



**High Prairie Elementary School
Education Plan
2023-24**



Mission

Leaders Learning Together

Vision

High Prairie Elementary School is a place of hope where caring and respect lead to learning and success.

Principal

Lyndsay Fleming

Vice Principals

Lisa Zabolotniuk

About Us

High Prairie Elementary School a school in the High Prairie School Division and is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

The elementary school offers programming for students from ECS through to grade 6 with a total student population of over 300. The school supports a broad range of opportunities for students including leadership and French language programs, as well as, art courses and it is operated by staff with a passion for teaching.

About the Plan

This plan came about through in person interviews with grade 4, 5, and 6 students and staff using information from the 2022-23 School Survey and 2022-23 HPSD Assurance survey for Parents. The High Prairie School Division Board provided us with Three areas of focus: Nurture community relationships and partnerships, student achievement in numeracy, literacy and the new curriculum, and health and wellness of our staff and students. The data collected and organized shows commonalities and values around education.

Successes

High Prairie Elementary School has achieved a very strong French Program. We consistently have between 80-90% of our grade 6 French students preparing for the Diplome d'études en langue française (DELFP) examinations and consistently achieving scores at or above the 80% mark.

We continue to integrate First Nations, Métis, and Inuit learnings throughout the year in a variety of areas including, but not limited to Fine Arts, Literature Choices, Land Based Learning, Wellness, and Grandfather Teachings. We provide regular collaborative planning time, support for certified teachers from our division, Indigenous Success Coach, and support various First Nations, Métis, and Inuit Professional Development opportunities for all staff members throughout the year.

High Prairie Elementary school believes that every child should have the opportunities to find success and then works to develop a learning environment in which every student has access to the support necessary to achieve success. Supports include Speech Language Programming, Occupational Therapy, Educational Assistance, Leveled Literacy Intervention, intervention programming, technology supports, wellness and counselling and access to various other community services providers. We work hard to utilize our resources effectively and regularly reflect on our timetables and practices in order to maximize support for our students. High Prairie Elementary also sees the value in students learning more about themselves, their interests and positive outlets, to do this we encourage students to participate in Wellness Clubs where they can learn more and participate in activities that interest them. Students develop new skills and find positive hobbies that can lead to more learning and positive involvement in the community.

Students at High Prairie Elementary school benefit from access to technology. Every classroom is equipped with Smartboards, document cameras, webcams, sound systems, and a device for every child. Teachers and education assistants are knowledgeable about technology and use it in daily instruction believing that technology is not an event, but rather a part of everyday learning within our classrooms.

We foster a love of reading in our school through creating a welcoming environment in our library, and effective collaboration between teachers and the librarian. Expectations are consistent from Kindergarten to Grade 6, with all students learning the routines, procedures and how to choose a book that is right for them.

A school-wide focus on using powerful teaching tools has resulted in quality instruction, consistent expectations and routines, a positive learning environment, and respectful relationships amongst staff and students. Our school has actively engaged in the Collaborative Response Model. This model provides a framework for staff to discuss key issues with students and strategies together to find creative solutions to support students. We have also created School Support Team Meetings where our support team is able to discuss a holistic approach to

supporting more complex student needs. Our parent community believes in the work we are doing with their children.

With an emphasis on healthy snacks and nutritious meals, our lunch program is a popular and delicious part of our school community. Our students very much enjoy and value the lunch program.

Challenges

The past two years have seen a decline in attendance. An area of focus for the upcoming school year will be on strengthening Community Connections and looking for ways in which to increase attendance.

We anticipate that as attendance improves our children with large absenteeism will need support and assistance building connections in the school. Providing consistent wellness support has been a challenge this year due to staffing transitions in the counselling and wellness coach roles.

Literacy and Numeracy continue to be a challenge. Poor attendance further widens the gaps for our struggling students despite a focus on these areas and additional support such as Jump Math, Marian Small's Open Questions, Number Talk, the Math Intervention/Programming Instrument (MIPI), Leveled Literacy Intervention, Speech Language Programing, Haggerty Phonics, Words Their Way, Fountas and Pinnell, Right to Read, Renaissance Learning, and guided reading. However, we did make some big gains as seen in our Right to Read Data.

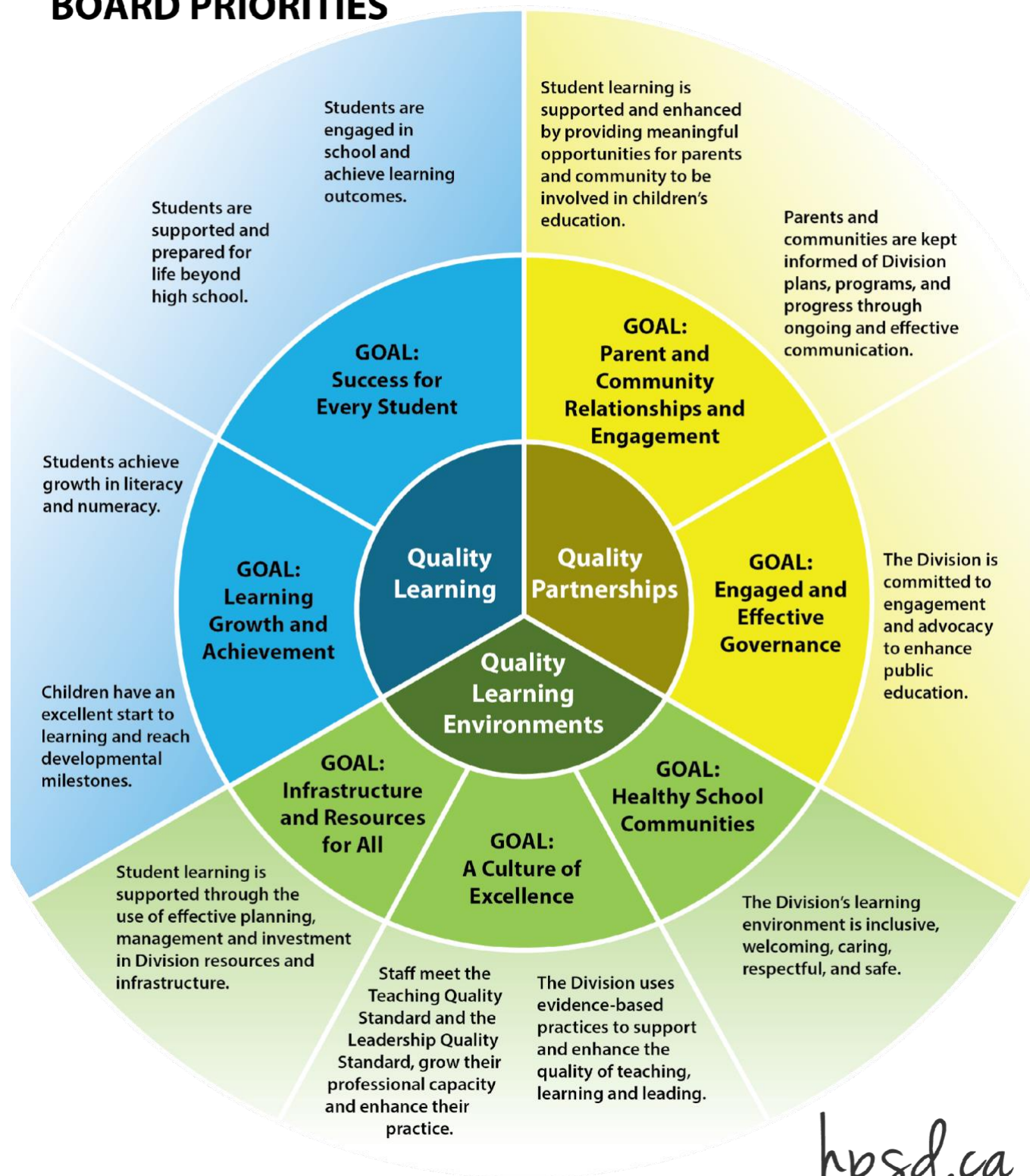
This year we had 4 grades implement two core subjects' new curriculum. As with any curriculum change there will be gaps in knowledge especially for older students who are starting a new curriculum without the benefit of the scaffolded previous years. For our grade 3 students, who have had their Kindergarten-grade 2 years interrupted by COVID they are experiencing the largest gaps in previous knowledge from the change in curriculum. Our teachers have been working with our support team to develop interventions and strategies to support student learning and decrease these gaps. The Collaborative Response model has given us the vehicle with which to confront these struggles and creatively find solutions to support student growth.

Results of the Successes/Challenges

1. Our teaching staff continue to work hard this year familiarizing themselves and engaging in the CRM process. These team meetings focussed on student needs through collaboration of good pedagogical practices. The various layers of meetings have allowed us to talk through student concerns in a manner that supports more student and meets more needs.
2. Through Facebook, our website, and Communicate, we adjusted ways of reaching out digitally to our community to provide insight and connection to what is happening in our school.
3. For school council meetings we had a hybrid format. Many times our school council turnout was 6-8 community members. However, towards the end of the year this number decreased which led to us amalgamating the Kindergarten sub group with the main School Council to support more community voices.

4. As a staff, we continued to engage in First Nations , Métis, and Inuit professional development to understand the effects of our Canadian history, the laws that we have now from the past, and embrace the reconciliation process.
5. As a staff, we continue to prioritize participation in curriculum collaboration meetings as a division and our collaborative planning time within our school. Working together we are building pedagogically sound unit plans, assessments and rubrics for this new curriculum.

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2023

School Goals**1. Goal #1: Increase and Nurture quality community partnerships**

Divisional Goal: Parent and community relationships and engagement

Divisional Outcome: Student learning is supported and enhanced by provide meaningful opportunities for parents and community to be involved in children's education

Strategies

1. Hold school events to welcome and engage our families in their children's education
 1. Fine Arts Performance – community attendance
 2. Meet the teacher night – community attendance and engagement
 3. Family Games Night – community attendance and engagement
 4. Winter Festival - community attendance and engagement
 5. Kindergarten Appreciation Night - community attendance and engagement
 6. Kindergarten Registration Welcome Night – community attendance and registrations
 7. Kindergarten Orientation – community attendance
 8. Sneak a Peak for families – community attendance
 9. Community Engagement Night – community attendance and engagement
 10. open up assemblies to families – community attendance
 11. Collaborate with other HPSD schools in the High Prairie area to develop a strategy to gather input from our school community in planning
 12. In collaboration with the other High Prairie schools, meetings with the educational directors from surrounding communities to engage in conversation about what is working for their community members and what are the challenges for them around being part of High Prairie Elementary School
 13. Working with the early intervention team at AHS to better support preschool aged children with significant needs. AHS, Children's Resource Council and High Prairie Elementary are working together to hold an annual Early Years Fair to support families in understanding their child's milestones and supports available in the community if milestones are not being met.
 14. Special Person Lunch - Parents have lunch with their children at school
 15. Class visits to Pleasant View Lodge, Veteran activities, Flower planting, Elders in the school
 16. The RCMP has started a "Challenge Coin" program, to be awarded a Challenge Coin from an active member of the RCMP is a great honour. Our Liaison will work with teachers each year to award one student a Challenge Coin for being a positive role model in our community.
2. Continue with the strategies developed this year to reach families online
 - i. Welcome back video - August
 - ii. Santa visit and photos for K and gr. 1

- iii. Assembly video posted on webpage and Facebook page
- iv. South Peace Radio News (monthly)
- v. Facebook posts about activities in the school both special events and every day learning activities
- vi. Acknowledging the holidays celebrated by our families.

Performance Measures

- APORI Data - Results for Parental involvement to maintain at over 80% of parents satisfied or very satisfied with the opportunity to be involved in decisions about their child's school and increase in our HPSD Parent Survey response rate to 50 respondents
- Community Engagement input - at least 25 parents participate
- Parent involvement in events (listed above) - More than half of parents participate in events over the 2022-23 school year.
- Website count - currently we are getting around 200 users per month and we would like to increase this to 225 users per month.
- Facebook Page use - We are getting around 423 community members weekly accessing our Facebook Page. We would like this to increase to 430 users per week
- Attendance improvement - 70% of our students are coming more than 80% of the time
- 80% of parents responding to the HPSD Parent Survey agree or strongly agree that their child can get help at school with problems that aren't related to schoolwork.
- For parents to know and understand the programs offered at HPE as recorded in the HPSD Parent Survey:
 - 1. Technology - 95% (currently 90%)
 - 2. Health - 90% (currently 82%)
 - 3. Another Language - 70% (currently 65%)
 - 4. Land-based learning - 85% (currently 76%)

2. Goal #2: Ensure students achieve success in the learning outcomes.

Divisional Goal: Success for every student

Divisional Outcomes: Students are engaged in school and achieve learning outcomes

Strategies

1. Use the Collaborative Response Model framework to monitor and drive effective interventions such as grade-level boost groups, strand-specific numeracy strategies, and universal classroom strategies.
2. Use strategies such as number talks and open questions as powerful teaching strategies in numeracy for all students
3. Haggerty Phonics teaching tool and Word Their Way teaching tool weekly as powerful teaching strategies for literacy skills for all students
4. Powerful literacy strategies in all subject areas to build literacy skills in our students in all areas.

5. Have imbedded Collaborative Planning time in the timetable to work with partner teachers in understanding and implementing new curriculum
6. Divisional grade group meetings to collaborate on new curriculum and effective assessment practices

Performance Measures

- Effective interventions (60% of students in the second and third tiers start to move down the pyramid)
- EYE Assessment - 60% of students achieve developmentally appropriate targets and 90% of students achieve target gains
- Words Their Way - 60% of students achieve developmentally appropriate targets and 90% of students achieve target gains
- HLAT - 60% of students achieve proficient at grade level in the different writing skills and 90% of students achieve target gains
- MIPI - 60% of students achieve proficient at grade level in the different numeracy skills and 90% of students achieve target gains
- APORI Data -
 - Language arts acceptable from 67.9% to a 70%
Excellence from 7.1% to a 9%
 - Mathematics Acceptable from 42.9% to a 50%
Excellence from 3.6% to a 4.5%

3. Goal #3: Ensure Quality Learning Environments to meet the needs of every child

Divisional Goal: Building a culture of excellence

Divisional Outcomes: Staff meet the Teaching Quality Standard and the Leadership Quality Standard, grow their professional capacity and enhance their practice.

Strategies

1. Work with Dossier to develop a solid Collaborative Response Model framework that supports, monitors, and drives effective interventions including grade-level boost groups, strand-specific numeracy strategies, and universal classroom strategies.
2. Work with staff on The Emotional Culture Deck to help to define the emotional culture of the building and increase staff efficacy
3. Weekly Collaborative Planning meetings at grade level and monthly Collaborative Team meetings with whole staff to discuss how individual students are supported and moving down the pyramid model
4. Wellness block to build voice and choice within our students. Giving them some agency with their day at school. Below is what the students are asking for in their school day according to the HPSD School Survey:



Performance Measures

- 60% of students in tier two and three move down the pyramid of intervention
- APORI Data - Teacher reporting that professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth:
 1. addressed professional development needs - increase from 85%-90%
 2. contributed to ongoing professional development - increase from 80% - 83%
- APORI Data -
 1. Safe and Caring Schools, Student Learning, Participation for Lifelong learning categories maintain the “very high” achievement measure
- APORI Data -
 - Language arts acceptable from 67.9% to a 70%
Excellence from 7.1% to a 9%
 - Mathematics Acceptable from 42.9% to a 50%
Excellence from 3.6% to a 4.5%
- Divisional Student Survey - 70% of students report value in school and the learning experience based on the following guiding statements:

1. I love learning new things
 2. School is important for my future goals
 3. It's a safe and caring environment
 4. My teachers care about me
- Divisional Student Survey - over 85% of our students report feeling safe and cared for under the following guiding statements:
 1. There is at least one teacher or another adult at this school who really wants the best for you
 2. I am comfortable asking my teachers for help with my schoolwork
 3. If I tell a teacher about a problem I am having, the teacher will do something.
 4. There are adults at this school I could talk with if I had a problem
 5. Most teachers and other adults at this school treat students with respect
 6. Most teachers and other adults at this school listen to what students have to say.
 7. Most teachers and other adults at this school care about all students
 8. I feel that I belong at school
 9. At my school, staff care about what I have to say
 - Attendance improvement - from 70% of our students coming more than 80% of the time to over 80% of our students coming over 80% of the time.
 - Increase parents' belief that students treat each other well to 75% on the HPSD Parent Survey
 - Increase the sense of safety and belonging at the school in the HPSD School Survey to students by decreasing the "Bullying is a common experience at my school to 20% from 32%