



Hillside Community School

Principal: Josh Hartman

3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



**HILLSIDE
COMMUNITY
SCHOOL**

www.gppsd.ab.ca/school/hillside



GPPSD2357

Who we are!

It is our mission to encourage our students to think critically and take an active role in their learning. We encourage real life learning experiences both in school and in the community.

K to Grade 6



257 Students



35 Staff



School Council our Partners in Education

Meets the 1st Tuesday of every month at 6:00 pm



At Hillside Community School we...

believe Greatness Happens Here. We have the opportunity to serve students in our boundary area with the best educational opportunities possible. We believe that supporting the growth of each student to be well rounded individuals is necessary for their success. We not only emphasize the growth in reading, writing, numeracy skills, and collaboration, but also to focus on self-awareness, self-management, social awareness, relational skills, and responsible decision making.

Our staff works closely with the Division's Multidisciplinary Team which includes Classroom Support Teachers, Occupational Therapists, Physiotherapist, Speech Therapists, Counsellors, and Psychologists to ensure we are providing our students with the best possible learning opportunities.

Hillside has partnered with various community programs and resources to enrich the learning environment. Our partnerships extend to Virtual YMCA program that offers in person learning opportunities two days a week after school hours for our grades 3 and 4 students. Another partnership we have at Hillside is with Elder Darlene which offers Indigenous teachings to our students once a week.

We believe it is imperative that for our students to succeed we partner with our parents/guardians and families and focus on building opportunities to be involved. We engage in a school council, celebrations of learning and various participation events such as literacy nights.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Purposeful literacy instruction increases student literacy levels.

Strategies

- School Literacy Pyramid developed (all students have access to a continuum of support).
 - Small group instruction occurs daily.
 - Purposeful Home Reading Program.
- Lessons incorporate a range of instructional strategies to meet the needs of each learner.
 - Provide opportunities for STEM learning to enhance literacy instruction.
- Refining processes for teachers to collaboratively plan/design, deliver, and assess learning activities that will address literacy outcomes of the new curriculum.
- Explicit instruction of reading and writing strategies.
- School wide literacy interventions.
- Use of classroom, division, and provincial assessments to guide instruction.
- Resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit are incorporated.
- Teacher Inquiry Professional Growth Plans align with school outcomes.

Evidence

- Academic Engagement of students increases (Assurance Surveys: Provincial and Division).
- Teacher, parent, and student satisfaction with the overall quality of basic education is maintained or increases.
- Academic achievement will increase:
 - PAT percentage of students at the Acceptable and Excellence level increases.
 - Percentage of students who achieve at least one year's growth in their reading levels (F&P).
 - Number of students below the cut score of LeNS and CC3 scores will decrease.
- Increase in students' participation in the home reading program.
- Lesson plans are guided by the school literacy pyramid.
- Evidence of student learning informs literacy instruction.
- Percentage of teacher inquiry and *professional learning* that is focused on literacy instructional strategies.

Outcome: Current best practices in planning, instruction, and assessment address learning needs of all students.

Strategies

- Professional Learning will focus on building current and comprehensive repertoires of effective planning, instruction, and assessment.
 - Refining processes to strengthen a reflective culture; one that ensures best practices in planning, instruction, and assessment.
 - Refining processes for teachers to collaboratively plan/design, deliver, and assess learning activities that will address the learning outcomes of the new curriculum.
 - Implementing processes for teachers to collaboratively plan/design, deliver, and assess STEM learning activities to enhance student engagement.
- Resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit are incorporated.
- Building a STEM culture through:
 - Learning opportunities (Field trips, experiments, guest speakers, project-based learning)
 - Extension activities (Science Olympics)
 - Community Partnerships
 - Repertoire of resources (Maker Space)
- Explicit social emotional learning instruction and/or integrated with academic instruction.
- Teacher Inquiry Professional Growth Plans align with school outcomes.

Evidence

- Teachers utilize guiding questions to reflect on their planning, instruction, and assessment.
- Academic Engagement of students increases (Assurance Surveys: Provincial and Division).
- Teacher, parent, and student satisfaction with the overall quality of basic education increases.
- Students are able to identify learning targets.
- Evidence of student learning informs teaching practice.
- Percentage of teacher inquiry and *professional learning* that is focused on planning, instruction, and assessment.
- Percentage of teacher inquiry and *professional learning* that is focused on supporting STEM learning.
- Percentage of students that indicate they have opportunities to get feedback on their schoolwork from teachers (Division Student Survey).
- Increase in all measures of building a STEM culture.

Priority: Inclusion

Outcome: A welcoming, caring, respectful, and safe learning environment promotes healthy student development and academic achievement.

Strategies

- Community involvement in the school demonstrates diversity (E.g.: Elder Darlene).
- PATHs resource incorporated into academic instruction and school culture.
 - Explicit social emotional learning instruction and/or integrated with academic instruction.
- School wellness is a priority for staff and students.
- Common language surrounding universal expectations of students.
- Purposeful focus on increasing parent involvement (E.g.: School council, community building events).
- Purposeful focus on student voice and leadership opportunities in the school (E.g.: Moments of Greatness, Grade 4/5/6 student focus groups).
- Resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit are incorporated.
- Collaborative Response Model is a process that supports positive student attendance.
- Student recognition
 - 7 Sacred Teachings/ Greatness Happens Here/ Hawks/Moments of Greatness
- Teacher Inquiry Professional Growth Plans align with school outcomes.

Evidence

- Attendance in school increases.
- Common language heard throughout the building related to PATHs, universal expectations.
- Increased involvement of School Council.
- Percentage of IPP goals being met increases.
- Satisfaction with learner supports increases (Assurance Surveys: Provincial and Division).
- Students' involvement in Moments of Greatness increases.
- Overall increase in student achievement according to data sources (E.g.: F & P, Counting Principles, PAT).
- Academic Engagement of students increases (Assurance Surveys: Provincial and Division).
- Teacher, parent, and student satisfaction with the overall quality of basic education increases.
- Welcoming, caring, respectful, and safe environments increase (Assurance Surveys: Provincial and Division).
- School Wide SEL Indicators are visible.