

# Action Plan

Looking Back...Looking Forward...Moving Forward



June 2023

School Name

Principal: Mrs. Mandy Patenaude

Assistant Principal: Mr. Les Serdeiak



Northern Gateway  
Public Schools

# Goal 1- Learners are Literate and Numerate

**Celebrations:** Teachers have a wealth of knowledge and skills and utilize a variety of instructional strategies to support student learning.

**Connection:** In efforts to increase student achievement a focus will be placed on teacher cohort collaboration and collaboration with Valleyview and Fox Creek Schools with an emphasis on literacy and numeracy through purposeful assessment, intentional planning and responsive instruction to meet students where they are. We will strive for all learners to be successful in literacy and numeracy through learning environments that promote connection and the authentic application of learning.

## Process

## Authentic Application

Dedicated time for Collaborative Team Meetings (CTM) and Collaborative Planning time enables professionals to strategically communicate regarding targeted strategies to support learners in the classroom.


- Weekly collaborative planning time for Grade 7, 8 and 9 Math and English Teachers
- Bi Monthly collaborative planning time for Senior High Humanities and Math/Science Teachers
- Subject based collaboration with Fox Creek Jr/Sr High School
- Monthly Collaborative Team Meetings
- Collaboration with HGE and OAP to strengthen Literacy and Numeracy practices to ensure consistency and target learning gaps

Align CTM processes with the continuous reflective development of Hillside's Continuum of Supports.

- During professional learning time teachers will continue to develop Hillside's continuum of supports for all core subjects.
- Vertical collaboration between all grade levels to curriculum map, highlight literacy and numeracy progressions and strategically plan to meet the needs of all students as they progress from Grade 7-12.
- Continuum of Supports will strengthen responsive practice and tiered interventions.
- In August, teachers will review tiered supports and continue to work on developing and refining the continuum as the year progresses.



# Goal 1- Learners are Literate and Numerate (Cont'd)

Process	Authentic Application
<p>Teachers work to provide focused literacy practices to increase student confidence and achievement in literacy.</p>	<ul style="list-style-type: none"><li>• Teachers and administrators will work together to identify strengths and challenges from a variety of assessments, that may include Fountas and Pinnell Reading Benchmark (F&amp;P), Highest Level of Achievement Test (HLAT), Provincial Achievement Tests, Edu Best and Diploma Test results to guide instructional practice.</li><li>• Collaborative Planning Time focused on strengthening literacy skills with emphasis placed on Junior High targeting reading, writing and phonetic skills.</li><li>• Implementation of Words their Way in junior high classrooms.</li><li>• Writing with Purpose Residency with Karen Filewych. Teachers, in conjunction with HGE and OAP, will be working on implementing classroom strategies to improve writing and help students make connections, think critically and construct meaning.</li><li>• Teachers in junior high to adopt a writing program for a consistent approach to teaching writing.</li><li>• Implementation of The Seeing Stars program for targeted reading intervention in a one to one, small group or classroom setting as needed. Develop symbol imagery, phonemic awareness, spelling and contextual reading fluency.</li></ul>
<p>Teachers work to provide focused numeracy practices to increase student confidence and achievement in mathematics.</p> 	<ul style="list-style-type: none"><li>• Continue to work with NGPS Math Cohort and Dave Martin (Red Deer Polytechnic) focussing on vertical classrooms and learning.</li><li>• Implementation of the Jump Math program in Grade 7 and 8 level.</li><li>• Teachers will be encouraged to participate in sessions put on by learning services, Jump Math professional development, and sessions from Regional Learning Consortiums.</li><li>• Implementation of the ANIE(SNAP) mathematics for targeted instructional practices and assessments.</li><li>• Implementing Numeracy Progressions to meet students where they are at.</li><li>• Power of Ten numeracy professional development sessions</li><li>• Incorporate the Power of Ten Philosophy and five guiding principles of meaning, choice, trust, diversity and time into all junior high numeracy classrooms.</li><li>• Data driven professional learning sessions throughout the year, to build teacher capacity and adjust to student needs.</li></ul>

# Goal 2 - Foster Engagement, Leadership, Wellness and Sense of Belonging.


- Celebrations:** Hillside staff are committed to supporting student and staff wellness in a welcoming, caring, respectful and safe learning environment.
- Re-established our student leadership group providing staff and students opportunities to engage in activities that build stronger sense of school pride and greater sense of belonging.
  - Launched schoolwide Breakfast Program, students begin their day with a meal and time to connect with peers, students and staff members.

**Connection:** Hillside Jr/Sr High School will continue to strive to improve supports to enhance school culture and wellness for all stakeholders; while continuing to respect diversity and inclusion, so that everyone feels supported and a sense of belonging. Sense of belonging, engagement and wellness is linked to good attendance.

Process	Authentic Application
<p>Supporting student wellness through the continuation of a mental health capacity building project, in partnership with our Wellness Coach.</p>	<p>Universal supports for:</p> <ul style="list-style-type: none"> <li>• Dealing with student reactions to widespread traumatic events</li> <li>• Promoting positive mental health in youth, families and communities</li> <li>• Building personal skills, developing interpersonal skills and fostering positive community norms</li> <li>• Weekly Classroom Programming through Open Parachute focused on strategies and skills that support mental health and wellness</li> </ul> <p>Other supports:</p> <ul style="list-style-type: none"> <li>• Community Helper Program</li> <li>• Student Check In's</li> <li>• Targeted small group sessions on variety of wellness topics</li> <li>• Lunch time programming to meet a variety of wellness needs and support inclusion and acceptance</li> </ul>
<p>Continue to nurture and develop safe and caring environment where all students feel a sense of belonging.</p>	<ul style="list-style-type: none"> <li>• All staff will be participating in the workshop "Creating Respectful Cultures through Restorative Practices." Designed to guide staff in creating a restorative culture in the classroom and school; as well as intentional relationship building.</li> </ul>



# Goal 2: Foster Engagement, Leadership, Wellness and Sense of Belonging Cont'd

<p><b>Process :</b></p>	<p><b>Authentic Application:</b></p>
<p>Support a sense of belonging and positive school culture through school community wellness and leadership.</p>	<p>Students (throughout the year):            Incorporate school activities within school and between schools for students to promote engagement in learning and a sense of belonging, including:</p> <ul style="list-style-type: none"> <li>• Teachers focus on QLE Domain of Positive Classroom Culture, especially during start up/semester change times</li> <li>• Student Leadership Group</li> <li>• Cougar Cub's Sports Leadership</li> <li>• High School Phys. Ed Class Teaching Phys Ed to HGE students</li> <li>• Breakfast Club</li> <li>• Intramurals</li> <li>• Option Classes for Junior High Students</li> <li>• Survey students to determine their sense of belonging/connectedness</li> <li>• Staff develop plans to ensure every student feels they have at least one adult they feel connected to</li> <li>• School Culture Activities and opportunities such as: Theme days/Weeks, School Spirit Days, Art Show, Drama Productions, School wide Luncheons, Pep Rallys</li> </ul>
<p>Support school community wellness.</p> 	<p>Staff (throughout the year):</p> <ul style="list-style-type: none"> <li>• Staff activities such as: staff potlucks, gatherings, and wellness activities</li> <li>• Activities planned in response to Beacon 4 Data on wellness needs</li> </ul>

# Goal 2: Foster Engagement, Leadership, Wellness and Sense of Belonging Cont'd

Process :	Authentic Application:
<p>Create an inclusive First Nation, Metis and Inuit Environment, which acknowledges and represents the key components of Reconciliation. This includes relevant First Nations, Metis and Inuit material visible and integrated throughout the school, while represented consistently in classroom materials and lessons.</p>	<ul style="list-style-type: none"> <li>• Utilize the resources Weaving Ways: Indigenous Ways of knowing in Classrooms, and In Pulling Together: a professional learning series to help support inclusive and authentic learning experiences for all students.</li> <li>• Leadership Group: Create opportunities for Indigenous students to take leadership roles and actively participate in decision making and planning cultural events that showcase Indigenous traditions, art, music and dance within the school community.</li> </ul>
<p>Professional community building as we move towards a K-12 school.</p>	<p>Throughout the 2023/2024 school year the three schools will come together for portions of some Professional Development days and social gatherings to get to know each other on a personal and professional level. Continuing to nurture a positive staff culture between the three staffs is essential for all staff realize their value, and talents, and can envision their positive contribution to the new Valleyview School.</p>

