



SCHOOL EDUCATION PLAN and ASSURANCE REVIEW

for the 2022-23 SCHOOL YEAR

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

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered 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 2022-2023 school year will be Heritage Hills Elementary's 3rd year of operation.

Heritage Hills Elementary (HHE) is a new school and opened its doors for the first time for the 2020 - 2021 school year. HHE is a dual track school offering French Immersion and English Programming. Total school budget is \$ 2,836,271 for the 2022-2023 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. Our challenge was to build a new school community with these two diverse groups. We worked closely with both communities in preparation for the opening of Heritage Hills Elementary and today we seem to have a seamless school. Both our French and English Programs run as one together at Heritage Hills Elementary. We have worked to create a new culture and new traditions for our new school. Covid has slowed us down a little, but we continue to move forward. It has been exciting to build a new school community together. This year it was nice to be able to use all the spaces in our school and to have parents into our building.

Our current student enrollment for the 2022-2023 school year is 484 students with 144 in French Immersion and 340 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 1 Language Assistant from the Odyssey program. Heritage Hills is a transportation hub with 13 buses daily. Due to the variations in numbers of students in each grade and tighter budgets we have some combined classes in both programs.



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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 2022-2023 school year our K-3 teachers participated in our district's Early Learning 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 have started to specialize within our Division 2 students. This has had a positive impact on our health and wellness learning. We hope this will also help with the new implementation of physical education and wellness curriculum for K-6 for the 2022-2023 school year.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal: Success for every student

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

SCHOOL GOAL 1: 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 TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- Continued use of tools such as STAR and Fountas and Pinnell screenings
- Continued use of levelled reading series
- Purchasing of series and various book clubs
- Participation of grade 4-6 students in the Battle of the Books and the Young Author's Conference
- Continued use of Levelled Literacy Intervention (LLI) tools and coaching, in class and in small group settings
- In-servicing and introduction to the *Readers Workshop* initiative for all staff
- Implementation of the *Writers Workshop* initiative for all staff
- Enhanced Kindergarten opportunities to work on enrichment literacy activities
- Use of *Words Their Way*



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- Use of Heggerty Phonemic Awareness
- Continue participation in *Speaking in Class* and school division initiatives. School Debate Club and district Speech Competitions
- Continued use of RAZ kids, & Je lis, je lis
- Use of *Clé de lecture*
- Utilize division literacy consultants
- Principal and Assistant Principal modelling literacy by reading to classes, engaging in literacy initiatives and Guided Reading
- 0.5 FTE Teacher Librarian
- Revisit Instructional Practice at staff meetings
- Consistent review of HHE Literacy Plan

MEASURES:

- The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 Language Arts Provincial Achievement Test
- Average grade equivalent on Star 360 Reading Assessment – 4-year trend data
- STAR results - Average Growth of Students based on Grade Level, Students At or Above Benchmark, Movement across Benchmark categories
- GB + and Fountas and Pinnell Reading levels for French Immersion
- The percentage of families who agree the literacy skills their child is learning at school are useful (Alberta Education Assurance Survey)
- The percentage of families who agree their child's demonstrating growth in literacy (EIPS Parent/Caregiver Survey)
- The percentage of staff who agree they have the materials and equipment needed to do my work (EIPS Staff Engagement Survey)

RESULTS: (To be added for Results Review November 2023)

Provincial Achievement Test Results

Grade 6 English Language Arts

English and French Immersion Students Combined

- **Reading:** 62.1% of students achieving Standard of Excellence; 98.5% of students achieved Acceptable Standard
- **Writing:** 25.8% of students achieving Standard of Excellence; 100% of students achieved Acceptable Standard
- **Total Test:** 43.9% of students achieving Standard of Excellence; 100% of students achieved Acceptable Standard

English Students:

- **Total Test:** 44.9% of students achieving Standard of Excellence; 100% of students achieved Acceptable Standard



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French Immersion Students:

- **Total Test:** 50% of students achieving Standard of Excellence; 100% of students achieved Acceptable Standard

Grade 6 French Language Arts (Class Size – 14 Students)

92.9% of students reached Acceptable Standard

21.4% achieved Standard of Excellence. (14 Students)

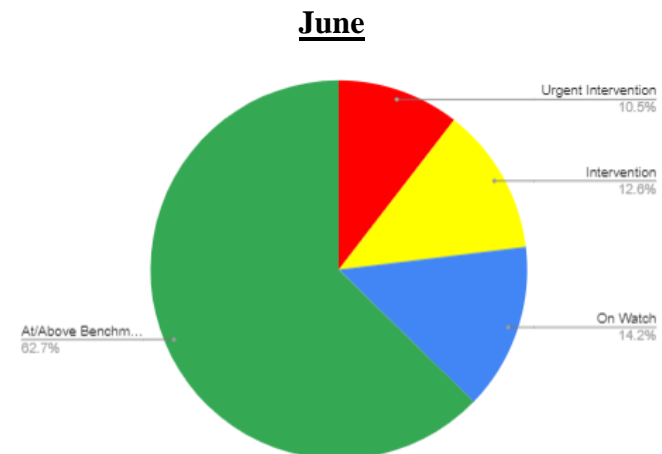
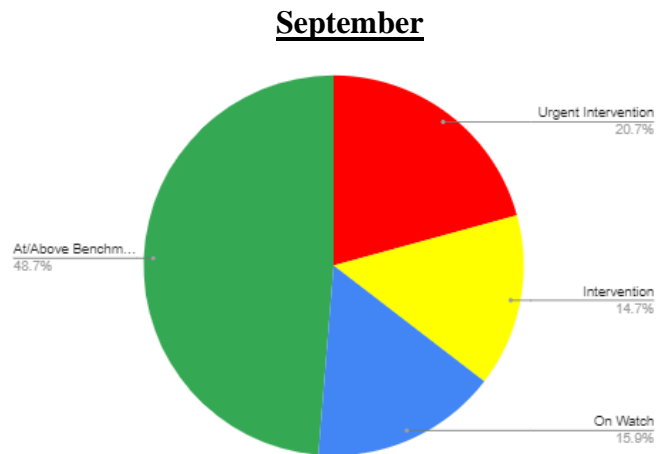
STAR Early Literacy and STAR Results

STAR Early Literacy and STAR Results (Grades 1-6 English & French Immersion):

At/Above Benchmark

Overall September 2022 – 48.7%

Overall June 2023 – 62.7%



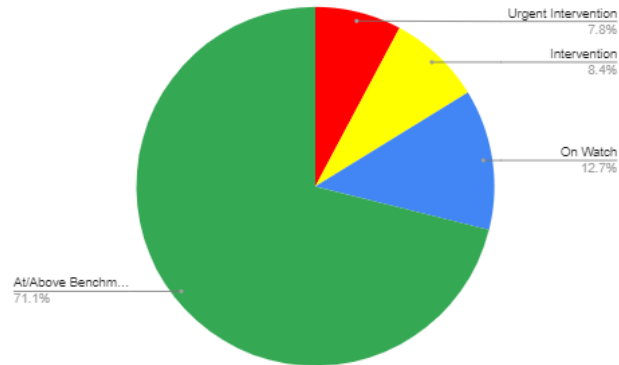
Note: This is the first year students in Grade1 & Grade 2 French Immersion took the STAR Early Literacy and STAR



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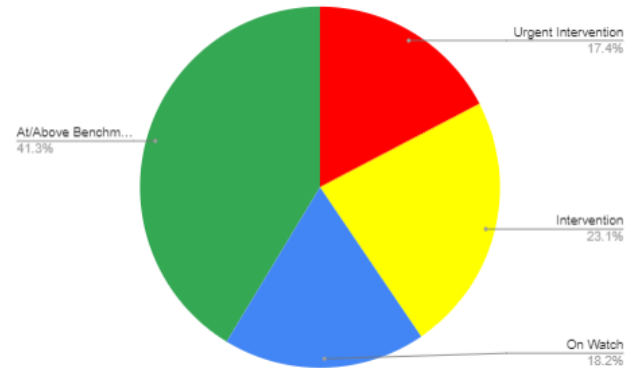
June 2023

**STAR Early Literacy and STAR Results
Grade 1-6 English**



June 2023

**STAR Early Literacy and STAR Results
Grades 1-6 French Immersion**



Grade Equivalent:

| | Fall 2022 | Spring 2023 |
|----------------|------------------|--------------------|
| Grade 1 | 0.4 | 1.8 |
| Grade 2 | 1.9 | 3.0 |
| Grade 3 | 2.7 | 4.0 |
| Grade 4 | 3.9 | 4.8 |
| Grade 5 | 5.5 | 6.2 |
| Grade 6 | 6.5 | 7.1 |

- All Division 1 Grades are showing 1 year's growth. We are still closely monitoring the Grade 4 students who missed the last four months of Grade 1 due to COVID-19. From observations, these students are still struggling as they have missed important building blocks in literacy.



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Average Growth Over Time (Cohorts are Colour-Coded):

*These results now include French Immersion in Grade 1 & Grade 2

| | 2020-2021 End of June | 2021-2022 End of June | 2022 - 2023 End of June |
|---------|-----------------------|-----------------------|-------------------------|
| Grade 1 | 1.3 years growth | 1.2 years growth | 1.4 years growth * |
| Grade 2 | 1.4 years growth | 1.2 years growth | 1.1 years growth * |
| Grade 3 | 1.2 years growth | 1.1 years growth | 1.3 years growth |
| Grade 4 | 0.6 years growth | 0.7 years growth | 0.9 years growth |
| Grade 5 | 0.9 years growth | 0.8 years growth | 0.7 years growth |
| Grade 6 | 0.75 year growth | 1.0 years growth | 0.6 years growth |

EIPS Annual Feedback Survey

- Parents and Caregivers:** 81 Respondents (Strongly Agree or Agree):
 85% - *My child's demonstrating growth in literacy.*
 74% - *My child's learning the knowledge, skills and attitudes necessary to be successful in life.*
- School-Based Staff:** 19 Respondents (Strongly Agree or Agree):
 94.7% - *At my school, students are demonstrating growth in literacy.*
 94.4% - *How satisfied are you with the resources available to support teaching and learning at your school?*
 100% - *This last year, I have had the opportunities at work to learn and grow.*

Assurance Survey Results

Parent: 21 Respondents (Strongly Agree or Agree):
 86% - *The literacy skills your child is learning at school are useful.*

Teacher: 17 Respondents (Strongly Agree or Agree):
 86% - *The literacy skills students are learning at your school are useful.*



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Our results reflect significant progress in our students' literacy skills.

In order to progress in our objective of implementing targeted small group instruction in Language Arts classes, we focused on ensuring our staff had the necessary resources and materials. This included purchasing resources to create small group literacy kits and decodables. All of our Division 1 staff either participated in the Early Years Literacy Initiative 1 or 2. We also had staff members in Division 2 participate in the Middle Years Literacy Initiative.

We continued to closely monitor our students who did not demonstrate a year's growth in literacy. During the 2022-2023 school year, we specifically targeted a small group of these students for further testing. We were able to identify some significant learning challenges which we are closely working with Supports for Students to help address. We also hired a reading specialist to work with small groups of students.

Some things to note when analyzing the French Immersion Guided Reading Levels recorded in June, growth in reading varied class by class. In Gr. 1, 4 & 5 more than 75% of the students achieved the spring benchmark, but in Gr. 2,3 & 6 less than 50% of the class achieved the spring benchmark. We have purchased a substantial amount of decodable books in French and are looking forward to the 2023-2024 professional development opportunities available for our French Immersion teachers.

EIPS PRIORITY: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal: Positive Learning and Working Environments

Outcome: Our learning and working environments are welcoming, caring, respectful and safe.

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 that Heritage Hills is encouraging students to be responsible, respectful, and engaged citizens.

STRATEGIES:

- Incorporate French Immersion opportunities like Carnaval, announcements and presentations
- School wide participation in selecting a Spirit Logo (mascot)
- Continue and expand student leadership opportunities such as: Greeters, Announcers, Office Helpers, Recycling, Tech Team, Lunch Supervisors, Assembly leaders, Ukulele Club, Running Club, Student Leads, Speech, SHINE Club SYNC (Seniors and Youth Networking Communities), Basketball, and Volleyball Teams
- 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



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interest and awareness of global issues.

- 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 news emails.
- Increase community involvement and student interactions with the community (SYNC, SHINE club, Cards for Neighbours)

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
- Increased circulation of BIPOC materials from the library collection
- Increased result from EIPS Parent/Caregiver 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 events (lunch-in, drive thru coffee and donut thank you)

RESULTS: (To be added for Results Review November 2023)

This was a very successful goal as we had tremendous participation from families, students and staff in all school events during the school year.

Throughout the year, we experienced many firsts as a school since there were no COVID restrictions.

- We were able to hold many events that involved families including our first ever in person Meet the Staff Evening in September. This was very well attended with over 200 families attending. In October, we held our first annual Halloween Dance. This was a full house with over 500 in attendance. We were able to return to in- person Parent/Student/Teacher conferences, Christmas concert, monthly school council meetings, ECS open house evening, Art Night, Book Fairs, Ukulele concert & Year-End Assembly.
- We were also excited this year to welcome other stakeholders into the school through various events such a Read In Week that had EIPS alumni, Oilers representatives, a lawyer, air traffic controller and many others. We also paired with the Linking Generations program to build relationships with our seniors. We were able to also run a Chess Club with a university student as a facilitator.
- Our students we also part of many charitable opportunities. Our focus this year was towards the Strathcona Food Bank and we collected items for them at our Halloween Dance, during the holiday season, and at our Art Show. We also completed a



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Birthday Bag Drive in October - we collected 218 lbs worth of items. At our Halloween Dance, we collected over 900 lbs. Other charitable events our students participated in were Terry Fox Run, Christmas Bureau and our SHINE club ran a Bake Sale for the Stollery.

- We were able to increase the number of student clubs/leadership opportunities available this year for our students. This included Morning Announcers, Assembly Leaders, SHINE club, Chess Club, Comic Club, Lunch Leaders, Math Help, French Reading Club, Minecraft, Ukulele, Running Club, Volleyball and Basketball.
- Other highlights included Mental Health Week, Pink Shirt Day, our Ukulele group playing at the Oil Kings game, various school fieldtrips, Carnaval and the unveiling of our school mascot – The Coyote.
- We were able to recognize over 200 volunteers who helped in classrooms and on field trips throughout the school year with personalized cards from our students.
- Parents were informed and involved in various school communication channels such as Weekly Parent News, School Website, School Council, FAHHE, School Messenger and Twitter. We average 20-65 views per day for an average of just under 1000 visits/month to our school website. In February, we created a Mid-Point Review to highlight many of the things happening within the school. We also conducted a Mid-Point Request for Feedback from our school community regarding communication, school engagement, school events and other feedback. We received 25 responses. We also shared the feedback during School Council. From the feedback we received we have been able to continue with Book Fairs, school volunteers, hot lunches, and even held our first Bake Sale.
- We continued to increase our understanding of First Nations, Metis and Inuit Culture and History. Students participated in Orange Shirt Day and Metis Week. Connie Kulhavy came in to do a Heart project with Grade 6s and the Gr 6s participated in a Blanket Exercise. Grade 4 and 5s made dioramas. Grade 2s had a Mi'kmaq presenter. All classes participated in a winter lesson with Jeremy Alberta using the outdoor classroom where possible. The Giant Floor Map was available for families during a Parent/Student/Teacher conference. The staff spent a very impactful May PD Day at Métis Crossing deepening their foundational knowledge of Métis peoples. We ended the year off with Lunch on the Land on Indigenous People's day and a Story Walk of the book *On the Trampoline* by David Robertson. Updates on First Nations, Métis and Inuit were shared regularly in the staff weekly and links to resources for key events were provided to staff. Indigenous resources were accessed throughout the year to enrich instruction – edukits, books from the Learning Commons, and the Giant Floor Map.



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EIPS Annual Feedback Survey

- **Parents and Caregivers:** 77- 81 Respondents (Strongly Agree or Agree):
83% - *My child's school encourages my child to be a responsible, respectful and engaged citizen*
79% - *My child has an understanding of First Nations, Metis and Inuit culture and history. (14% Don't know)*
89.6% - *My child's school is safe.*
84% - *How satisfied are you with the opportunities provided to be involved in your child's education.*
- **School-Based Staff:** 19 Respondents (Strongly Agree or Agree):
100% - *At my school, students are encouraged to be responsible, respectful and engaged citizens.*
94.7% - *At my school, students are demonstrating an understanding of First Nations, Metis and Inuit culture and history.*
100% - *My school is safe.*

Assurance Survey Results

Parent: 21 Respondents (Strongly Agree or Agree):

90% - *Your child is safe at school*

90% - *Students at your school follow the rules*

81% - *Your child is encouraged at school to be involved in activities that help the community*

Teacher: 17 Respondents (Strongly Agree or Agree):

100% - *Students are safe at your school*

94% - *Students are encouraged at your school to be involved in activities that help the community.*

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal: Success for every student

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

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 MIPI information, classroom assessment, student conferencing and self-assessment data which will be reviewed in September, December, March, and June.

STRATEGIES:



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- 0.1 FTE Lead Teacher for Numeracy
- Release Time for Teachers to collaborate, including the Numeracy Lead Teacher and consultants as much as possible
- Use of Fact Fluency Kits and Strategies
- Small Group Instruction
- Encourage teachers to use existing Math resources and manipulatives including newly purchased Box Cars and One-Eyed Jacks. Each class has resources that can be used daily (base ten, cubes, cards, dice, etc). All staff have access to math resource room.
- Host Math (Box Cars and One-Eyed Jacks) and STEM (APEGGA) nights at the school possibly virtually.
- Continue to utilize EIPS Math consultant
- 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 continue to 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.
- Continue to reflect and research on instructional practices.
- Continued review of HHE Numeracy Plan

MEASURES:

- The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 Mathematics Provincial Achievement Test
- Growth on STAR Math assessments from Fall to Spring
- The percentage of families who agree the numeracy skills their child is learning at school are useful (Alberta Education Assurance Survey)
- The percentage of families who agree their child's demonstrating growth in numeracy (EIPS Parent/Caregiver Survey)
- The percentage of teachers who agree the numeracy skills students are learning at school are useful (Assurance Survey)
- The percentage of staff who agree they have the materials and equipment needed to do my work (EIPS Staff Engagement Survey)



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RESULTS: (To be added for Results Review November 2023)

Provincial Achievement Test Results

English and French Immersion Students Combined

- **Total Test:** 31.8% of students achieving Standard of Excellence; 97% of students achieved Acceptable Standard

English Students Math PAT Results:

- **Total Test:** 30.8% of students achieving Standard of Excellence; 96.2% of students achieved Acceptable Standard
- **Part A:** 73.1% of students achieving Standard of Excellence; 94.2% of students achieved Acceptable Standard
- **Part B:** 30.8% of students achieving Standard of Excellence; 92.3% of students achieved Acceptable Standard

French Immersion Students Math PAT Results:

- **Total Test:** 35.7% of students achieving Standard of Excellence; 100% of students achieved Acceptable Standard
- **Part A:** 57.1% of students achieving Standard of Excellence; 78.6% of students achieved Acceptable Standard
- **Part B:** 35.7% of students achieving Standard of Excellence; 100% of students achieved Acceptable Standard

STAR MATH Results

Grades 1-6 English & French Immersion:

At/Above Benchmark

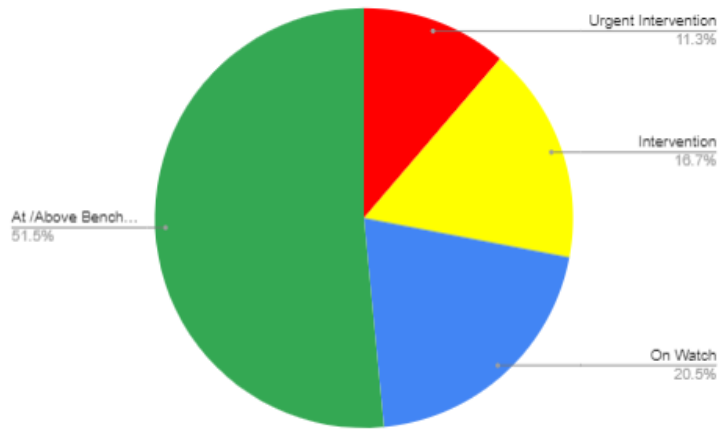
Overall September 2022 – 51.5%

Overall June 2023 – 65.9%

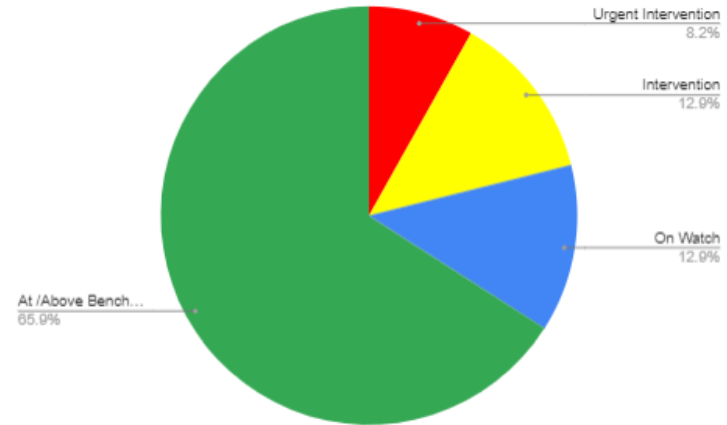


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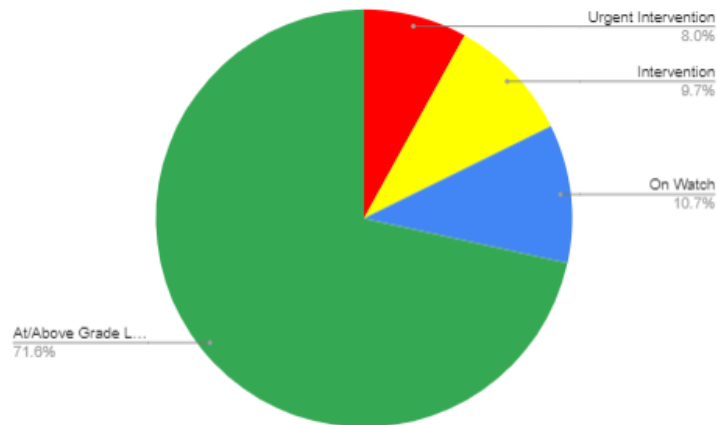
September



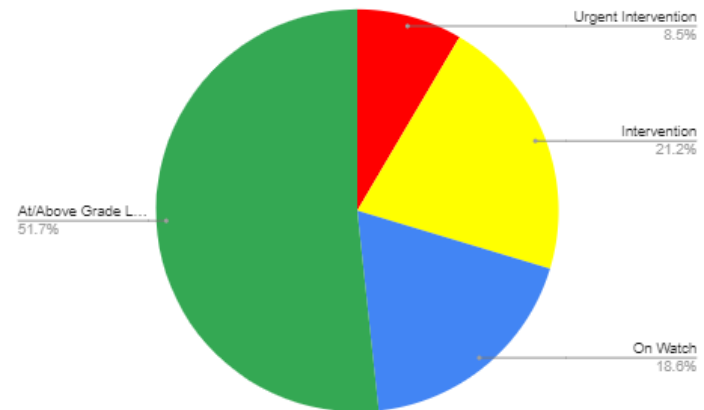
June



**June 2023
STAR MATH
Grade 1-6 English**



**June 2023
STAR MATH
Grades 1-6 French Immersion**





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Grade Equivalent:

| | Fall 2022 | Spring 2023 |
|---------|-----------|-------------|
| Grade 1 | 0.7 | 1.9 |
| Grade 2 | 1.8 | 2.8 |
| Grade 3 | 3.0 | 4.1 |
| Grade 4 | 3.7 | 4.4 |
| Grade 5 | 4.7 | 5.8 |
| Grade 6 | 5.6 | 6.9 |

EIPS Annual Feedback Survey

- **Parents and Caregivers:** 81 Respondents (Strongly Agree or Agree):
87.6% - My child's demonstrating growth in numeracy.
- **School-Based Staff:** 19 Respondents (Strongly Agree or Agree):
94.7% - At my school, students are demonstrating growth in numeracy

Assurance Survey Results

- **Parent:** 21 Respondents (Strongly Agree or Agree):
90% - The numeracy skills your child is learning at school are useful.
- **Teacher:** 17 Respondents (Strongly Agree or Agree):
100% - The numeracy skills students are learning at your school are useful.

As this is our first year doing the STAR Math we are now tracking our Math data similar to our Literacy data. From our STAR results all grades showed at least 1 year's growth except for our Grade 4 class. As mentioned earlier, this is the group we continue to monitor as they are the cohort that missed the last 4 months of Grade 1. We knew they were missing key learnings in Language Arts, but this also confirms for us they are struggling in Mathematics as well.

We were fortunate to have a Grade 4 teacher offer math help to these students throughout the year in the mornings. We also had a 0.1 FTE



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Math Lead help secure materials and resources for teachers throughout the year as they implemented the new math curriculum in Division 1. With the implementation of the new math curriculum for Division 1 students for the 2022-2023 school year, we spent a tremendous amount of focus in this area. All our Division 1 teachers attended the Early Numeracy Level 1 sessions.

We were also able to host a Parent Math Night in January with 18 Parents in attendance.

One area we continue to discuss and build on is math vocabulary, especially in our French Immersion classes. Since the STAR Math is taken in English we know this is a barrier for our French Immersion students. Our classroom teachers continue to build Math Word Walls in their classrooms to help build math vocabulary.

