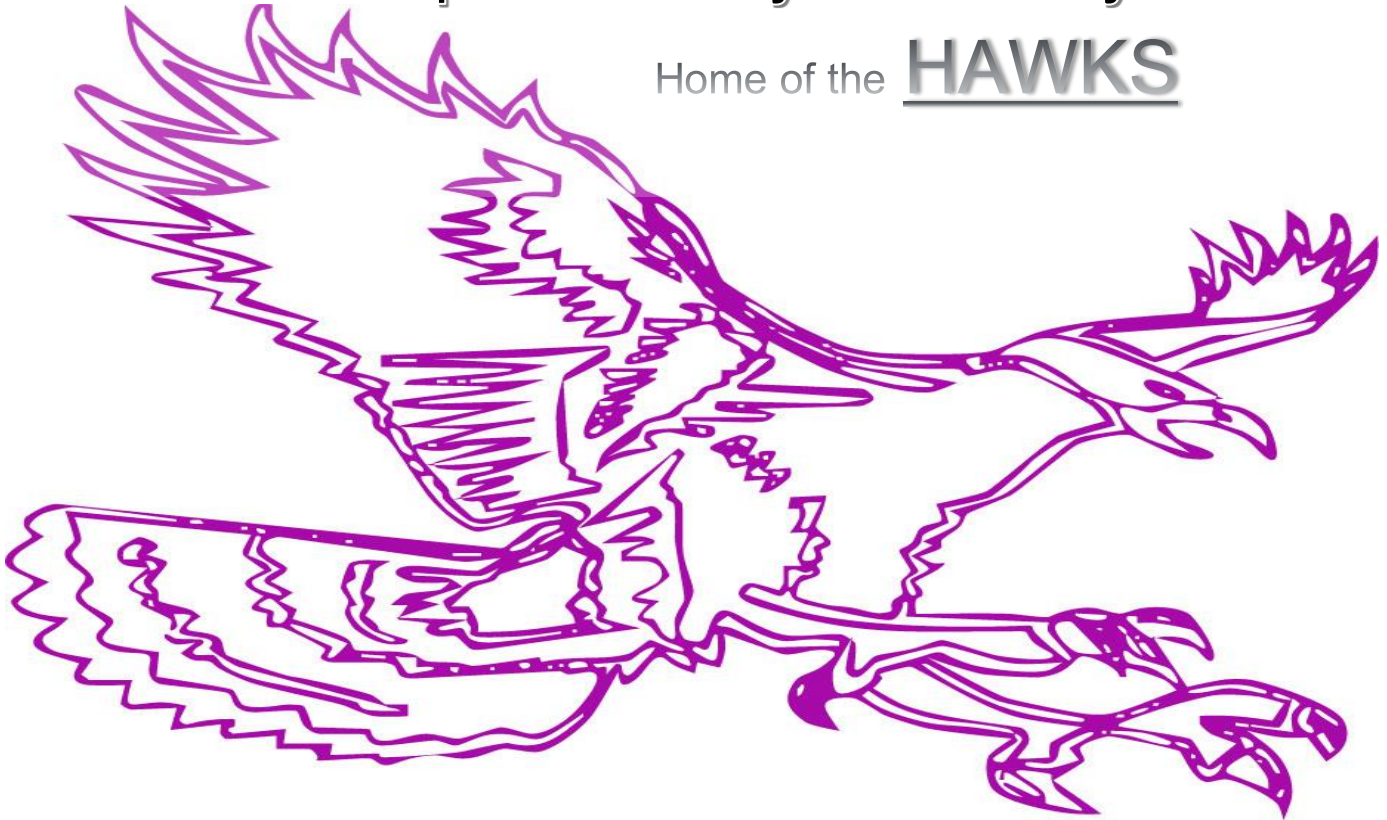


Hudson's Hope Elementary – Secondary School

Home of the HAWKS



Hudson's Hope Elementary Secondary School is a place where:

- Our students feel safe and connected to the school, staff, and each other.
- Our parents and community members feel welcome, and participate in building relationships and success.
- Our relationships and connections with nature are fostered to build strong relationships with land, nature, and one another.

Our Shared Vision:

Relationships + Connectiveness = Achievement!

We foster a safe and healthy learning environment by building relationships through connections with nature, technology, peers, and community. We encourage social responsibility, creativity and problem solving.

Our Plan includes the following four overarching pillars:

Fostering Natural Connections – Reinforcing our students' relationships with the world around them.

Building strong relationships, work habits, and community mindedness.

Ensuring a safe and supportive environment for living and learning.

Implementing 21st century approaches to learning: Intergenerational, Real Life, Engagement, and Choice.

Framework for Enhancing Student Learning 2021-2025

Goal 1: Provide a safe, supportive, connected environment leading to strong graduation rates.

Goal 2: Foster Social Responsibility.

Goal 3: Foster confident, competent, & creative numeracy learners through consistent resources, approaches, engagement, and diverse learning experiences.

Introduction

Hudson's Hope School is a close family composed of students ages 0 years to grade twelve (as well as adult students). Many of our students enjoy their entire educational experience with the same peer group over their time at HHS. The age range within the school allows for incredible intergenerational teaching and learning experiences for our students. Our school is nestled in the Peace River valley, within walking distance of the Peace River, and a short drive to the S.D. 60 Cameron Lake Outdoor Education Center. Our talented staff, location, and outstanding amenities allow us to provide numerous unique opportunities to connect with the natural world. Hudson's Hope School boasts an amazing outdoor education program, an indoor top-rope climbing wall, as well as the only Equine Studies/Natural Horsemanship program in the province.

Framework Development Process

Our Framework has been developed based on input from stakeholders including teachers, support staff, students, and our PAC. Progress and goal setting is reviewed each Fall (Non-Instructional "Planning Day"), our opening PAC meeting, as well as presentations to our S.D. 60 Board of Trustees. During our September 20th, 2024 planning day, staff members reviewed the Framework. We also analyzed a variety of data including literacy/numeracy data from our FSA, and a variety of District reading & numeracy assessments. In addition, we also analyzed "pre-covid" and "post-covid" attendance data, correlating the attendance with academic results. During our first PAC meeting, we followed a similar process.

What the Evidence Told Us

HHESS continues to have great success with graduation rates at or near 100% completion for many years. Both indigenous and non-indigenous students have graduated at similar rates. Survey data has also indicated very strong feelings of safety and welcomeness at school from both students and parents. Literacy achievement is very strong from primary years throughout to our secondary grades, however we have noticed a "dip" that is correlating with weaker attendance. Numeracy achievement in the elementary grades is strong overall, although again, there is a noticeable "dip" aligning with weaker overall attendance



Focus

A systemic and collaborative approach to relationship building and personal connections to create a safe and productive learning environment.

Goal 1: Foster Connectedness improve overall success, and Graduation Rates.

Objective 1.1: Increase student daily attendance and participation in school.

Key Strategies

- Work Ethic's Honour Roll Program
- Intergenerational Learning Opportunities (Scheduled and spontaneous)
- Peer Tutoring
- Annual/Scheduled school wide engagement activities
- Cultural Sharing events
- Indigenous celebrations & learning

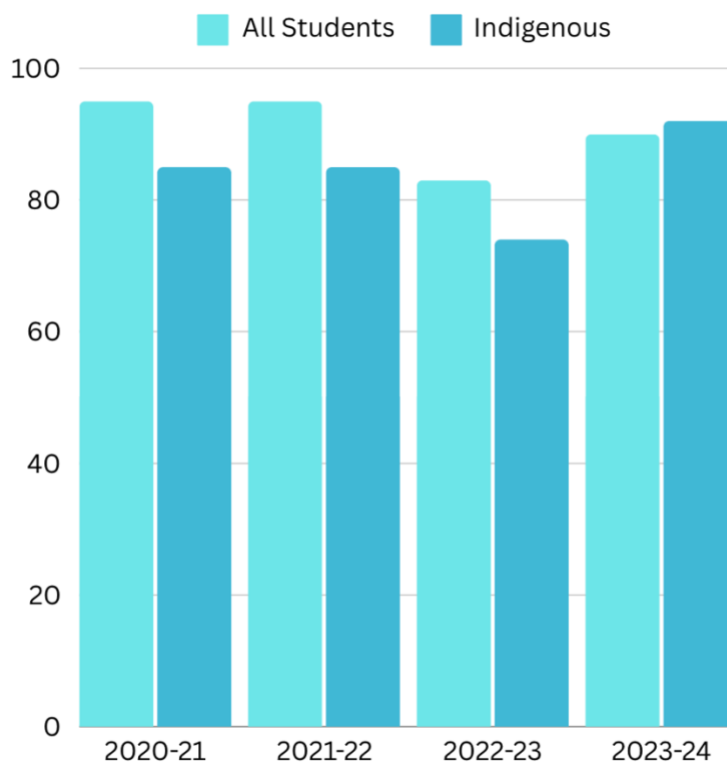
Peer Tutoring student supporting outdoor learning activity with a primary student.



Objective 1.2: Provide supports to whole class, and to vulnerable students.

Key Strategies

- ISSW/YCW role
- Conduct Class Reviews in Sept/February to identify individual/class needs.
- Allocate EA/YCW supports based on Class Reviews
- Place Peer Tutoring supports based on Class Reviews
- Operate a Healthy Snack & Punch Card Program
- Run a “What Every Grade 7 Should Know” Transition support each August
- Provide connections to Emotional Support (School Counseling, CYMH, Sources).
- Implement whole class supports (Classroom Champions, Bucket Fillers, Class Dojo)
- Provide L.A. Supports based on class reviews. Indicators
- Work Ethic's Honour Roll Data.

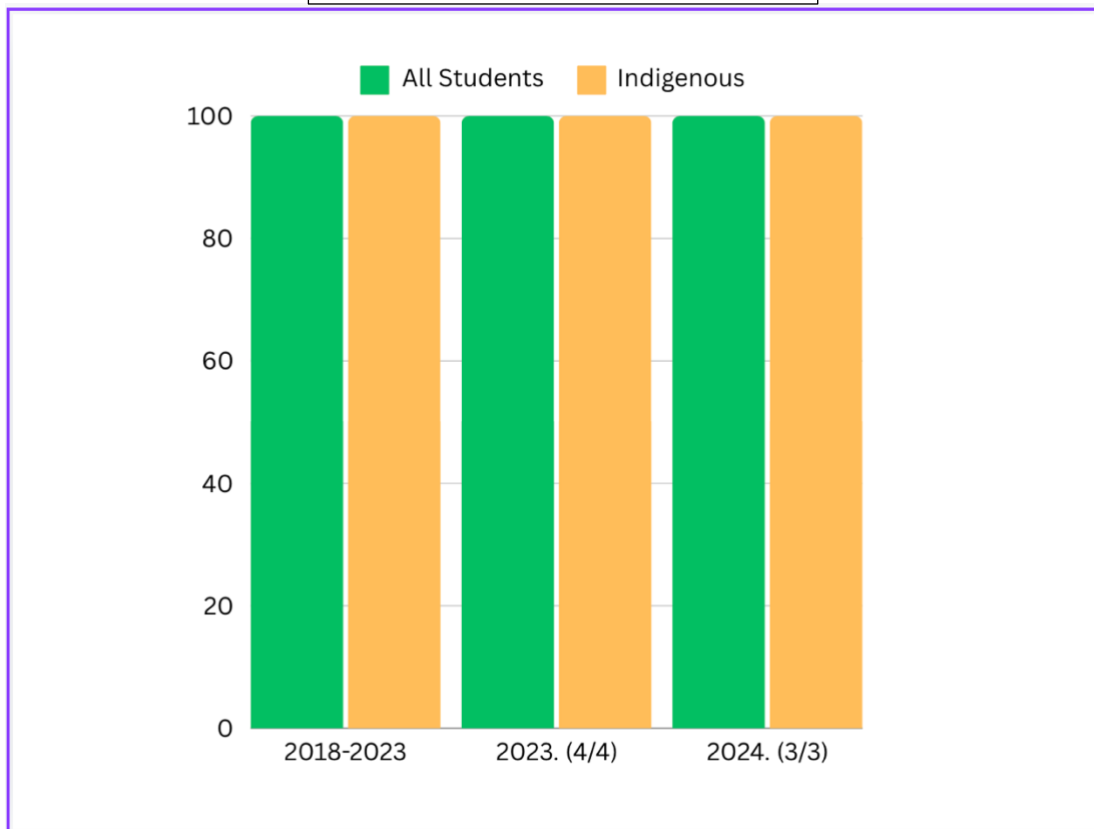


Principal's Work Ethic's Honour Roll



- Five/Six Year Completion Rates
- Student Learning Survey – Adults Care/Feel Safe/Feel Welcome

HHESS Graduation Rates



Targets

- A trend of improving 5 and 6-year completion rates for all students with a target of reaching 100%, with no gaps between groups (Male & Female, Indigenous & Non-Indigenous).
- A trend of improving work ethic honor roll stats, with a target of reaching 100% with no gaps between groups (Male & Female, Indigenous & Non-Indigenous).
- A trend of improving “Adults Care/ I feel safe/ I feel welcome” above 85%.
- A trend of improving “School Activities...help me feel connected to my school” above 85%.

Alignment of Resource Allocations With This Goal:

- School Wide Activities = \$1500.00
- Work Ethic's Honour Roll = \$5000.00



Focus

Being part of a community, understanding citizenship, and building skills to regulate within oneself among others are key skills to overall development.

Goal 2: Foster Student Social Responsibility and Emotional Competency

Objective 2.1: Engage in Socially Responsible activities to build citizenship and sense of community with indigenous perspectives.

Key Strategies

- Plan and provide specific activities; Food Drives, Jump Rope for Heart, Letters of support/thanks, Terry Fox Run, Earth Day, Orange Shirt Day, Pink Shirt Day.
- Create a school-wide calendar committing to the above activities, identifying educational activities within classes to enrich social responsibility/understanding.
- Include indigenous perspectives such as Truth & Reconciliation education within the School Wide Calendar.



Objective 2.2: Increase student capacity to engage in Social Emotional Learning and Self Regulation

Key Strategies

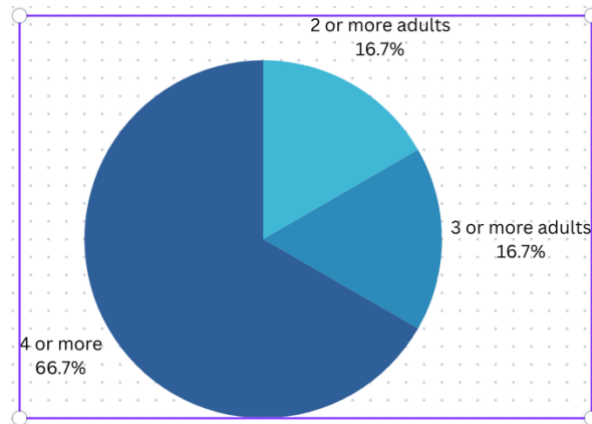
- Utilize the Cassel framework.
- Continue current SEL practises (e.g. - mind up, 2nd step, bucket, Classroom Champions)
- Utilize Class Dojo SEL Activities, and “Go Noodle” SEL activities.



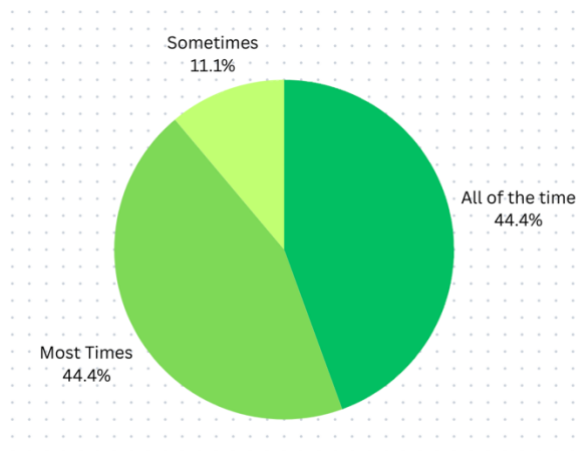
Indicators

- Gr 7 MDI Well Being Index
- Student Learning Survey – How many adults do you think care about you at your school?
- Student Learning Survey – “Do you feel welcome at school?”
- Student Learning Survey – “Do You Feel Safe at School”?

Student Learning Survey gr 4 (Adults Care About Me):



Student Learning Survey gr 4 (Do you feel safe at school):



Targets

- A trend of improving “I feel connected to my school” above 85%.
- A trend of improving “at least one adult believes in me” above 85%

Alignment of Resource Allocations With This Goal:

- SEL Collaborative Meetings – (District Covered).
- School wide/class wide SEL activities - \$1000



Focus

Providing engaging hands-on and choice opportunities will stimulate “buy-in” and transfer skills., improving student choice and results in Careers, Literacy, and Numeracy education.

Goal 3: Foster confident, competent & creative numeracy learners through consistent resources, approaches, engagement, and diverse learning experiences.

Objective 3.1: Sustain/Improve Literacy, Numeracy, and Core Competencies via ADST

Key Strategies

- Gradual implementation of Mathology in our primary classrooms.
- Gradual implementation of number sense routines using anchor resources by Stenhouse Publishing.
- Continue “Baking Numeracy” program.
- Provide Outdoor Education opportunities (Cameron Lake)
- Provide robust ADST electives in Secondary (Robotics, Foods, Silk-Screen, Textiles).
- Integrate ADST activities into core courses (via SD 60 ADST “Digmore” modules).

Objective 3.2: Increase engagement via student choice and interest

Key Strategies

- Offer Dual Credit Education, application support, and transfer support.
- Provide Annual Course Interest Survey to all students to determine course interest.
- Develop and maintain locally developed courses (Equine Studies, Entrepreneurship, Natural Horsemanship, Outdoor Recreation).
- Utilize Distance Education and Tutorial Blocks to ensure students have access to courses we are unable to offer.



Objective 3.3: Increase Post Secondary opportunities for upcoming graduates.

Key Strategies

- Provide career presentations to Middle and Secondary classes.
- Attend career fairs (Saulteau).
- Attend virtual career fairs as offered.
- Support students with “My Blueprint” pathway.
- Participate in tours at NLC and GPRC
- **SHAD** valley

Indicators

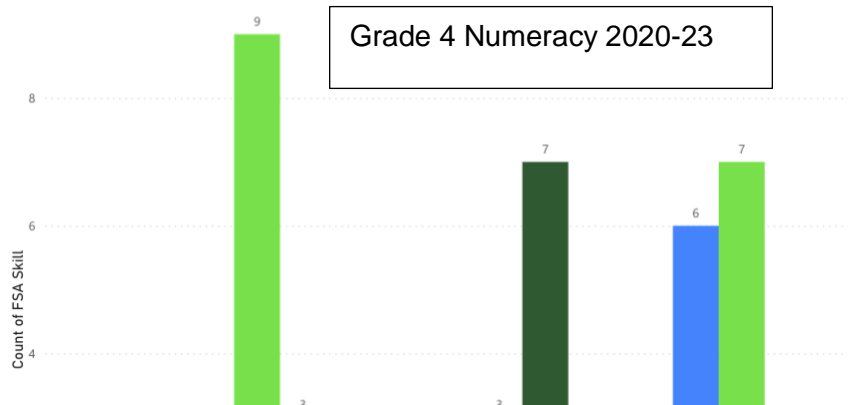
- FSA on Track + Extending (Lit/Num)
- C+ or better in grades 4-10 Math
- Provincial Assessments (Lit/Num)
- Connectedness Survey “Hands On Opportunities”
- District Reading & Numeracy Assessments (PMB/QCA/RAD/Read73)

Targets

- FSA - Trend of sustained or improving achievement of grade 4 & 7 Students on track & extending to 100%
- Class Grades - Trend of sustained or improving achievement of grade 4 - 10 earning C+ or better in grades 4-10 Math to 100%
- Trend of improving achievement Provincial Assessments (Lit/Num) of 75% proficient/extending.
- Trend of sustained or improving reports of Connectedness Survey “Hands On Opportunities” 85%
- Increasing trend of developing – proficient Reading Assessments *PMB Grade 3*

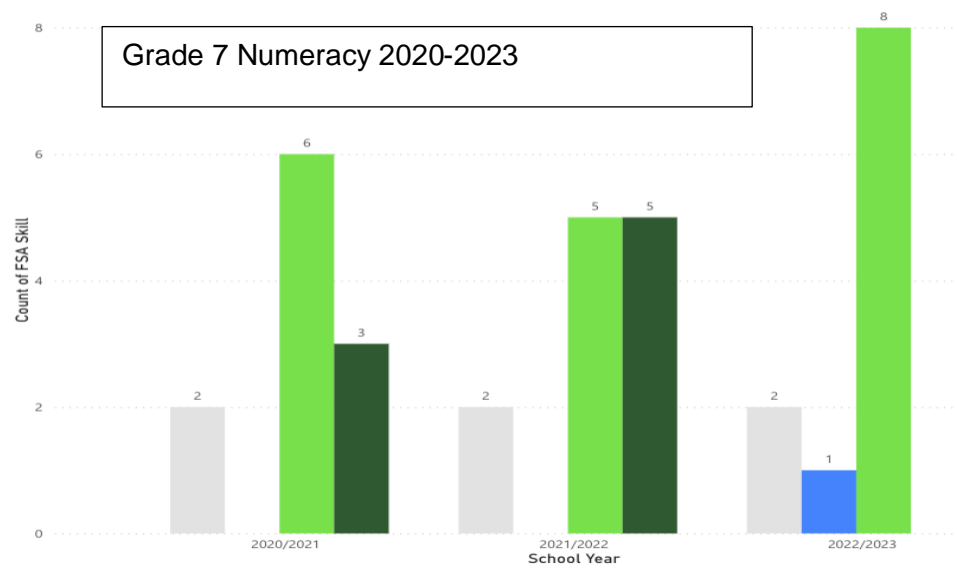
FSA Skill by School Year and FSA Result

FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING

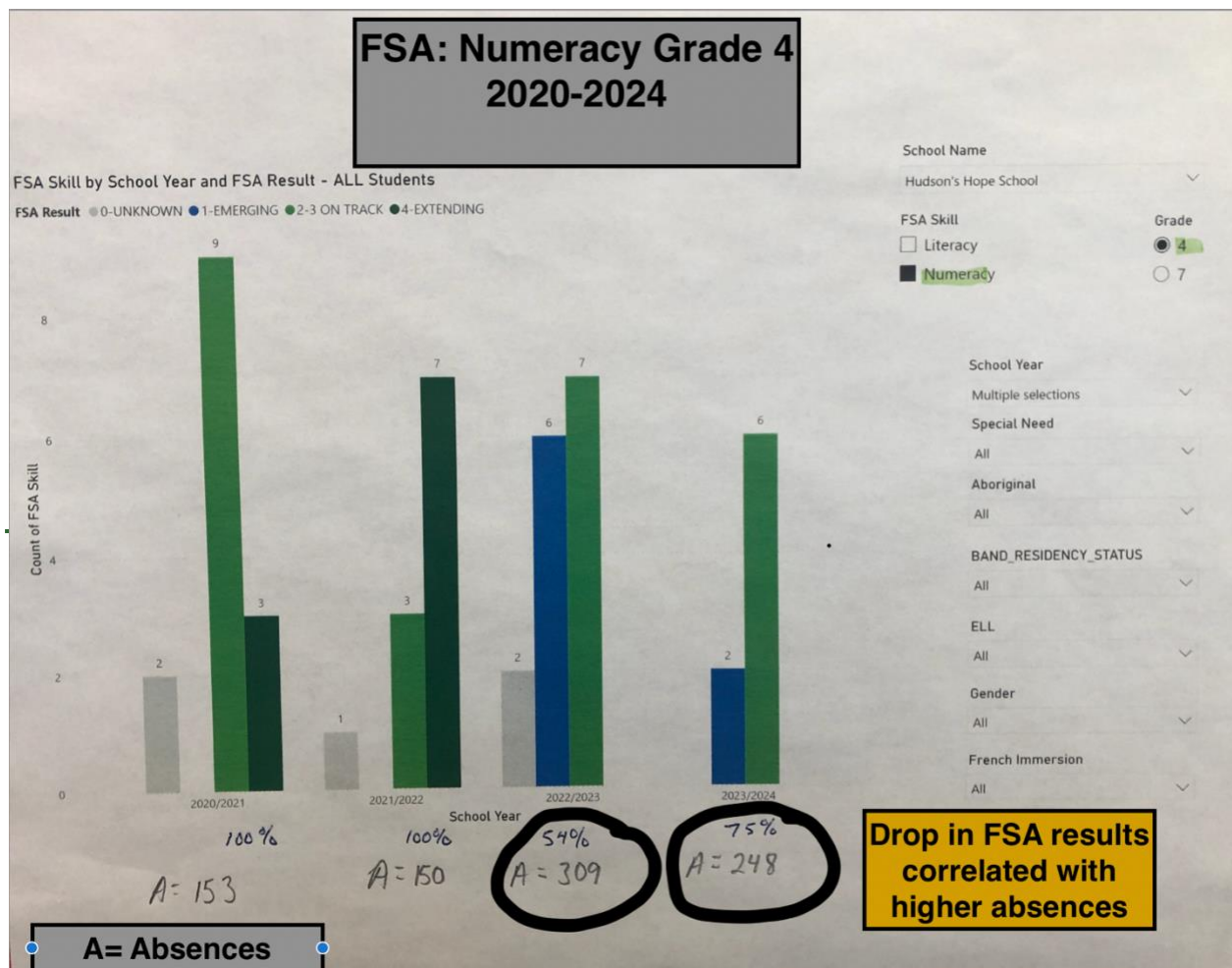


FSA Skill by School Year and FSA Result

FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



Specific Numeracy Goal for 2024-25: As a result of our Planning Day/PAC Day “Data Walk” and analysis, we observed a correlation between lower attendance and lower FSA results on our grade 4 FSA’s. We have decided to focus on educating our student and parent body on this correlation, as well as other benefits to regular attendance in school. Specific strategies will include education advertisements (including our data), incentives to attend, as well as tracking, advertising, and celebrating our attendance achievements compared to 2023-2024.



Alignment of Resource Allocations With This Goal:

- Baking Numeracy \$10, 500
- Outdoor Education \$2,500
- ADST Electives - \$3000
- Equine Studies/Horsemanship - \$2000



Go HAWKS Go!

