

HIGH LEVEL CHRISTIAN ACADEMY

A Koinonia School

Education Plan 2023-2026

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.

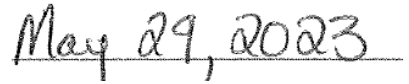
Accountability Statement

The Education Plan for High Level Christian Education Society commencing May 31, 2023 was prepared under the direction of the High Level Christian Education Society Board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. 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 2023-2026 on May 29, 2023.



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 is 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 a group of parents who had deep convictions about Christian Education wanted a Christian option for their children in High Level. A steering committee was formed on September 26, 1991, and 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). The KCES society recommended that a school board be elected, and this was achieved on May 6, 1992. On September 8, 1992, 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. In May 2019, we faced the Chuckegg Creek forest fire that forced the evacuation of High Level and surrounding areas for approximately two weeks which led to an 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 a new 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 3,293 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	2022-23	Projected for 2023-24
Total Number of Families	25	21	20	23	27	27
On-Campus students	43	47	28	44	56	56
Remote Learning students	N/A	N/A	15	N/A	N/A	N/A
Total Number of Students	43	47	43	44	56	56
FNMI Students	1	0	1	1	3	3
Students on an IPP	2	3	4	4	6	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 from students, according to the AB Education 2022 Alberta Education Assurance Measures Surveys (AEAMS). The AEAMS for the 2023 survey were not published at the time of the writing of this Education Plan. HLCA's Parent Survey for the 2022-2023 school year also demonstrates a similar level of approval, with over 90% of parents providing a good or excellent approval. Student 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 was able to form a Jr High girls basketball team competing with the local school division; these girls earned silver in Tier 2.
- 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; nonetheless HLCA continues to ensure the delivery of paraprofessional supports and educational assessments for our students.
- We continue to be active and engaged members of our community. Community service events for the 2022-23 school year include: picking up garbage, Operation Christmas Child, food drives, essentials kits for the homeless, games with the local seniors, town clean up, etc.
- HLCA hosted various events throughout the year providing opportunities to connect with our community, such as our Christmas Family Fun Night and the back to school barbeque.
- HLCA students were able to demonstrate their learning and gifts throughout the school year in a range of events: science fair, track and field, bulletin board displays, art displays, and our musical production at the spring banquet. These provide students of all abilities and strengths to shine.
- Our Science Fair was a success; students presented their learnings in presentations that included colorful displays, engaging presentations, and a written report. Visitors came and enjoyed the presentations and celebrated the student's hard work.
- 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 various options for the students. In the 2022-23 school year, the Grade 7-9 students enjoyed a critical thinking class, coding, fine arts classes, and Spanish.
- 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 from November through March for the grades 4-9 PE. HLCA was hosted a World War I museum box, from the

Canadian War Museum in November. The museum box provides learning experiences to our students that are impossible to enjoy in a small rural community. Classroom teachers brought in local community members as guest speakers and planned curricular specific field trips such as: Student Vote, a greenhouse visit, a visit to a local farm, field studies in local park areas.

- Parental involvement in our school remains high; 30 of the 53 parents in our school regularly volunteer in some capacity. 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 parents also provide support to teachers, preparing resources, providing meals and treats, etc.
- HLCA staff were engaged in many professional development opportunities from a variety of sources, Koinonia Christian Education Society (KCES), Association of Independent Schools and Colleges in Alberta (AISCA), Learning Disabilities Association of Alberta, Internal opportunities, etc. HLCA staff faithfully demonstrate a desire to improve and grow in their abilities.
- There are many costs associated with operating a school that government funding and school fees just cannot cover; each year HLCA needs to fundraise a large sum to continue to operate. We rely on a variety of fundraising events throughout the year. Our annual pie auction and spring banquet are popular events in our community and well supported.

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 quality 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. HLCA was without a needed teacher for the entirety of the 2022-23 school year.
- The rising cost of living for all impacts many aspects of school operations and recruitment. Costs are rising in every area of operations.
- Without a full-time teacher in a classroom, there is a growing dependency on technology to fill in the gaps. The demand for reliable technology for each student continues to grow as technology continues to advance. Families often only have one computer or laptop for the whole family, this is also not conducive to online learning.
- 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; 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; parents often must travel for these valuable assessments.
- 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 as strong or well developed. Finally, it's difficult to access 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.
- Due to the growing numbers of new students testing and assessment data has been difficult to track over time. Data is difficult to track over time due to these fluctuations in student numbers, but also because our student population is low, the data range can greatly impact results. The 2022-23 school year saw 19 students added to our student population; the 2021-22 school year also saw a large increase in new students.

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.

2023-2024 Budget

HLCA's full budget report is available at: <http://www.hlccademy.ca/documents.html>; it has been approved by the HLCES and has been submitted to Alberta Education by May 31, 2023.

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.

In the 2022-23 school year, HLCA was quite active within our local community and continues to build connections throughout. HLCA formed a junior girls basketball team and competed in the Fort Vermilion School Division; they competed at a tier 2 level and won silver in their first year! HLCA participates in locally planned events like the FASD walk and town clean-up. Citizenship and service opportunities such as visiting with the local seniors, raking leaves, Operation Christmas Child, food drives, kits for the homeless, Christmas hamper items, and more teach our students to look outside of their world and see ways they can help now.

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. In the few years since that monitoring, several parents have requested that we provide an alternative to the local high school. In response to this request, we hosted 3 high school students in our school building this year as a test. HLCA provides the space for students to gather and learn online, together. In the upcoming school year, we will be setting up a high school classroom. We will continue to find ways to support our alumni and continue our connections

with them past their grade 9 year. Our alumni currently attending High Level Public School frequently request to visit the school, joining in PE classes, volunteering at fundraising events, and just to say hello. We will be looking at ways to gather feedback and input on how best to support our graduates as they navigate high school and beyond.

We hosted parent information and society meetings; the board also communicates with our parent community through the back to school BBQ, monthly memo updates, social media platforms, letters home, board member availability during Parent-Teacher interview nights, and general visibility and availability in community events.

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 53 questions, 9 questions had a scoring of C or D; all other questions scored B or higher. This feedback helps guide our priorities for our education plan, but also to instigate further stakeholder engagement, research, and planning. We had 28 of 53 parents respond, a 53% response rate; this is an improvement from the 44% last year. While the response return 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. With HLCA's consistent enrollment growth, student dynamics have changed; along with student population growth, parent population has also grown, 18 of HLCA's 53 parents are new to the parent body this year.

The school board and principal receive the survey results, examine them, and have identified a board priority for school governance and stakeholder engagement. Communication is vital for the smooth operation of a board, a school, and community development, therefore the HLCES board will prioritize communication.

Teachers employ a variety of assessments within their classroom context to inform their practice; the ECS to grade 6 teachers collaborate to use common assessments to also inform whole school growth and priorities: Fountas and Pinnell's Benchmark Assessment System to assess reading fluency and comprehension and Building Literacy and Supporting Teamwork or BLAST's Phonological Awareness and Phonics Assessments for developing a strong foundation for proficient reading. We conduct a separate set of standardized testing in our school; in February 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

HLCA's 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.***

HLCA’s CAT-4 scores reveal a wide range of Mathematical ability. HLCA has only approximately 50% of students at or above grade level in estimation and computation while, HLCA has nearly 70% of students scoring at or above grade level in problem solving with around 30% 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. Therefore, ***HLCA will foster student critical thinking and problem solving skills.***

Parent feedback and surveys reveal 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. HLCA’s 2023 parent survey showed an increase in score from the 2021 and 2022 surveys, in 2023 85% of parents felt that communication between the board and school community was excellent and the other 15% found that the board was doing a good job. With 53% of parents engaging in the survey, it is difficult to assess whether these numbers accurately reflect the opinions of the whole parent community. However, we are not seeing signs of discontent, nor are we hearing of dissatisfaction within the parent body, and there have been many opportunities made available for in person parent feedback, we are going to use the surveys as our best gauge of parent satisfaction. Because communication between the board and school community is vital to a flourishing school community, ***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 2023-2026</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. ● Building Literacy and Supporting Teamwork (BLAST) toolkits for building literacy foundations. ● 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. ✓ Building Literacy and Supporting Teamwork (BLAST) Phonological Awareness and Phonics Assessments. ✓ Fountas & Pinnell for reading assessments. ✓ Improvement on Reading and Total Reading CAT scores. ✓ 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>2023-2024</p> <ul style="list-style-type: none"> → Continue to implement and practice goals and strategies for 2021-2023 school years. → Continue to fully assess each student in Grades 1-9 using Fountas & Pinnell at various times throughout the year. Use BLAST phonological

	<p>awareness and phonics assessments scores, Fountas & Pinnell, and other teacher assessments to determine areas of growth and areas of continued struggle.</p> <ul style="list-style-type: none"> → Use these assessments to target specific areas for growth and improvement. → Assess each student in grades 1-3 using the AB Ed provided tools to determine the need for targeted numeracy and literacy interventions. → 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. → 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 collaborate as a staff to develop best practices but also to discuss areas of continued challenge struggle to determine next steps. → Final year of three year goals in the 2021-2024 Education Plan, use student progress, assessments, feedback from parents and stakeholders to identify areas for continued growth or new areas for targeted improvement. → Use test scores, Fountas & Pinnell, and teacher assessments to determine areas of growth and areas of continued struggle. → Use assessment results to track student and school growth. → Use assessment results and analysis to modify and update education plan and goals. → Develop tools or strategies for specific feedback from parents and school stakeholders.
	<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 in 2024-2027 Education Plan.

	<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 to track student and school growth. → Develop tools for specific feedback from parents and school stakeholders.
	<p>2025-2026</p> <ul style="list-style-type: none"> → Continue to implement strategies for 2021-2025 school years, while implementing new strategies for new goals. → 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. → Develop tools for specific feedback from parents and school stakeholders.
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.

	<ul style="list-style-type: none"> • Theme days: Challenge days – math puzzles, games with clues, scavenger hunts, math Olympics, etc. • STEAM times or challenges. STEM opportunities in Jr High options. • 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. ✓ 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>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. → 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. → Have Jr. High students plan and implement a challenge day for the grades 1-6s. → 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.

	<ul style="list-style-type: none"> → Coding option for Jr High. → 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>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 in 2024-2027 Education Plan. → 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. → Have students practice and hone their critical thinking and reasoning skills through debates, problem-solving challenges, teaching opportunities, and student projects. → 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 to track student and school growth. → Develop tools for specific feedback from parents and school stakeholders. → 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>2025-2026</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 in 2024-2027 Education Plan. → 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	<ul style="list-style-type: none"> • Governance • Local & Societal context • Leading

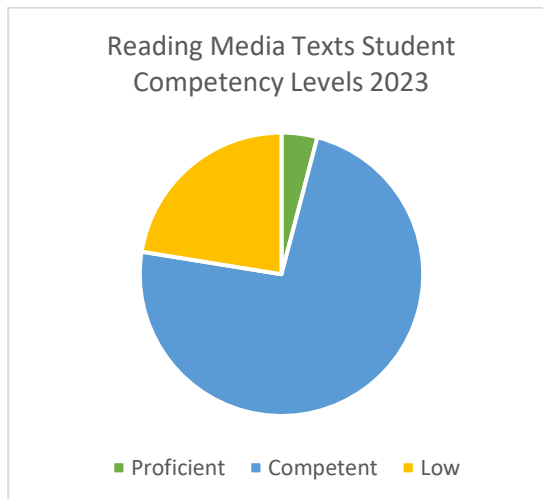
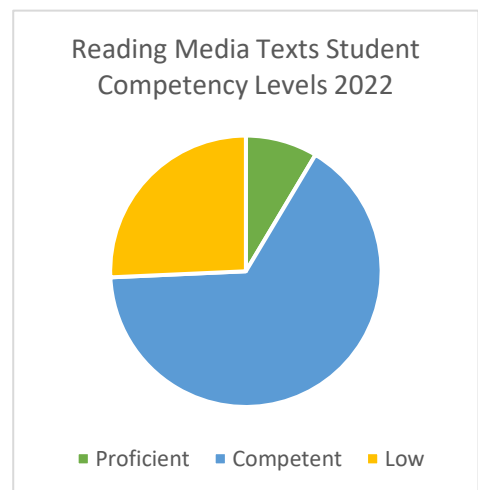
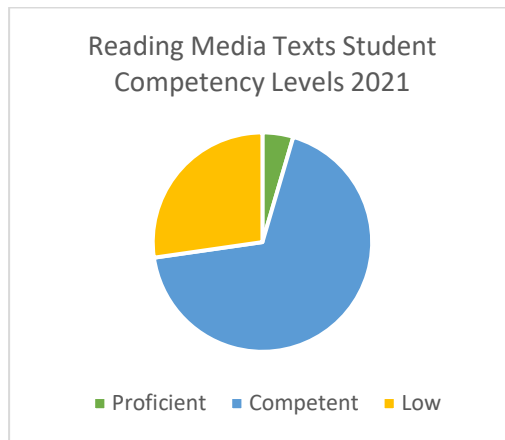
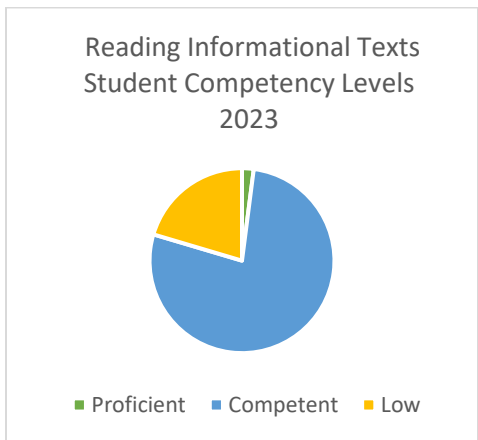
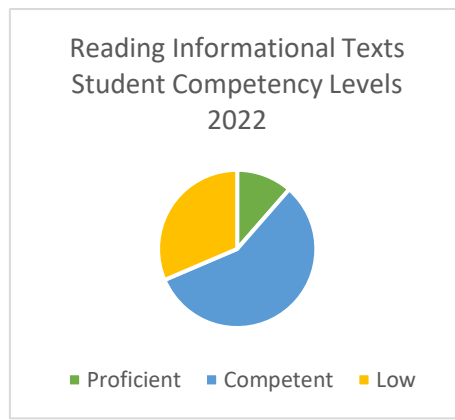
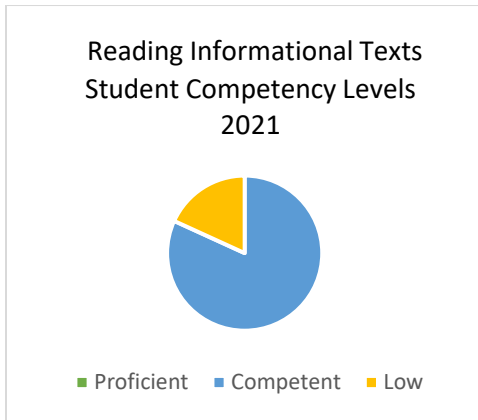
Framework Domains	
Context	HLCA is a parent founded and operated school; parent volunteers keep our school operational and support HLCA staff at an exceptional level. Communication and strong relationships with our parent body will continue that strong foundation and will strengthen the bridges necessary 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.
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. ○ 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>2023-2024</p> <p>→ Maintain changes implemented in 2021-2023, 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 paper and email messages home.</p>

	<ul style="list-style-type: none"> → Evaluate which strategies were effective for connection and communication and which were not avenues pursued by school community. → 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. → 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. → Seek opportunities for board training and development to build competency and retention of board members.
	<p>2024-2025</p> <ul style="list-style-type: none"> → Continue to practice the strategies implemented in the 2021-2024 school years. Make them standard operating procedure. → Continue to work as a leadership team to maintain best practices but also to discuss areas of continued struggle to determine next steps. → Continue to develop lines of communication within the community. → Use parent feedback to streamline forms of effective communication. → Use assessment data to identify new areas for growth and improvement. → Use parent and AB Education feedback to evaluate and ensure effective school leadership and governance. → Create new goals for the 2024-2027 Education Plan. → Possible areas for further analysis are building and property maintenance, field trips, and leadership development. → Seek opportunities for board training and development to build competency and retention of board members.
	<p>2025-2026</p> <ul style="list-style-type: none"> → Continue to implement strategies for the goals identified in the 2024-2027 Education Plan. → Use assessment data to identify new areas for growth and improvement. → Use parent and AB Education feedback to evaluate and ensure effective school leadership and governance. → Continue to work as a leadership team to maintain best practices but also to discuss areas of continued struggle to determine next steps. → Continue to develop lines of communication within the community. → Seek opportunities for board training and development to build competency and retention of board members. → Use survey results and analysis to modify and update education plan and goals.

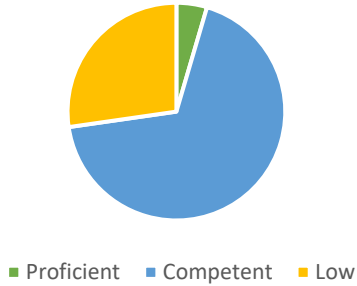
Provincial Priority	<i>First Nations, Métis, and Inuit students are successful.</i>
Matching Assurance Framework Domain	<ul style="list-style-type: none"> • Student Growth & Achievement • Teaching & Leading • Learning Supports • Governance • Local and Societal Context
Outcomes	<ul style="list-style-type: 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. ✓ 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.
Strategies	<ul style="list-style-type: none"> → School administration will continue to prioritize leadership professional development in this area and will lead/provide FNMI professional development for staff at least once/academic year. → Pursue PD for teachers where and when available. → Continue to build FNMI library of resources for teaching curriculum. → Continue to build FNMI annotated Bibliography of resources and their cross-curricular alignment. → Teach respect for diversity and pluralism within Canadian culture and society. → Work to provide books and resources in school library that honors pluralism and diversity. → Ensure that accurate world history is taught, including indigenous stories and experiences globally. Teach history from multiple perspectives, not just that of the “victors.” → 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

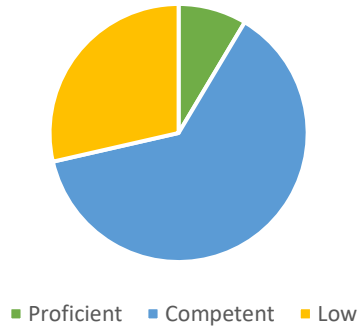
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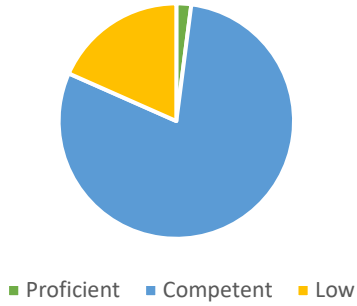
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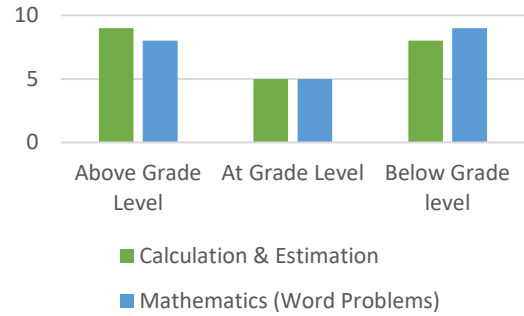
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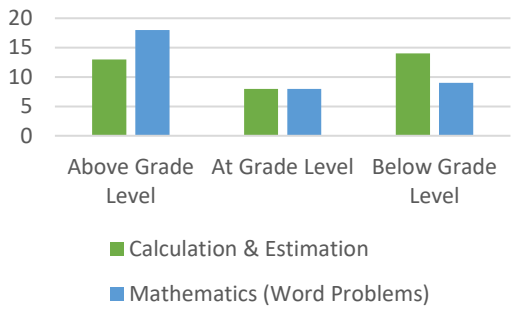
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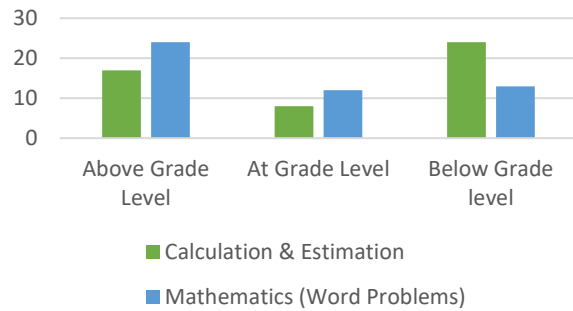
Math Grade Level 2021



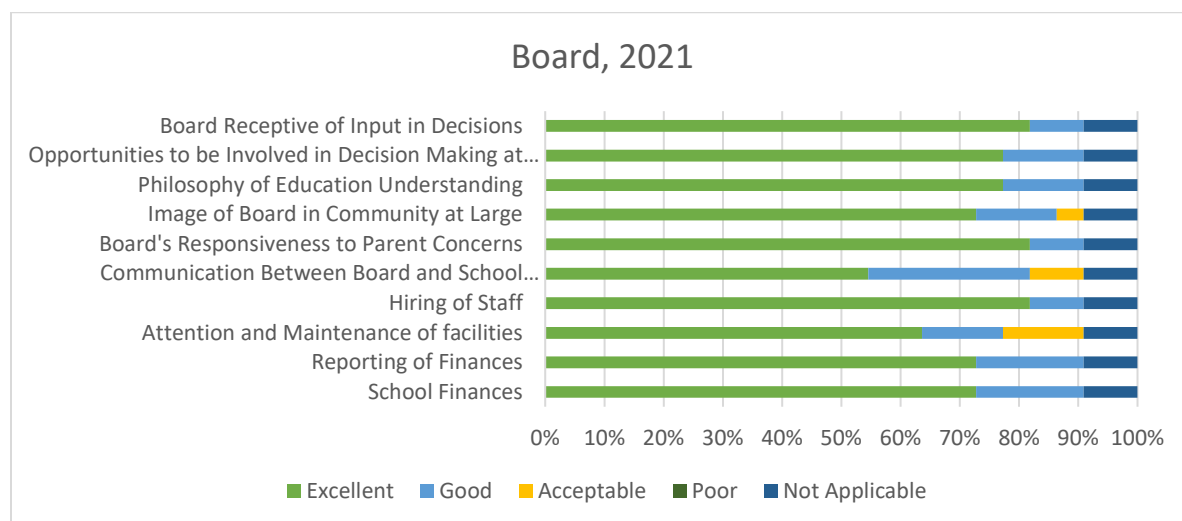
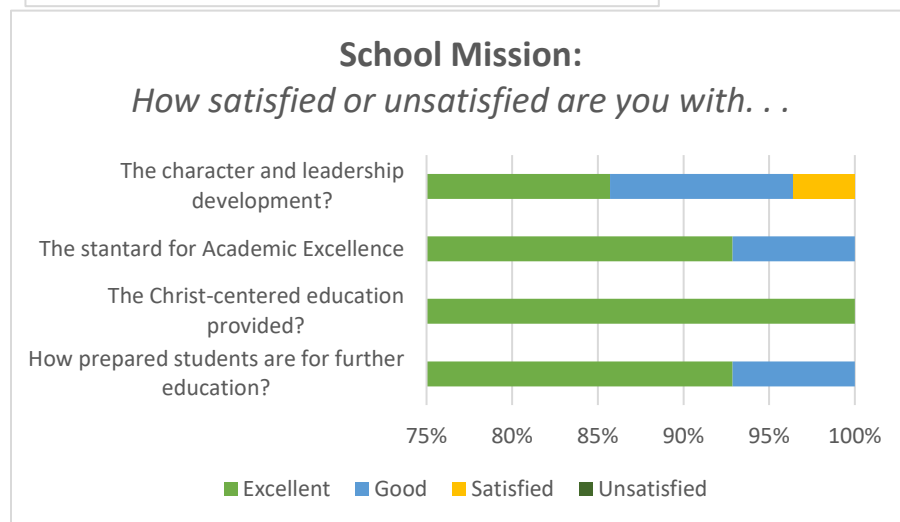
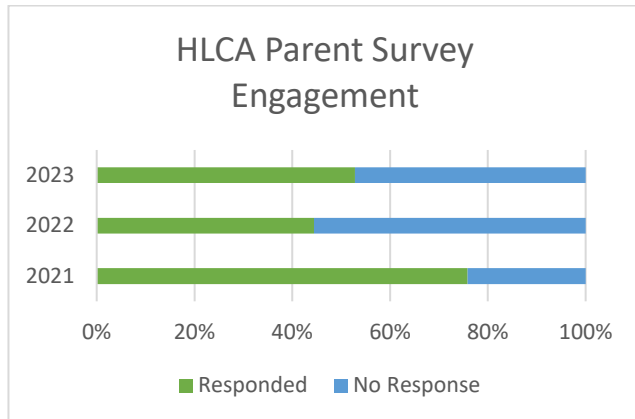
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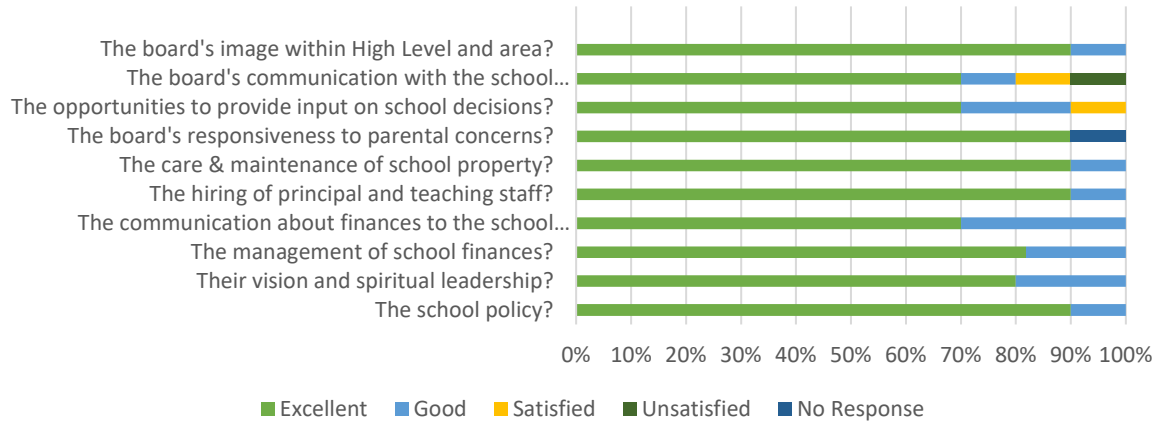
Math Grade Level 2023



Graphing of Parent Survey results:



The Board, 2022



Board, 2023

