

SCHOOL EDUCATION PLAN

HILL CREST COMMUNITY SCHOOL

"Building Success – One Student at a Time"



School Education Plan

Principal: Ben Giesbrecht

Trustee: Henry Goertzen

Parent Chair: Peter Goertzen

2020-2021 SCHOOL YEAR

Stakeholder Involvement

Teachers	
Date	Action
January 31, 2020	Initial Meeting about Education Plan (data analysis)
April, 2020	Initial draft of goals created by Principal
May 19-20, 2020	Group collaboration to look over goals and provide feedback regarding strategies (via Google Doc). Final draft of goals created and strategies finalized.
May 20, 2020	Draft posted to Google Doc for final review by staff
June 2, 2020	Draft uploaded to admin center
September 4, 2020	Initial meeting to review 2020-2021 Education Plan
September 15, 2020	Final edits are made by the school Principal
September 19, 2020	Final version for 2020-2021 uploaded to Google Admin Centre

Support Staff	
Date	Action
March 17, 2021	Initial Meeting about Education Plan (data analysis)
April, 2021	Initial draft of goals created by Principal
May 19-20, 2021	Group collaboration to look over goals and provide feedback regarding strategies (via Google Doc). Final draft of goals created and strategies finalized.
May 20, 2021	Draft posted to Google Doc for final review by staff
June 2, 2021	Draft uploaded to admin center
September 15, 2020	Final edits are made by the school Principal
September 19, 2020	Final version for 2020-2021 uploaded to Google Admin Centre

Students	
Date	Action
May 18, 2021	Student Focus Group

School Council	
Date	Action
April & May, 2021	The development of the plan through executive discussions on school priorities (focused on April and May meetings but also ongoing communication throughout the year).



Hill Crest Community School Education Plan – At a Glance

2020-21

Fort Vermilion School Division “Our Children, Our Students, Our Future”

Inspiring Education Outcomes

Engaged Thinker
Ethical Citizen
Entrepreneurial Spirit

*Any place, any pace,
anytime learning*

Provincial Goals

1. Success for Every Student
2. Quality Teaching and School Leadership
3. Engaged and Effective Governance
4. FNMI students are successful

Alberta Foundational Documents

- School Act/ Education Act
- Ministerial Order on Student Learning
- Competencies for School Leaders
- Teacher Growth, Supervision & Evaluation Policy
- Inspiring Education/ Inspiring Action
- Bill 26 - Assurance for Students Act

Provincial Outcomes

- Student learning needs are supported
- Students receive a strong foundation in literacy and numeracy
- Students and communities have access to safe and healthy learning environments
- Teacher preparation and professional growth focuses on competencies needed to help students learn
- Effective learning and teaching are achieved through collaborative leadership
- Ensuring an education system that demonstrates collaboration and engagement with educational stakeholders

FVSD Priorities

All students will improve reading, writing, and digital literacy skills

- SWAP (Switch With A Purpose) literacy intervention block
- TTT Testing to identify which intervention and support to apply
- Targeted Literacy Coaches
- Primary Literacy Supports through Leveled Literacy Intervention
- New and Beginning Teacher Induction Program
- Diverse Learning Coordinator
- Equipping schools so that teachers use technology to support student centered, personalized authentic learning for all students

All students will improve numeracy skills through practical applications of curricular outcomes

- Numeracy coaches to support instructional strategies (K-12)
- Creation of the TNT Assessment for mathematical placement
- Increasing an FVSD focus on mental numeracy skills
- Creation of numeracy resources such as learning units, unit assessments, midterm exams, and final exams

All students will foster connectivity and well-being amongst community, students, parents and staff.

- Utilize the Collaborative response model
- Preschool program
- Gr 5 and 6 student supervisors
- Teacher mentorship
- Wellness team
- Community events: picnics, camp-out, garage sale, fundraiser dinners, concerts, literacy and numeracy nights

School Goals & Key Strategies

Improve students' reading comprehension by 3% as measured by the TOSREC TTT test

- Balanced Literacy grades K-9
- Leveled Literacy Intervention
- HCCS Literacy Team
- School Based Literacy coach
- Reading A to Z
- Relevant staff professional development

Improve students' numeracy scores as measured by the TNT Testing material being implemented in 2020.

- Utilize intervention time to spend extra time focusing on needs
- Guided math implementation

Improve grade 9 students' level of connectivity to school and staff as measured by the Our School Survey

- Build connections and trust through the grade 9 field trip
- Utilizing resources outside of school and community during health class to tackle issues around drug and alcohol use
- Monthly potlucks

Current Alberta Education Strategies

- High School Redesign
 - Dual Credit Strategies
 - Review of High School Credentialing
 - Digital Exams
 - Increased CTS Opportunities
- Curriculum Redesign
 - Student Learning Assessments
 - Curriculum Prototyping
- Inclusive Education
- Education Act Regulatory Review
- Announcement of New & Modernized Schools as part of the Building Alberta Plan
- Assurance Model Pilot
- MOU for First Nations in Alberta

School Education Plan and Results

Provincial Goals
Success for Every Student
Quality Teaching and School Leadership
Engaged and Effective Governance
FNMI students are successful

FVSD Priorities
All students will improve Literacy skills
All students will improve Numeracy skills through practical applications of curricular outcomes
All students will be increasingly connected to school, students, staff and community

School Goals

School Goal 1:

Improve students' reading comprehension using the 3T testing information. 2020-21 will be baseline establishment. (Continued due to Fire, then Pandemic)

Strategies:

- Implementation of the Balanced Literacy Program from K-9
- Literacy Team
- Collaborative Team Meetings (RTI)
- WeCollab Software
- SWAP Program Intervention focus (on hold until post pandemic)
- Anchor charts of the 8 comprehension strategies (Balanced Literacy framework)
- Leveled Literacy Intervention (LLI) for struggling readers
- George Gorgio grade 1
- 1 staff member in each division will be the Literacy Champion

Secondary Strategies:

- Vocabulary lists or use of sight words/word wall words
- Graphic organizers (compare contrast w/ Venn diagram, cause effect, etc.)
- Daily focus on current events (Jr. High classes) – building connections
- Relate content to student interests (students provide this information)
- Oral language skills - two tier words
- Diagraph work
- Vocabulary
- Reading A to Z – RAZ kids
- Parent Literacy Nights (September and February/March)
- Relevant professional development for staff

Target and Measurement Tools:

- 3 T testing results
- George Gorgio Grade 1 research data
- Fountas and Pinnell Benchmarking Kits (formative)

<ul style="list-style-type: none"> • Woodcock Johnson Comprehension Test (formative)
Resources: <ul style="list-style-type: none"> • Literacy Place resources in staff library
Timeline: <ul style="list-style-type: none"> • Testing occurs three times a year; September, January and May
Results:
Comments:

School Goal 2: <i>Increase student engagement levels as measured by the “Interested and Motivated” category of the Our School Survey from 16% to 27%.</i>
Strategies: <ul style="list-style-type: none"> Continued development of student representative council with a strong focus on student leadership • Define leadership roles and expectations for each division (primary, elementary, and junior high) • Include School Council in the discussion regarding student engagement • Community of Friends • Focus on choice when creating summative assessments (student generated) • Present information to students in various ways • Focus on connecting curriculum to students’ personal lives (how they see it as relevant) • Increased focus on guided discovery, project based learning, and inquiry based education • Careers focus – career fair, trades and technology with John Thurston, more local presenters coming to school • Breakout EDU boxes • 1 staff member in each division will be the Connectivity Champion
Secondary Strategies: <ul style="list-style-type: none"> • Focused campaign on identifying the difference between “fun” and “engagement” • Take your kid to work day coupled with an assignment showcasing the skills required for the job shadowed • Broaden world views (monthly focus on different countries and cultures) • DPA/Brain Breaks (student generated) • Celebrate the positives more frequently; identify the leaders and promote their positive efforts. • Introduce past HCCS high school graduates to junior high students to share their success stories
Target and Measurement Tools: <ul style="list-style-type: none"> • The <i>Our School Survey</i> is conducted in February (main measurement tool) <ul style="list-style-type: none"> ○ Only the “Interested and Motivated” section of the survey will be used for quantitative data • Student engagement surveys (formative) conducted in October and April

Resources:

-

Timeline:

The *Our School Survey* is conducted in February. Regarding the student engagement surveys in October and April, there should be time given prior to go over and explain each question with the students, so they are aware of what is being asked. Concerted efforts showcasing engagement leading up to these surveys needs to be made to ensure that data is more accurate.

Results:**Comments:****School Goal 3:**

Increase student numeracy levels as measured by the TNT divisional testing. 2020-21 is the first year of implementation and will be used to set a base for following years.

Strategies:

- Guided math PD and implementation to determine groups of students
- Utilize SWAP as an intervention period to focus on individual needs (on Hold)
- Find gaps in numeracy proficiency using the Leaps and Bounds Kit
- 1 staff member in each of the three divisions will be the Math Champion

Secondary Strategies:

- Math Days – non competitive math games/questions that foster low floor and high ceiling thought process.
-

Target and Measurement Tools:

- TNT numeracy

Resources:

- Terry Gibson as the divisional math lead
- Guided math sessions in the August PD

Timeline:

- September to November will include PD for staff to prepare for guided Math
- September-October 2019 the principal will observe math classes to answer the question “What does good math instruction look like?”
- Testing will commence in November
- 2020-2021 will see every classroom in k-6 HCCS utilizing guided math strategies

Results:**Comments:**

School Data Sets

Accountability Pillar Overall Summary
3-Year Plan - May 2017
School: 1712 Hill Crest Community School



Measure Category	Measure Category Evaluation	Measure	Hill Crest Community School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.2	91.5	91.2	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	66.8	66.2	67.7	81.9	81.9	81.5	Low	Maintained	Issue
		Education Quality	91.6	87.3	89.1	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	13.2	22.7	16.3	3.0	3.2	3.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	64.4	52.6	65.4	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	5.3	1.3	7.9	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	90.5	75.8	87.3	82.7	82.6	81.9	Very High	Maintained	Excellent
		Citizenship	87.2	82.9	83.9	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	94.0	90.2	90.9	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	80.8	69.5	73.9	81.4	81.2	80.2	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

March 2017 CAT4 Data

FORT VERMILION SCHOOL DIVISION
 Students Reading At or Above Grade Level
 CAT4 Results March 2017

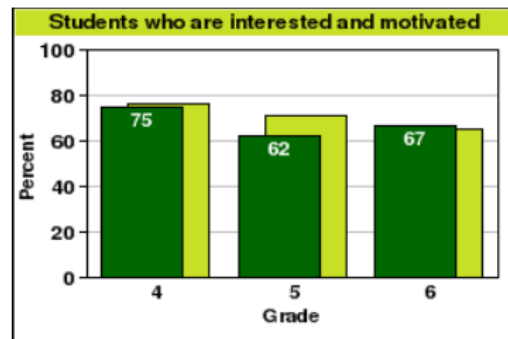
Hill Crest Community School - Grade 1 to 9								
Grade	Number of Students Writing	Number of Students Enrolled	Percent of Students At or Above Stanine 5 (Canadian Norm is 60% Based on Number Writing)			Percent of Students At or Above Stanine 4 (Canadian Norm is 77% Based on Number Writing)		
			Number of Students	Based on # Writing	Based on # Enrolled	Number of Students	Based on # Writing	Based on # Enrolled
1	22	22	9	41%	41%	12	55%	55%
2	16	17	8	50%	47%	9	56%	53%
3	17	19	11	65%	58%	11	65%	58%
4	19	19	11	58%	58%	14	74%	74%
5	19	20	14	74%	70%	16	84%	80%
6	18	21	13	72%	62%	16	89%	76%
7	17	17	9	53%	53%	11	65%	65%
8	16	17	8	50%	47%	9	56%	53%
9	14	14	10	71%	71%	12	86%	86%
School Total	158	166	93	59%	56%	110	70%	66%

February, 2017 *Our School Survey Data - Elementary*

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 68% of students in this school were interested and motivated; the Canadian norm for these grades is 71%.
- 74% of the girls and 63% of the boys in this school were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.

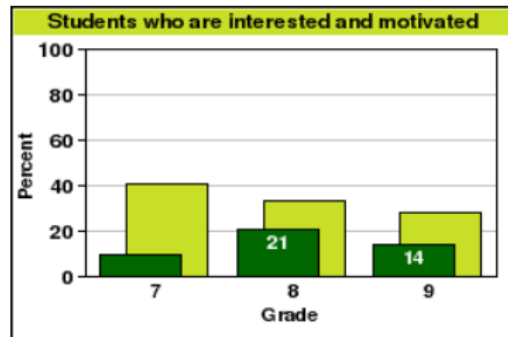


February, 2017 *Our School Survey Data - Junior High*

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 16% of students in this school were interested and motivated; the Canadian norm for these grades is 34%.
- 18% of the girls and 14% of the boys in this school were interested and motivated. The Canadian norm for girls is 34% and for boys is 35%.



Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

A. Creation of the Professional Development Plan

- Directed by the Principal with input & feedback from teachers (PGP and COP goals).
- Meeting with Assistant Superintendent of Teaching and Learning and FVSD Coordinators to line up staff professional goals with available resources.

B. Disbursement of Dollars

- Staff are allocated \$500.00 for professional development, as it applies to their professional growth plan. Staff have the option to carry this over to the next year but must indicate this in their current year's PGP.
- Funds are available to pay for whole group professional development activities, if necessary.

C. Individual Staff Professional Development

- As required and as outlined in each staff member's PGP.
- PGPs are reviewed three times a year by the Principal to monitor progress and reflect upon the plan.
- Whole group PD opportunities that staff will participate in throughout the year.
- PD will be embedded into staff meetings (early dismissal days) throughout the year.

D. Education Plan Associated Professional Development

- School-Based PD directly related to Education Plan.
 - Response to Intervention (RTI) PD throughout the year (beginning in September, Inclusive Education PD in November, etc.)
 - Reading Comprehension Strategies (according to Balanced Literacy framework)
 - Scoring Writing Rubrics accurately using the new division writing rubrics
 - Engagement Coordinator PD sessions

Month	Action
August	<ul style="list-style-type: none"> • Staff meeting and review of the Education Plan • Assessment PD for junior high teachers • Induction for new teachers • Digital Literacy and Google PD
September	<ul style="list-style-type: none"> • Initial refresher PD on 6+1 Traits and Reading Comprehension • High Level Division Priorities PD Day • Monthly Collaborative Team Meeting
October	<ul style="list-style-type: none"> • PD day October 2 • Monthly Collaborative Team Meeting
November	<ul style="list-style-type: none"> • Inclusive Education PD day Nov 20– Mandatory for all support staff and teachers • Monthly Collaborative Team Meeting
December	<ul style="list-style-type: none"> • No PD days scheduled in December • Monthly Collaborative Team Meeting
January	<ul style="list-style-type: none"> • PD Day January 30

	<ul style="list-style-type: none"> • Review teacher PGPs • Monthly Collaborative Team Meeting
February	<ul style="list-style-type: none"> • ATA Teacher’s Convention in Edmonton • Monthly Collaborative Team Meeting
March	<ul style="list-style-type: none"> • School Education Plan introductory planning • Monthly Collaborative Team Meeting
April	<ul style="list-style-type: none"> • PD Day Tuesday, April 3 • Monthly Collaborative Team Meeting
May	<ul style="list-style-type: none"> • Education planning PD (AM) – May 10 • Monthly Collaborative Team Meeting
June	<ul style="list-style-type: none"> • Review of the 2020-21 school year and Education Plan • Prepare and plan for the 2021-22 school year • Monthly Collaborative Team Meeting

Communication Plan

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

A. Communicating with Parents (August – June)

- Newsletters, school website, newspaper ads, Synervoice callouts, focus groups, parent-teacher interviews, “Town Hall” style School Council meetings, school organized events, and student agendas

B. Communicating with Staff (August – June)

- Monday Memos, email, personal meetings, staff meetings, sharing/collaborating via Google Docs

C. Communicating with Students (September-June)

- Student focus groups, Student Representative Council (SRC), personal meetings, grade level meetings

Month	Action
September	<ul style="list-style-type: none"> • Student Agenda/Handbook • Parent Handbook • Classroom Newsletter • Meet the Staff Potluck • School Council AGM • Student Council
October	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Student Focus Groups
November	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter

	<ul style="list-style-type: none"> • Parent-Teacher Interviews • Parent Focus Group • Student Focus Groups
December	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter
January	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter • Student Focus Groups • Parent Focus Group
February	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Parent-Teacher Interviews • Student Focus Groups
March	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter • Student Focus Groups • Parent Focus Group
April	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Parent-Teacher Interviews • Student Focus Groups
May	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter • Education Week • Student Focus Groups • Parent Focus Group
June	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Student Focus Groups • Year-End Awards Ceremony and Volunteer Thank You

Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

Month	Action
September	<ul style="list-style-type: none"> • Staff meeting and review of the Education Plan • Personal month-end review
October	<ul style="list-style-type: none"> • Review goals and specific traits and strategies at the staff meeting • Review goals and specific traits and strategies at the School Council executive meeting • Conduct student engagement surveys and analyze results with JH staff
November	<ul style="list-style-type: none"> • Review goals and specific strategies at the staff meeting • Personal month-end review
December	<ul style="list-style-type: none"> • Personal month-end review
January	<ul style="list-style-type: none"> • Initial review of data and planning for the 2021-22 Education Plan • Review goals and specific strategies at the staff meeting • Personal month-end review
February	<ul style="list-style-type: none"> • Review goals and strategies at the staff meeting • Review goals and strategies at the School Council executive meeting • Conduct TTFM surveys with grade 4-9 students • Personal month-end review
March	<ul style="list-style-type: none"> • Review goals and strategies at the staff meeting • CAT testing • Personal month-end review
April	<ul style="list-style-type: none"> • Review goals and strategies at the staff meeting • Personal month-end review
May	<ul style="list-style-type: none"> • Creation of draft Education Plan for 2021-22 • Review goals and strategies at the staff meeting • Personal month-end review
June	<ul style="list-style-type: none"> • Review of the 2021-22 school year and Education Plan • Prepare and plan for the 2021-22 school year

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2020-21 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the 2020-21 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date