

HIGH LEVEL CHRISTIAN ACADEMY

A Koinonia School

Education Plan 2022-2025

MISSION

The mission of High Level Christian Academy is to prepare students through Christ-centred education and academic excellence for further education while challenging them to know Jesus Christ as Saviour and Lord so they may serve others through their character and leadership.

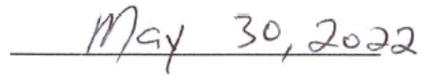
Accountability Statement

The Education Plan for High Level Christian Education Society commencing May 30, 2022 was prepared under the direction of the High Level Christian Education Society Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022-2025 on May 30, 2022.



Board Chairman



Date:

Our Mission:

The mission of High Level Christian Academy is to prepare students through Christ-centered education and academic excellence for further education while challenging them to know Jesus Christ as Savior and Lord so they may serve others through their character and leadership.

Beliefs – Values – Principles

1. We respect, value, and honor the role and responsibility of parents as partners in education.
2. We will attract and develop a qualified teaching staff and provide a supportive environment for their professional development.
3. We are supportive of government, the local and universal church, and our responsibility to our community.
4. We are committed to teach Alberta curriculum from the perspective of what the Bible says about God, the world and ourselves.
5. We believe that the best education is one that prepares for life now and eternal.
6. We believe that the best education develops the total person: spiritually, intellectually, socially, emotionally, and physically.
7. We affirm that each student is God's unique creation, deserving of a respectful, loving, and nurturing environment.

Philosophy of Education

In order for an educational program to be academically sound and instructionally effective, it must be founded upon Christian educational principles that recognize the true nature of God, of truth, of knowledge, and of man.

Reality

God is a personal and purposeful Creator, the Guiding Force of the universe. Reality in life involves the understanding that God is real and is active in the lives of men and women today.

Truth

All truth is God's truth. Truth is consistent throughout the universe. Truth exists and is absolute. God has shown Himself through His Scriptures. Man's understanding of truth comes through a study of the inspired Word of God and an understanding of His creation.

Absolutes

Christian Education offers absolutes, not selected or transient opinions. Christian Educators have the privilege of being convinced and convincing; saying, "Thus says the Lord". We can deal in those things that are always true. The Bible contains origins, destinies, values and meaning.

Knowledge

All knowledge must be put in the context of Bible truth. Any knowledge or personal conviction which serves as a guiding principle in an individual's life must be based on truth as revealed in God's Word.

Unity

Facts do not exist by themselves; they exist in relation to other facts. Christian Education removes dichotomies and meaninglessness and, in doing so, contributes to sound-mindedness. Christian

Education acknowledges Jesus Christ as the focus of ALL knowledge since “by Him all things consist” (hold together – Colossians 1:17). This means that knowing His viewpoint gives order and meaning to specific areas of study.

Sufficiency

Jesus said, “I am the Way, the Truth and the Life” (John 14:6) and that “to know Him is life eternal” (John 17:3). Since life on earth for all mankind must end, no education is adequate which fails to properly prepare for both life and death. Christian education prepares us to die and to live: “He hath given to us all things that pertain to life and to godliness” (2 Peter 1:3). No person who knows Jesus “in whom all fullness dwells” (Colossians 1:19) and who knows God’s Word (the Bible) need fear that his education is inadequate.

Man

Man was created in the image and likeness of God by God. Individuals exist for the pleasure and service of God. People are eternal beings, and their ultimate destiny will be determined by their knowledge, or lack, of Jesus Christ as Savior and Lord.

Christian Education

Implicit in Christian Education are these basic truths:

1. Man possesses a spiritual dimension (Genesis 1:16, 27)
2. Education involves the total being: the spiritual, intellectual, physical, and social aspects of man that is the “whole man” (Proverbs 9:9)
3. Each person possesses unique, individual potential traits and needs (Romans 12:3-8). The educational experience must involve (as a primary emphasis) the development of Christian beliefs, attitudes, character, and skills (1John 3:2).
4. The educational experience must involve (as a primary emphasis) the development of Christian beliefs, attitudes, character, and skills. (1 John 3:2).
5. Integration of Biblical truth is an inseparable and primary part of the total educational process. Christian concepts will be unified with, inseparable from, and central to the academic offerings.

Goals of Education

All Koinonia Christian Schools are expected to abide by the laws of Alberta and the requirements of Alberta Education insofar as they do not contravene the Koinonia Statement of Faith and educational philosophy to operate as accredited private schools.

Theological Foundation

The educational philosophy of KCES is based upon a God-centered view of mankind and truth as presented in the Bible. Since God created and sustains all things through His Son, Jesus Christ, the universe, and all life are dynamically related to God and have the purpose of glorifying Him. Mankind was made in God's image, different in kind from all other creatures, with the unique capacity to know and respond to God personally and voluntarily.

Men and women, as sinners by nature and choice, can only know and honour God in their lives by being born again to do God’s will. This should be the ultimate purpose of their lives. The goal of education should therefore be to enable men and women to know God, encourage them to love Him, and equip them to serve Him.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, Christian schools, along with their church, become partners in giving this education. From this philosophy come our mission and goals.

Spiritual & Moral

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards it.
2. To teach the basic doctrines of the Bible.
3. To lead each student to a personal relationship with Christ as Savior and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task.
7. To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising of self restraint and consideration of others through the power of the Holy Spirit.
8. To encourage the development of self discipline and responsibility in the student based on respect for and submission to God and God ordained authority.
9. To help the student develop a Biblical world view by personally integrating life and studies with the Bible.

Academic

1. To promote high academic standards within the potential of the individual as uniquely created by God and to help each student realize his or her full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking, listening, viewing, and representing.
3. To teach the student how to do independent research, to critically evaluate sources of information, and to reason logically from a Biblical perspective.
4. To develop an understanding of the order and design in Creation and the laws which govern its processes and interactions.
5. To motivate the student to view education as a lifelong process.
6. To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
7. To develop an understanding of current affairs in all fields and to relate them to God's plan for man.
8. To develop an understanding and appreciation for God's world, and an awareness of man's role in his environment, and how to use and preserve it properly.
9. To promote an appreciation of the fine arts through the development of the student's understanding and personal expression which glorifies God.
10. To develop an understanding of fundamental mathematical concepts and skills in their application to everyday life situations and to gain mathematical skills needed to succeed in an ever-growing technological world. To relate curriculum to real-life situations in the community.

Personal and Social

1. To help students develop their character and personality based both on a proper understanding and acceptance of themselves as unique individuals created in the image of God and on the fullest possible development of their own capabilities.
2. To teach the student to treat everyone with love and respect since everyone is created in God's image.
3. To make the student a contributing member of society who realizes a need for dependence on others and dependence on God.
4. To promote an understanding of time as a God given commodity which is to be used for His glory.
5. To promote and exemplify a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships.
6. To develop Biblical attitudes toward marriage and family along with the understanding and skills needed to establish a God honouring home.
7. To promote physical fitness, good health habits, and wise use of the body as the temple of God.
8. To impart Biblical attitudes toward material things, and to encourage individual responsibility for using them for God's glory.
9. To help each student accurately assess their strengths and weaknesses and recognize their responsibility to develop their talents fully and use them to glorify God and benefit others.

Family

1. To collaborate closely with the parents in every phase of the student's development and to help the parents understand the school's purpose and program.
2. To aid families in Christian growth and to help them develop Christ-centered homes.
3. To aid parents in understanding our changing culture, its effects on our homes and children, and how to deal with them from a Biblical perspective.
4. To encourage regular attendance and involvement in a local church.
5. To involve parents regularly in the ministry of the school.

School History

High Level Christian Academy (HLCA) is in High Level, Alberta. HLCA is a member school of the Koinonia Christian Education Society (KCES) and we are an accredited independent school that follows Alberta curriculum as set out by Alberta Education. All teaching staff are certified Christian teachers.

The school was started because of concerned parents who had deep convictions about Christian Education. A steering committee was formed on September 26, 1991. A survey of local parents clearly indicated interest in beginning a Christian school. A planning committee held its first meeting on February 12, 1992 and with suggestions from the Association of Christian Schools International (ACSI), the committee became members of the Koinonia Christian Education Society (KCES). This society recommended that a school board be elected, and this was achieved on May 6, 1992. On September 8, 1992, the High Level Christian Academy opened its doors to 42 students from Kindergarten to grade seven.

In 1998, the school acquired five acres of land in a newly developed area on the west side of town. On September 14, 1998, the High Level Christian Academy opened its new 10, 000 ft² facility, which was only made possible through God's work in people's hearts. This facility continues to house students from

Kindergarten to grade nine, while the property features a ball diamond and a large fenced in playground area. Over the years, the community has grown further west and now HLCA is in a safe residential neighbourhood only a two-minute drive from the local hospital as well as both the fire department and police department.

HLCA and its supporters have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating support from government, instability in industry and the economy with mills closing and oil field industry dwindling, along with all the of the typical pressures that schools face to provide a solid education within an ever changing political and social climate. And to top all of that off, we faced the Chuckegg Creek forest fire in May 2019 that forced the evacuation of High Level and the surrounding area for two or more weeks which caused a most unusual end to our school year. In March 2020, Covid-19 and the Corona virus came to Alberta, causing the closure of all on-campus learning. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. The 2020-21 and 2021-22 school years required continued flexibility and dedication to quality teaching as HLCA moved between off-campus and on-campus learning.

Future development dreams include more playground equipment, a track or gym, and additional classroom facilities.

Community and School Population Profile

High Level is a town in northern Alberta, Canada. It is located at the intersection of the Mackenzie Highway and Highway 58, approximately 733 km north of Edmonton and 725 km south of Yellowknife, Northwest Territories. It is located within Mackenzie County and was founded in 1947. High Level has long, summer days with warm temperatures from May to August, with short, cold days from November – February. Because of the long, warmer days in May and June, HLCA finishes their school year by the third week in June.

High Level has a small population of approximately 3,922 people, but it is the commerce, trading center for close to 20,000 people from both rural Northern Alberta and the Northwest Territories. High Level is on Treaty 8 land and is surrounded by 4 separate First Nations: the Dene Tha’ First Nation, the Beaver First Nation, Little Red River Cree Nation, and the Tallcree First Nation. High Level also has a large Mennonite and Protestant population. High Level Christian Academy exists to serve the academic needs of this unique and diverse community.

While many of HLCA’s families are from a Mennonite tradition, High Level Christian Academy is a non-denominational school and has students from all the main churches in High Level.

Student Numbers by Years	2018-19	2019-20	2020-21	2021-22	Projected for 2022-23
Total Number of Families	25	21	20	23	24
On-Campus students	43	47	28	44	46
Remote Learning students	N/A	N/A	15	N/A	N/A
Total Number of Students	43	47	43	44	46
FNMI Students	1	0	1	1	1
Students on an IPP	2	3	4	4	6

Accomplishments

High Level Christian Academy staff and students pursue excellence daily; these are just some of HLCA's accomplishments this year:

- HLCA continues to demonstrate a safe and caring environment with scores of 100% from parents and 99.5% from students, according to the AB Education 2021 Alberta Education Assurance Measures Surveys (AEAMS). HLCA's Parent Survey for the 2021-2022 school year also demonstrates the same level of approval. Student lead activities planned theme days, monthly community service as well as musical/drama productions throughout the year, help students build strong friendships and develop leadership skills.
- HLCA continued to adapt with the changing Covid landscape, ensuring safety for staff and students.
- HLCA continues to move forward technologically; students continue to develop their familiarity with our LMS. Students continue to build their communication skills through our use of Schoology and its tools.
- With the disbanding of RCSD, HLCA needed to find alternative sources of supports for our diverse learners; with Covid restrictions, the school division also withdrew access to their team of paraprofessionals and therapists. Nonetheless HLCA ensured the continued delivery of supports and educational assessments for our students.
- We continue to be active and engaged in our community, during Covid restrictions we served from a distance. We were beyond thrilled to return to visiting our seniors in person in March. Community service events for the 2021-22 school year included: raking leaves, Operation Christmas Child, food drives, hygiene/essentials kits for the homeless, games with the seniors, town clean up, etc.
- Parental involvement in our school remains high; parents value taking part in their children's education. They volunteer in the classrooms, offer extra supervision for field trips, and help with major school projects such as book fairs, subject based fairs, bake sales, hot lunch programs, fundraising and community service projects.
- Our Social Studies Academic Fair was a success; students researched different countries and presented their learnings in presentations that included cultural costumes, ethnic foods, colorful displays, and a written report. Visitors came and enjoyed the presentations and celebrated the student's hard work.
- Field trips and learning in alternate environments have been challenging in the last few years, due to Covid. Despite these challenges, HLCA was able to continue its long tradition of Swimming for PE during our cold winter months; we were able to arrange for the use of a gym during March and April for the grades 5-9 PE. HLCA was able to host 2 different museum boxes, one focusing on World War II from the Canadian War Museum in November and another in March focusing on Canadian history from the Canadian Museum of History. Both museum boxes learning experiences to our students that are impossible to enjoy in a small rural community. In March the grade 5/6 class was able to go on a field trip to our town hall for a field trip on local government and made the local news.
<https://www.kix.fm/mock-council-meetings-by-students-in-la-crete-and-high-level-alisa-jeffrey/>

- Each year it is a challenge to provide a variety of learning opportunities for our Junior High options, because it is a multi-grade class HLCA strives to ensure that each year we have new options for the students. In the 2021-22 school year, the Grade 7-9 students enjoyed an outdoor survival class, cooking, Korean, and critical thinking (logical fallacies).
- Covid restrictions in the last number of years has kept HLCA from our normal big fundraising events: pie auction, perogy suppers, spring banquet and production, etc. Once the restrictions were lifted HLCES was able to put on two of our key fundraising events; in March we had our 8th “Annual” Pie Auction and in May HLCES hosted our big spring banquet and production! These events combine raised approximately 75% of our total fundraising goal for the year!

Challenges and Opportunities for Growth

HLCA and its supporters have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating support from government, instability in industry and the economy with mills closing and oil field industry dwindling, along with all the of the typical pressures that schools face to provide a solid education within an ever changing political and social climate.

- Staffing has been a frequent challenge for HLCA; because of High Level’s remote location, teacher turn-over is frequent. A large amount of energy is spent in mentoring new teachers, only to have them leave after a few years. This also presents a challenge in terms of continuity of program and strong scope and sequence of content.
- Technology continues to present challenges; internet reliability in our remote location is a struggle, especially when students work remotely. The instability of the internet causes disruptions in service and often cannot support a whole class or multiple classes working online simultaneously. Families often only have one computer or laptop for the whole family, this is also not conducive to online learning between the whole family.
- HLCA has a wonderful board and strong communication between board and principal; finding effective communication methods between school leadership (board & principal) and school community is proving difficult. All board members are volunteers, so it can be a challenge to communicate with the parent community effectively and regularly. This is an area for continued growth and improvement.
- With the disbanding of RCSD, HLCA needed to find alternative sources of supports for our diverse learners; with Covid restrictions, the school division also withdrew access to their team of paraprofessionals and therapists. Nonetheless HLCA has ensured the continued delivery of supports and educational assessments for our students. The rural setting of our school provides an added barrier to accessing the needed paraprofessionals.
- High Level’s remote location presents challenges to learning in multiple ways: there is less access to off-campus learning for field trips; the technological infrastructure is not a strong or well developed. Finally, its difficult to access to high quality professional development resources at a reasonable cost. All professional development conferences require increased travel costs and more days off to attend.

- Even with HLCA’s high parental involvement in the school, it has been a struggle to engage parents in providing qualitative feedback for reporting, assurance purposes.
- Canadian Achievement Test (CAT-4) scores and teacher feedback reveal that students struggle with independence and confidence when approaching and decoding word problems in Mathematics.
- CAT-4 results also show that while most students are at grade level in their overall reading comprehension, an area where there is room for growth is in comprehending and analyzing media and informational texts.

Budgeting Principles

Rationale

The proper and wise use of funds is critical both for the efficient daily operation of the school and for its long term survival and growth. Poor stewardship of funds can lead to financial pressures, which may impact the educational program or cause a loss of trust on the part of the parents and supporters. Mishandling of funds not only will have legal consequences but may lead to declining enrollments and ultimately closure of the school. The Board and Principal have the joint responsibility to establish and follow a Budget and manage all the finances of the school in such a way as to ensure that the mission of the school is achieved.

Budget Policy

1. Each year, in January, the Finance Committee shall develop a Preliminary Budget for the next school year. The Preliminary Budget will reflect the committee’s recommendations for changes to tuition and salary rates as well as their projections for changes in enrollment, government funding, fundraising, and all expenses.
 - a) The Budget shall reflect a conservative approach to revenue estimates and a liberal approach to expenditures, accounting for current trends including the inflation rate.
 - b) The Budget will allow for only such changes in enrollments as are reasonable to predict based on current class sizes, waiting lists, and the flow of inquiries.
 - c) The Budget will allow for revenue shortfalls due to unpaid tuition or fees in an amount at least equal in percent to that of the previous year.
 - d) Whenever possible, the Budget should be designed so that operational expenses are met without drawing upon revenues from fundraising and donations.
2. The School Board will review the Budget and make revisions as it sees fit. The revised Preliminary Budget will then be approved in principle to be used by the Administration for planning, hiring, and recruitment.
3. The Final Budget will be adopted at the October Board Meeting of that budget year based upon actual September 30th enrollments.

2022-2023 Budget

HLCA's full budget report is available at: <http://www.hlcaacademy.ca/documents.html>
It has been approved by the HLCES and has been submitted to Alberta Education by May 31, 2022.

Community Engagement

HLCA's parents founded the school and have faithfully served to lead and guide the school since its opening. Our parent body continues to serve in our library, classrooms, hot-lunch program, field-trip drivers, chapel speakers, supervisors, and fundraisers; our board consists of current and past parents. Past parents and school alumni form a large part of our school community and support system. Throughout Covid restrictions, our parent body have adapted to the restrictions and guidelines presented for our schools. They continue to support students and staff, while honoring the standing restrictions. With restrictions ending, it has been a joy to welcome our parent and alumni body back into our building for school events.

An area that was discussed in our recent monitoring was on supports and connections provided to our students moving from Grade 9 at HLCA to Grade 10 at the public high school; this presented HLCA with an idea for further digging and development. We will be looking at ways to support our alumni and to continue connections with them past their grade 9 year in the coming school year. Our alumni currently at High Level Public frequently visit the school, coming for PE classes, volunteering at fundraising events, and just to say hello. We will be looking at ways to gather their feedback and their input on how best to support our recent graduates as they navigate high school. While we were not able to act on this feedback for this education plan, due to Covid, but we will be looking at ways to improve our engagement with these alumni and further support our newest alumni.

We were able to host in-person society meetings in November and in May; the board also communicated with our parent community through the back to school BBQ, monthly memo updates, social media platforms, letters home, and board member availability during Parent-Teacher interview nights. In anticipation of this Education Plan, HLCA did survey its parent body asking for feedback on several domains: school mission, school governance (board and principal), student growth and achievement, learning supports, and teaching and leading within the school. The survey asked parent to use a rubric style ranking (A=Excellent, B=Good, C=Satisfied, or D=Unsatisfied); HLCA scored well on all questions in all areas of the survey. Of the 60 questions, only 5 questions had a scoring of C or D; all other questions scored B or higher. We have used these to help guide our priorities for our education plan, but also to instigate further research and planning. We had only 20 of 45 parents respond, a 44% response rate; this is down from 76% last year. While the lack of response is concerning, the consistent engagement from parents within our school and complaints not arising elsewhere seem to be strong indicators that the low survey response is due to parent satisfaction and not discontent.

We also conducted a separate set of Standardized testing in our school; in January all Grade 1-9 students took the CAT-4 exams. These results were analyzed by both the principal and the teaching staff, who after reading and analyzing the results developed a list of areas for growth and areas of strength for each class. Based on their input and the CAT-4 results, teachers developed a literacy priority and a numeracy priority for school growth and development.

Priorities

The CAT-4 exam results show that reading informational and media texts as well as analysis are weaker areas for our students, with student being proficient in these areas. Based on this data, ***HLCA will develop student proficiency in multi text comprehension and analysis.***

CAT-4 scores reveal a wide range of Mathematical ability; HLCA has nearly 60% of students scoring at or above grade level, with around 40% of students scoring below grade level. Teacher observations and anecdotal records reveal that students struggle with problem solving and critical thinking skills, having a higher level of dependency on teachers when decoding word problems and problem solving. ***HLCA will foster student critical thinking and problem solving skills.***

Parent feedback and surveys reflect in a few areas that communication to parents needs to improve. In 2021, only 55% of parents felt that communication between the board and school community was excellent, another 36% felt it was only acceptable or good, and 9% could not answer the question. In 2022, 70% of responses indicated the school was doing excellently; 20% were thought the school was doing good or satisfactory; 10% of responses said they were unsatisfied with the board’s job of communicating with parents. With only 44% of parents engaging in the survey, it is difficult to assess whether these numbers accurately reflect the opinions of the whole parent community. Because we are not seeing signs of discontent, nor are we hearing of dissatisfaction within the parent body, we are going to use the surveys as our best gauge of parent satisfaction. Because we are continuing to receive indications that parents need more communication with the school, the board, and the parent body. ***The HLCES board will increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.***

Outcomes, Strategies and Measures for each Priority:

<u>Goals for 2022-2025</u>	
School Priority #1	<i>Student proficiency in multi-text comprehension and analysis</i>
Alignment with Assurance Framework Domains	<ul style="list-style-type: none"> • Student Growth and Achievement • Teaching and Leading • Learning Supports
Context	HLCA dedicates teaching and learning time to developing strong, life-long readers. Strengthening student comprehension of different texts and mediums is a key skill in building academic excellence and will continue to equip students to pursue future endeavors.
Outcomes	<ul style="list-style-type: none"> ○ Students will develop proficiency in multi-text comprehension and analysis. ○ Students will engage with a variety of text types and communicate in a variety of mediums about that text. ○ Student Reading and Total Reading CAT scores will improve. ○ HLCA will build a reading community. ○ Students will explore their world and an understanding of their world will grow. ○ Students will use correct terminology for subject areas.

	<ul style="list-style-type: none"> ○ Students will receive the individual or group supports necessary for student success. ○ Students will develop curiosity for new subject areas and begin to research them.
Budgetary Principles	HLCA will budget in a way that ensures that appropriate resources are available or can be obtained for teachers and learners.
Strategies	<ul style="list-style-type: none"> ● Use literacy programs such as, Literacy Place & Fountas & Pinnell consistently. ● Use screening tools and RTI for struggling readers. ● School theme days built around developing these skills (Reading around the Zoo, Ocean, town, garden, world, etc.) ● Reading challenges and goal setting. ● Invest in informational texts and visual texts at a variety of levels or memberships to appropriate sites. ● Build repertoire or database of leveled texts. ● Ensure that students can see themselves in the texts (FNMI, characters that look and behave like them, similar backgrounds) – diverse characters and topics. ● Extra reading supports for strugglers (groups, 1:1 teaching time, buddy readers, group texts, etc) ● Buddy readers & reading groups ● Book talks centered around a range of media/text types. ● Comprehension skills taught across grades. ● Modelled skills ● Vocabulary & word analysis taught. ● Catalogue of teaching tools available and built for teacher use. ● Staff attend PD sessions available around this topic. ● Best practices shared among staff. ● Professional Learning community focus around this goal.
Measures	<ul style="list-style-type: none"> ✓ Cross-curricular improvement on literacy based outcomes. ✓ Fountas & Pinnell for reading assessments. ✓ Improvement on Reading and Total Reading CAT scores. ✓ ELA PAT 6 & 9 Part B average scores meet the acceptable or higher range. ✓ Text choice/inventory will grow within school library and for reading groups. ✓ Library informational and non-fiction inventory will grow. ✓ Text availability in school and classroom libraries will increase. ✓ Non-fiction reading group text inventory will increase.
Timeline (proposed)	<p>2022-2023</p> <ul style="list-style-type: none"> → Continue to fully assess each student in Grades 1-9 using Fountas & Pinnell at various times throughout the year. Use CAT-4 test scores, Fountas & Pinnell, and teacher assessments to determine areas of growth and areas of continued struggle. → Assess each student in grades 1-3 using the AB Ed provided tools to determine the need for targeted numeracy and literacy interventions.

	<ul style="list-style-type: none"> → Use various assessment results and analysis to modify and update education plan. → Work with teachers and older students to identify informational and media text needs and areas of interest and begin to fill those gaps. → Develop a school-wide catalogue of resources and teaching tools currently available in the school; use this catalogue to identify tools and resources needed. → Purchase needed resources. → Provide targeted reading supports to all students throughout the school, using a variety of strategies. → Continue to provide book talks during library time, plan literacy school theme days and classroom reading challenges. Incorporate Jr High students in the planning and implementation of school theme days and library time book talks, having them use higher orders of thinking. → Discuss and identify reading comprehension strategies to be taught at all grade levels and engage strong advanced readers in teaching their favorite comprehension strategies. → Vocabulary and word analysis taught from Grade 1-9. → Have a staff member attend available PD session(s) focused on similar topics to school priorities and share learning with the rest of the teaching staff. → Continue to work as a staff to develop best practices but also to discuss areas of continued challenge struggle to determine next steps.
	<p>2023-2024</p> <ul style="list-style-type: none"> → Continue to implement and practice goals and strategies for 2021-2023 school years. → Engage Jr High students in the planning and implementation of school theme days and library time book talks, having them use higher orders of thinking. → Engage strong advanced readers in teaching their favorite comprehension strategies. → Continue to work as a staff to develop best practices but also to discuss areas of continued struggle to determine next steps. → Use test scores, Fountas & Pinnell, and teacher assessments to determine areas of growth and areas of continued struggle. → Use assessment results and analysis to modify and update education plan and goals. → Use the last three years of assessment to determine efficacy of strategies and if goal has been reached. Determine new goal or adjust strategies.
	<p>2024-2025</p> <ul style="list-style-type: none"> → Continue to implement and practice goals and strategies for 2021-2024 school years, while implementing new strategies for new goals.

	<ul style="list-style-type: none"> → Continue to work as a staff to develop best practices but also to discuss areas of continued struggle to determine next steps. → Use test scores, Fountas & Pinnell, and teacher assessments to determine areas of growth and areas of continued struggle. → Use assessment results and analysis to modify and update education plan and goals.
School Priority #2	<i>HLCA will foster student critical thinking and problem solving skills.</i>
Alignment with Assurance Framework Domains	<ul style="list-style-type: none"> • Student Growth and Achievement • Teaching and Leading • Learning Supports
Context	HLCA endeavors to help students to become people of excellent character, while developing leadership skills and a love of learning. Critical thinking and problem solving skills are essential to the fulfillment of this goal and will continue to move students towards the goal of academic excellence.
Outcomes	<ul style="list-style-type: none"> ○ Students will develop strong mental math skills. ○ Students will develop subject-based vocabulary. ○ Students will apply terminology to their problem-solving. ○ HLCA will develop a community of problem solvers and critical thinkers. ○ Students will approach problem solving with experienced confidence. ○ Student scores in class and on standardized testing will improve. ○ Student test anxiety should lessen with developed confidence.
Budgetary Principles	HLCA will budget in a way that ensures the appropriate resources are available or can be obtained for both teacher development and student learning.
Strategies	<ul style="list-style-type: none"> • Focus on foundational skills (mathematics and literacy). • Build common language throughout school – Math, Social Studies, Science terms • Incorporate problem solving units in Math curriculum. • Number/word problem talks. • Guided practice • Teach the metacognition behind thought processes. • Theme days: Challenge days – math puzzles, games with clues, scavenger hunts, math Olympics, etc. • STEAM times or challenges. • Build school resources in critical thinking, problem solving across subjects. • Teach logic/ critical thinking option or course. • Student leadership – teach their thinking. • Students take alternative or opposing viewpoints & write or speak from that perspective. • Students write step-by-step instructions. • Students write explanation for solutions to various problems using correct terminology. • Incorporate technology and available online resources.

<p>Measures</p>	<ul style="list-style-type: none"> ✓ Independence and confidence in tackling word problems ✓ Mental Math fluency ✓ Can define/explain Math terms. ✓ Developed literacy in Math terminology. ✓ Improved scores in Mathematics strand on CAT exam and/or on the Math 6 & 9 PAT part B. ✓ Improvement in persuasive writing using critical thinking and logic. ✓ Improvement on explaining reasoning, mathematical, scientific, or etc. ✓ Parent and community surveys will reflect satisfaction in the good/excellent range on critical thinking skills and mathematical reasoning.
<p>Timeline</p>	<p>2022-2023</p> <ul style="list-style-type: none"> → Teachers will implement the extra problem solving lessons or unit in math curriculum. → Students will develop mental math fluency. → Teachers will regularly include number and word problem talks and guided practice into their lesson plans. → Continue to develop the catalogue of resources by grade level and have teachers identify gaps in resources and invest in resources. → Teachers will save created resources on school server for all teachers to use and access. → Teach a critical thinking/logic option class for Jr High students and have them prepare arguments for an in-class debate. → Incorporate problem solving, critical thinking and STEAM tasks into school theme days and school-wide learning activities. → Teachers will teach the metacognitive thinking behind their problem solving and have students practice that skill themselves. → Students will write step-by-step instructions for a variety of challenges and problems. → Incorporate STEAM challenges into classroom learning. → Teachers will share best practices and areas of challenge for their students; these will help influence future planning. → Have a staff member attend available PD session(s) focused on similar topics to school priorities and share learning with the rest of the teaching staff. <p>2023-2024</p> <ul style="list-style-type: none"> → Continue to practice the strategies implemented in the 2021-2023 school years, begin to have students demonstrate their critical thinking and reasoning in leadership capacities. → Have Jr High students write clues, create puzzles, and assist with planning challenge tasks for lower grades. → Continue to develop school catalogue and add to it as tools and resources are purchased. → Teachers will save created resources on school server for all teachers to use and access.

	<ul style="list-style-type: none"> → Have students practice and hone their critical thinking and reasoning skills through debates, problem-solving challenges, teaching opportunities, and student projects. → Students will further develop their critical thinking skills by defending an opposing viewpoint in a range of formats. → Have Jr. High students plan and implement a challenge day for the grades 1-6s. → Teachers will share best practices and areas of challenge for their students; these will help influence future planning. → Have a staff member attend available PD session(s) focused on similar topics to school priorities and share learning with the rest of the teaching staff. → Use assessment results and analysis to modify and update education plan and goals. → Use the last three years of assessment to determine efficacy of strategies and if goal has been reached. Determine new goal or adjust strategies.
	<p>2024-2025</p> <ul style="list-style-type: none"> → Continue to practice the strategies implemented in the 2021-2024 school years. → Continue to work as a staff to develop best practices but also to discuss areas of continued struggle to determine next steps. → Use test scores, parent surveys, and teacher assessments to determine areas of growth and areas of continued struggle. → Use assessment results and analysis to modify and update education plan and goals.
School Priority #3	<i>The HLCES board will increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.</i>
Alignment with Assurance Framework Domains	<ul style="list-style-type: none"> • Governance • Local & Societal context • Leading
Context	<p>HLCA is a parent founded and operated school; parent volunteers keep our school operational and support HLCA staff at an exceptional level. Communication and strong relationships with our parent body will continue that strong foundation and will strengthen the bridges necessary for collaborative feedback. Strengthened communication over a variety of mediums will ensure that our parent stakeholders are aware of student learning in the school and board operations.</p>
Outcomes	<ul style="list-style-type: none"> ○ The school board will communicate decisions and important info in the school’s monthly memo. ○ The school board will work to develop effective modes of communication. ○ The board will regularly update parents on the budget, specifically on fundraising goals and its status.

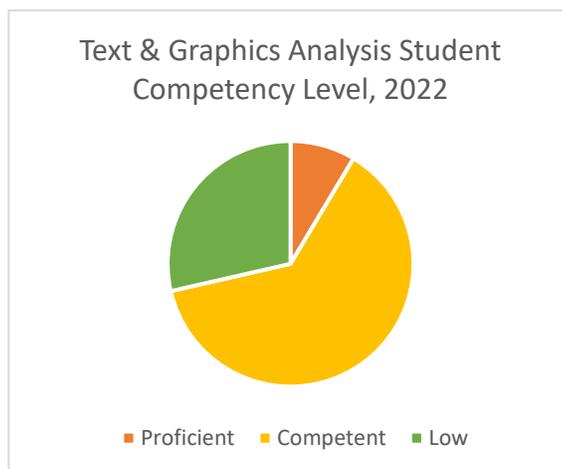
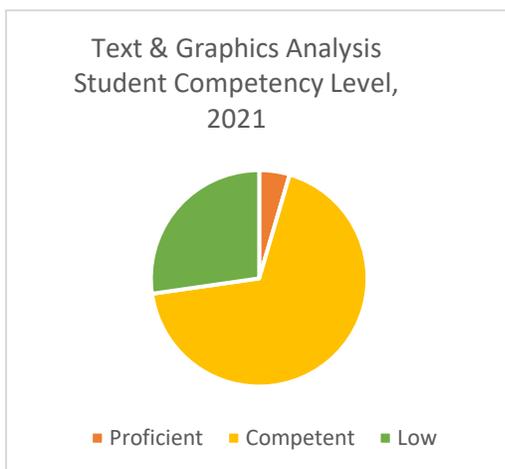
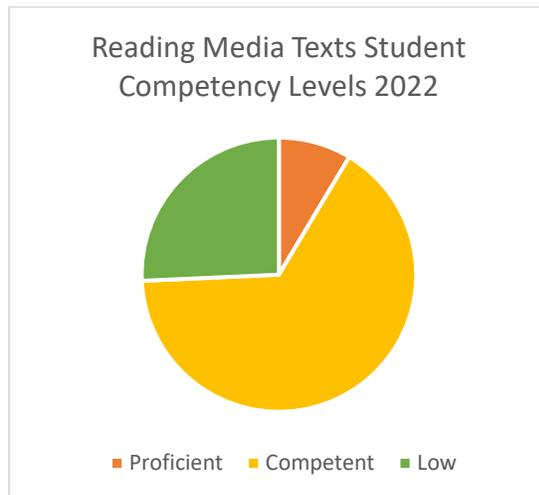
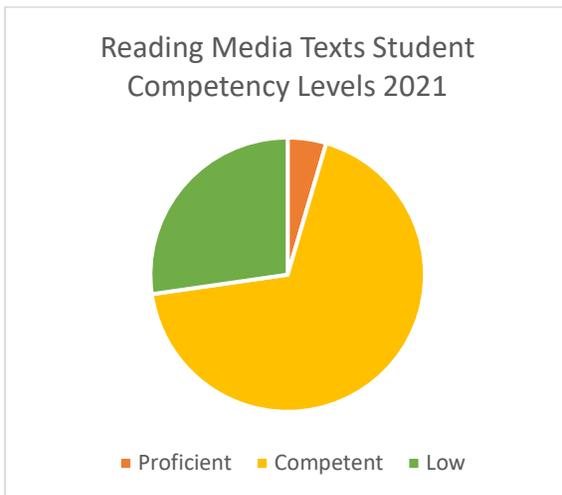
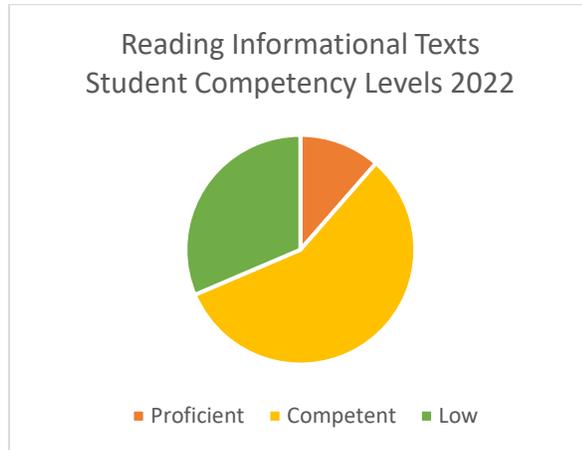
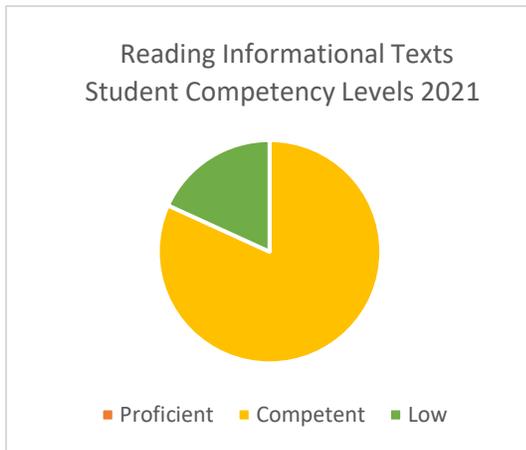
	<ul style="list-style-type: none"> ○ The board will engage the school community and stakeholders, using surveys, focus groups, 1:1 meetings, and whole group meetings. ○ The board will provide multiple opportunities in a variety of ways for the community to engage with the board.
Budgetary Principles	The board budget will account for community engagement and connections with stakeholders.
Strategies	<ul style="list-style-type: none"> ● Add a Board Section to the Monthly Memos: board meeting summaries, key decisions made, upcoming board events, budget, and fundraising updates. ● Add a Board sections to LMS for parent questions & comments. ● Meet the board/ open-house nights. ● Consult with alumni about transition to high school – surveys and focus groups. ● Online surveys/print surveys ● Transition from Facebook to LMS for more secure lines of communication. ● Consistency in society meetings; using online forums if in-person not possible. ● Meet with members within the community (pastors, organizations, etc.)
Measures	<ul style="list-style-type: none"> ✓ Improvement on parent feedback survey ✓ Greater involvement from parents ✓ Consistent communication through Board section of memo. ✓ Board specific survey ✓ The number of scheduled events and opportunities provided for feedback. ✓ AB Education parent survey will reflect parent satisfaction with the school and with school leadership and planning.
Timeline	<p>2022-2023</p> <ul style="list-style-type: none"> → Maintain changes implemented in the past school year, such as, the board box in monthly memo, including a fundraising update to the board box, meet and engage with parents at September BBQ, during Parent-Teacher interview nights, using the LMS forum to engage with parents and community, along with surveys and messages home. → The school will open lines of communication with school alumni to help develop additional supports for transitioning students. → Use the increased parent feedback to inform and modify communication practices; research group messaging options for communicating with all parents. → Begin using a group messaging app or service to ensure all parents are being reached. → Modify parent surveys to match current happenings in the school and current learning goals. Send out shorter surveys but at various times throughout the year. → Continue to engage with HLCA Alumni and use their feedback to implement supports. →

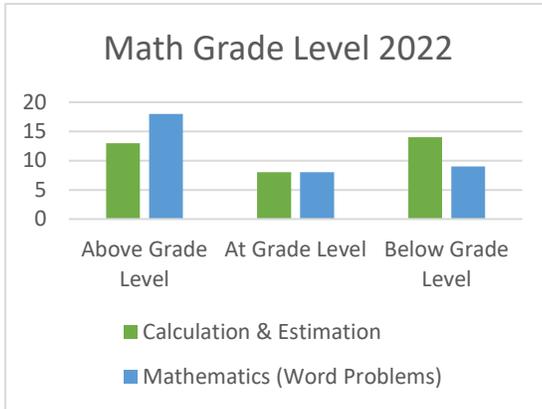
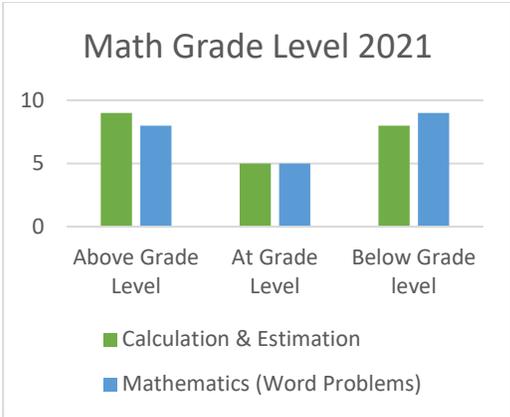
	<p>2023-2024</p> <ul style="list-style-type: none"> → Continue with the strategies implemented over the past 2 years. Maintain these habitually. → Survey parents for ways to continue improving communication between board and parent body. → Work to improve areas of struggle and strengthen positive strategies. → Continue to develop lines of communication within the community. → Have parents assess the board on current communication measures and suggest areas of improvement. → Use parent feedback to streamline the effective communication forms <p>2024-2025</p> <ul style="list-style-type: none"> → Continue to practice the strategies implemented in the 2021-2024 school years. → Continue to work as a leadership team to maintain best practices but also to discuss areas of continued struggle to determine next steps. → Use parent and AB Education feedback to evaluate and ensure effective school leadership and governance. → Use survey results and analysis to modify and update education plan and goals.
Provincial Priority	<i>First Nations, Métis, and Inuit students are successful.</i>
Matching Assurance Framework Domain	<ul style="list-style-type: none"> ● Student Growth & Achievement ● Teaching & Leading ● Learning Supports ● Governance ● Local and Societal Context
Outcomes	<ul style="list-style-type: none"> ○ In the past, HLCA has been home to a larger number of self-identified FNMI students than in the last three years. HLCA's goal is that all self-identified FNMI students at the school are provided with the supports they need to be successful. ○ Students in all grades participate in grade appropriate learning that introduces students to indigenous foundational knowledge, perspectives, experiences, treaties, agreements, history, and legacy of residential schools. ○ Teachers are satisfied that they have the training, confidence, resources, and supports to provide learning opportunities for their students.
Measures	<ul style="list-style-type: none"> ✓ Students, Teachers and Parents report satisfaction that students have opportunities to learn about FNMI foundational knowledge, perspectives, experiences, treaties, agreements, and the history & legacy of residential schools.

	<ul style="list-style-type: none"> ✓ Teachers report satisfaction that they have the confidence levels and adequate levels of training, support, and resources to teach FNMI foundational knowledge. ✓ Anecdotal reporting on progress of strategies.
<p>Strategies</p>	<ul style="list-style-type: none"> → Continued PD for teachers where and when available. → Continue to build FNMI library of resources for teaching. → Continue to build FNMI annotated Bibliography of resources and their cross-curricular alignment. → Teach respect for diversity and pluralism withing Canadian culture and society. → Ensure that accurate world history is taught, including indigenous stories and experiences globally. → Provide opportunities for student inquiry and critical thinking skills. → Collaborative sharing of best practices, strategies, and resources. → Build group lists of approved media tools, videos, links for various area of FNMI content, appropriate for various grade levels: culture, ways of life, oral tradition, history, residential schools, etc.

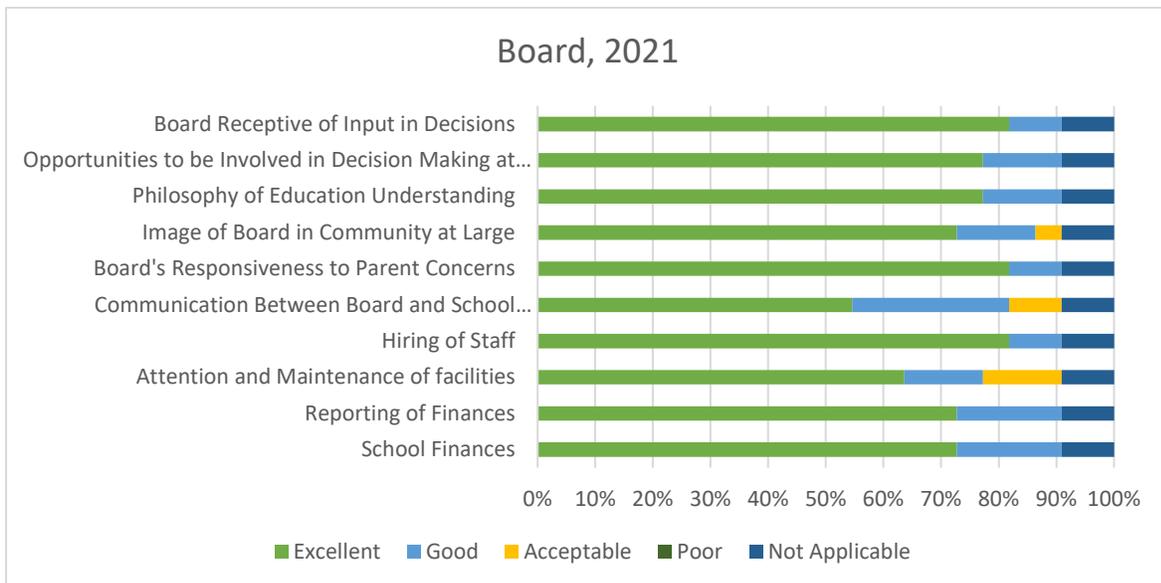
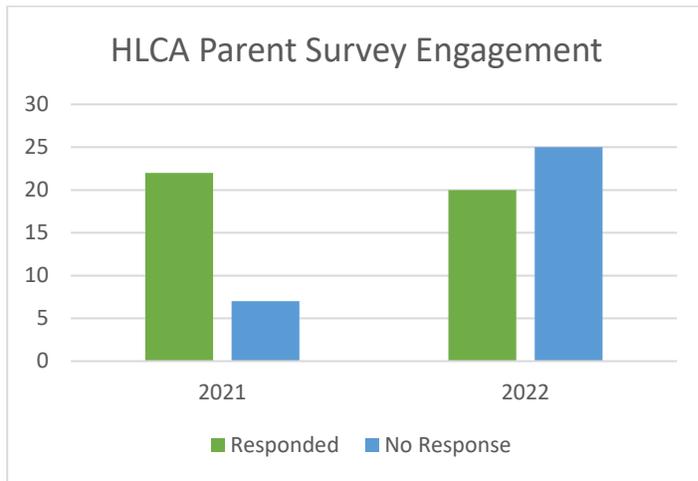
Appendix

CAT-4 Scoring data:





Graphing of Parent Survey results:



The Board:
 How satisfied or unsatisfied are you with. . . (2022)

