

OUTSTANDING IN OUR FIELD



2024/ 2025

# WHEATLAND CROSSING SCHOOL

## Education Plan and Annual Education Results Report



# OUR STORY

Wheatland Crossing School was founded in 2017 and is the designated school for students living in the East Wheatland area. The region is predominantly rural and encompasses the communities of Cluny, Gleichen, Hussar, Rockyford, Rosebud, and Standard. Some students from the rural area east of Strathmore and Siksika Nation also attend WCS. WCS offers programming to students K to 12 and a host of extracurricular activities for our students. It is the collaborative community at WCS that enables meaningful opportunities for students to develop knowledge, skills, and attitudes to be successful lifelong learners.



## Accountability Statement

The school education plan for the three years commencing September 5, 2024, was prepared under the direction of the Board of Trustees in accordance with 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 the plan to improve student learning and results.

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# FOUNDATIONAL STATEMENTS

## VISION

Every learner is successful.

## MISSION

To provide a safe, caring, and respectful learning environment that fosters a sense of community and belonging. To create relevant learning opportunities for our students both inside and outside of the classroom that will cultivate success and develop resilient learners.

## MANTRA

Cultivate Success

## VALUES



## RESPECT

Respect involves valuing each person's individuality, opinions, and contributions, while treating everyone with kindness and fairness. At WCS students, teachers, and staff work together to foster an atmosphere of understanding, tolerance, and mutual appreciation, ensuring that everyone feels safe and valued.

## COMMUNITY

Community emphasizes collaboration, inclusivity, and shared responsibility, encouraging everyone to support one another. At WCS we create opportunities to build connections among students, families, and staff, celebrating diversity and fostering a sense of unity that helps everyone thrive collectively.

## LEARNING

Learning encompasses a commitment to curiosity, critical thinking, and continuous improvement. At WCS, students are encouraged to explore their interests, overcome challenges, and achieve their potential, supported by teachers who guide them toward lifelong success.



# AGRICULTURE

Community connections come in the forms of local farm tours, classroom presentations, participation in Aggie days and interactive learning opportunities through Journey 2050 and partnerships with Nutrien. Leveraging the expertise of members of the communities that make up WCS has provide rich opportunities. Hands on learning activities like our Grade 8/9 garden box project, discovery ways to take our greenhouse off grid, learning about life cycles through our fish in schools program, and learning about hydroponics by maintaining the living wall and introducing new plants in our grow towers. We continue to find ways to make connections between curriculum and agriculture to deepen students understanding of our community and culture.





# FINE ARTS

Fine arts play a vital role in a well-rounded education, fostering creativity, critical thinking, and self-expression across all grade levels. As Wheatland Crossing Schools fine arts program grows, it becomes a cornerstone for developing students' artistic abilities, confidence, and collaboration skills. Music classes for elementary students provide a foundation for musical literacy and enjoyment, sparking an early appreciation for the arts.

The annual spring musical for K-6 allows young learners to explore storytelling, performance, and teamwork, while secondary drama programs with short plays offer opportunities for older students to refine their acting and stagecraft.

Choir fosters vocal development and group harmony, while the launch of a secondary band program introduces instrumental music, enhancing the musical landscape.



# ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY

Assurance Domain	Measure	WHEATLAND CROSSING SCHOOL			Alberta		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg
Student Growth and Achievement	Student Learning Engagement	76.7	80.9	80.9	83.7	84.4	84.8
	Citizenship	70.4	76.0	76.3	79.4	80.3	80.9
	3-year High School Completion	89.7	92.6	89.2	80.4	80.7	82.4
	5-year High School Completion	91.4	96.3	97.6	88.1	88.6	87.3
	PAT 6: Acceptable	63.0	70.4	70.4	68.5	66.2	66.2
	PAT6: Excellence	7.4	25.9	25.9	19.8	18.0	18.0
	PAT 9: Acceptable	62.5	50.0	50.0	62.5	62.6	62.6
	PAT 9: Excellence	10.0	7.4	7.4	15.4	15.5	15.5
	Diploma: Acceptable	66.1	68.4	68.4	81.5	80.3	80.3
	Diploma: Excellence	6.5	7.1	7.1	22.6	21.2	21.2
Teaching & Leading	Education Quality	80.6	88.2	87.2	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WORSLE)	77.0	82.2	87.2	84.0	84.7	85.4
	Access to Supports and Services	72.8	82.1	81.2	79.9	80.6	81.1
Governance	Parental Involvement	79.7	70.4	72.8	79.5	79.1	78.9

The data highlights areas experiencing challenges and growth. In all areas we strive for continued improvement as we collaborate with all members of our learning community to foster a culture of learning where every learner is successful.

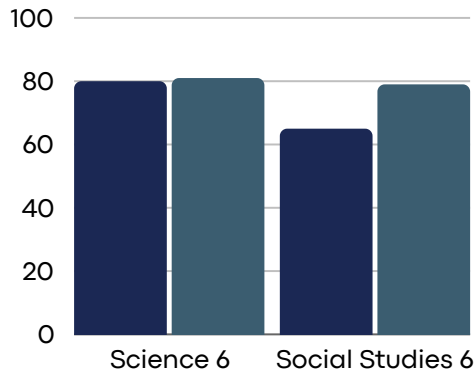




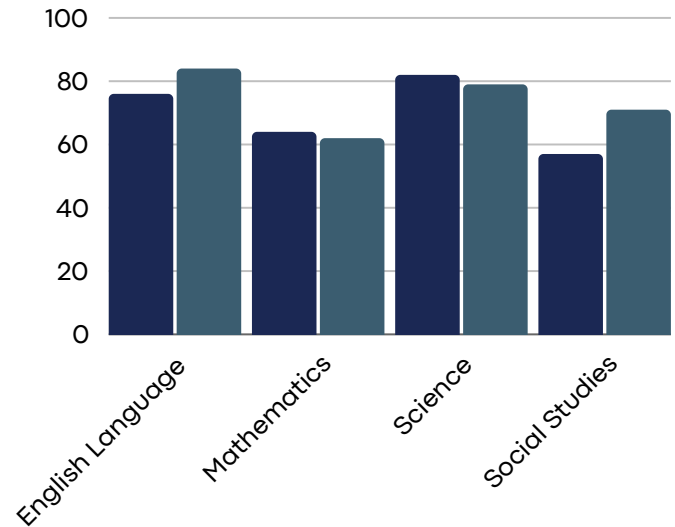
# WCS PROVINCIAL ACHIEVEMENT

Provincial Achievement Tests are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve.

## Grade 6 PAT Results

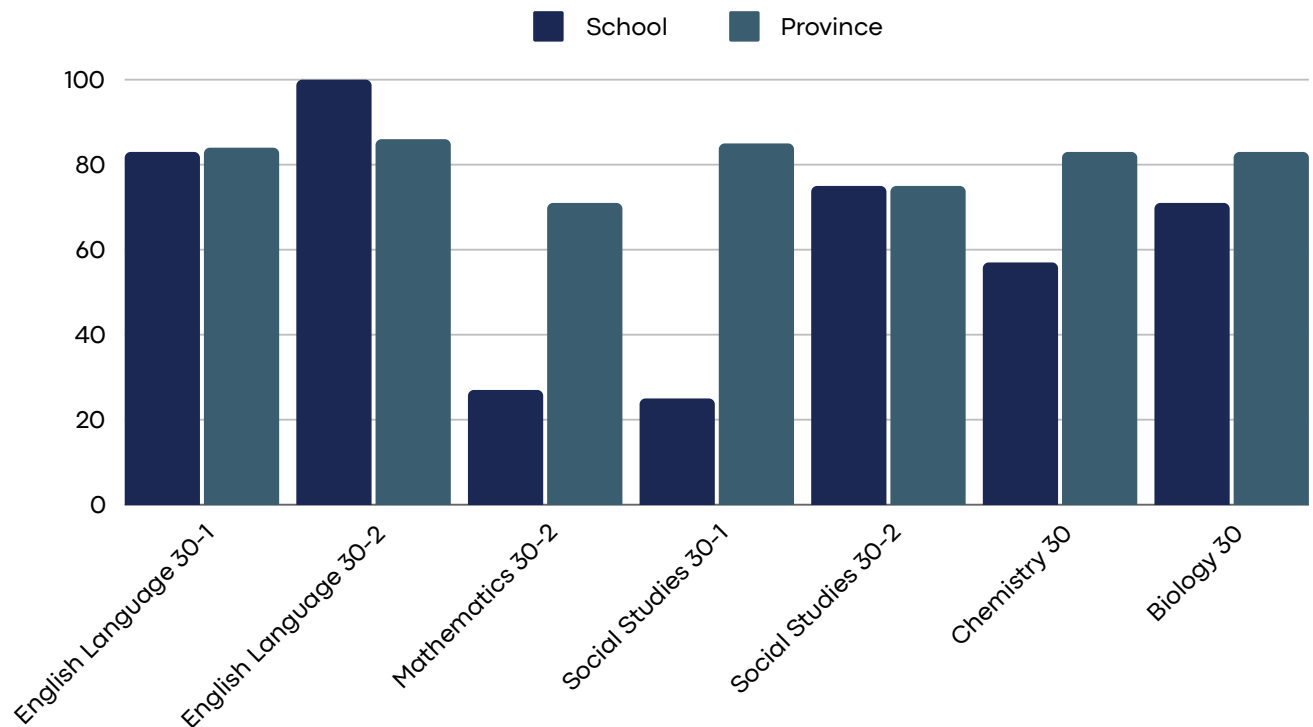


## Grade 9 PAT Results



Diploma Exams are administered to students who are enrolled in Diploma level courses. These exams reflect the essentials all Alberta students are expected to achieve.

## Diploma Exam Results



# GOAL 1

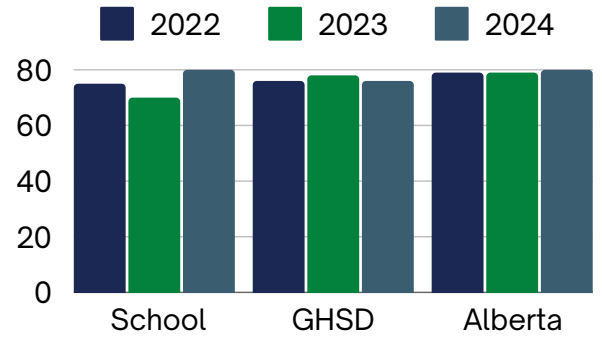
## EVERY STUDENT IS SUCCESSFUL

### Fostering Effective relationships

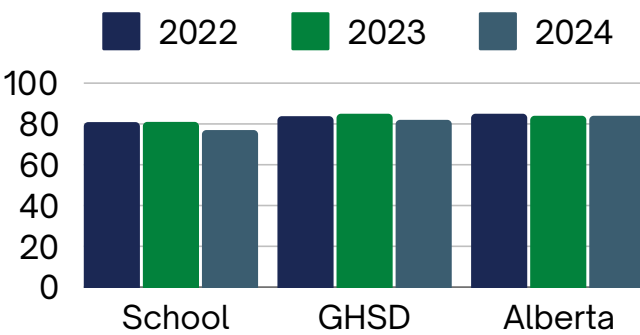
- Engage with students in authentic ways to understand their individual strengths and needs.
- Partner with families to support learning at the school and at home.
- Foster a school culture of respect, community, and learning.



### Parental Involvement



### Student Learning Engagement



### Set High Expectations and Clear Goals

- Set achievable yet challenging goals for all students.
- Clearly communicate expectations and provide consistent feedback.
- Celebrate progress and effort, not just outcomes.





# GOAL 1

## EVERY STUDENT IS SUCCESSFUL

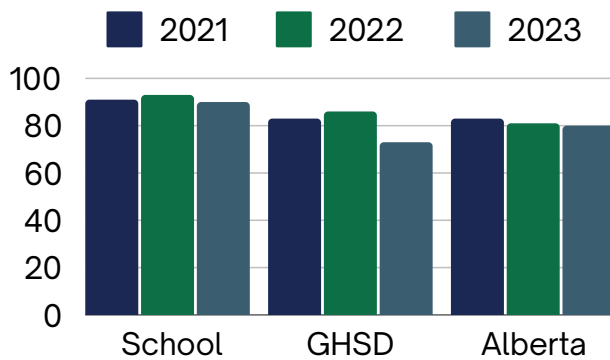
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### Teacher Professional Learning Opportunities

- Continually update their skills and knowledge to learn and implement evidence based practices.
- Collaborate with colleagues to share effective strategies and insights.
- Seek feedback from students to improve teaching methods.



### High School Completion Rates



## OUR RESULTS

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- Increased parental involvement has contributed to the improved attendance in our students.
- Parents actively engaging in their child's education, fosters a supportive environment that bridges home and school, reinforcing the value of learning.
- Embedding teacher professional learning through collaborative planning time will enable teachers to further reflect on student data and seek feedback for planning to meet students needs.



# GOAL 2

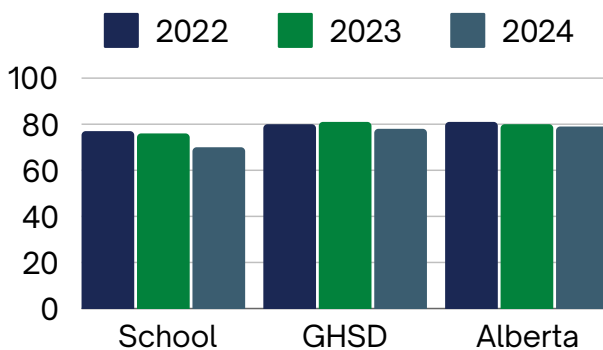
## FIRST NATIONS, METIS AND INUIT STUDENTS ARE SUCCESSFUL

### Foster effective relationships

- Develop genuine and respectful relationships with FNMI students, families, and communities.
- Engage with Elders and Knowledge Keepers by inviting and involving them in classroom teaching, and cultural events.
- Regularly communicate with families and include them in educational decisions.
- Support students in pursuing leadership roles in the school community



### Citizenship



### Support Academic Success

- Encourage First Nations, Metis, and Inuit students to pursue academic excellence while respecting Indigenous perspectives.
- Academic supports include early and late targeted intervention in numeracy and literacy skills and social emotional support to ensure strong foundation for future learning
- Enriched support for our students and families from Siksika Nation in the areas of educational achievement, attendance, and culture through our First Nations Liasion Mrs. Karalie Red Old Man.



# GOAL 2

## FIRST NATIONS, METIS AND INUIT STUDENTS ARE SUCCESSFUL

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### Build Cultural Awareness

- Integrate Indigenous perspectives which includes FNMI histories and cultures in the classroom and on the land through Alberta curriculum and resources.
- Provide professional learning for WCS staff on FNMI histories, treaties, and cultural protocols.
- Include land-based learning experiences that connect students with traditional knowledge and practices.
- Provide opportunities to host cultural events to bring FNMI cultures into the school.



## OUR RESULTS

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The GHSD Powwow demonstration our school hosted this year was not just a celebration but a powerful educational experience that honored the past while inspiring a future of mutual respect and shared learning. In preparation for the Powwow our students engaged in Blackfoot Drumming and Dancing lessons and learned about the teachings of the Seven Grandfathers. By engaging students in these traditional practices and learning, they gain a deeper understanding of the rich heritage, spiritual significance, and storytelling embedded in Blackfoot culture. These lessons foster respect for Indigenous traditions, promote inclusivity, and encourage students to reflect on the importance of cultural diversity.

# GOAL 3

## LITERACY AND NUMERACY SUCCESS FOR ALL LEARNERS



### Develop problem solving skills

- Implement the Universal problem-solving process to develop students confidence and perseverance.
- Encourage critical thinking by presenting thinking tasks and real world scenarios for applying mathematical thinking.

### Improve Fluency

- Use manipulatives and visual representations to build conceptual understanding and flexibility of number operations.
- Incorporate daily number routines in K-9 classrooms

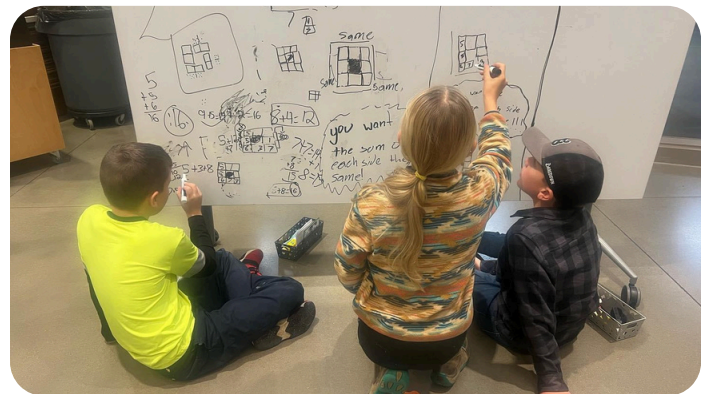


### Develop Phonemic Awareness and Phonics Instruction

- Use structured programs like UFLI to build foundational reading skills in early learners.
- Focus on decoding and word recognition for struggling readers.
- Provide early intervention

### Improve Reading Engagement

- Provide access to diverse and appealing classroom libraries to encourage independent reading in all classrooms.
- Use age-appropriate strategies for adolescent readers, such as analyzing texts that resonate with their experiences.
- Use group discussions and shared reading activities to enhance comprehension and confidence.



### Provide Targeted Intervention

- Early literacy and numeracy intervention programs.
- Leveled Literacy Intervention.

### Teacher Professional Learning

- Support and developing teacher capacity for small group instruction in the classroom.
- Embedded professional learning for teachers on evidence based practices and strategies for numeracy and literacy instruction.

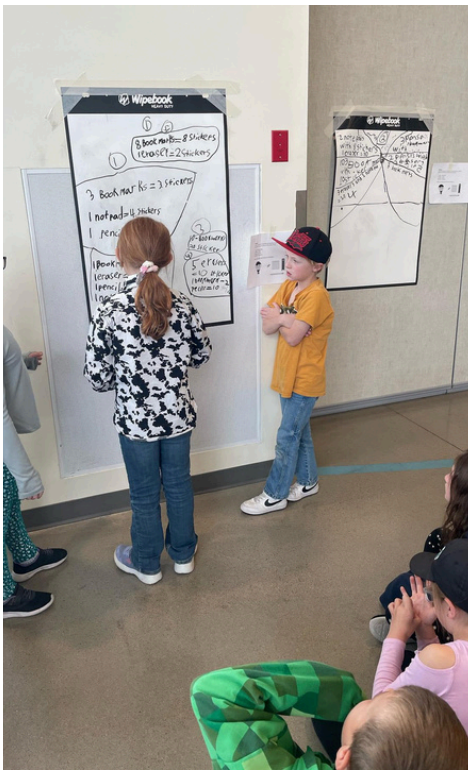


# GOAL 3

## LITERACY AND NUMERACY SUCCESS FOR ALL LEARNERS

### OUR RESULTS

- We have seen significant progress in students foundational reading skills with the implementation of UFLI in elementary classrooms. Narrowing the gaps in reading when students are learning to read will support students in later grades as they leverage reading skills to learn.
- The adoption of the universal problem-solving process across all WCS classrooms has noticeably boosted students' confidence and perseverance in math, empowering them to approach challenges with greater determination and success.
- At Wheatland Crossing School teachers collaborate and connect with colleagues and instructional coaches to further enhance instructional practices to enable and support success for all learners.



# GOAL 4

## PROMOTE WELL-BEING THROUGH POSITIVE RELATIONSHIPS AND SKILL BUILDING

### Skill building supports

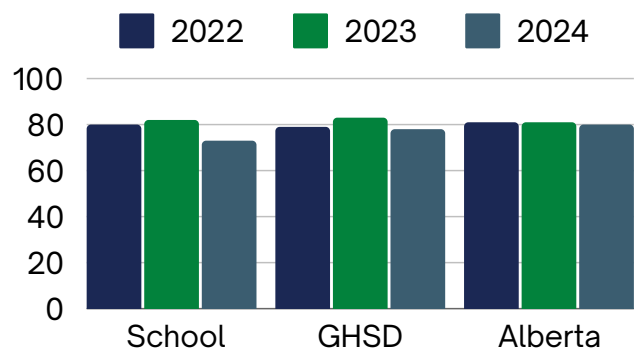
- K-6 sensory room available to students to provide student opportunity to explore strategies for co-regulation.
- Secondary regulation room available for students to support social and emotional needs.
- Targeted support for students through Family School Resource Counselor (FSRC) and school Educational Psychologists.
- Universal strategies to foster belonging prioritized in classrooms and school structures.
- Create and share processes with students and families to improve awareness and utilization of the supports available.



### Teacher and support staff professional learning

- Build capacity to support student well-being by learning ways to leverage a relationships based approach to student well-being and achievement.
- Classroom presentations provided by FSRC's
- Fourth R and CASEL resources support universal and targeted classroom instruction on fostering well-being.

### Access to Supports and Services



## OUR RESULTS

- Increased harmony as students feel valued, respected, and connected to their peers and teachers.
- Improved awareness of supports available to students and families in WCS.
- Create classrooms where students feel safe to express themselves and work together. This trust encourages teamwork, enhances communication, and builds empathy.
- Evidence shows higher attendance rates across all grades which strengthens community building activities, and fosters a sense of connection and belonging for everyone



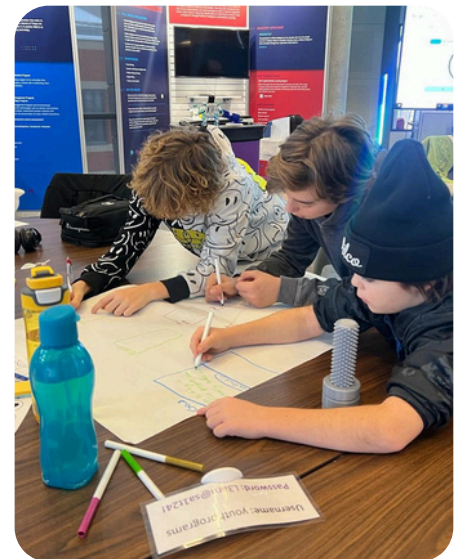


# OPERATING BUDGET



## FACILITIES AND CAPITAL PLAN

Our priorities at WCS are to allocate our budget to ensure that nearly all of our available resources stay in the classroom to support students universally. We continue to leverage grants to offer our K-6 students free hot lunch every day and to subsidize lunch for our grade 7-12 students. Support from the community allows WCS to supplement our available technology allowing students to have readily available access to technology to further develop their skills in innovation and careers.



# SCHOOL HIGHLIGHTS

Career and technology courses include Robotics, 3D printing, Coding, Construction, Foods, Cosmetology, Welding, Outdoor Education, Fitness, and Photography.

Free Hot Lunch Everyday for Kindergarten to Grade 6 students.

Hockey, Ringette, and Curling Programs offered to Grade 4-9.

Wheatland Little Coyotes Play and Learn subsidized daycare for Kindergarten aged students.

Off campus education opportunities include work experience, registered apprenticeship program, Green Certificate, and Dual Credits courses with Lethbridge Polytechnic, Red Deer Polytechnic, Olds Colledge, Bow Valley College, and SAIT.

Wheatland Crossing Community Fitness Centre.





