





## Horace Allen School

### Annual Education Results Report 2015-16 School Plan 2016-17

***“Achieving our personal best in a safe and caring environment.”***

Horace Allen School proudly serves approximately 230, K-3 students and their families from the communities of Coleman, Blairmore, Frank, Bellevue and Hillcrest. Originally built as a High School in 1963, H.A.S. is named for Mr. Horace Allen, the school’s first principal and a longtime educator in Coleman. Over the years, HAS has undergone several renovations, the most recent one in 2003. Horace Allen now features improvements which make it appropriate for a K-3 school population. Horace Allen School is supported by a caring community, involved parents and an exceptional staff. HAS staff are committed to educating the whole child in a positive and safe learning environment.

#### Horace Allen School Beliefs:

- Every individual is unique and has his/her own learning style.
- Learning is a lifelong process and is a cooperative effort between community, home, and school.
- Children must be given the opportunity to experience success.
- Our school is a safe, friendly and comfortable environment which recognizes the dignity of the individual and fosters respect for others.
- Schools must nurture the whole child, including the physical, emotional, social and academic needs of all students.

#### Horace Allen School Values:

- Honesty: telling the truth even when you do not want to, or it is hard to because of the choices made
- Respect: being polite to others, using good manners, treating each other as we want to be treated
- Caring: displaying kindness and concern for others
- Fairness: sharing, taking turns, playing by the rules; choosing to be open minded and to act in a just and fair way
- Responsibility: being counted on to do your job when asked; the ability to act independently and make decisions to support yourself or others

#### Student Rights & Responsibilities

Students have the right:

- **to enjoy school**, and the responsibility to have a good attitude and participate in a way which helps make Horace Allen School a place where everyone can feel safe, welcome and included.
- **to learn**, and the responsibility to be on time, take ownership for their learning, be prepared, accept challenges and do their best.
- **to be safe**, and the responsibility to move in an orderly manner through the building, remain in the school and on the school grounds, behave in a way that does not threaten or physically harm others or self and take ownership for their actions.

- **to have personal property respected**, and the responsibility to respect the property of others and the school.
- **to hear and be heard**, and the responsibility to communicate respectfully and in a way that does not disturb others when they are speaking and learning.
- **to be treated with respect** and the responsibility to act in a way that does not tease, bother others or hurt their feelings. When disagreements happen, small problems are the student's responsibility to solve peacefully through the use of Kelso's Choices and if required, to find an adult staff member to help solve the problem.
- **to learn in a clean, safe environment**, and the responsibility to make sure that materials and belongings are kept neat and tidy by picking up trash and keeping desks and cubbies neat and tidy.

Our behavior expectations follow three guidelines:

- **Take Care of Yourself**
- **Take Care of Others**
- **Take Care of Our Environment**

## **Data and Evidence 2015-16**

### ***AB Ed Accountability Pillar Report ( 13/13 teachers responded: 100% response rate)***

- School results are reflective of responses of HAS teaching staff, but demonstrate maintained high achievement in all areas that are measured for our school. (Safe and Caring Schools, Student Learning Opportunities, Preparation for Lifelong Learning, Parental Involvement and Continuous Improvement)

• Measure Category	Measure Category Evaluation	Measure	Horace Allen 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	98.5	100.0	97.8	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	77.8	79.3	78.9	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	100.0	100.0	100.0	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	92.3	90.9	97.0	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	93.8	100.0	99.4	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	91.8	92.7	92.0	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.3	100.0	88.9	81.2	79.6	80.0	Very High	Maintained	Excellent

- Areas for further conversation - 31% or 4/13 staff indicated dissatisfaction with the following:
  - ~ Student Learning Opportunities: computers, drama
  - ~Accessibility of Services that help students read and write
  - ~Accessibility of Student Assessment Services
  - ~Supports for Students with Special Needs

### ***Intake Interviews***

These family/teacher interviews provide students and their parents an opportunity to meet with the classroom teacher for 15 minutes at the beginning of the school. Prior to attending these interviews, parents are invited through a written document, an opportunity to share their perspective about their child's strengths, areas of concern, medical conditions, celebrations, and goals for the new school year. Classroom teachers utilize this information to guide the conversation with parents and child.

- **Attendance: (October 2015) 80%**

### ***Celebrations of Learning***

Students and their families attend these celebrations of learning after the first and second reporting periods. Students lead their parents through a variety of activities that support them in demonstrating the learning that has occurred related to the outcomes assessed on the report card. Families are provided with a 30 minute block of time (although many attend for longer periods of time) with 3 or 4 other families in the classroom at the same time. Child care is provided for younger siblings to ensure that parents can be fully attentive to their children. If families wish to speak 1-1 with the teacher, an alternate time can be arranged. These evenings are well attended and enjoyed by families. Families wishing to have a 1-1 conversation with their child's teacher are encouraged to make an appointment at any time during the school year.

- **Attendance: (December 2015) 85% (March 2016) 78%**

### ***Report Card Data***

Horace Allen School utilizes the LRSD academic rubric for report card marks. HAS Staff also utilize a school developed benchmark guide for reading comprehension based on guidelines established by the Fountas and Pinnell benchmark assessment materials. These rubrics are available on the Horace Allen School website at [horaceallenschool.ca](http://horaceallenschool.ca) / documents/assessment.

### **Early Literacy / Language Arts (Comprehension) Report Card Marks**

- June 2015 82.5% of all K - Gr. 3 students received a B (basic) or higher on their final report card
- **June 2016 86% of all K - Gr. 3 students received a B (basic) or higher on their final report card**

Grade Level	Number of Students (NY)	Number of Students (B)	Number of Students (P)	Number of Students (E)
K (51 students) June 2015	6	8	26	11
Gr. 1( 51 students) June 2016	19	5	6	21
K ( 65 students) June 2016	1	22	21	21
Gr.1(61 students) June 2015	15	9	13	24
Gr. 2 (65 students) June 2016	8	8	10	39
Gr. 2 (59 students) June 2015	10	6	10	33
Gr. 3 (56 students) June 2016	5	11	21	19
Gr. 3 (47 students) June 2015	6	4	24	13

**Early Numeracy / Math (Number Strand) Report Card Marks**

- June 2015 **92.8%** of all K - Gr. 3 students received a B (basic) or higher on their final report card. 2014-15 is the first year of tracking report card data for Numeracy (Number strand).
- **June 2016 96% of all K-Gr. 3 students received a B (basic) or higher on their final report card.**

Grade Level	Number of Students (NY)	Number of Students (B)	Number of Students (P)	Number of Students (E)
K (51 students) June 2015	5	4	25	17
Gr. 1 (51 students) June 2016	3	8	25	15
K (65 students) June 2016	4	3	33	25
Gr. 1 (61 students) June 2015	4	6	33	18
Gr. 2 (65 students) June 2016	2	5	31	27
Gr. 2 (59 students) June 2015	1	10	26	22
Gr. 3 ( 56 students) June 2016	0	6	36	14
Gr. 3 (47 students) June 2015	6	3	28	10

***Tell Them From Me - Parent Survey (103 respondents March 2016)***

***Scores range from 0 (strong disagreement) to 10 (strong agreement).***

Tell Them From Me Parent Survey Category	Average Score / 10
Parents Feel Welcome	8.6
Parents are Informed	8.2
Parents Support Learning at Home	7.5
Support For Learning	8.3
Support For Positive Behaviour	8.0
Safety	8.2
Inclusion	7.9

82% of parents indicated that their child does not feel excluded by peers and school staff.

98% of parents indicated that they felt their child was treated fairly by staff.

50 respondents took time to respond to the question: Please tell us some of the things that you really like about your child's school, or things that would make it better. Comments are reflective of the scores above.

The Tell Them from Me Survey will be utilized again in the spring of 2017 to collect additional data.

## Trends and Issues:

- Student enrollment was significantly up for 2015-16 school year to 238 students (218 students June 2015). 2016-17's enrollment declined slightly with 8 families transferring to Livingstone to participate in the Ski Program. Classroom configurations have changed back to 3 K classes; and 3 classes each of Gr. 1, 2, and 3. For the 2015-16 school year, Horace Allen has 13.09 FTE teachers, and for 2016-17 has 13.88 FTE.
- HAS's Learning Commons is evolving into more than a library space and is used for teaching as well as book exchange. A Learning Commons Technician has been hired for 2016-17 school year to facilitate more opportunities for students and staff to have access and be supported in this space. The Learning Commons Technician and the Learning Commons Facilitator collaborate on a year plan for focused centers and celebrations of authors and illustrators.
- The number of PUF students requiring Speech and Language support continues to increase. There is a need in the CNP for a pre-school associated with HAS to accommodate programming needs for these PUF students. Currently, PUF preschoolers attend Kid's Kollege for socialization and play, and come to HAS for targeted services. This increase in identified PUF students adds to the responsibilities and time allocation of the Learning Support Teacher.
- The number of students with mental health and/or behavioral issues has increased. The FSLC's .4 position is stretched to the limit. Families have become more comfortable with this program and are accessing her support separate from school referrals. An increase in students with mental health/behavioral issues also impacts the Learning Support Teacher's time, and an increase in the number of trained support staff.
- Teachers have recognized that some students require multiple opportunities to self-regulate their 'learning engines' throughout the day. Stations are set up in hallways and classrooms for ease of access. Older students participate independently in 'heavy work' or 'strong hands' activities when needed; EA's support some students with regular self-regulation breaks and Grade 3 students support K students with some activities as well. Horace Allen classrooms have begun to take on a different look from past years with many classrooms moving to tables for student collaboration rather than desks. Hoki stools, stand up desks, rocking chairs and manipulatives for self-regulation are available in every classroom.
- Staff recognize a need for external measures related to math to ensure that our programming and assessment is consistent between and across grades at our site, within our division and provincially. This is a focus for 2016-17.
- HAS Staff continue to calibrate writing rubrics as grade level teams. Once Grade teams have established criteria / developed rubrics related to the established grading system, calibration across grades will occur. 3 writing benchmarks have been scheduled for the entire school for 2016-17 and opportunities for teachers to calibrate writing rubrics will be provided.
- HAS Staff recognize the need to continue our work with the use of the Fountas and Pinnell reading benchmark assessment to ensure consistency of delivery and interpretation of results across grades.
- In order to make the Learning Commons available to students and staff on an as need basis, a Learning Commons Technician will be hired for the 2016-17 school year to work with the Learning Commons Facilitator. This will provide students with daily access to the LC to exchange books as needed rather than on a schedule. HAS will evaluate the value of having this position as the costs associated with this extra staff member will come out of current reserve dollars. If this position is to be maintained, HAS will need to examine current staffing allocations and make adjustments to maintain this position in the school.

**2016-17 Strategic Planning:** Based on report card data, and teacher reflection HAS staff recognize the need to continue the school's work to support all students in both literacy and numeracy. HAS will focus on LA (comprehension) and Numeracy (number) with a specific focus on establishing targeted interventions for students identified with an NY (not yet) or B (basic) identified through classroom assessments and report card data.

**Provincial Goal Two: Success for Every Student**

Outcome: Students achieve student learning outcomes

Outcome: Students demonstrate proficiency in literacy and numeracy

**LRSO Goal One: Literacy and Numeracy**

Outcome: All students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide range of context.

**Horace Allen School Goal One:**

**Literacy**

**Outcome 1:** Horace Allen School will continue to develop and utilize common benchmarks for reading and writing as grade level and cross-grade teams to support student learning.

**Outcome 2:** HAS teaching staff will develop consistency of implementation and interpretation of benchmark assessment tools with all students.

Reflection 2015-16

- No school based literacy committee
- Inconsistency of delivery of Fountas and Pinnell Benchmark Reading Assessments
- Limited standardized data available to determine areas that may require further exploration
- Fountas and Pinnell is not providing enough information at the K level
- School wide writing rubrics are not finalized and exemplars are not posted in each classroom for student self-assessment
- School wide writing benchmarks are not being administered each reporting period
- Benchmarks for Reading established for each reporting period

**HAS-Fountas and Pinnell Instructional Levels**  
2015-16

Source: Pinnell and Fountas 2011, The Conference of Educational Administrators

Grade Level / Benchmark	Instructional Reading Level	Grade Level / Benchmark	Instructional Reading Level
K-1	1.0	K-1	1.0
1-2	2.0	1-2	2.0
2-3	3.0	2-3	3.0
3-4	4.0	3-4	4.0
4-5	5.0	4-5	5.0
5-6	6.0	5-6	6.0
6-7	7.0	6-7	7.0
7-8	8.0	7-8	8.0
8-9	9.0	8-9	9.0
9-10	10.0	9-10	10.0
10-11	11.0	10-11	11.0
11-12	12.0	11-12	12.0

What are we going to do? Strategies for implementation	How will we know if it worked?	Reflection
~Establish a school based literacy committee with representation from each grade level and Admin ~ \$5000 allocated from budget for release time for committee meetings; and purchasing / creation of common assessment materials	~Committee will meet throughout the year to explore, develop and support teachers with common assessment tools (draft) ~ common assessment tools for use K-Gr. 3 will be identified ~ common tools will be implemented by teachers across grades K- Gr. 3 providing formative information to	~Literacy Committee established in May 2016 - will continue work in 2016-17



	guide and support student learning	
~ practice delivery of F and P during Grade Team Collaborations ~ Admin. will implement F and P alongside teachers to compare results, examine consistency of implementation ~ teachers will invite another grade level team member to administer F and P to students that require a 'second' opinion	~ consistency of delivery and interpretation of Fountas and Pinnell Benchmark Reading Assessments will provide accurate data as students transition from one grade to another ~teachers will be more comfortable asking for support from another team member or Admin. for those students who require a 'second' opinion	
Investigate CAT (Gr. 4 results) to determine areas of strength and need with Gr. 3 students moving on to Gr. 4. This information will be reviewed by all staff K-Gr. 3.	Areas identified from Gr. 4 CAT that have consistently been identified as areas of concern over the past 4 years will be examined. (word analysis, spelling, computation, estimation)	
Literacy Committee will investigate an ECS specific tool to determine strengths and areas of need of our beginning readers	~ a specific tool will be identified and utilized with ECS students, providing specific information on areas of strength and need as ECS students transition to Gr. 1	
~ work as grade level teams to finalize the development of writing rubrics by reporting periods and establish grade level exemplars for student use ~ work as a school to ensure that writing rubrics and exemplars flow from grade to grade, utilizing common language and framework	~ school wide writing rubrics are developed and utilized ~ school wide exemplars are available for classroom use ~ students utilize posted exemplars to self-assess their writing	
~Literacy Committee will establish school wide writing prompts each reporting period (Nov., March and June) to demonstrate progress to students and parents	~ Common writing prompts are used each reporting period and are posted for parent and student viewing during Student Led Conferences in November and March	~ established spring of 2016 for implementation in 2016-17

### **Numeracy:**

**Outcome 1:** Horace Allen School will explore and utilize common benchmarks for numeracy (number) as grade level and cross-grade teams to support student learning.

**Outcome 2:** consistency of implementation and interpretation of benchmark assessment tools with all students

### Reflection 2015-16

- A Common benchmark assessment tool is not being used school wide – a working group was established in 2014-15 to work with a ISS working group to develop a math benchmark. Draft benchmarks for number were developed utilizing AB ED beginning of the year math rubrics. Grade 1 teachers utilize these in September. Grade 2 and 3 teachers found the documents too long to administer within the September timeframe. This will be explored again in 2016-17
- No school based numeracy committee established



<b>What are we going to do? Strategies for implementation</b>	<b>How will we know if it worked?</b>	<b>Reflection</b>
the Gr. 2 and 3 benchmark will be reviewed and streamlined. If this is not possible explore the option of using these benchmarks only with students entering a new grade with an NY or B in number.		
-establish a school based committee in January 2017 to explore benchmark options for assessment -explore targeted strategies for struggling students and look for ways to support early intervention groups - investigate external standardized measures that can be utilized school-wide to inform practice	- a benchmark assessment tool will be identified that works for students in a K- Gr. 3 school -information from benchmark assessment will guide teacher practice	

**Other Strategies:**

- Implement a yearly school-wide “Math Fair” for students to explore and share problem solving with school community. This work was begun with Grade 3 students in 2015-16 and will continue in 2016-17 to include Gr. 1 and 2.
- Explore ways to incorporate math concepts in a cross-curricular fashion (utilizing music and art classes)

**LRSD Goal Two: Success for All Learners**

Outcome: All students are engaged in meaningful learning that is appropriate, enhances his or her abilities, and takes place in positive learning environments.

**Horace Allen School Goal Two: Success for All Learners**

Outcome: Develop a code of conduct beyond our 3 school rules to support staff, students and parents in understanding levels of behavior and the school’s response.

Reflection 2015-16

- 2015-16 saw a number of grade 1 students, and 1 grade 3 student, with extreme behaviours. An inordinate amount of staff attention was needed to help support these students, taking time from the other students. These behaviours were affecting not only staff morale, but also impacting peers. Staff was also noticing that many ‘small’, repeated behaviours were occurring at the school in the general population. The LST and Assistant Principal learned about the AB Education document *Supporting Student Behaviours* and shared some lessons with staff.

<b>What are we going to do? Strategies for implementation</b>	<b>How will we know if it worked?</b>	<b>Reflection</b>
~A ‘Supporting Positive Behaviours’ school-wide committee was developed consisting of following staff members: one teacher from K, grade 1, grade 2, and grade 3; one Educational Assistant, one member of the PD	~ Staff will utilize the common language of Kelso’s Choices when supporting students with conflict resolution ~ Students will utilize Kelso’s Choices when solving conflicts ~ Students will actively participate	

committee, the FSL, the LST, The Assistant Principal.  
 ~ PD \$ were utilized by the Behaviour Committee to meet 2 – ½ days and 1 full day to develop a plan  
 ~ Committee’s plan included 4 key decisions to proactively support positive behavior:

- 1) to create and use a behaviour tracking system, to be used by all staff, to report both positive and negative behaviours for data collection purposes;
- 2) to revise to the Behaviour Referral form, to be used for instances of physical aggression with intent and repeated behaviours; this form used by teachers or Administrators and involved parents in follow-up;
- 3) to develop school-wide posters reflecting simple language and graphics related to the three school rules, showing expectations for 7 areas of the school, voice levels, and the 3 school rules
- 4) to re-boost the “Kelso’s Choices Conflict Management” program, and introduce the “Kelso’s Choices Building Character” program for the school community

~Cross grade grouping called ‘Lily Pad groups’ will be established to meet regularly for ‘Pond Parties’ to work on lessons related to solving conflicts and the importance of good character

~ Provide PD to Bus Drivers related to Kelso’s Choices to support conflict resolution by students on the bus (cost to school \$150)

~\$ 7000-\$8000 allocated from budget for release time for committee meetings; and purchasing / creation of materials related to Kelso’s Choices Conflict Resolution and Character Building materials

in Pond Parties making connections with staff outside their classroom  
 ~ Number of behavior reports will decrease  
 ~ Visuals will be available to staff, parents and students throughout the school with reminders of how HAS students take care of themselves, others and the environment in multiple settings.  
 ~ “Kelso’s Choices Building Character” program will be fully implemented with all students



**LRSD Goal Three: Transitions**

Outcome: The unique learning skills of individual students will be supported in K-12 transition plans and in preparing students for success after high school.

**Horace Allen School Goal Three**

Plans will be developed and shared to support students as they move from grade to grade within HAS and between HAS and ISS.

Reflection 2015-16

- Transitional Learner Profiles are created for all students as they move to a new grade/teacher
- Only common assessment utilized at both ISS and HAS is Fountas and Pinnell Reading Benchmark Assessment
- No formalized plan / documentation is utilized for new students and families entering HAS
- As part of the transition of Gr. 3 students to Gr. 4, Grade 3 students are invited to spend a morning at ISS. In addition, Admin. from ISS provides a presentation to students and answers their questions prior to visiting the school. ISS's LST attends Gr. 3 IPP meetings.

<b>What are we going to do? Strategies for implementation</b>	<b>How will we know if it worked?</b>	<b>Reflection</b>
~continue to utilize Learner Profiles as a summary tool for receiving teachers, highlighting key supports and achievement in Literacy and Numeracy, and any Behavioural, Social or Emotional supports required	~ information on Learner Profile will guide transition conversations and provide receiving teachers with a 'snapshot' of each student as a learner ~ teachers will indicate that the Learner Profile supports the transition of students between grades and schools	
~ share with Gr. 1- Gr. 4 teachers, the common assessments utilized at HAS and provide support to Gr. 4 teachers with interpretation of results	~ teachers will understand results from assessments used with students and utilize the information to program for students early in September	
~ Explore what other schools utilize and develop formal transition plan including new family package for new students ~develop a HAS package that will collect information about new students that will aid in their transition to a new school/class before records from previous school are received	~ a process will be followed to ensure that information and documentation is received by receiving teacher of new student ~ families will feel supported as they transition to a new community and school	
~ plan a transition day in June for K – Gr. 2 students to visit next grade's classrooms to coincide with Gr. 3 visit to ISS	~ all students will be comfortable with the transition to a new grade / classroom / teacher ~demonstrated anxiety related to change will be minimized for those students who struggle with change	

## Celebrations 2015-16:

### Interschool Collaborative Projects



- **Terry Fox Walk** - all 3 schools join support cancer research through the and CCHS) together with the community to Terry Fox Walk in September (ISS)
- **One Book, Two Schools Project** (January 2016 to coincide with Family Literacy Day) which targets all families K-Gr. 6 to support/encourage home reading (ISS)
- **Literacy Foundation Tutor Program** (CCHS students tutor HAS students in Literacy strategies each Monday at lunchtime)
- **Family Dance** (joint family fun night for HAS/ISS families) hosted at ISS
- **ISS/HAS transition plans** for students moving from Gr. 3 to Gr. 4 included the completion of a Learner Profile for each student; transition meetings for students between teachers and collaboration between LSTs at each site. The Learner Profiles utilized has been developed collaboratively by teaching staff of both HAS/ISS.
- HAS/ISS staff are now utilizing the same Assessment Tool to establish benchmarks for reading. (Fountas and Pinnell)
- **HAS/ISS joint Staff Planning Day** January 28, 2016. This day provides both staffs with an opportunity to collaborate and share best practices. An ATA representative spent the morning with the group looking at differentiation in the classroom.
- **Grade 1/ Grade 5** collaborative writing project using Google Documents (Mrs. Pichurski, Gr. 1 and Mrs. Millis Gr. 5)
- **Music Monday** – ISS / HAS celebrate “Music Monday” together each May, alternating between ISS and HAS as hosts of the event. Families and community members are invited to join both schools as they come together to raise their voices for music education and the joy music can bring!

### Community Partnerships



- **Nippon Institute Service Learning Project** places Japanese students as volunteers into our school on a weekly basis. ( Art class in 2015-16 and Learning Commons Gr. 3 time for 2016-17))
- **Women’s Resource Center/ FCSS** offer trained personnel to provide the Roots of Empathy Program to Grade 1 students.
- **Food Bank** - HAS students collect food/donations for the Food Bank each December during our 12 Days of Giving Project

- **Community Orchestra** invited the school's Orff group to participate in their annual Christmas Concert
- **Local Radio, CNP Library and CNP Literacy Foundation** partnered with HAS and ISS for One Book, Two School project January 2016 (The One and Only Ivan)
- **Gr. 2 students visited York Creek Lodge** throughout the school year to work with our local seniors
- **CNP Legions** participate in Remembrance Day Service at School, visit prior to service to hand-out poppies, and distribute letters written to soldiers from HAS students. Legions invite HAS student representation (Gr. 3 students) to lay wreaths at cenotaph on Remembrance Day.
- **U of Lethbridge** - PS1 student teachers were welcomed to our school community Nov/Dec. 2015
- **Parent Link** is housed at HAS. This program allows many parents to access the school and build relationships with staff prior to their children starting school, creating a smooth transition to ECS for families. An invitation is extended to Parent Link families to participate in Family Oriented Sessions through PUF in return for sibling childcare during sessions.
- **Riversdale Resources** donated the proceeds from their Australia Day fundraiser, allowing the school to purchase additional technology.
- **Private Family Donations to Breakfast Program**
- **Mountain View Industries**, one staff member and one client, help in the Breakfast Club by greeting children each morning and serving a choice of healthy breakfast foods.
- **Stone's Throw Cafe** provided baked goods to our Breakfast Club program at various times through the school year.
- **Coleman Lions** provided a pancake breakfast for all students and staff on the last day of school.
- **Big Beat Project**, a local big band-style music group, performed at the School Council sponsored welcome back barbecue.



## School Council Initiatives

- Welcome Back Barbecue for all families in Sept 2015
- HAS T-shirts for all new students
- Financial Support for field trips throughout the year
- Hot Lunch Program - parent volunteers organized hot lunches for students throughout the year
- Family Dance (joint family fun night for HAS/ISS families) hosted at ISS
- Parent Volunteer Work Bee - parent volunteers support classrooms with laminating, photocopying, cutting activities each week - 132.5 hrs. provided over the 2015-16 school year.
- School Council pays honorarium to school's art teacher to provide monthly art program to K students
- School Council provided financial support for a one-day school wide dance residency by SQX Danza from BC.



## School

- **December 2015 Book Fair** provided the school with \$3000 in new resources for the learning commons.
- **Gr. 3 Project Based Learning Project** - The Grade 3 teaching team worked together to develop a cross-class project that involved students answering the question: What makes the Crowsnest Pass a great place to visit? Students created google slides and created a website that was shared with the Crowsnest Pass Municipal mayor and councilors, and placed on the CNP Municipal website. This website can be accessed at [www.cnp4kids.weebly.com](http://www.cnp4kids.weebly.com)
- **ECO Club** - two classroom representatives met with Mrs. Margetak 2X/month starting in January 2016 to look at projects related to taking care of our environment. These two representatives became the leaders in their classrooms informing of the club's plans, projects, and activities and bringing their ideas to our Eco Club meetings. Three parent volunteers joined the group. This group looked to set goals for reducing waste (Waste Free Wednesdays!), Reuse items (Toy/Book/Game Swap!), Recycle (Plastic bag contest and Gorilla cell phone recycling after reading "The One and Only Ivan") nurturing green spaces school-wide, and increasing awareness of taking care of our school and community environment (posters, assemblies, projects) = Citizenship, Responsibility, Collaboration! For 2016-17, volunteers will make reusable sandwich bags for all HAS students, students and families will participate in the battery recycling contest (300 pounds collected as of November) and looking at applying for funding for HAS green space projects.
- **Grade 3 Math Fair** - Jody Peebles, parent and previous high school math teacher, volunteered her help to support the Gr. 3 teachers will exploring problem solving activities that could be shared with others during a "Math Fair". Students from the 3 classes shared with each other, and invited the community to their classrooms to share their problems and problem solving abilities!
- **Celebrations of Learning** (December 2015 and March 2016) - students lead parents through a variety of activities in the classroom and throughout the school, sharing the learning that has taken place each reporting period.
- **Grade Team Collaboration Mtgs.** embedded in timetable (Gr. 1, 2 and 3) Teachers meet each week for 90 minutes. K teachers received ½ day each month for collaboration and in 2016-17 have time built into their weekly schedule. . Support staff participates in collaboration meetings that focus on students. This time allows grade level teams to support each other in planning and implementing curriculum; developing common assessment tools; discuss student learning; and group students by need as a grade, rather than as a classroom.
- **K Wonder Walks** - Kindergarten classes began exploring outdoor learning through Wonder Walks. Kindergarten "Wonder Walks" enrich inquiry based learning, while connecting with our school's beautiful mountain setting. Classes go outside about once a week anywhere from 20 minutes to 1 hour, depending on the weather, and the length of time students need to explore that day. Classes start with a guiding question or topic we will be inquiry into that day. For example:
  - What is nature-made and what is man-made?
  - Snow
  - Ice
  - Wind

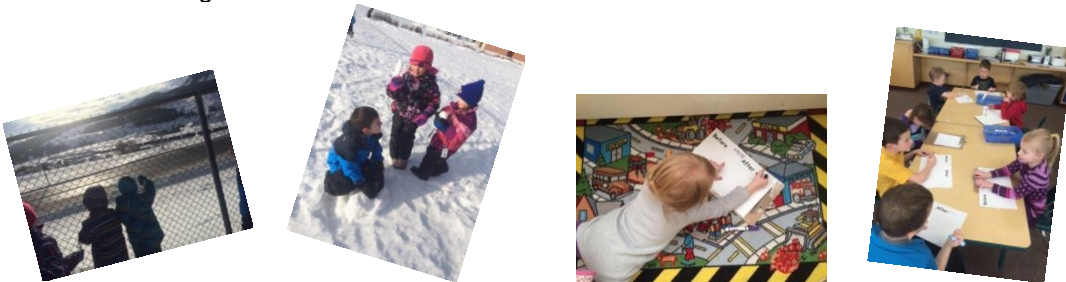


- Pathways and lines
- What has changed since our last wonder walk?

These topics could be directly connected to our current studies in class (i.e. exploring with our five senses, or looking at cause and effect), inspired by the weather, or connected to student interests at that time. Classes take a walk around our school space, verbalizing what they notice and wonder about. Students lead the exploration and adults model curiosity, and exploration, rather than just answering all the students' questions. Before heading back inside, classes find their "special sitting spots" and work to find some quiet and stillness to notice the little things in nature.

Back inside, students reflect on their learning in multiple ways: Making maps, Journal entries, Experiments, class discussions and charts.

Authentic connections are made to the curriculum, and students are engaged and invested in the hands-on learning.



- **Breakfast and Snack Program** - Our breakfast program volunteers served **2,456 breakfasts** over the 2015-16 school year. Fruit was provided to each classroom for students who do not have a snack. Students who came to school without a lunch were always fed, although the numbers of lunches was not tracked. Grade 3 student volunteers deliver healthy snacks to classrooms for students who may not have enough food at school, or who do not have a healthy choice in their lunch kits.
- **Self-Regulation Program including Strong Hands / Heavy Work** - provided to students throughout the day on an 'as needed' basis. Older students participate independently, EA's provide support to some and Grade 3 students have been trained to support K students with Strong Hands activities. Teachers support students with a variety of tools in the classroom for self-regulation (rocking chairs, hoki stools, stand up desks, lap weights....) making HAS a "Ready to Learn" school.
- **Daily 5 Framework** is being implemented in all classrooms to some extent which allows for structuring of literacy time to support students in developing lifelong habits of reading, writing and working independently. Teachers are now looking at Daily 3 as a framework for teaching numeracy.
- **Student Focus** at Whole School Collaborations (weekly meetings) allows all staff to know how to support students in the hallways, recess and classes/ activities outside of the homeroom classroom.
- **Report Card Comments** focus on the growth of the child, rather than what they cannot do.
- **Target Time** provides all K- Gr 3 teachers with 30 minutes/week to offer targeted intervention/support to individual or small groups of students. This time is built into the school's timetable.
- **Art program** - each year HAS has 8-10 students' art selected for LRSD's Student Art Acquisition Program.
- **Ski Program** – Students in Gr. 1-3 participate in 4 days of skiing at the local ski hill, Pass PowderKeg. For those who choose not to participate in the Ski Program, alternate programming is provided at the school which includes snowshoeing.





- **Reading Buddies-** Partner classrooms from two different levels join together to read and celebrate children's literature on a weekly basis.
- **Buddy Benches** - Two buddy benches were installed in the playground area for student use when they felt they had no one to play with; needed a break from an activity; were having difficulties with a friend; were new to the school; or if students wanted to make new friends. A grade 1 student and his family worked with Admin. to spearhead the installation. A HAS family donated the two benches and another family volunteered their time to install the benches. A presentation was made to each class about the buddy bench by the students involved in the project.

