



# Hillside Community School

Principal: Josh Hartman

## 3-Year School Education Plan

2021/2022 – 2023/2024



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



**HILLSIDE  
COMMUNITY  
SCHOOL**

[www.gppsd.ab.ca/school/hillside](http://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**



**216 Students**



**28 Staff**



**School Council our Partners in Education**

**Meets the 2<sup>nd</sup> 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 and families, and we 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.
- 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 increases.
- Percentage of students who achieve at least one year's growth in their reading (F&P)
- PAT percentage of students at the Acceptable and Excellence level increases.
- 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

- Implementing processes to build a reflective culture that ensures best practices in planning, instruction, and assessment.
- Professional Learning focuses on a common understanding of planning, best practices in instruction, and assessment.
- Resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit are incorporated.
- Explicit social emotional learning instruction and/or integrated with academic instruction.
- Teacher Inquiry Professional Growth Plans align with school outcomes.

## Evidence

- Teachers utilize universal 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.
- Percentage of teacher inquiry and *professional learning* that is focused on planning, instruction, and assessment.
- Percentage of students that indicate they have opportunities to get feedback on their schoolwork from teachers (Division Student Survey).
- Students are able to identify learning targets.
- Evidence of student learning informs teaching practice.

## 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 (Ex: 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 (Ex: School council, community building events).
- Purposeful focus on student voice and leadership opportunities in the school (Ex: Grade 6 Gratitude group, celebrations of learning).
- 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 students with behaviour, academic, and attendance.
- Student recognition
  - 7 Sacred Teachings/ Greatness Happens Here/ Hawks
- 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.
- Establishment and continued occurrence of a school council.
- Percentage of IPP goals being met increases.
- Multi-Disciplinary Team involvement increases students' success.
- Student led assemblies are a regular occurrence.
- Overall increase in student achievement according to data sources (Ex: 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.
- Assurance Surveys: Provincial and Division reflect an increase in safety and sense of belonging.
- School Wide SEL Indicators are visible.