



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Heritage Hills Elementary School

PRINCIPAL: Bill Schlacht

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

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

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. On 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. The 2023-2024 school year will be Heritage Hills Elementary's 4th year of operation.

HHE is a dual track school offering French Immersion and English Programming. Total school budget is \$ 3,047,189 for the 2023-2024 school year. Staffing accounts for 95% of the budget. Approximately two thirds of our students are in our English Program and one third in the French Immersion Program. During the 2022-2023 school year, it was wonderful to fully open our doors and have so many volunteers participating in events and in student learning.

Our current student enrollment for the 2023-2024 school year is 514 students with 145 in French Immersion and 369 learning in English. We have 2 Administrators (Principal and Assistant Principal [0.5 Teaching]), 2 Secretaries, 0.5 Counselor, 21 Teachers (Including 0.5 Teacher Librarian), 5 Educational Assistants and 2 French Language Assistants from the Odyssey program. Heritage Hills is a transportation hub with 19 buses daily. Due to the variations in numbers of students in each grade and tighter budgets we have some combined classes in both programs.

We are a Readers and Writers workshop school which means teachers in both programs practice Lucy Calkins Units of Study instruction. We also use a variety of other tools and resources to support language learning including Heggerty Phonics, Levelled Literacy Instruction, Guided Reading, Words Their Way and decodable texts. For the 2023-2024 school year our K-3 teachers



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participated in our district's Early Learning Initiative as well as the Early Numeracy Initiative. We also have a Certificated Teacher Librarian who is our literacy lead. Our literacy resources are organized in a way to provide equity, abundance and high-quality books and resources for all our students. As a dual track, we will continue to ensure we have adequate resources for both programs in literacy and numeracy. Our goal is to create a culture of literacy at Heritage Hills Elementary.

We have a Numeracy/Math Specialist on staff. Each classroom has a substantial amount of math learning resources and Manipulatives. We also have a math storage room for additional resources available for teachers to access. We would like to create the same culture for numeracy as we have for literacy.

In Physical Education, we have a teacher with his master's in physical education and we timetable so teachers can teach in their area of specialization across our Division 2 classes. This has had a positive impact on our results.

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SCHOOL GOAL 1:

By building capacity in and using targeted small group teacher led instruction, 80% of students in the red, yellow and blue STAR Benchmark categories will demonstrate a year's growth from September to June. 100% of students At/Above Benchmark Level will demonstrate ongoing growth and continue to be At/Above Benchmark in June.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- Continued use of tools such as STAR, RRSST, DRT, LENS, CCE, Fountas and Pinnell and GB+.
- Use of decodable books, levelled books, reading series, book clubs and high quality literature.
- Continued use of Leveled Literacy Intervention (LLI) tools.
- Continued use of Units of Study for Readers Workshop and Writers Workshop - including looking at new implementation of Readers Workshop for K-2 English.
- Use of Units of Study Phonics, Heggerty Phonemic Awareness Curriculum, Words Their Way and French adaptations.
- Continued use of RAZ kids, Lalilo and Je lis, je lis.
- Purchase resources to support new Grades 4-6 ELAL outcomes such as morphology resources, new text sets and series for new genres.
- Seek out opportunities for staff professional development.
- Utilize division literacy consultants.
- Principal and Assistant Principal modelling literacy by reading to classes, engaging in literacy initiatives, and providing ongoing instructional leadership.
- Revisit instructional practice at during professional development days.
- Accredited Teacher Librarian on staff to provide collection and resource development, instructional planning and curriculum support,
- Additional reading support from reading specialist.
- Ongoing review of HHE Literacy Plan.

MEASURES:

- The percentage of Grade 3 Students reading at grade level.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree their child's learning what they need to know.

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SCHOOL GOAL 2:

By creating a vibrant and welcoming Heritage Hills school community that is inclusive of all stakeholders and engages students, staff, parents/caregivers and the community; 95% of survey stakeholders will agree Heritage Hills is encouraging students to be responsible, respectful and engaged citizens.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Provide student leadership opportunities such as: Event Greeters, Morning Announcers, Lunch Leaders, Assembly Leaders, Ukulele Club, Running Club, SHINE Club, SYNC (Seniors and Youth Networking Communities),
- Basketball and Volleyball Teams.
- Include students in decision making and initiatives.
- Host school wide events such as Dot Day, Orange Shirt Day, Terry Fox Run, Pink Shirt Day, Hats on for Mental Health, #onebooktogether.
- Increase community involvement and student interactions with the community such as SYNC, SHINE club, Linking Generations, Cards for Neighbours.
- Keep parents informed and involved through school communication channels (Weekly News, Website, Twitter, School Messenger).
- Communicate leadership / citizenship opportunities to students via announcements and to parents via weekly.
- First Nations, Metis and Inuit Lead Teacher, Connect with First Nations, Metis and Inuit advisor and consultant, host special events to learn more about Reconciliation and foster a deeper understanding and appreciation of Indigenous language and culture.
- Incorporate French Immersion opportunities such as Carnaval, announcements, and special presentations.
- School wide participation in naming the new school mascot.
- Reach out to community and county resources to provide mental health supports, resources and sessions to our students.
- School Counselor: supports students and has involvement in clubs/meetings/discussion groups, shares resources, plans events.

MEASURES:

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.



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- 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 my school.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of teachers, families and students who agree students are learning respect for others.



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SCHOOL GOAL 3:

Build capacity for all teachers to implement high-leverage instructional practices, within the structure of small groups, every day in math classes. Students will demonstrate growth indicated by STAR, classroom assessments, student conferencing and self-assessment data which will be reviewed in September, December, March and June.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- Lead Teacher for Numeracy
- Provide release time to collaborate, including the Numeracy Lead Teacher and consultants as much as possible.
- Provide support for the implementation of the new math curriculum and address learning gaps related to the new curriculum expectations.
- Use STAR results to guide instruction; analyze longitudinal STAR data
- Use Fact Fluency Kits and Strategies
- Provide targeted small group instruction
- Teachers encouraged to use existing math resources and manipulatives.
- Each class has resources that can be used daily (base ten, cubes, cards, dice, etc). All staff have access to the math resource room and makerspace.
- Host Math Night and APEGA Evening
- 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 math journals in the classroom.
- Students record their progress in data notebooks and 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.
- Use the Math Benchmarking Tool kit.
- Continue to reflect and research on instructional practices
- Ongoing review of HHE Numeracy Plan.



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MEASURES:

- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of families who agree their child's learning what they need to know.