



Education Plan 2022 - 2025

Battle River School Division



Every Student, Every Day, A Success.



5402-48A Avenue, Camrose, Alberta, T4V 0L3
780-672-6131; www.brsd.ab.ca

Who We Are . . .



- We serve about 5258 Grade 1 to 12 students, along with 423 Kindergarten and Pre-Kindergarten kids.
- In addition to having 2 Outreach Schools and schools on 10 Hutterite Colonies, we have 19 schools in 13 different centres.
- Our schools are mostly in small, rural, east-central Alberta communities, whose population ranges from a few hundred to a few thousand.
- The City of Camrose is the largest centre, with a population of about 19,532 people.
- Battle River School Division covers about 6300 square kilometres.
- More than 3000 of our students take the bus to and from school.
- Our buses travel 8336 km every single school day. That's almost 38 trips around the world every school year!



Our Vision

***Every Student,
Every Day,
A Success.***

Our Mission

Battle River School Division, in collaboration with our communities, will support every student to be a lifelong learner and contributing member of society.

Our Beliefs

- Every child can learn.
- Our fundamental purpose is to promote student learning, growth and understanding.
- Everyone will be treated with dignity and respect in a safe and caring environment.
- Positive relationships build healthy, resilient students and staff.
- When a student is in need, we will provide support.
- We will support every student to the best of our ability every day.
- All staff must be skilled, committed and dedicated to their own continuous learning.
- Optimal learning occurs when it is engaging, meaningful and active.



Our Education Plan Commitment...

Accountability Statement For Our Education Plan

The Education Plan for Battle River School Division commencing September 1, 2022 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within this plan to improve student learning and results.

The Board approved the 2022-2025 Education Plan on May 26, 2022.



Karen Belich, Board Chair

The Battle River School Division Education Plan sets the direction for our schools across the division. Our highest priority is our Critical 2: High Quality Teaching and Optimum Learning, both foundational to our students being successful. This plan includes outcomes, performance measures and strategies, that will be used to accomplish this. This Education Plan responds to the aspirations and priorities of communities across our division and those of Alberta Education. A variety of engagement opportunities with all of our stakeholders has supported us in fine tuning our foci. The identification of school based best practices that are having a positive impact on student learning success, research, school, division and provincial data and trends have also informed the development of this plan. We are proud of our BRSD staff, who work tirelessly to ensure our plans are enacted and our students are successful.

Why we exist...

All students are individuals. They have unique skills and abilities, backgrounds and realities—academically, socially and emotionally, therefore the definition of success is different for each of them. Battle River School Division exists to ensure each student receives the support they need in order to succeed at school.



Planning & Priorities

Our Planning Cycle

During the past two years we have looked for and used data that is available to us beyond provincial measures to ensure that we are planning for the current needs of all of our students across the division.

School authority planning is an integral component of school authority accountability and assurance. The Board of Trustees, in collaboration with Senior Leadership and key stakeholders, develops a plan that sets out our educational priorities, and assurance elements within the domains of education.

The planning cycle involves the following steps:

- Developing and updating a jurisdictional Education Plan that aligns with provincial goals, outcomes and performance measures and the Battle River School Division's vision, mission and values;
- Promoting community engagement;
- Preparing budgets that allocate or re-direct resources to support student learning, to achieve goals and to improve results;
- Implementing strategies to maintain or improve student learning and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making; and
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Battle River School Division's Education Plan is the document which guides the strategic plans for the Division and Schools for the following year. The Education Plan for 2022-2025 is currently available through our division website. Our Education Plan, supporting documents and data are available primarily in a web-based format to ensure all stake holders have access.



Stakeholder Engagement

Numerous studies on stakeholder engagement show that the sooner educators engage parents and communities in student learning, the more effective they are in increasing student engagement and performance. In Battle River School Division we want to ensure that we are engaging stakeholders and not merely involving them. To this end we have implemented the following engagement opportunities to inform the development of our Educational Plan:

- ⇒ School Councils and Council of School Councils - serve as a meaningful way for stakeholders to engage in the planning, programming and decisions made regarding student growth and achievement.
- ⇒ Parent/Teacher/Student Led Conferences—provide opportunities for parent engagement and involvement in their child’s learning.
- ⇒ SAVY (Student Advocacy & Voice for Youth) - Students from across the division are involved in feedback loops to support division planning. Students also provide opportunities in their individual school settings for student voice.
- ⇒ Division Feedback Surveys—students, staff, family and community members provide perspectives on how the division is doing regarding the priorities in our Education Plan.
- ⇒ School Review Meetings—Four times a year, division office and school leadership formally meet to converse about instructional leadership, collaborative response work, and school results and education plans.
- ⇒ School Board Engagement—the Board has plans to engage community and garner feedback through a process beginning in fall 2022 regarding priorities and their Strategic Plan.
- ⇒ ATA Liaison Meetings—keep communication lines open between Superintendent and Local President.



**Battle River School Division 2022-2023
School Calendar**



Literacy & Numeracy

BRSD Priority One: All students will improve in literacy and numeracy.

Key insights from data analysis that has informed this plan:

- ⇒ In 2020-21 only 70% of our grade 3 students were reading at grade level. Data collected for grades 1 to 3 using the CC3 and the Lens also reflect a need for a continued emphasis on early literacy skills. Data from our grades 1 to 10 MiPi results also reflect a need for continued focus on the foundational skill in math. Our graduation rates have increased for both 3 and 4 year completion, however we are aware that COVID has also delayed high school completion for many of our students and we will continue to address the need for programming to support these student's needs.

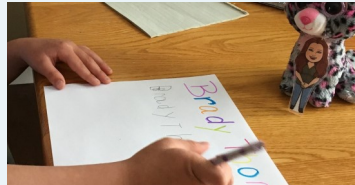
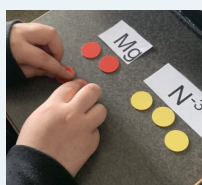
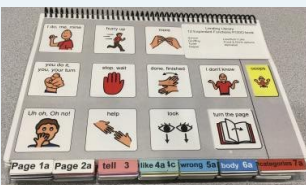
Performance Measures:

- ⇒ Reading Literacy:
 - Percentage of students in grades K to 2 who demonstrate early literacy development skills (DIBELS) (Target 90%)
 - Percentage of students in Grades 1 to 8 who are reading at grade level (DIBELS) (Target 80%)
- ⇒ Writing Literacy:
 - Percentage of student in grades 1 to 9 achieving grade level standard of writing (HLAT) (Target 75%)
 - Percentage of students who achieve the acceptable standard in English 30-1 & 30-2 (Target 100%)
 - Percentage of students who achieve the standard of excellence in English 30-1 & 30-2(Target 20%/10%)
- ⇒ Numeracy:
 - Percentage of students in grades 1 to 10 above the 60% benchmark on the MiPi Assessment (Target 80%)
 - Percentage of students who achieve the acceptable standard in Math 30-1 & 30- 2 (Target 85%/90%)
 - Percentage of students who achieve the standard of excellence in Math 30-1 & 30-2 (Target 15%/20%)

OUTCOMES

- ⇒ Every student will be proficient in all of the components of literacy: reading, writing, speaking, viewing and listening.
- ⇒ Every student will have the “ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.” - Alberta Education

Literacy 4-4	Successful students in Grades 4 to 6 understand
Literacy 4-4: Effective literacy teachers in Grades 4 to 6 understand that literacy instruction must be driven by explicit and relevant to students' needs.	Assessments are a tool for the teacher and for me to understand how well I am learning.
Literacy instruction must be explicit and relevant to students' needs.	I have learned when I am reading and writing for a real purpose.
Learning instruction must be differentiated to students, and respect of all students.	Some tasks will be difficult, but I can learn the strategies that I need to succeed.
Students' unique abilities and diverse experiences can contribute greatly to a rich learning environment.	I have valuable knowledge and experiences that I can share with my classmates.
Talk in the Foundation for Literacy	Assessments will help me to improve my reading, writing, and thinking.
Reading, writing, talking, listening, thinking, viewing, and representing are integrated literacy processes.	Reading will make me a better writer, and writing will make me a better reader. Talking, listening, and thinking will make me a better reader and writer.
Students need to become proficient in "multitasking", moving texts of all types.	I need to use my literacy skills to work with texts of all types.
Students need to learn that their literacy skills are transferable to all content areas.	I can apply the strategies and skills that I learn in Language to all subjects.
Students learn best when they are motivated and actively engaged in their learning.	If I am actively involved in making meaning when I read and write, I will improve my learning.
Explicit feedback given immediately after assessment leads to improved levels of student achievement.	The teacher's feedback will help me to improve my learning.



Literacy & Numeracy

BRSD Priority One: All students will improve in literacy and numeracy.

Key Strategies:

⇒ Literacy

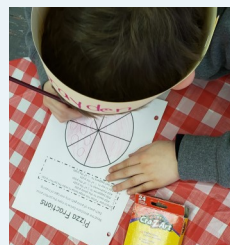
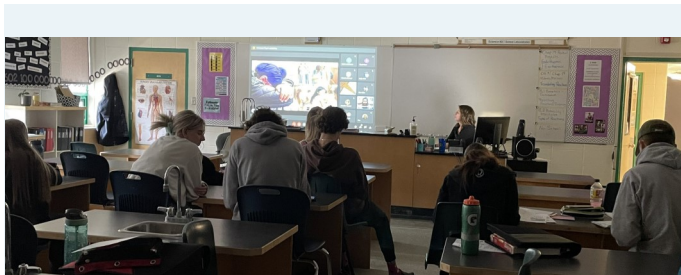
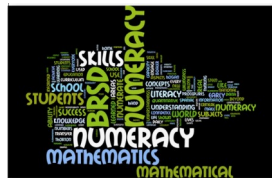
- Division Literacy Coordinator to support K to 3 teachers in building capacity in literacy instruction
- Implementation of the MCAT and individualized and small intervention for students identified at-risk
- Continued emphasis on Vocabulary development K to 12
- Implementation of the new K to 3 ELAL curriculum through family of schools model with school administrators leading the work
- Implementation of the DIBELS 8th edition Assessment for grades 1 to 8

⇒ Numeracy

- Implementation of the new K to 3 Math curriculum through family of schools model and with school administrators leading the work
- Math-Up resource K to 6 to provide significant support to teachers in overcoming the hurdles that often limit their ability to implement the practices laid out in the Numeracy Framework

⇒ Literacy/Numeracy

- Collaborative Response process work across the division



OUTCOMES

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⇒ *Every student will have the “ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.”*
Alberta Education



High Quality Teaching & Optimum Learning

BRSD Priority Two: All staff are working to create an optimum learning environment for students through high quality teaching.

Key insights from data analysis that has informed this plan:

- ⇒ Parent Feedback surveys just completed for both numeracy and literacy reflect parent satisfaction with our plan to continue our focus on foundational skills in both areas. Alberta Education 2020-2021 satisfaction survey results indicate a small drop in stakeholder's satisfaction with the overall quality of education, we are confident this plan will result in greater levels of satisfaction in years to come.

Performance Measures:

- ⇒ Parent survey satisfaction results (90%)
- ⇒ Percentage of students in Grades 1 to 8 who are reading at grade level (DIBELS) (Target 80%)
- ⇒ Percentage of student 1 to 9 achieving grade level standard of writing (HLAT) (Target 75%)
- ⇒ Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks (Target 85%)
- ⇒ Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks (Target 15%)
- ⇒ Overall satisfaction with the quality of basic education (Target 90%)
- ⇒ High school completion rates within three, four, and five years of entering grade 10 (Target 85%/85%/90%)
- ⇒ High school post-secondary transition rate of students within six years of entering Grade 10 (Target 60%)
- ⇒ Overall satisfaction that students demonstrate the knowledge, skills and attitudes for life-long learning (Target 85%)
- ⇒ Overall percentage of parents who feel students are taught attitudes and behaviours that will make them successful at work when they graduate (Target 85%)
- ⇒ Overall percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years (85%)

OUTCOMES

- ⇒ *Our Pre-K and Kindergarten students gain the foundational skills they require to achieve a high quality education.*
- ⇒ *We will strive for each student in our school division to have access to challenging, comprehensive learning in all subject areas.*
- ⇒ *We will collect and use qualitative & quantitative data to support student achievement and personal growth.*



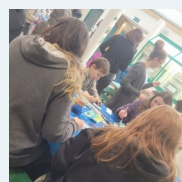
High Quality Teaching & Optimum Learning

BRSD Priority Two: All staff are working to create an optimum learning environment for students through high quality teaching.

Key Strategies:

- ⇒ Use the collaborative response approach to address key issues of practice to meet student Social Emotional Learning (SEL) and learning needs
- ⇒ Provide broad base of mental health supports and capacity building for staff
- ⇒ Refine/improve student transitional strategies to support students moving between grades and schools
- ⇒ School Review Team visits four times per year to:
 - develop school and system leadership capacity in all aspects of the LQS with a focus on instructional leadership
 - discuss the collaborative response progress in relation to the Critical 2
- ⇒ Deepen teacher understanding and build their capacity in relation to best practices in student assessment
- ⇒ Continue Student-Led Advocacy (for the) Voice of Youth (SAVY) Engagement project

* See also strategies outlined under priorities one and three.

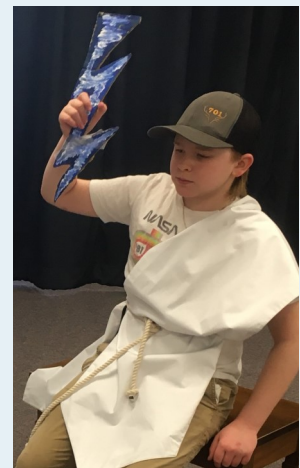


OUTCOMES

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⇒ *We will strive for each student in our school division to have access to challenging, comprehensive learning in all subject areas.*

⇒ *We will collect and use qualitative & quantitative data to support student achievement and personal growth.*



Equity

BRSD Priority Three: All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Key insights from data analysis that has informed this plan:

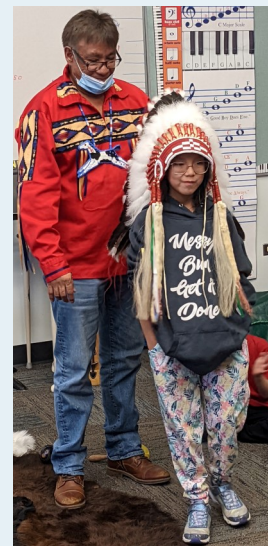
- ⇒ School based attendance data, and overall indigenous drop out rate data have been used to develop this plan. Our Equity coordinator has worked directly with schools to review their indigenous student's academic progress, and literacy/numeracy results. Transition rates, Rutherford Scholarship eligibility and high school completion results have also been used to inform this plan.

Performance Measures:

- ⇒ Overall agreement that students are safe at school and learning the importance of caring (Target: 90%).
- ⇒ Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years (Target: 83%).
- ⇒ Overall percentage of students and parents who feel students receive the help and support they require at school (Target: 90%).
- ⇒ Overall percentage of students and parents who feel students are cared for and accepted at school (Target: 90%).
- ⇒ Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school (Target: 90%).
- ⇒ Overall percentage of students meeting grade level expectations in their core subject areas (Target: 90%).
- ⇒ Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely. (Target 90%)

OUTCOMES

- ⇒ *All staff will have the capacity to meet the diverse learning, social emotional, behavioural and cultural needs of all students.*
- ⇒ *Students will be provided with a broad base of programming and supports to meet their individual learning needs.*
- ⇒ *Teaching practices, relationship building, and family engagement are carried out in ways that are equally respectful, rigorous and meaningful regardless of student's background.*

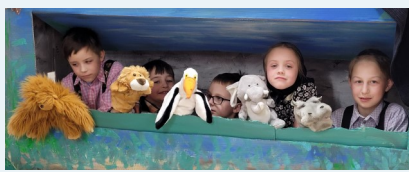


Equity

BRSD Priority Three: All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Key Strategies:

- ⇒ Schools are deepening their use of the collaborative response approach to meeting key issues of practice to meet student SEL and academic needs.
- ⇒ Refine/improve student transitional strategies to support students moving between grades and schools.
- ⇒ Revise/refine attendance procedures and supports for students and schools.
- ⇒ Equity Coordinator will:
 - lead the “Equity in Action” project
 - work directly with schools to: monitor First Nations, Métis and Inuit student academic progress; CR support; transitioning support; literacy/numeracy support and to provide resources.
 - support schools in providing ongoing support to First Nations, Métis and Inuit students interested in attending post-secondary institutions.
 - provide ongoing professional learning and support to schools in cultural teachings, historical impacts and instructional strategies (FNMI).
 - advise and provide support to building administrators as they work to: develop cultural competencies, engage staff in conversations around race and equity, analyze student data, engage community stakeholders, and develop action plans to ensure educational equity for all students.



OUTCOMES

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Equity— Mental Wellness

BRSD Priority Three: All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Key Strategies:

Battle River School Division has made a commitment to support the mental wellness of all students. This includes:

- ⇒ Provision of Mental Health Capacity building programs, which include universal messaging around wellness and resilience, as well as targeted interventions for small groups;
- ⇒ Provision of Family School Liaison Workers, who support individual students and families in need;
- ⇒ Partnerships with community agencies who can provide support to families;
- ⇒ Building an “equity lens” for the school division, which helps staff, students, families and communities understand the importance of creating safe and equitable environments in which people can feel safe to learn and work.

OUTCOMES

- ⇒ *All staff will have the capacity to meet the diverse learning, social emotional, behavioural, and cultural needs of all students.*
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- ⇒ *Teaching practices, relationship building, and family engagement are carried out in ways that are equally respectful, rigorous and meaningful regardless of student's background.*

SAVVY

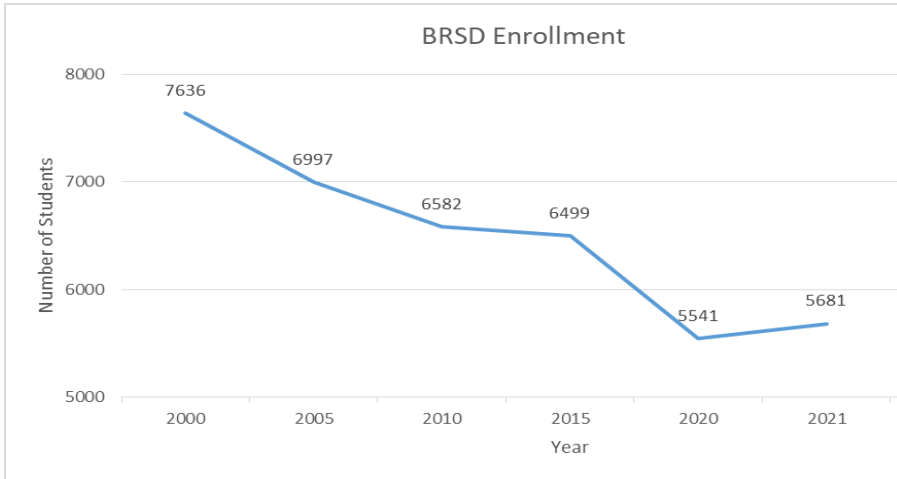
Students Have Spoken

"How can we best support student mental health and wellness?"

- Awareness and De-Stigmatization**
 - Awareness efforts and activities (mental health and wellness)
 - Make students more aware of supports and how to access them
 - More recognition on how to care for mental health
- Wellness for EVERYONE**
 - All students need wellness experiences and information
 - Time in regular classes
 - Teachers educated in wellness
 - More mental health education and resources overall
- Check-Ins and Supports**
 - Check-ins: teachers, peers, FSLWs, admin
 - More availability
 - Regular opportunities for students to have a voice in mental health approach



Challenges we face . . .



Historical Declines in Enrollment

- Funding is based on student enrollment. Lower numbers have meant:
 - Less funding for programs and staff;
 - Fewer dollars to cover busing;
 - Inadequate amounts to maintain school buildings.

Recovering from a Pandemic

- Two years of disruption have created learning issues for students, which need to be addressed. A focus on building literacy and numeracy skills is needed at all grade levels.
- Student mental health issues have increased.
- Many unknowns remain. Additional post-pandemic challenges may yet be identified.

Rising costs and aging buildings

- Fuel, utility and insurance costs are soaring, creating budget pressure.
- With many school buildings more than 50 years old, the school division faces significant infrastructure challenges and needs.

Ensuring equity and opportunities for all students

- Students deserve access to a quality education, that meets their needs, regardless of where they live or go to school.

By the numbers:

6/11

BRSD high schools serve 75 students or less in Grades 10 to 12.

It's a challenge to: provide a full range of programs to small numbers of students in each grade.

75%

of our spending is on PEOPLE.

It's a challenge to: make changes without impacting jobs.

\$300,000

is a typical cost for a school roof repair.

It's a challenge to: cover that cost for schools

4

Is the number of BRSD Wellness Coaches who Provide programs in Support of student mental Wellbeing.

It's a challenge to: Serve all students' needs.

89

is the average number of minutes students spend on the school bus each day. *It's a challenge to: keep ride times reasonable.*

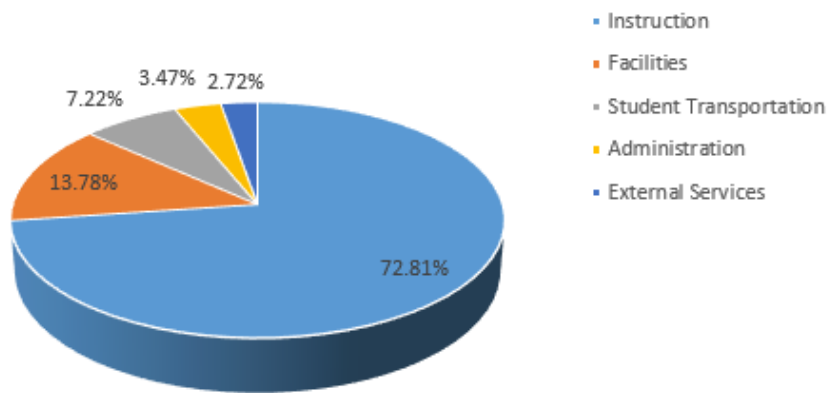
\$110,000

is a typical cost for a school bus purchase. *It's a challenge to: continually update the Division's fleet*

Facility, Capital Plan & Budget Summary

Where will our money go?

For the 2022-2023 school year, BRSD has an overall budget allocation of \$78,824,468



More than 72% of our spending is directly on Instruction—for the people, programs, technology and learning resources that help ensure optimal learning can occur.

Operating and maintaining school facilities, creating positive environments in which students and staff can comfortably spend their days, accounts for another 14 percent of budgeted spending.

A further 7 percent of expenditures is budgeted to transport children to and from school each day. This includes the purchase of school buses as well as the salaries and training of the people who drive them, as well as schedule and maintain them.

Nearly 3 percent of funding is directed to external services, which includes providing mental health and personal support programs for students, as well as promoting our schools and programs internationally, in order to welcome students from across the globe to Battle River.

The School Division is permitted to allocate 3.5 percent of its spending for Administration, which includes Board costs, providing staff to manage the payroll and benefits processes, ensure the bills are paid and the Division continues to run smoothly.

Complete budget and capital plan reports can be found on the BRSD website: <https://www.brsd.ab.ca/our-division/reports-documents>

Capital Plan Priorities

#1. Replacement of CW Sears School in Tofield



While CW Sears is among our newer schools, it has some site and structural integrity issues that require attention.

#2. Modernization of Hay Lakes School

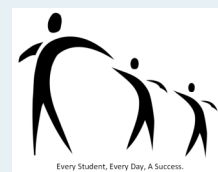


Hay Lakes School requires, electrical and mechanical updates, as well as increased commons spaces for students.

#3 Replacement of Ecole Charlie Killam School, in Camrose



This 90 year old building requires replacement.



How will we know we are getting there?

We recognize that achieving the vision of *Every Student, Every Day, A Success* is an ongoing process.

Over the four-year term of the board 2021-2025, Battle River School Division will know they are making progress toward this vision through the development of:

- increased equity for all students;
- increased enrollment in BRSD schools;
- positive community and stakeholder relationships.

Our Areas of Focus:

Learning

Understand and support resource needs of schools to enhance programming and student wellbeing.

Equity

Understand and support focus on equity within Battle River School Division and the communities we serve.

Advocacy

Promote municipal government and provincial relations in support of public education.

Community Engagement

Engage with community members and agencies to further trust, respect, and understanding.

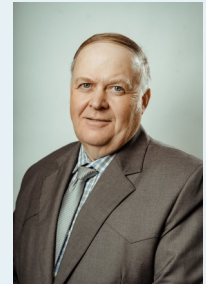


Meet the BRSD Board of Trustees



Karen Belich
Board Chair

Camrose County



**Lyle
Albrecht**
Vice Chair

Beaver County



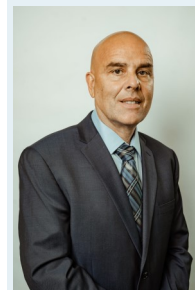
Doug Algar

City of Camrose



**Dwight
Dibben**

Flagstaff County



**Patrick
McFeely**

City of Camrose