

**Hay Lakes School Combined School AERR/Three Year Plan
2019-2020**



“Every Student, Every Day, A Success!”

Our “Everyday 4” Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
Welcoming and Caring	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>We will:</p> <ul style="list-style-type: none"> ● 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) ● Utilize the Collaborative Response Model to ensure all students are getting the supports they need ● Continue to maintain student advocacy lists in order to help foster positive connections, during our collaborative Response PD days. ● Create and maintain a nutritional breakfast program as a way to have students start their day off positively ● Provide a flexible timetable for each student to meet his/her unique needs (e.g. TIGER time, grade 11 spares, BROL, RAP, GC) by utilizing the flexibility of participating in High School Redesign ● Broaden the number of programming choices available to students (Outdoor Ed, Sociology, Forensic Science, and Leadership classes, Guitar option if possible) ● Continue to provide flexibility for each student to meet the learning needs of all <i>first Nations, Métis and Inuit students</i> ● Include all students in school opportunities and events and provide engaging learning environments for all students to support their diversity and academic needs ● Celebrate students success through assemblies, ceremonies, and electronic communications ● Creation of school Facebook page to further effective communication and celebrate student success ● Participate in Orange Shirt Day, and Pink Shirt Day ● Continue to support and develop the school QSA ● National Indigenous Peoples Day field trip or powwow ● Access community expertise/elders to have students participate in Smudging and Blanket exercises ● Attend HASS conference and support future work around healthy and active student life 	<p>See Appendix 1 - Data Sets 1-4</p> <p>Accountability Pillar Summary</p> <p>BRSD survey (2017)</p> <p>Our School survey (2017)</p>	<ul style="list-style-type: none"> ● All students and staff will place an emphasis on creating and maintaining a very welcoming and caring learning environment ● All students will feel that their perspectives and opinions are valued and considered ● Secondary students will acknowledge that they have been provided a wider range of course offerings ● All staff engaged in Learning Series professional development ● Attendance tracking data will show improvements in student attendance 	<ul style="list-style-type: none"> ● Utilize SGF funds for student reward/celebrations ● Support and subsidize field trips and presentations for the entire student body ● Utilize monetary support from SAC and Hay Lakes Society to mitigate school budget effects

- Celebrate First Nations, Metis, and Inuit culture as it relates and ties into the Program of Studies (i.e. study First Nations, Metis, and Inuit culture, history, effect on our country, forging connections to Outdoor Ed class)
- Collaborate with school council in an effort to engage the community to increase completion rates of surveys
- Provide greater opportunity for parents/guardians to complete Accountability Pillar survey by sending out the link via email, allowing parents to complete during school visits and continue to put survey link on website and Facebook page
- Invite parents and community to whole school assemblies each month which celebrate student success in order to build student confidence
- Encourage programs that incorporate parent and community volunteers (breakfast program, community coaches, concession, field trips, hot lunch days)
- Continue to celebrate student success through annual awards night and provide opportunities for community involvement through sponsorship of plaques and/or monetary awards
- Use instructional and behavioral strategies to create a culture where all students are included in all aspects of school life
- Facilitate transitions for graduating students with community stakeholders, employers, and post-secondary institutions
- Provide new staff with a mentor in the school orientation and mentorship programs and introduce all new staff at assembly
- Provide guidelines for mentor and mentee (assessment, physical building, bell schedules, breaks, student backgrounds, cross graded activities, inclusive education resources, school procedures, administrative expectations)
- Use the website, school calendar, announcements, Facebook, and School Council meetings to communicate information and invite participation in school activities such as assemblies, class projects/presentations and school assemblies
- Encourage staff members to maintain open communication with parents and community members through electronic communication, phone calls, and in person meetings

Success Stories:

Signage created around the school celebrating our PAWS and TIGER pride initiative. Junior high Leadership class contributing content to the digital signage to celebrate student accomplishments. Successful use of an excellent learning commons as a space for collaborative work. Maintain and improvements to the breakfast program. Student council and student voice created events for school and community. Working with a local knowledge keeper to learn proper protocols when welcoming in elders or knowledge keepers to our school. Working with knowledge keeper to create presentations and activities for "Orange Shirt Day".

SAVY input: SAVY members would like to lead/coordinate some of the events that take place during the school year (Reindeer Games, Assembly Games). Student Forum in December.

<p>Literacy</p>	<p>All students will be encouraged to increase their level of literacy, focused on learning outcomes and qualities of successful learners.</p>	<p>We will:</p> <ul style="list-style-type: none"> ● Provide descriptive feedback, with a focus on what the student needs to do in order to achieve at a higher level ● Ensure that “next steps” are an integral part of report card feedback ● Utilize the BAS and DORA tools to create baseline data for literacy learning ● Create time in expert teachers schedules to support students on the bubble (ELI and LLI groups) ● Provide enrichment activities for those students who achieve at a high level ● Design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP’s/ behavior plans, offer a variety of teaching strategies and accommodations ● All courses will focus an emphasis on the instruction of foundational numeracy and literacy skills ● Deliver intentional instruction of study skills at all levels ● Facilitate transition meetings from grade to grade, with a focus on Numeracy and Literacy data ● Employ outcome-based assessments and reporting ● Continue to use data driven strategies to improve provincial achievement test and diploma exams results ● 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) ● Reading programs/strategies will be sought after for students who surpass grade 12 level reading ● Having Literacy Lead/experts demonstrate lessons and share resources with staff 	<p>See Appendix 2 - Data Sets 5-8</p> <p>Accountability Pillar data</p> <p>DORA data</p> <p>BAS data</p> <p>BRSB survey (2017-2018)</p> <p>Teacher Observations</p> <p>Teacher Assessment data</p>	<ul style="list-style-type: none"> ● 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. Teachers will also use other means of triangulation to collect pertinent data ● All students will be provided with rich and descriptive feedback on their literacy skills ● ELA teachers will feel supported in their growth as literacy leaders and continue to access literacy professional development opportunities ● Members of staff involved in literacy steering committee work ● All staff engaged in Learning Series professional development ● Resource sharing of literature and technological resources related to literacy 	<ul style="list-style-type: none"> ● Financial support for any ongoing professional development ● Purchase of literacy related materials
<p>Success Stories: Successful implementation of BAS and DORA testing for bubble students. Literacy leaders on staff providing excellent support to teachers. Sharing of resources amongst staff. LLI groups being created. Continued implementation of ELI support. Improvement in PAT grade 6 writing results.</p>					

<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"> ● Provide descriptive feedback, with a focus on what the student needs to do in order to achieve at a higher level ● Utilize the MIPI tool to create baseline data for math students ● Continue to utilize EQUATIO ● Access and provide support for teachers to meet with Division Numeracy Lead ● Provide enrichment activities for those students who achieve at a high level ● Design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's/ behavior plans, offer a variety of teaching strategies and accommodations ● All courses will focus an emphasis on the instruction of foundational numeracy and literacy skills ● Deliver intentional instruction of study skills at all levels ● 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 ● Facilitate special programs and accommodations for students who are below GLA in numeracy ● Facilitate transition meetings from grade to grade, with a focus on Numeracy and Literacy data ● Employ outcome-based assessments and reporting ● Continue to use data driven strategies to improve provincial achievement test and diploma exams results ● 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) ● Encourage staff to share Project-Based learning activities so every staff member can adapt it to their own curricular areas 	<p>See Appendix 3 - Data Sets 9-12</p> <p>Accountability Pillar data</p> <p>MIPI data</p> <p>BRSO survey</p>	<ul style="list-style-type: none"> ● All math teachers will utilize the MIPI tool, beginning in October, and ensure that all students experience at least one year worth of growth in their numeracy skills ● Seek to have all classes achieve an average score above the 60% benchmark ● All students will be provided with rich and descriptive feedback on their numeracy skills ● Math teachers will feel supported in their growth as numeracy leaders and continue to access numeracy professional development opportunities ● Members of staff involved in numeracy steering committee work and math cohorts ● All staff engaged in Learning Series professional development 	<ul style="list-style-type: none"> ● Financial support for any ongoing professional development ● Purchase of numeracy related materials
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Success Stories:
 Successful implementation of year 3 of MIPI testing. Numeracy leaders on staff providing excellent support to teachers.

<p>Teaching and Learning (21st Century)</p>	<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"> • Continue participation in High School Redesign • Share key messages with students and parents via school calendar, website, announcements and other e-communication • Continue to improve school Facebook page and website • 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. • Use Google platforms to communicate with students • 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) • 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) 	<p>See Appendix 4 - Data Sets 13-15</p> <p>Accountability Pillar data</p> <p>BRS D survey</p> <p>Our School survey</p> <p>SAVY survey</p>	<ul style="list-style-type: none"> • staff wide training will take place to improve skills with Google platforms • All staff engaged in Learning Series professional development 	<ul style="list-style-type: none"> • provide financial support to ensure that teachers have all the necessary technology to provide a quality 21st century learning environment (Smartboard replacement, Chromebooks, etc) • support attendance at Google Summit
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Success Stories:

Creation and development of school Facebook page. Utilization of Signup Genius for scheduling parent teacher interviews. More teachers using Google Classroom and online resources to engage student learning.



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	90.5	88.5	90.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	75.9	84.5	81.7	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	93.5	89.8	89.2	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	2.6	1.3	0.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	76.5	75.0	83.4	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.2	71.8	76.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	22.0	21.8	24.5	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	96.4	85.5	79.3	83.6	83.7	83.1	Very High	Improved Significantly	Excellent
	Diploma: Excellence	21.8	17.4	13.9	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	58.8	60.0	63.7	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	77.8	81.3	73.0	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.9	73.9	58.9	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	82.9	78.0	80.8	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	86.6	84.7	82.8	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	77.9	81.8	77.7	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	81.0	81.4	83.2	81.0	80.3	81.0	Very High	Maintained	Excellent

Data Set 2

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.1	90.2	93.3	88.5	90.5	92	Very High	Maintained	Excellent	93	94	95

Data Set 3 - BRSD and Our School surveys (2017)

Gr 7-12	76% - I know a staff member who cares about me.
Gr 4-6	83% - I know a staff member who cares about me.
Parents	100% - My child's school promotes a culture that acknowledges and embraces diversity and inclusion.
Our School - Secondary	<p>Positive teacher-student relations</p> <ul style="list-style-type: none"> • Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach. • In this school, positive teacher-student relations were rated 7.6 out of 10; the Canadian norm for these grades is 6.
Our School - Elementary	<p>Advocacy at school</p> <p>Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.</p> <ul style="list-style-type: none"> • In this school, students rated advocacy at school 6.1 out of 10; the Canadian norm for these grades is 4.9.

Data Set 4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.7	89.3	88.5	89.8	93.5	94	Very High	Improved	Excellent	95	95	96
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.	86.1	84.0	80.4	78.0	82.9	85	High	Maintained	Good	86	87	88
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.2	79.1	72.1	81.8	77.9	80	Intermediate	Maintained	Acceptable	81	82	83
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.	84.9	82.2	86.1	81.4	81.0	85	Very High	Maintained	Excellent	86	87	88

Appendix 2 - Literacy

Data Set 5

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	87.5	0.0	93.3	0.0	85.7	0.0	88.9	11.1	100.0	0.0	100	10
	Authority	88.7	8.9	83.7	11.1	85.9	7.3	83.4	6.7	85.7	6.3		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	*	*	*	*	*	*	100.0	16.7	100.0	0.0	100	10
	Authority	92.9	14.3	89.7	9.8	89.8	8.4	91.0	13.2	89.7	7.5		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		

Data Set 6

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	78.9	21.1	95.0	25.0	90.0	20.0	83.3	20.8	91.7	8.3	95	20
	Authority	83.4	17.5	87.1	18.2	89.6	19.3	84.9	10.7	87.6	11.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
English Language Arts 9	School	83.3	16.7	76.2	19.0	73.9	17.4	80.0	20.0	76.9	23.1	85	20
	Authority	72.2	9.1	74.3	13.1	82.4	12.8	71.4	7.5	68.5	9.0		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		

Data Set 7 - BRSD and Our School surveys (2017)

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"> • Students who are intellectually engaged and find learning interesting, enjoyable, and relevant. • 83% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 50%.
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"> • 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.

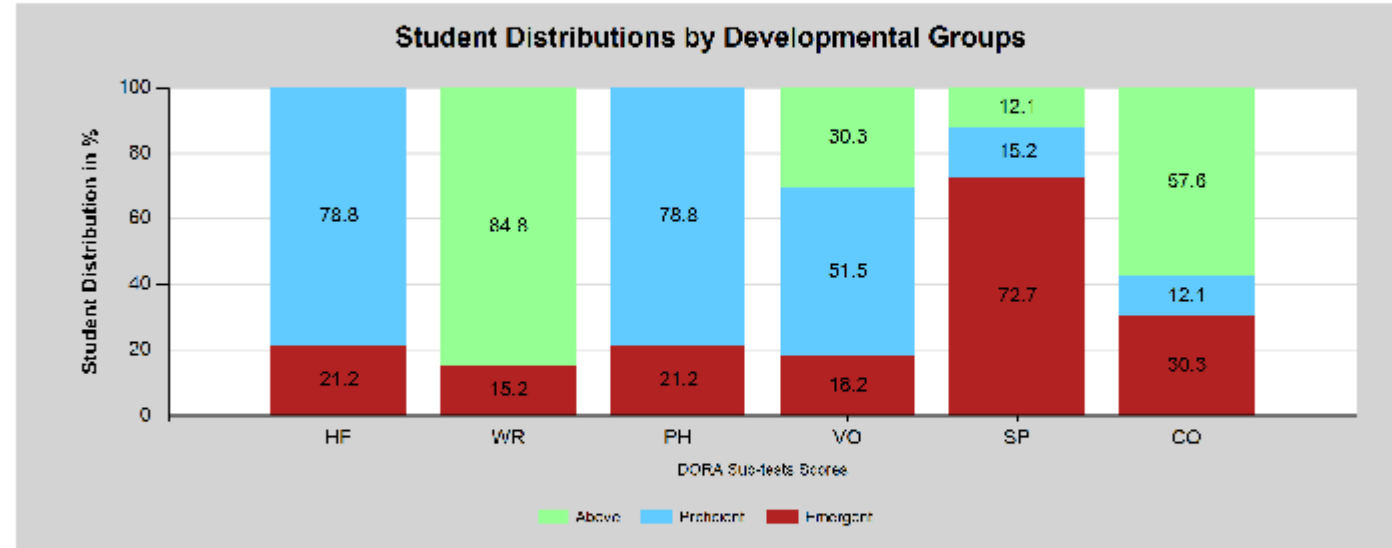


Performance 3-Band Report for DORA K-12

P1) Pre-Test: 10/15/2019 To 11/28/2019 P1 Count: 33 Grade Range: 4 to: 6.99

Mode: A

Sites: 4507

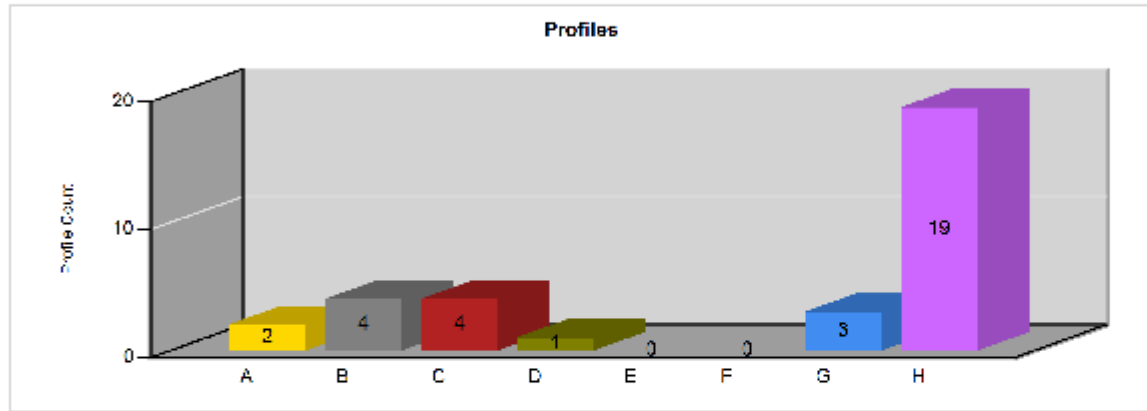


Status	High-Freq. Words	Word Rec.	Phonics	Spelling	Vocabulary	Comprehension
Above	0.0%	84.8%	0.0%	12.1%	30.3%	57.6%
Proficient	78.8%	0.0%	78.8%	15.2%	51.5%	12.1%
Emergent	21.2%	15.2%	21.2%	72.7%	18.2%	30.3%

Class DORA Profile

Number of Students: 33

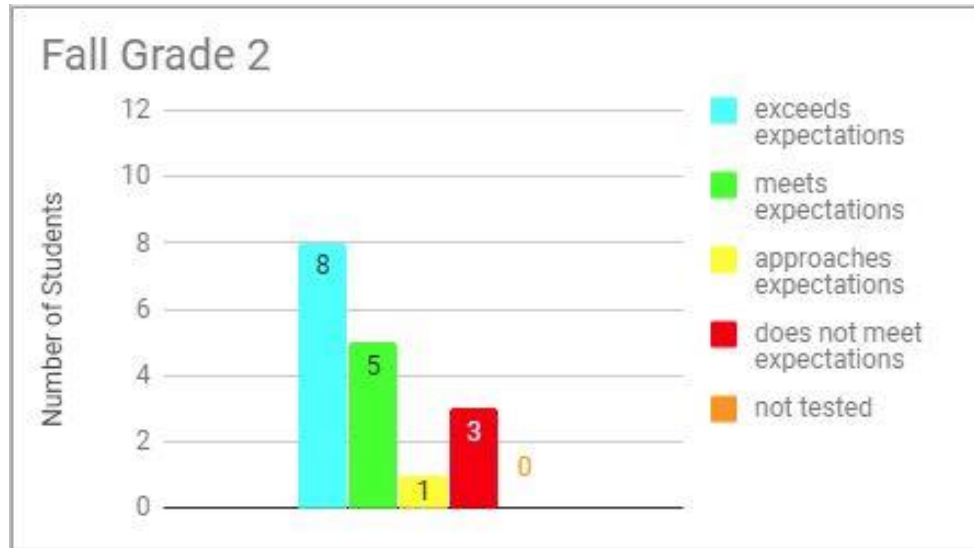
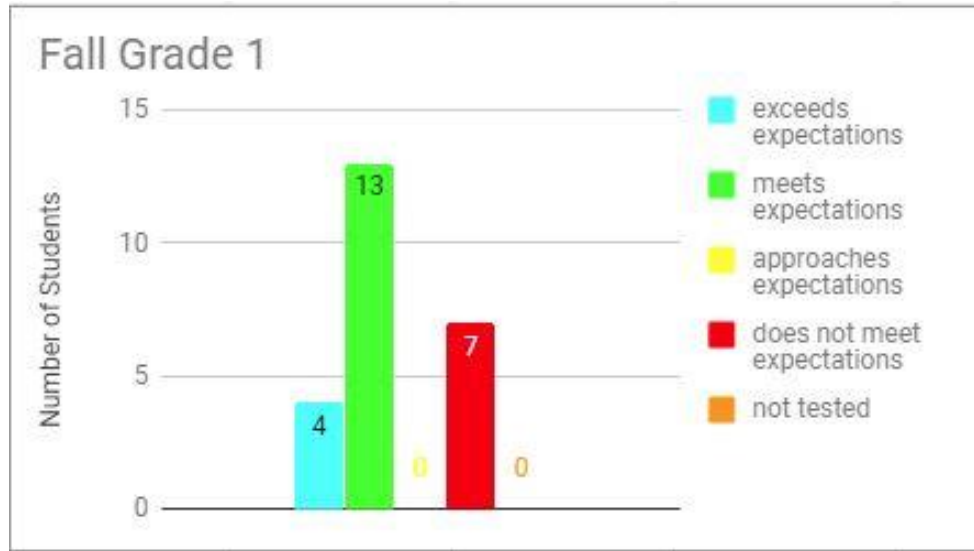
Date Range: 10/15/2019 To 11/28/2019 Grade Range: 4 To 6.99

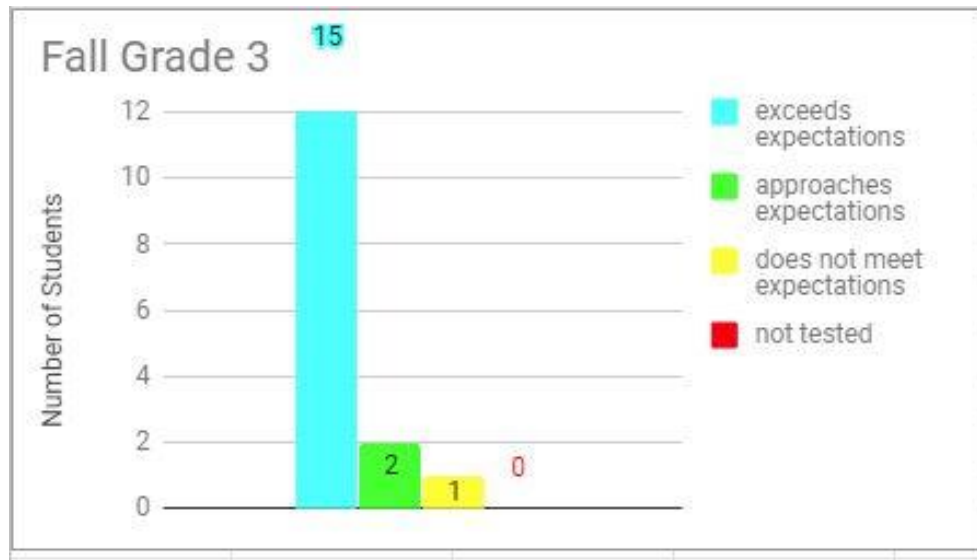


Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	2
B	Low	Med-High	Low	4
C	Med-High	Med-High	Low	4
D	Med-High	Low	Low	1
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	0
G	Med-High	Low	Med-High	3
H	Med-High	Med-High	Med-High	19

Sites: 4507

BAS Results- Fall 2019





Appendix 3 - Numeracy

Data Set 9

Diploma Examination Results – Measure Details

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 30-1	School	*	*	40.0	0.0	*	*	*	*	*	*	100	20

	Authority	65.4	17.3	55.4	11.5	56.8	19.7	60.7	21.3	72.7	20.5		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	*	*	75.0	0.0	66.7	0.0	85.7	0.0	n/a	n/a	100	20
	Authority	66.2	6.6	61.5	7.5	58.8	9.1	57.3	6.4	67.6	8.1		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		

Data Set 10

Provincial Achievement Test Results – Measure Details

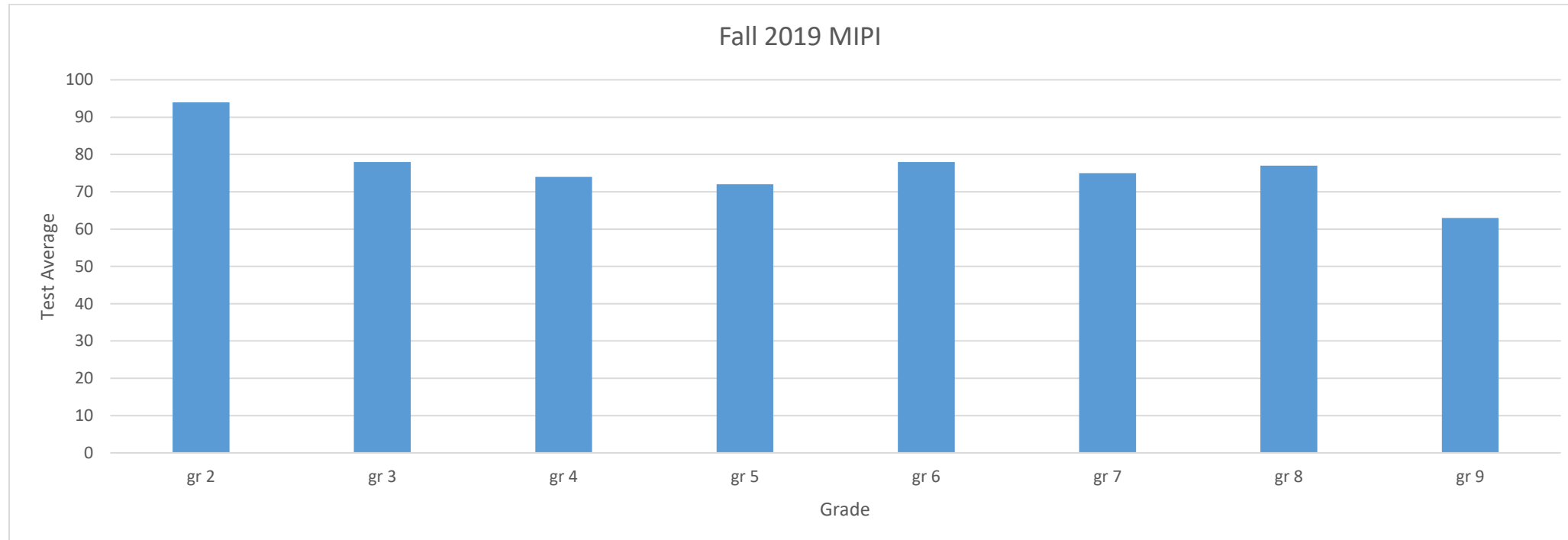
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 6	School	68.4	15.8	80.0	30.0	80.0	15.0	70.8	20.8	66.7	16.7	80	20
	Authority	73.2	11.2	75.4	10.8	75.4	11.1	68.4	7.7	68.0	7.6		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Mathematics 9	School	44.4	5.6	61.9	14.3	78.3	30.4	40.0	6.7	75.0	33.3	80	20
	Authority	58.0	11.7	60.5	9.2	67.5	13.2	53.5	8.2	44.6	8.7		

Data Set 11 - BRSD and Our School surveys (2017)

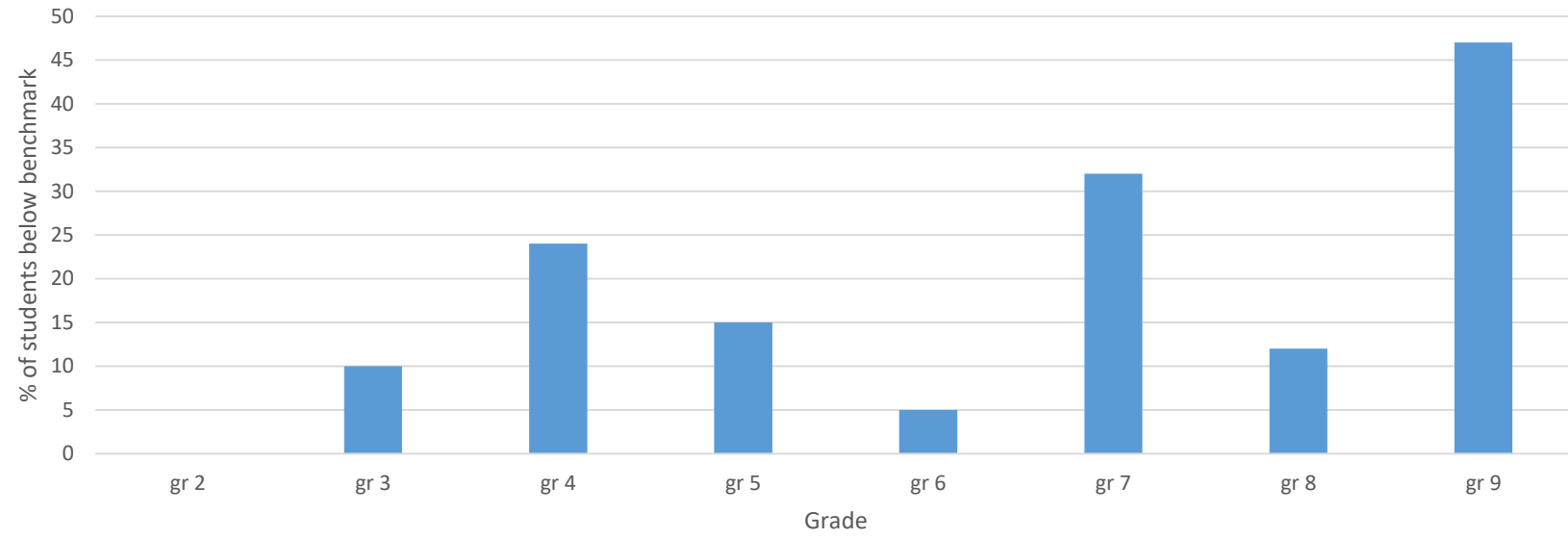
Gr 7-12	56% - Numeracy is used in all my subjects.
Gr 4-6	89% - I am able to use math in many aspects of my life.
Parents	67% - Numeracy is promoted in all subject areas at school.
Our School - Secondary	<ul style="list-style-type: none"> Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.

	<ul style="list-style-type: none"> • 83% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 50%.
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"> • 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.

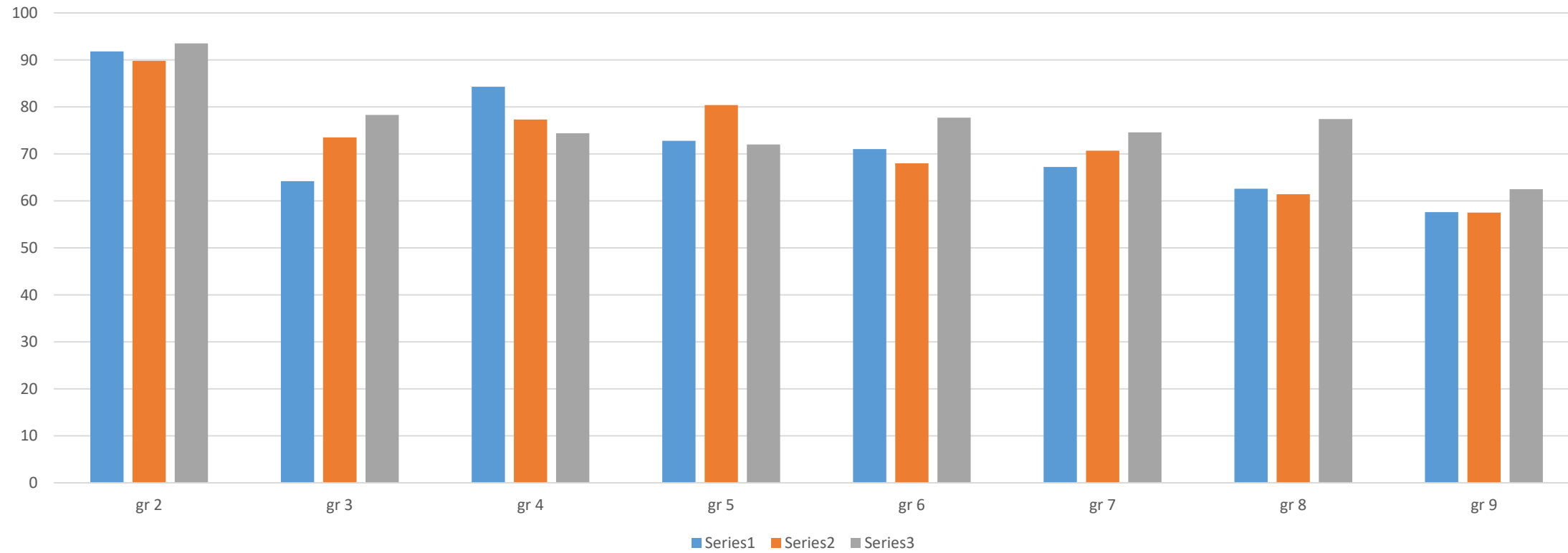
Data Set 12



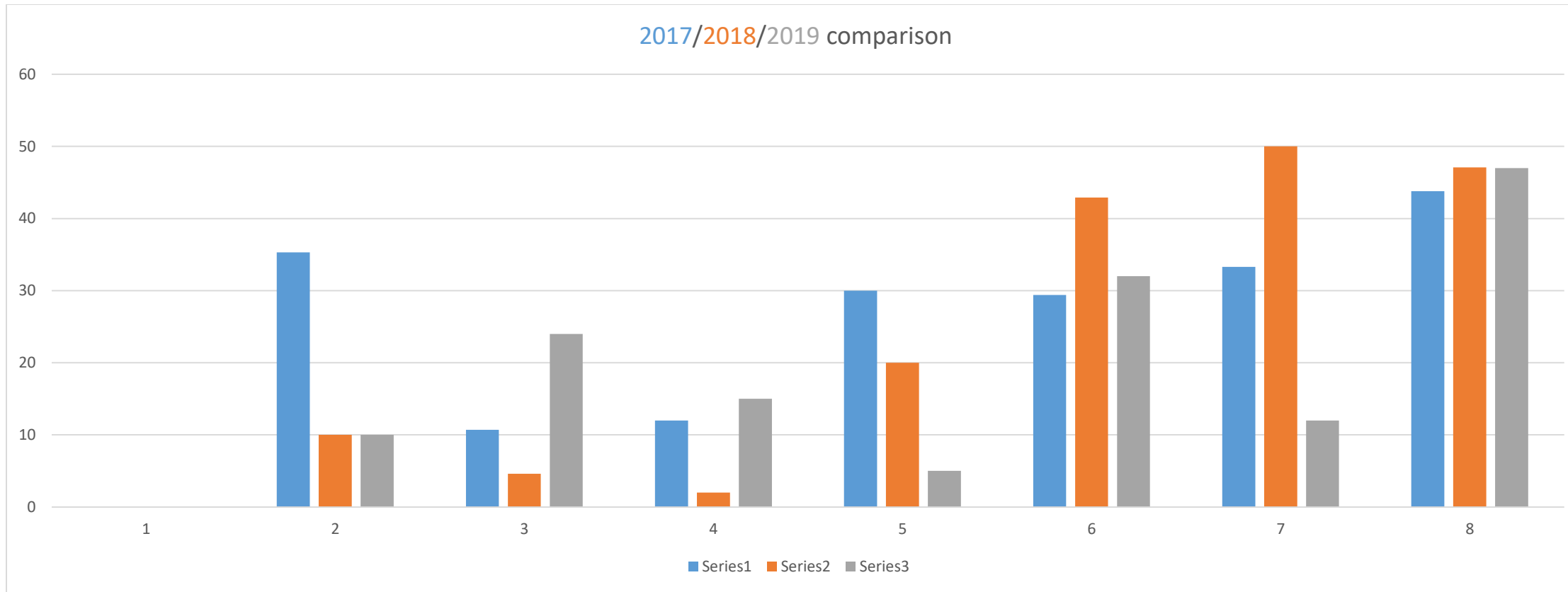
Fall 2019 MIPI



2017/2018/2019 comparison



2017/2018/2019 comparison



Appendix 4 - 21st Century Learning

Data Set 13

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.2	81.4	82.3	84.7	86.6	88	Very High	Maintained	Excellent	89	90	91

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	86.1	84.0	80.4	78.0	82.9	85	High	Maintained	Good	86	87	88

Data Set 14 - BRSD and Our School surveys (2017)

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"> • Students who find classroom instruction relevant to their everyday lives. • In this school, students rated relevance 7.2 out of 10; the Canadian norm for these grades is 6.
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"> • 97% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.