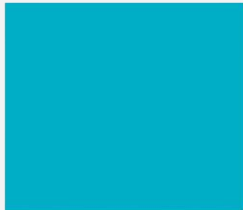




# WRPS 2024-2027 Education Plan

*"Inspiring students to be the best they can be."*



June 2024



[www.wrps11.ca](http://www.wrps11.ca)

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## Powerful Learning Environments

Wetaskiwin Regional Public Schools (WRPS) is a learning organization which embraces a strength-based approach to student learning. We frame our work from an appreciative perspective which poses an overarching question, “How can we ensure that every student in WRPS can learn in a powerful learning environment?” This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong. We inquire into our peak experiences, and value the gifts each student and staff member brings to our schools.

Listed below is a brief explanation of the elements of our model:

- **Success for all Students** - it is our belief that students will receive a quality education in a culture that is inclusive, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well Being**- a priority for WRPS is to champion student and staff well being.
- **Relationships** - we know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive**- WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs and rituals that reflect the diversity of our families and students
- **Medicine Wheel** - “the circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice** - We recognize the importance of partnering with students and parents to engage in effective processes that allow our student’s voices to be heard. We provide students meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies** - Research based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming** - Innovative and creative programming creates learning opportunities that engage our students in a personalized, flexible, student-centered manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real world situations. Students are challenged to use higher order thinking skills and to demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely the means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalised and Flexible Learning Environments** - Our staff recognizes that all learners are unique, have distinct interests and this requires individualization in both programming and in the learning environment.

## Accountability Statement



The Education Plan for The Wetaskiwin School Division for the three years commencing September 1, 2024 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This rolling plan was developed in the context of the provincial government's business and fiscal plans. The Board used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2024-2027 in June 2024.

*Karen Becker*

Karen Becker, Board Chair

## Message From Our Board Chair

For Wetaskiwin Regional Public, the 2023-2024 school year has been one of growth through innovation.

Our staff have worked diligently to align their practice with provincial guidelines and Board priorities.

These priorities are to:

- Demonstrate our commitment to Truth and Reconciliation and the spirit of the Calls to Action, both which represent the beliefs and natural laws since time immemorial.
- Honor that parents/guardians/caregivers are essential partners and the primary voice in the lives of students.
- Demonstrate integrity and transparency in our stewardship of public education.
- Demonstrate a commitment to rural sustainability by providing innovative programming in modernized facilities that support 21<sup>st</sup> Century learning.
- Align our policies, processes and practices to meet the needs of our community.
- Commit to learning about how Treaty language and the Truth and Reconciliation Calls to Action should guide our governance decisions, practices and relationships.

The Board is excited about the new and innovative programming that has been introduced to our division and we look forward to the expansion of enhanced opportunities for the students of WRPS.

We are also very pleased to have been approved for the planning stages of a new Norwood School. A new and modernized facility will, no doubt, allow our teachers and staff to deliver 21<sup>st</sup> century learning for the K - 8 students in the city of Wetaskiwin.

The Education plan for 2024-2027 reflects the Board priorities, expanded opportunities for student learning and hope and optimism for the future.



*Karen Becker*

Karen Becker, Board Chair

## Message From Our Superintendent

The Wetaskiwin Regional Public Schools (WRPS) Education Plan for 2024-2027 highlights our unwavering commitment to providing exceptional learning opportunities that ensure every student's success. This plan reflects our collective vision for the future, emphasizing the creation of supportive and inclusive learning environments.

Central to our plan is fostering a sense of belonging among students and staff, which is fundamental to our success. Our dedicated staff focus on building positive relationships within our learning community, laying the groundwork for effective educational experiences. Grounded in collective efficacy, we employ collaborative inquiry as a core pedagogical practice, drawing on the combined expertise of the Board of Trustees, Leadership Team, and administrators.

Professional development for all WRPS staff is a key component, enhancing our collective ability to support student learning. The Board's strategic priorities guide this plan, addressing the diverse needs of our learning community. We emphasize inclusive practices and strengthen partnerships with Indigenous communities, integrating Indigenous perspectives and ways of knowing into our curriculum.

Our schools are adaptable and responsive to the academic, social, and emotional needs of every student. Recognizing that educational success requires active partnerships between students, caregivers, and staff, we provide opportunities for everyone to voice their opinions and make informed choices.

By promoting both social and academic growth, we aim to create a lasting and positive impact, ensuring our students thrive in all aspects of their lives. The WRPS Education Plan for 2024-2027 sets a clear and ambitious path forward, positioning us to achieve great things together for the students of Wetaskiwin Regional Public Schools.



A handwritten signature in black ink, appearing to read 'M. Wake'.

Mr. Mike Wake, Superintendent of Schools



## Our Division's Profile for 2023-2024

Wetaskiwin Regional Public Schools (WRPS) serves 3,448 students across 17 schools located in the City of Wetaskiwin, the County of Wetaskiwin, and the Town of Millet.



Our schools vary in size, from about 12 students in one of our two Hutterite Colony schools to over 914 students in a high school in the City of Wetaskiwin. Among our students, 967 identify as Indigenous. Geographically, we have seven schools in the City of Wetaskiwin, seven rural schools in the County of Wetaskiwin, two colony schools, and one school in the Town of Millet.

WRPS is dedicated to providing a high-quality education in a safe and caring environment, supported by a variety of programs and services. We have enhanced our offerings in counselling, special education, career guidance, and student mental health support.

Our diverse programming includes Indigenous Education, Mental Health Capacity Building, and Outreach Programs, along with fitness, health and wellness, art, drama, music, and sports options available throughout the Division. Additionally, our extracurricular activities offer students the chance to engage in music and drama productions, special interest clubs, and athletic teams, fostering a well-rounded education.

WRPS employs approximately 225 certificated teaching staff and 235 support staff. The district is governed by an elected Board of six trustees, along with one Maskwacis First Nations Trustee appointed by the Maskwacis Four Bands. Each school is supported by a school council or parent advisory committee, where parents and teachers collaborate to enhance student learning and well-being.





## Alberta Education Business Plan

Our Education Plan is mindful of the [2024-27 Ministry Business Plan: Education](#).

Outcome 1: Alberta's students are successful.

Outcome 2: First Nations, Metis and Inuit students in Alberta are successful.

Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.

Outcome 4: Alberta's K-12 Education System and workforce are well managed.

High school completion is a critical metric for our students' success.

Experiential learning with links to employment opportunities after high school are pathways to the achievement of this goal.

Regulated staff and students set the stage for overall student success.

Our commitment to the success of Indigenous students requires Wahkohtowin (kinship) with continued support for families and students from all staff, knowledge keepers and Elders.

The development of meaningful programming and support for First Nation, Metis and Inuit students is paramount to experience success and engagement in our school division.

We recognize that teacher learning is inexorably linked to student learning. Our strategies focus on the professional learning of our teachers, school and school authority leaders.

## Alberta Education Assurance Model Required Measures

Alberta Education assesses performance broadly and consistently across all school authorities. School authorities report their performance on the AEAMs in their AERR and use the results to develop their education plan.

In addition to the AEAMs, school authorities provide results from local measures and descriptive information aligned with the assurance areas. This local component complements the provincial measures, enabling a balanced assessment of school authority progress and performance.

<p>Student Growth and Achievement</p> <p><i>(The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually grow continuously as learners, and demonstrate competencies.)</i></p>	<ul style="list-style-type: none"> <li>• Provincial Achievement Test results</li> <li>• Diploma Exam results</li> <li>• Early Literacy and Numeracy results</li> <li>• High School Completion results</li> <li>• Citizenship</li> <li>• Student Learning Engagement</li> </ul>
<p>Teaching and Leading (Education Quality)</p>	<ul style="list-style-type: none"> <li>• Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards resulting in quality teaching, leading and optimum learning for all students.</li> </ul>
<p>Learning Support</p>	<ul style="list-style-type: none"> <li>• Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe. This will be evident through:             <ul style="list-style-type: none"> <li>• Welcoming, Caring, Respectful and Safe Learning Environments</li> <li>• Consistent Access to Supports and Services</li> </ul> </li> </ul>
<p>Governance</p>	<ul style="list-style-type: none"> <li>• Processes that determine strategic direction, establish policy and manage fiscal resources</li> </ul>
<p>Local and Societal Context</p>	<ul style="list-style-type: none"> <li>• Meaningful engagement with all stakeholders to proactively respond to the learning needs and diverse circumstances of all students.</li> </ul>

## Measures and Stakeholder Voice

### Engagements and Measures Influencing this Plan (2024 - 2027)

The following provincial and local measures, with survey and engagement feedback, were utilized to support the development of this Education Plan. Detailed results can be found in the 2022/23 Annual Education Results Report (AERR) report.

#### Provincial

- Survey - Alberta Education Assurance (AEA)
- Results - Provincial Achievement Tests and Diploma Exams
- Results - High School Completion, Drop Out and Rutherford Rates

#### Local Division and School

- School Level Surveys
- Survey - Parent and Guardian
- Youth Forum with students Grades 5-12
- In-Person - Local Community and Parent Engagement Sessions
- Scheduled Counsel of School Council/Parent Advisory Committee meetings (COSC)
- In-Person - Student Led Engagement Conversations in Schools
- In-Person - Student Advisory Committee
- Survey - Ongoing PLC Staff Professional Learning Survey
- Review - School Success Story Plans
- Feedback and Review of focused measures and data as reported in the 2022/23 AERR with System Leadership Team Members (Principals, Vice-Principals, & Central Administration)
- Feedback and review of focused measures and data as reported in the 2022/2023 AERR with Board of Trustees & Central Administration
- Monthly Standing Committee Meetings with the Board of Trustees.

### Engagements and Measures Planned for 2024 - 2025


Assurance is achieved through relationship building, engagement with all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. In the coming year, Wetaskiwin Regional Schools will track the following measures and will continue to strengthen relationships with stakeholders through the following events and provide the following opportunities for direct feedback to refine the Education Plan.

#### Provincial

- Continue all required surveys, provincial assessments and statistics.

#### Local Division and School

- Review measures of success as outlined for each specific priority area outlined in this plan.
- School Level Surveys
- Survey - Parent and Guardian
- Youth Forum with students Grades 5-12
- Survey - Student

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- Scheduled Counsel of School Council/Parent Advisory Committee meetings (COSC)
  - Quarterly reviews with all school administrators ( School Success Plans, School Survey Data, Collaborative Response Meeting Data, Student Supports, Teacher Professional Growth Plans, Learning Letters, Attendance)
  - In-Person - School Council Meetings
  - In-Person - Business and Community Engagement
  - Survey - Ongoing PLC Staff Professional Learning Survey
  - Review - School Success Story Plans
  - Feedback and review of focused measures and data as reported in the 2023/24 AERR with System Leadership Team Members (Principals, Vice-Principals, & Central Administration)
  - Feedback and review of focused measures and data as reported in the 2023/24 AERR with Board of Trustees & Central Administration.
  - Monthly Standing Committee Meetings with the Board of Trustees.

## **Our Trends and Challenges**

### **Declining Enrollment**

WRPS is experiencing a notable decline in student enrollment, primarily driven by a decrease in birth rates both within its boundaries and across Canada. Data from the Canada Revenue Agency and the Stats Canada Census, analyzed using Barager planning software, projects a reduction of 243 students from the current enrollment of 3443 by 2027. This trend is further emphasized by a 30% decline in birth rates between 2017 and 2020. Such a decline in enrollment presents significant challenges for resource allocation and the long-term sustainability of schools within the district.

### **Attendance**

Attendance is a challenge in WRPS. The majority of students attend school regularly and are engaged in learning, however there the division has an overall absentee rate of 15.5% with several schools reporting an absent rate over 23%. There are Grade 9 -12 students who lack engagement when they arrive at school, as they do not attend class or attend sporadically.

### **Socio- Economic Impact**

Due to the cost of living, families are experiencing high levels of stress. Providing the basics such as food, clothing, and shelter is a challenge for many of the families across WRPS. Students are reporting they are needing to work part-time, while caregivers are required to work multiple jobs to support their household expenses. The impacts are observed and reported in the mental health of our students and families. Families are reaching out to schools for support in the areas of food security, mental health, clothing and housing support at times.

### **Middle Years Engagement & Achievement**

WRPS has noted a decline in middle years achievement as indicated by survey and anecdotal data. We believe this is due to a lack of student engagement. Our education plan prioritizes student voice and choice balanced by a wholistic and strength-based approach to equip students with the knowledge and skills to fully engage and achieve success in all domains of the school experience.

### **Equity**

Equity in programming, being culturally responsive and supporting the needs of all students continues to be an area of focus for our school division. Our education plan on equity prioritizes support to schools based on their needs and strives to provide access to a diverse range of programming across our geographically large division. We are committed to addressing Truth and Reconciliation calls to action and aim for culturally responsive programs that honour Indigenous cultures and traditions. We recognize that the ability to provide support is dependent on available resources, and we will continue to advocate for additional resources to ensure that all students have the support they need to succeed.

### **Alberta Education's New Curriculum Implementation**

In the Fall of 2023, Alberta Education implemented three new curriculums. The new curriculums implemented were English Language Arts and Literature and Mathematics in Grades Four to Six. New Science Curriculum in Kindergarten to Grade Three was also implemented.

In September of 2024 New Science curriculum for Grades Four to Six will be implemented. Additionally, a number of WRPS staff will participate in a pilot for New Social Studies Curriculum. Feedback will be gathered and provided to Alberta Education during the 24-25 school year.

WRPS staff will be fully supported in these new curriculum areas in a variety of ways with consultative services and professional learning opportunities aided by Alberta Regional Consortia Consultants.

Over the 2024-2025 school year, administrators and teachers will be provided multiple opportunities to enhance competence and confidence with the instruction and assessment of the new curriculums that have already been implemented and those that will be implemented in the fall of 2024.



## Our Collaborative Inquiry

Wetaskiwin Regional Public Schools administrators and teachers have worked to successfully implement and establish a culture of Professional Learning Communities along with structures to Response to Intervention which has now evolved into the Collaborative Response Model to meet students' needs. Our district-wide focus builds on quality classroom instruction and teacher expertise. Through Collaborative Planning Time, Collaborative Team Meetings and Professional Learning Days, staff are engaged in an inquiry process that positively impacts student achievement and soundly addresses the priorities of the Board.

We know that together we are better learners and teachers and that all staff in WRPS work in the best interest of every student. At the heart of that work are four core beliefs of the Collaborative Response:

- All students can succeed.
- Teachers make the greatest impact on student learning.
- Schools cannot achieve high levels of success when adults work in isolation.
- Leadership is responsible for ensuring structures for collaboration.

Our education plan builds upon previous plans and leans on educational research which identifies best and promising practices. Framing our goal as a question invites our staff to participate in action research and to be fully engaged in their learning.

## Instructional Leadership:

Each Wetaskiwin schools administration team is responsible for the goal setting and implementation of strategies that strive to meet the targeted outcomes for the Priorities and



Outcomes, identified in the Three Year Education plan. Each Schools' Success Story will be focused on local outcomes, strategies and measures aligned with the divisional priorities.

School administrators affirm and are accountable to division-wide collaborative commitments to support best practices in bringing the curriculum to life for all students. Our skilled, caring and committed teachers and administrators strive to ensure that quality, researched-based and evidenced-informed high-yield instructional strategies alongside targeted intervention practices are provided daily to all students. All staff strive to understand the strengths and interests of our students and use this information to plan and deliver a rigorous and relevant curriculum that embodies student voice and choice.

**Outcome:**

Leaders in WRPS will ensure that every student has access to quality teaching and optimum learning experiences as indicated by the Leadership Quality Standard.

**Outcome:**

Leaders in WRPS will nurture and sustain cultures that support evidence-informed teaching and learning.

**Strategies:**

1. Dedicated time at each monthly system leadership team meeting will be focused on consistently and incrementally on supporting and enhancing administrators confidence and competence to meet the competencies in the Leadership Quality Standard.
2. Dedicated financial resources have been allocated to support this priority.

**Measures:**

1. Quarterly scheduled reviews of qualitative and quantitative evidence will be shared by and collected from 100% of WRPS school leaders indicating progress made in elements of the outlined areas of focus.
2. Scheduled updates will demonstrate through the Our Learning Success Story (Strategic Plan)

## Collaborative Response:

*Mâdawohkamâtowin - working cooperatively and collectively to serve our students; realizing the vision will require everyone's efforts to achieve.*

Collaborative Response (CR) is a school framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. It is a natural extension of the Professional Learning Community work that WRPS has been working on for a number of years. Schools teams dedicated time, established in our Learning Calendar, which is approved by our Board of Trustees, to learn about, and focus on the structures of CR. The dedicated time allows our teams to also focus on the related topics to support CR such as, professional learning communities, response to intervention, universal design for learning, differentiated instruction and formative assessment. Collaboration among teachers must be purposeful and structured; these structures and processes allow staff members to come together to develop a layered approach to responding to the needs of students, as well as ensuring collaborative time for teams. The structures that will be utilized are: Collaborative Team Meetings, Collaborative Planning, School Support Team Meetings and Case Consult Team Meetings.

### **Outcome:**


All Schools will utilize the structures and practices of Collaborative Response to enhance the pedagogical effectiveness of teaching and learning.

### **Outcome:**

The Cycles of improvement will be tracked and effective strategies will become the division's consistent best practices that will be universally implemented (Universal Continuum of Supports).

### **Strategies**

1. Continued partnership with [Jigsaw Learning](#) to provide professional learning to leadership and schools on Collaborative Response August 2024 and continuing through to June 2025.
2. All School Teams create a School Learning Success Plan which dovetails with Collaborative Response and the School Divisions 3 Year Education Plan.
3. All School Teams follow our Division Wide Collaborative Response Implementation Strategic Plan.
4. Schools establish a schedule of collaborative team meetings, collaborative planning meetings, case consult meetings, school support team meeting.
5. All schools will utilize various Jigsaw Learning templates to track team information and student data. All schools will use Jigsaw templates to support school-wide efforts supporting evidence literacy to determine effectiveness of improvement strategies and identify areas that are of concern that will be focused through the School Learning Success Plan.

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6. Division Office and schools will Inform their respective communities of the Collaborative Response approach for the school.
  7. Dedicated financial resources have been allocated to support this priority.

### ***Measures***

1. School staff will complete the CR Questionnaire by September 30, 2024 in order to measure growth in collective teacher efficacy. All Schools will participate in the Questionnaire.
2. School Administration will address key areas that impact particular identified conditions that support Collective Teacher Efficacy.
3. Quarterly qualitative and quantitative evidence will be shared by and collected from school Leaders indicating progress made in elements of Collaborative response.

## Sense of Belonging -Well Being, Relationship and Engagement

A sense of belonging is an essential element for student success and engagement. Students, families and staff need to be acknowledged, validated, respected and valued members of the school community. Welcoming, caring, respectful and safe learning environments are required for a sense of belonging to be nurtured.

Well being of staff and students nourishes a sense of belonging, respect, trust and healthy choices. Well being is supported at each school within WRPS through intentional planning.

Fostering supportive and caring relationships is critical to support well being and engagement of students and staff. Relationships are built with each and every interaction - professional and personal.

Engagement requires our students and staff to know and believe what they have to share is worthwhile and valued. Individuals engage readily when they experience success through overcoming challenges and find their passion.

### **Outcome:**

All spaces and places within Wetaskiwin Regional Public Schools will foster a sense of belonging.

### **Strategies:**

1. Development and implementation of strategies identified by school teams to support their school community's sense of belonging.
2. Analyze and use data to develop strategies and plans to intentionally nourish a sense of belonging in WRPS, including meeting with students and staff from across the division to garner what is a priority and how to address it.
3. Professional learning for staff to support sense of belonging, such as Brain Basics and Regulatory Strategies (for students and staff).
4. Dedicated financial resources have been allocated to support this priority.
5. Provide/develop programming that supports and highlights students and staff passions.

### **Measures:**

1. Data collected from students, parents and staff across our school division (for example: Student/parent forums, School based surveys, Suspension data).
2. Attendance of students and staff as per strategies.
3. Accountability Pillar results in the area of WCRSLE.

## ***Indigenous Programming, Perspectives and Ways of Knowing***

A deep understanding of the “Calls to Action” of the Truth and Reconciliation Commission will be our guide. The work of truth begins with understanding of the history of our Indigenous population, Indigenous perspectives and experiences, treaties, agreements and the history and legacy of residential schools. Reconciliation is building and strengthening our relationship with each other. Each person has a role to play in understanding our collective past and in our future together, as we are all Treaty people. We acknowledge there are layers of complexity in local, provincial and national contexts.

Our relationship with the Maskwacis community has a rich history which is collaborative in nature. We continue to engage with families and the community - focused on what has been helpful so far and what else we need to consider.

**Outcome:** To support the success and identity of Indigenous students in WRPS.

**Outcome:** To continue our learning journey towards respecting and understanding Indigenous perspectives.

**Strategies:**

1. Wahkohtowin: focused on supporting and connecting with our families and students.
2. Cultural Experiences: Providing space and place to engage in and honour being culturally responsive to support students and their identity.
3. Attunement to foundational knowledge and understanding - teachings, learnings, and sessions available for staff and students (learning the truth, Elder teachings, ceremony). Professional learning offerings to all staff in WRPS in the areas of:
  - a. Curriculum;
  - b. Context and conditions to support and honour the challenges and success of all students;
  - c. Ways forward together.
4. Connection to curriculum: Honouring the curricular connections to the program of studies and furthering the connection to be meaningful to our students, which includes understanding the barriers for our students and removing those barriers.
5. Dedicated financial resources have been allocated to support this priority.

**Measures:**

1. Increased engagement which is meaningful for families.
2. Space provided for all to be culturally responsive - smudging rooms, learning on the land.
3. Increased attendance and success for Indigenous students. Schools have increased attendance and success of Indigenous students based on the 2023-2024 baseline.
4. Staff engagement in professional learning and application of learning.

## Curriculum, Instruction and Assessment:

In WRPS, we believe in creating powerful learning environments in all schools and classrooms that are flexible and personalized for students, providing a rigorous and relevant curriculum that is both innovative and creative. Our expectation is that these elements are visible and vibrant throughout each day and across all subject areas.

We believe that a strong connection between curriculum, instruction and assessment are the key drivers at the core of our work as educators.

Communication of student learning to all stakeholders is key to an effective learning experience for our students. WRPS continues to focus on improving the quality of assessment practices to inform students, parents and teachers about the strengths of students and areas requiring more support to strategically design instructional plans to ensure that each student is making continuous progress. Assessment information is available on an ongoing basis to allow students and families to understand expected outcomes and achievement towards the achievement of them.

We acknowledge that literacy and numeracy are the foundational building blocks of all learning. Literacy is the great enabler and the foundation for all other learning to occur allowing students to understand the world around them, create meaning, and engage in lifelong learning opportunities. Strong literacy and numeracy skills allow students to participate fully, responsibly and meaningfully in a democratic society. We are committed to relentlessly pursuing a solid foundation in literacy and numeracy skills. We recognize that these skills are integral to a successful trajectory for current and future learning.

In WRPS, we believe that nurturing the identity development of our students as readers, writers, speakers and viewers is an overarching goal of literacy instruction encompassing skill development, intellectual development, critical thinking and joy. We believe that a 'literate' and 'numerate' graduate will possess a wide range of literacy and numeracy competencies that will allow them to think critically, communicate effectively and solve problems in a variety of contexts to pursue and achieve their personal goals. Literacy and numeracy is developed daily across all subjects.

We view student learning and success in school as a community endeavour and as such we foster effective relationships with parents and community stakeholders as integral partners in pursuit of each student's success.

### Outcomes:

1. All students will successfully be able to engage with text for pleasure and meaning across all subject areas.
2. All students will be able to express themselves clearly, critically and with creativity through writing.
3. All students will be able to clearly, coherently and respectfully express themselves through oral communication

## **Strategies:**

1. Provide ongoing literacy and numeracy professional learning for school administrators to enhance instructional leadership capacity.
2. Provide ongoing quality professional learning opportunities focused on sound planning, assessment practices and high-yield instructional strategies for best results.
3. Maintain a consistent divisional schedule for literacy and numeracy assessments and use this data strategically for the benefit of student learning.
4. Support and enhance administrator and staff understanding of data generated for specific instructional and intervention planning.
5. Work with administrators, teachers and students in middle years (gr. 4-8) to improve student engagement and achievement.
6. Revise our Assessment and Reporting Administrative Procedures to strengthen our teachers' ability to apply a current and comprehensive repertoire of assessment practices to meet the learning needs of every student. ([AP 360 Classroom Assessment](#) and [AP 361 Reporting Student Progress](#).)
7. Provide opportunities for teachers to access professional learning related to assessment practices to meet the learning needs of their students.
8. Dedicated financial resources have been allocated to support this priority.

## **Measures:**

1. Quarterly Qualitative and quantitative evidence will be shared by and collected from school Leaders indicating progress made in High Yield Instruction and Assessment of curricular outcomes.
2. Reading and writing assessment data for students will be collected and analyzed at the school and division level to identify successes and areas for growth.
3. Numeracy data from all schools will be collected and analyzed at the school and division level to identify successes and areas for growth.
4. Progress in the percentage of PAT and Diploma achievement particularly for our Indigenous students.
5. Progress in the percentage of students completing high school.

## **Innovative Education: Explore and develop innovative programming opportunities**


Innovative education is about creativity at all levels of the system. Innovative classrooms, schools and districts provide flexible structures and support for all students to succeed. Using student interests and backgrounds as a catalyst for maximum engagement, innovative teachers will strive to personalize each learner's journey. Instructional practices in our schools are personalized, flexible, student-centred, and aligned with the needs of 21st-century students.

Schools will strive to create powerful learning environments that cultivate a growth mindset for our students.

## **Outcome:**

1. Students complete high school programming and are connected to future post-secondary pathways.



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2. Students will have increased opportunities through new course offerings and dedicated FTE in the realms of Physical Literacy and Fine Arts programming.

**Strategies:**

1. Provide dedicated FTE focused primarily on Career Engagement for high school students
2. Provide dedicated FTE focused on Physical Education and Fine Arts programming opportunities.
3. Offer technology CTF courses that develop robust student skills in grades 7 and 8 to bridge into high school CTS and future technology careers.
4. Organize collaborative PLC discussions with same-grade teachers and subject areas to share best practices, strategies, and creative ideas.
5. Dedicated financial resources have been allocated to support this priority.

**Measures:**

1. Quarterly Qualitative and quantitative evidence will be shared by and collected from school Leaders indicating progress made in the provision of innovative educational opportunities.
2. Quarterly Qualitative and quantitative evidence will be shared by and collected from school Leaders indicating progress made in the number of students involved in innovative educational opportunities.
3. High School Completion Results (AERR)
4. Student Learning Engagement Results (AERR)
5. School Dropout Rate (AERR)
6. Number of students participating in off-campus and alternative programming such as Work Experience and Registered Apprenticeship Programs, Green Certificate, and Dual Credit Programming.

## Our Budget

The Wetaskiwin School Division's approved budget for 2024-2025 is located on our [website](#).

The 2024-2025 budget reflects a projected deficit of \$1,634,607. While this budget draws down the Board's operating reserves, it includes classroom configurations, a number of new programs and enhanced services which the Board believes will benefit students. Some of these include:

No triple grades.

Enhancements such as music specialists and physical education specialists will be implemented.

### Expanded Programming

- Hockey Academy - Enhancement
- Off-Campus Student Support - Enhancement
- Divisional PhysEd Council - Enhancement
- Drones - Enhancement

### New Programming

- Divisional Arts Council
- Culinary Arts
- Agriculture for Life/Nuleaf
- Bronze Cross/Lifeguarding
- Esports

### Off Campus

- Christ the Redeemer - Online Student Support
- Expanded Career Engagement

## Our Capital Plan

The Board of Trustees approved the list of capital priorities to be included in the [2025-2028 Three Year Capital Plan](#) as follows:

### Priority

- K-8 Replacement new build in the North-East area of the City of Wetaskiwin
- K-12 Ward 4 Solution (Alder Flats, Buck Mountain Central, Winfield)
- Modernization of Pigeon Lake Regional School
- Clear Vista Sprinkler System Replacement
- Modernization of CTS spaces at Wetaskiwin Composite High School

