INTERIM EDUCATION PLAN
June 2018

GOLDEN HILLS SCHOOL DIVISION

Powering Hope and Possibilities

BOARD OF TRUSTEES

In Golden Hills, students and learning come first and we honor those who care for and support our children and encourage collaboration within classrooms, schools, communities. We demonstrate integrity, embrace diversity and encourage innovation. Our schools provide a safe, healthy, respectful environment for learning and strive for equitable learning opportunities while encouraging optimism and celebrating successes.

OUR SUPERINTENDENT OF SCHOOLS

Over the past years, our teachers all across Golden Hills have worked hard to make significant enhancements to instruction in our classrooms. We am very proud of the work our teachers and staff have done. We want classrooms that are engaging for students and encourage interaction and collaboration. We see the results of this approach in our students' success and continued improvement. In addition to providing classroom environments that encourage high academic results, we want to be highly responsive to students and parents and their varied needs for schools. There are many school options today in Alberta, but we want each of our schools to be the first choice in each community.

Bevan Daverne, Superintendent of Schools

OUR FACTS

Golden Hills School Division encompasses a large geographical area across rural mid-eastern Alberta and serves approximately 7000 students. We value our diverse environments and the communities we are part of that are rich with culture and educational opportunities. But what makes our schools really incredible? Our students are inspired by outstanding teachers.

Jurisdictional Map
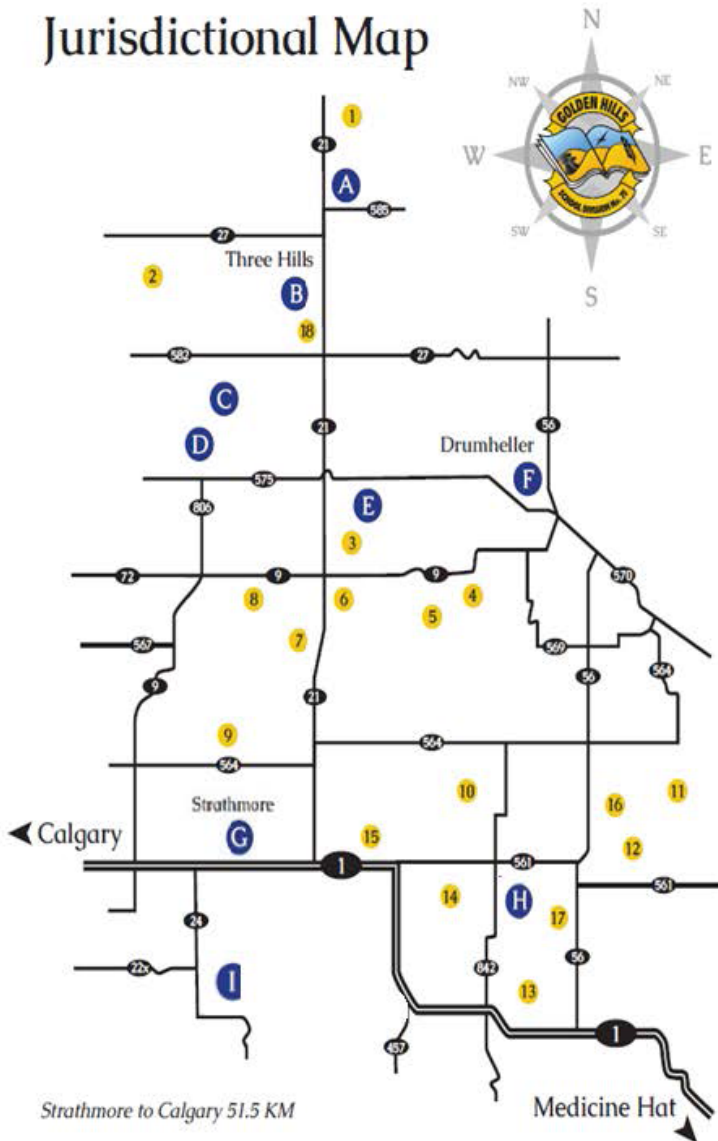
Map Legend

A Trochu
Trochu Valley

B Three Hills
Prairie Christian Academy
Three Hills

C Linden – Dr. Elliott

D Acme

E Carbon

F Drumheller
Drumheller Outreach
Drumheller Valley Secondary
Greentree

G Strathmore
Brentwood
Crowther Memorial Jr. High
Golden Hills Learning Academy
Strathmore High
Strathmore Storefront
Westmount
Wheatland

H Wheatland Crossing

I Carseland

Hutterite Colony Schools

1. Huxley
2. Valley View
3. Britestone
4. Rosebud Creek
5. Sayre
6. Rosebud
7. Hines
8. Sandhills
9. Mountainview
10. Poplar Row
11. Crawling Valley
12. Rising Sun
13. Towers
14. Twin Creek
15. Glenrose
16. Wintering Hills
17. Green Acres
18. Three Hills

Strathmore to Calgary 51.5 KM

OUR STUDENTS

More than **7000** kindergarten to Grade 12 students are educated in Golden Hills.

- We offer alternative school programs in Outreach Schools as well as Christian Programs

- 18 Hutterite schools

- Approximately 250 students come from over 30 countries to study in Golden Hills in our International Program

- Over 155 students from Siksika First Nation study in Golden Hills through our Educational Services Agreement.

OUR PARENTS

Golden Hills Schools continue to share local school results and invite parents to provide feedback and support in an advisory capacity. Schools share their Education Plans with their School Councils and receive feedback on the plan. Additionally, the Division Education Plan is shared and discussed at the Council of Councils annual meeting. At this meeting, School Council representatives have an opportunity to provide feedback on the division Education Plan as well as gain a level of understanding of the linkages between school and division plans.

Our schools plan opportunities for students and parents to share their voices and provide feedback that influences school planning.

Golden Hills has recently surveyed all Grade 4 to 12 students, teachers and parents. Feedback has been received on technology, school/home communications and student results reporting. This information has been critical to our planning for this 2019/2020 school year.

OUR SCHOOLS

Golden Hills has 16 Regular Schools, two Christian Alternative Schools, two Virtual Schools and three Outreach Schools, 18 Hutterite Schools and an International Program located in 12 communities throughout the division.

The communities we work with consist of numerous farms and acreages, Siksika Nation, as well as local towns and villages and many countries around the world. Golden Hills is a global community.

OUR SCHOOLS BY GEOGRAPHICAL AREA

Acme/Carbon/Linden

- Acme School
- Carbon School
- Dr. Elliot School

Three Hills

- Three Hills School
- Prairie Christian Academy

Trochu

- Trochu Valley School

East Wheatland

- Wheatland Crossing School

Drumheller

- Drumheller Valley Secondary School
- Drumheller Outreach
- Greentree Elementary

Strathmore

- Anchors
- École Brentwood Elementary
- Carseland School
- Crowther Memorial Jr. High
- George Freeman School
- Strathmore High School
- Strathmore Storefront School
- Trinity Christian Academy
- Westmount School
- Wheatland Elementary

Virtual

- Golden Hills Learning Academy
- NorthStar Academy

Hutterite Colony Schools

Britestone, Crawling Valley, Glenrose, Green Acres, Hines, Huxley, Mountainview, Sandhills, Poplar Row, Rising Sun, Rosebud Creek, Rosebud River, Sayre, Three Hills, Towers Schools, Twin Creek, Valleyview and Wintering Hills Schools

PROGRAMING IN GOLDEN HILLS

- Outstanding programs and school choices for families in our communities
- Innovative approach to student instruction and student engagement
- Excellent academic preparation
- Full-Day/Part Time fully funded Kindergarten Programs
- Foundational Skills Development:
  - Early Literacy Intervention
  - Leveled Literacy Intervention
  - Early Numeracy Intervention
- English as a Second Language
- Family School Community Resource Programs
- Learning Support Programs
- Registered Apprenticeship Programing
- Counselling
- Fine Arts
- Post- Secondary and work partnerships
- Dual Credit Programs
- Online and Home Education
- Hockey and other Sport Programs
- Numerous clubs
- Extra-Curricular Activities
- Student Leadership Development
- Advanced Placement, Honors Programs
- French Immersion
- Second Languages
- CTS Programs including Media, Computer Programing, Robotics and 3D Design
- Strong Technology presence and integration across all schools, subject areas and grades
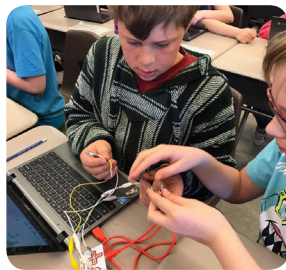
OUR EMPLOYEES

Golden Hills employs about 900 people including bus drivers, maintenance workers, support staff, caretakers, teachers and others. All Golden Hills staff are working to support student learning in the classroom.

Golden Hills School division is one of the largest employers in our geographic area.

OUR STRONG ACADEMIC RESULTS CONTINUE

Golden Hills School Division continues to see growth in Student Achievement.

We want the best for our students. That means we expect our students to achieve to the very best of their abilities and excel academically. We are pleased to see our students demonstrated another year of strong academic results and continued improvement.

Reporting student results to parents continues to evolve and a number of schools are now piloting paperless, ongoing reporting to parents. Parents in Golden Hills will gain increased access to attendance and achievement information for their children through online applications. Golden Hills Teachers are always available for a phone call or face to face conversation.

OUR VISION FOR STUDENT SUCCESS

Students are our priority. Achieving student success requires the commitment of our staff, students, parents, industry leaders and government. Our Vision *"Inspiring confident, connected, caring citizens of the world"* and Mission *"Intentionally maximizing learning for all"* are the foundation statements for the division.

Everything we do is aligned with the direction of Alberta Education and our schools are aligned with our division goals.

The details of what best practices in our classrooms is described in our **Powerful Learning** document. We know our world needs adults who can think critically, problem solve, connect and collaborate with others.

When **Powerful Learning** is occurring in our classrooms, students are engaged in their learning and building those skills they will need to lead and contribute as adults in our world. In Golden Hills we are *Powering Hope and Possibilities.*
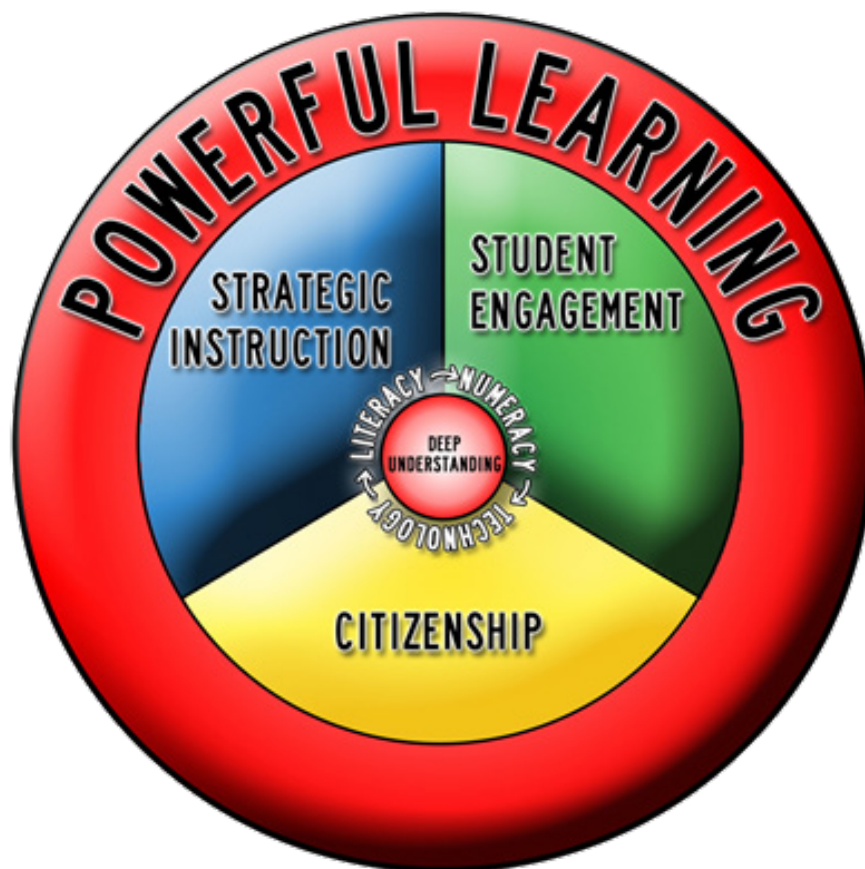
OUR GOALS

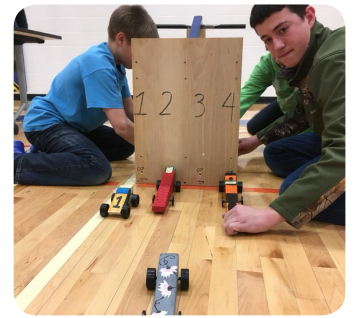## DESIRED OUTCOME ONE:
EVERY STUDENT IS SUCCESSFUL

OUR STRATEGIES

Foundational Skill Development:
- Literacy and Numeracy foundational frameworks for instruction in all schools
- Kindergarten boost
- Early Literacy Intervention
- Early Numeracy Intervention
- Leveled literacy programming

Powerful Learning Practices for instruction and assessment in our classrooms
- Research based, data driven instructional decision making
- Improved Assessment and instruction practices to facilitate learning and foster innovative thinkers, doers and connectors
- Focus on critical thinking, creativity and innovation
- **Powerful Learning** ensures:
  - Engaged students
  - Strong academic focus
  - Students who connect and collaborate
  - Students who are in touch and in control of their learning
  - Critical thinkers
  - Students who can positively impact their communities
  - The integration of technology across all grades and subjects

DESIRED OUTCOME ONE:
EVERY STUDENT IS SUCCESSFUL

OUR STRATEGIES

Specific supports for exceptional and vulnerable learners:
- First Nations, Metis and Inuit
- Special needs learners
- Gifted learners
- LGBTQ learners
- Outreach programs

Partnerships:

Strong partnerships allow our schools and our school system to better deliver programming to the individual students who require it. Partnerships within our local communities and with the broader global community provide the programming options and supports our students needs for dual credit, career connections, apprenticeship programming, supports for vulnerable and exceptional learners:
- School health partners
- Child and Family Services
- Community Services
- Regional Collaborative Services Delivery
- Alberta Health Services
- Post Secondary partnerships; Olds College, Lakeland College, Red Deer College, Bow Valley College
- Local small businesses
- Siksika First Nation

Support for our teachers:
- Instructional coaches for group and individual support in the classroom
- District collaborative groups to support all teachers
- Proposal based innovation funding to schools and teacher groups
- School administration classroom supervision and support

DESIRED OUTCOME TWO:
FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL

OUR STRATEGIES

- Eliminate the achievement gap with First Nations, Metis, Inuit and non-First Nations, Metis, Inuit students
- District focus group to implement best practices across the system
- Foundational skills development and support in:
  - Early Numeracy Intervention
  - Early Literacy Intervention
  - Social-Emotional Programs
- Integration of First Nations culture across schools
- Blackfoot language instruction
- Cultural events, pow wows, music, dance, field trips, and guest speakers
- First Nations clubs
- Strengthen relationships and build partnership with Siksika First Nation
- Targeted personalized strategies for individualized supports for graduates
- Supporting teachers and leaders through professional development opportunities including sharing promising practices and increasing foundational knowledge about first Nations, Metis and Inuit.
- Continue having our Native Liaison workers enrich the educational experiences of all of our students and support the students and families of Siksika Nation.

DESIRED OUTCOME THREE:
ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

OUR STRATEGIES

- Provide safe, caring and inclusive environments for all students in every classroom and school
- Review, and revise as necessary, all joint use agreements with all towns, villages, municipalities to provide optimum opportunity for students and community to access facilities for learning, recreation and cultural activities
- Work towards OH&S Certificate of Recognition
- Ensure all schools have locally developed plans to support safe and caring environments and anti-bullying strategies
- Provide multiple teams for education support with specialized areas of expertise focusing on teacher, students and parent supports
- Ensure all schools have processes to maintain effective school discipline.
- Ensure all schools have emergency preparedness plans in place
- Promote a culture of acceptance and belonging to reduce cyber bullying and promote appreciation of diversity
- Provide risk/threat training and risk/threat assessment as needed
- Continue Comprehensive School Health Projects
- Support implementation of self-regulation and mental health programs in elementary and secondary schools
- Assistive technologies
- Professional development to support teachers working with students with mental health, self regulatory, and behavioural challenges
- Instructional coaching support for differentiated instruction and social/emotional /behaviour support

DESIRED OUTCOME FOUR:
ALBERTA HAS QUALITY TEACHING AND SCHOOL LEADERSHIP

OUR STRATEGIES

Programming that meets the needs of our communities:

- Look for opportunities for community and business partnership, enhanced school programming, career connections and Registered Apprenticeship programs for students
- Support Advanced Placement (AP) and other learning opportunities
- Enhance and add CTS programming opportunities and develop CTS facilities.
- Continue to develop the online Learning Commons and other Blended learning frameworks to provide students with on-line and collaborative learning opportunities
- Support the programming of high school that enhances personalization of learning and student engagement
- Integration of technology across grade and subject levels

High Quality teaching and school leadership:

- Confirm satisfaction of education quality, and understanding of high yield assessment and instructional practices to promote optimal levels of student learning
- Continue district calendar to support collaborative, job embedded professional development focused on student achievement and support of teachers
- Continue development of the on-line Learning Commons to support collaborative planning and sharing spaces
- School Administrators prioritize time in classrooms to provide strong supervision and support for teachers
- Orientation and Mentorship programs for new administrators and teachers
- Leadership development training for formal and informal school leaders
- Regular school team leadership support meetings
- Invest in the professional learning of school based leaders to support strong instructional practice
- Expand collaboration tools for teachers and students (e.g., videoconferencing, sharing through portal access, cloud computing and sharing, Google docs)
- Employ consistently, the evidence-based model for evaluating and coaching professional practice based on the Teaching Quality Practice Standards (e.g. Teaching Evaluation Model of Charlotte Danielson at al.)
- Articulate and support a division-wide plan for professional development that focuses on achieving the goals and priorities identified in the Education Plan
- Provide professional learning to support implementation of new curriculum

DESIRED OUTCOME FIVE:
ALBERTA'S EDUCATION SYSTEM IS GOVERNED EFFECTIVELY

OUR STRATEGIES

- Continue to develop district and school Social Media Strategies to allow easy and immediate information sharing and feedback
- Update and communicate the Human Resource Services action plan to include value-added opportunities (e.g. retirement and investment seminars)
- Plan stakeholder engagement opportunities at the school and system levels to build a collaborative, consultative culture that supports shared governance
- Ensure all schools establish a School Council to provide, at least, input into the Education Plan and school budget, and receive the Annual Education Results Report.
- Post division's and all schools' improvement plans and results reports to website and/ or provide links to school websites
- Develop system leadership capacity through CASS, a partnership with CRC, and local initiatives to positively impact student learning
- Improve facilities through the Capital Plan
- Maintain open communication with parents regarding Reporting Student Achievement (i.e., develop reporting processes based on outcomes in the program of studies and best practice that is consistent with assessment for learning)
- Continue opportunities for stakeholder engagement
- Recognize staff through regular news from Human Resource Services, long service/retirement recognition, orientation, and instructional coach support and collaboration
- Maximize opportunities to improve business procedures and to improve site-based management and decision-making
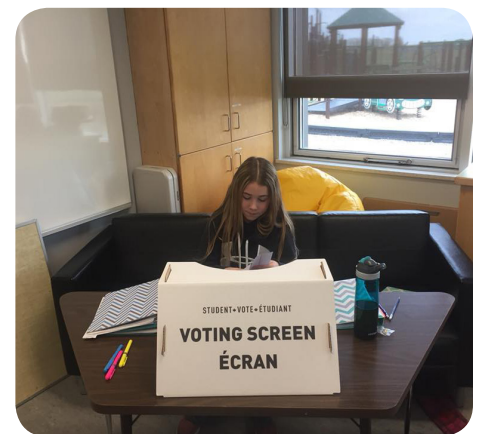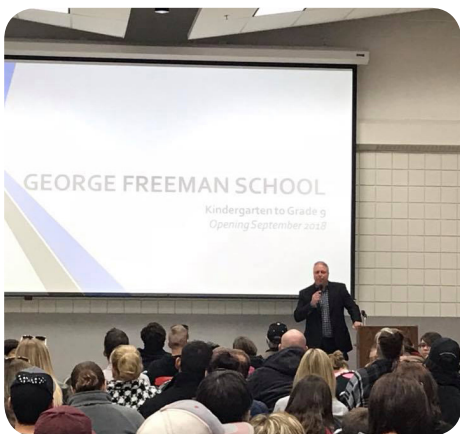
FACILITIES AND CAPITAL PLANS

Our facilities department works very hard to keep our students safe in our schools. To see our boards detailed capital plan please refer to March 2017 **Board Agenda**.

Trochu Valley School
Trochu Valley School Modernization began in 2011 and is now complete. In partnership with the community a fitness facility offering school and community access has just been completed and will be open to the school and public in the near future.

Modular Classrooms
Golden Hills continued to grow and Alberta Education has provided support for this growth with a number of modular classroom additions for CMJHS and Greentree School.

Wheatland Crossing School
Wheatland Crossing School is the new K-12 School for East Wheatland and opened in May 2017. This school is a state of the art facility and provides education to the communities of Hussar, Gleichen, Rockyford, Standard and the broader area of east Wheatland County.

George Freeman School
A new K-9 school for Strathmore was approved in October 2014. This project involves a partnership between Golden Hills, the Town of Strathmore and Wheatland County to construct a K to 9 School integrated with a large community field house. Construction is now underway and completion is expected for September 2018.