

Hays School 2024-2027



vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching*

our desired future)

engaging and empowering all learners

horizon is a learning community that

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe
learning environments;
collaboration; and
accountability

2024-
2027

Principal's message

May 29, 2024

Dear Hays School Parents, Caregivers, Community, Friends and Students:

I am very excited to return as the new Principal at Hays School for the 2024/2025 school year. I am looking forward to continuing building relationships with everyone connected to Hays School and the community of Hays. I have a lot of respect and appreciation for the integral role schools play in small communities. I am excited to collaborate with staff, students, parents, caregivers, and community members to ensure Hays School continues to be a welcoming, caring, respectful, and safe school where students learn and grow.

I began teaching in 2014 in a different school division. I have spent the last eight years working in Horizon School Division in both Milk River Elementary School and Erle Rivers High School. Over the years I taught most grades from kindergarten to grade 12. I have also been a Learning Support Teacher for six years and a Vice Principal for two years.

Hays school serves approximately 35 students from early learning to grade 9. We have a team of approximately 8 staff who work hard to support these students. Our classrooms are multi-grade level classrooms.

There will be a few new faces supporting our students around the school this year. As such, relationship building with all community members and team building as a staff will be very important. At Hays School we believe in working together as a whole school community to provide the best possible learning environment for all of our students.

Hays School will continue to offer our students a high quality education. We will focus on continuing to improve our instructional practice as teachers through collaboration and professional learning opportunities. As the new curriculum continues to be released, we will continue to focus on that. We will also build our capacity for our response to intervention through collaborative structures such as our collaborative team meetings. These meetings help ensure that no student “falls through the cracks” and everyone is receiving the support they need to be successful.

Sandi Hughes
Principal Hays School

our strategic priorities

quality teaching and optimum learning

responding with intervention

finding wellness in the work

Increase Student Enrollment Rates

quality teaching and optimum learning

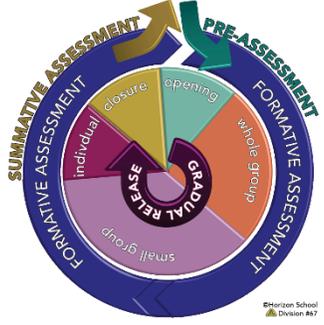
Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent & student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and specific group ● A list of the Alberta Education approved screening assessments used at each grade level; ● Total number of students assessed at the beginning of the school year in gr 1, 2, & 3. ● Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. ● Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. ● Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, & 3. ● Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, & 3. 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Using the UFLi program as an instructional resource and in some situations for intervention. ○ Ongoing discussion and collaboration amongst teachers that focus on the data from LeNs and CC3 ○ Intervention time built into the schedule ○ Utilization of instructional coaches ● \$500 for release time for teachers

- Nations, Métis and Inuit and English Second Language students
- Teacher, parent, and student agreement that students model the characteristics of active citizenship.
 - Overall and results for teachers, parents, and students
 - A measure of student engagement in their learning at school

- A summary of support strategies used for students identified as being at risk at each grade level.
- Parent satisfaction that their children have grown in their ability to do math.

- Numeracy
 - Implement a balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.
 - Ongoing discussion and collaboration amongst teachers
 - Intervention time built into the schedule
 - Participation in Numeracy Resource Grant which entails delivering number talks to enhance confidence and competence in numeracy
 - Instruction and integration of manipulatives to support learners
 - Implementation and utilization of Mathology
- \$200 for resources and instructional supports

Curriculum Achievement

- Curriculum Achievement
- HORIZON INSTRUCTIONAL MODEL**
- 
- Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
 - Assessment
 - Build on key assessment principles to increase teacher conceptual understanding of assessment.
 - Report card training in response to shift to PowerSchool
 - Collaborative discussions on assessment in response to new curriculum and shift to percentages for grades 7-9
 - Utilization of instructional coach
 - Budget Allocation: \$500 for potential release time

Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
 - Overall and results for teachers, parents, and students.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
 - Student belief that teachers provide different ways to make learning interesting
 - Students agreement that they enjoy learning at school
 - Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school
 - Overall and specific group results

- Learning
 - Ensure that all staff are aware of the cultural needs of our Low German Mennonite population as well as our Jehovah Witness Population..
 - Continue to build skills and strategies that are best practice for English as an Additional Language students.
 - Ensure that we have the resources to best meet the needs of English as Additional Language Students.
 - Continuation of Low German Instruction two times a week

- Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning
 - Overall and specific group results

- Life plan
 - Create a set plan with HMAP and Vauxhall High School to have an orientation/information session with our grade 9 students and their parents about continuing to high school.
 - Development and implementation of CTF option courses that connect to potential future careers
- \$600 for CTF courses

- Percent of parents who feel the school keeps them informed about their child's progress and achievement
- Percent of parents who are satisfied with the communication they receive from their child's school

- Communication
 - As new admin - review of assurance survey data to gauge parent perception in this area.
 - Continuation of use of WhatsApp for visual and verbal communication to parents
 - Implementation of Seesaw for grades 4-9 for instruction and parent communication
 - Monthly calendars and weekly updates on school events
 - Monthly community engagement events to engage WHOLE community in Hays
- \$500 of School Council Engagement Funds

- Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice
- Percentage of teachers satisfied with the professional development opportunities provided

- Continual improvement
 - see School PD plans

		by the school and division	
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ Percent of students who feel connected and have a sense of belonging at school ○ Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations ○ Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ○ As new admin - review of assurance survey data to gauge parent perception in this area. ○ Collaborating with community to revamp school traditions and activities to ensure they reflect the values of the community ○ Open and collaborative discussions at monthly staff meetings

responding with intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> ○ Parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ■ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. ○ Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). ○ Plan a school event to celebrate National Indigenous Peoples day ○ Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way ○ Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome

		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> ○ Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ■ Overall and specific group results 	<ul style="list-style-type: none"> ● \$500 for honorariums ● Collaborative Response <ul style="list-style-type: none"> ○ Participation in CTM refresh as a school PD plan ○ CTM Meetings held every 6 weeks (ish) ○ Collaborative development of Continuum of Supports on March 8. ○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry. ○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. ● Early Learning <ul style="list-style-type: none"> ○ Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills. ○ LST will work with educator and assistant to ensure developmentally appropriate planning as well as meeting the needs of the class.
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> ○ Overall and results for teachers and parents ● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ Working with SAC to work on spending resources, including SGF, to best meet the needs of the students. ○ Monthly review of school budget - decentralized and SGF. ○ Engaging community to help out with school events such as field trips, Missoula, and other curricular activities
		<ul style="list-style-type: none"> ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> ○ Percent of staff who feel the school is cohesive and supportive of one another ○ Percent of students who feel their school provides opportunities for 	<ul style="list-style-type: none"> ● Stakeholder engagement <ul style="list-style-type: none"> ○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ○ Develop student leadership skills through a student council to have them develop initiatives to support both the school and community ○ Promoting Headstrong program

students to provide input into ways to improve the school

finding wellness in the work

School Measures	School Strategies
<ul style="list-style-type: none"> ● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> ○ Percent of staff satisfied with their job ○ Percent of staff who can handle stress effectively and can bounce back from difficult situations 	<ul style="list-style-type: none"> ● Utilization of staff appreciation fund in meaningful way ● Positive notes given to staff potentially after classroom observations or just at random to show appreciation and acknowledge their contributions ● Reviewing their 916/1200 sheets to ensure understanding of their workload ● Sharing challenges and celebrating successes especially through CTM Meetings - be specific about what the staff member did to cause the success ● Building collegiality through collaborative work together, including but not limited to CTM model and school based PD days ● Buying school swag as we have a lot of new staff - (school pride, team building, etc)

Increase Student Enrollment Rates

School Measures	School Strategies
<ul style="list-style-type: none"> ● Increase student enrollment rates 	<ul style="list-style-type: none"> ● Monthly community engagement events ● Personal/home visits ● Collaboration with board member as well as with LGM liaison at division office ● Drop in family night for early learning program (what the program is all about, etc) ● Invite staff from the division office to events. Coral has voiced being willing to come promote early learning.



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