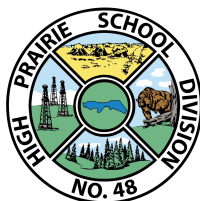




**High Prairie Elementary School  
Education Plan  
2021-22**



**Mission**

Leaders Learning Together

**Vision**

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

**Principal**

Kim Corless

**Vice Principals**

Crystal Zaugg

Lyndsay Fleming

**About Us**

High Prairie Elementary School is 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 250. 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 around three questions: what skills should our students have when they leave HPE?, what do you see as important for students to have as a positive educational experience?, and What is really working in High Prairie Elementary towards helping students learn?. The data collected and organized shows commonalities and values around education. We have had less consultation and collaboration opportunities with families and communities this year. Engaging our school community in the planning is built in to strategies in the upcoming school year.

**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 (DELF) 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, Cree Language instruction, Wellness, and Grandfather Teachings. We provide regular Professional Learning Community (PLC) support for certified teachers from our division Indigenous Education 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 needs opportunities to find success and then works to create a learning environment in which every student has access to the support networks necessary in order to achieve this. Supports include Speech Language Programming, Occupational Therapy, Educational Assistance, Leveled Literacy Intervention, technology, small class sizes, 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.

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 the 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 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.

With an emphasis on healthy snacks and nutritious meals, our self-sustaining lunch program is a popular and delicious part of our school community.

**Challenges**

The 2020-21 school year has 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. Further complicating this situation is the difficulty in providing continuity of care in an online environment.

Literacy and Numeracy continue to be a challenge. Sporadic online learning and 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.

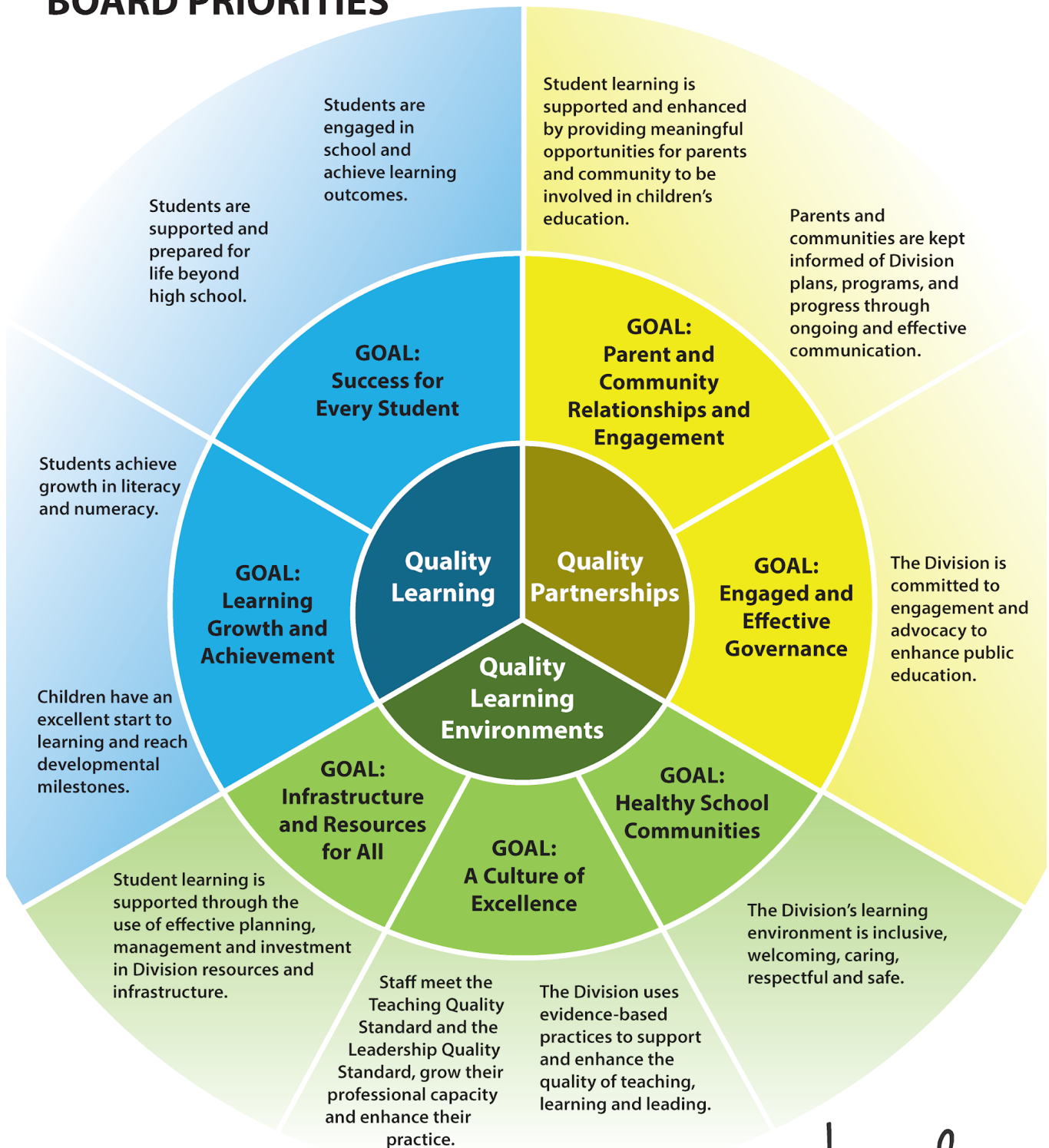
Our Collaborative Response Model (CRM) focuses on four areas, namely: literacy, numeracy, social emotional learning, and attendance. Our CRM needs a solid framework to ensure that the interventions and supports put in place to support student learning are purposeful, consistent, and regularly monitored. The implementation of Dossier and Jigsaw Learning will assist us in accomplishing this goal. However, we already have a number of other supports in place including weekly data team meetings, and collaboration time during Professional Development days.

Recertification for First Aid and Non-Violent Crisis Intervention was delayed due to the pandemic and has resulted in ongoing scheduling complications.

**Results of the Successes/Challenges**

1. We worked together as a staff on a book study around trauma informed practices to better equip ourselves with how to best support our children and staff who are experiencing trauma in their lives
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 switched to an online format and used Communicate to share and invite our community members for these meetings. Many times our school council turnout was 8-10 community members.
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. Our Covid Procedures were executed as a team, and provided a sense of security for our students and parent community. On two occasions we were audited by Alberta Health Services and given approval and praise for the procedures we had in place.

# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2021

hpsd.ca

## 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. Open up our school again with key 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. Kindergarten Appreciation Night - community attendance and engagement
  5. Kindergarten Registration Welcome Night – community attendance and registrations
  6. Kindergarten Orientation – community attendance
  7. Sneak a Peak for families – community attendance
  8. Community Engagement Night – community attendance and engagement
  9. open up assemblies to families – community attendance
  10. Collaborate with other HPSD schools in the High Prairie area to develop a strategy to gather input from our school community in planning
  11. In collaboration with the other High Prairie schools, 3 meetings per year 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
2. Continue with the strategies developed this year to reach families online
  - i. Welcome back video - August
  - ii. Santa/Christmas Photos
  - iii. Assembly video posted on webpage and Facebook page
  - iv. Weekly Bucket Filler shows posted on webpage and Facebook page
  - v. South Peace Radio News (once every two weeks)

#### Performance Measures

- APORI Data - Results for Parental involvement to maintain at Very High.
- Community Engagement input - at least 20 parents participate
- Parent involvement in events (listed above) - More than half of parents participate in events over the 2021-22 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

## 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. Work with Dossier to develop a solid Collaborative Response Model framework that supports monitors and drives effective interventions
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.

### 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 and Ask Assessment - 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 69.4% to a 70%  
Excellence from 8.2% to a 9%
  - Mathematics Acceptable from 47.2% to a 50%  
Excellence from 3.1% 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



2. Weekly CRM meetings (timetabled for individual meetings) to discuss how individual students are supported and moving down the pyramid model
3. PD on CRM model (yearlong) – ensure effective questions are being asked for an in-depth look at each of our students and the support we provide.
4. Engage in the Poverty Cycle Professional Development – together with the other High Prairie Schools and community members in understanding the impact poverty has on our children and community.

#### 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 70%-75%
  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 69.4% to a 70%  
Excellence from 8.2% to a 9%
  - Mathematics Acceptable from 47.2% to a 50%  
Excellence from 3.1% 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.