

School Advancement Plan
Executive Summary
2021 - 2022
Visioning Forward
2021 - 2024



Northern Gateway
Public Schools

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 Alberta 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.

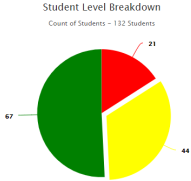
Actualizing the Quality Learning Environment through Strategic School Planning

Strategic Planning

2021-2022 School Advancement Plan - Executive Summary

School Goal #1	Hilltop High School will continue to build staff capacity in the five facets of the Quality Learning Environments to enhance the development of literacy and numeracy skills in all learners within our school.
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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 <i>EYE Data, F & P, HLATS, MIPI, etc.</i>	2020-21 Current Reality	2021-2022 Target	2021-2022 Actual	Notes
<p>Student Level Breakdown Count of Students - 132 Students</p> 	51% of Current Grade 10s are meeting expectations in literacy	60		
HLAT: 16/119 Grade 9s are at grade level	12.5% of students of students are at Grade level	20%		

	72.9% of our current Grade 10 students were not at Grade level in Grade 9	40%		
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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				
All staff will participate in developing a school-wide continuum of supports	January 2022	Admin Staff	Working with Jigsaw Learning to build a continuum of supports	Students have: made progression with targeted strategies designed to meet individual needs Teachers have: developed and utilize universal Tier 1 and Tier 2 strategies for use in their classrooms.
All teachers will complete Fountas & Pinnell (F&P) benchmarking and analysis 2x this year	June 2022	Admin Teacher	Nov-Dec-Complete first F&P testing on all students	Students have: made progression from benchmark 1 Teachers have: used the information to guide pedagogy Developed ISP with literacy specific goals for students below 2 or more reading levels
Grade 9 teachers will administer and analyze results for the Highest Level of Achievement Test (HLAT). This information will be used to inform student programming and instructional practice.	June 2022	Teachers Admin	Focus on instructional strategies where students scored lowest	Students have: developed writing progressions from grade 8 Teachers have: used the information from the HLAT to determine starting points for instruction
Focus on literacy across the curriculum	June 2022	Teachers	Literacy Lead with focus on	Students have: developed vocabulary

		Admin	specific strategies across the curriculum	strategies in all courses Teachers have: collaborated with the literacy lead to develop strategies and non negotiables to support literacy across the curriculum
Professional Development on the Continuum of Supports.	June 2022	Teachers Admin	Teachers will make use of the Continuum of Supports to guide instruction in literacy	Students have: improved in literacy through the teacher's use of supports Teachers have: used supports to improve student literacy achievement
Numeracy				
All staff will participate in developing a school-wide continuum of supports	January 2022	Admin Staff	Working with Jigsaw Learning to build a continuum of supports	Students have: made progression with targeted strategies designed to meet individual needs Teachers have: developed and utilize universal Tier 1 and Tier 2 strategies for use in their classrooms.
Continue Sr. High Math Cohort	June 2022	Teachers Admin	Working with Cathy Charchun, math teachers will meet in person and virtually including a series with Peter Lillejdahl	Teachers have: continued to build on a shared vision of math instruction in Northern Gateway Public Schools Students have: a better understanding of math outcomes that result from a shared math vision in NGPS
Teachers will administer and analyze the Math Intervention/Programming Instrument (MIPI)	June 2022	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	Teachers have: understanding of student areas of growth to better inform practice Students have: shown 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 2022	Teachers Admin	Focus on numeracy interventions in CTMs.	Teachers have: Collaborated specific strategies and supports to improve numeracy across all grades Students have: shown growth in numeracy with math interventions in tier 1 and 2

* Copy table for each key strategy connected to your goal

QLE Connection	QLE Domain	Connection - <i>how does your goal explicitly connect to the domain of Quality Learning Environments</i>
<p>How does your goal connect to the domains of Quality Learning Environments?</p> <p><i>Delete any rows for domains without an explicit connection to the goal.</i></p>	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
	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	Hilltop High School staff will collaborate to build capacity in assessment and enhance the Quality Learning Environment domain of Purposeful Assessment by developing a school-wide assessment strategy which focuses on student success.
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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 <i>EYE Data, F & P, HLATS, MIPI, student attendance data, themes/focused strategies of ISPs. Survey measure of Safe and Caring Survey measure of Student Inclusion and Access to Supports and Services* etc.</i>	2020-21 Current Reality	2021-2022 Target	2021-2022 Actual	Notes
There is a lack of cohesiveness in assessment across departments. Each department has their own assessment policy at the moment.	20%	50%		Five departments each have their own assessment policy which makes the current reality 20% understanding. We aim to have all departments develop a cohesive strategy for the whole school with a goal of 50% shared understanding when a new policy is implemented in 2022-2023.

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.	There are discrepancies in assessment policies and practices within departments and across departments. For example, the number of assessments per course and weightings as well as the number and reasoning of exempt evaluations.
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Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Staff will complete the Ann Davies course through the Edmonton Regional Learning Consortium	June 2022	Administration Teachers	Staff will present learnings at staff meeting	Completion of the course and new understandings of assessment
Department representatives will attend the Pedagogy of Assessment Conference	October 2021	Administration Teacher	Attendees will present to departments and to school staff at PD Day	Representatives of all departments attend conference
Assessment Committee will develop the school assessment policy	June 2022	Administration Teachers	Input from all departments in forming a school-wide policy	All teachers adhere to the school policy

* 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? <i>Delete any rows for domains without an explicit connection to the goal.</i>	Engaged Professional	Collaborative learning with colleagues who will contribute to a shared vision of assessment
	Purposeful Assessment	MIPI, HLAT and Fountas and Pinnell results help guide teacher assessment
	Responsive Instruction	Educators continuously adjust instruction based on classroom formative practices. Assessment practices will guide instruction.

D. First Nations, Métis and Inuit Plan

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

<p>Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit for All Learners (Students, Teachers, School Administrators)</p> <p>Reflect upon these Guiding questions as you plan your actions for the upcoming school year.</p> <p>What actions are being taken to enhance the specific “Application of Foundational Knowledge of First Nations, Métis and Inuit” competency # 5 in the Teaching Quality Standard and Leadership Quality Standard?</p> <p>What are your specific goals for your First Nations, Métis and Inuit students?</p> <p>What needs to occur for this to happen?</p> <p>What are you going to do?</p>
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School Goal #3	Hilltop High School will continue to build staff capacity in the application of the foundational knowledge of First Nation, Metis, and Inuit competencies of the Teaching Quality Standard
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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	2020-21 Current Reality	2021-2022 Target	2021-2022 Actual	Notes
Disaggregated EYE Data, F & P, HLATS, MIPI, student attendance data, Survey measure of Safe and Caring Survey measure of Student Inclusion and Access to Supports and Services, etc.				

PAT Data	Acceptable Standard for Indigenous students is 37.2	40%		45%
DIP Data	Our FNMI DIP Standard of Excellence is at 14.2%	20%		25%
Accountability Pillar Drop Out Rate Results	Our Indigenous students drop out rate is 68% more than non-Indigenous students	60%		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
Students have a say in their education; goal setting with Indigenous students in grade 9-12 with personalized timetables <ul style="list-style-type: none"> 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 Indigenous 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	

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<p>How does your goal connect to the domains of Quality Learning Environments?</p> <p><i>Delete any rows for domains without an explicit connection to the goal.</i></p>	Engaged Professional	All staff will be engaged in continuous school improvement that respects inclusion and honours diversity
	Purposeful Assessment	Teachers will identify assessment strategies that considered the Indigenous perspective and their way of knowing and learning
	Intentional Planning	Teachers will use Indigenous PD and resources to create lesson plans that accurately reflect and demonstrate the strength and diversity of Indigenous peoples.
	Positive Classroom Culture	Teachers will ensure their classrooms are welcoming and respectful of all cultures by acting consistently with fairness, respect and integrity.
	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 relationships to ensure students and their families feel welcome and supported by providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning.
	Mental Well-Being	Hilltop High School students have access to career counselling, the Indigenous Liaison and psychological support. Hilltop High School will invite First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom when possible.

School Goal #2	Hilltop High School will develop a school-wide assessment policy
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Provincial Domain	Gateway Statement:	Division Outcome:
Learning Supports	Learners are Supported	Learners are educated in a system that respects diversity and is inclusive.

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success
Staff will complete the Ann Davies course through the Edmonton Regional Learning Consortium	June 2022	Administration Teachers	Staff will present learnings at staff meeting	Completion of the course and new understandings of assessment
Department representatives will attend the Pedagogy of Assessment Conference	October 2021	Administration Teacher	Attendees will present to departments and to school staff at PD Day	Representatives of all departments attend conference
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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)

The staff of Hilltop High School will be acting upon areas of growth as identified during the 2020-2021 school year. We will be incorporating learning sessions at all staff meetings to identify grade appropriate resources, increase pedagogical practice to include Indigenous perspectives and focus on reconciliation within Hilltop High School. We will be incorporating the Blanket Exercise into grade 9 health classes. These sessions will be facilitated by our Elder.

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 three years with status students receiving a feather upon graduation and Metis students receiving a sash.

School Goal #3

Hilltop High School will continue to build staff capacity in the application of the foundational knowledge of First Nation, Metis, and Inuit competencies of the Teaching Quality Standard

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

Key Strategy				
Action	Timeline	Responsible	Notes	Evidence of Success

** Copy table for each key strategy connected to your goal*

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