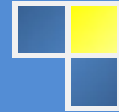




Horizon School Division No. 67

Hays School

*Combined 2017-2020 Education Plan and
2015-2016 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

Hays School
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Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal

- **All learners leaving school are competent contributing global citizens.**

Aligns with Provincial Desired Outcomes:

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed
- Complete Project based curriculum with Kindergarten to grade 4 essential understandings.

Principal's Message

Hays School provides educational opportunities for 57 students from Pre-Kindergarten through Grade 9. Our five teachers, four support staff and the rest of the Hays School team are determined and committed to enhancing our students' desire for lifelong learning and developing and growing relationships within the Hays community. Our combined grade classes foster a culture of caring and empathy, and feature very attractive student to teacher ratios. As a staff, we actively seek opportunities for our students to participate in extracurricular activities, including cross-country running, volleyball, career fairs, badminton, track and field, basketball as well as field trips to and other activities as they arise.

Over half of our students speak English as a second or as an additional language. Our diversity has helped us to identify and explore learning opportunities for our students. In addition to leveled literacy intervention, using Fountas and Pinnell resources we are conducting CRM meetings to discuss and try strategies and re-evaluate and change programs for individual students on a regular basis. Hays School has arranged our schedule to accommodate our grade 6 and 9 students in numeracy, as they receive dedicated instructional time in small group environments. We also honor the heritage of many of our students by offering German language instruction one afternoon per week on Wednesdays. We have our options at this time so students are not missing Core Classes.

Our school has undergone many exciting changes in recent months, both in staffing and in appearance. The Hays community and the Parent Advisory Association (School Council) have been very supportive toward our new team members and our initiatives. We are making a conscious and consistent effort to make Hays School a vital and integral part of the local community, both now and for the future.

The people of Hays and the surrounding area drive and support a vibrant local economy that focuses on the agriculture and oil and gas industries. The area boasts a sophisticated network of canals that provide irrigation for area farmers, and a pipeline network servicing the oil and gas sectors.

What makes us Hays School
“Improving Tomorrow Through Education Today”



2017-2018 Staff Photo



2018-2019 Staff Photo



Hays School has acquired a shed that was completed last summer and we are now using it to operate shop classes. Our options classes now focus on using power tools, cooking classes, year book, leather work and special projects.

With the curriculum changes we are moving to Project Based Learning. We have started on our journey towards using Essential Understandings and creating competencies in our core subjects, collaboratively covering many learning outcomes over many subjects in one project.

Hays School operates on a foundation of respect, caring and supporting others. Our staff and Parent Advisory Association support our students and their activities, and our students support and support and take care of each other.

Our students are involved in the WE Schools initiative, as they actively seek opportunities to improve the world around them. The students host food drives, they raise funds for areas in need of disaster relief and they promote awareness of education globally.

Our population is diverse, and our students are keenly aware of different cultures. Our team works together learning.

Our Success story:

Students of Hays School receive a very high standard of education. They engage in extra-curricular activities and participate in a variety of special events.

Hays School has a caring parental community that is dedicated to ensuring that the children of Hays are provided with quality learning experiences.

The staff of Hays School believes in seeking new and challenging ways of delivering curriculum rich content for our students. We offer a better than 1 to 1 ratio of learning devices per student, and we believe in ongoing research and professional development that will continually improve our practice.

With the three main stakeholders working together, we are able to allow our students to challenge themselves in a supportive environment. Together, we lead each other to greater success.



We have alternate seating in every room and students use stools, standing tables and many other kinds of seating.

Our Success story

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Hays School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.3	78.9	83.3	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.9	72.4	69.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	93.8	86.7	87.8	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	*	35.8	16.2	3.2	3.5	3.5	*	*	*
Student Learning Achievement (Grades K9)	Concern	PAT: Acceptable	65.0	68.2	77.7	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	6.7	18.2	17.0	19.4	18.8	18.6	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	100.0	85.7	92.9	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	87.6	87.5	85.9	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Issue	Parental Involvement	74.1	67.6	80.3	80.9	80.7	80.5	Low	Maintained	Issue
Continuous Improvement	Excellent	School Improvement	98.9	50.6	58.8	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes:

1. Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT and Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Provincial Achievement and Diploma Examinations. The weights are the number of students writing the Examination for each course.
4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
5. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
8. Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (*).

TARGETED AREAS FOR IMPROVEMENT IN 2016-2017

Performance Area	Current Result	Target (2016-17)
PAT: Acceptable/Excellence	65.0/6.7	75/15

Comment on Results:

Hays School has historically shown variation from year to year in this area. Each year, the low number of students taking part in PAT exams, and the proportion of English Language Learners writing the exams varies. We at Hays School have made a commitment to focus on our younger learners, with the intent of building a strong foundation of learning and literacy, regardless of student background.

Strategies:

Fountas and Pinnell assessment and intervention to all learners in grades 1-9.

Increase specific and ongoing reading intervention in grades 1-6.

A renewed emphasis on numeracy at all grade levels, including the use of Mathletics, Studyladder and other emergent technologies.

Budget Allocation:

Support staff position (half time) with a focus on literacy intervention in grades 4-6.

Performance Area	Current Result	Target (2016-17)
Parental Involvement	74.1	85

Comment on Results:

Parents are a major stakeholder in the education of their children, and as such, they need to feel involved and listened to. While this number is up from 2014-5, we feel that it is still too low.

Strategies:

1. Bandit Newsletters and frequent updates to the school sign to keep parents in the information loop.
2. Updating the school website.
3. Inviting parents into the school whenever possible, be it sporting events, celebrations of student learning, or parent council meetings.
4. Plan community events that give parents the opportunity to learn alongside their children.
5. Frequent tours of the school as evolution in appearance and culture take place.
6. Teacher attendance at Parent Advisory Council meetings on a rotating basis.

Professional Development:

Teachers remain decisive in striving to give of their time to the community in an effort to have a positive impact in the community. This does not show as a monetary support, but to open and improve channels of communication between the community and the school.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Core Goal - All learners will finish school able to be contributing global citizens who possess the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit

Key Action 1 - Success for each student through strong core instruction that develops student competencies (Ministerial Order #001/2013)

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Joining the We Schools program	Sept-June	Ms. Nadeau, Mr. Kenney, Mrs. Mack	Parent Council Support
Develop options courses that provide challenge and stimulation to junior high students	Sept-June	Mrs. Nadeau, Mr. Kenney, Mr. Poettcker	\$300 and Parent council support

Key Action 2 - Employing our teaching and learning Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Using existing I-pad program and other games that are teacher made and currently I our Math Resources to be completed after lunch daily.	Sept-June	All Staff	\$100
Hiring assistant time to augment reading program with English Language Learners	Sept-June	Mrs. Nadeau	

Key Action 3 -

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation

Support Staff Professional Learning (12 hrs discretionary)

Support staff will have SIVA training. We will seek PD opportunities in literacy and first aid.