

Black Gold School Division Education Plan

2021 – 2024



Black Gold School Division

Our Schools – Your Children – The Future

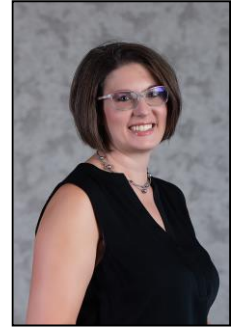
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Message from the Board Chair

On behalf of Black Gold School Division (BGSD), I am pleased to present this year's Education Plan and showcase program highlights, performance measures and trends from the 2020-2021 school year and outlining our rolling 2021-2024 Three Year Education Plan. The accomplishments noted are the combined results of the determination and hard work of our students, staff and families - thank you.



BGSD is dedicated to excellence in education, student and staff well-being and inspiring success. Our division is working hard to provide meaningful learning experiences for each of our more than 12,000 students to help them acquire the knowledge, skills and attitudes required to be resilient, responsible, healthy, caring and contributing members of society. The challenges we faced this year showed us that what is demanding can also be inspiring; new and unexpected learning that fostered leadership and resilience occurred. While the pandemic brought about fast and significant change, much remains unchanged; students continue to learn, grow and succeed and we continue to face each new day as we always have - together as the Black Gold family.

As a Board, we truly value the confidence and trust of our students, parents, staff, and community at large. We appreciate that our parents, as stakeholders, are deeply involved in the educational experience of their children. Gathering parent and other community stakeholder input and perspective strengthens our ability to make sound decisions for the benefit of all students. With these insights, the Board and Superintendent collaboratively set the direction for the Division, which is then carried out by the steady leadership of our Superintendent and Senior Administration.

As we move from an Accountability Model to the Assurance Model, we strive to find balance between community insights and perspectives and the experience and expertise of our educational leaders. A major focus this year was refreshing our strategic plan. Stakeholder input was key in reaffirming and defining our Core Values, and essential to ensuring our strategic priorities target the needs and expectations of the community. Rich discussion outlined the strengths of BGSD, as well as continued opportunities for development. We recognize our responsibility of guiding the learning of our students is about fully preparing them for the rest of their lives.

As you review this prepared report, please join us both in celebrating achievements and analyzing opportunities to improve outcomes for students. We look forward to further engagement in order to define the path of continued success for transforming the learners of today into the leaders of tomorrow, and provide the best possible educational opportunities for Our Schools - Your Children - The Future.

Devonna Klaassen, Board Chair

Accountability Statement

The Education Plan for The Black Gold School Division commencing September, 2021 was prepared under the direction of the Board/Board of Directors 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 the plan to improve student learning and results.

The Board approved the Education Plan for 2021-2024 on June 23, 2021.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act and Black Gold Administrative Procedure 404, no disclosures were received during the 2020-21 school year.



Devonna Klaassen
Board Chair

Core Purpose and Core Values

OUR CORE PURPOSE

**TO INSPIRE
SUCCESS!**

CORE VALUES

- Student-Centred Learning
- Relationships
- Safe, Supportive Environment
- Passion
- Responsible Resource Management

Student-Centred Learning

Learning begins with, and is focused on, the student. In support of this, every member of the School Division engages in active learning, with the purpose of creating the best experience for our students and staff. We work and learn in healthy school communities. We celebrate the light bulb moments with students and staff alike. We work hard and we have fun too.

Relationships

We foster positive relationships based on respect and trust. We make meaningful connections with each other that strengthen over time. We don't give up on students or each other. We are proud of the relationships that we build within our schools, within our communities and the world that we call home.

Safe, Supportive Environment

We create an inclusive environment that values diversity and is supportive and safe for all. We value the health and wellness of every member of our school community and commit ourselves to sustain this in a welcoming and positive culture every day.

Passion

We inspire our students to be engaged learners. We love what we do. We go the extra mile to create memorable moments. We seek to light a spark of curiosity in our students and our colleagues to enable them to set goals and achieve their dreams. We dedicate our time and creativity to help each other succeed along their journey in life.

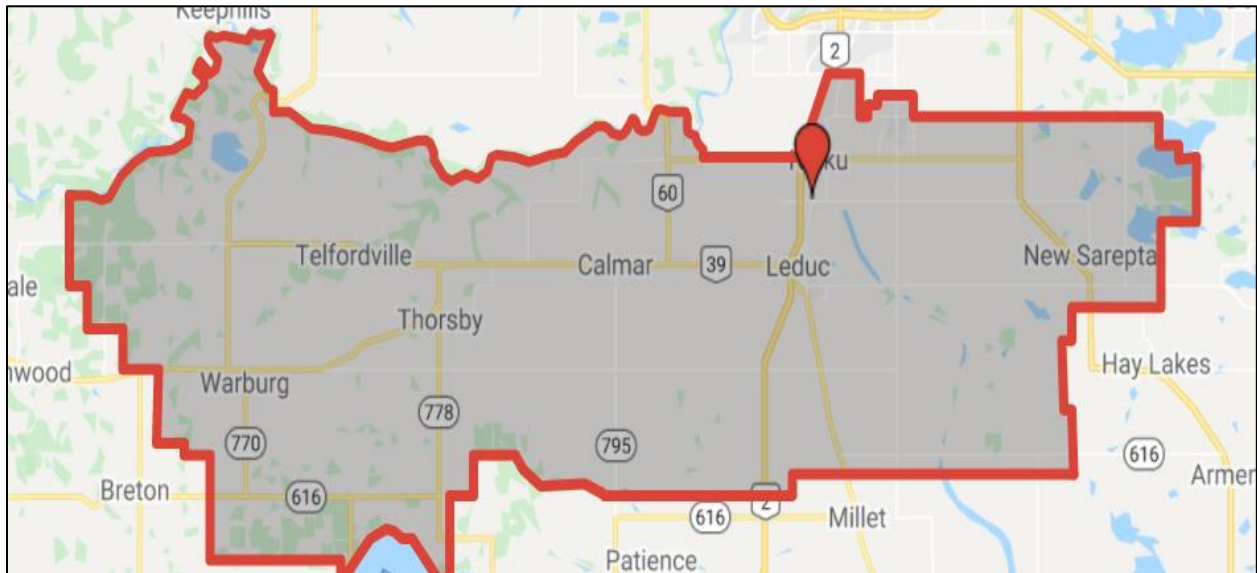
Responsible Resource Management

We honour and acknowledge that we are active and welcoming members of a larger community and share resources with them. We ensure that students and staff have the tools they need to succeed. We manage our financial, capital and human resources responsibly. We have a reputation for being innovative and for applying technology wisely. We value each person who chooses to work with us and commit to helping them to develop their skills and talents. Time is a precious resource and we use it wisely.

Profile

Since 1995, the Black Gold School Division has been providing quality education within safe and caring environments in the communities of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

Approximately 12,250 students from Early Childhood Services (ECS) to Grade 12 are educated in the 31 schools within the system. Approximately 660 FTE teachers deliver quality instruction with assistance from 630 support staff. An extensive range of programs, including French Immersion, Band and Choral Music, Fine Arts, Outreach for Pregnant and Parenting Teens (OPPT), Off-Campus Education, Dual Credit courses, extensive Career and Technology Studies (CTS) and Career and Technology Foundation courses (CTF), are offered to students. In addition, we started a new Virtual Learning Program this year and are supporting approximately 1600 students in At-Home-Learning through Distance Learning due to the COVID-19 Pandemic.



Our Schools

School Name	Location	Principal
<u>Black Gold Home-Based School</u> Grades 1 - 12	Beaumont, AB	Norman Dargis
<u>Black Gold Outreach School (Leduc)</u> Grades 7 – 12	Leduc, AB	Stan Travnik
<u>Black Gold Outreach-Beaumont School</u> Grades 7 – 12	Beaumont, AB	Stan Travnik
<u>Caledonia Park School</u> Grades K – 9	Leduc, AB	Werner Fisher
<u>Calmar Elementary School</u> Grades K – 6, Pre-K (English only)	Calmar, AB	Bernadette Hawkins
<u>Calmar Secondary School</u> Grades 7 – 12	Calmar, AB	Dan Lake
<u>Covenant Christian School</u> Grades K – 9	Leduc, AB	Donavin Simmons
<u>East Elementary School</u> Grades K – 6, Pre-K (English only)	Leduc, AB	Zane Chomlak
<u>École Beau Meadow School</u> Grades K – 6 English & French Immersion Program	Beaumont, AB	Jennifer O'Brien
<u>École Bellevue School</u> Grades K – 6, Pre-K (English only) English & French Immersion Program	Beaumont, AB	Jennifer El-Khatib
<u>École Champs Vallée School</u> Grades K – 9 English & French Immersion Program	Beaumont, AB	Patrick Gamache Hutchison
<u>École Coloniale Estates School</u> Grades K – 6 English & French Immersion Program	Beaumont, AB	Matthew Kierstead
<u>École Corinthia Park School</u> Grades K – 6 English & French Immersion Program	Leduc, AB	Shelly McCubbing
<u>École Dansereau Meadows School</u> Grades K – 9 English & French Immersion Program	Beaumont, AB	Susanne Stroud
<u>École J. E. Lapointe School</u> Grades 7 - 9 English & French Immersion Program,	Beaumont, AB	Marla Tonita
<u>École Leduc Estates School</u> Grades K – 6 English & French Immersion Program	Leduc , AB	Carla Fisher
<u>École Leduc Junior High School</u> Grades 7 – 9 English & French Immersion Program	Leduc, AB	Sean Flanagan
<u>École Secondaire Beaumont Composite High School</u> Grades 10 – 12 English & French Immersion Program	Beaumont, AB	Chris Stiles
<u>John Maland High School</u> Grades 10 – 12	Devon, AB	Darren Caldwell
<u>Leduc Composite High School</u> Grades 10 – 12 English & French Immersion Program	Leduc, AB	Brad Clarke
<u>Linsford Park School</u> Grades K – 6, Pre-K (English only) Regular & Non-Denominational Christian Program	Leduc, AB	Ann Oppermann
<u>New Sarepta Community High School</u> Grades 7 – 12	New Sarepta, AB	David Holbrow
<u>New Sarepta Elementary School</u> Grades K – 6	New Sarepta, AB	Greg Luchak
<u>Riverview Middle School</u> Grades 5 – 9	Devon, AB	Justin Klaassen
<u>Robina Baker Elementary School</u> Grades K – 4, Pre-K (English only)	Devon, AB	Katherine Kloschinsky
<u>Thorsby Elementary School</u> Grades K – 6, Pre-K (English only)	Thorsby, AB	Raylene Jubinville
<u>Thorsby Junior/Senior High School</u> Grades 7 – 12	Thorsby, AB	Jon Ganton
<u>Warburg School</u> Grades K – 12	Warburg, AB	Wendy Maltais
<u>Warburg Hutterite Colony School</u> Grades 1 – 9	Warburg, AB	Wendy Maltais
<u>West Haven Public School</u> Grades K-9	Leduc, AB	Raymond Cable
<u>Willow Park School</u> Grades K – 6	Leduc, AB	Rhonda Brunken

Enrolment Trends

School Name	2016-17 As at Sept. 30	2017-18 As at Sept. 30	2018-19 As at Sept. 30	2019-20 As at Sept. 30	2020-21 As at Sept. 30
New Sarepta Elem	248	274	269	269	260
New Sarepta High	172	179	189	228	221
École Beau Meadow	531	532	459	494	452
École Bellevue	617	406	431	444	488
École Coloniale	606	608	522	540	527
École J E Lapointe	408	417	398	401	434
École Beaumont Comp	876	897	952	819	902
Ecole Dansereau	656	637	560	615	592
École Champs Vallée		350	600	751	756
East Elementary	265	284	282	307	316
École Leduc Estates	313	361	372	375	361
Linsford Park	216	204	218	215	202
Willow Park	330	338	320	325	317
École Corinthia Park	464	435	452	443	401
Caledonia Park	552	592	660	703	697
École Leduc Junior High	523	492	495	543	553
Leduc Comp	975	1001	1062	1101	1147
Covenant Christian	304	312	346	370	319
West Haven Public	440	547	654	692	690
Robina Baker	359	350	340	350	292
Riverview	319	341	337	322	350
John Maland	327	310	303	301	298
Calmar Elementary	255	258	243	236	286
Calmar Secondary	243	229	228	226	218
New Humble	69	65	71	57	
Thorsby Elementary	257	268	270	260	238
Thorsby High	173	183	192	195	186
Warburg	295	310	284	260	245
Warburg Colony	20	20	19	18	19
Outreach	245	246	276	330	360
Division Home Based	23	9	17	25	30
Shared Responsibility					28
Home Education	9	7	11	14	64
Black Gold Total	11090	11462	11832	12229	12249
Growth % from Prior Year		3.35%	3.23%	3.36%	0.16%

Trustees

The Board of Trustees provide governance and create organizational structures that support students. They work to provide each student with the opportunity to achieve his/her potential, provide safe school environments, ensure that the jurisdiction's financial and capital resources are well managed and that its business is conducted in a legal and ethical manner.

The Black Gold School Division Board of Trustees represent the following municipalities:

City of Leduc, City of Beaumont, Town of Devon, Town of Calmar, Town of Thorsby, Village of Warburg and Hamlet of New Sarepta.



Devonna Klaassen
Chair
Town of Devon



Sarah O’Gorman
Vice-Chair
City of Leduc



Barb Martinson
Trustee
City of Leduc



Shawna Ofstie
Trustee
County West



Rebecca Eilander
Trustee
County Central



Robyn Steed
Trustee
City of Beaumont



Esther Eckert
Trustee
County East

Division Office

The BGSD senior administrative team and administrative staff provide support for the Division's 31 school sites. The following departments are located at our Division Office:

Human Resources, Learning Services, Student Services, Technology, Transportation, Business and Financial Services, Maintenance and Facility Services.

Senior Administrative Team



William Romanchuk
Superintendent/CEO



Chelsey Volkman
Associate Superintendent
Business & Finance



Calvin Monty
Associate Superintendent
Human Resources



Norman Dargis
Associate Superintendent
Learning Services



Engagement

Engagement is essential in the planning and reporting process to help focus efforts to improve the quality of education provided to students. Black Gold School Division values engagement and demonstrates this in a variety of ways. Whether the province initiates engagement opportunities, such as the assurance surveys, or the Division initiates local opportunities, such as the Board annual school visits or attendance at monthly school council meetings, BGSD values input from all stakeholders.

BGSD meets its obligations under Section 12 of the School Council Regulation by providing opportunities for school advisory councils to be involved in developing the school's foundational statements, policies, annual education plan. Annual education plans are prepared by the principal in consultation with staff, school council and, where appropriate, students. This requirement is emphasized in our Division Administrative Procedure 101 – School Three-Year Education Plans.

BGSD further engages our school stakeholders by hosting annual Council of School Communities meetings. The schedule and format for these Division initiated events have varied. Past engagements focused on inviting representation from our school administration and school councils, and the events were primarily used to share information. In 2020, BGSD expanded the engagement opportunity to include representation from all school community stakeholders (students, parents, elected officials, teachers, and administrators) to engage those in attendance in dialogue related to strategic planning. This year's event occurred on February 23, 2021, and was held online rather than in person due to the pandemic. As with last year's event, the evening was well attended, and much information was gathered. The engagement focused on soliciting feedback related to BGSD's new 25-year goal. Participants engaged in rich discussion and shared thoughts on BGSD's areas of strength and what should be considered moving forward. Information gathered provided the foundation for the development of the Division priorities and associated goals. BGSD plans to increase the frequency of hosting this form of community engagement based on this event's success.

BGSD has purchased a software license to a crowdsourcing tool called [bangthetable](#). We plan to leverage this tool to further engage our school communities on a variety of topics to aid in the educational delivery to our students.

Further to the engagement of our greater school community, BGSD has included all staff and departments in the strategic planning conversation. This process has not only generated many ideas and opportunities for input but has helped create a shared understanding of the direction BGSD is embarking on.

Publication

The following Education Plan is posted on our website at: <http://www.blackgold.ca/about-bgrs/results-plans-results/>

As well, copies of the report are available to schools, school advisory councils and stakeholder agencies within the community. Highlights of the plan are shared with BGSD staff through our internal communication and Professional Development (PD) activities.

Trends and Issues

- Implications of COVID 19 Pandemic
 - Expanding non-traditional learning opportunities
 - Implementing new funding procedures to support measures required by the reality of the pandemic
 - Adjusting facility operations to the effect of the pandemic
 - Navigating how to best support and promote wellness and mental health in self and in others
 - Managing increased expectations on staff in response to provincial health requirements
- Responding to provincial funding framework changes
 - Adjusting service delivery models to best serve children and their families given the changes in funding
- Supporting teachers in identifying and remediating gaps in student learning and employing effective instructional and assessment practices
- Recruiting teachers with specialized skills
- Providing timely and responsive service for staff who are supporting children and youth with complex learning needs and/or challenging behaviour
- Maintaining equity of access to digital resources and technology
- Reducing technology costs while maintaining service levels
- Using data to inform decision making
- Responding to urban growth and rural decline in population
- Ensuring that there are appropriately sized and sufficient number of school reserve sites in each municipality
- Implementing an Assurance Framework
- Sharing information with stakeholders in a timely manner
- Increasing public expectations for meaningful engagement, transparent decision making and visual social media channels
- Finalizing the procurement of new school insurance providers
- Managing and mitigating risk for all staff
- Continuing the transition to Human Resources Workflows and E-docs
- Completing the digitization of student Cumulative Records
- Implementing energy efficiencies
- Ensuring compliant Occupational Health and Safety (OH&S) processes and procedures
- Securing modular classroom (portables) evergreening

- Updating joint use agreements with various municipalities
- Recruitment challenges for school bus drivers
- Maintaining existing bus routes in a declining rural population
- Improving bus ride times
- Implementing student safety measure on buses.
- Continue the gathering of quantitative and qualitative data related to the programming and utilization review of our West End schools
- Update and align Administrative Procedures with all governing documents

Summary of Accomplishments

- Created a Distance Learning opportunity for over 1600 students in late August 2020
- Met all pandemic implications with well-thought-out solutions and protocols
- Implemented continuity of instruction and assessment through remote learning
- Expanded the provision of a continuum of mental health supports for children and youth in partnership with Alberta Health Services and other community-based agencies
- Provided a Mental Health Summer Camp and delivered over "500 Bags of Hope" to families
- Parent surveys indicate increased satisfaction with services for students who require specialized supports (Occupational Therapy, Speech and Language Therapy, Audiology, etc.)
- Increased opportunities for engagement and open lines of communication through hosting Council of School Communities evening, newsletters and hosting municipal meetings
- Provided accurate and timely communication establishing the Division as a reliable, credible source during school emergencies or incidents
- Provided rich feedback related to the New K-6 Curriculum to the Alberta Education through an academic validation process
- Continued to support our most vulnerable students and their families through the crisis phase of the pandemic
- Successful implementation of a continuum of supports for K-2
- Expanded dual credit opportunities
- Created efficiencies within the organization that kept teachers and support staff working with students
- Expanded access to assistive software for all students and staff
- Deployed and maintained a high level of technology infrastructure reliability, security and performance while still being able to reduce costs
- Continued Division Office Digital Document Management System integration
- Implemented student password change increasing student awareness of online safety
- Expanded capacity to maintain digital equipment
- Implemented cost saving digital measures
- Completed the design for École Secondaire Beaumont Composite High School addition and modernization
- Continued the reduction in workers compensation board surcharges
- The installation of seven new modular classrooms

- Maintained a robust safety culture by using the Hour Zero School Emergency Program & Violence Threat Risk Assessment (VTRA) protocols
- Board members visited each of our 31 schools (Online)
- The establishment of a Division Office Community Engagement and Advocacy Committee
- Kate Myszkowski, teacher, Thorsby Elementary School, was a nominee for the Edwin Parr Beginning Teachers Award



Division Priorities

1. Success

Promote growth that leads to success for every student from pre-Kindergarten through to post-secondary, providing multiple pathways and a focus for all learners.

Goal 1- A higher number of children begin Grade 1 with key milestones in emotional, social, intellectual and physical developmental met

Goal 2- High learning expectations and achievement for the foundational skills in literacy and numeracy are promoted, with particular attention to students in need of additional support

Goal 3- A greater number of students achieve learning outcomes and have the knowledge and skills they need to make informed education and career/life choices

Goal 4- All staff and students will model the character and people skills* necessary to establish positive relationships, effective work practices and good citizenship

2. Wellness

Build safe, positive, healthy environments for learning and working to nurture student and staff wellbeing. (supportive)

Goal 1- Students, staff and parents contribute to a safe, welcoming, healthy and inclusive learning and working environment that welcomes diversity and promotes personal and professional growth and wellness

Goal 2- Students and staff learn and work in environments that are clean, safe, sustainable and well maintained

Goal 3- Data is used to inform decisions that optimize the distribution of human, technological and fiscal resources

3. Engagement and Partnerships

Engage our educational partners to enhance public education and respect the diversity of our communities.

Goal 1- Families and school communities are engaged in their children's education

Goal 2- Partnerships with community organizations are cultivated to support the growth, development, wellbeing and success of students of all abilities

Goal 3- The school experience is enhanced by providing high quality curricular, co-curricular and extracurricular opportunities for students within the Division through the use of available resources

Analysis of Results

1. Outcome one: Alberta's students are successful

- Exceeded Provincial average in the following areas
 - Acceptable Standard in Grade 6 and 9 PATs and Diplomas
 - High School Completion Rate
 - Percentage of students writing four or more diploma exams
 - Dropout rate
- Area of Growth
 - Standard of excellence in Grade 6 and 9 PATs and Diplomas
 - Transition rates
 - Percentage Eligible for Rutherford scholarship

Note*- Based on the 2019-2020 AERR
- BGSD levels of acceptable on the MIPI are similar to the PAT results showing a decline in scores at the higher grade levels.
- All BGSD MIPI scores show a decline between 2.9% - 11.8%.

Note* - In-school classes were cancelled in BGSD on March 15, 2020 for the remainder of the school year due to the COVID-19 Pandemic

MIPI- Math Intervention/Programming Instrument

HLAT- Highest Level of Achievement Testing

FHLAT- French Highest Level of Achievement Testing

2. Outcome two: First Nations, Métis, and Inuit students in Alberta are Successful

- Exceeded Provincial average in the following areas
 - Acceptable and Standard of Excellence in all PATs and Diplomas
 - Percentage of students writing four or more diploma exams
 - Dropout rate
 - Transition rates
 - Percentage Eligible for Rutherford scholarship

Note*- Based on the 2019-2020 AERR

3. Outcome three: Alberta has excellent teachers, school leaders, and school authority leaders

- Achieved an overall rating of excellent from students, parents and teachers with the opportunity to receive a broad range of programming

4. Outcome: Alberta's K-12 education system is well-governed and managed

- Achieved an overall rating of good from students, parents and teachers in the categories of being treated fairly, quality of basic education, and improvement over the last three years
- Achieved an overall rating of good from parents and teachers in the categories of behaviours that will make students successful and parental involvement

Assurance

Analysis of the data from our current Division screening tools (MIPI and HLAT/FHLAT) and provincial test results (PAT and DIP) over the past 4 years has identified that while Black Gold students generally perform above the province in achieving **acceptable** levels, we have a lower number of students achieving at the level of **excellence**. Current research tells us that the COVID-19 Pandemic has contributed to increased gaps in student learning in both reading and math. Focused strategies to support teachers in closing these gaps are essential.

The Early Years Evaluation (EYE) for Kindergarten was paused for the 2019-2020 school year due to COVID-19. The EYE provides measures on language and communication, cognitive development, physical development/fine motor and physical development/gross motor, social skills and approaches to learning, and awareness of self and environment. While we anticipate an identifiable lag in student learning, this cannot be confirmed until the fall, 2021 administration. Data collected at that time will be our baseline data and will shape the programming and resource planning for the year.

John Hattie's research has identified that the single greatest positive impact on student learning is *teacher collective efficacy*. Schools have implemented a variety of tools, products, programs and strategies to address gaps in student learning with varying degrees of success. Providing professional learning and support to teachers and administrators on a large number of different tools, products, programs and strategies, results in resources being spread thin and the quality of professional learning suffering. When a teacher or principal moves to another school, the strategies and tools used are often different from what they have been trained on and used.

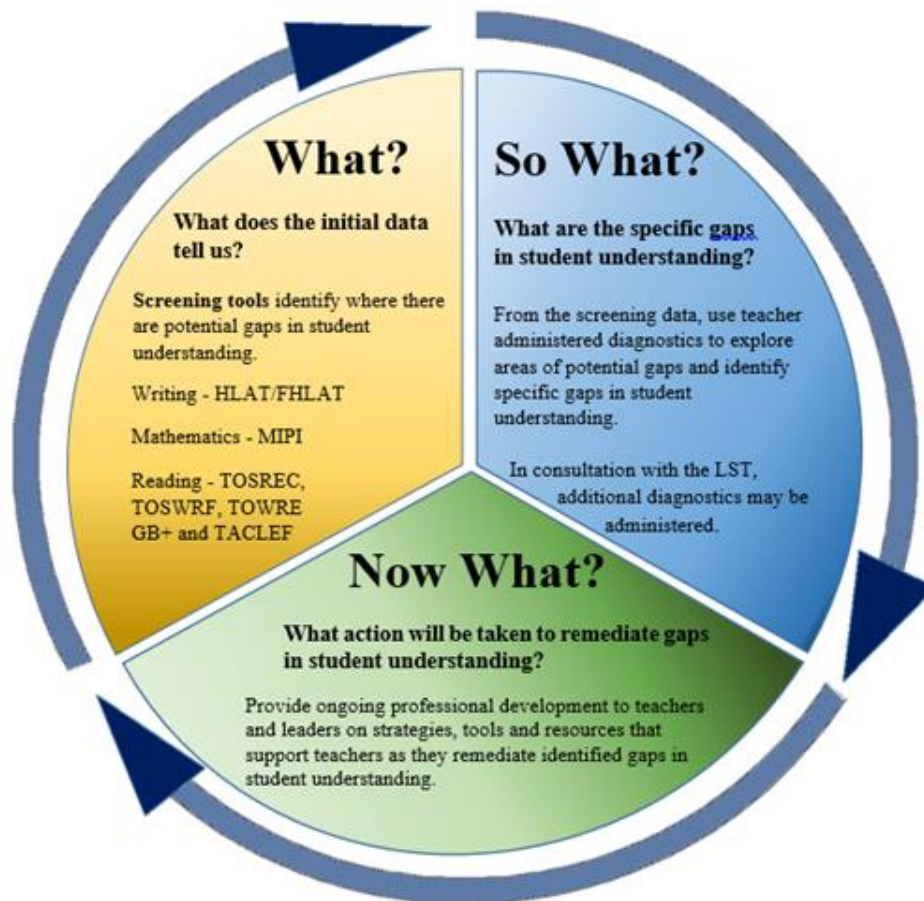
The Division priority of wellness is new this year and while we have employed a number of strategies that support wellness, it has been fragmented and lacks a unified focus. Our first step in working towards these Division goals has been to hire a Wellness Lead. They will work to define what areas will be included in these goals (i.e. mental health, comprehensive health, student and staff wellness, digital citizenship) as well as establish measures that can be used.



Student Growth and Achievement

Black Gold School Division believes that every learner is capable of literacy and numeracy success, and we are committed to high-quality literacy and numeracy instruction. A Division-wide strategy to develop greater teacher efficacy in literacy and numeracy creates a common language and understanding that can bring teachers together and increase collaboration. We are embarking on a three-year strategy to support teachers with the ongoing development of students' reading, writing, and mathematical skills.

To increase teacher efficacy and improve literacy and numeracy in Black Gold, we are implementing a robust strategy that will support teachers in moving through the cycle of *What?* → *So What?* → *Now What?* as illustrated below.



The first step is to gather data using common screening tools throughout the Division. We will implement the following reading screening tools:

Reading: Grades 1 - 10 English	<ul style="list-style-type: none"> • Test of Word Recognition Efficiency (TOWRE-2), • Test of Silent Word Reading Fluency (TOSWRF-2) and • Test of Silent Reading Efficiency and Comprehension (TOSREC)
Reading: Grades 1 - 10 French Immersion	<ul style="list-style-type: none"> • GB+ Reading Assessment • Trousse d'acquisition de compétences langagières en français (TACLEF)
Writing: Grades 2 - 9 English and French Immersion	<ul style="list-style-type: none"> • Highest Level of Achievement Test (HLAT) and French Highest Level of Achievement Test (FHLAT)
Mathematics: Grades 1 - 10 English and French	<ul style="list-style-type: none"> • Math Intervention Programing Instrument (MIPI)

*Training will be provided in late August for the administration of new reading screening tools.

The *What?* phase begins with the data collected in September 2021 from screening tools. This will be used as a baseline of local measures for our three-year strategy, and specific goals for growth will be set based on these. With the exception of the HLAT/FHLAT, screening tools will also be used to monitor progress during the year for those students initially identified as below expectations.

The implementation of screening tools can have no impact on improving student literacy and numeracy unless administrators and teachers are skilled in interpreting the data and understanding how to use it to inform instructional practice.

School administrators play a vital role in cultivating the culture needed to ensure all teachers integrate literacy and numeracy strategies in their instruction, no matter what the subject. Administrators will work collaboratively with teachers to establish goals based on student data and discuss progress toward these. They will also provide instructional leadership in implementing strategies and skills for literacy and numeracy. They will be the champions of this strategy within their school.

In moving through the cycle, the Division has identified additional supports for this work. Throughout the initial three years of the strategy, Black Gold Curriculum Lead Teachers (CLT) in literacy, numeracy and French Immersion will work with all schools to support teachers and leaders in enhancing their skills to gather, interpret and use data to improve literacy and numeracy in our students. For the first two years, school-based Instructional Support Teachers (ISTs) (0.1 FTE for each of literacy, numeracy, and French Immersion) will be in place in each school. CLTs will work closely with the ISTs to provide support for the *So What?* and *Now What?* stages.

The CLTs will lead collaborative learning communities where strategies for data analysis and interpretation will be the initial focus. They will also identify, develop, and share evidence-based strategies and pedagogy for teachers to remediate gaps in student skills and understandings of literacy and numeracy in relation to the curriculum. In turn, ISTs will lead this work with teachers in each of their schools, supported by the CLTs. The CLTs will be responsible for the curation and sharing of all strategies as well as key learnings through a website that will be accessible by all teachers. In the third year of the strategy, as we see capacity built in each school, the IST positions will be phased out and CLTs will continue to provide support in all schools.

Teaching and Leading

To achieve our goal of greater teacher efficacy in both literacy, numeracy and wellness, we are implementing a new model for professional development (PD) in Black Gold.

The connections between the CLTs and the ISTs are integral to the success of this strategy. As mentioned in the previous section, the CLTs will lead collaborative learning communities (CLCs) with the ISTs. Each IST will participate in a one-hour CLC bi-weekly. During this time, they will not only be learning and developing strategies for gathering, interpreting and utilizing data, but they will also be part of action research on the effectiveness of this work and its impact on improving student literacy and numeracy.

The ISTs will provide PD to their staff at monthly staff meetings as well as PD days throughout the year. Every teacher will participate in PD to improve student literacy, numeracy and wellness skills. The focus of Division and School-based PD days will primarily be on literacy, numeracy and wellness (also a Division priority for next year). CLTs will support the ISTs as needed to provide PD to their teachers.

In supporting Kindergarten, Black Gold has an Early Years Instructional Coach (EYIC) that works with all schools to liaise with the multidisciplinary team and coordinates with teachers to support the implementation of the recommendations. The focus is to incorporate universal strategies as much as possible while including targeted and individual supports as needed.

Learning supports

The primary focus of the EYIC, CLTs and ISTs is on universal strategies. Each school in Black Gold has a Learning Support Teacher (LST) who liaises with the Black Gold Student Services team and collectively provides wrap-around and targeted supports. In providing focused universal strategies and supports in this manner, the LST will be better able to address wrap-around and targeted supports for teachers and students.

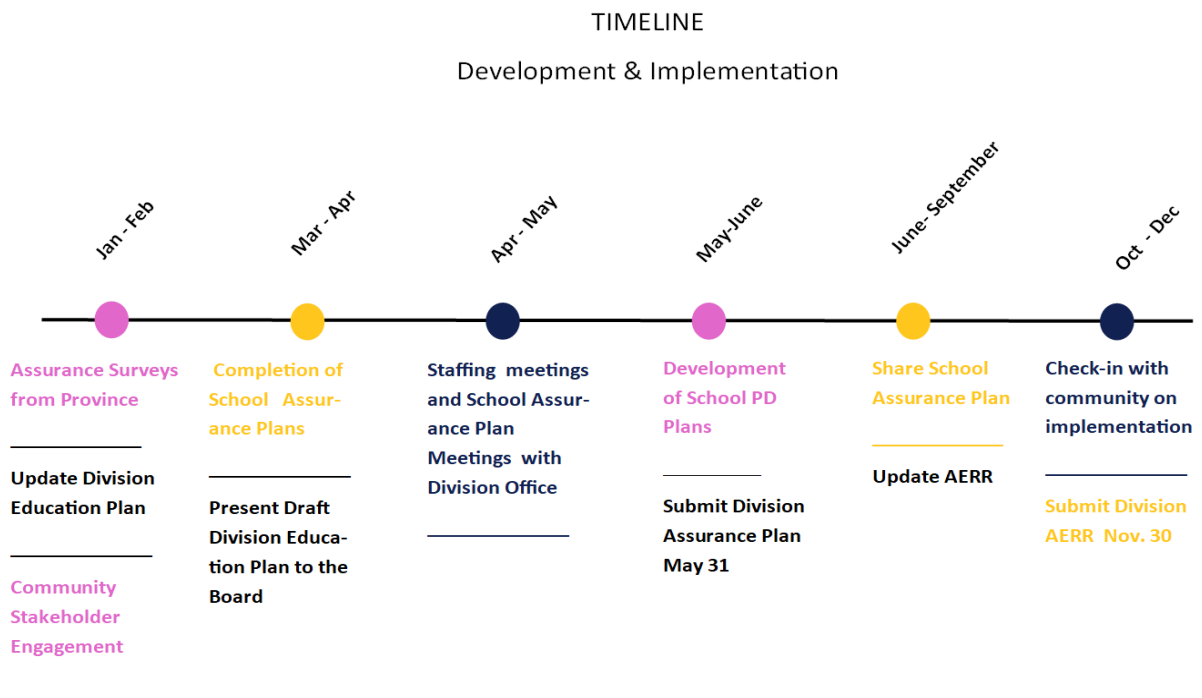
Governance

Black Gold Board of Trustees has committed to supporting this strategy for three years. Reserve funds have been allocated to purchase new screening tools, and the budget includes a 0.1 FTE Instructional Support Teacher for Literacy, Numeracy, and Wellness in each school.

Local and Societal Context

Black Gold School Division is located south of the city of Edmonton. Educational programming is provided through our 31 school sites serving over 76 000 residents across a blend of urban and rural communities. Our school division spans over 2600 square kilometres and provides quality education in the communities of Beaumont, Calmar, Devon, Leduc, Leduc County, New Sarepta, Thorsby and Warburg.

This Three Year Education Plan was developed through stakeholder engagement, a review of BGSD's local and provincial data, and by examining our current processes. Our Division priorities and goals reflect what is required due to the extenuating circumstance the pandemic has provided. We endeavour to remain informed of local and social contexts through continued engagement and, in doing so, will provide learning environments that support student achievement, growth and wellness.



Description of the Future

Black Gold sees a future where every member of our community succeeds. With an eye to academic, artistic and athletic achievement and the development of life skills, we support all of our students. We work to provide opportunities and guidance for students and staff alike to chart their course for the future. We will be known throughout Alberta and beyond for our innovation. In the future, we better understand the whole person, and all that they offer to our learning environment. We will work to understand the social-emotional development of all individuals and how to support them in the learning environment. We continue to use a trauma informed and research-based approaches to wellness that help us to support students and staff. We continue to be nimble and responsive to the changing social, economic and political landscape. We understand that all the work we do begins with developing strong, lasting, positive relationships. We work to enhance the communities in which we live and work. We build synergistic partnerships that provide opportunities for our students and staff. Our culture ensures that everyone who comes to Black Gold grows and leaves better equipped to meet the challenges of the future.



Facility and Capital Plans



École Secondaire Beaumont Composite High School Modernization – May, 2021

Capital Priorities

Each year the Division reviews and assesses its capital needs and prioritizes proposed projects, based on the safety of existing school facilities, enrolment pressures and modernization needs, in the Three-Year Capital Plan. This plan identifies the need for new and replacement schools, modernizations and additions. Black Gold School Division's top priority in the Three Year Capital Plan Submission for 2022-2025 continued to be the modernization of École Corinthia Park School, due to the school's current infrastructure condition. The second priority was a new high school in the City of Beaumont to support projected student enrolment growth.

The Three Year Capital Plan be viewed on the Division website at:

<https://www.blackgold.ca/about-bgsd/results-plans-results/>

Infrastructure Maintenance & Renewal (IMR) Projects

Alberta Education has allocated \$1.55 Million in IMR funding for the 2021-22 school year. This funding will be used to support the following projects:

- Roof replacements
- LED retrofits
- Boiler replacements/mechanical upgrades
- Millwork replacements
- Washroom upgrades
- Flooring replacements
- Building envelope upgrades
- Parking lot upgrades

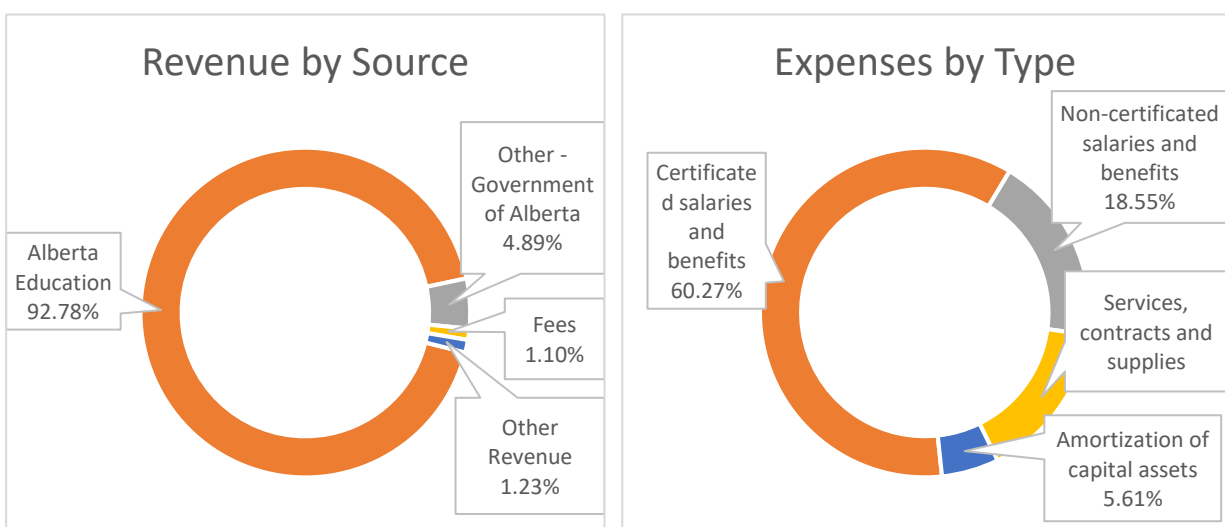
2021/22 Budget

Budget Summary

Black Gold School Division is projecting a deficit budget of \$4.71 million, which will be supported through the use of operating reserves. In 2021-22, the Division will be utilizing operating reserves to:

- Provide increased instructional supports for numeracy and literacy
- Implement a comprehensive wellness plan at each school
- Maintain class sizes
- Support additional expenses related to operating under COVID-19 restrictions

Revenues and Expenditures



	Revenues	Expenditures	Surplus (Deficit)
Instruction	\$ 107,087,531	\$ 111,228,748	\$ (4,141,217)
Operation & Maintenance	\$ 18,892,959	\$ 19,499,109	\$ (606,150)
Transportation	\$ 4,601,407	\$ 4,776,393	\$ (174,986)
System Administration	\$ 4,248,930	\$ 4,037,214	\$ 211,716
External Services	\$ 167,215	\$ 167,215	\$ -
Total	\$ 134,998,042	\$ 139,708,679	\$ (4,710,637)

The Budget Report can be viewed on the Division website at:

<https://www.blackgold.ca/about-bgsd/results-plans-results/>

References

OECD, (2021) Addressing learning gaps now will minimize disruption in students' educational journeys, OECS <https://www.oecd-ilibrary.org/sites/8ab5c27b-en/index.html?itemId=/content/component/8ab5c27b-en> (accessed March 15, 2021).

Kuhfeld, M and Tarasawa, B (2020), *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*, NWEA https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf (accessed March 15, 2021)

Dorn, Hancock, Sarakatsannis, Viruleg, (2020), *COVID-19 and learning loss—disparities grow and students need help*, McKinsey & Company <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help#>