School Advancement Plan
Executive Summary
2020 - 2021
Visioning Forward
2020 - 2023

Learning for life. Together.

This document is created to share the goals, strategies and success indicators for the school.
It is a legislative requirement as part of the 3 Year Education Plan and Annual Education Results Review (AERR).
It is meant to share the local context and priorities and document school advancement direction.

This is an organic document, which is open to change and modification as circumstances, results, and local context dictate.

Actualizing the Quality Learning Environment through Strategic School Planning

Strategic Planning

2020- 2021 School Advancement Plan - Executive Summary

School Goal #1	Build teacher capacity in the areas of literacy and numeracy
	➔ **Literacy** Progressions - Alberta Education
	➔ Using F&P data to inform instruction - reading interventions - reading comprehension
	➔ HLAT - awareness and use of F&P Writing continuum
	➔ **Numeracy** Progression - Alberta Education
	➔ -MIPI - Data Analysis - mental math, math talk/vocabulary

Provincial Domain	Gateway Statement:	Division Outcome:
Student Growth and Achievement	**Learners are Successful**	a) Learners are literate and numerate.
	Learners are Successful	b) Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.

Evidence of Success								
Key Measure *EYE Data, F & P, HLATS, MIPI, etc.*	**2019-2020 Current Reality**	**2020-2021 Target**	**2020-2021 Actual**	**2021-2022 Target**	**2021-2022 Actual**	**2022-2023 Target**	**2022-2023 Actual**	**Notes**

Student Level Breakdown Count of Students – 132 Students 21 67 44	51% of Current Grade 10s are meeting expectations in literacy	60%		70%		80%	
HLAT: 16/128 Grade 9s are at grade level	12.5% of students of students are at Grade level	20%		40%		50%	
Does Not Require Attention – 6 – 5.1 % May Require Attention – 26 – 22.0 % Requires Attention – 86 – 72.9 %	72.9% of our current Grade 10 students were not at Grade level in Grade 9	40%		45%		50%	

Qualitative data can be observed and recorded. This *data* type is non-numerical in nature. This type of *data* is collected through methods of observations, one-to-one interviews, conducting focus groups, and similar methods. This section can be used to enter Qualitative Data which may pertain to the goal.	

Key Strategy

Action	Timeline	Responsible	Notes	Evidence of Success
Literacy				
Train all staff in Fountas and Pinnell	October 2020	Admin Jigsaw Learning Facilitator	Oct 2020- all teachers received PD on administering F&P reading benchmark	All teachers know how to use the tool
All teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis 2x this year	June 2021	Admin Teacher	Nov-Dec-Complete first F&P testing on all students	All students are benchmarked
Grade 9 teachers will administer and analyze results for the Highest Level of Achievement Test (HLAT).	June 2021	Teachers Admin	Focus on instructional strategies where students	Students show growth in the HLAT from September to June

This information will be used to inform student programming and instructional practice.			scored lowest	
Focus on literacy across the curriculum	June 2021	Teachers Admin	October 29-Literacy Lead with focus on specific strategies across the curriculum	Teachers develop strategies in literacy that increase student results. Teachers will work with a literacy coach and their PLCs to develop strategies.
Numeracy				
Continue Sr. High Math Cohort	June 2021	Teachers Admin		Math teachers continue to build on a shared vision of math instruction in Northern Gateway Public Schools
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI)	June 2021	Teachers Admin	Sept/Oct-Principal set up assessment and distribute to teachers Sept-teachers administer MIPI Oct-teachers inform admin of results and upload to Dossier Math PLC team highlight areas for growth and identify programming needs for students	Students show growth in the MIPI results over the course of the year
All teachers will participate in Collaborative Team Meetings to determine interventions in the areas of numeracy as aligned with our numeracy goals.	June 2021	Teachers Admin		Interventions show individual student growth

* Copy table for each key strategy connected to your goal

QLE Connection	QLE Domain	Connection - *how does your goal explicitly connect to the domain of Quality Learning Environments*
How does your goal connect to the domains of Quality Learning Environments?	Engaged Professional	MIPI, HLAT and CTM are collaborative in nature
	Purposeful Assessment	MIPI, HLAT and Fountas and Pinnell results help guide teacher assessment
	Intentional Planning	MIPI, HLAT and Fountas and Pinnell results help guide teacher planning geared to specific student learning needs

Delete any rows for domains without an explicit connection to the goal.	Responsive Instruction	MIPI, HLAT and Fountas and Pinnell results help inform practice and to implement pedagogies geared to specific student learning needs

School Goal #2	Prioritize student growth and achievement by applying a variety of resources, programs and supports including ISP Development

Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Supported	Learners are educated in a system that respects diversity and is inclusive.

Evidence of Success

Key Measure EYE Data, F & P, HLATS, MIPI, etc.	2019-2020 Current Reality	2020-2021 Target	2020-2021 Actual	2021-2022 Target	2021-2022 Actual	2022-2023 Target	2022-2023 Actual	Notes
Collaborative Response Meetings imbedded into timetable	Meetings are held after school	50% of meetings held during school day		75% of meetings held during school day		100% of meetings held during school day		The use of substitute teachers, the return of FLEX and creative scheduling will help us transition meetings to the school day. The quarter system is helping in this regard.
Redevelop ISP process	Lead teachers create ISPs	Classroom teachers set goals; lead teacher hosts meeting with parents/guardians		Classroom teachers set goals and comment on all students		Develop concrete review process for ISPs		We will transition from our lead teacher model of ISP development to a system where all teachers will complete goals for students in their class who require ISP supports.

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the goal.	

Key Strategy

Action	Timeline	Responsible	Notes	Evidence of Success
Schedule collaborative response meetings	Ongoing	Admin	Regularly scheduled CRM meetings will provide teachers with additional supports to support student achievement	
Review ISP Process	December 2020	Admin IEF	Administration and the IEF will review ISP creation to strengthen the process for student success. The information will be shared with teachers as the new model to follow.	
A systematic approach to the creation of Instructional Support Plan documents (ISP's) will be put into place. Opportunities will exist to collaborate with the IEF on the creation of ISP's. Staff will be able to articulate the language of inclusion, measurable goals, data collection, progress monitoring, and Dossier.	May 2020	Admin IEF Teachers	Teachers are working alongside the IEF to freshen up their practices pertaining to ISP writing and communication with caregivers.	The new model will be presented at the June staff meeting for implementation in the 2021-2022 school year

* Copy table for each key strategy connected to your goal

QLE Connection	QLE Domain	Connection - *how does your goal explicitly connect to the domain of Quality Learning Environments*
How does your goal connect to the domains	Engaged Professional	Staff will participate in grade level CRM's throughout the school year, to develop their capacity and demonstrate student improvement in the literacy and numeracy data gathered throughout the school year.

of Quality Learning Environments? *Delete any rows for domains without an explicit connection to the goal.*	Responsive Instruction	**Responds to Differences -** Teachers will respond to student academic, social, and behavioral differences by making instructional decisions that will best support them in their learning. **Adjust Instruction -** Teachers will adjust their instruction to reflect the needs of the students in their classes.

D. First Nations, Métis and Inuit Plan

School First Nations, Métis and Inuit Profile (include a description of both Federal and Provincial students):

Hilltop High School has a FNMI population that comprises 18% of our total enrollment (88 students have declared FNMI status. The majority of our students are self-declared as Metis (48 students). Twenty-two students are Status and a further eighteen students have self-declared as non-status. Hilltop's Indigenous students are all Provincial students.

Gateway Academy- Whitecourt Campus has twenty-five students with FNMI status (24% of the student population). Of these, thirteen are Metis, six are status and six are non-status.

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)

With the aid of our Indigenous Liaison Worker, our First Nation Metis and Inuit students are graduating at a rate that is 28.1% above the province. Our big goals for our First Nation Metis and Inuit students are to increase attendance and have more of our First Nation Metis and Inuit students transition into post-secondary school. Our transition rate for First Nation Metis and Inuit students is sitting at 6.1% above the provincial average yet almost half of our Indigenous students do not attend post-secondary. We have a large percentage of absenteeism among our Indigenous students. We are trying to develop relationships to encourage students to attend school.

We have built a relationship with an elder who attends school events. We have celebrated the graduation of our First Nation Metis and Inuit students for the past two years with status students receiving a feather upon graduation and Metis students receiving a sash. We have the First Nation Metis and Inuit perspective included in our graduation ceremony.

School Goal #3	Hilltop High School First Nations, Metis and Inuit students are successful.

Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	**Learners are Successful**	Northern Gateway Public Schools First Nations, Metis and Inuit students are successful.

Evidence of Success

Key Measure *EYE Data, F & P, HLATS, MIPI, etc.*	2019-2020 Current Reality	2020-2021 Target	2020-2021 Actual	2021-2022 Target	2021-2022 Actual	2022-2023 Target	2022-2023 Actual	Notes
PAT Data	Acceptable Standard for Indigenous students is 37.2	40%		45%		50%		Acceptable Standard for Indigenous students is 31.5% below non-Indigenous student results
DIP Data	Our FNMI DIP Standard of Excellence is at 14.2%	20%		25%		30%		Standard of Excellence is 4% below non-Indigenous students
Accountability Pillar Drop Out Rate Results	Our Indigenous students drop out rate is 68% more than non-Indigensous students	60%		50%		40%		

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Key Strategy

Action	Timeline	Responsible	Notes	Evidence of Success

Students have a say in their education; goal setting with Indigenous students in grade 9-12 with personalized timetables ● Students will have one on one meetings with the Guidance Counselor and the Indigenous Liaison twice per year	Ongoing	Administration Indigenous Liaison Teachers	The Indigenous liaison in collaboration with admin and Mrs. T will meet with all Indigenous students to set educational goals for the current year and the remaining years of their high school career	
Creating and enhancing home-school relationships by contacting home to inform parents and invite them to school events	Ongoing	Indigenous Liaison Administration	Indigenous liaison will regularly call Indigenous parents to inform them of happenings at the school and to invite them to events	
Home contact supports on wellbeing and attendance- Students Services staff will monitor student attendance and contact parents to discuss attendance on a regular basis	Ongoing	Indigenous Liaison Administration Teachers	The Indigenous Liaison will communicate with parents/guardians regarding attendance	
Indigenous career, scholarship, and educational opportunities regularly updated on info board, in announcements and newsletter	June 2021	Indigenous Liaison Administration	Ensure Indigenous students and their parents are informed of educational opportunities that are available to them	
Including Indigenous information in morning announcements and monthly newsletter to promote Indegenous culture and worldview	September 2020-June 2021	Indigenous Liaison Administration	To be fully inclusive and to promote our acknowledgement of reconciliation and to do our part in its promotion	
Provide support to staff with the new TQS competency by providing Indigenous professional learning and resource sharing during staff meeting and PD days	September 2020-June 2021	Indigenous Liaison Administration	Admin and the Indigenous Liaison will keep staff up to date on upcoming PD and virtual events regarding Indigenous knowledge and perspective	

* Copy table for each key strategy connected to your goal

QLE Connection	QLE Domain	Connection - *how does your goal explicitly connect to the domain of Quality Learning Environments*

How does your goal connect to the domains of Quality Learning Environments? *Delete any rows for domains without an explicit connection to the goal.*	Intentional Planning	Teachers will use Indigenous PD and resources to create lesson plans that respects inclusion and diversity
	Positive Classroom Culture	Teachers will ensure their classrooms are welcoming and respectful of all cultures
	Responsive Instruction	Teachers will use Indigenous PD and resources to embed pedagogy that respects inclusion and diversity
	Physical Well-Being	Hilltop High School will ensure students needs are met by providing breakfast, snacks, clothing, school supplies and other necessities
	Social Well-Being	Teachers will create, maintain, and enhance student relationships to ensure students feel welcome and supported
	Mental Well-Being	Hilltop High School students have access to career counselling and psychological support.