

Work First Then Play

2019
2021

3 Year
Plan

AERR

2018
2019



Wolf Creek Public Schools
Creating Success For All Learners

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for the Wolf Creek School Division were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019 – 2022 on November 29, 2019.



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Introduction to the AERR

The 2019 - 2022 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 for all learners
- e. Provide diverse and cultural learning opportunities for all students
- f. Collaborative Response Model (CRM) focused on Collaboration, Assessment and Pyramids of Intervention

2. Wolf Creek Public Schools' 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 has Excellent Teachers, School Leaders 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

4. Wolf Creek Public Schools' K-12 Education System is Well Governed and Managed

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

5. 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

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.
- ✓ Ongoing innovative practices to provide flexible learning environments and partnerships with post-secondaries and employers will enable students to have quality learning opportunities that extend beyond the classroom.
- ✓ WCPS will continue to grow and expand the diverse cultural opportunities that allow students to connect with other students through the international learning program.
- ✓ WCPS will continue to focus on closing the gap for our First Nations, Métis 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 2019)

Measure Category	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	Safe and Caring	88.8	88.9	89.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	76.3	77.0	75.6	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	90.1	89.9	90.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.6	4.1	3.8	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	78.0	73.2	70.9	79.1	78.0	77.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.9	74.9	73.1	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.5	17.0	15.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.6	79.0	77.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.4	16.7	13.8	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	47.9	42.0	43.1	56.3	55.7	55.1	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate (Revised)	63.7	59.2	59.0	64.8	63.4	62.2	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	47.5	48.5	49.6	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	81.9	80.4	77.9	83.0	82.4	82.6	High	Improved Significantly	Good
	Citizenship	82.4	82.5	82.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.3	79.9	78.4	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	80.7	82.0	82.0	81.0	80.3	81.0	Very High	Declined	Good

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 does 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, continue to experience strong early intervention supports and strong developmental gains through the roll-out of the district [play academy program](#) across seven (7) schools with 450 children that were served.
- Students who participated in diploma prep programs saw another increase in diploma exam results in both Math and Social Studies as Wolf Creek receives the highest results in the past five years in these areas.
- Students involved in both Leveled Literacy Intervention (LLI) and Read 180 literacy supports continue to experience strong literacy gains throughout the year.
- To ensure ongoing student support in literacy, 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.
- Due the success in Division One, many teachers across Grade 4-6 also continue 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 have continued to develop and utilize strong skills by understanding how to analyze and use assessment data to inform school improvement efforts.
- Our continued efforts to develop, revise, maintain 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 model with the use of Enhanced Learning Model courses continued to provide strong delivery of student learning and achievement to support over 150 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.
- Enhanced assessment tools to support literacy development and programming have 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 to support the implementation of strategies for literacy, social emotional and behavioural intervention, and academic programming.

- 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 has allowed 110 international students to attend various lengths of time in WCPS interacting with hundreds of Wolf Creek students through the school year and summer programs.
- 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 support 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.
- A complex communication group was formed and worked together to share strategies and support programming for students with complex communication needs.
- TES (Traumatic Event System Response) training has been provided to 74 staff members including administrators, social workers, administrative assistants, colony teachers, and central office staff, thus building our capacity to have Crisis Response Teams in schools to support the response to traumatic events.
- Engaged partner on the Central Alberta RCSD.
- Clear communication and engagement opportunities are provided with respect to the new [Safe and Caring Schools](#) focus.

Outcomes, Key Strategies and Performance Measures

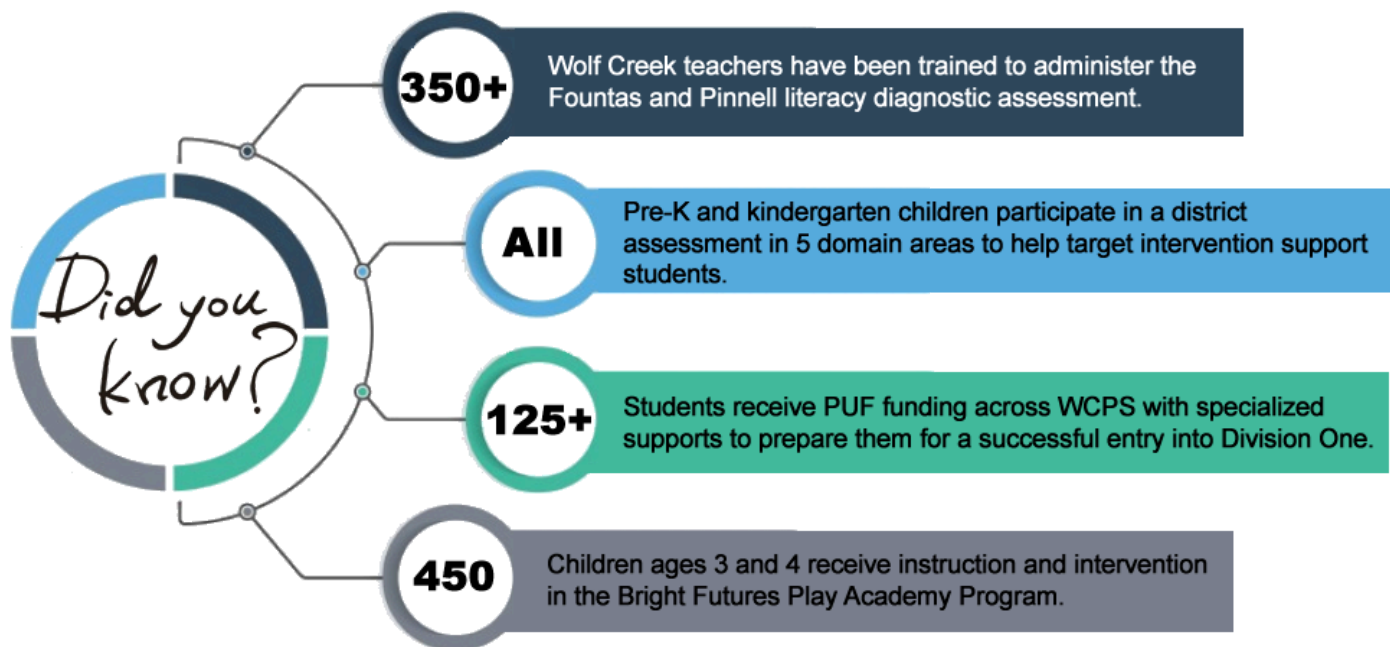
Outcome 1 *Wolf Creek students are successful*

ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.5	71.6	72.8	74.9	71.9	76.0	Intermediate	Maintained	Acceptable	76.0	78.0	80.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.5	14.9	15.0	17.0	16.5	18.0	Intermediate	Maintained	Acceptable	18.0	19.0	20.0

1 Strategies Outcome

- Literacy instruction and interventions will continue to be a priority in our schools to support all students. This will include:
 - All schools will continue to administer and regularly review screening tools, diagnostic assessments and provincial assessments to determine intervention supports.
 - 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.
 - Following several years of early years advisory group feedback, the division will continue to work with schools on implementation related to strengthening the supports for children ages 3-5.

- School administrators will continue to learn about how to work with division departments to enhance instructional programs and supports within their schools through the support of the Wolf Creek Administrators' Association Executive.
- Through embedded time on the aligned calendar Fridays, various Dossier Modules related to instructional implementation and inclusion support will be effectively used with a high degree of fidelity, for teachers and administrators to discuss and plan how to assist all students in need of additional support.
- Build capacity with school administrators and teachers so that they can continue to support school staff with programming for all learners, leveraging effective instructional strategies, gathering relevant data for programming and supporting effective transitions.
- Each school will review local data and evidence in order to 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.

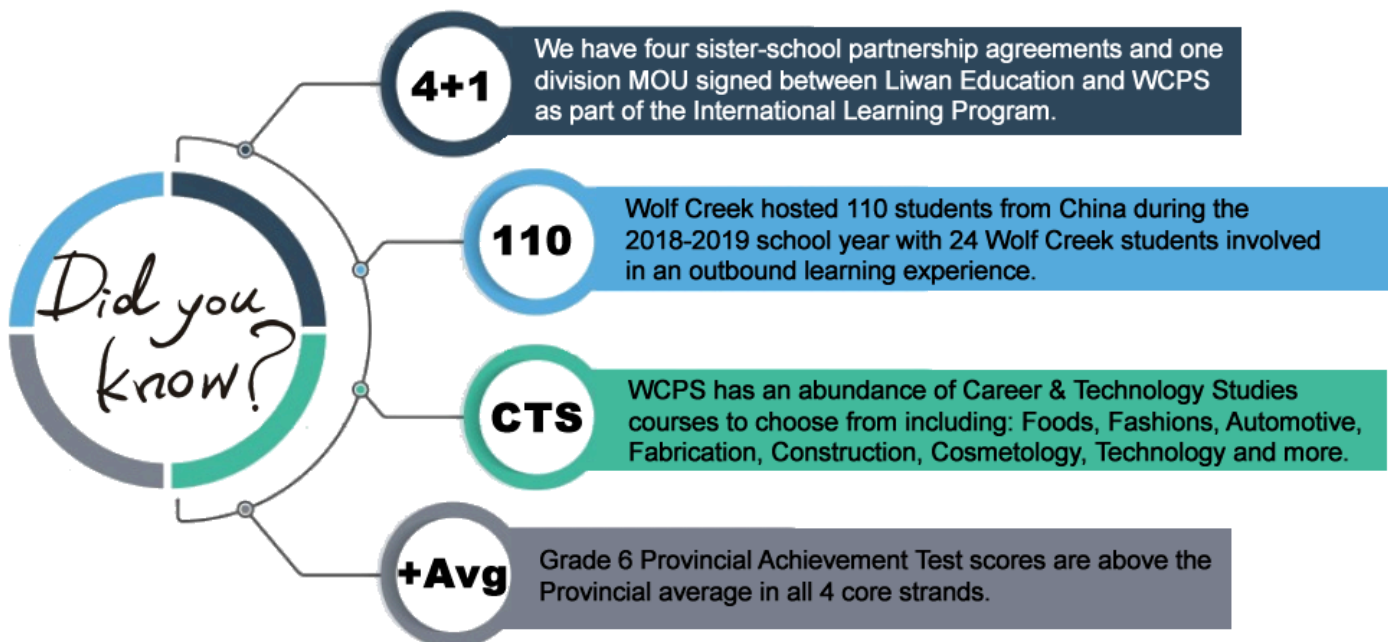


ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).	78.0	77.4	77.5	79.0	79.6	80.0	Intermediate	Maintained	Acceptable	80.0	81.0	82.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall cohort results).	8.9	12.1	12.7	16.7	15.4	18.0	Intermediate	Maintained	Acceptable	18.0	19.0	20.0

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Strategies Outcome

- All school administrators will develop and utilize strong skills and understanding in how to use assessment data to inform school improvement efforts.
- School and Division staff will continue to champion and support a district-wide diploma exam prep course/review session for all Wolf Creek diploma students prior to the diploma writing.
- The district will maintain a district summer school program to enhance high school course delivery, assist with credit recovery and enhance student achievement.
- School and Division staff will continue to champion and implement, where appropriate, the Wolf Creek Enhanced Learning Model using a digital platform to enhance high school course delivery in both traditional and outreach programs. This will be done in collaboration with other school division partnerships.
- Review and update [Administrative Procedure 361](#) to ensure it represents the most up-to-date best practices in how to assess students.
- 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.
- Ensure that universal and targeted accommodations are practiced on a regular basis and aligned to student needs.

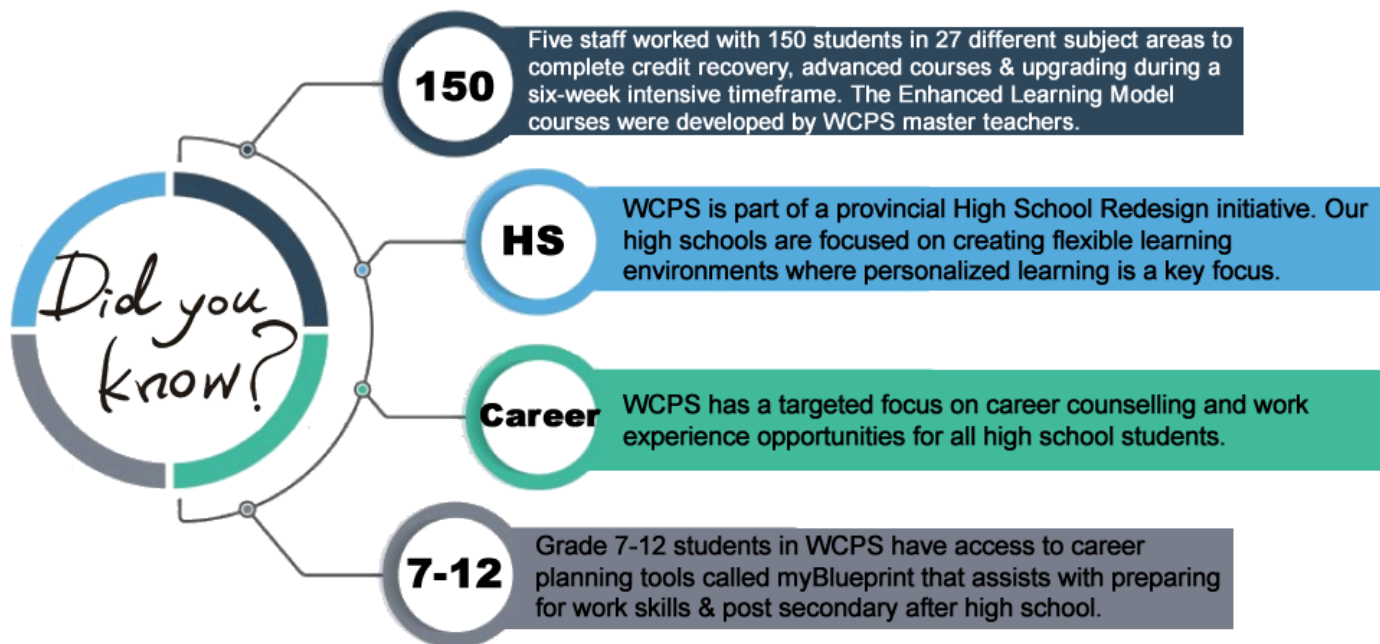


ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.2	68.1	71.3	73.2	78.0	75.0	High	Improved Significantly	Good	78.0	79.0	80.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.3	40.4	46.9	42.0	47.9	45.0	Intermediate	Improved	Good	48.0	49.0	50.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.9	4.2	3.1	4.1	3.6	3.5	High	Maintained	Good	3.5	3.3	3.1
High school to postsecondary transition rate of students within six years of entering Grade 10.	53.8	50.9	49.5	48.5	47.5	52.0	Intermediate	Maintained	Acceptable	50.0	52.0	54.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	57.9	60.0	59.2	63.7	61.0	Intermediate	Improved	Good	64.0	65.0	66.0

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Strategies Outcome

- 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 increased diploma writing opportunities (ie. November and April and August) to assist students in managing course demands.
- 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.0	81.7	83.4	82.5	82.4	83.0	Very High	Maintained	Excellent	83.0	84.0	85.0



Strategies Outcome

- Continued exploring and development of partnerships with international learning programs for teachers 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 and explore further partnerships that will enhance the program and ensure consistency and sustainability. 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.



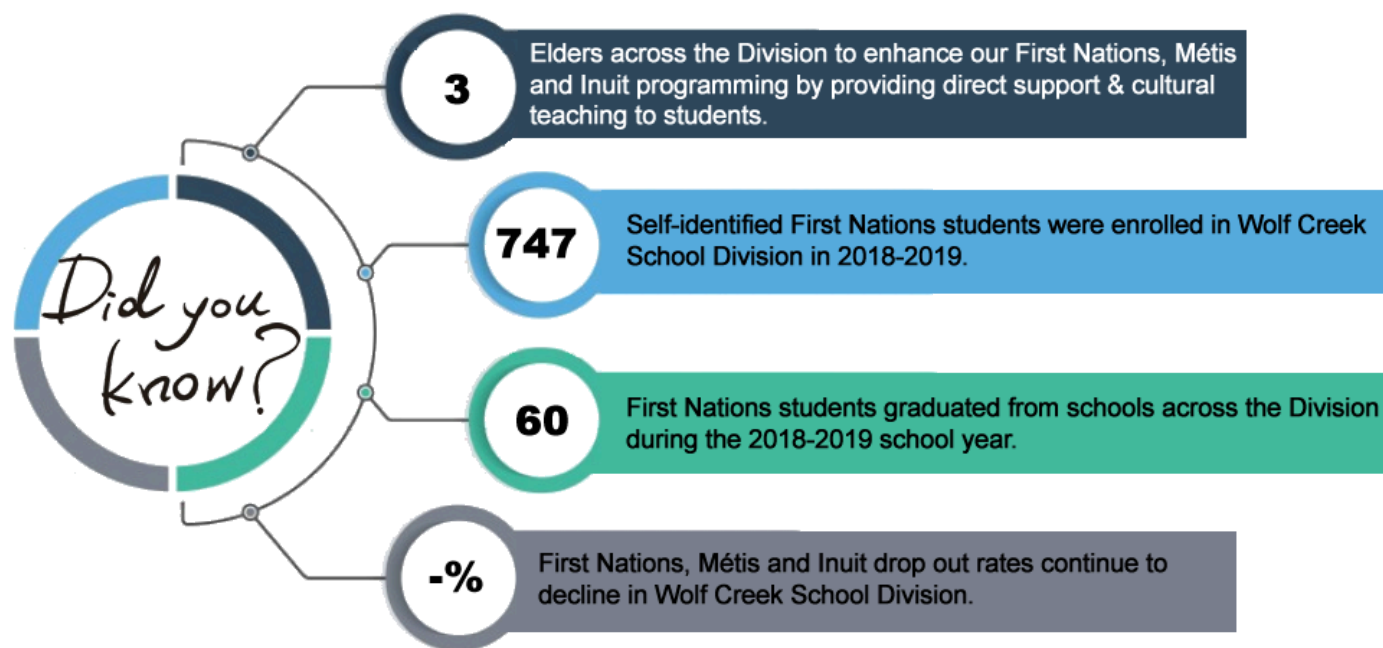
Accountability Pillar FNMI Summary (Oct 2019)

Measure Category	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	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	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	6.4	3.8	8.9	5.4	4.8	5.6	Intermediate	Improved	Good
	High School Completion Rate (3 yr)	46.4	42.3	35.1	56.6	53.3	52.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	56.3	51.3	47.5	54.0	51.7	51.9	Very Low	Improved	Issue
	PAT: Excellence	6.3	6.4	7.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	61.7	72.1	70.6	77.2	77.1	76.7	Very Low	Declined	Concern
	Diploma: Excellence	3.9	8.1	7.3	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	18.9	23.7	15.9	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate (Revised)	22.9	23.6	24.4	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	25.2	25.8	16.7	34.2	33.0	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	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests	45.3	41.7	49.4	51.3	56.3	53.0	Very Low	Improved	Issue	56.0	57.0	58.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests.	2.9	7.1	7.7	6.4	6.3	7.0	Very Low	Maintained	Concern	7.0	8.0	9.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on Diploma Examinations	75.9	68.6	71.1	72.1	61.7	74.0	Very Low	Declined	Concern	74.0	75.0	76.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.	1.2	6.8	6.9	8.1	3.9	8.5	Very Low	Maintained	Concern	7.0	7.5	8.0

ALBERTA EDUCATION PERFORMANCE MEASURES												
Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate of self-identified FNMI students within three years of entering Grade 10.	26.3	28.8	34.0	42.3	46.4	45.0	Very Low	Improved	Concern	46.0	47.0	48.0
Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering Grade 10.	15.8	11.5	12.4	23.7	18.9	24.0	Very Low	Maintained	Concern	20.0	21.0	22.0
Drop Out Rate - annual dropout rate of	13.5	9.3	7.6	9.8	6.4	9.0	Intermediate	Improved	Good	6.0	5.5	5.0

self-identified FNMI students aged 14 to 18												
High school to postsecondary transition rate of self-identified FNMI students within six years of entering Grade 10.	19.6	13.2	11.3	25.8	25.2	27.0	Very Low	Improved	Issue	27.0	29.0	30.0
Percentage of Grade 12 self-identified First Nations, Métis and Inuit students eligible for a Rutherford Scholarship.	n/a	25.8	23.8	23.6	22.9	25.0	Very Low	Maintained	Concern	25.0	26.0	27.0

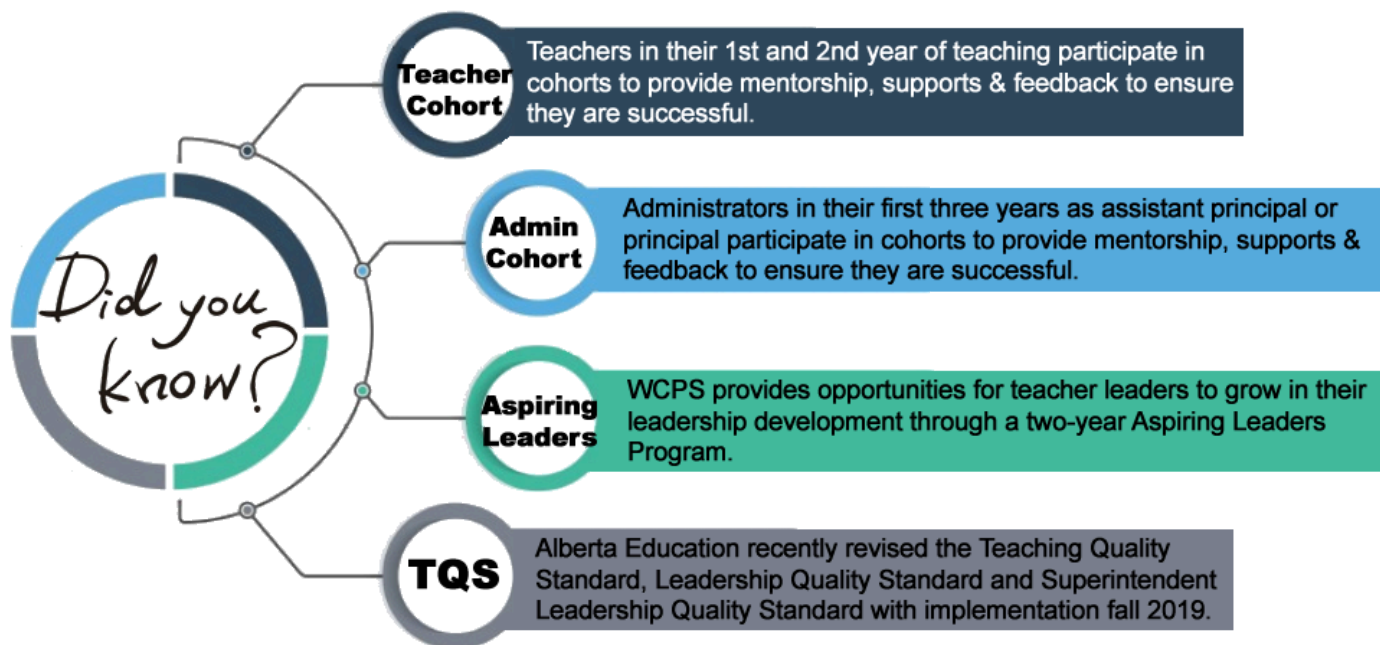


DISTRICT PERFORMANCE DATA	
OUTCOME TWO WCPS is committed to bridging the achievement gap for our First Nations, Métis and Inuit students and building foundational knowledge with all WCPS staff.	
District Data	Totals in percentage
Percentage of FNMI Students in WCPS:	7.0
Percentage of WCPS FNMI Students 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

- 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, the 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 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	75.3	75.2	74.6	77.0	76.3	78.0	Intermediate	Maintained	Acceptable	78.0	79.0	80.0



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Strategies Outcome

- Implement a revised administrator appraisal process in response to the updated Leadership Quality Standard.
- Leverage a liaison model between division office and school administration to guide, inform and reflect on school goal setting process

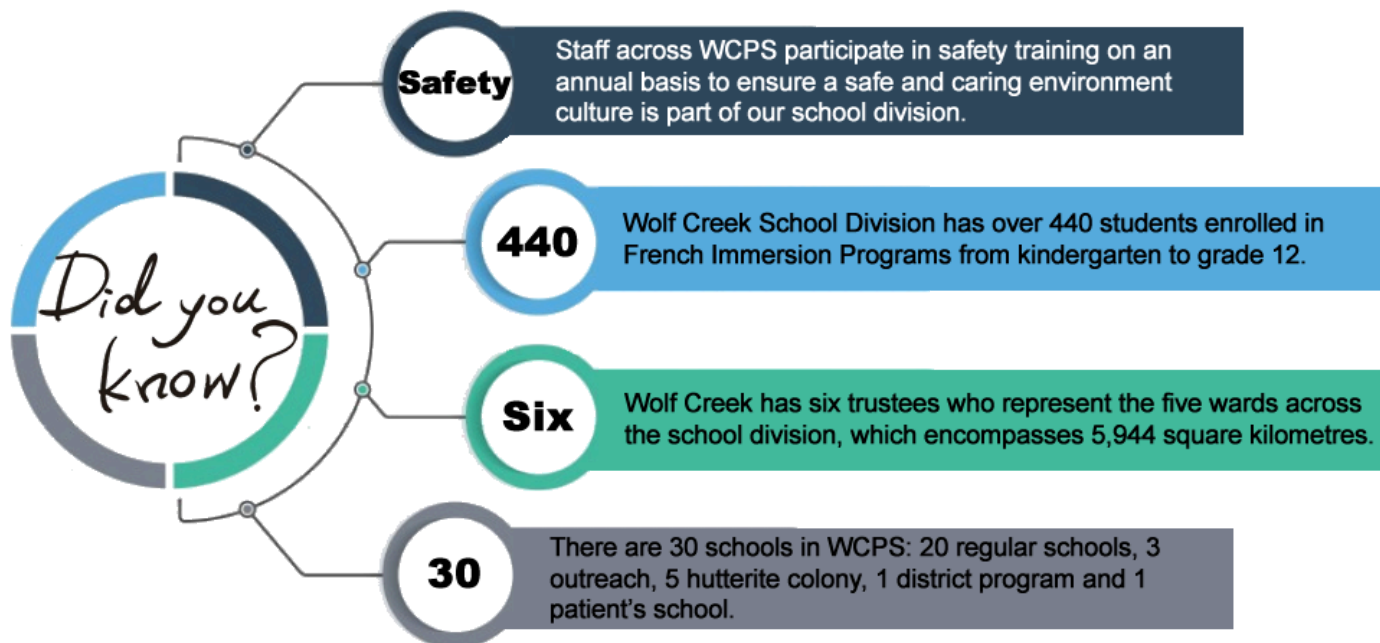
- Continue to enhance and build leadership capacity in teachers, support staff, and school administration in schools
- Continue to develop school-based leadership through Wolf Creek Public School's Administrators' Association **focusing on the implementation of the revised Teaching Quality Standard and Leadership Quality Standard.**
- Collaborate with WCPS administrators to develop guidelines, expectations and reporting based on the revised [Teaching Quality Standard](#).
- Revise the teacher growth, supervision process to reflect the new Teacher Quality Standard
- Implement a Joint-Workplace Health & Safety Committee that responds and facilitates a healthy work environment for all WCPS Staff.

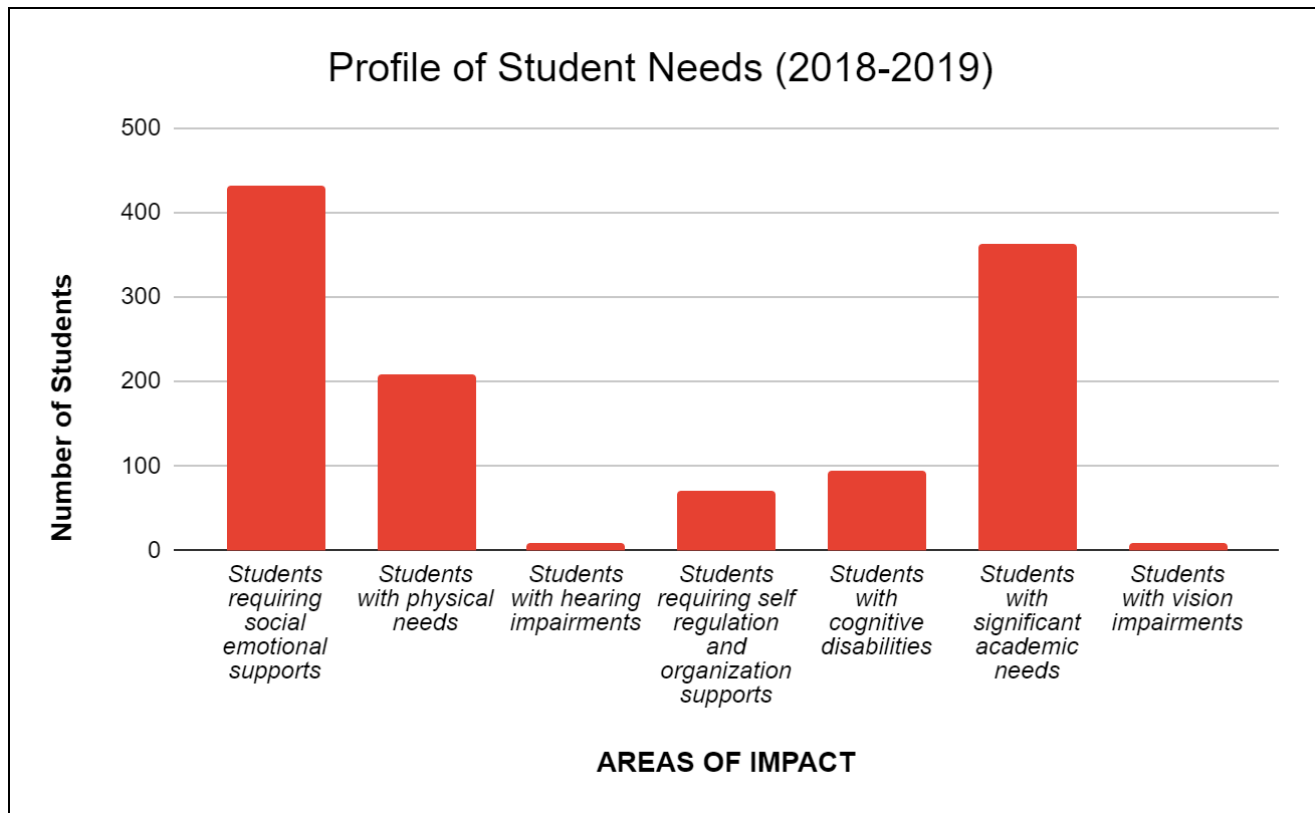


ALBERTA EDUCATION PERFORMANCE MEASURES												
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.4	88.9	90.1	88.9	88.8	91.0	Very High	Maintained	Excellent	91.0	92.0	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.7	90.4	90.8	89.9	90.1	90.0	Very High	Maintained	Excellent	90.0	91.0	92.0
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.	73.4	76.8	76.4	80.4	81.9	82.0	High	Improved Significantly	Good	82.0	83.0	84.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.2	77.4	77.8	79.9	79.3	81.0	High	Maintained	Good	81.0	82.0	83.0
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.	77.4	79.8	84.0	82.0	80.7	83.0	Very High	Declined	Good	83.0	84.0	85.0

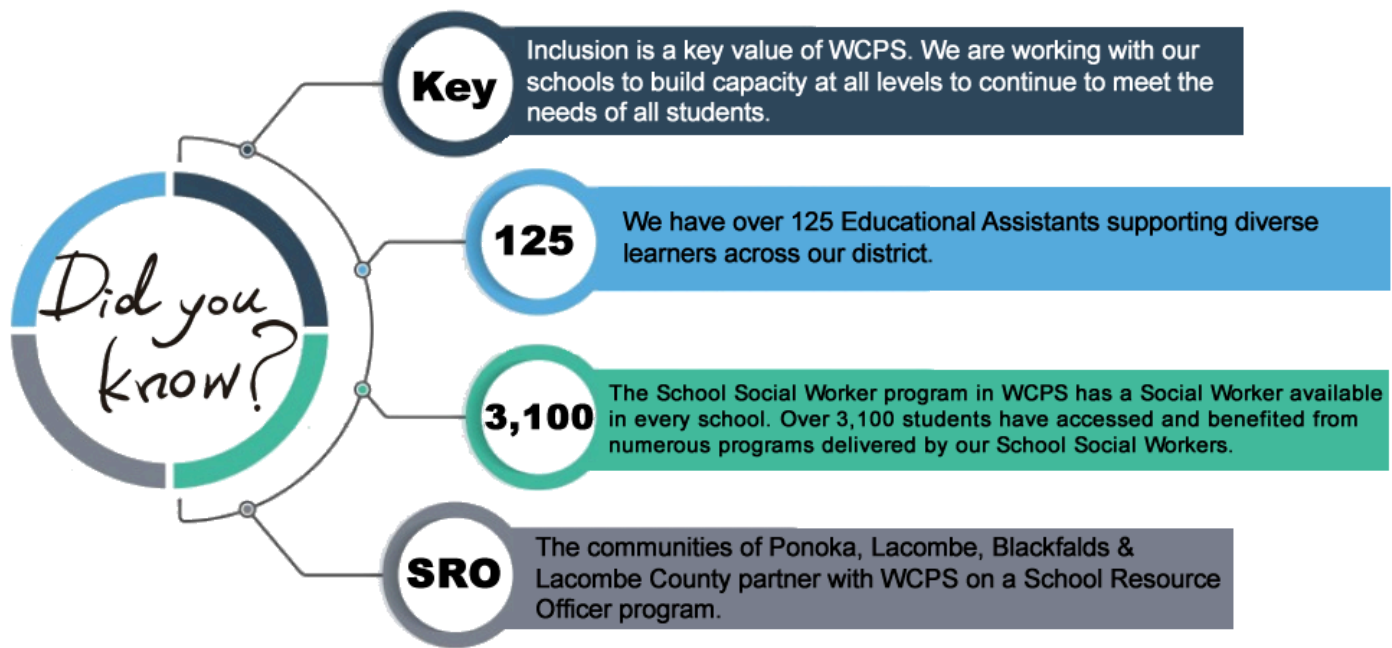
DISTRICT PERFORMANCE MEASURES						
OUTCOME FOUR						
Measure:	(in percentages)					
	Data					
	2017-2018		2018-2019		2019-2020	
	Actual	Target	Actual	Target	Actual	Target
	Percentage of staff who have completed the Hour Zero training and drills					
<ul style="list-style-type: none"> This includes all Schools, all Colony Schools, District Office, and 135 Substitute teachers. 	90.0	80.0	88.5	85.0	--	90.0

- Ongoing 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 with several countries through the formation of the [Wolf Creek International Learning Program](#).
- Expanding the sister-school partnerships between Wolf Creek school locations and various international partners, schools and educational organizations within the Wolf Creek International Learning Program.
- Increased awareness of [online career centre resources](#) to build parent and student awareness through career planning, assistance and networking with post-secondary institutions.
- Further expand [Freshgrade](#) as a tool to enhance parent communication and involvement in their student's learning.
- Continue to, and enhance, direct involvement of parents and guardians in programming for students with diverse learning needs.
- Expand mental health and wellness in the workplace through offering programs such as Mental Health First Aid, Trauma-Informed Educators Certificate, and Go-to Educator to our staff.
- Explore how to align Crisis Response with Emergency Response.
- 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.
- Maintain a district-wide plan to support Safe and Caring schools.
- Facilitate and support learning opportunities for GSA reps to focus and enhance the work they are doing in their schools - allowing them to target their conversations and work based on the specific context of their school community.
- Continue to build capacity in school staff to support the increasing mental health needs of our students.





School Social Worker Program Data	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	96.0	95.7
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.	86.0	93.0	90.5
Percentage of students who would access the School Social Worker Program again.	96.0	96.5	96.2
Number of referrals between the School Social Work Program, Community Agencies, and families that result in support for students and families.	1254	1246	1148



5

Strategies Outcome

- Implement newly customized Dossier program plans which are streamlined and user-friendly allowing teachers to easily access and enter information to support student programming.
- Develop and implement a learning plan to support our school-based administrators as they take on full responsibility for the inclusive portfolio as part of their role as instructional leaders.
- Increase the capacity of our school administrators and classroom teachers to teach and support diverse learners through purposeful instructional design, planning, and differentiation.
- Review the revised Success in Schools (SIS) protocol to ensure that it is meeting the needs of the provincial requirements as well as supporting programming and collaboration between ministries for our students who are in care.
- Continued focus on interagency partnerships and collaborations to support the students and families in our school communities.
- Division psychologist will collaborate and consult with school-based teams to support student assessments, interpretation of assessment results, and programming decisions.
- A comprehensive process will be developed to provide students with the efficient and appropriate access to assistive technology.
- Teams of school-based personnel continue to support classroom teachers with developing and implementing instructional, behavioural, social/emotional strategies and coordinating support resources and programming needs for diverse students through Collaborative Response Meetings and Intervention Team Meetings.

Capital and Facilities Projects Highlights

Infrastructure Maintenance Renewal (IMR)

Wolf Creek Public Schools utilizes targeted 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. IMR funds are provided by Alberta Education and can only be spent on the facility needs outlined above.

The following is a partial listing of the various IMR projects started or completed during the 2018-19 school year:

School	Project Description
Alix MAC School	<ul style="list-style-type: none">• Small Gym Reno• Partial Re-Roof Project• New flooring in music room and library
Bentley School	<ul style="list-style-type: none">• LED lighting retrofit throughout the school• Gym floor sanded and lines repainted• Insulate boiler room pipers for energy efficiency
Bluffton School	<ul style="list-style-type: none">• Renovated LLI classroom• LED lighting retrofit throughout the school
Clive School	<ul style="list-style-type: none">• Gym lights LED retrofit
Crestomere School	<ul style="list-style-type: none">• LED lighting retrofit throughout the school• Water System Upgrade• Air Conditioning Installed
Eckville Elementary	<ul style="list-style-type: none">• LED lighting retrofit throughout the school• Roof top units replaced• Classroom flooring replaced
Eckville Jr. Sr. High School	<ul style="list-style-type: none">• LED lighting retrofit throughout the school• Boiler replaced with 2 energy efficient boilers
École JS McCormick Elementary	<ul style="list-style-type: none">• Boiler refacture
École Lacombe Junior High School	<ul style="list-style-type: none">• Foundry exhaust repair• Air handling unit coil replaced• South portables new flooring
École Lacombe Upper Elementary	<ul style="list-style-type: none">• LLI classroom renovation
École Secondaire Lacombe Composite	<ul style="list-style-type: none">• NW entrance flooring replacement• Auxiliary gym lighting upgrade
Iron Ridge Junior Campus	<ul style="list-style-type: none">• Music room new flooring
Mecca Glen School	<ul style="list-style-type: none">• New foods classroom

Ponoka Secondary Campus	<ul style="list-style-type: none"> • Added doors to arts room
Ponoka Elementary School	<ul style="list-style-type: none"> • New fence along Hwy 2A • New PA system
Rimbey Elementary School	<ul style="list-style-type: none"> • LED lighting retrofit throughout the school • LLI classroom reno • Flush tank control for urinals • 2 boilers replaced with energy efficient units • Computer room flooring replaced • Pre-K flooring replaced
Rimbey Jr. Sr. High School	<ul style="list-style-type: none"> • CTS modernization • LED lighting retrofit throughout the school • Flush tank control for urinals • Gym rooftop unit replaced • New flooring on stage • Multizone rooftop unit replaced
Terrace Ridge School	<ul style="list-style-type: none"> • New fence along the south property line • Flat roof sections re-roofed • New bathroom flooring

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

On November 1, 2019 Wolf Creek Public Schools received approval for design funding for a new High School (Grades 9-12) in Blackfalds.

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

Budget Summary and Financial Results

2019/2020 Budget Summary

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:

- To ensure the well being of students and staff;
- To achieve a balanced budget but yet ensure a balanced approach;
- To ensure the Board's Three Year Education Plan remains at the forefront;
- To seek balanced emphasis on professional development, while ensuring district expertise is leveraged; and
- To support to students is maintained at the highest level the budget can accommodate.

2019-2020 Spring Budget	
REVENUES	
Government of Alberta	\$83,524,437
First Nations, Métis and Inuit	2,284,800
Other Revenue	4,092,648
Total Revenue	\$89,901,885
EXPENDITURES	
Instruction	\$70,497,551
Plant Operations & Maintenance	10,130,066
Transportation	5,288,057
Administration	3,085,556
External Services	1,039,983
Total Expenditures	\$90,041,213
Surplus (Deficit) for the Year	\$(139,328)

The provincial government budget for 2019-2020 was not announced until October 24, 2019. This has delayed the completion of the Fall Budget Update. The Fall Budget Update will be presented to the Board at their December Board Meeting. The primary challenges or changes for the fall budget preparation will be as follows:

- Changes in Alberta Education Grants - The class size grant, classroom improvement fund and student fee reduction grant were eliminated by the Government of Alberta in October 2019 and replaced by a one-time transition grant. This change resulted in a funding loss of 2.1 million dollars for Wolf Creek Public Schools.
- Insurance was projected this past spring as fall rates had not been established. Wolf Creek insurance premium costs turned out to be \$1 million more than budgeted from the Spring.

- Enrolment Projections – Wolf Creek projects enrolments in the 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. Wolf Creek's enrolment is 50 FTE higher than projected from the Spring resulting in an additional funding of \$340,000.
- 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.
- 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 years and an analysis from energy consultations. The final amounts in this budget are heavily dependent upon outside factors such as severity of winter and usage of electricity. Wolf Creek is expecting our utility costs to be \$170,000 more than budgeted from the Spring.

2018-2019 Financial Results

- Overall there is a 0.79% decrease in funding from the 2018/2019 Alberta Education budget to the 2018/2019 actuals.
- The 2018/19 actual result is a deficit of \$204,325.
- All Alberta Education funding rates remained at 2015/2016 rates.

	2018-2019 Actual	2018-2019 Budget
REVENUES		
Government of Alberta	\$83,691,797	\$84,360,822
First Nations, Métis and Inuit	2,327,393	2,310,222
Other Revenue	4,243,378	3,747,586
Total Revenue	\$90,262,568	\$90,418,630
EXPENDITURES		
Instruction	\$71,310,691	\$70,446,171
Plant Operations & Maintenance	10,055,783	10,914,675
Transportation	5,272,635	5,206,549
Administration	3,125,630	2,941,916
External Services	702,154	1,104,083
Total Expenditures	\$90,466,893	\$90,613,394
Surplus (Deficit) for the Year	\$(204,325)	\$(194,764)

Staffing

The certificated staffing budget and actuals includes 28.10 FTE substitute teachers and seconded teachers for 2018/2019. The non-certified staffing budget and actuals includes 14.50 FTE for casual staffing.

WCPS Staff	Certified	Non-Certified
2018/2019 Actual	432.00	419.50
2018/2019 Budget	439.50	401.50
Increase(Decrease)FTE	(7.50)	18.00

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.

Student Enrolments

The 2018/2019 actual funded student count shows a decrease compared to projected enrolment. The headcount student number decline created a slightly 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 of these schools to generate additional funding by adding additional courses but does allow flexibility in programming.

Funded Enrolment	ECS	Grade 1-12	Total
2018/2019 Actual	338.50	6,746.00	7,084.50
2018/2019 Budget	340.00	6,787.00	7,127.00
Increase (Decrease)	(1.50)	(41.00)	(42.50)
FTE: ECS = 0.50 and Grade 10 – 12 = 35 Credit Enrolment Units (CEU)'s			

Audited Financial Statement Highlights

Wolf Creek Public Schools realized a deficit of \$204,325 for the 2018-2019 school year. This deficit was \$9,561 more than the planned deficit of \$194,764 that was submitted to Alberta Education in the spring of this year.

Accumulated Operating Surpluses consist of Internally Restricted Operating Reserves of \$838,159 as well as Unrestricted Surplus balances of \$2,966,615. The Internally Restricted Operating Reserves are for School Generated Funds.

This balance does not reflect board approved Restricted Capital Reserves of \$1,187,517. 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.

Audited Financial Statements 3 Year Summary	2018/2019 Actual	2018/2019 Budget	2017/2018 Actual
REVENUES			
Government of Alberta	\$83,691,797	\$84,360,822	\$82,714,843
Federal Government	2,327,393	2,310,222	2,468,559
Fees	1,311,615	1,172,694	1,193,466
Other Revenues	2,931,763	2,574,892	2,683,523
Total Revenues	\$90,262,568	\$90,418,630	\$89,060,391
EXPENDITURES			
Certificated Salaries/Benefits	\$49,526,770	\$50,108,945	\$50,154,711
Non-Certificated Salaries/Benefits	21,023,319	21,171,565	21,131,335
Services, Contracts, Supplies	15,027,768	14,832,746	14,460,602
Amortization of Capital Assets	4,813,200	4,409,257	4,409,257
Other Expenditures	75,836	90,881	73,926
Total Expenditures	\$90,466,893	\$90,613,394	\$90,229,831
Surplus (Deficit) for the Year	\$(204,325)	\$(194,764)	\$(1,169,440)
Reserve Transfer Adjustments	1,164,312	(103,852)	389,334
Accumulated Operating Surplus Transfers To (From)	959,987	(298,616)	(801,683)
Accumulated Operating Reserves: Start of Year	2,844,787	1,978,952	3,624,893
Accumulated Operating Reserves: End of Year	3,804,774	1,680,336	2,844,787

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.

Revenue

- Overall revenues decreased by \$156,062 or a 0.2% decrease from budgeted revenue. This is due to actual enrolment being less than projected from the Spring budget and FNMI funding being more than projected.

Expenditures

- **Certified** – A \$582,175 decrease from budget. The projection for Alberta Teachers Retirement Fund contributions on the budget was too high by approximately \$390,340. In addition, the average cost of teachers was estimated high for the spring budget.
- **Non-Certified** – A \$148,246 decrease was due to actual educational assistant costs being less than projected in the Spring budget.
- **Services, Contracts, and Supplies** – A \$195,022 increase from budget for Services, Contracts, and Supplies. Computer workstations and Chromebooks were replaced in 2018/19 that were not in the preliminary budget.

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 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.

- 2018/2019 reserve balances total \$1,187,517
- **School & Instruction Related** - \$0 instruction capital reserve balance for replacing equipment costing more than \$5,000 at the school level.
- **Board and System** – \$803,172 for Division Office modernization and replacement of equipment.
- **Facilities** - \$363,488 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** - \$20,857 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 \$2,966,615 at year end August 31, 2019. 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 14, 2018. The Audited Financial Statements for 2018/2019 were accepted on November 29, 2019. The Fall Budget Update will be approved subsequent to November 30, 2019.

Collaboration and Communication with Stakeholders

The Wolf Creek Public Schools Three-Year Education Plan and the Annual Education Results Report is posted on the Division's website. Copies are shared with 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's 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](#)

Wolf Creek Public Schools went through a thorough administrative procedures review in 2017-2018 to ensure all procedures aligned with Alberta Education's mandate. The Whistleblower procedure was replaced with Administrative Procedure 403 - Duty to Report that blends both elements into one set of procedures.

Subsequently, with the implementation of the new Education Act in September 2019, all board policies and administrative procedures were vetted through the Alberta School Boards' Association to further ensure alignment with the new act.

No changes were made to Administrative Procedure 403 - Duty to Report; and furthermore, there were no disclosures made during the 2018-2019 school year as per the Whistleblower Protection Legislation.

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/1on_SOCTu-tcqbLEDKXjNP6rEq1HFk6jbkOe_luggt5Y/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 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 each school's education plan (ACE Plan: Action~Collaboration~Evidence) including their respective Annual Education Results Reports.

A complete copy of the 2019-2021 Three Year Capital Plan is available on the division website at

<https://docushare.wolfcreek.ab.ca/wcsd/dsweb/Get/Document-1237951/Revised%20Capital%20Plan%202019-2021.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 kevin.henderson@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/school-division/business-services>

- Members of the public may access a copy of the Wolf Creek Public Schools 2019/2020 Budget on the school division's website or by emailing our finance department: finance@wolfcreek.ab.ca.
 - https://docushare.wolfcreek.ab.ca/wcsd/dsweb/Get/Document-1250216/2019-2020_Budget.pdf
- 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://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector