

HORACE ALLEN SCHOOL EDUCATION PLAN



2023-24 ACTION PLAN

Vision Statement

'Achieving our personal best in a safe and caring community'

Mission Statement

Horace Allen School is supported by a caring community, involved parents and an exceptional staff. HAS is committed to educating the whole child in a positive and a safe learning environment.

'Take Care of Yourself Take Care of Each Other Take Care of our Environments'

WIG | 100% of HAS students will set, monitor and reflect on literacy and numeracy goals by May 2024.

ALBERTA EDUCATION - PROVINCIAL OUTCOMES

- Outcome 1: Alberta's students are successful.
- Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.
- Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.
- Outcome 4: Alberta's K-12 education system is well-governed and managed.

ACCOUNTABILITY PILLAR SURVEY - FALL 2022



Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 6105 Horace Allen School

Assurance Domain	Measure	Horace Allen School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	97.4	100.0	n/a	85.1	85.5	n/a	n/a	n/a	n/a
	CSE Results	96.9	95.9	92.9	81.4	83.2	83.1	Very High	Maintained	Excellent
	Senior High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	Senior High School Completion	n/a	n/a	n/a	87.1	86.2	85.5	n/a	n/a	n/a
	PAT: Accessible	n/a	n/a	n/a	67.3	n/a	73.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.5	n/a	n/a	n/a
	Diploma: Accessible	n/a	n/a	n/a	75.2	n/a	83.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	98.7	96.5	100.0	89.0	89.5	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCDSU)	100.0	98.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.5	88.5	n/a	81.5	82.5	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.8	92.0	88.3	78.8	79.5	81.5	Very High	Maintained	Excellent

MEASURABLE RESULTS ASSESSMENT - MAY 2023

HAS Spring 2023

Horace Allen



LRSD Leadership WIG

LRSD student leadership, as measured by the Measurable Results Assessment (MRA), will increase from 69% to 80% by June 2026.

SEE: Leadership Goal

WIG: HAS staff will build their interpersonal effectiveness through understanding, communicating and valuing the differences they see in others, increasing the MRA indicator from 73 to 80 by May 2024.

WIG: HAS staff will continue to build on family and community engagement and understanding of increasing the MRA indicator from 75 to 80 by May 2024.

Staff Leadership | Interpersonal Effectiveness

Family and Community engagement | Family and Community Engagement

Achieving growth in these areas would ultimately impact students in the following ways:

- staff working together will support students' development of leadership skills they can apply in their lives
- families will have a better understanding of the community partnerships the school has built through Place Based learning opportunities
- staff and students will feel that the leadership opportunities provided will positively impact our community.

DO: Lead Measures/Strategies

1. All stakeholders will be provided the opportunity to be involved with Horace Allen School goal setting, WIG and tracking achievement of goals.
2. All students will participate in, and lead, school-wide assemblies to celebrate each others' accomplishments.
3. All teaching staff will continue to use the We Thinkers program to develop a common language and to teach socio-emotional learning to increase students' self-awareness and self-advocacy for success.
4. School Based Staff Leadership teams will be developed to support Place Based Learning; Literacy and Numeracy. Student voice will be included.

5. Goal setting PD will be provided to staff to support students through the goal setting process.
6. Staff will continue with the Teton Science School project with CCHS and ISS.
7. School monthly newsletter will provide information about leadership opportunities for both students and staff
8. Students will set, monitor and reflect on personal goals in literacy and numeracy each reporting period.

GET: Lag Measures

- Measure 1: 100% of students will participate in leadership activities in school and community activities.
- Measure 2: 100% of Horace Allen students will be able to share their goals for literacy and numeracy with their families during 3 way conferences in December 2023 and during the Celebration of Learning in March 2024.
- Measure 3: MRA student leadership marker will increase from 79 to 85 by May 2024 .
- Measure 4: MRA staff leadership marker will increase from 72 to 80 by May 2024.
- Measure 5: MRA Family and Community engagement leadership marker will increase from 75 to 80 by May 2024.

LRSD Culture WIG

Livingstone Range School Division supportive student environments as measured by the Measurable Results Assessment will increase from 73% to 80% by June 2026.

SEE: Culture Goal

WIG: Staff believe that their collective actions can positively impact students and help them succeed, increasing the MRA indicator from 75 to 80 by May 2024.

WIG: Students will develop a high trust relationship with at least one teacher they feel comfortable with and can connect to, increasing the trusting relationships MRA indicator from 81-90 by May 2024.

Supportive Staff Environment | Collective Efficacy

Supportive Student Environment | Trusting Relationships

Achieving growth in these areas would ultimately impact students in the following ways:

- students will feel a sense of belonging in the school community
- staff will recognize that collectively we are responsible for the wellbeing of all students in the school
- students will trust and be comfortable asking for help from any adult in the building

DO: Lead Measures/Strategies

1. Build staff capacity in inclusive practices to support a positive and collaborative school culture.
2. Continue Collaborative Response and "Leadership in Inclusion" professional development and practices.
3. To honour Truth and Reconciliation, we will continue to learn through traditional teaching and experiences by enriching the cultural and academic experiences of Horace Allen students through an FNMI perspective to the curriculum for all students.
4. Staff will access professional development and be provided opportunities to share new learning at Whole School meetings to enhance and solidify our pedagogy.
5. Continue with Kelso's Choices program to support students in dealing with small and large problems.

6. Continue with Kelso Super Star awards recognizing students in the areas of being respectful, honest, responsible, fair and caring HAS citizens .
7. Continue with Student-led monthly assemblies providing leadership roles for student involvement.
8. Lunch with the Principal for all students on a rotational basis, providing opportunity for connection and conversation.
9. Student Growth in reading will be celebrated through the Literacy Scoreboard and daily announcements.
10. Pond Parties related to Kelso's Choices will be re-initiated allowing for students to participate in cross-grade groups, allowing for leadership opportunities and trust building between students

GET: Lag Measures

- Measure 1: MRA - Culture - Supportive Staff Environment marker will increase from 79 to 85
- Measure 2: MRA - Culture - Supportive Student Environment marker will increase from 84 to 90

LRSD Academics WIG

LRSD will increase the number of students achieving the acceptable standard in the following assessments by June 2026.

- **Cumulative PAT results will increase from 62.2% to 80% acceptable standard by June 2026.**
- **Cumulative -1 DIP results will increase from 67.8% to 95% acceptable standard by June 2026.**
- **Cumulative -2 DIP results will increase from 69.4% to 85% acceptable standard by June 2026.**

SEE: Academics Goal

WIG | 100% of Horace Allen Gr. 1-3 students will set academic goals in Literacy and Numeracy each reporting period.

Goal Achievement | Student Goal Support and Student Goals

Achieving growth in these areas would ultimately impact students in the following ways:

- Teachers are able to support their students in their learning and applying the behaviors linked to effective goal achievement.
- Students will take ownership for their own learning, recognizing strategies and supports that work best for them
- students will learn to advocate for themselves in the classroom

DO: Lead Measures

1. Grades 1 - 3 students write diagnostic, standardized assessments in reading, writing and mathematics to determine level of ability and inform teaching practice
2. A yearly assessment plan will be developed for school staff
3. All learners receive the differentiated academic, cultural and social-emotional support they need to be successful learners and active members of the school community.
4. Students and staff work collaboratively to set high and appropriate academic goals to share with parents/guardians.
5. All staff engage in targeted numeracy professional development (Kathy Charchun, SAPDC).
6. Staff continue with professional development to fully implement Heggerty Phonological Awareness and UFLI as part of their daily reading instruction.
7. Staff to document and analyze student assessment data and implement interventions (grade level or cross grade) as necessary using Collaborative Response.
8. All stakeholders work together to create an academic plan to support students unable to achieve grade level expectations.
9. Collaborative Response Model will continue to be refined through professional development and revisiting the structures of the CRM meetings to deepen and strengthen our collaborative response structures and processes for all students.
10. Staff will finalize the literacy continuum of support and develop a numeracy continuum of supports for use in the school.
11. Student Growth in reading will be celebrated through the Literacy Scoreboard and daily announcements.

GET: Lag Measures

- Measure 1: There will be a demonstrated increase of students' benchmark assessments with the CC3, LeNS, STAR, Fountas and Pinnell from 2022-2025.
- Measure 2: 90% of HAS students will be reading at grade level by May 2024 as measured using Fountas and Pinnell.
- Measure 3: Increase the overall MRA Academics results from 81 to 88 by May 2024.
- Measure 4: Increase the Instructional Efficacy of teachers as measured on the MRA from 76 to 85 by May 2024.

HIGHLY EFFECTIVE PRACTICES

Implemented frameworks/systems to continue:

Leadership

- Effective classroom, school and community leadership events inspired, organized and lead by students;
- School administration will continue to provide opportunities for student voice (eg. lunch with the principal) and distributed leadership;
- School administration will build community partnership [to continue] to provide opportunities for student leadership in the community through Place based learning and leadership opportunities
- Students will develop and share their literacy and numeracy goals with their families and monitor themselves for growth.
- Students and staff will continue to contribute to the monthly school newsletter.

Culture

- Continue to provide place-based and community learning opportunities;
- Continued growth of social and emotional awareness, coping with stress and anxiety, suicide awareness, mental wellness and healthy relationships in our core classes
- Students will share their learning and stretches at the March 2024 Celebration of Learning night.
- Continued collaboration with community groups to enhance and enrich HAS students' education.
- Monthly 1:1 consultation between administrators/LST and teacher members during Target Time.
- Friday morning check-in between LST and support staff.
- Continue to build the positive culture of the school through experiences such as place-based learning, LAND Days (Learning and Nature Discovery) whole-school field trips, reading buddies, breakfast/snack program, One Book-Five Schools event, Christmas concerts, community gatherings, choir and celebrations.
- Continuation of incoming Kindergarten EYE-DA and K Orientation Day.
- Continuation of family meetings for all K and new families to the school in early September.
- Continuation of follow-up phone calls to new families to see how students are settling into a new school.
- Continuation of weekly teacher newsletters, monthly school newsletters, teacher phone calls for both celebrations and concerns.
- Monthly review of school plan during Whole School Staff meetings

- **Academics**

- All staff will support and guide students in creating short term and long term goals, strategies and tracking achievement growth.
- Continue effective monthly collaborative response meetings;
- review of ISPs as part of the CRM monthly- grade team meetings
- Continuation of common divisional assessments: Literacy: STAR Reading, LeNS, CC3, EYE-TA, and Fountas and Pinnell for diagnostics. Numeracy: AB Ed Numeracy Screens Gr. 1-3 and CAT4 (Grades 2).
- use of Heggerty and UFLI materials by all teachers to support differentiation / intervention in Language Arts
- continue with embedded weekly Grade Team Collaboration blocks (development of common assessments; create intervention blocks, explore curriculum, plan common events)
- celebrate school wide student success through Scoreboards for both Literacy and Numeracy