

HORACE ALLEN SCHOOL EDUCATION PLAN



2024-25 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 and staff will set, monitor and reflect on their goals by May 2025.

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's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
- Outcome 4: Alberta's K-12 education system is well-governed and managed

ACCOUNTABILITY PILLAR SURVEY - Spring 2024



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	97.2	100.0	98.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	93.2	98.3	97.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PATS: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PATS: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PATS: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PATS: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	95.8	98.6	98.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.2	97.6	98.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	96.6	69.5	76.0	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	96.7	91.5	92.7	79.5	79.1	78.9	Very High	Maintained	Excellent

MEASURABLE RESULTS ASSESSMENT - MAY 2024

HAS Spring 2024

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

Family and Community engagement | Family and Community Engagement

WIG: HAS staff will continue to build family and community engagement and understanding by increasing the MRA indicator from 72 to 75 by May 2025.

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

- families will have a better understanding of the community partnerships that the school has built through place based learning opportunities
- leadership opportunities to support student growth will expand to family and community partners
- students will develop a deeper understanding of their place in their school community and the community at large, and take a more active role in being leaders for change

DO: Lead Measures/Strategies

1. Continue community projects through Teton place-based learning
2. Utilize the website calendar to promote upcoming events
3. Utilize the community volunteer asset map and link it into our staff handbook so it is readily available
4. Continue with student leadership opportunities such as Student Council and Eco Club
5. Determine and promote ways to encourage families to volunteer, such as:
 - a. Invite families for a school-kick-off "Festival on the Field" in partnership with School Council
 - b. "Take Your Parent to School" program
 - c. "Join Your Child For Lunch" invitation
 - d. Less formal class visits for adults to build connection between home and school
 - e. Parent info pages or training sessions on tasks within the school that adults can assist with
 - f. Have an ongoing list of volunteer opportunities in the classroom that is promoted on our website and social media channels

- g. Fall time “blitz” for completing volunteering paperwork
- h. Volunteers recognized throughout the year

GET: Lag Measures

- Measure 1: 100% of students will participate in leadership opportunities in school and community activities.
- Measure 2: MRA school and family partnerships marker will increase from 77 to 80 by May 2025.
- Measure 3: MRA community engagement marker will increase from 72 to 76 by May 2025.

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

Supportive Staff Environment | Staff Voice

WIG:

Staff will continue to grow in our strategies for creating a culture of collaboration and connection to enhance student success.

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

- staff will reference and utilize the brainstormed strategies on our Continuum of Supports to enhance student learning
- teachers and support staff will effectively work together to support student growth
- students will further develop their independence and flexibility while working with different adults
- staff will reflect on and access strategies and support for self-renewal in order to enjoy their role of helping students in a meaningful way

DO: Lead Measures/Strategies

1. Develop staffing/scheduling options to reduce compassion fatigue and support in more challenging areas/times of the day
2. Engage in an "Emotional Bank Account" inventory session with staff to determine how best we can support one another
3. Continue our work on our school-wide Continuum of Supports to support and inform us of strategies available to address the needs of students when feeling overwhelmed
4. Determine non-negotiable Universal Strategies for every classroom
5. Create a staff Continuum of Support to brainstorm options for staff voice and support systems
6. Develop and share the school-wide PD plan for the year in September
7. Schedule weekly check-in time between admin and support staff
8. Integrate Collaborative Inquiry into the Collaborative Response framework (grade team collab time)
9. Focus on sharing classroom learning and celebrations during Cross Grade Team Meetings
10. Schedule time for classroom teachers to collaborate/plan with support staff
11. Re-emphasize consistent language/expectations across all grades using Kelso's Choices, We Thinkers, 3 School Rules

GET: Lag Measures

- Measure 1: MRA supportive environment for staff - staff voice, marker will increase from 80 - 84 by May 2025.
- Measure 2: All Continuum of Supports will be completed and utilized by May 2025.

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 HAS students and staff will set, monitor and reflect on their goals by May 2025.

Goal Achievement | Student Goal Support and Student Goals Empowering Teachers | Instructional Efficacy

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

- teachers will be empowered by common language and strategies/programs to support student behaviour as a foundation for learning
- teachers are able to model goal setting and support their students in their learning and application of the behaviors linked to effective goal tracking and 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. Reflect on and share goal monitoring and tracking strategies through Cross Grade Collaboration Meetings
2. Utilize divisional support for ideas related to monitoring goals
3. Utilize LiM website resources for goal tracking
4. School wide common language and teaching around social/emotional skills to increase academic success through a foundation of emotional regulation (eg. We Thinkers, Kelso's Choices, Three School Rules)
5. Complete the Continuum of Supports and identify non-negotiables that we be embedded in each class to support student learning
6. Build structures for peer/community accountability partners across grades (eg. during Pond Party times)
7. All staff will set goals to display as models for students
8. Support student goal achievement through Collaborative Inquiry

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 demonstrate a year's growth in reading by May 2025 as measured using Fountas and Pinnell.
- Measure 3: Increase the Instructional Efficacy of teachers as measured on the MRA from 72 to 78 by May 2025.

HIGHLY EFFECTIVE PRACTICES

Implemented frameworks/systems:

Leadership

- Effective classroom, school and community leadership events inspired, organized and led by students.
- Continued opportunities for student voice (eg. Student Council & Eco Club) and distributed leadership.
- School staff will build community partnerships to provide opportunities for student leadership in the community through place-based learning and leadership opportunities.
- Students will develop and share their goals with their families and monitor for growth.

Culture

- Continue to provide place-based and community learning opportunities, partnering with Isabelle Sellon and Teton Science School.
- Continued growth of social and emotional awareness, coping with stress and anxiety, mental wellness and healthy relationships.
- Students will share their learning and stretches at Three-Way Conferences and Celebration of Learning nights.
- Weekly 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, snack program, One Book-Five Schools event, concerts, community gatherings, choir, intramurals, art contest, leadership clubs, music festival and celebrations.
- Continuation of incoming Kindergarten EYE-DA and Kindergarten and Early Learning Orientation events.
- Continuation of family meetings for all Early Learning and Kindergarten families in early September.

- Welcome back event for families and staff in September.
- Intake process to meet new families and students as they join HAS and follow-up phone calls to see how students are settling into a new school.
- Continuation of weekly teacher newsletters, teacher phone calls for both celebrations and concerns, updating website and social media with school events and celebrations.
- Monthly review of school plan during Whole School Staff meetings
- Monthly school council and tri-council meetings and continued sponsored events to build home-school connection.

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 driven by collected assessment data.
- 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.
- Complete a CORE Phonics assessment for students identified as “at risk” in the Alberta Education screeners to determine needed intervention.
- Use of UFLI materials by all teachers as a school wide approach to phonics instruction.
- Continue with embedded weekly Grade Team Collaboration blocks (collaborative inquiry, development of common assessments; plan for intervention blocks, explore curriculum).
- Celebrate school wide student success through the use of scoreboards.