



Education Plan 2023 - 2026

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 5315 Grade 1 to 12 students, along with 418 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, 2023 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This 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 2023-2026 Education Plan on May 25, 2023.



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 current school year we have used Alberta Education data and Division data 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.

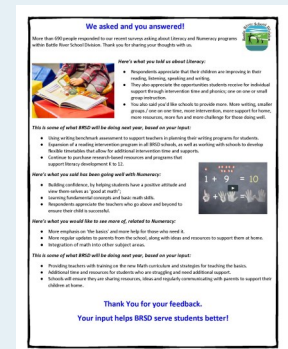
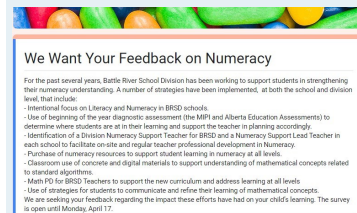
Battle River School Division's Education Plan is the document which guides the strategic plans for the Division and schools for the following year. The Education Plan for 2023-2026 is currently available through our Division website. Our Education Plan, supporting documents and data are available primarily in a web-based format to ensure all stakeholders have access.



Stakeholder Engagement

Numerous studies on stakeholder engagement demonstrate that the involvement of parents and communities in student learning, has a direct impact on student engagement and performance. In Battle River School Division we want to ensure that we are engaging stakeholders and not merely informing them. To this end we have implemented the following engagement opportunities to enhance 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 2023 regarding priorities and their Strategic Plan.
- ⇒ ATA Liaison Meetings—keep communication lines open between Superintendent and Local President.



Literacy & Numeracy

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

Key insights from data analysis that informed this plan:

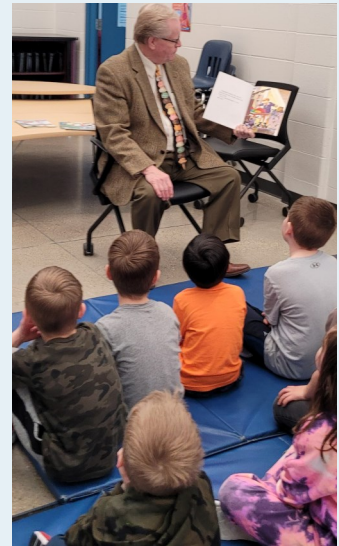
- ⇒ The 2022-23 fall data from the Alberta Education grade 2 and 3 literacy and numeracy assessments reflects a need for continued emphasis on these foundational skills. PAT and Diploma data point to a continued need to address learning gaps resulting from past learning disruptions. Our graduation rates have increased for both 3 and 5 year completion. However, we still have a number of students whose high school completion has been delayed due to the COVID disruptions. We continue to address the need for programming to support these students. To learn more, please see our Annual Education Results Report: <https://www.brsd.ab.ca/our-division/reports-documents/reports>

Performance Measures:

- ⇒ Reading Literacy:
 - Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS;DIBELS) (Target 90%)
 - Percentage of students in Grades 4 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 3 not at risk on the EMO@School (Target 84%)
 - Percentage of students who achieve the acceptable standard in Math 30-1 & 30-2 (Target 85%)
 - Percentage of students who achieve the standard of excellence in Math 30-1 & 30-2 (Target 15%)

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 & Numeracy

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

Key Strategies:

⇒ Literacy

- Amplify Literacy Program - onboarding of 9 additional schools. Teacher mentors will provide at the elbow support for new teachers
- Continued focus on foundational literacy skills K to 3
- Continued emphasis on vocabulary K-12
- Continued implementation of the Dibels 8th edition assessment for grades 1-8
- Continuation of small intervention groups grades 1-6

⇒ Numeracy

- Implementation of the new K to 6 Math curriculum through family of schools model and with school administrators leading the work
- Math-Up resource K to 8 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
- Establishment of a Secondary Numeracy Committee to:
 - illuminate the current numeracy gaps demonstrated by secondary students
 - identify areas where students would benefit from additional support
 - provide recommendations/professional learning for secondary numeracy support
 - support this work moving forward in their family of schools

⇒ Literacy/Numeracy

- Collaborative Response process work across the Division focusing on key issues in each area & development of action plans to address the issue



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



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:

- ⇒ Recent 2022-23 parent feedback surveys completed for both numeracy and literacy reflect parent satisfaction with our continued focus on foundational skills in both areas. Alberta Education 2021-2022 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. To learn more, please refer to our Annual Education Results Report: <https://www.brsd.ab.ca/our-division/reports-documents/reports>

Performance Measures:

- ⇒ Parent survey satisfaction results (Target 90%)
- ⇒ Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS;DIBELS) (Target 90%)
- ⇒ Percentage of students in Grades 4 to 8 who are reading at grade level (DIBELS) (Target 80%)
- ⇒ Percentage of students 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%)
- ⇒ Percentage of students in grades 1 to 3 not at risk on the EMO@School (Target 84%)
- ⇒ 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%)

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, and develop responsive plans
- ⇒ 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 deepen:
 - instructional leadership through the provision of coaching from Division Office leadership mentor
 - school walkthrough process—evidence based & reflective questioning; debrief & feedback
- ⇒ 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

- ⇒ *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.*



Equity

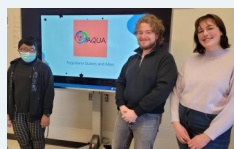
BRSD Priority Three: All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

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. During the 2021-22 school year both provincial and divisional data in this regard reflect growth. We are confident that over the next three years our results will continue to improve and reflect the positive impact of this work on student success. To find out more, please refer to our Annual Education Results Report: <https://www.brsd.ab.ca/our-division/reports-documents/reports>

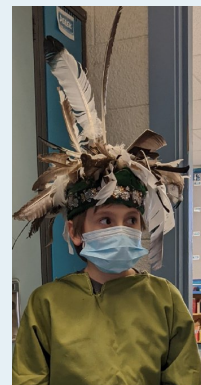
Performance Measures:

- ⇒ 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 over 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:

Research has shown that best practices for our First Nations, Metis and Inuit student are also best practices for all students.

- ⇒ Intentional professional learning and coaching for administrators on enhancing collaborative response structures and processes.
- ⇒ 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 continue to:
 - 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)



OUTCOMES

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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.*



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:

- ⇒ Mental Health Capacity building programs, which include universal instruction around wellness and resilience, as well as targeted interventions for small groups
- ⇒ Family School Liaison Workers, who support individual students and families in need
- ⇒ Partnerships with community agencies who can provide support to families
- ⇒ Create environments in which people can feel safe to learn and work
- ⇒ Division-wide focus on restorative practices



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.*



Challenges we face . . .

Student, Staff and Family Needs For Mental Health Services

- It's tough for students to learn when they're dealing with anxiety, depression or other mental health issues.
- Mental health issues are more complex and are requiring services and expertise beyond the skill of school based staff.
- It's difficult to access community-based mental health services in rural areas.
- Child and Family services as well as supports for students with disabilities are MIA (missing in action).

Recovering from a Pandemic

- Inconsistency in face to face learning and student attendance has impacted a large number of our students being able to perform academically at grade level.
- Many students are unable to self-regulate and schools are needing to focus time and attention on teaching behaviours that, in the past, students had gained in the early years of their schooling.
- Social, emotional and mental health needs of students as a result of COVID continue to impact academic performance.
- Children are coming to school with low executive functioning skills.
- Students are entering school with speech and language as well as fine motor deficits.
- There is a lack of funding for required intervention services, and additional funding requires grant applications and reporting.
- Lack of qualified staff to provide these services.

Recruitment for Teaching and Specialist Positions

- We continue to have challenges in filling specialty positions like French Immersion and math/science positions and find the number of applicants is low for many positions.
- We are struggling to hire specialized staff such as SLPs and OTs. We are having to compete with other school divisions and the private sector for qualified candidates.
- Recruiting candidates for positions in rural schools who are qualified and who want to stay in these areas remains difficult.
- Access to quality substitute staff continues to be a challenge.



HR Staffing Bulletin		
Posting Date	Internal/External	
Available candidate is found)		
Teacher - PT	Prob/Cont	S
Teacher - PT	Prob/Cont	E
Teacher - PT	Prob/Cont	S
Teacher - PT	Prob/Cont	S
Teacher - FT	Temporary	C
Teacher - FT	Prob/Cont	C



Challenges we face continued...

Equity of Funding

- Despite a change in the funding model, our rural School Division struggles to have adequate funding to ensure equity of programming in all of our schools.
- Education funding policies should be designed so that available resources are dedicated to supporting high quality teaching and providing equitable learning opportunities for all. School divisions with large student populations are at an advantage with the current model and are able to provide additional supports for their students and staff.

Facilities

- Despite having had three replacement schools in the past few years, the average age of school buildings in Battle River School Division is more than 70 years old. Many building systems, such as electrical and heating, have reached or exceeded their life expectancy. We are challenged to keep up with maintenance and repair of these aging buildings.
- With the current construction costs, the funding provided through Infrastructure, Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) is inadequate to continue to adequately maintain the Division’s school facilities.

Decreasing Rural Population

- Though we have expanded our programming, we have 1,995 fewer students than 21 years ago.
- Funding is primarily based on enrollment. Lower numbers mean:
 - less funding for programs and staff;
 - fewer dollars to cover busing;
 - inadequate amounts to maintain school buildings.
- 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.

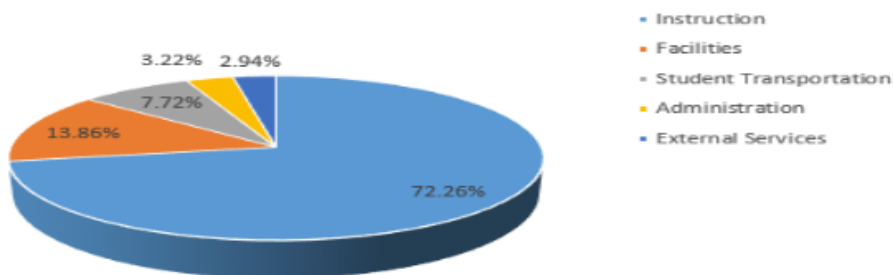
The image shows a complex spreadsheet with multiple columns and rows, likely representing a budget or financial report. The header includes 'Budget 2023' and 'Total 2023'. The data is organized into various categories, possibly representing different departments or programs within the school division.



Facility, Capital Plan & Budget Summary

Where will our money go?

For the 2023-2024 school year, Battle River School Division has an overall budget allocation of \$84,410,956.



More than 72% of our spending is directly on Instruction, to support the board’s priorities that directly impact the learning of our students.

Operating and maintaining school facilities, creating positive learning environments in which students and staff can comfortably spend their days, accounts for nearly 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 and maintenance of school buses and the salaries and training of the people who drive them. For the 2023-2024 school year, this includes providing service levels that align with Alberta Education’s new eligibility rules.

Just over 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 to extend the diversity in our schools.

The School Division is permitted to allocate 3.47 percent of its spending for Administration, which includes Board costs, the Superintendent’s office, the Human Resources and Finance Departments.

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



CW Sears School has 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 or Modernization of Ecole Charlie Killam School in Camrose



This 90 year old building requires replacement or modernization.

#4 A new Middle School in Camrose to help reduce the size of the current middle school.

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

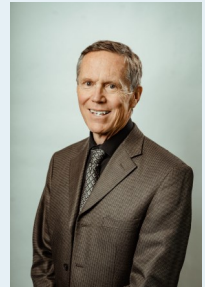


Karen Belich
Board Chair

Camrose County

Doug Algar
Vice Chair

City of Camrose



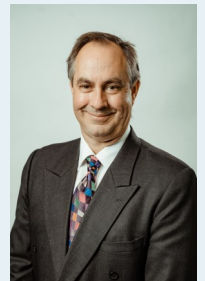
**Lyle
Albrecht**

Beaver County



**Dwight
Dibben**

Flagstaff County



**Patrick
McFeely**

City of Camrose

