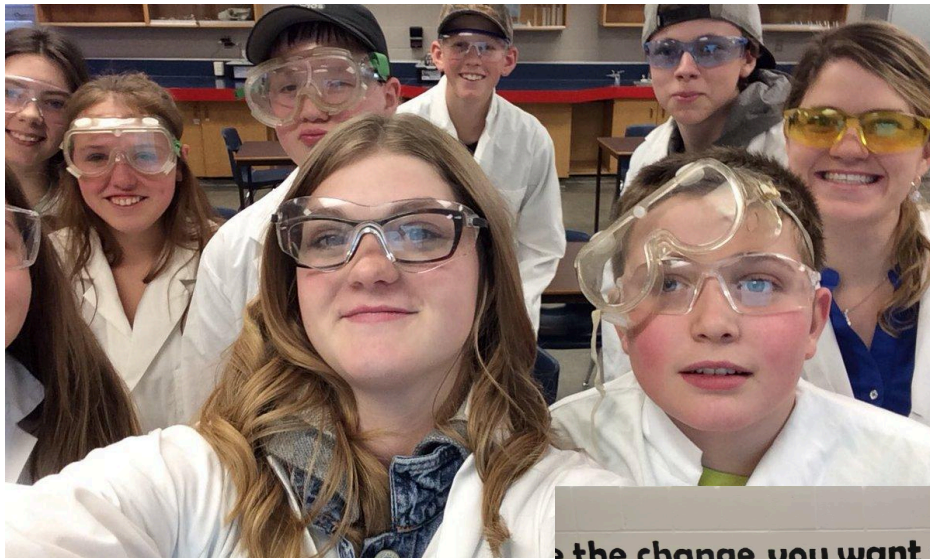
Did you know?

- ★ Students across WCPS in Math 30-2 increased their diploma mark by 10.87% and students in Math 30-1 increased their diploma mark by 25.49% through attending Rock the Diploma intervention.
- ★ Five staff worked with sixty students in 27 different subject areas to complete credit recovery, advanced courses and upgrading during a six week intensive timeframe. The delivery model utilized the Enhanced Learning Model courses developed by WCPS master teachers.

STRATEGIES OUTCOME ONE

- All school administrators will develop and utilize strong skills and understanding in how to use assessment data to inform school improvement efforts.
- Maintain a district-wide diploma exam prep course/review session to all Wolf Creek diploma students prior to the diploma writing in collaboration with a specific partnership agreement with Clearview Public Schools.
- Maintain a district summer school program to enhance high school course delivery and achievement (Summer, 2019).
- Maintain ongoing support for 42 high school courses (Mathematics, Sciences, English and Social Studies) using a digital platform to enhance high school course delivery in both traditional and outreach programs. This will be done in a collaboration with a [specific partnership with Clearview Public Schools](#).
- Outreach schools will continue to collaborate together, sharing resources and best practices. Teachers will meet on select aligned calendar days to review course content, planning, delivery and assessment practices.
- Review and update [Administrative Procedure 361](#) to ensure it represents the most up-to-date best practices in how to assess students.

- Focus on utilizing a [Collaborative Response Model \(CRM\)](#), including scheduling of intervention opportunities, to move students to higher levels of learning to develop excellence. Focus on how to improve student learning opportunities as part of the CRM focus.
- Further district wide implementation of [My Blueprint](#), an online program where students are engaged in setting goals, recording their activities and planning their future, in all 7-12 schools.
- Investigate and implement [Dossier](#), a powerful education management system that provides insight into student performance to help inform strategies to better meet unique needs of each student, for September 2019.
- Inclusion Coaches and School Social Workers and Inclusive Learning Services staff support students to advocate for accessing accommodations when writing diploma exams.
- Ensure that universal and targeted accommodations for diverse learners are practiced on a regular basis and aligned to student need.



ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	71.1	72.2	68.1	71.3	73.2	76.0	Intermediate	Improved	Good	75	77	79
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	3.9	4.2	3.1	4.1	3.0	High	Maintained	Good	3.5	3.2	3.0
High school to postsecondary transition rate of students within six years of entering Grade 10.	51.2	53.8	50.9	49.5	48.5	53.0	Intermediate	Declined	Issue	52	54	56
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	57.9	60.0	59.2	60.0	n/a	Maintained	n/a	61	62	63
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.7	42.3	40.4	46.9	42.0	48.0	Low	Maintained	Issue	45	48	50

DISTRICT PERFORMANCE MEASURES				
OUTCOME ONE				
To increase high school completion rates for diverse learners.				
Measure:	(in percentages)			
	2016	2017	2018	2019
	Actual	Actual	Actual	Target
The percentage of diverse students with identified needs achieving a Certificate of School Completion	35.0	42.0	32.0	35.0



Did you know?

- ★ Wolf Creek has been a part of a Provincial High School Design Initiative where our high schools are focused on creating flexible learning environments where personalized learning is a key focus.
- ★ Our schools use a “Response to Intervention” approach to guide teachers as they respond to the needs of individual students. This approach is designed to improve student achievement by providing timely interventions for students who need them.
- ★ Grade 7-12 students in Wolf Creek Public School have access to career planning tools called myBlueprint that assists them with preparing for work skills and post-secondary after high school.

STRATEGIES OUTCOME ONE

- Refine and continue to implement a district-wide diploma examination preparation course and schedule review sessions for all Wolf Creek diploma students prior to the diploma writing.
- Maintain ongoing support for 42 high school courses (Mathematics, Sciences, English and Social Studies) using a digital platform to enhance high school course delivery in both traditional and outreach programs. This will be done in a collaboration with a specific partnership with Clearview Public Schools.
- Outreach school teachers will meet on select aligned calendar days to collaboratively review course content, planning, delivery and assessment practices.
- Further district wide implementation of [myBlueprint](#), an online program where students are engaged in setting goals, recording their activities and planning their future, in all 7-12 schools.
- Ensure the [Collaborative Response \(CRM\)](#) process and School Intervention Team processes are fully utilized to reduce student dropout rates.
- Implement the components [Alberta Education's Safe and Caring](#) mandate to ensure all students feel safe, welcome and have a sense of belonging.
- Maintain a district summer school program to enhance high school course delivery and access (Summer 2019)
- Maintain increased diploma writing opportunities (ie. November and April and August) to assist students in managing course demands.
- Teachers supported by School Social Workers and Inclusion Coaches will continue to enhance strong transition planning for students between grade 9 and 10. Smooth transitions from grade 9 to 10 increase the likelihood of success in high school.
- School-based teams, along with partner agencies, will develop effective, well-planned transitions to adult living for students involved in functional programming following a typical high school program timeline.



ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.7	73.4	76.8	76.4	80.4	78.0	Very High	Improved	Excellent	82	84	86
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.4	79.0	81.7	83.4	82.5	83.0	High	Improved Significantly	Good	83	85	87



Did you know?

- ★ Wolf Creek hosted 65 students from China during Summer 2018 with 25 Wolf Creek student ambassadors throughout a three week summer language program.
- ★ Wolf Creek has a targeted focus on career counselling and work experience opportunities for all high school students.
- ★ The School Social Worker Program in Wolf Creek Public Schools has a Social Worker available in every school. Over 3100 students have accessed and benefited from numerous programs delivered by School Social Workers across the Division.
- ★ The communities of Ponoka, Lacombe, Blackfalds and the County of Lacombe partner with Wolf Creek Public Schools on a School Resource Officer program.

STRATEGIES OUTCOME ONE

- Further district wide implementation of [myBlueprint](#), an online program where students are engaged in setting goals, recording their activities and planning their future, in all 7-12 schools.
- Further development of Dual Credit partnerships with post-secondary institutions that will support further student exploration of careers and post-secondary studies.
- Developing Memorandums of Understanding and partnership agreements that enhance student learning experiences with international learning experiences both within the district and abroad through the formation of the [Wolf Creek International Learning Program](#).
- Exploring partnerships with international learning programs for teacher and administration staff to further develop their professional skills as part of the [Wolf Creek International Learning Program](#).
- School Social Workers (SSW's) offer a variety of individual, group and classroom [programs](#) targeted at building skills in the area of active citizenship through a focus on: social skills, self-regulation, relationship building, resilience and many more. These programs are offered as a part of the [Pyramid of Intervention](#) process so students receive the tools that will equip them to continue to grow to become positive, contributing members of society.

- Continue to support School Resource Officer (SRO) Program. Implement the SRO program evaluation to inform programming decisions within this program.
- Continue to refine our partnership with police services and other agencies as we enhance our [Threat and Risk Assessment](#) and Crisis Response procedures and practices. Implementation of Crisis Response Teams at each site to support in the event of a crisis and provide continued follow up after an event has occurred.
- TES (Traumatic Event System Response) training will be provided to school teams to build capacity in schools for responding to traumatic events.
- Increased awareness of [online career centre resources](#) to build parent and student awareness through career planning, assistance and networking with post-secondary institutions.
- Ensure all Wolf Creek high school students are aware and are provided opportunities to attend Open Houses for post-secondary opportunities.
- Develop a district-wide communication plan that encompasses school initiatives or activities that support active citizenship. This could include:
 - Newsletter
 - Website
 - Twitter
 - Teacher communication (blogs, Freshgrade etc.)
 - Community partnerships



Accountability Pillar FNMI Summary (Oct 2018)

Measure Category	Measure Category Evaluation	Measure	Wolf Creek SD No. 72			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	9.8	7.6	10.2	4.8	5.8	6.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	42.3	34.0	29.7	53.3	53.7	50.5	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	51.3	49.4	45.5	51.7	51.7	52.0	Very Low	Maintained	Concern
		PAT: Excellence	6.4	7.7	5.9	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	72.1	71.1	71.9	77.1	77.1	76.6	Low	Maintained	Issue
		Diploma: Excellence	8.1	6.9	5.0	11.0	10.7	10.3	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	23.7	12.4	13.2	24.4	21.8	21.2	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	23.6	23.8	24.8	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	25.8	11.3	14.7	33.0	31.8	32.8	Very Low	Improved	Issue
		Work Preparation	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
Parental Involvement	n/a	Parental Involvement	na/	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	na/	School Improvement	na/	na/	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Outcome 2

The achievement gap between Wolf Creek First Nations, Metis, and Inuit students and all other students is eliminated.

ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2018	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests	47.7	45.3	41.7	49.4	51.3	53.0	Very Low	Maintained	Concern	53	55	57
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests.	6.6	2.9	7.1	7.7	6.4	8.0	Very Low	Maintained	Concern	7	9	11
Overall percentage of self-identified FNMI students who achieved the acceptable standard on Diploma Examinations	67.9	75.9	68.6	71.7	72.1	73.0	Low	Maintained	Issue	74	77	79
Overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.	7.1	1.2	6.8	6.9	8.1	7.0	Very Low	Maintained	Concern	8.5	8.7	9.0



ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate of self-identified FNMI students within three years of entering Grade 10.	21.9	26.3	28.8	34.0	42.3	35.0	Very Low	Improved	Concern	45	48	51
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.2	13.5	9.3	7.6	9.8	8.0	Very Low	Maintained	Concern	9	8.5	8.0
High school to postsecondary transition rate of self-identified FNMI students within six years of entering Grade 10.	25.4	19.6	13.2	11.3	25.8	15.0	Very Low	Improved	Issue	27	29	31
Percentage of Grade 12 self-identified First Nations, Métis and Inuit students eligible for a Rutherford Scholarship.	n/a	n/a	25.8	23.8	23.6	25.0	n/a	n/a	n/a	25	27	29
Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering Grade 10.	2.2	15.8	11.5	12.4	23.7	16.0	Very Low	Improved	Issue	24	26	28

DISTRICT PERFORMANCE DATA	
OUTCOME TWO WCPS is committed to bridging the achievement gap for our First Nations, Métis and Inuit students and building foundational knowledge with all WCPS staff.	
District Data	Totals in percentage
Percentage of FNMI Students in WCPS:	7.0
Percentage of WCPS FNMI Students that are in the Ponoka Sector	69.0
Percentage of First Nations Students who are identified as diverse learners	15.0

DISTRICT PERFORMANCE MEASURES				
OUTCOME TWO To increase high school completion rates for First Nation, Métis and Inuit students.				
Measure:	(in percentages)			
	2016	2017	2018	2019
First Nations Students with significant and measurable improvements (As measured by Impact Assessment)	--	3.0	10	14



Did you know?

- ★ Wolf Creek Public Schools has three Elders working across our division to enhance our First Nations, Metis and Inuit programming by providing direct support and cultural teaching to students.
- ★ There are 735 Self-Identified First Nations Students enrolled in Wolf Creek School Division.
- ★ Last year we had 31 First Nations students graduate from our Ponoka Schools.
- ★ First Nations Metis and Inuit dropout rates continue to decline in WCPS.

STRATEGIES OUTCOME TWO

- A comprehensive professional development plan will be developed and utilized to support the three Quality Standards (Teachers, School Leaders and Superintendent) which will be implemented September, 2019.
 - First Nations professional development is being provided to all levels of the organization throughout the year such as: support staff conference, administrators meetings, district office staff, senior leadership and Board Members.
 - Explore and determine First Nations, Metis and Inuit local data-sets to determine areas of further intervention and support.
- First Nation, Métis and Inuit [Coordinator](#) will work directly with schools to provide targeted support for teachers and students.
 - Education goal setting with students
 - Monitor student academic progress
 - Intervention team support for three Ponoka schools
 - Support students transitioning into Wolf Creek Public Schools
 - Literacy support
 - Providing [Resources](#)
- The Innovation in First Nations Education (IFNE) grant is a multi-pronged approach outlining strategies to assist with student-centred supports, Indigenous languages, and parental/caregiver engagement.
 - Unit plans and edu kits will enhance a First Nation, Métis and Inuit perspective for all students.
- A First Nation, Métis and Inuit Cohort will provide ongoing professional development to lead teachers in cultural teachings, impact of history, deficit thinking, and instructional strategies. Every school in WCPS has a teacher representative that is a part of the First Nations Metis and Inuit Cohort.
 - High quality professional development will be provided throughout the year to build foundational knowledge.
 - A bank of effective instructional strategies will be developed.
 - Expansion of the [Elder Program](#) to create a sense of belonging for First Nations, Métis and Inuit Students.
- A formalized intake process for students from Maskwacis coming into Wolf Creek Public Schools will be maintained and communicated.
- Transition planning between grade 6 and 7, and 9 and 10, will occur to ensure a smooth transition for our First Nations, Métis and Inuit students.

- A Student Voice opportunity will be offered every second year to provide First Nation, Métis and Inuit students to share their perspective on education in Wolf Creek Public Schools.
- An assigned teacher will support schools in providing ongoing support to First Nation, Métis and Inuit students interested in attending post-secondary institutions.
- Wisdom and Guidance Committee, comprised of First Nations and Métis Parents, will continue to provide feedback, guidance and support cultural teachings and awareness to Wolf Creek Public Schools, as we bridge the gap for our First Nation, Métis and Inuit students.
- The Wisdom and Guidance committee will host cultural events to increase awareness of the historical, social, economic, and political implications. As well, as family nights to engage First Nations parents and provide opportunities for authentic participation for First Nations parents. The purpose of these events would be to build relationships, break down stereotypes, and begin the journey of reconciliation.
- Continue to develop partnerships and collaborate with Delegated First Nation Agencies (Kasohkowew Child Wellness Society (KCWS) and Akamkispatinaw Ohpikihawasowin Child and Family Services (AKO).



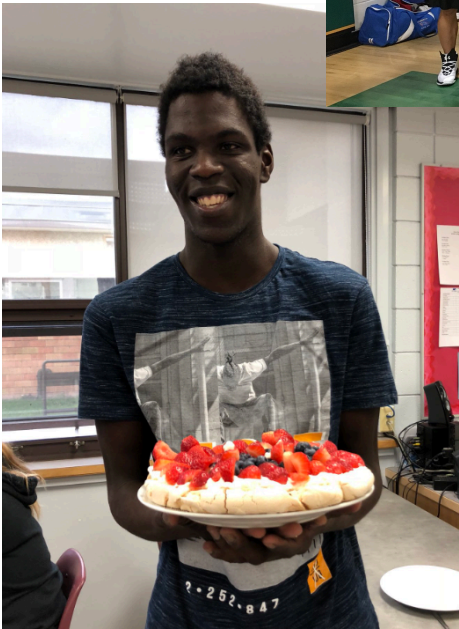
ALBERTA EDUCATION PERFORMANCE MEASURES												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.5	87.4	88.9	90.1	88.9	92.0	Very High	Maintained	Excellent	91	92	93

Areas of Impact	Total Number of Students		
	2015-16	2016-17	2017-18
• Students requiring social emotional supports	335	410	375
• Students with physical needs	144	180	180
• Students with hearing impairments	10	11	9
• Students requiring self regulation and organization supports	40	58	55
• Students with cognitive disabilities	102	119	97
• Students with significant academic needs	166	259	267
• Students with vision impairments	5	5	6

Additional Data	Total Number of Students		
	2015-16	2016-17	2017-18
Total number of students age 3 and 4, accessing Program Unit Funding and interagency supports	96	109	123
Total number of students supported by Regional Collaborative Service Delivery (RCSD) core services - Speech Language, Occupational Therapy	2630 includes universal supports	560 only includes individual supports	306 only includes individual supports

School Social Worker Program Data	2015-16	2016-17	2017-18	2018-19
Student Data: Percentage of youth surveyed report feeling better, and learning more about themselves, since working with the School Social Worker.	89.0	89.0	96.0	N/A
Percentage of youth feel they are more part of their family, peer group, school and community as a result of their work with the School Social Worker.	84.0	86.0	93.0	N/A

Percentage of students who would access the School Social Worker Program again.	93.0	96.0	96.5	N/A
Percentage of parents surveyed reported an improvement in the areas their child and the School Social Worker worked on.	100.0	--	--	N/A
Number of referrals between the School Social Work Program and Community Agencies that result in support for students and families.	536	1254	1246	N/A





Did you know?

- ★ Inclusion is a key value of Wolf Creek Public Schools. We are working with our schools to build capacity at all levels to continue to meet the needs of all of our students.
- ★ We have over 140 Educational Assistants supporting diverse learners across our district.
- ★ School Social Workers connect with over 800 parents or caregivers per year.
- ★ Intensive early intervention supports are in place for 125 students, ages 3 and 4, through Bright Futures Play Academy and other school programs.

STRATEGIES OUTCOME THREE

- Comprehensive review of student program plans will be conducted to ensure that planning documents reflect the needs of our diverse learners and that the plans translate into programming in classrooms that increases student achievement and learning. Recommendations will be made with the goal of streamlining processes and planning.
- Revise and implement new Success in Schools protocol designed to increase ownership of the meetings among all stakeholders and streamline the process.
- Continued focus on interagency partnerships and collaborations to support the students and families in our school communities.
- Develop a learning and support plan to build capacity with staff - inclusion coaches, teachers, support staff, and administrators - in the area of differentiation to support the broad range of learning levels and student needs.
- Students with limited verbal language benefit from a structured, intensive language-based program that promotes increased meaningful interactions with others in inclusive classrooms. The program, [STAR Autism](#), assists school staff with creating communication opportunities for students through a formal curriculum. A working group, including expertise from the Inclusive Learning Services team, will meet to collaborate around the development of individual student programs.
- Increasing division psychologist collaboration and consultation with Inclusion Coaches and school-based teams to improve school based assessment and intervention capacity and support classroom teachers with programming for students.
- Students requiring [Assistive Technology](#) have access to district personnel for acquisition of equipment and programming supports. A comprehensive process will be developed to provide students with the efficient and appropriate access to assistive technology.
- Intervention Teams of school-based personnel continue to support classroom teachers with developing and implementing instructional and/or positive behaviour strategies and coordinating support resources for diverse students whose programming needs cannot be met within the Collaborative Response meetings on aligned Fridays.
- Continued work with the [Central Alberta Regional Collaborative Service Delivery](#) (CA RCSD) to providing services for children and youth in the central Alberta Region.
- A district-wide plan to support the new [Safe and Caring Schools](#) mandate will be communicated and implemented as per Policy 192. This will include strategic planning and implementation of the following:
 - Sexual orientation and gender identity
 - Anti-bullying - (Third week in November; Cyberbullying)

-
- School Resource Officer Program
 - Social/emotional/behavioral supports
 - Mental Health
 - [School Social Work Program](#)
 - Safe and Caring Schools Audit
 - Increased communication to parents and communities regarding this information will be a priority
- Integrate a Mental Health/Safe and Caring focus into the Wolf Creek Public Schools Health and Wellness Conference.
 - GSA Teacher representatives are available for students who would like to establish GSA's or QSA's.
 - Sexual orientation and gender identity professional development is being provided to GSA Teacher representatives who are then sharing that learning with their staffs.



ALBERTA EDUCATION PERFORMANCE MEASURES												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	75.1	75.3	75.2	74.6	77.0	76.0	Intermediate	Improved	Good	78	80	82

DISTRICT PERFORMANCE MEASURES					
OUTCOME FOUR					
Measure:	(in percentages)				
	Baseline Data	Data			
	2016	2017		2018	2019
		Actual	Target	Target	Target
Percentage of year one and two teachers that report cohort professional learning opportunities and mentorship are effective in enhancing their professional growth and development as teachers. (Source: Yr. One & Yr. Two Cohort Exit Survey)	90.0	90.0	90.0	95.0	95.0
Percentage of year one, two and three administrators that report cohort professional learning opportunities are effective in enhancing their professional growth and development as school-based leaders. (Source: New Admin Cohort Exit Survey)	90.0	100	90.0	95.0	95.0
Percentage of successful teacher evaluation reports for teachers on probationary, temporary or interim contracts (Source: Submitted Teacher Evaluation Reports)	85.0	N/A	85.0	90.0	90.0
Percentage of successful administrator evaluation reports for school-based administrators in year three of their positions (Source: Submitted Administrator Evaluation Reports)	90.0	100	90.0	95.0	100.0



Did you know?

- ★ WCPS has over 440 students enrolled in French Immersion Programs from Kindergarten to Gr. 12.
- ★ WCPS high school students have an abundance of Career & Technology Studies course opportunities including Foods, Fashions, Automotives, Fabrication, Construction, Cosmetology, Technology and many more.
- ★ Teachers in their first and second year of teaching participate in cohorts to provide mentorship, supports, and feedback to ensure they are successful.
- ★ Administrators in their first three years as assistant principals or principals participate in cohorts to provide mentorship, supports and feedback to ensure they are successful.
- ★ WCPS provides opportunities for teacher leaders to grow in their leadership development through a two year Aspiring Leaders Program.
- ★ School Administrators have opportunities for professional development and collaboration through the WCPS Administrators' Association.
- ★ Alberta Education is revising the Teaching Quality Standard, School Leaders Standards, and Systems Leader Standards with anticipated implementation in the fall of 2019.

STRATEGIES OUTCOME FOUR

- Further develop the new [Career and Technology Foundations](#) (CTF) courses align with Junior High Optional programming to then support existing high school [Career and Technology Studies](#) programming.
- Continue to develop a partnership with Red Deer College, Campus Alberta, Olds College and other industry partners in the areas of trades while completing high school through a dual credit program.
- Continue to offer French Immersion programming in four schools from K-12 with several other schools offering French language instruction at specific grade levels.
- Further implementation of literacy resources supports with French Immersion classes with staff attending professional development cohorts in partnership with CARC.
- Continue to enhance recruitment efforts and support systems French Immersion recruitment.
- Continue to support Year One and Two teachers in their first two years of teaching through formalized mentorship, classroom culture and procedures, collaborating with EAs, differentiated instruction and becoming a reflective practitioner as evidenced in a culminating electronic portfolio focused on the Teaching Quality Standard. Additionally, all aspects of the Three Year Plan will be supported through the cohort model.
- Continue to support New Administrators through formalized mentorship, New Administrator Basic Training, leadership and effective communication training, practical scenario and skill-based learning, and becoming a reflective practitioner as evidenced in a culminating electronic portfolio focused on the Principal Quality Practice Guideline. Additionally, all aspects of the Three Year Plan will be supported through the cohort model.
- Develop a revised administrator appraisal process in response to the updated Leadership Quality Standard.
- Continue to support teacher leadership development through facilitation of the Aspiring Leaders Program. This program centres around the Principal Quality Practice Guideline. The program provides opportunities for connection with both local and Zone 4 participants. In addition, participants also receive leadership and effective communication training, practical scenario and skill-based learning, and becoming a reflective practitioner as evidenced in a culminating electronic portfolio focused on the Principal Quality Practice Guideline. Additionally, all aspects of the Three Year Plan will be supported through the cohort model.
- Continue to develop Inclusion Coaches and School Social Workers leadership through professional development and ongoing collaboration.

- Continue to develop school-based leadership through Wolf Creek Public School's Administrators' Association **focusing on the implementation of the revised Teaching Quality Standard and School Leadership Quality Standard.**
- Provide opportunities for administrators to explore teacher supervision best practices
- Collaborate with WCPS administrators to develop guidelines, expectations and reporting based on the revised [Teaching Quality Standard](#).
- Implement Employee Advisory groups as needed to explore roles, challenges and celebrations.
- Develop a Health in the Workplace Partnership involving Inclusive Learning Services, People Services and OH&S to provide coordinated proactive and responsive supports, learning opportunities and resources focused on maintaining and enhancing healthy and safe workplace communities.
- Facilitate the implementation of a [Comprehensive School Health Approach](#) through partnership with Alberta Health Services to ensure that school communities have the tools and knowledge to improve health, education, and social outcomes.



ALBERTA EDUCATION PERFORMANCE MEASURES												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.4	73.2	77.4	77.8	79.9	80.0	Very High	Maintained	Excellent	81	82	83
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.4	77.4	79.8	84.0	82.0	84.0	High	Improved	Good	83	85	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.3	87.7	90.4	90.8	89.98	92.0	Very High	Maintained	Excellent	90	91	92

DISTRICT PERFORMANCE MEASURES					
OUTCOME FIVE					
Measure:	(in percentages)				
	Baseline Data	Data			
		2016	2017	2018	2019
		Actual	Target	Target	Target
Percentage of staff who have completed the Hour Zero training and drills <ul style="list-style-type: none"> This includes all Schools, all Colony Schools, District Office, and 135 Substitute teachers. 	--	90.0	80.0	90.0	95.0



Did you know?

- ★ Staff across WCPS participate in safety training on an annual basis to ensure a safe and caring environment culture is part of our school division.
- ★ There have been over 1500 parents contacted through Inclusive Learning Services personnel regarding programming, interventions, and specialized supports their children require.

STRATEGIES OUTCOME FIVE

- Further expand [Freshgrade](#) as a tool to enhance parent communication and involvement in their student's learning.
- Ensure all schools are consistently utilizing a variety of contemporary tools and approaches to engage their School Council and parent community to provide input into district and school decisions/ directions.
- Utilize [thoughtexchange](#) as a tool to engage in two-way, interactive dialogue with stakeholders to inform Wolf Creek's initiatives and directions.
- Thoughtexchange was conducted to seek information from the parents of diverse learners in WCPS. This data will be analyzed and recommendations provided that will inform practice.
- Ensure clear communication and engagement opportunities are provided with respect to the new [Safe and Caring Schools](#) focus.
- Continue to, and enhance, direct involvement of parents and guardians in programming for students with diverse learning needs.
- Develop and implement a comprehensive Occupational Health and Safety Program to ensure students and staff are maintaining a safe work environment.
- Expand mental health and wellness in the workplace through offering Mental Health First Aid to our staff.
- Build capacity in our schools for responding to crisis through the development of Crisis Response Teams at each site.
- Explore how to align Crisis Response with Emergency Response.
- Develop a district-wide communication plan that encompasses school initiatives or activities that support how Wolf Creek Public Schools is providing a high quality education. This could include:
 - Newsletter
 - Website
 - Twitter
 - Teacher communication (blogs, Freshgrade etc.)
 - Community partnerships
- Gather data from parents, students and teacher levels of satisfaction with programming and support provided by School Social Workers.



Collaboration and Communication with Stakeholders

The Wolf Creek Public Schools Three-Year Education Plan and the Annual Education Results Report is posted on the website at <http://www.wolfcreek.ab.ca/documents/general/Combined3YearEducationPlanandAERR.pdf>. Copies are also sent to all school councils and school principals.

In addition, the following strategies are used to communicate and collaborate with our stakeholders:

Individual School Educational Plans:

School leaders create their school education plans collaboratively with staff, school council, other school leaders, the Board, and our central office leadership team. All plans and school data are available on school websites.

Parental Feedback:

School and division leaders use a wide variety of tools to collect feedback from parents. These include, but are not limited to, online engagement and feedback tools like [thoughtexchange](#), school council meetings, local surveys and informal feedback. We also have a Wisdom and Guidance Committee that meets monthly that is comprised of a core group of First Nations and Métis parents from Maskwacis, Alberta who provide feedback and support as we strive to better meet the needs of our First Nations, Métis and Inuit students.

Division Office Communications:

Wolf Den Monthly Newsletters, Community Newspapers, Media Releases, Board Highlights, Division and School Websites, Twitter, Facebook and communications with local media.



Whistleblower Protection

Administrative Procedure 403 - Duty to Report

Over the course of the 2017-2018 school year Wolf Creek Public Schools went through an administrative procedures review with implementation of the new, updated or revised procedures in effect September of 2018. The Whistleblower procedure was replaced with Administrative Procedure 403 - Duty to Report that blends both elements into one set of procedures.

There were no disclosures as per the Whistleblower Protection Legislation.



Capital and Facilities Projects Highlights

Infrastructure Maintenance Renewal (IMR)

Wolf Creek Public Schools utilizes IMR funds to provide for the regular ongoing functional maintenance needs of our schools. Projects are designated to meet health and safety needs, mechanical and electrical component replacement, physical structure and education programming needs of the school facilities. Unused funds are carried over from year to year.

The following is a partial listing of the various IMR projects started or completed during the 2017-18 school year:

School	Project Description
Alix MAC School	Gym RTU Replacement
Alix MAC School	Partial Re-Roof Project
Bentley School	Incline Lift Handicap Access
Bentley School	Parking Upgrade
Bluffton School	School Painting
Crestomere School	New Foods Lab
Crestomere School	Water System Upgrade
Eckville Jr. Sr. High School	Partial Re-Roof Project
Eckville Jr. Sr. High School	Gym Storage Room Renovation
École JS McCormick Elementary	Basketball Backboards Replaced
École JS McCormick Elementary	Storage Room Renovation
École JS McCormick Elementary	Library Renovation
École Lacombe Junior High School	Folding Gym Door Repairs
École Lacombe Junior High School	Partial Re-Roof Project
École Lacombe Upper Elementary School	North-End Renovation (Wolf Creek Academy)
Iron Ridge Elementary Campus	A/C Condensers for 2 Modulers
Iron Ridge Elementary Campus	Supply and Install Lockers
Iron Ridge Intermediate Campus	Air Conditioning Units Installed
Iron Ridge Junior Campus	Room Renovation
Mecca Glen School	Water System Upgrade
Rimbey Elementary School	Urinal System Upgrade

Rimbey Elementary School	Partial Re-Roof Project
Rimbey Jr. Sr. High School	Security System Upgrade
Rimbey Jr. Sr. High School	CTS Modernization
Terrace Ridge School	Floor Replacement (Office/Library/ECS)
Terrace Ridge School	Parking Lot
Terrace Ridge School	Supply and Install Lockers
Terrace Ridge School	AC Units for Modulares

Capital Plan Priorities

Wolf Creek Public Schools strives to provide the highest quality learning environments for all students. A major component is ensuring the best school facilities are developed and maintained through regular planned maintenance and strategic major capital improvements and additions. The following projects form the major capital project priorities of the Board:

1. Iron Ridge Elementary Modernization – Blackfalds
2. New Blackfalds Grade 7-12 School - Blackfalds

[Wolf Creek Public Schools Capital Plan](#) can be accessed on our website.



Budget Summary and Highlights

2017-2018 Budget Highlights

- Overall there is a 1.71% decrease in funding from the 2017/2018 Alberta Education budget to the 2017/2018 actuals.
- The 2017/18 actual result is a deficit of \$1,169,440.
- All Alberta Education funding rates remained at 2015/2016 rates.

	2017-2018 Actual	2017-2018 Budget
REVENUES		
Government of Alberta	\$82,557,178	\$84,134,582
First Nations, Métis and Inuit	2,468,559	2,468,275
Other Revenue	4,034,654	4,004,079
Total Revenue	\$89,060,391	\$90,606,936
EXPENDITURES		
Instruction	\$71,090,637	\$70,954,332
Plant Operations & Maintenance	9,838,082	10,904,470
Transportation	5,253,506	4,998,718
Administration	3,122,188	2,969,964
External Services	925,418	1,000,923
Total Expenditures	\$90,229,831	\$90,828,407
Surplus (Deficit) for the Year	\$(1,169,440)	\$(221,471)

Staffing

The certificated staffing budget and actuals includes 29.48 FTE substitute teachers and seconded teachers for 2017/2018.

WCPS Staff	Certified	Non-Certified
2017/2018 Actual	448.66	418.20
2017/2018 Budget	442.28	400.45
Increase(Decrease)FTE	6.38	17.75

2018/2019 Budget Highlights

Wolf Creek Public Schools has modified its budget processes to a more needs-based allocation rather than the previously student-driven allocation. This allocation process has allocations being made towards the following areas of identified need:

- Minimize cuts to frontline classroom staff. 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.
- Achieve a balanced budget yet ensure there is a balanced approach.
- Ensure our Three-Year Education Plan remains at the forefront in budget deliberations and decisions.
- Seek a balanced emphasis on professional development ensuring district expertise is leveraged.
- Ensure the well-being of students and staff remains a high priority.

	2018-2019 Fall Budget	2018-2019 Spring Budget	Variance
REVENUES			
Government of Alberta	\$83,318,820	\$84,106,822	\$(788,002)
First Nations, Métis and Inuit	2,619,388	2,310,222	309,166
Other Revenue	4,096,634	4,001,586	95,048
Total Revenue	\$90,034,842	\$90,418,630	\$(383,788)
EXPENDITURES			
Instruction	\$71,703,702	\$70,446,171	\$1,257,531
Plant Operations & Maintenance	10,047,949	10,914,675	(866,726)
Transportation	5,284,291	5,206,549	77,742
Administration	2,980,541	2,941,916	38,625
External Services	1,094,904	1,104,083	(9,179)
Total Expenditures	\$91,111,387	\$90,613,394	\$497,993
Surplus (Deficit) for the Year	\$(1,076,545)	\$(194,764)	\$(881,781)

The primary challenges in budget preparation were as follows:

Enrolment Projections – Wolf Creek projects enrolments in springtime to estimate the enrolments for the September 30 count date in the fall. This count date is what drives the majority of our funding. If enrolment in the fall is less than what the spring projection predicted this results in less funding for the jurisdiction. In the new allocation model that we are using this becomes a bigger issue.

Student Demographics – changing dynamics of students in areas such as English as a second language, early entrance, and inclusion creates challenges in instructional areas.

Class Size Expectations – the class size expectations continue to be a budget challenge in Wolf Creek especially at the ECS to grade 3 level.

Other estimates used in budget:

- Average costing of staff is used for certificated teaching staff and also for educational assistants. If these estimates vary greatly in the fall, this can cause budget variances that may be difficult to compensate for in an allocation model.
- Utility projections are based on average usage over previous year. The final amounts in this budget are heavily dependent upon outside factors such as severity of winter and usage of electricity.
- Insurance is projected in the spring as fall rates have not been established. This could potentially be higher than estimates and result in additional costs.

Audited Financial Statement Highlights

	2017/2018 Actual	2017/2018 Budget	2016/2017 Actual
REVENUES			
Government of Alberta	\$82,557,178	\$84,134,582	\$83,002,007
Federal Government	2,468,559	2,468,275	2,747,181
Fees	1,193,466	1,317,923	1,692,148
Other Revenues	2,841,188	2,686,156	2,672,130
Total Revenues	\$89,060,391	\$90,606,936	\$90,113,466
EXPENDITURES			
Certificated Salaries/Benefits	\$50,154,711	\$50,472,658	\$49,570,218
Non-Certificated Salaries/Benefits	21,131,335	21,290,488	20,714,178
Services, Contracts, Supplies	14,460,602	14,513,794	15,581,572
Amortization of Capital Assets	4,409,257	4,494,886	4,222,979
Other Expenditures	73,926	56,581	104,213
Total Expenditures	\$90,229,831	\$90,828,407	\$90,193,160
Surplus (Deficit) for the Year	\$(1,169,440)	\$(221,471)	\$(79,694)
Reserve Transfer Adjustments	389,334	(150,112)	(722,720)
Accumulated Operating Surplus Transfers To (From)	(780,106)	(371,583)	(802,414)
Accumulated Operating Reserves: Start of Year	3,624,893	3,255,924	4,427,307
Accumulated Operating Reserves: End of Year	2,844,787	2,884,341	3,624,893

Wolf Creek Public Schools realized a deficit of \$1,169,440 for the 2017-2018 school year. This deficit was \$947,969 more than the planned deficit of \$221,471 that was submitted to Alberta Education in the spring of the year.

Accumulated Operating Surpluses consist of Internally Restricted Operating Reserves of \$749,776 as well as Unrestricted Surplus balances of \$2,095,011. The Internally Restricted Operating Reserves are for School Generated Funds.

This balance does not reflect Board Approved Restricted Capital Reserves of \$1,986,980. Unutilized operational budget dollars are returned to the jurisdiction Unrestricted Surplus at year end, at which time the Board will determine any uses for the funds or any balances that will remain in Unrestricted Surplus.

Revenue

Overall revenues decreased by \$1,546,545 or a 1.71% decrease from budgeted revenue. This is due to actual enrolment being less than projected in the Spring budget.

Expenditures

Certified – An \$317,947 decrease from budget. The projection for Alberta Teachers retirement fund contributions on the budget was too high by approximately \$507,000. In addition, the average cost of teachers was estimated high for the spring budget. Lastly, additional teachers were hired above the Spring budget estimate due to Classroom Improvement Funds to support schools that had enrolment above their projection.

Non-Certified – A \$159,153 decrease was due to actual Educational Assistant costs being less than projected on the Spring budget and facility wages being charged to IMR capital projects that was not in the Spring budget.

Services, Contracts, and Supplies – A \$53,192 decrease from budget for Services, Contracts, and Supplies.

Student Enrolments

The 2017/2018 actual funded student count shows a decrease compared to projected enrolment. The headcount student number decline created a larger deficit than expected as funding is determined by actual enrolment. The High School Flexibility Funding model has changed how funding is received for six high schools in Wolf Creek. They are paid on an average CEU basis for a student headcount rather than earned CEU basis. This does not allow for any these schools to generate additional funding by adding additional courses but does allow flexibility in programming.

Funded Enrolment	ECS	Grade 1-12	Total
2017/2018 Actual	353.50	6,708.00	7,061.50
2017/2018 Budget	326.00	6,951.00	7,277.00
Increase (Decrease)	27.5	(243.00)	(215.50)
FTE: ECS = 0.50 and Grade 10 – 12 = 35 Credit Enrolment Units (CEU's)			

Revenue and Expenditures

The majority of Wolf Creek Public Schools' operating and capital funds come from the Province of Alberta.

Wolf Creek Public Schools has changed their distribution model from a site based decision making model to a priority needs model. Operational needs are approved by the Board of Trustees based on the priority needs determined in the jurisdiction and by the Board of Trustees.

The operational funds once distributed to the budgetary sites, are the responsibility of that site. There is no allowance for retention of any unutilized funding at year end by any budget site within Wolf Creek unless approved by the Board of Trustees. All funds are returned to unrestricted surplus with the exception of school generated funds surplus where the decision making process for the fund raised dollars is the decision of the school within the fundraising procedure.

Certified Staff – refers to all certified teaching staff and includes substitute teacher costs.

Non-Certified Staff – refers to all remaining staff. This includes school support, plant operations and maintenance, transportation and board and system administration.

Other Expenses – refers to all other expenditures in Wolf Creek Public Schools. This includes general supplies, utilities, vehicle operations, amortization of capital assets, etc.

Operating and Capital Reserves

Operating Reserves – Reserves are a major part of Wolf Creek day-to-day and long term budget planning.

The use of these reserves has enabled our budget sites to maintain operations, including staffing, at a higher level than if no reserves had been available. Reserves have also enabled our budget sites to plan for jurisdiction initiatives and projects such as technology evergreening whereby school site computers are replaced on a rotating schedule.

Capital Reserves – are planned amounts held aside for items that are capital in nature.

2017/2018 reserve balances total \$1,986,980

School & Instruction Related - \$13,499 instruction capital reserve balance for replacing equipment costing more than \$5,000 at the school level.

Board and System – \$856,692 for Division Office modernization and replacement of equipment.

Facilities - \$449,676 reserve set up to assist with future capital asset replacement. All proceeds on sale of capital assets must be transferred to capital asset reserves.

Transportation - \$667,113 primarily for bus purchases but shop vehicles or major asset (lift replacements) might decrease this fund as well.

Unrestricted Net Assets – are reserves that are held by the Board for special circumstances. The balance in this reserve is \$2,095,011 at year end August 31, 2018. The Board makes every attempt to maintain a reasonable balance for operational reserves while ensuring any spending of any operational reserves available to support jurisdiction priorities.

The Alberta Education Budget was approved on June 15, 2017. The Audited Financial Statements for 2017/2018 were accepted on November 27, 2018.

Timelines and Communication

This document is available online at <http://www.wolfcreek.ab.ca/>

- Wolf Creek Public Schools is committed to working collaboratively with its stakeholders in the planning and delivery of educational services. The combined Three Year Education Plan and Annual Education Report follow guidelines set out by Alberta Education's 'Policy and Requirements for School Board Planning and Results Reporting'. In addition to copies of this document being made available to school councils, staff and educational and municipal partners; the Board approved document is available for viewing and downloading on the jurisdiction website. <https://docs.google.com/document/d/1LrMoWzoQrdmN27N1WDfMzomtkP6ihrZWbdyWsYZPFb4/edit#>

School education plans and annual results are available online at <https://www.wolfcreek.ab.ca/schools>

- School Education Plans are built and shared with school councils and school communities each year. They with jurisdiction and provincial direction and are reviewed annually by a member of the Superintendent's Team. Each School Education Plan is presented to the Board of Trustees on a three-year cycle rotation.
- Please check school websites to find and/or obtain a copy of the school education plans and School Annual Results Reports.

The jurisdiction class-size average report is available online at <http://www.wolfcreek.ab.ca/>

- Jurisdiction class size average results are posted on the Division's website and updated December 30th annually to reflect the current year's division average and individual school results.
<https://www.wolfcreek.ab.ca/download/193419>

A complete copy of the 2018-2021 Three Year Capital Plan is available on the division website at

<https://docushare.wolfcreek.ab.ca/wcsd/dsweb/Get/Document-1193294/Capital%20Plan%202018-2021.pdf>

- For more information about the Wolf Creek Public Schools' Facility Master Plan and Three Year Capital Plan please visit our division's website or by email: roger.hall@wolfcreek.ab.ca or len.landry@wolfcreek.ab.ca.

The Budget, Audited Financial Statements and School Generated Funds can be obtained through the division website at:

<https://www.wolfcreek.ab.ca/services/business-services>

- Members of the public may access a copy of the Wolf Creek Public Schools 2018/2019 Budget on the school division's website or by emailing our finance department: finance@wolfcreek.ab.ca.
 - <https://docushare.wolfcreek.ab.ca/wcsd/dsweb/View/Collection-249740>
- Once the review of the Audited Financial Statements for all school jurisdictions is completed, information on Wolf Creek Public Schools' Source and Application of School Generated Funds and their uses can be obtained through the Division's website or by emailing our finance department: finance@wolfcreek.ab.ca.
- Comparative summary data is available in a provincial report along with the provincial roll-up of the jurisdiction's Audited Financial Statement at the following website address:
<https://education.alberta.ca/financial-statements/school-jurisdictions/>