



SCHOOL EDUCATION PLAN

SCHOOL: Heritage Hills Elementary **PRINCIPAL:** Bill Schlacht

ELK ISLAND PUBLIC SCHOOLS’ MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS’ PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	23.277	Salaries	\$2,7798,939
Classified	4.297	SES	\$136,142
		Total	\$2,935,081
		surplus/deficit	\$27, 000

SCHOOL PROFILE AND CONTEXT

In 2017, the Government of Alberta approved the construction of a replacement school for Wye Elementary. The architectural design firm ONPA Architects Inc was awarded the contract to design the new school. On August 29, 2018, EIPS broke ground for the \$16 million replacement school in the Heritage Hills community. March 14, 2019, EIPS approved the name Heritage Hills Elementary for the new school. Heritage Hills Elementary is a state-of-the-art school equipped with the latest technology, collaborative learning spaces, large gymnasium, learning commons and solar-energy technology.

Heritage Hills Elementary (HHE) is a new school and opened for the first time in August for the 2020-2021 school year. HHE is a dual track school offering French Immersion and English Programming. The total school budget for the 2021-2022 school year will be \$2,935, 081. Staffing will account for 95% of the budget. We currently have 25 certificated staff and 7 classified staff. Most of our students come from two previous schools - Wye Elementary and Campbelltown Elementary. As we move into our second year of existence, we are having new registrations of students who are new to the community. Many of our students live within the community and are within walking distance to the school.



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We have a partnership with the Boys and Girls Club to provide before and after school care for those families in need of this service. At HHE we have two School Playgrounds as well as access to 2 skating rinks during winter months. We are a LEED (Leadership in Energy and Environmental Design) Silver Certification School as we have Solar Panels and in the construction of our building design used Green Materials and processes. We are equipped with the latest technology to support and enhance learning including 1 to 1 Chromebooks and new interactive SMART boards in every classroom.

Our challenge has been and will continue to be creating a new school community with our three diverse groups. In our first year we worked closely with both communities in preparation for the opening of Heritage Hills. Hopefully in our second year COVID will not play such a huge role in our practices and we can move forward in creating new traditions and building a new school culture. We will continue to develop our handbooks adjusting routines as to how we will live our school days. We will continue to build our new school community together. This is such an exciting time and opportunity for staff, parents, students, and our entire school community to come together. We have an active and supportive School Council as well as Fundraising Association of Heritage Hills Elementary (FAHHE). We meet regularly throughout the school year.

At this time, we have 331 students registered in the English Program and 159 students registered in the French Immersion Program for a total of 490 students for the 2021-2022 school year. Currently, due to variations in numbers of students in each of our grades and programs we are looking at some combined classes in both our French and English Programs. We are a Readers and Writers Workshop School which means teachers in both programs will practice Lucy Calkins Units of Study instruction. To support this, we have a Certificated Teacher Librarian and a Levelled Literacy Intervention Specialist. Our literacy resources are organized in a way that provides equity, abundance mentality, and high-quality books and resources for all our students. We have a large Library Learning Commons and Book Room with over 12 000 books in our collection. Our learning commons also includes a Maker Space lab for students. As a dual track school, we will continue to ensure we have adequate resources for both programs in both literacy and numeracy. Our goal is to create a culture of literacy at Heritage Hills Elementary.



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We have a Numeracy/Math Specialist on staff. We are in the process of purchasing learning resources and manipulatives for each classroom in HHE. We would like to create the same culture for numeracy as we have for literacy.

EIPS' PRIORITY: Promote Growth and Success for All Students

SCHOOL GOAL: By building capacity in and using targeted small group teacher led instruction, 80% of students, per grade, in the red, yellow, and blue English STAR benchmark categories will move up at least one category in their STAR assessments from September to June. The STAR will be administered in September, February, and June to help monitor progress.

STRATEGIES:

- Division and School PD related to small group instruction and reading
- Guided Reading and small group instruction at all grade levels
- Continued use of tools such as STAR
- Benchmarking using Fountas and Pinnell and GB+
- Continued use of levelled reading series and introduction of decodable books for younger students
- Purchasing of series and various book clubs
- Participation of grades 4-6 students in the Battle of the Books and the Young Author's Conference
- Levelled Literacy Intervention (LLI) tools and coaching, in class and in small group settings
- Continued implementation of *Readers Workshop and Writers Workshop* at all Grade Levels
- Phonics Units of Study and Heggerty in ECS, Grade 1 & Grade 2
- Enhanced Kindergarten opportunities to work on enrichment literacy activities
- Use of *Words Their Way*
- Participation in *Speaking in Class* and school division initiatives. School Debate Club and district Speech Competitions
- Continued use of RAZ kids, EPIC, Tumble Books, Je lis, je lis, liter@tout
- Utilize division literacy consultants and in-school expertise



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- Principal and Assistant Principal modelling literacy by reading to classes, engaging in literacy initiatives and Guided Reading
- 0.5 FTE Teacher Librarian & Literacy Lead
- Revisit Instructional Practice at staff meetings
- HHE Literacy Plan
- Collaborative Grade Level Timelines for Phonics, Readers and Writers
- Increase family/community engagement in reading and writing through Dot Day, Read In Week, Book Fair and other literacy events.
- Ensure staff have necessary literacy materials and resources
- Use of EIPS writing continuum to guide instruction
- Learning Commons Classes
- Read alouds
- Classroom Visitations Data Sheet
- One on one meetings in fall and spring focusing on instruction and results

MEASURES:

- STAR Reports
- PAT results
- Assurance Survey Results
- Updated HHE Data Sheet to include STAR results, Guided Reading Levels,
- Weekly small group instruction anecdotal notes for all classes K - 6
- RRSST completed for all K - 2 classes
- Readers & Writers Workshop Celebrations
- EIPS Survey results indicating satisfaction in student growth in literacy
- Writers Workshop displayed on lockers during Parent/Teacher/Student Conferences
- Administration visiting classes regularly and creating data sheet
- F&P Leveled reading assessments
- Book clubs
- Participation in Read-In Week
- Classroom Visitations Data Sheet



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- Data & Conversations from one-on-one meetings with staff

RESULTS: (To be added for Results Review)

EIPS' PRIORITY: Enhance High-Quality Learning and Working Environments.

SCHOOL GOAL: We will create a vibrant and welcoming Heritage Hills School community that is inclusive of all stakeholders by engaging students, staff, parents, and the community. 95 % of survey stakeholders will agree that Heritage Hills is encouraging students to be responsible, respectful, and engaged citizens.

STRATEGIES:

- School wide participation in selecting a Spirit Logo
- Continue and expand student leadership opportunities such as: Greeters, Announcers, Office Helpers, Recycling, Tech Team, Lunch Supervisors, Assembly leaders, Ukulele Student Leads, Running Club Student Leads, Speech, SYNC (Seniors and Youth Networking Communities), Basketball, Volleyball, and Badminton Teams, Safety Patrol Program
- Include students in decision making and initiatives.
- Tracking school leadership and citizenship goals more effectively and transparently.
- Continue and expand on a wide variety of community, provincial, national and international student leadership opportunities to spark interest and awareness of global issues.
- Keep parents informed and involved through school communication channels (Weekly News, Website, School Council, FAHHE, Twitter, School Messenger).
- Highlight “Amazing Things Happening at HHE” in the parent weekly to communicate leadership, citizenship opportunities and lifelong learning skills.



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- Staff Kudos written at the beginning of each monthly staff meeting
- During announcements highlight leadership/citizenship opportunities students
- Host an Open House
- 0.1 FTE First Nations, Metis and Inuit Lead Teacher
- Use of First Nation, Metis and Inuit education kits throughout the year in classrooms.
- Character Education - 7 Habits, Bucket Fillers, SuperFlex, Houses, 7 Sacred Teachings
- Participation in reconciliation and awareness events such as Orange Shirt Day, Indigenous People's Day
- Participation in Black History Month and Pride Month
- Participation in French Cultural Events and Activities such as Carnaval, Jour de Francophonie
- Use of Outdoor Learning Carts and Outdoor Boulder Gathering Circle to facilitate lessons to connect with land and place
- Mental Health Awareness throughout the entire year for both students and staff
- 0.5 School Counselor
- Social-Emotional time and projects for yoga, mindfulness, growth mindset, and art as therapy. Use of flex room focused on physical education mind and body health.
- School Theme Days
- Participation in DARE program
- Parent Volunteers / School Council / Fundraising group
- Parent attendance on field trips, including skating
- Hosting family events (dot day, meet the teacher, assemblies, year-end celebrations, math night, science night, family dances)
- Community readers (Read In Week)
- Consult all stakeholders in the creation of our Vision and Mission Statements

MEASURES:

- Participation and engagement from students and families in school leadership opportunities and events
- Increased traffic to school website and increased participation in school surveys
- Evidence of integration of First Nations, Metis, and Inuit foundational knowledge in long range plans in conjunction with TQS



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- Increased circulation of BIPOC materials from the library collection
- Increased result from EIPS Parent Survey on questions related to parent engagement and communication.
- 60% of families attend the open house.
- 80% of students participate in at least one leadership or citizenship opportunity.
- Participation in Mental Health Week Activities (May)
- Volunteer recognition (lunch-in, drive thru coffee and donut thank you)

RESULTS: (To be added for Results Review)

EIPS' PRIORITY: Promote Growth and Success for All Students

SCHOOL GOAL: Build capacity for all teachers to implement high-leverage instructional practices, every day in math classes, to build fact fluency from conceptual understanding and develop number sense (interacting with numbers flexibly and conceptually). Students will demonstrate growth indicated by MIPI information, classroom assessment, student conferencing and self-assessment data which will be reviewed in September, December, March, and June.

STRATEGIES:

- Professional learning related to NCTM 8 High-Leverage Instructional Practices
- Professional learning on utilizing the Math Benchmarking Kit in every classroom.
- Participate in Week of Inspirational Math
- Continue to utilize EIPS Math consultant



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- Use MIPI to guide instruction.
- Analyze longitudinal MIPI data.
- Continued use of math games, websites, apps, and common grade approaches to increase student mastery of basic math facts and to develop a strong sense of number and patterns.
- Use of math journals in the classroom.
- Students record their progress in data notebooks and to set personal goals with basic math facts.
- Identify additional resources and professional learning opportunities, with the support of the EIPS Mathematics consultant, to assist teachers with developing student problem solving skills and elementary benchmarking kits.
- Use of structured Number Talks to facilitate student success with problem solving in mathematics and increase understanding of number and place value.
- Use the Math Benchmarking tool kit to inform practice. All students in red on the MIPI will be benchmarked.
- Guided math groups
- Host Math (Box Cars and One-Eyed Jacks) and STEM (APEGGA) nights
- HHE Numeracy Plan
- Math Lead 0.1 FTE
- Implement remedial instruction as guided by Chenelière Math Intervention books for each grade level
- Create/share grade level activities and games to be used during Math Workstations.
- Professional development from Math Consultant, possibly lunch and learn (by grade specific focus)
- Develop numeracy vocabulary- support parents with this as well.
- Classroom Visitation Data Sheet by Administration
- One on one meetings in fall and spring focusing on instruction and results.
- Data from one-on-one meetings in fall and spring focusing on instruction and results with staff
- Building Strategies with Math Facts and Fluency Kits

MEASURES:

- MIPI Results
- PAT results
- EIPS Parent Survey indicating parent satisfaction in numeracy growth.



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- Administration visiting classes regularly and creating data sheet.
- One on one meetings in fall and spring focusing on instruction and results.
- Data from one-on-one meetings in fall and spring focusing on instruction and results with staff.
- Survey Data from Students, Teachers and Parents on Building Strategies with Math Facts and Fluency Kits

RESULTS: (To be added for Results Review)

LEARNING GAP ALLOCATION



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Check all that Apply	Categories	Proposed Distribution of Funds
√	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers, e.g., Lead teacher; Instructional coaching, literacy/numeracy assessment, small group student support).</p> <p>Identify your plan for FTE and how this will address learning gaps.</p> <ul style="list-style-type: none"> • 0.085 FTE (approx. 28 mins/day) to provide intervention supports to reduce the learning gaps identified through STAR or MIPI results. 	\$ 9,113
	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom (e.g., assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material/resources or non-capital equipment and how it will address learning gaps.</p>	\$
		<p>Total Allocated</p> <p>\$ 9,113</p>



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SOCIAL / EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
√	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <ul style="list-style-type: none"> • Currently on staff we have a Certificated Yoga Instructor. We will hire FTE so that she can work with classes in the school focused on Yoga and Mindfulness. • Also provide release time for teachers to work with students on Feelings/Role Playing such as dealing with positive choices/peer pressure/conflict resolution. 	<p>\$10 000 approx. 40 – 50 half days depending on grid versus sub pay.</p>
√	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in providing social/emotional support).</p> <p>Identify your plan for professional learning and how it will address social/emotional needs of students.</p> <ul style="list-style-type: none"> • Release time for teachers to meet with EIPS personnel on how to support some of our students with social/emotional needs. • Release time for teachers to attend Professional Development activities either within or outside district on supporting students with social and emotional needs. 	<p>\$ 2400 10 days of release time</p>
√	<p>Materials/resources or non-capital equipment for the classroom (e.g., wellness resources, videos, books).</p> <p>Identify your plan for purchasing material/resources or non-capital equipment and how it will address social/emotional needs of students.</p> <ul style="list-style-type: none"> • Materials and resources to help support #onebooktogether using the book <i>Be You</i> by Peter H. Reynolds that focuses on every child being unique and special. • Materials/supplies to support Yoga such as Yoga Dice and Yoga Cards 	<p>\$1 112.00</p>



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	<ul style="list-style-type: none">Books with an SEL perspective to be shared in classrooms and the Learning Commons.	
		Total Allocated \$ 13,512

