



HINES CREEK COMPOSITE

2024-2029



Education **Plan**



**YEAR
TWO**



A Message from our Principal

Janice Charchuk

I am pleased to present the second year of the 2024-2029 Education Plan. This comprehensive plan includes Hines Creek Composite's goals, strategies, performance measures, budget, and other relevant information.

Our school is dedicated to providing high-quality educational experiences and fostering inclusive learning environments for all students. We prioritize the mental and emotional well-being of each student to support their overall success.

At Hines Creek Composite, our staff is committed to providing the best possible opportunities to support student success. Collaboration plays a vital role in achieving this goal. Our team utilizes a Collaborative Response approach to collectively address the learning needs of all students. Hines Creek Composite continues to access PRSD's Virtual Education Program to ensure our high school students have access to a comprehensive range of academic courses they need for graduation. Being part of the Hines Creek Composite community means becoming a Tiger. Tigers are recognized for embodying qualities such as teamwork, integrity, being giving, excellence, respect, and success. We look forward to welcoming you to the Tigers' Den, where our motto is: "Once a Tiger, Always a Tiger."

Mrs. Janice Charchuk
Hines Creek Composite



Foundation Statements

OUR MOTTO:

T Teamwork
I Integrity
G Giving
E Excellence
R Respect
S Success



OUR MISSION:

Successful Futures
Built Together

Principles & Beliefs

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

Quick Facts



110
STUDENTS



17
STAFF

Our Priorities

1

**Literacy
Development**

2

**Numeracy
Development**

3

**Inclusionary
Culture**

Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Phonological Awareness Screening Test (PAST) for Grades K-1			
Random Automatized Naming (RAN) Screening Test for Grades K-1			
Letter Name-Sound (LeNS) Test for Grades K-2			
Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3			
Reading Comprehension Assessment Tool (RCAT) for Grades 4-12			
Writing Assessment Tool (WAT) for Grades 1-9			
Fountas & Pinnell (F&P) Benchmark Data from Grades 4-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

School Strategies

Goal One: Literacy Development

1. Hines Creek Composite administration will continue to support teaching staff in fostering high quality instruction to improve literacy knowledge and skills.
2. Hines Creek Composite administration will facilitate/provide professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices in literacy.
3. Hines Creek Composite administration will work with school-based staff to develop professional development plans that align with the school's literacy goals.
4. As part of the Division's Literacy Assessment Framework (LAF), Hines Creek Composite administration will provide support to school-based staff to administer the Alberta Education Early Literacy assessments according to Alberta Education's timelines; the RCAT to Grades 4-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June; and to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's Literacy Assessment Framework (LAF), Hines Creek Composite administration will provide support to school-based staff to administer, in the Fall and Winter, the the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT, at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).
6. As part of the division's LAF, Hines Creek Composite administration will provide support to school-based staff to administer the division's WAT for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. Hines Creek Composite administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
8. Hines Creek Composite administration will work with central operations staff to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy skills.
9. Hines Creek Composite administration will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-4			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 5-10			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

School Strategies

Goal Two: Numeracy Development

1. Hines Creek Composite administration will continue to support teaching staff in fostering high quality instruction to improve numeracy knowledge and skills.
2. Hines Creek Composite administration will facilitate/provide professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices in numeracy.
3. Hines Creek Composite administration will work with school-based staff to develop professional development plans that align with the school's numeracy goals.
4. As part of the Division's **Numeracy Assessment Framework (NAF)**, Hines Creek Composite administration will provide support to school-based staff to administer the EICS MA to Grades 5-10 in the first three weeks of the school year, and again by mid-March, and the PNSA to Grades K-4 students three times per year, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the Division's NAF, Hines Creek Composite administration will provide support to school-based staff to administer the **Numeracy Common Assessment Tool (NCAT)** in Grades 5-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the Division's NAF, Hines Creek Composite administration will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
7. Hines Creek Composite administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.
8. Hines Creek Composite administration will work with school-based leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.
9. Hines Creek Composite administration will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participation in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. Hines Creek Composite administration will support school-based staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, Knowledge Keepers and community members who can enrich the learning of all staff and students.
2. Hines Creek Composite administration staff will continue to support school-based staff in developing relationships with local Indigenous Elders, Knowledge Keepers, families, communities and organizations that enrich the educational experience of all students.
3. Hines Creek Composite administration will continue to support school-based staff in providing a wide range of engaging and informative learner-centred programming and supports that best meets our students' diverse learning needs.
4. Hines Creek Composite administration staff will work with school-based staff to develop a school-wide attendance plan and continue to promote the importance of attendance through Divisional Attendance Matters information campaigns.
5. Hines Creek Composite administration will work with Central Operations staff to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
6. Hines Creek Composite administration and staff will continue to support the Alternative Education Program including the Virtual Education Program (VEP) for Grades 10-12.
7. Hines Creek Composite administration and staff will promote and support opportunities to improve health and wellness among students and staff.
8. Hines Creek Composite administration and Central Operations staff will continue to provide and promote equitable access to universal social-emotional programs and collaborative wrap-around services with community partners that support safe and caring schools.
9. Hines Creek Composite will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.
10. Hines Creek Composite administration will promote the Division's anti-racism policy.
11. Hines Creek Composite administration will facilitate professional learning for school-based staff on inclusionary education practices

School Budget Considerations

For the 2025-2026 School Year

The Hines Creek Composite School team are committed to meeting the goals in the 2025-2026 Education Plan, Year 2, through the following measures:



Literacy and Numeracy Development

- Resources for both Literacy and Numeracy development
- Professional development in the areas of Literacy, Numeracy, and Assessment

Inclusionary Culture

- Professional development to support and enhance inclusionary practices and school culture



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