



**High Prairie Elementary School**

**2020-23**

**Three-Year Education Plan**

**and**

**2019-20**

**Annual Education Results Report**



### **About Us**

High Prairie Elementary School 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 350. 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.

### **Principal's Message**

With exemplary teaching, leadership and collaborative partnerships, High Prairie Elementary School is preparing its students to be socially responsible and to succeed locally and globally. We are focusing on literacy and numeracy goals to inspire, lead and assist our students to achieve to their highest levels.

This 3 Year Education Plan will be presented to the High Prairie Elementary School Council in the fall. The purpose of this presentation will be to speak to the results and to generate discussion regarding the various items. The school will continue to share monthly survey data sets that focus on issues found in the APORI review that needed further clarification.

**Staff List**

**Teachers:**

Jeanne Romick (Kindergarten)  
Becki Cardial (Kindergarten)  
Melissa Isaac (Grade 1)  
Roberta Barrons (Grade 1)  
Natalie Cole-Lamothe (Grade 2)  
Rhona Ragan (Grade 2)  
Tannisha Mackenzie (Grade 3)  
Penny Johansson (Grade 3/4)  
Lori Denty (Grade 4)  
Crystal Stecik (Grade 5 and AHL)  
Charlene Porisky (Grade 5 and AHL)  
Brenda Coulombe (Grade 5/6)  
Chris Langlois (Grade 6)  
Joanne Murphy (AHL)  
Magalie Frechette (French, LLI)  
Lisa Zabolotniuk (LLI)  
Lyndsay Fleming (Vice Principal, P.E)  
Kim Corless (Principal)

**Student Teachers:**

Cara Haubrich  
Jessica Hesse

**PUF Educational Assistants:**

Amanda Sumption  
Leah Willcott

**Librarian:** Shelley Griffiths

**HOSTS:** Annika Sware

**Educational Assistants:**

Dona Gray  
Amanda Tomkins  
Kathy Thompson  
Sharlie Zabolotniuk  
Rachel Roberts  
Patty Mackenzie  
Joyleen Beamish  
Tammy Napier  
Janelle Carlson  
Stacey Chalifoux

**Secretaries:**

Cathy Kryzanowski  
Marla Willier

**Indigenous Success Coaches:**

Connie Sabo  
Corinne Goulet

**Wellness Coach:** Keitlyn Williams

**Day Custodian:** Rena Tansem

# May 2020 Accountability Pillar Overall Summary

| Measure Category  | Measure                                    | High Prairie Elementary 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                                       | Safe and Caring                            | 99.5                           | 94.1             | 94.2                | 89.4           | 89.0             | 89.2                | Very High          | Improved    | Excellent |
| Student Learning Opportunities                                | Program of Studies                         | 95.8                           | 95.2             | 94.2                | 82.4           | 82.2             | 82.0                | Very High          | Maintained  | Excellent |
|   | Education Quality                          | 95.4                           | 99.2             | 97.2                | 90.3           | 90.2             | 90.1                | Very High          | Maintained  | Excellent |
|   | Drop Out Rate                              | n/a                            | n/a              | n/a                 | 2.7            | 2.6              | 2.7                 | n/a                | n/a         | n/a       |
|   | High School Completion Rate (3 yr)         | n/a                            | n/a              | n/a                 | 79.7           | 79.1             | 78.4                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | n/a                            | 65.1             | 59.2                | n/a            | 73.8             | 73.6                | n/a                | n/a         | n/a       |
|   | PAT: Excellence                            | n/a                            | 7.1              | 8.5                 | n/a            | 20.6             | 20.0                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades 10-12)                   | Diploma: Acceptable                        | n/a                            | n/a              | n/a                 | n/a            | 83.6             | 83.4                | n/a                | n/a         | n/a       |
|   | Diploma: Excellence                        | n/a                            | n/a              | n/a                 | n/a            | 24.0             | 23.5                | n/a                | n/a         | n/a       |
|   | Diploma Exam Participation Rate (4+ Exams) | n/a                            | n/a              | n/a                 | 56.4           | 56.3             | 55.6                | n/a                | n/a         | n/a       |
|   | Rutherford Scholarship Eligibility Rate    | n/a                            | n/a              | n/a                 | 66.6           | 64.8             | 63.5                | n/a                | n/a         | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | n/a                            | n/a              | n/a                 | 60.1           | 59.0             | 58.5                | n/a                | n/a         | n/a       |
|   | Work Preparation                           | 95.0                           | 95.0             | 90.2                | 84.1           | 83.0             | 82.7                | Very High          | Maintained  | Excellent |
|   | Citizenship                                | 99.0                           | 93.3             | 90.6                | 83.3           | 82.9             | 83.2                | Very High          | Improved    | Excellent |
| Parental Involvement  | Parental Involvement                       | 91.1                           | 90.3             | 90.0                | 81.8           | 81.3             | 81.2                | Very High          | Maintained  | Excellent |
| Continuous Improvement  | School Improvement                         | 89.4                           | 95.2             | 91.7                | 81.5           | 81.0             | 80.9                | Very High          | Maintained  | Excellent |

Student Survey Results: <https://drive.google.com/file/d/1gJL-G1-xJUoowKtklhuFx8uR8fqsPPC4/view?usp=sharing>

HPE - Us at a glance: [https://drive.google.com/file/d/1s9r6wcUARYuVZENRqg\\_HxfkGE0s9nPdo/view?usp=sharing](https://drive.google.com/file/d/1s9r6wcUARYuVZENRqg_HxfkGE0s9nPdo/view?usp=sharing)

## OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

|                              |                        | High Prairie Elementary School |             |         |      |     |                     |      | Alberta |     |                     |      |
|------------------------------|------------------------|--------------------------------|-------------|---------|------|-----|---------------------|------|---------|-----|---------------------|------|
|                              |                        | Achievement                    | Improvement | Overall | 2020 |     | Prev 3 Year Average |      | 2020    |     | Prev 3 Year Average |      |
| Course                       | Measure                |                                |             |         | N    | %   | N                   | %    | N       | %   | N                   | %    |
| English Language Arts 6      | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a | 48                  | 69.4 | n/a     | n/a | 51,977              | 83.1 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a | 48                  | 8.2  | n/a     | n/a | 51,977              | 18.2 |
| French Language Arts 6 année | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a | n/a                 | n/a  | n/a     | n/a | 3,357               | 86.0 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a | n/a                 | n/a  | n/a     | n/a | 3,357               | 13.8 |
| Français 6 année             | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a | n/a                 | n/a  | n/a     | n/a | 605                 | 91.9 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a | n/a                 | n/a  | n/a     | n/a | 605                 | 23.1 |
| Mathematics 6                | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a | 47                  | 47.2 | n/a     | n/a | 51,924              | 71.6 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a | 47                  | 3.1  | n/a     | n/a | 51,924              | 13.9 |
| Science 6                    | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a | 47                  | 58.9 | n/a     | n/a | 51,966              | 77.8 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a | 47                  | 12.2 | n/a     | n/a | 51,966              | 29.4 |
| Social Studies 6             | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a | 47                  | 61.4 | n/a     | n/a | 51,937              | 74.7 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a | 47                  | 10.4 | n/a     | n/a | 51,937              | 23.1 |

### Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |      |      |      |       |      |      |     |        |     |
|--|-----------|--------------------------|------|------|------|------|------|-------|------|------|-----|--------|-----|
|  |           | Results (in percentages) |      |      |      |      |      |       |      |      |     | Target |     |
|  |           | 2016                     |      | 2017 |      | 2018 |      | 2019  |      | 2020 |     | 2020   |     |
|  |           | A                        | E    | A    | E    | A    | E    | A     | E    | A    | E   | A      | E   |
| English Language Arts 6                          | School    | 71.9                     | 5.3  | 58.9 | 1.8  | 75.0 | 18.2 | 74.4  | 4.7  | n/a  | n/a | n/a    | n/a |
|  | Authority | 74.8                     | 9.8  | 72.3 | 4.1  | 70.1 | 9.4  | 77.2  | 4.6  | n/a  | n/a |        |     |
|  | Province  | 82.9                     | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 | 83.2  | 17.8 | n/a  | n/a |        |     |
| French Language Arts 6 année                     | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a | n/a    | n/a |
|  | Authority | 100.0                    | 0.0  | 66.7 | 5.6  | 92.9 | 21.4 | 100.0 | 0.0  | n/a  | n/a |        |     |
|  | Province  | 87.7                     | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 | 87.7  | 15.7 | n/a  | n/a |        |     |
| Français 6 année                                 | School    | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a | n/a    | n/a |
|  | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a |        |     |
|  | Province  | 91.4                     | 17.2 | 92.1 | 21.6 | 93.3 | 23.1 | 90.3  | 24.6 | n/a  | n/a |        |     |
| Mathematics 6                                    | School    | 24.6                     | 3.5  | 32.1 | 0.0  | 54.5 | 2.3  | 54.8  | 7.1  | n/a  | n/a | n/a    | n/a |
|  | Authority | 44.6                     | 5.6  | 44.6 | 3.3  | 52.4 | 3.4  | 56.4  | 5.1  | n/a  | n/a |        |     |
|  | Province  | 72.2                     | 14.0 | 69.4 | 12.6 | 72.9 | 14.0 | 72.5  | 15.0 | n/a  | n/a |        |     |
| Science 6  | School    | 50.9                     | 10.5 | 46.4 | 8.9  | 63.6 | 15.9 | 66.7  | 11.9 | n/a  | n/a | n/a    | n/a |
|  | Authority | 62.0                     | 11.3 | 62.4 | 15.7 | 70.4 | 15.5 | 69.9  | 15.3 | n/a  | n/a |        |     |
|  | Province  | 78.0                     | 27.1 | 76.9 | 29.0 | 78.8 | 30.5 | 77.6  | 28.6 | n/a  | n/a |        |     |
| Social Studies 6                                 | School    | 49.1                     | 10.5 | 50.0 | 12.5 | 69.8 | 14.0 | 64.3  | 4.8  | n/a  | n/a | n/a    | n/a |
|  | Authority | 58.7                     | 15.5 | 56.2 | 12.0 | 64.2 | 9.9  | 68.2  | 11.0 | n/a  | n/a |        |     |
|  | Province  | 71.4                     | 22.0 | 72.9 | 21.7 | 75.1 | 23.2 | 76.2  | 24.4 | n/a  | n/a |        |     |

### Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |        |      |      |      |       |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |      |      |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2016   | 2017 | 2018 | 2019 | 2020  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall   | 78.9   | 87.9 | 90.7 | 93.3 | 99.0  | 78.4      | 77.9 | 77.4 | 73.2 | 78.3 | 83.9     | 83.7 | 83.0 | 82.9 | 83.3 |
| Teacher   | 92.5   | 98.1 | 97.1 | 93.3 | 98.0  | 92.4      | 92.5 | 87.6 | 86.0 | 90.0 | 94.5     | 94.0 | 93.4 | 93.2 | 93.6 |
| Parent  | 64.4   | *    | 83.5 | *    | 100.0 | 75.1      | 77.0 | 73.1 | 69.1 | 73.0 | 82.9     | 82.7 | 81.7 | 81.9 | 82.4 |
| Student   | 79.7   | 77.7 | 91.5 | n/a  | n/a   | 67.7      | 64.2 | 71.5 | 64.4 | 72.0 | 74.5     | 74.4 | 73.9 | 73.5 | 73.8 |

## Assessment

**High Prairie Elementary school will generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.**

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities
- Monitor and assess students learning on an ongoing basis and modify plans accordingly
- ASK assessment rubric (using this assessment to analyze growth, literacy strengths and challenges)
- F&P Data - Using this assessment to analyze growth, literacy strengths and challenges
- Working with all teachers to coordinate areas of concern through data analysis (Math Intervention/ Programming Intervention (MIPI), Fountas and Pinnell (F&P), Attitude, Skills, and Knowledge (ASK)) and to troubleshoot learning needs/goals and instructional strategies
- Formative assessment to guide instruction in the classroom
- "Right to Read" for grades K-2.
- Accelerated Reading (AR) Formative Assessment Tool to guide students in choosing books and provide teachers data around student comprehension and literacy progress
- Early Years Evaluation (EYE) Assessment for Kindergarten
- Seesaw - used as a portfolio to track assessment pieces for each child. This is directly linked to parents

ASK Assessment - <https://drive.google.com/file/d/1hjj4W4E2IIB-S3AOfQjPZCuGIFqDvpVM/view?usp=sharing>

## Literacy

**High Prairie Elementary school will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.**

Strategies:

- Professional development for Word Work. Haggerty Literacy Awareness (auditory/oral portion of phonological awareness)
- Dedicated professional development around pedagogically sound instructional strategies for balanced literacy
- Through On-line coaching and PD, the teachers modeled or co-modeled various aspects of strong instructional teaching strategies. Visiting teachers were able to observe the learning in action applying research lenses to the learning, and then participate in analysis.
- Professional conversations around the analysis of data and instructional strategies on how to best support our students
- Teacher/EA collaborative conversations on how to best focus student support
- animated literacy Kindergarten and grade 1 (hand gesture)
- AIM - French program with hand gestures (grade 3-6)

Actions:

- Effective daily word work strategies from k-6 to support literacy development.
- Online coaching (grade level) for guided practice
- Classroom modeling of best practice
- PD sessions focusing on Literacy and best practices
- Classroom observations (planning with the end in mind)
- Literacy Interventions and support groups
- Balanced literacy approach (gradual release of responsibility (students are not thrown into independent levels too soon)
- Dedicated uninterrupted literacy block (90 min)
- Collaborating with the Divisional Literacy Committee.
- Integrated literacy teaching strategies in other subjects (math, ss, sc)

- Guided reading multiple times throughout the week
- Accelerated Reader (provides guidance for children in choosing a book around a topic of interest and provides data for teachers around student literacy levels - comprehension)
- RAZ Kids with links for Parents
- EPIC - Link to Parents as well
- LLI targeted support for grade 1-3

### **Numeracy**

**High Prairie Elementary school will administer the MIPI to students in Grades 2 to 6 and demonstrate the use of data to inform instruction.**

**We will identify and assess the numeracy interventions that we are currently using.**

Strategies:

- Nurture teacher confidence to effectively administer MIPI
- Ability to use this data to inform/assess instruction and interventions they are currently using
- Cyclical teaching of concepts throughout the year

Actions:

- Analyze data with all teachers in Data Teams.
- The use of Math IXL and professional conversations and analysis of data throughout the entire school year
- Basic operations routines
- formulate common strategies and vocabulary.
- Discussed cyclical teaching and review of key concepts and skills.
- MIPI data shows weakness in subtraction, division, and application of concepts to real-world problems.
- Collaborating with the Divisional Numeracy Committee.
- Individual manipulative kits (students choosing their tool)
- Incorporate powerful teaching tools into math
- Teachers develop lesson around real life problems (student engagement)

### **Character Education**

High Prairie Elementary's character education plan reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally.

Strategies:

- Teach and provide ongoing opportunities for students to set interdisciplinary personal learning goals.
- Provide multiple avenues to display, showcase and support our students in this journey
- Clear expectations in Handbooks, character education lessons and 7 Grandfather teaching lessons, common vocabulary throughout the whole school

Actions:

- Habit focused assemblies led by each grade
- Announcements led by students
- Radio news and newspaper reports for community
- Radio show for bucket fillers
- Indigenous support coaches with 7 Grandfather Teachings
- Our wellness coach promotes active and healthy living Healthy and Youth Relationships (Whole class/small group/ individual instruction and guidance)
- Hosts (with Gr. 6 students - boys and girls club, working closely with Wellness coach)
- Student competencies in goal setting and review of goals (immersed in classroom learning)
- Restorative justice approach to discipline
- Grade 5/6 Leadership team (recycling, news reports)

Bucket Filler Weekly Report: <https://drive.google.com/file/d/15r-tq18AkGy90U7b6PJevq2w50htX5Ak/view?usp=sharing>

South Peace Radio News

<https://www.kix.fm/high-prairie-elementary-school/>



## OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

### Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |        |       |      |      |       |           |      |      |      |      |          |      |      |      |      |
|---|--------|-------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |       |      |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2016   | 2017  | 2018 | 2019 | 2020  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall   | 90.3   | 97.2  | 95.3 | 99.2 | 95.4  | 86.6      | 87.6 | 87.7 | 84.3 | 88.1 | 90.1     | 90.1 | 90.0 | 90.2 | 90.3 |
| Teacher   | 100.0  | 100.0 | 98.4 | 99.2 | 100.0 | 96.3      | 94.6 | 92.9 | 93.3 | 93.9 | 96.0     | 95.9 | 95.8 | 96.1 | 96.4 |
| Parent  | 77.8   | *     | 89.9 | *    | 90.7  | 78.6      | 83.7 | 83.4 | 78.6 | 83.3 | 86.1     | 86.4 | 86.0 | 86.4 | 86.7 |
| Student   | 93.1   | 94.4  | 97.6 | n/a  | n/a   | 84.9      | 84.5 | 86.9 | 81.0 | 87.0 | 88.0     | 88.1 | 88.2 | 88.1 | 87.8 |

### Leadership Development

Monthly Assemblies (teachers working with students to lead assemblies)

Climate Committee - Teachers lead a month of fun activities for the students and staff

PGP Meetings - individual conversations between teachers and administrators (keep pulse on teacher interest and growth, find ways to support teacher interest (Kindergarten - LBL, Music- Music teacher)

### Staffing

There will be staff turnover in the next 2-5yrs due to teacher retirement. Our school is very fortunate to have specialized staff who support our French, Music, Art, and Drama programs. We also have a cook on staff who prepares meals as part of our school nutrition program. Our team is also complemented with Educational Assistants who support the classroom teachers with targeted and universal supports for students.

### Professional Development

| Teachers' Professional Development 2020-2021  |   |  |
|---|---|--|
| <b>Aug25-28</b><br>Book Study – Chpt 1<br>Planbook Session<br>Covid Routines and Procedures                         | <b>Sept 25</b><br>Book Study – Chpt 2<br>FNMI Session<br>Smart Learning Session - Word Work and Sequences | <b>Oct 9</b><br>Book Study – Chpt 3<br>FNMI Session<br>ISP Session   |
| <b>Oct 23</b><br>Book Study – Chpt 4<br>Seesaw Session<br>Covid Routines and Procedures (Skating-Hazard Assessment) | <b>Nov 27</b><br>Book Study – Chpt 5<br>FNMI Session<br>Smart Learning Session - Word Work                | <b>Jan 29</b><br>Book Study – Chpt 6<br>Smart Learning Session   |
| <b>Feb 3</b><br>Book Study – Chpt 7<br>FNMI Session<br>Wellness Session   | <b>Mar 12</b><br>Book Study – Chpt 8<br>FNMI<br>Smart Learning  | <b>April 30</b><br>Book Study – Chpt 9<br>FNMI Session<br>Covid Routines and Procedures (Swimming-Hazard Assessment) |
| <b>May 14</b><br>FNMI<br>PD Overview and Reflection   |   | <b>After school sessions throughout the year:</b><br><br>Seesaw<br>Planbook<br>Zoom<br>Messenger                     |

| Educational Assistants' Professional Development 2020-2021 |                            |  |
|--|----------------------------|--|
| <b>Aug25</b><br>Covid Routines and Procedures              | <b>June 28, 29</b><br>NVCI | <b>After school sessions throughout the year:</b><br>Covid Routines and Procedures<br>Speech and Language Supports<br>Book Study - "Kids These Days" |

### Supervision and Evaluation

#### Supervision: Teachers

- team approach between the Principal and VP
- School divided into 3 wings and the VP and Principal each take a wing to focus on every two weeks for observations and coaching.
- Each teacher will receive 2 observations with a coaching conversation and multiple walkthroughs by the VP and Principal every six weeks
- Every two weeks the Principal and VP do a team observation and coaching session to ensure both administrators are on the same page with quality instruction and assessment
- LST and Administration in Data Team meetings each week

#### Supervision: Educational Assistants

- LST in classrooms each day guiding EAs on best practices for student needs
- VP and LST team observations and coaching conversations

#### Evaluation: Educational Assistants

- Each EA receives an evaluation once every 3yrs by administration.
- All new EAs receive an evaluation within the first 90 days of their employment

## OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

### Safe and Caring – Measure Details

| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. |        |      |       |      |       |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|-------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |       |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016   | 2017 | 2018  | 2019 | 2020  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 86.1   | 93.1 | 95.5  | 94.1 | 99.5  | 86.4      | 86.6 | 86.8 | 84.1 | 86.5 | 89.5     | 89.5 | 89.0 | 89.0 | 89.4 |
| Teacher  | 95.0   | 98.1 | 100.0 | 94.1 | 99.0  | 94.4      | 95.9 | 93.9 | 92.9 | 95.1 | 95.4     | 95.3 | 95.0 | 95.1 | 95.3 |
| Parent   | 75.6   | *    | 94.1  | *    | 100.0 | 85.1      | 85.4 | 85.1 | 82.1 | 83.6 | 89.8     | 89.9 | 89.4 | 89.7 | 90.2 |
| Student  | 87.8   | 88.1 | 92.5  | n/a  | n/a   | 79.6      | 78.4 | 81.4 | 77.3 | 80.7 | 83.4     | 83.3 | 82.5 | 82.3 | 82.6 |

### Program of Studies – Measure Details

| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016   | 2017 | 2018 | 2019 | 2020 | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 86.4   | 95.2 | 92.3 | 95.2 | 95.8 | 82.6      | 82.9 | 84.1 | 78.5 | 82.1 | 81.9     | 81.9 | 81.8 | 82.2 | 82.4 |
| Teacher  | 98.4   | 95.2 | 99.4 | 95.2 | 94.4 | 90.3      | 89.7 | 88.6 | 87.3 | 88.6 | 88.1     | 88.0 | 88.4 | 89.1 | 89.3 |
| Parent   | 74.3   | *    | 85.2 | *    | 97.2 | 82.6      | 82.9 | 83.6 | 77.0 | 77.8 | 80.1     | 80.1 | 79.9 | 80.1 | 80.1 |
| Student  | n/a    | n/a  | n/a  | n/a  | n/a  | 74.9      | 76.2 | 80.2 | 71.1 | 80.0 | 77.5     | 77.7 | 77.2 | 77.4 | 77.8 |

### Work Preparation – Measure Details

| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. |        |      |      |      |       |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016   | 2017 | 2018 | 2019 | 2020  | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 77.8   | 85.7 | 89.9 | 95.0 | 95.0  | 80.1      | 77.8 | 78.4 | 73.2 | 80.3 | 82.6     | 82.7 | 82.4 | 83.0 | 84.1 |
| Teacher  | 100.0  | 85.7 | 88.9 | 95.0 | 90.0  | 90.9      | 84.9 | 86.9 | 86.7 | 88.9 | 90.5     | 90.4 | 90.3 | 90.8 | 92.2 |
| Parent   | 55.6   | *    | 90.9 | *    | 100.0 | 69.3      | 70.7 | 69.9 | 59.6 | 71.6 | 74.8     | 75.1 | 74.6 | 75.2 | 76.0 |

### Lifelong Learning – Measure Details

| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016   | 2017 | 2018 | 2019 | 2020 | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 73.5   | 80.0 | 74.1 | 90.5 | 90.8 | 74.3      | 73.8 | 73.9 | 66.1 | 73.2 | 70.7     | 71.0 | 70.9 | 71.4 | 72.6 |
| Teacher  | 100.0  | 80.0 | 82.8 | 90.5 | 95.0 | 87.6      | 83.7 | 85.4 | 80.9 | 83.6 | 77.3     | 77.3 | 77.8 | 78.8 | 80.6 |
| Parent   | 47.1   | *    | 65.4 | *    | 86.7 | 61.0      | 63.8 | 62.4 | 51.4 | 62.7 | 64.2     | 64.8 | 64.0 | 64.0 | 64.6 |

### Inclusion – Pyramid of Intervention

High Prairie Elementary's LST has daily coaching conversations with staff, regarding Differentiated Instruction.

Actions:

- PD days with LST and administration (both structured and guided)
- Coaching times with teachers and (Principal, VP and/or Lisa )
- Dedicated weekly embedded grade level meeting times with administration and LST (Data Teams) to review and discuss universal strategies that are being tried.
- Differentiate learning and provide effective and timely feedback to students on a regular basis
- Goals set by teachers to drive their understanding of differentiated instruction
- Wellness Support to help students with differing needs (Cooperation, Teamwork, Appropriate Play, Emotional Regulation)

- LST meets with each teacher to discuss individual needs and supports for specific children (ISP Development)
- Behaviour Management Consultants modeling self-regulating strategies/methods in classrooms
- Flexible seating options
- Whole staff PD on book study - "Kids These Days" ... Focusing on trauma informed best practices and self-regulating strategies
- PD to review Non-Violent Crisis Intervention (NVCi) strategies.
- PD on Speech and Language supports
- LST/EA/Teacher/Administration collaborative sessions to develop proactive plans of effective strategies for our high risk students
- LLI support for grades 1-3
- Sensory room -students use for regulation purposes
- Hosts - whole class and small group work (anxiety and mental health) - works closely with Wellness coach
- Play and Learn - Targeting 2-3-year-old PUF children (speech and fine motor delays)

### **First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)**

**High Prairie Elementary School will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.**

#### **Actions:**

- Staff working through 10 different FNMI sessions led by our Indigenous Educational coaches.
- Develop a strong foundation of understanding and an unbiased view of Canadian's real history (cultural perspectives, treaties, past and current legislation).
- Breakdown social and cultural barriers for a more welcoming school.
- Schools demonstrate high expectations for indigenous students and provide the literacy supports needed for their success in school and in their future.
- Instructional practices support traditional ways of knowing, learning, and doing – working with indigenous coach
- FNMI infusion coach meeting with all teachers, helping them to infuse FNMI throughout the curriculum.
- Indigenous Educational coaches participating in collaborative support meetings (admin/parents/teacher) to foster a sense of belonging and nurture a positive relationship between parents and school
- Land Based Learning sessions for our classes
- Using Joyce Hunt for FNMI art and culture infusion session for K-6 grades
- We will continue to introduce culturally relevant activities into the school – Hand games, stone carving, land-based learning opportunities, Fish scale art, Stone Painting
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes
- Ensuring the pedagogy of teaching in each class incorporates strong instructional practices around inquiry-based learning
- Creation of kindergarten outdoor classroom for Land Based Learning
- Current event infusion opportunities by Indigenous Educational coach
- Mini PD idea to admin and staff - eg: Indigenous Response to Covid-19
- Provided resources to staff for eg.
- Grade 5 Science (Wetlands) / Grade 6 Social (Iroquois)
- Facilitated Blanket Exercise with 5/6
- Organized LBL - Drymeat Making (Grades 4-5), Tipi Teachings (Grades 3-4)
- Creating Class Resources - Red River Cart for Grade 4 (will touch on both Shape and Space in Math & Metis in Social Studies)
- Presented on Cree Code Talkers to Grade 5 classes
- Organizing Metis Week
- Grade 4 - Uses of the Buffalo, Pemmican
- Grade 5 - Metis Dot Art, Jigging Class, Metis Settlement Governance, Metis Role Models

## Learning Technology Policy Framework

**High Prairie Elementary School will engage in year-long professional learning and ongoing critical reflection to improve technology integration.**

Strategies:

- Inter and Intra grade (vertical and horizontal alignment) develop teacher confidence to use technology innovation, effectively and efficiently to support learning and teaching

Actions:

- Coaching time (TSAs)
  - Light unit in grade 4
  - Spheros in Kindergarten
  - Robotics and coding
  - Simple machines unit in grade 4
  - Planbook
  - Seesaw
  - Google Classroom
- Modeling Tech strategies and resources
- Collaborative planning times
- Classroom Buddies (w/ international class)
- Digital field trips
- Digital coaching for teachers

### Substitution

- Using the website Quiz to review concepts (such as levels of government, democracy, trees and forests, etc).
- Using essential questions, explore websites such as the Royal Tyrrell Museum. We also use non-fiction contextual clues while exploring these sites (titles, headings, captions, graphic features).
- IXL
- Raz Kids
- Google Classroom
- Seesaw
- Student of the month video
- online virtual assemblies

### Augmentation

- Google Slide to make slide shows for certain topics (trees and forests, democracy in ancient Athens).
- Students using Chromebook to use epic books so that it reads the story to them (this allows them to think more deeply about things in a story).
- Google slides of their families biography
- Royal Tyrrell Museum field trip online.
- Virtual Festival of Trees

### Modification

- FlipaGrid app on the IPads (the students can make cartoon animations for things such as important information from a story).
- Personal Narratives (e-Books) about the Covid Experience
- Video Hallway display
- Month End Video

**Redefinition**

- 3D printing to go with the students' historical journals. Grade 5 - Social Studies
- We will use Spheros to run student created devices in a water table. Grade Four - Simple Machines
- Use Little Bits kits and Simple Machines kits to design and construct devices and vehicles that move or have moving parts.
- 3D print of critical objects that are used to reflect on a class read aloud. Language Arts
- Animation art with Marcus
- Interactive Pen Pal with buddy classroom in England using Google Hangouts

**Learning Support Teachers**

Lisa Zabolotniuk

- Coaching EAs on supporting students
- Coaching teachers on supporting students and direction to provide EAs
- Observing students to provide feedback to teachers and EAs
- In Data Team meetings to listen to and develop plans and strategies for students academically, socially/or emotionally
- Connecting with support team to test/observe students
- meeting with teachers/parents/admin for team meetings - wrap around services for students

**Wellness Coaches**

Keitlyn Williams

- one to one wellness coaching (individual students - social and emotional wellbeing and regulation)
- Small group work - social and emotional regulation
- Whole class - building relations and observing peer relationships

**Educational Assistant/Learning Commons Training Program**

|                               |                    |   |
|-------------------------------|--------------------|---|
| <b>Aug25</b>                  | <b>June 28, 29</b> | <b>After school sessions throughout the year:</b>   |
| Covid Routines and Procedures | NVCI               | Covid Routines and Procedures<br>Speech and Language Supports<br>Book Study - "Kids These Days" |

## OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

### Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016   | 2017 | 2018 | 2019 | 2020 | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 83.1   | 88.6 | 91.1 | 90.3 | 91.1 | 82.3      | 83.2 | 82.3 | 77.4 | 83.7 | 80.9     | 81.2 | 81.2 | 81.3 | 81.8 |
| Teacher  | 95.0   | 88.6 | 93.0 | 90.3 | 91.0 | 92.5      | 90.5 | 89.0 | 87.7 | 90.0 | 88.4     | 88.5 | 88.9 | 89.0 | 89.6 |
| Parent   | 71.1   | *    | 89.2 | *    | 91.1 | 72.1      | 76.0 | 75.5 | 67.1 | 77.4 | 73.5     | 73.9 | 73.4 | 73.6 | 73.9 |

### School Improvement – Measure Details

| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2016   | 2017 | 2018 | 2019 | 2020 | 2016      | 2017 | 2018 | 2019 | 2020 | 2016     | 2017 | 2018 | 2019 | 2020 |
| Overall  | 94.4   | 88.5 | 91.4 | 95.2 | 89.4 | 77.7      | 79.6 | 79.3 | 77.4 | 81.1 | 81.2     | 81.4 | 80.3 | 81.0 | 81.5 |
| Teacher  | 100.0  | 85.7 | 85.7 | 95.2 | 90.0 | 87.3      | 88.8 | 79.5 | 85.6 | 85.5 | 82.3     | 82.2 | 81.5 | 83.4 | 85.0 |
| Parent   | 88.9   | *    | 93.3 | *    | 88.9 | 71.8      | 77.6 | 78.8 | 73.3 | 76.7 | 79.7     | 80.8 | 79.3 | 80.3 | 80.0 |
| Student  | 94.2   | 91.2 | 95.1 | n/a  | n/a  | 74.1      | 72.3 | 79.8 | 73.1 | 81.0 | 81.5     | 81.1 | 80.2 | 79.4 | 79.6 |

### Parental Involvement

- School council (6 to 7 participants)
- Kindergarten School council (4 participants)
- Meet the Teacher News Letters
- <https://drive.google.com/drive/folders/1Dp5OK6PTtGCztQjZ7UKGXqy0TgV-l1wZ?usp=sharing>
- Family Gram
- South Peace News
- Thinking Thursday

### Engaged Governance

- Board Member in attendance for each school council
- monthly meetings with Margaret Hartman (Last year was Treva Emter)

### Safety Programs

Covid Handbook

[https://hpe.hpsd.ca/UserFiles/Servers/Server\\_130687/File/Students%20and%20Parents/HPE%20School%20Plans%20Checklist%20%E2%80%93%20COVID-19.pdf](https://hpe.hpsd.ca/UserFiles/Servers/Server_130687/File/Students%20and%20Parents/HPE%20School%20Plans%20Checklist%20%E2%80%93%20COVID-19.pdf)

Covid Procedure video

[https://drive.google.com/drive/folders/1KL6J8s6-lZe\\_XlzZReKHw9tu41NwzUZR?usp=sharing](https://drive.google.com/drive/folders/1KL6J8s6-lZe_XlzZReKHw9tu41NwzUZR?usp=sharing)

### CSTAG

Trained Personnel - Kim Corless, Lisa Zabolotniuk

Comprehensive School Threat Assessment Guidelines (CSTAG) is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats.

CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.

The HPSD Supervisor of Inclusion and Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.

## **COVID-19 SCHOOL RE-ENTRY PLAN**

The link to our school re-entry plan can be found on our website at

[https://hpe.hpsd.ca/UserFiles/Servers/Server\\_130687/File/Students%20and%20Parents/HPE%20School%20Plans%20Checklist%20-%20COVID-19.pdf](https://hpe.hpsd.ca/UserFiles/Servers/Server_130687/File/Students%20and%20Parents/HPE%20School%20Plans%20Checklist%20-%20COVID-19.pdf)