



# Hillside Community School

Principal: Mike Humbke

## Annual Education Results Report

2023-2024



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



**HILLSIDE  
COMMUNITY  
SCHOOL**

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**GPPSD2357**

# Hillside Community School

## Fall 2024 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Hillside Community School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	76.4	87.5	87.9	83.7	84.4	84.8
	Citizenship	75.2	89.7	87.6	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	18.8	32.4	32.4	68.5	66.2	66.2
	PAT6: Excellence	3.1	2.7	2.7	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	
Teaching & Leading	Education Quality	86.8	95.0	94.2	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.5	87.3	85.8	84.0	84.7	85.4
	Access to Supports and Services	79.8	89.0	88.3	79.9	80.6	81.1
Governance	Parental Involvement	76.7	84.3	83.2	79.5	79.1	78.9

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Fall 2024 AEA 5 Year Comparison

<b>Alberta Education Assurance Measures Results</b>		Hillside Community School				
Overall Multi Year Summary		2020	2021	2022	2023	2024
Assurance Domain	Measure					
Student Growth and Achievement	Student Learning Engagement	n/a	79.5	88.3	87.5	76.4
	Citizenship	84.5	81.7	85.6	89.7	75.2
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	58.7	32.4	18.8
	PAT6: Excellence	n/a	n/a	0	2.7	3.1
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.6	92.1	93.3	95	86.8
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	86.0	84.2	87.3	82.5
	Access to Supports and Services	n/a	80.5	87.7	89	79.8
Governance	Parental Involvement	80.3	70.7	82.1	84.3	76.7



Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



# Our Education Plan is focused on:

## Priority: Teaching and Learning

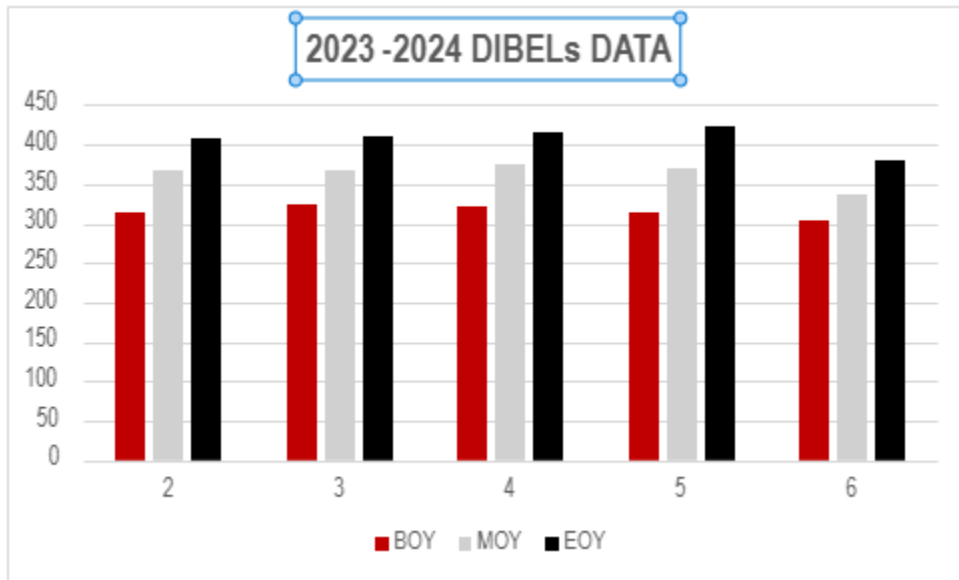
**Outcome: Purposeful literacy instruction increases student literacy levels.**

Our priority remains, as a school, a commitment to improving our students' literacy levels. We believe reading and writing are skills that support our students' academic success across all subject levels. Without this foundation, moving forward our students will face academic challenges. This is supported once again in *Table #1* which indicates that our teachers for the past 4 years believe that literacy skills being taught are essential.

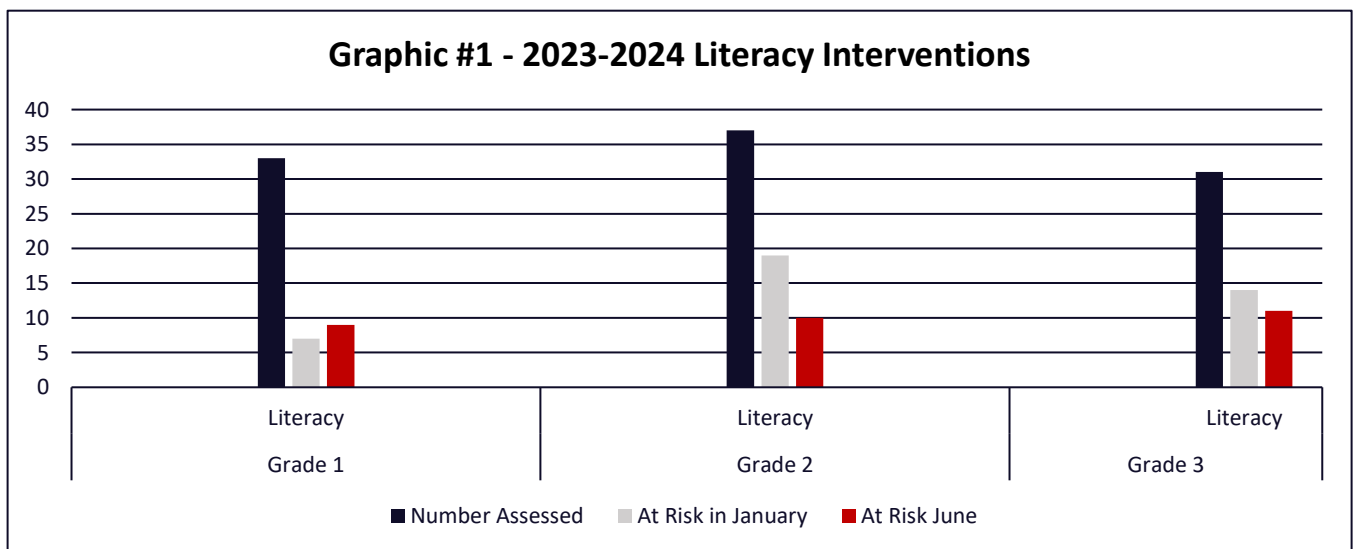
Table #1 - Provincial Assurance Survey		
	Agree	Disagree
Percentage of teachers who agree the literacy skills students are learning are useful.		
2021	100	0%
2022	100	0%
2023	100	0%
2024	100	0%

Table #2a - Fountas and Pinnell Reading Assessments			
All Students - % at the indicated level			
Levels	Below Grade Level	At Grade Level	Above Grade Level
2022-2023	56	22	21
2021-2022	42	29	28
2020-2021	39	34	27

Table #2b - DIBELS Reading Assessments			
Grades 2-6 – composite score level			
2023-2024	Beginning of the Year	Middle of the Year	End of the Year
Grade 2	314	367	407
Grade 3	323	367	410
Grade 4	322	374	415
Grade 5	315	369	423
Grade 6	305	338	380



Literacy remains a priority area of focus moving forward, as we believe the foundational literacy skills contribute to success in all areas of student learning. *Table #2a* shows that our historical 2020 – 2023 Fountas and Pinnell reading assessment data, illustrating that our school has historically had a high percentage of students reading below grade level, and our school plan has always included literacy skills as a focus. In 2023-2024, our school shifted to using DIBELS as our literacy assessment tool to measure students’ reading capabilities, as indicated in *Table #2b*. DIBELS continues as our assessment tool providing evidence in determining the level of reading materials and instructional focuses for our students. As illustrated, the average composite scores (oral reading fluency, non-word fluency, word reading fluency) increased throughout the year in all grades 2-6 students, demonstrating that teacher instruction geared towards lagging literacy skills positively impacts student literacy growth.



*Graphic #1*

Over the past year we have continued to utilize the division supports in grades 1-3 literacy and numeracy intervention. The literacy intervention is targeted and focused on building reading

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behaviours through developing letter knowledge and phonemic awareness. Alberta Education assessments are first used to determine areas of need and gaps within our students learning. Through this intervention we have seen similar results since implementation in 2021, which you can see in *Graphic #1*, that shows continued significant growth within our grades 1-3 population last year. We have a structure that further supports this intervention through ongoing connection between intervention and classroom teaching. This happens with bi-weekly meetings with teachers looking at student evidence and linking it to classroom instruction. In addition, literacy intervention for grades 4-6 was also a support that we have carried forward this year. Utilizing a similar model to the 1-3 intervention we focused on collecting evidence of student literacy skills and targeted specific lagging skills in literacy. This also requires bi-weekly meetings with teachers to look at evidence and connect the learning within the classroom. Our commitment moving forward is to utilize the growth we have seen in the targeted intervention and the skills gained through intervention combined with high yield instructional practices in the classroom.

As we move forward, we will be using a combination of reading assessments as evidence to support purposeful literacy instruction to increase student literacy levels. Evidence gathered will be from our government assessments of LeNS and CC3 while also expanding our understanding of the DIBELS assessment to build our understanding of students literacy skills/behaviours. The use of this data, as well as in class work, artifacts, and small group anecdotal assessments will help provide us with short, intermediate, and long-range data. Our aim is to ensure we are more targeted in our efforts, which will lead to an increase in literacy levels.

## **Priority: Teaching and Learning**

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

Our focus last year was to continue building best practices in planning, instruction, and assessment as we believe that the teacher has the most direct impact on student achievement across all content areas. The priority of our division is teaching and learning, and our focus at the school level is aligned with this priority. Our comprehensive approach to professional learning and school improvement builds capacities to implement best practices. In addition, Teaching Quality Standards and Leadership Quality Standards focus on these specific aspects and our GPPSD Optimum Learning Framework outlines key components of planning, instruction, and assessment. Our work as a school is to build processes and structures that support teachers to be able to apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. These structures and processes respond to individual teacher needs, while at the same time ensuring we are meeting the needs of each one of our students. This has become the central core of our coherence framework where the focus is on teacher, student, and curriculum.

Table #3 - Division Assurance Survey	
Percentage of Staff agree:	Staff
Leadership practices improve staff and student learning.	
	2021 100
	2022 100
	2023 100
	2024 100
Our school uses a range of data sources to inform our planning, instruction, and assessment of students	
	2021 100
	2022 100
	2023 100
	2024 100

Continuing this year, we are targeting building teacher planning capacities. We know the impact that responsive planning has on student achievement is positive and ensures each student’s learning needs are being met. One of the most effective ways to improve teacher practice is to create a culture of reflection towards continued improvement. Teachers use reflection to respond to their current context and adapt to student’s needs, as well as reinforce the educational decisions that led to student learning. As such, we continue our processes and structures that allow teachers to reflect on their current planning to meet the needs of our students using high yield instructional practices.

Continuing along the journey of our three-year Education Plan, we have included the focus of assessment as a part of our work in being responsive to students learning needs. Looking at data in a timely manner allows us to see gaps in learning so that we in turn can adjust our instruction strategies as necessary. Ensuring we embed time to do this during our professional learning time has allowed us to look at the most current data from a variety of sources such as provincial, division and school-based assessments to inform our next steps.

To support this priority, we continue to dedicate time during our professional learning structures to examine the impacts of our planning and instructional strategies. We see in *Table #3* that the evidence of our work dedicated to school improvement and professional learning continues to be valued by our teachers and the impact of these structures and processes has continued to strengthen our culture of collaboration. In addition to this formal evidence, we know in our anecdotal evidence that 100% of our teachers' Professional Growth Plans align with our school improvement work.

Table #4 - Provincial Assurance Survey								
Percentage of parents, students and teachers who agree that students are engaged in their learning at school.								
	School				Province			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	79.5	88.3	87.5	76.4	85.6	85.1	84.4	83.7
Parent	NA	96.7	100	72.2	89	88.7	87.3	86.7
Student	58.9	68.1	62.5	57.1	71.8	71.3	70.9	69.3
Teacher	100	100	100	100	96.0	95.5	95.1	95.1

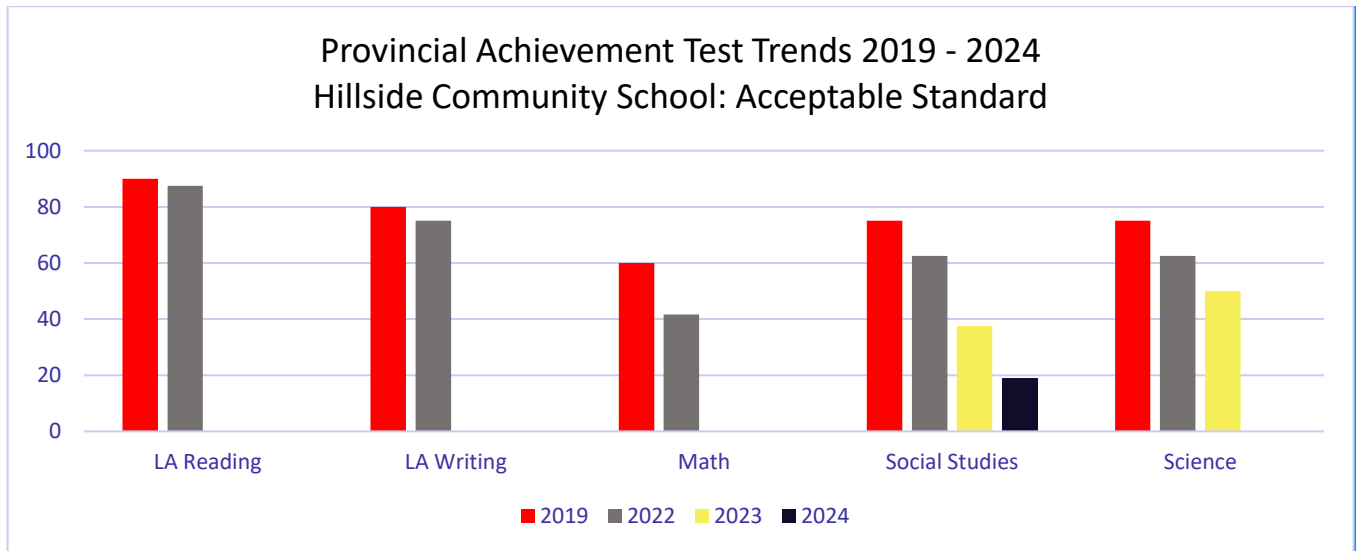
Table #5 - Provincial Assurance Survey												
Percentage of parents, students and teachers satisfied with the overall quality of basic education.												
	School				Authority				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	92.1	93.3	95	86.8	89.9	88.7	86.6	86.3	89.6	89.0	88.1	87.6
Parent	NA	90	95.8	75.0	89.3	84.0	81.1	81.9	86.7	86.1	84.4	83.8
Student	84.3	90	93.2	87.8	84.7	85.7	85.1	85.0	86.3	85.9	85.7	84.9
Teacher	100	100	96.1	97.4	95.6	96.3	93.6	92.1	95.7	95	94.4	93.9

Table #6 - Division Assurance Survey						
Percentage of Parents, Students and Staff agree:				Parents	Students	Staff
The quality of education continues to improve at our school.						
			2021	92.6	n/a	100
			2022	93	n/a	100
			2023	97	n/a	100
			2024	98	n/a	100
High Expectations for Student Achievement						
			2021	100	94.4	100
			2022	91	95	100
			2023	88	92	100
			2024	96	93	100

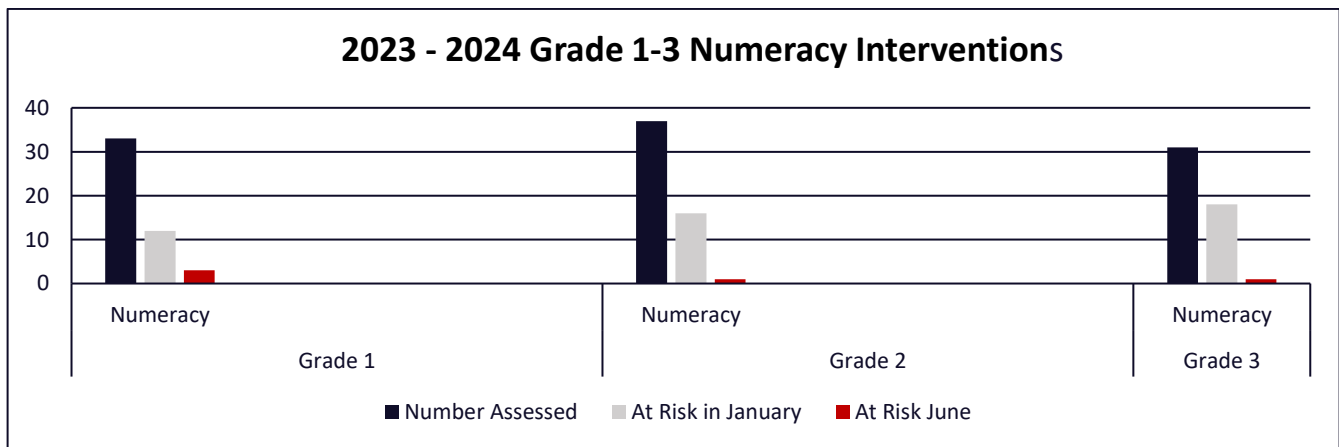
Another measure we use to guide our school planning and ensure our efforts have an impact on student achievement is our survey results from both our Provincial Assurance Survey and our Division Assurance Survey. In *Tables #4 #5, and #6*, we can see a consistent response in satisfaction with the quality of education, high expectations and the engagement of our students. Our continued efforts to encourage parents to respond to these surveys allow us to have a clearer understanding of our schools' results.



We continue to analyze the student response data, particularly focusing on engagement levels. This is done by creating student focus groups and implementing leadership opportunities for students to participate in. As we continue to grow and evolve as a STEM school, we are seeing and experiencing a connection between teacher efforts and student engagement levels. The decisions teachers are making are positively impacting student learning. When students have opportunities to connect their learning to relevant, real-world experiences, we see higher levels of student engagement. This has been evident in the many different opportunities our students have had through their STEM learning experiences.



Graphic #2



Graphic #3

As mentioned in the previous outcome focused on literacy, we utilize a variety of types of data to inform decisions and practice. Graphics #2 and #3 illustrate academic evidence of our grade 6 Provincial Achievement Test (PAT) scores and our numeracy intervention in grades 1-3. With the implementation of the LA/Math curriculum and the piloting of the science curriculum, the 2023/2024 PAT data reflects achievement only in social studies.

Grade 6 PAT scores shown in Graphic #3 are historically lower in our measures compared to provincial acceptable standards, and we recognize this and continue this as focus for school

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improvement. Part of our work includes building an understanding that the Grade 6 PAT is not solely Grade 6 teacher responsibility, but a culmination of all grades. Understanding this and as we look for ways to improve, we continue to utilize our professional learning structures to examine assessment data and prioritize instruction around the gaps that exist. Through teacher collaboration and dialogue, decisions are made on how each grade level can support students in understanding specific PAT themes that may be lagging. Analyzing our PAT results fosters a culture of commitment to continuous improvement across all grade levels. We collaboratively analyze data on specific topics and examine the different types of questions. This allows us to introduce these question types early, ensuring students are well-prepared to demonstrate their full understanding.

## **Priority: Belonging**

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

Belonging, although a relatively new term in school and division plans, is an area of focus that continues to be a priority. This is a very comprehensive and fully encompassing outcome, previously referred to as inclusion, that has many different measures and factors that play into it. The essential piece of this is to ensure we develop and maintain a welcoming, caring, respectful, and safe school environment that our students and families can thrive in. This ensures we are meeting the needs of our students to help them be successful at the many endeavors that come their way.

Our focus remains on ensuring social emotional growth is at the forefront. We continue to use the PATHS program which targets our students Social Emotional Learning. In addition, we have started the Champions program which extends social emotional learning while connecting students to high-level athletes. This allows students to connect personally with someone who uses these strategies to achieve their personal goals. We also utilize purposeful student recognition programs and incentives that highlight students' greatness as well as build awareness of their choices and the behaviours they display within the school.

Our school motto, *Greatness Happens Here*, captures this sentiment as we continue to celebrate the many great things that happen within our building. As an example, STEM engages our students in fun learning experiences and combines learner competencies to embed the curriculum in areas of critical thinking, problem solving, researching, and managing information, creativity and innovation, communication, collaboration, citizenship, and personal growth and well-being. STEM has provided opportunities for students to engage in these competences in meaningful ways, while contributing to the overall development of our students and positively impacting their academic achievement and experiences.

<b>Table #7 – Provincial Assurance Survey</b>															
<b>Percentage of teacher, parent and students 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.</b>															
	<b>School</b>					<b>Authority</b>					<b>Province</b>				
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	86.9	87.8	85.1	88.5	85.6	88.9	89.5	86.1	86.0	85.7	89.4	90.0	88.8	87.5	87.1
<b>Parent</b>	79.3	n/a	87.8	89.8	93.3	89.6	90.8	84.9	85.3	85.9	90.2	90.5	89.5	88.1	88.0
<b>Student</b>	83.4	79.1	75.1	82	66.7	90.9	82.6	80.9	80.2	79.5	82.6	84.0	82.5	81.5	80.4
<b>Teacher</b>	97.9	96.6	92.3	93.8	96.8	96.2	95.1	92.5	92.6	91.6	95.3	95.4	94.3	93.0	92.9

<b>Table #8 - Provincial Assurance Survey</b>									
<b>Percentage of students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.</b>									
	<b>School</b>				<b>Province</b>				
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	
<b>Overall</b>	86	84.2	87.3	82.5	87.8	86.1	84.7	84.0	
<b>Parent</b>	n/a	87.3	89.4	89.6	88.2	86.9	85.6	85.3	
<b>Student</b>	74.5	73	77	60.2	79.8	77.7	76.6	75.2	
<b>Teacher</b>	97.6	92.3	95.6	97.8	95.3	93.6	92.0	91.6	

<b>Table #9 - Division Assurance Survey</b>			
<b>Percentage of Parents, Students and Staff agree:</b>	<b>Parents</b>	<b>Students</b>	<b>Staff</b>
School is Welcoming, Caring, Respectful and Safe Environment			
2021	98	87	99
2022	94	89	99
2023	96	84	100
2024	97	90	100
Student emotional, physical well-being and mental health is supported			
2021	100	88	97.4
2022	96	87	96
2023	97	84	100
2024	99	90	100
Opportunities to collaborate and be involved in decision making.			
2021	98.5	79.6	94.9
2022	89	83	97
2023	93	81	94
2024	91	85	91
Acquiring and applying Indigenous foundational knowledge.			
2021	92.6	90.7	94.7

	2022	93	99	100
	2023	91	98	100
	2024	96	96	100
Communication from the school and teachers.				
	2021	98.2		
	2022	90		
	2023	91		
	2024	94		

**Table #10 - Provincial Assurance Survey**

Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
<b>Overall</b>	80.3	70.7	82.1	84.3	76.7	80.8	77.1	75.5	75.6	75.9	81.8	79.5	78.8	79.1	79.5
<b>Parent</b>	69	NA	79.6	90.6	73.3	72.8	71.4	66.1	66.6	67.1	73.9	72.2	72.3	72.5	74.4
<b>Teacher</b>	91.6	70.7	84.6	78.1	80.0	88.8	82.8	84.8	84.6	84.8	89.6	86.8	85.2	85.7	84.6

Our evidence has shown that there are many areas for celebration and reflection. As shown in *Tables #7, #8 and #9* we see that our overall results of welcoming, caring, respectful and a safe environment remain relatively consistent to the provincial and division averages. Our targeted efforts and structures towards this priority help to ensure that our school culture nurtures a sense of belonging. We believe it essential that our students develop as leaders, who take ownership and pride within our school. To connect with students and help build understanding around student responses, we will continue to offer student focus groups. This provides opportunities for students to share insight and make personal connections towards a true sense of belonging.

Another key component of inclusion and sense of belonging is to develop partnerships with families in supporting student growth and achievement. Ensuring there are opportunities for parents/guardians to be engaged in decisions is very valuable. We recognize this as an important and ongoing pursuit and have prioritized our Collaborative Monday time towards family communication, targeting positive school attendance and improved teacher-parent communication. School council is a great opportunity for parental engagement and involvement, and we have been successful in maintaining an active school council over the past 3 years. We encourage new members to join and engage with our school team and School Board representative in discussing current topics in education. In addition, this year we have been purposefully connecting with families and intentionally creating opportunities for parents to be involved with our school. We believe this will positively impact figures shown in Table #9 and #10 where last year our parents reported 73.3% satisfaction in this area, down from 90.6%.

Table #9 shows a 94% level of satisfaction parents have with communication from teachers, which continues to be an area of focus for our school. Utilizing newsletters, emails, phone calls, social media, and the website as ways to communicate with our stakeholders ensures that everyone can know what is happening. We continue to look for ways to improve our practice of parental engagement and are again hosting a literacy night for parents and students in January. Our turnout at the event was exceptional last year and we received positive feedback from our parents. Other parental/family engagement events include family dances, STEM nights, Egg painting, and other fun, school culture building events.

Our school community continues to celebrate its diversity with a high percentage of Indigenous and English as an additional language learners. Currently, we have 26% of our students identifying as Indigenous and we are committed to building and embedding foundational knowledge within our school culture that embraces reconciliation and Indigenous culture. We have been fortunate to have Elder Darlene as part of our staff for the past few years to teach our students weekly about Indigenous cultures. Although she is not directly connected with our school this year, we will continue to use her teachings as a guide and the knowledge of our Indigenous Support Workers to focus our learning towards demonstrating specific virtues aiding towards developing the whole child.

<b>Table #11 - Provincial Assurance Survey</b>												
<b>Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.</b>												
	<b>School</b>				<b>Authority</b>				<b>Province</b>			
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	80.5	87.7	89	79.8	78.7	76.9	77.8	76.7	82.6	81.6	80.6	79.9
<b>Parent</b>	NA	88	94.8	79.3	78.7	70.5	72.2	68.7	78.9	77.4	75.7	75.4
<b>Student</b>	74.3	78.2	81.3	67.7	80.1	80.7	80.2	79.5	80.2	80.1	79.9	78.7
<b>Teacher</b>	86.7	96.8	90.8	92.3	77.4	79.5	81.0	81.9	88.7	87.3	86.2	85.6

We believe in order for students to be successful supports and structures need to be in place to ensure the individual needs of students are met. As a staff, we understand it essential to meet students where they are at and move them forward. Our comprehensive approach to this is evident in our results shown in Table #11 where parents, students, and staff all believe that students have access to the appropriate supports and services in school. Working within our divisional and school level supports we are able to collaborate and build plans for students to succeed. To learn more about parent satisfaction, the division will be engaging with parents in the 2024/2025 school year whose student has an IPP/IBSP. This information will inform and support our school-based strategies moving forward.

Hillside is fortunate for our involvement in the Integrated School Support Program (ISSP), which provides wraparound support for schools to allow students to succeed. The core of the program



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relies on the pillars of positive mental health supports, nutrition, physical activity, after school programming, and positive police support. We are in year two of this program and we have seen an increase in our mental health support with a full-time mental health worker in our building, increased opportunities for police to be involved in our school events, along with nutrition needs being met through available snacks, breakfast program and division lunch program. We are currently working on developing and implementing an after-school program to fill a void for students to be involved in physical activity outside of school hours. Our goal is for our efforts, processes, and partnerships to foster the holistic growth and development of every student.