



Wheatland Crossing School

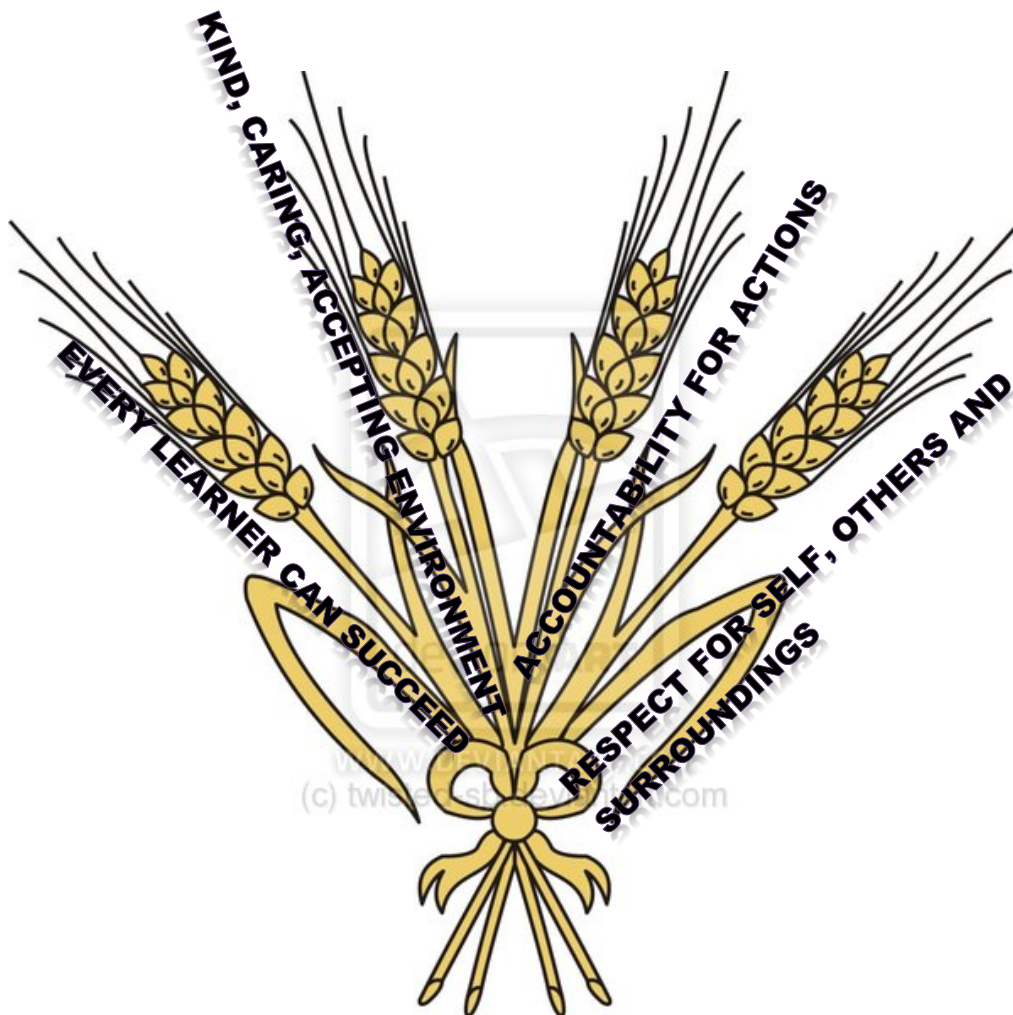
3-Year Education Plan 2018-2021



“Outstanding in Our Field”

Foundation Statements

Vision and Mission: We are currently working through the process of developing our foundation statements with staff, parents and students.



Our Story

Wheatland Crossing School is a consolidated, “stand alone”, K to 12 school located at the intersection of Highway 561(Physical address is 241079 Rge Rd 222) and Highway 840.This school is the designated school for students living in the East Wheatland area. This region is predominately rural and encompasses the communities of Rockyford, Rosebud, Standard, Cluny, Gleichen, and Hussar.

Wheatland Crossing Students as of September 30/18	
ECS	18
Grade 1	31
Grade 2	33
Grade 3	27
Grade 4	34
Grade 5	28
Grade 6	41
Grade 7	30
Grade 8	40
Grade 9	35
Grade10	40
Grade11	20
Grade12	27
Total	404(35 Siksika Students)



Principal- Doug Raycroft AP – Sean Latta
 Secretaries – Janice Reagan, Jana Corbiell, Donna Collett

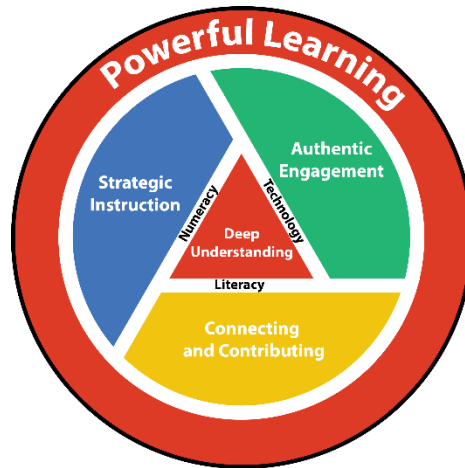
Teachers	Grade/Subject(s)
Deb Klics	K
Kirstie Rougeau	1/2
Alex Kathol	1
Patti Dahm	2
Joy Stewart	3
Jody Filkohazy	4/5
Julie Sandersen	4
Kathy Gerritsen (0.5)	5
Tracy Desmet	5 / Career counsellor
Linda Moczulski	6
Susan Moncks	5/6
Christine Kowula	Jr. High, Social Studies
Amanda Ellis	JR/SR English
Cam Holloway	JR/SR: PE & Woodworking
Mark McKeen	JR/SR Social Studies
Tiffany Phillips	JR/SR – Foods & Math
Adam Sommerfeldt	JR/SR Sci, Bio, Outdoor Ed.
Ed Yu	JR/SR: Fine Arts, Math, Music
Stephanie Kenly	JR/SR Math & Sci
Adam Baxter	Robotics, New Media, Photo, Social 9
Justin Silva	Physics, Chem, Math Sci,
Stina Norman	Inclusive Ed, K&E, Art
Sean Latta	Elem PE

Support Staff
Tyla Kalbhen-PUF
Tamara Newell- PUF
Breane Van Dressar
Sharon Sundgaard
Lisa Armstrong
Naomi Carlson
Pearl Bjerke
Family/School Resource Counsellor - Sharon Blanchard
Native Liaison - Kendra Jones



Wheatland Crossing Education Plan 2018/21

Goals



Strategic Instruction

Goal #1: Create supportive, meaningful, high quality learning opportunities for all students.

Connected to Outcome One and Four

Main Strategies:

- Elementary Literacy – Leveled Literacy Intervention
- Daily Reading K-6
- Implementation of Flex time with our Jr. High and Sr. High students
- Focused Instructional learning with Monthly staff meeting presentations and PD
- Follow GHSD Literacy and Numeracy Foundational Frameworks
- Development of a Wheatland Crossing Assessment Policy document that will list best practices that we will follow as a staff to support the learning of our students
- Weekly collaborative time for teacher teams based on grade level or subject areas to look for opportunities/strategies to implement Powerful Learning Strategies (K-6)



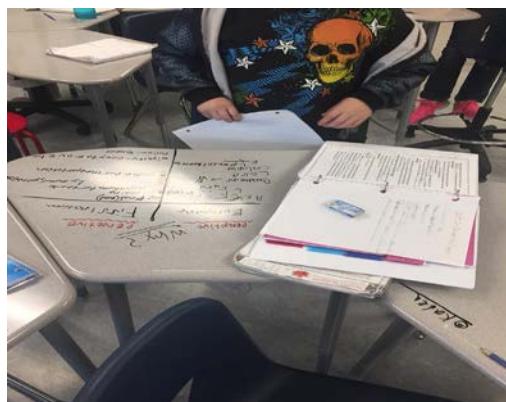
Citizenship

Goal #2: Foster a safe, caring, inclusive environment which supports ongoing communication and collaboration between students, staff, parents, and community.

Connected to Outcome Three

Main Strategies:

- Mind-Up program for Grades 1 to 3
- School spirit events – Wheatland Crossing T-shirts, Welcome Breakfast, Christmas Dinner, Cake Auction, We Day, Science Olympics
- Implementing Hockey Program and the first Ringette public school program (that we know of)
- NEW GSA Group
- Native Club
- School wide Student Conference focusing on motivation, goal setting, making positive choices, team building, health and wellness, fitness, technology and the arts.
- Communication plan- Webpage, Facebook, Call out system, Monday Morning Memo
- Engage parents through Wheatland Crossing Parent Council.
- Provide students numerous opportunities to get involved in extracurricular activities - numerous sport teams, STEM club, chess club, drama club, Student council, etc.
- Form a staff group to develop strategies to support students who are socially at risk
- Helping hand fund for students and families in need.



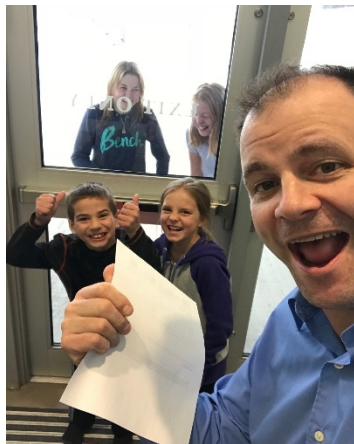
Student Engagement

Goal #3: Provide students with opportunities to experience learning in a supportive environment; using relevant and powerful questions, meaningful challenges and authentic applications which extend beyond the classroom.

Connected to Outcomes Two, Four & Five

Main Strategies:

- Supports for FNMI students – Liaison worker, Participation in student conference, Additional Literacy and Numeracy Support
- Develop a strong agriculture focus for all grade levels - Ag Career Pathway (Internship), Ag Safety Day, Aggie Days, Agrium Presentation, Mini-farm for hands on experiences, Agricultural option class
- Cardboard boat races
- Counseling Position and use of myBlueprint Program (high school and post-secondary planning)
- Use of Technology to enhance and inspire learning



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.2	72.9	72.7	71.1	71.5	73	Intermediate	Maintained	Acceptable	73	75	77
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.4	15.8	15.1	16.3	14.3	16	Intermediate	Maintained	Acceptable	16	18	20

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.4	78.0	80.3	80.5	75.8	78	Low	Declined	Issue	80	82	84
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.3	14.4	16.5	17.5	15.4	16.5	Intermediate	Maintained	Acceptable	17	19	21

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.6	77.6	72.1	74.4	74.1	76	High	Maintained	Good	75	77	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	3.8	3.1	3.4	3.0	2.5	High	Maintained	Good	2.8	2.6	2.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.7	48.5	50.9	48.4	50.7	53	Intermediate	Maintained	Acceptable	52	55	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	59.0	64.2	68.2	70	n/a	Improved Significantly	n/a	70	72	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.6	42.9	42.8	40.8	44.4	46	Intermediate	Maintained	Acceptable	46	48	50

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.3	84.7	84.0	86.0	85.6	86	Very High	Maintained	Excellent	86	88	89
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.4	82.5	85.5	82.3	85.1	86	High	Maintained	Good	86	88	89

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Golden Hills School Division							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	358	79.6	321	84.0	30,393	87.5	29,349	86.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	358	8.4	321	8.9	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	183	79.2	217	89.4	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	183	13.7	217	14.1	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	172	67.4	195	61.9	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	172	23.8	195	19.2	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	177	73.4	141	69.9	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	177	10.7	141	9.7	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Low	Declined	Issue	277	79.4	252	83.4	21,793	86.2	21,941	86.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	277	11.6	252	10.1	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	228	69.3	234	80.4	20,391	78.8	19,847	81.0
	Standard of Excellence	Very Low	Declined	Concern	228	3.5	234	7.1	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Low	Declined	Issue	297	78.1	266	82.3	23,026	86.6	22,263	85.0
	Standard of Excellence	Intermediate	Declined	Issue	297	22.9	266	27.5	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Intermediate	Declined	Issue	190	70.5	205	76.0	18,770	83.6	19,031	82.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	190	24.7	205	25.2	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Very High	Improved	Excellent	71	88.7	95	82.2	9,679	86.2	10,276	85.1
	Standard of Excellence	Very High	Improved	Excellent	71	43.7	95	34.7	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	9,426	31.5	8,651	27.6



Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	60.9	66.4	62.2	51.3	54.1	58	Very Low	Maintained	Concern	58	60	64
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.7	13.3	9.6	4.5	5.8	8	Very Low	Maintained	Concern	8	12	16
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.3	70.7	69.0	74.4	67.1	70	Very Low	Maintained	Concern	70	72	74
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.5	0.0	7.1	9.3	7.6	8	Very Low	Maintained	Concern	8	10	12

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	42.3	44.5	44.9	60.0	63.5	65	Intermediate	Maintained	Acceptable	65	67	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.3	2.5	1.4	9.9	2.1	1.8	Very High	Maintained	Excellent	1.8	1.4	1.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	23.5	40.8	25.4	38.9	51.1	52	Intermediate	Improved	Good	52	54	56
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	27.3	47.4	48.4	50	n/a	Maintained	n/a	50	54	58
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	21.1	14.8	33.7	33.3	33.3	33	Low	Maintained	Issue	33	35	37

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.3	90.2	90.9	91.2	90.6	90	Very High	Maintained	Excellent	90	91	92

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.2	77.9	79.6	81.1	79.0	80	High	Maintained	Good	80	82	84

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.5	82.8	86.3	88.0	83.0	85	Very High	Declined Significantly	Acceptable	85	87	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.2	79.4	80.3	84.4	81.6	82	High	Maintained	Good	82	84	86
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.3	90.7	92.1	92.4	92.0	92	Very High	Maintained	Excellent	92	94	96

The Education Plan focuses on improving student learning over three years. The strategies and priorities are updated annually and as one year is completed, another is added so that the plan rolls forward maintaining a three-year time frame. This allows the school to respond to recent performance results and changes in the operating environment while ensuring continuity from year to year. It also provides the opportunity to review components such as vision, mission and beliefs.

Preparing and Updating Plans

In the process of revising the Education Plan, the school considers:

- School results from the Accountability Pillar Survey;
- Student achievement data including Provincial Achievement and Diploma Tests;
- Input from stakeholders such as School Council, students, parents and the public;
- Alberta Education's Three Year Business Plan, Improvement Priorities, and Annual Performance Results;
- Golden Hills Three Year Education Plan

Statement of Accountability

Jurisdictional and school three-year plans support Alberta Education's vision, mission, goals and outcomes for the learning system. Schools augment the goals and outcomes required by Alberta Education and the Golden Hills School Division #75. Wheatland Crossing School's education plan for the three years commencing September 2017 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. The board and the school are committed to achieving the results laid out in this education plan.

Communication:

The Education Plan serves as a tool for communicating with school staff, students, School Council, parents, and community groups. Other tools for communicating include Wheatland Crossing School's web site <http://wheatlandcrossing.ghsd75.ca/>, Wheatland Crossing's Facebook page, PowerSchool portal, parent / teacher interviews, classroom teachers' notes, phone calls home plus an automated phone and email with messenger system.

The jurisdiction's documents, including the Education Plan, Results Report, Audited Financial Statement, Board meeting agendas and minutes, Policy and Administrative Procedures Manuals are posted to Golden Hill's web site www.ghsd75.ca.

Budget Summary

Budgeted Operating Expenses – 2018-2019			%
Allocation (includes PYCO)		\$3,038,097	
Staffing	Certificated	\$2,524,600	83%
	Non-Certificated	\$204,745	7%
Supplies & Services		\$296,592	10%

Facility and Capital

Wheatland Crossing School resulted from the consolidation of Standard, Rockyford, Hussar and Central Bow Valley schools. We recently (May 2017) moved into our new facility.

School Council

A Wheatland School Council has been established for 2017/18 school year. School results are reviewed and presented to the council. Parent input on strategies to achieve outcomes is welcomed.

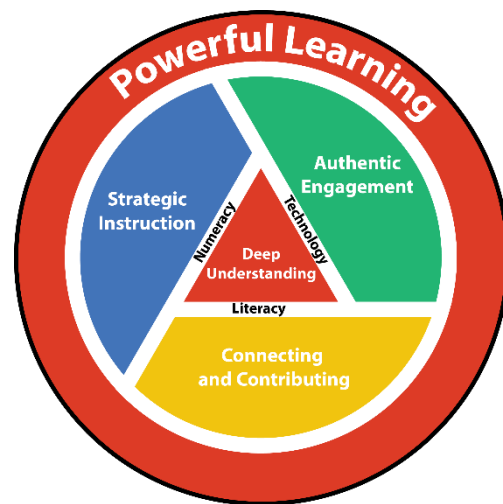
Appendix A

Powerful Learning

Powerful Learning: Powerful Learning fosters a deep understanding enabling students to become creators, connectors and collaborators, who critically and thoughtfully contribute to the world.

Deep Understanding is necessary to solve problems, make decisions, form judgments and engage in creative endeavors enabling students to use or apply the learning in new and innovative ways.

Powerful Learning and **Deep Understanding** are inherently linked.



We achieve **Powerful Learning** through attention to the following core principles:

- **Strategic Instruction:** Powerful learning is enhanced by the thoughtful and intentional use of research-based strategies, tactics and practices that are appropriate for the learner and the discipline.
- **Engaged Students:** Powerful learning results from students being intellectually committed to meaningful and rigorous tasks.
- **Active Citizens:** Powerful learning is strengthened when students are able to see and apply connections to their diverse local, national and global communities.
- **Foundational Frameworks:** Powerful learning is dependent on foundational skills developed through a thinking approach that ensures deep understanding and an ability to transfer to new contexts (literacy, numeracy and technology).

