



# Hillside Community School

Principal: Mike Humbke

## 3-Year School Education Plan

2024/2025 – 2026/2027

Year 2 – 2025/2026



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



**HILLSIDE  
COMMUNITY  
SCHOOL**

<https://hillside.gppsd.ab.ca/>



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**



**271 Students**



**35 Staff**



**School Council our Partners in Education**

**Meets the 1<sup>st</sup> Tuesday of every month at 6:30 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 foundational skills in reading, writing, numeracy, and collaboration, but also focus on self-awareness, self-management, social awareness, relational skills, and responsible decision making. We are proud to offer all K-6 students with STEM Educational learning experiences (Science, Technology, Engineering, Mathematics). Our staff work closely with the Division’s Multidisciplinary Team which includes Classroom Support Teachers, Occupational Therapists, Physiotherapist, Speech Therapists, Counsellors, and Psychologists to ensure we are meeting the needs of our students.

Hillside Community School values the partnerships we create within our community and the resources to enrich the learning environment. Our partnerships extend to YMCA Programming, the Integrated School Support Program (ISSP), Classroom Champions, along with many others. Another partnership we have at Hillside is with our Division Indigenous Program connecting Indigenous ways of knowing and perspectives to our students throughout the year.

We believe it is imperative that for our students to succeed we partner with our parents and guardians and families and focus on building opportunities to be involved. We engage in school council, and connect for celebrations of learning, as well as various family engagement events such as cultural celebrations, movie nights, family dances, and literacy nights.

## Our Education Plan is focused on:

Priority: Teaching and Learning	
<p><b>Outcome:</b> Strengthen foundational skills in literacy and numeracy by implementing practices from our Division Optimum Learning Framework in planning, instruction, and assessment to ensure optimum learning for all students.</p>	<p><b>Evidence</b></p> <p><b>Alberta Education Assurance Measures</b></p> <ul style="list-style-type: none"> <li>• Student Learning Engagement</li> <li>• Education Quality</li> <li>• Access to supports and services</li> <li>• PAT Results</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Students are prepared academically to complete high school</li> <li>• High expectations for student achievement</li> <li>• Satisfaction with teaching &amp; learning</li> <li>• Satisfaction with the quality of education</li> <li>• Leadership practices improve staff and student learning</li> <li>• Students are engaged in learning</li> <li>• Coordinated Classroom Assessments</li> <li>• Increase in all measures of building a STEM culture</li> <li>• Teacher Inquiry Professional Growth Plans align with school outcomes</li> <li>• Satisfaction with learner supports</li> <li>• Hillside Classroom Learner Profiles</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Collectively deepen our understanding and implementation of the division's Optimum Learning Framework components of planning, assessment, and quality instruction of learner outcomes, to support the diverse learning needs of all students</li> <li>• Identify and strengthen targeted interventions to address learning gaps in both numeracy and literacy</li> <li>• Build teacher understanding of the components of the Division Literacy and Numeracy Guiding Documents to support a whole-school approach to understanding foundational literacy/reading instruction and foundational numeracy instruction (ex. Number sense/basic facts)</li> <li>• Ongoing reflection and monitoring of student progress through assessment analysis to enhance responsive planning</li> <li>• Strengthen processes to support transitions for new students and families</li> </ul>	
<p><b>Outcome:</b> Cultivate a STEM Culture that empowers students to explore, innovate, and excel in STEM Fields.</p>	
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Implementing processes for teachers to collaboratively plan/design, deliver, and assess STEM learning activities to enhance student STEM character attributes (collaboration, creativity, imagination, curiosity, perseverance, self-motivation, commitment, organization, and communication)</li> <li>• Building a STEM culture through:             <ul style="list-style-type: none"> <li>○ Learning opportunities</li> <li>○ Extension activities</li> <li>○ Establish partnerships within community to provide students with authentic STEM experiences and mentorship opportunities.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Using dedicated STEM spaces within the school environment, along with technology and experiences that facilitate hands-on learning</li> <li>• Integrate STEM principles and activities across the curriculum to promote interdisciplinary learning and real-world problem-solving skills</li> <li>• Provide professional learning and collaborative opportunities for educators to enhance their embedding STEM learning opportunities in their planning.</li> </ul>	
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## Priority: Belonging

<p><b>Outcome:</b> Foster a welcoming, caring, respectful and safe environment where all students, staff, and families have a strong sense of belonging.</p>	<p><b>Evidence</b></p> <p><b>Alberta Education Assurance Measures</b></p> <ul style="list-style-type: none"> <li>• Access to supports and services</li> <li>• Parental Involvement</li> <li>• Citizenship</li> <li>• Welcoming, caring, respectful and safe learning environments</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Students are prepared socially and emotionally to complete high school</li> <li>• Students are engaged in learning</li> <li>• There are opportunities to collaborate and be involved in decision making</li> <li>• Satisfaction with the quality of education</li> <li>• Satisfaction with communication from the school and teachers</li> <li>• Students learn about and are involved in their community</li> <li>• Students are acquiring and applying Indigenous foundational knowledge</li> <li>• Student emotional, physical well-being and mental health is supported</li> <li>• Wellness-based school culture (Workplace Wellness – Putnam)</li> <li>• Student Attendance</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Wellness is a priority for staff and students</li> <li>• Explicit social emotional learning instruction is embedded in planning, instruction, and school culture</li> <li>• Continue to strengthen understanding of the cultural, contemporary, and historical experiences of Indigenous peoples to support reconciliation</li> <li>• Increasing student voice and leadership opportunities</li> <li>• Supporting positive student attendance through Collaborative Response Model</li> <li>• Recognizing and celebrating and student success</li> <li>• Continue to expand and support community partnerships</li> <li>• Communication between school and home builds assurance</li> </ul>	