

**Hay Lakes School Combined School AERR/Three Year Plan  
2017-2018**



“Every Student, Every Day, A Success!”

Our “Everyday 4” Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
<p><b>Welcoming and Caring</b></p>	<p>The school community, school leadership, and staff will foster and actively promote a culture that will encourage students and community members to have a strong connection to their school as an inclusive, safe, healthy, welcoming and caring environment</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>● Hold school-wide assemblies each month to celebrate students success with PAW awards and build confidence in students by recognizing extra-curricular accomplishments and TIGER pride (Trustworthy, Inclusive, Generous, Empathetic, Respectful)</li> <li>● Utilize the Collaborative Response Model to ensure all students are getting the supports they need</li> <li>● Create and maintain a nutritional breakfast program as a way to have students start their day off positively</li> <li>● Provide a flexible timetable for each student to meet his/her unique needs (e.g. grade 11 spares, BROL, RAP)</li> <li>● Broaden the number of programming choices available to students (introduce Outdoor Ed, Psychology, Forensic Science, and Leadership classes)</li> <li>● Continue to provide a flexible timetable for each student to meet the learning needs of all <i>first Nations, Métis and Inuit students</i></li> <li>● Include all students in school opportunities and events and provide engaging learning environments for all students to support their diversity and academic needs</li> <li>● Celebrate students success through assemblies, ceremonies, newsletters and electronic communications</li> <li>● Continue to maintain student advocacy lists in order to help foster positive connections, during our collaborative Response PD days.</li> <li>● Participate in Orange Shirt Day, and Pink Shirt Day</li> <li>● Aboriginal Day field trip or powwow</li> <li>● Attend HASS conference and support future work around healthy and active student life</li> <li>● Celebrate FMNI culture as it relates and ties into the Program of Studies (i.e. study FMNI culture, history, effect of our country)</li> <li>● Collaborate with school council in an effort to engage the community to increase completion rates of surveys</li> </ul>	<p>See Appendix 1 - Data Sets 1-4</p> <p>Accountability Pillar Summary</p> <p>BRSD survey</p> <p>Our School survey</p>	<ul style="list-style-type: none"> <li>● All students and staff will place an emphasis on creating and maintaining a very welcoming and caring learning environment</li> <li>● All students will feel that their perspectives and opinions are valued and considered</li> <li>● Secondary students will acknowledge that they have been provided a wider range of course offerings</li> <li>● All staff engaged in Learning Series professional development</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize CIF funds to build the Outdoor Ed program and support elementary phys ed equipment</li> <li>● Utilize SGF funds for student reward/celebrations</li> <li>● Support and subsidize field trips and presentations for the entire student body</li> </ul>

		<ul style="list-style-type: none"> <li>● Provide greater opportunity for parents/guardians to complete Accountability Pillar/BRSD surveys by sending out the link via email, allowing parents to complete during parent-teacher interviews in spring and continue to put survey link on website and newsletter</li> <li>● Invite parents and community to whole school assemblies each month which celebrate student success in order to build student confidence</li> <li>● Encourage programs that incorporate parent and community volunteers (breakfast program, community coaches)</li> <li>● Approach all new programs and extracurricular activities with the basic premise of making our school community stronger</li> <li>● Continue to acknowledge the level of parent and community involvement (active parent council and high level of parent involvement in sports programs, hot lunch programs, school events, as well as community support shown through sponsorship, and work experience) we will continue to build upon the high level of parent and community involvement that ultimately enhances the educational experiences of every student within the school</li> <li>● Use instructional and behavioral strategies to create a culture where all students are included in all aspects of school life</li> <li>● Facilitate transitions for graduating students with community stakeholders, employers, and post-secondary institutions</li> <li>● Provide new staff with a mentor in the school orientation and mentorship programs and introduce all new staff at assembly</li> <li>● Provide guidelines for mentor and mentee (assessment, physical building, bell schedules, breaks, student backgrounds, cross graded activities, inclusive education resources, school procedures, administrative expectations)</li> <li>● Use the website, school calendar, announcements and School Council meetings to communicate information and invite participation in school activities such as assemblies, class projects/presentations and school assemblies</li> <li>● Encourage staff members to maintain open communication with parents and community members through electronic communication, phone calls, and in person meetings</li> </ul>			
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Success Stories:

November rollout of our PAWS and TIGER pride initiative. Use of Digital signage to celebrate student accomplishments. Creation of an excellent learning commons as a space for collaborative work. Breakfast program.

Literacy	1. All students will be encouraged to increase their level of literacy, focused on learning outcomes and qualities of successful learners.	<p>We will:</p> <ul style="list-style-type: none"> <li>● Provide descriptive feedback, with a focus on what the student needs to do in order to achieve at a higher level</li> <li>● Ensure that “next steps” are an integral part of report card feedback</li> <li>● Utilize the BAS and DORA tools to create baseline data for literacy learning</li> <li>● Utilize the ELI kits to support struggling readers in division 1-3</li> </ul>	<p>See Appendix 2 - Data Sets 5-8</p> <p>Accountability Pillar data</p> <p>DORA data</p> <p>BAS data</p> <p>BRSD survey</p>	<ul style="list-style-type: none"> <li>● ELA teachers will utilize the DORA and BAS tools, beginning in October, and ensure that all students experience at least one years worth of growth in their literacy skills</li> <li>● All students will be provided with rich and descriptive feedback on their literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>● Financial support for any ongoing professional development</li> <li>● Purchase of literacy related materials</li> </ul>
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	<p>2.All students will be encouraged to achieve at a standard of excellence on all assessments.</p>	<ul style="list-style-type: none"> <li>● Provide enrichment activities for those students who achieve at a high level</li> <li>● Closely monitor the <i>Acceptable Standard</i> results to ensure the drop in 2016-17 was a one year result</li> <li>● Design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's/ behavior plans, offer a variety of teaching strategies and accommodations</li> <li>● All courses will focus an emphasis on the instruction of foundational numeracy and literacy skills</li> <li>● Deliver intentional instruction of study skills at all levels</li> <li>● Provide instruction to all students writing government exams on how to best prepare for diploma and provincial achievement exams and be coached in test-writing skills</li> <li>● Facilitate special programs and accommodations for students who are below GLA in literacy, numeracy, and ELI</li> <li>● Facilitate transition meetings from grade to grade, with a focus on Numeracy and Literacy data</li> <li>● Employ outcome-based assessments and reporting</li> <li>● Continue to use data driven strategies to improve provincial achievement test and diploma exams results</li> <li>● Dedicated time will be established during staff meetings and PD days for staff to collaborate and share (subject-specific teacher sharing sessions, use of technology, discussion of student achievement and development of strategies for working with different students)</li> </ul>		<ul style="list-style-type: none"> <li>● ELA teachers will feel supported in their growth as literacy leaders and continue to access literacy professional development opportunities</li> <li>● Members of staff involved in literacy steering committee work</li> <li>● All staff engaged in Learning Series professional development</li> </ul>	
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Success Stories:  
 Successful implementation of BAS and DORA testing. Literacy leaders on staff providing excellent support to teachers.

<p>Numeracy</p>	<p>All staff will help develop confident and competent learners in the application of numeracy skills in real world situations.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>● Provide descriptive feedback, with a focus on what the student needs to do in order to achieve at a higher level</li> <li>● Utilize the MIPI tool to create baseline data for math students</li> <li>● participate in EQUATIO training</li> <li>● Access and provide support for teachers to meet with Division Numeracy Lead</li> <li>● Provide enrichment activities for those students who achieve at a high level</li> <li>● Closely monitor the <i>Acceptable Standard</i> results to ensure the drop in 2016-17 was a one year result</li> <li>● Design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's/ behavior plans, offer a variety of teaching strategies and accommodations</li> <li>● All courses will focus an emphasis on the instruction of foundational numeracy and literacy skills</li> <li>● Deliver intentional instruction of study skills at all levels</li> </ul>	<p>See Appendix 3 - Data Sets 9-12</p> <p>Accountability Pillar data</p> <p>MIPI data</p> <p>BRSD survey</p>	<ul style="list-style-type: none"> <li>● All math teachers will utilize the MIPI tool, beginning in October, and ensure that all students experience at least one years worth of growth in their numeracy skills</li> <li>● All students will be provided with rich and descriptive feedback on their numeracy skills</li> <li>● Math teachers will feel supported in their growth as numeracy leaders and continue to access numeracy professional development opportunities</li> <li>● By the end of the school year, Math Cohort teachers will have read the book "Mathematical Mindsets" and incorporated ideas into their teaching</li> <li>● Members of staff involved in numeracy steering committee work and math cohorts</li> </ul>	<ul style="list-style-type: none"> <li>● Financial support for any ongoing professional development</li> <li>● Purchase of numeracy related materials</li> </ul>
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		<ul style="list-style-type: none"> <li>● Provide instruction to all students writing government exams on how to best prepare for diploma and provincial achievement exams and be coached in test-writing skills</li> <li>● Facilitate special programs and accommodations for students who are below GLA in numeracy</li> <li>● Facilitate transition meetings from grade to grade, with a focus on Numeracy and Literacy data</li> <li>● Employ outcome-based assessments and reporting</li> <li>● Continue to use data driven strategies to improve provincial achievement test and diploma exams results</li> <li>● Dedicated time will be established during staff meetings and PD days for staff to collaborate and share (subject-specific teacher sharing sessions, use of technology, discussion of student achievement and development of strategies for working with different students)</li> <li>● Encourage staff to share Project-Based learning activities so every staff member can adapt it to their own curricular areas</li> </ul>		<ul style="list-style-type: none"> <li>● All staff engaged in Learning Series professional development</li> </ul>	
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Success Stories:  
 Successful implementation of MIPI testing. Numeracy leaders on staff providing excellent support to teachers.

Teaching and Learning (21 <sup>st</sup> Century)	<p>1. Staff members will continue to develop their skills and competencies with current technology in order to help facilitate student learning</p> <p>2. All students will demonstrate learning competencies with a variety of 21st century learning tools.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>● Access BRSD technology support teachers for both in class lessons and for staff professional development</li> <li>● Planning for participation in High School Redesign next fall</li> <li>● Share key messages with students and parents via the school calendar, website, bulletin boards, announcements and other e-communication (Remind app, school messenger, Facebook)</li> <li>● Design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's and behavior plans, and offer a variety of teaching strategies and accommodations (i.e. scaffolding, use of manipulatives, one-to-one supports, modified pace of instruction) -Use of technology, for student success, such as audio books, Read and Write for Google, etc</li> <li>● Use multiple ways of communicating information to parents (Remind, School Messenger, Facebook, Twitter)</li> <li>● Use Google platforms to communicate with students</li> <li>● Provide support for staff members to get trained in a variety of technologies that support learning (i.e. Chromebooks, Google Apps for Education Google Hangouts)</li> <li>● Recognize staff members who have specialized expertise in various programs and technology knowledge and provide them with the opportunity to expand their expertise so they can better assist other staff members (i.e. Google, Maplewood)</li> <li>● Research new ways of communicating info to parents (i.e. "APPS", Facebook, twitter)</li> </ul>	<p>See Appendix 4 - Data Sets 13-14</p> <p>Accountability Pillar data</p> <p>BRSD survey</p> <p>Our School survey</p>	<ul style="list-style-type: none"> <li>● By the end of June 2018, each teacher will have accessed the Division Technology Support team to help them improve their 21st century teaching skills</li> <li>● staff wide training will take place to improve skills with Google platforms</li> <li>● All staff engaged in Learning Series professional development</li> </ul>	<ul style="list-style-type: none"> <li>● provide financial support to ensure that teachers have all the necessary technology to provide a quality 21st century learning environment (Smartboard replacement, Chromebooks, etc)</li> <li>● support attendance at Google Summit</li> </ul>
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Success Stories:  
 Several excellent visits by the Division Tech support team. Teachers speaking highly of the EQUATIO training.

Appendix 1 - Welcoming and Caring

Data Set 1

Measure Category	Measure	Hay Lakes 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
Safe and Caring Schools	Safe and Caring	93.3	90.2	91.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.7	78.0	78.5	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	88.5	89.3	92.8	90.1	90.1	89.6	High	Declined	Acceptable
	Drop Out Rate	0.5	0.0	2.5	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	90.5	84.6	83.1	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	80.8	78.0	78.0	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	25.6	26.2	20.7	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.4	81.0	83.9	83.0	82.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	12.9	11.4	13.7	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	61.9	69.2	64.9	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	65.0	72.7	72.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.2	56.6	57.4	57.9	59.4	59.3	Low	Maintained	Issue
	Work Preparation	80.4	84.0	85.5	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	82.3	81.4	83.4	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	72.1	79.1	78.4	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	86.1	82.2	82.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Data Set 2

Performance Measure	Results (in percentages)	Target	Evaluation	Targets
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Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.6	80.1	84.9	82.2	86.1	88	Very High	Maintained	Excellent	90	92	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	69.2	77.0	79.2	79.1	72.1	80	Low	Maintained	Issue	82	84	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.5	94.3	94.7	89.3	88.5	90	High	Declined	Acceptable	92	94	

Appendix 2 - Literacy

Data Set 5

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	82.4	0.0	100.0	27.8	87.5	0.0	93.3	0.0	85.7	0.0	90	20
	Authority	88.4	9.0	93.8	9.3	88.7	8.9	83.7	11.1	85.9	7.3		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	School	80.0	0.0	*	*	*	*	*	*	*	*	90	10
	Authority	94.2	13.5	97.1	15.0	92.9	14.3	89.7	9.8	89.8	8.4		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		

Data Set 6

PAT Course by Course Results by Number Enrolled.		
		Target

		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.9	11.1	91.7	16.7	78.9	21.1	95.0	25.0	90.0	20.0	95	25
	Authority	86.5	12.7	87.8	19.5	83.4	17.5	87.1	18.2	89.6	19.3		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
English Language Arts 9	School	83.3	22.2	81.8	22.7	83.3	16.7	76.2	19.0	73.9	17.4	80	20
	Authority	79.1	11.0	76.0	10.8	72.2	9.1	74.3	13.1	82.4	12.8		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		

Data Set 7 - BRSD and Our School surveys

Gr 7-12	54% - The literacy approaches used at my school motivate me to read more.
Gr 4-6	90% - I have skills that help me read.
Parents	100% - Literacy instruction at my child's school has enhanced my child's reading skills.
Our School - Secondary	<ul style="list-style-type: none"> <li>• Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.</li> <li>• 83% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 50%.</li> </ul>
Our School - Elementary	<p>Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.</p> <ul style="list-style-type: none"> <li>• 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.</li> </ul>

Data Set 8

DORA and BAS - further data to be added

Appendix 3 - Numeracy

Data Set 9



Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 30-1	School	78.6	35.7	100.0	46.2	*	*	40.0	0.0	*	*	70	20
	Authority	81.0	28.8	72.7	19.5	65.4	17.3	55.4	11.5	56.8	19.7		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	School	*	*	*	*	*	*	75.0	0.0	66.7	0.0	75	20
	Authority	72.2	6.0	64.3	11.9	66.2	6.6	61.5	7.5	58.8	9.1		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		

Data Set 10

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	66.7	11.1	100.0	25.0	68.4	15.8	80.0	30.0	80.0	15.0	85	15
	Authority	75.8	12.6	82.3	15.6	73.2	11.2	75.4	10.8	75.4	11.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Mathematics 9	School	72.2	16.7	63.6	4.5	44.4	5.6	61.9	14.3	78.3	30.4	80	20
	Authority	70.5	14.4	69.4	13.5	58.0	11.7	60.5	9.2	67.5	13.2		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		

Data Set 11 - BRSD and Our School surveys

Gr 7-12	56% - Numeracy is used in all my subjects.
Gr 4-6	89% - I am able to use math in many aspects of my life.
Parents	67% - Numeracy is promoted in all subject areas at school.
Our School - Secondary	<ul style="list-style-type: none"> <li>• Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.</li> <li>• 83% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 50%.</li> </ul>
Our School - Elementary	<p>Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.</p> <ul style="list-style-type: none"> <li>• 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.</li> </ul>

Data Set 12

MIPI - further data to be added

Appendix 4 - 21st Century Learning

Data Set 13

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	59.7	86.4	86.1	84.0	80.4	85	High	Maintained	Good	87	89	

Data Set 14 - BRSD and Our School surveys

Gr 7-12	85% - I regularly use information technology in school to be creative, find information and to collaborate.
Gr 4-6	88% - I regularly use information technology in school to be creative, find information and learn more about our world.

Parents	100% - My child uses information technology (computers, smartboards, etc.) to help him/her learn at school. 56% - My child is encouraged to bring his/her own technology to school.
Our School - Secondary	Relevance <ul style="list-style-type: none"><li>• Students who find classroom instruction relevant to their everyday lives.</li><li>• In this school, students rated relevance 7.2 out of 10; the Canadian norm for these grades is 6.</li></ul>
Our School - Elementary	Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future. <ul style="list-style-type: none"><li>• 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.</li></ul>