Three Hills School

Educational Plan
2020 – 2023

ROYALS

Learning for Life

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Accountability Statement

The **Three Hills School** education plan for the three years commencing September 1, 2020, culminating June 30, 2023, was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

Foundation Statements

Vision
> Learning for Life

Mission
> In a safe, respectful, learning community, the Three Hills School provides students with the framework to reach their personal potential, both now and in their future.

Key Beliefs and Values That Guide our Decision Making at Three Hills School

We believe that:

1. Everyone needs to feel safe at Three Hills School.
2. Our diversity is positive, so we appreciate and accept our differences.
3. Our learning will provide skills for success in all areas of our lives.
4. We are engaged in lifelong learning.
5. Our relationships need to be based on respect for each other.
6. Actions should be student-centered and directed towards what we know is good for students.
7. Children have the right to achieve their potential – intellectually, social, morally and emotionally.
8. Parents, staff, students and community are partners in the educational endeavor.

*Combined* **May 2020** *Accountability Pillar Overall Summary*

Accountability Survey Results

| Measure Category	Measure	Three Hills 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	Safe and Caring	**90.9**	92.4	90.6	**89.4**	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	**77.4**	78.1	77.2	**82.4**	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	**92.3**	92.5	91.4	**90.3**	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	**3.4**	1.5	2.2	**2.7**	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	**86.1**	77.8	84.7	**79.7**	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**n/a**	83.9	88.3	**n/a**	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	**n/a**	23.8	27.2	**n/a**	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	**n/a**	77.0	79.2	**n/a**	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	10.1	16.9	**n/a**	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	**47.2**	52.7	56.0	**56.4**	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	**76.9**	75.8	78.7	**66.6**	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	**58.8**	58.0	57.1	**60.1**	59.0	58.5	High	Maintained	Good
	Work Preparation	**75.9**	91.7	82.0	**84.1**	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	**83.5**	87.7	84.7	**83.3**	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	**79.5**	76.2	79.9	**81.8**	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	**85.7**	88.2	87.5	**81.5**	81.0	80.9	Very High	Maintained	Excellent

January Diploma Results 2020
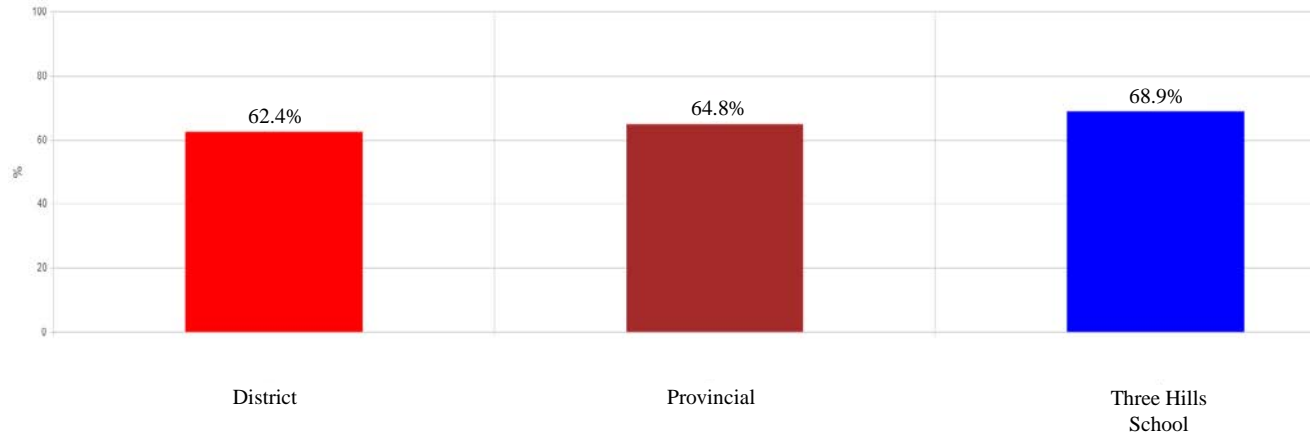
Diploma Exam Results Three Hills School

ELA 30-1 Exam Scores
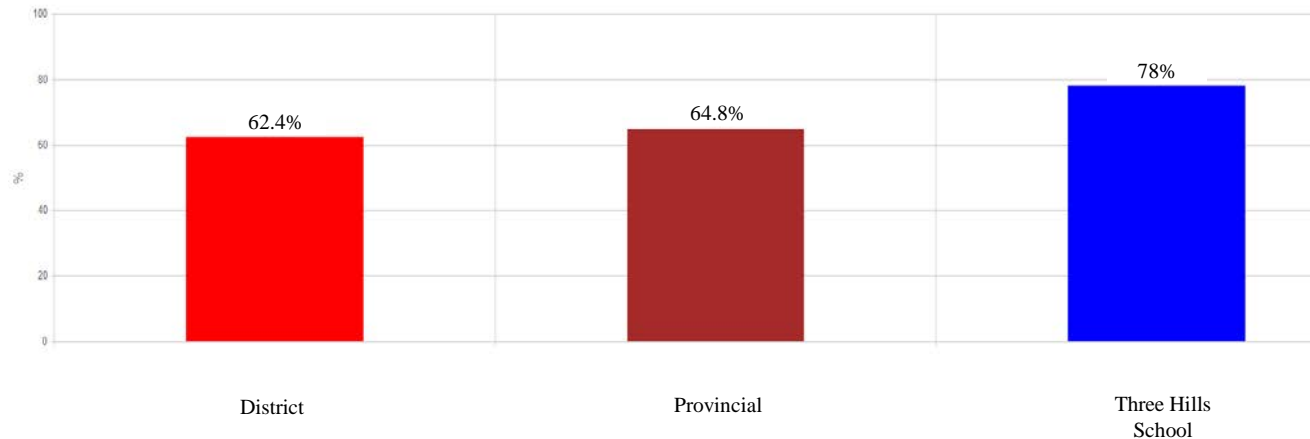
Diploma Exam Results Three Hills School

ELA 30-2 Exam Scores
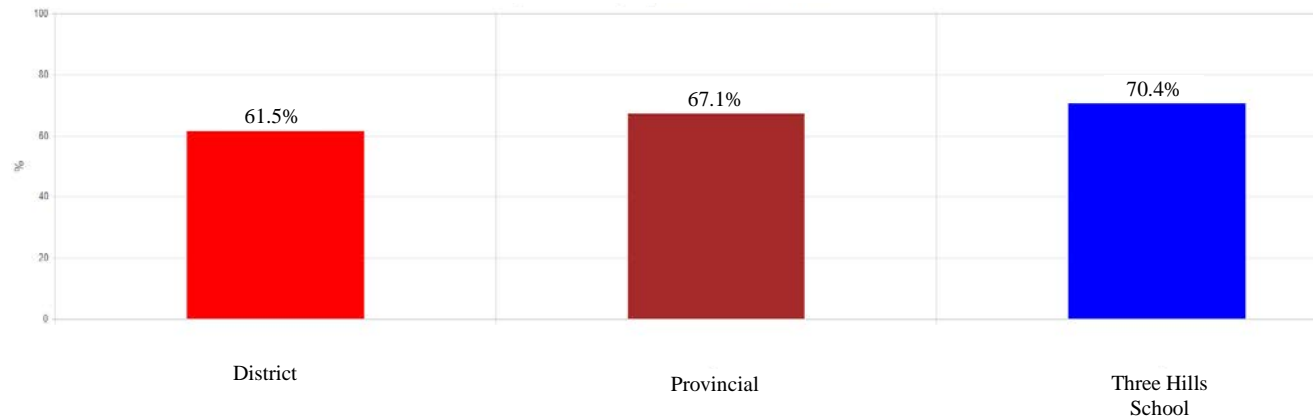
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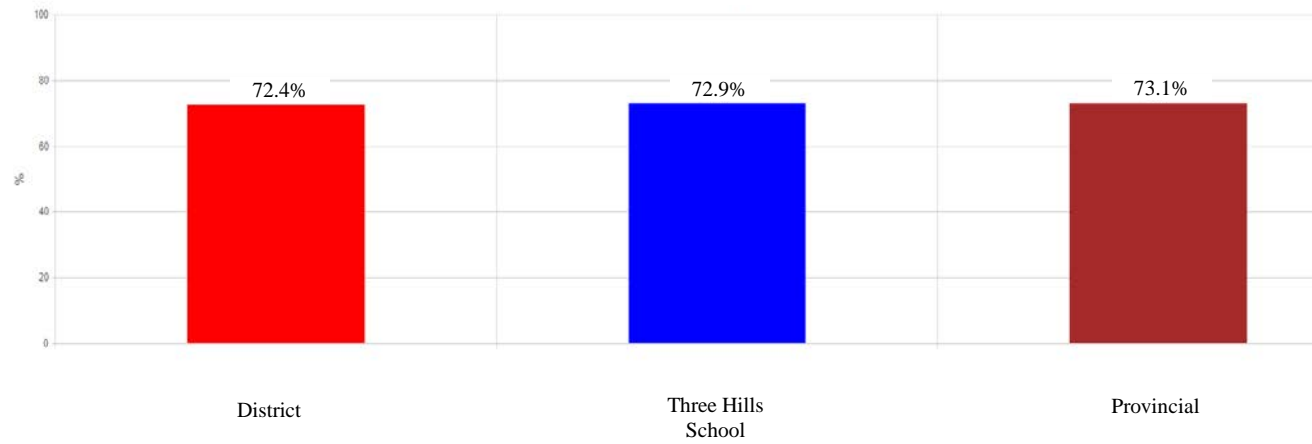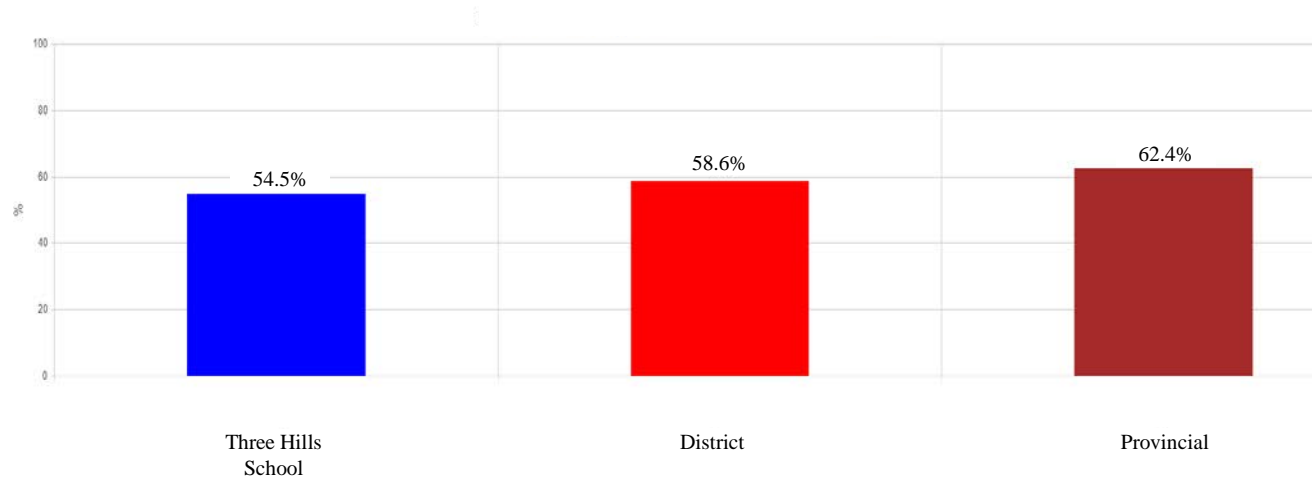Three Hills School**

Math 30-1 Exam Scores
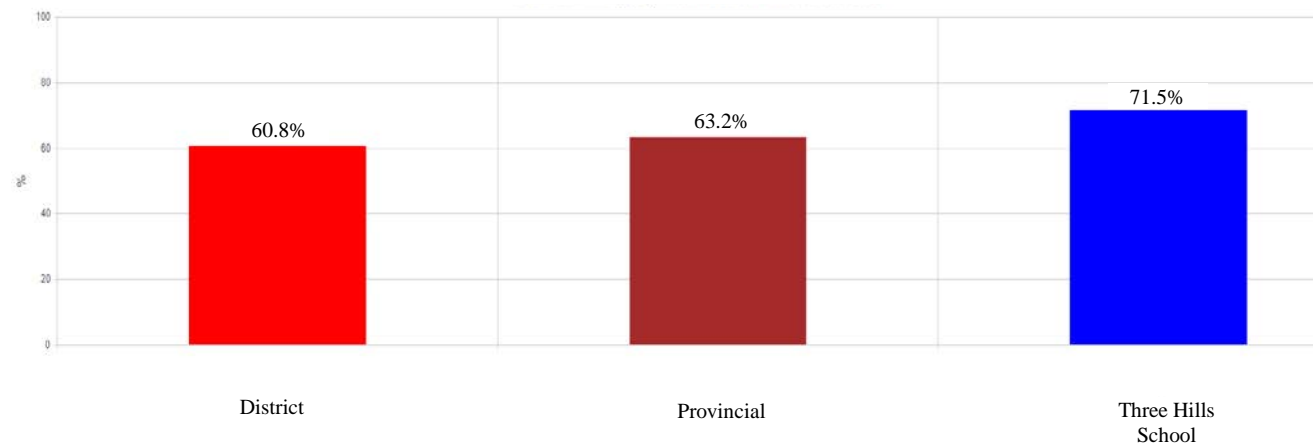
**Diploma Exam Results
Three Hills School**

Math 30-2 Exam Scores

**Diploma Exam Results
Three Hills School**

Physics 30 Exam Scores

District — 72.4%
Three Hills School — 72.9%
Provincial — 73.1%

**Diploma Exam Results
Three Hills School**

Social 30-2 Exam Scores

Three Hills School — 54.5%
District — 58.6%
Provincial — 62.4%

# Strategies for Maintaining and Improving Pillar Results

- Continue learning support for the elementary. We will have a full-time aid assigned to work alongside teachers with the LLI program in K-3. We have purchased a half time aid for reading literacy.

- We will continue to offer professional development release time: assistive technology PD as a focus.

- Continue to support the Division Early Numeracy and Literacy programs in K-3 as well as support teachers in assessment for learning opportunities offered by the school division through P.D. and collaboration days.

- Continuity in teacher subject scheduling continues to be a priority when planning.

- ESL students will have access to supports with a half time educational assistant. Student Services department will continue to work closely with Kelly DeCoste to offer and implement supports for students. Cree Gordon will be the lead on this.

- We will access Christina Hoover to go over the results from the Diploma Exams and will continue to expand our use of Dossier.

- We will offer staff opportunities to do professional visits with teachers in Golden Hills for professional development. (Zoom)

- Flex time will continue to be scheduled for student academic and social supports. The flexibility class will also be a time for student wellness.

- Support of student needs in option remedial courses in Language Arts and Math. (Learning Strategies Options and Math support options)

- Promote PLC's in both reading, writing and numeracy at all grade levels. Regular division meetings, staff meetings and Monday morning meetings are all being utilized to promote these goals. (COVID-19 protocols will be in place) We are also supporting the school coaching rooms for internal and external staff to receive professional development from some of our lead teachers (Cree Gordon). We will be focusing on use of assistive technology to support teachers and students. This is a focus and ties to our purchasing of new iPad and Chromebooks for elementary students.

- Continue to promote diploma and achievement exam teachers' professional development through provincial level committee work and exam standard setting and marking, school results analysis and goal setting. We will also promote utilization of Provincial field testing. Marc Kozak will be a valuable resource in the analysis of PAT and Diploma results. He recently returned from his secondment at AB Ed. and has considerable knowledge in this area.

- Support ongoing instructional professional development for teachers at the division level and at the provincial level through Alberta Ed. and the ATA. (Virtual this year)

- We will continue to expand our use and purchase of technology for our classrooms. We have increased our professional development around assistive technology to prepare for the needs of our student population.

- Students that choose to get involved in the Global Connections Certificate program can work directly with our international students and will have the opportunity to make connections between our community and the global community. Our hope is to enhance student choice in considering the ways in which they can make meaningful contributions to a globalized world.

- Student councils in Elementary, Jr. High and Sr. High will continue to model the characteristics of active living.

- The GCC can tie to an already extensive assortment of extra-curricular activities that allow for students to experience the world outside of our school, community, province, and country. (Europe Trips, Indianapolis trip, Ski trips, field trips, New York band trip, Campouts and Outdoor Ed. trips) …these will be on hold until the field trip guidelines are lifted.

- Continue to offer the Scream Character building program for our grade six students. (Later in the year due to COVID-19)

- Leadership classes along with the student councils will continue to support positive citizenship through school wide activities. (Healthy Relationship Wear Purple Day, Wear Pink for Bully Awareness Day, Orange Day FNMI Awareness)

- Promotion of Off Campus and Work Experience programming for students in Jr. High (Take Your Student to Work Day) virtual and High School Work Experience.

- Our Family Resource worker (Yvonne Wilson) is always an excellent resource for our staff and students. We offer several preventative and counseling opportunities for our students through this program and this too helps individuals with challenges. We value the school division supporting this program and view it as one of the most important resources for student mental health support and education.

- We will continue to provide programs directed at student safety and mental health by working with the Kneehill Community Resource Program. Yvonne Wilson will help with presentations geared for student mental health. This is always a priority, but we have extended the focus on mental health due to our current world situation.

- Continue to offer open dialogue with parents regarding programing for the students and increased student involvement in the direction of new option possibilities. We will also include teachers in discussions regarding possible student interests.
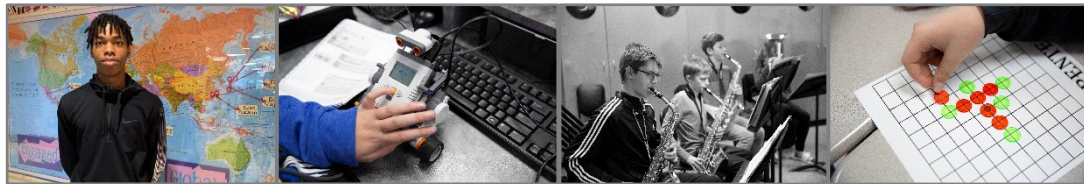
- We will offer a Distance Learning component to increase possible options for students. We presently offer many courses at Three Hills School (Cosmetology, Forensic Science, Psychology, Digital Photography, Leadership, Cyber Fitness, Industrial Education, Robotics, Coding (New Media Design/ Communication Arts), Music, You Tube/Multi-Media options (3D printing, video editing Sketch up/3D design), Home Economic, Visual Arts (Art), Outdoor Ed., Band, Drama, P.E., Fit Life and ESL opportunity for our International and local non-English speakers with Jill Guttridge. Promote Green Certificate, RAP, Dual Credit Options, Off Campus Ed. opportunities (First Aid)

- Continue to offer international travel and study experiences/bi-annually and will promote communication with students and parents through the website, local paper, teacher web pages, Facebook, Remind, Seesaw, Google Classroom, and our outdoor sign.

- We have a Pre-School within Three Hills School. The preschool has an open invitation to be involved in all our planned activities. They have participated in Halloween activities and will be a part of our virtual Christmas concert. Open dialogue with the playschool leadership will allow for opportunities for student to utilize the Three Hills School facility as much as possible. We also begin to work with the PUFF students before they ever reach our school and help with programing and preparation for school life. Recent funding model changes to PUFF and speech have been considered and we continue to offer exceptional services to our students. Starla Morgan has been tasked with providing inclusive support for kindergarten and will be an important resource to our school speech services.

- We plan to continue the positive relationship with our parent council and will continue to work with parents in a transparent manner. We realize our partnership with this group is invaluable. We are working side by side with our parent council to promote learning and facility improvement, all meetings have been virtual, and Greg Lendvay is working closely with the council to help with fundraising activities. We presently are working on upgrades to our Division one playground.

- Our Parent Council has grown and our relationship with its members is of great value to us at THS. We will continue to promote open communication and collaboration with these stakeholders.
- We are very proud of the extensive staff involvement in daily and extracurricular events at THS. This involvement allows for further coaching around healthy relationships. Three Hills School teachers remain accessible to students and their social/emotional needs. This continues to be one of our strengths and will always be a factor in our daily decision making.

- We historically have opened our school in the evenings and the weekends to support all social/community programs that will benefit our students. (ESL classes, KALS, Babysitting courses, Extra- credit classes, Dance Class, 4-H, Community graduation committee). This will be on hold or done virtually while we are presently following AHS school health protocols.

- We will continue to expand our relationships with parents by keeping them informed and welcomed i.e., Meet the Teacher BBQ, IPP and accommodation meetings, access to a student services coordinator, Kindergarten registration evenings, student orientation division activities, High School Grade ten orientation evenings and allowing for parent contact and access to teachers and administration. These are being done virtually to follow AHS safety protocols during the 2020-21 school year.

- We will continue to use Social Media to send out information on school initiatives. Facebook/Webpage/Classroom communication and we will invite information sharing through Facebook and our website. We are also continuing to supply information on our T. V's within the building. We are working to establish a team of teachers to help with our social media presence. It is our hope to provide information but also provide opportunities for parents to gain greater insight into some of our academic approaches as well as extra-curricular activities.

- We will handle all student and parent interactions with respect and dignity. Parents will continue to feel welcomed at THS.

- Creating and maintaining an open-door policy for parents in respect to access of teachers and administration will continue to be a priority. Respect and dignity during student and parent interactions will always be our focus. Parents are welcome in our office and we are presently promoting Zoom and telephone conversations with parents for Parent teacher Interviews. We will continue to create an information letter prior to our annual survey.

- We will continue to promote staff extra-curricular involvement and will expand our offerings after school and in the summer. Jr. NBA, Art club, expansion of art, drama, robotics, and sports summer camps will continue when regulations permit.

- Capital projects: Chromebook and iPad purchases for Division one, painting and wall board upgrades for school beautification.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	93.5	9.7	90.0	16.7	79.3	6.9	78.9	21.1	n/a	n/a	90	13
	Authority	84.5	8.5	85.4	10.6	79.6	8.4	79.8	9.2	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	95.7	13.0	72.7	0.0	78.6	14.3	89.5	5.3	n/a	n/a	90	13
	Authority	92.3	15.0	89.3	13.2	79.2	13.7	83.3	11.0	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	86.4	36.4	72.2	38.9	75.0	33.3	90.0	40.0	n/a	n/a	90	40
	Authority	57.5	16.6	62.6	18.7	67.4	23.8	72.3	20.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	71.4	19.0	82.4	23.5	83.3	0.0	57.1	0.0	n/a	n/a	75	17
	Authority	69.6	6.8	73.8	14.9	73.4	10.7	73.0	16.3	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	90.6	12.5	80.6	16.1	87.0	13.0	61.1	5.6	n/a	n/a	87	17
	Authority	86.4	8.2	80.4	12.3	79.4	11.6	78.9	13.5	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	95.8	12.5	71.4	0.0	60.9	4.3	80.0	0.0	n/a	n/a	78	12
	Authority	82.0	7.3	78.6	6.6	69.3	3.5	73.1	5.5	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	83.3	40.0	84.6	26.9	76.0	28.0	77.3	9.1	n/a	n/a	85	35
	Authority	83.3	31.7	82.6	26.8	78.1	22.9	78.7	31.8	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	100.0	68.4	91.3	39.1	64.7	23.5	70.0	10.0	n/a	n/a	85	40
	Authority	75.8	30.8	81.7	25.8	70.5	24.7	83.5	27.4	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	88.9	44.4	100.0	53.8	100.0	50.0	100.0	14.3	n/a	n/a	95	40

	Authority	83.0	35.0	88.0	45.7	88.7	43.7	93.9	37.8	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:
Data values have been

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:
1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Three Hills Budget Summary 2020-2023

Guiding Principles include:

- The current budget needs to in line with the sustainable spending
- Maximizing revenue needs to continue to be a priority (student enrollment, ISS)
- Capital Project planning
- Focus on using revenue to support academic success

Financial Issues of future importance:

- Continued support of numeracy and literacy programs
- Need for learning supports in k-12 (Educational Assistants as a priority)
- Support of PD and technology for assistive technology for students
- Optimization of class sizes with reduced revenue
- Continued supports for our International students by continuing to have Educational Assistant support
- Facility upgrades

Budgeted Operating Expense 2020-2021			%
Allocation (includes prior year carry-over)		$3,341,151.00	
Staffing	Certificated (Substitutes & Certificated Staffing)	$2,642,200.00	79%
	Non-Certificated (Support & Other Staffing)	$214,606.00	6%
Supplies & Services		$484,345.00	14%

Summary of Facility and Capital Plans

- Elementary technology upgrades
- Chromebook upgrades and battery replacements
- The Golden Hills Facility Plan lays out the priorities for repair and replacement on priority issues. (Painting of the hallways, wall boards, lighting upgrades and flooring upgrades)

Parental Involvement

- Parental involvement is a priority at Three Hills School. We start with communicating with our parents through our web page and Facebook feeds. Parents are invited to a Meet the Teacher evening in September (this year we made a video for the parents) and we invite input at all or our monthly PAC meetings (virtual). **PAC is presently working hard to complete fundraising for a division one playground surface upgrade**. We have an open-door policy and teachers and administration are always available to discuss any issues and/or concerns. Our AERR results are presented to staff and parents at our November parent council meeting. This year we will only have January Diploma marks in the Student Learning Achievement section.

Communication

- The School Plan is posted on the Three Hills School website at www.threehillsschool.com
- The plan is available for download /reading over the web as well as print format upon request.
- The plan is discussed with teachers, parents and Sr. administration from the Golden Hills School Division. All of the stakeholders are involved in its development.