



# Hunting Hills High School

School Education Plan  
2017-2018 to 2019-2020



## Hunting Hills High School

150 Lockwood Ave  
Red Deer, Alberta, T4R 2M4  
Phone: 403-342-6655  
Fax: 403- 341-4335  
Website:  
<http://huntinghills.rdpsd.ab.ca/>

School Administration:  
Principal: Darwin Roscoe  
Vice Principal: Christine Chappell  
Vice Principal: Ian Oostindie  
Vice Principal: Trevor Pikkert

### School Profile:

At Hunting Hills, we are Building our Future Today in everything we do. We provide a tremendous selection of courses and a wide variety of programs to meet the needs and interests of all students. Outstanding opportunities and results have come from our academic programs, including Modern Languages and Advanced Placement programs. Coupled with Fine Arts, Physical Education and Career and Technology programs, our students have excelled in the rich environment at Hunting Hills. Program initiatives include the Cosmetology Program, Sports Excellence program, Advanced Placement program, Knowledge and Employability program, increased opportunities in Registered Apprenticeship, Dual Certification, extensive Fine Arts course offerings, International Certificate, Leadership, Teacher Advisor programs, and twinning agreements with schools in China, Mexico, and France. We invite input, participation, and communication in our school. We encourage everyone to get involved as we continue to create excellence at Hunting Hills.

Anticipated Student Enrolment: 1450 FTE

Anticipated Staff Profile:

- 71 Teachers ( FTE)
- 23 Classified Staff ( FTE)
- 7 Facility Services Staff (FTE)
- **101 Total Staff**

### **Vision, Mission, Beliefs:**

Hunting Hills High School is striving for excellence by providing the best curriculum, instruction and learning opportunities in order to maximize the potential of all students.

### **Opportunities and Challenges:**

Hunting Hills is striving to ensure success for students of all abilities. As a school community, we will focus on the well being of each student and High School Completion.

### **School Education Plan Development and Communication:**

The Hunting Hills High School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Hunting Hills High School Education Plan is available at the school and is posted on our website at:  
<http://huntinghills.rdpsd.ab.ca/>

# Accountability Pillar

Measure Category	Measure Category Evaluation	Measure	Hunting Hills High 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	Good	<a href="#">Safe and Caring</a>	84.9	83.8	84.0	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Excellent	<a href="#">Program of Studies</a>	85.5	84.6	85.0	81.9	81.9	81.5	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	87.5	86.1	85.7	90.1	90.1	89.6	High	Maintained	Good
		<a href="#">Drop Out Rate</a>	1.3	1.6	1.5	3.0	3.2	3.3	Very High	Maintained	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	81.9	80.8	81.8	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Issue	<a href="#">PAT: Acceptable</a>	75.7	79.8	79.8	73.6	72.9	73.4	Intermediate	Declined	Issue
		<a href="#">PAT: Excellence</a>	18.3	22.5	21.6	19.4	18.8	18.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	90.5	92.2	91.2	85.0	85.2	85.1	Very High	Maintained	Excellent
		<a href="#">Diploma: Excellence</a>	23.0	22.2	25.2	21.0	21.0	20.5	High	Maintained	Good
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	61.0	53.0	58.4	54.9	54.6	53.1	High	Maintained	Good
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	68.7	65.4	65.4	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	<a href="#">Transition Rate (8 yr)</a>	64.8	63.4	61.9	57.9	59.4	59.3	High	Maintained	Good
		<a href="#">Work Preparation</a>	77.2	80.4	79.9	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
		<a href="#">Citizenship</a>	72.9	71.9	73.6	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Issue	<a href="#">Parental Involvement</a>	71.0	67.3	74.4	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	Acceptable	<a href="#">School Improvement</a>	76.3	77.9	80.9	81.4	81.2	80.2	High	Declined	Acceptable

## Analysis:

- We are extremely pleased with the Student Learning Opportunities section of our accountability pillar.
- The Education Quality measure, the extremely low dropout rate and extremely high completion rate are all reasons to celebrate.
- We are pleased to see improvement in the areas of safe and caring schools as this was an area of focus at the school.
- The results on PAT and Diploma exam results are from the year previous to the other data on the report. The changes implemented in the school during the current school year are not reflected in these results.
- Our transition rate is significantly above the provincial rate, and we expect it to continue to rise with the introduction of our Career Advisor and implementation of MyBlueprint.
- Our Parental Involvement has shown significant increase from the previous year and still remains an area of focus.
- The strength of Hunting Hills, as reflected in the Accountability Pillar, demonstrates the care and attention given to the students on a daily basis and is cause for celebration.
- We will be implementing a Responsible Mindset program for our students which will lead to improved citizenship at HHS.

For more information on the School Education Plan, please contact the school principal

## Goals and Strategies

Priority	<b>Literacy And Numeracy</b> ...refers to the ability of students to effectively and confidently work with words and numbers.
<b>Outcomes and Strategies</b>	<p><b><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></b></p> <ul style="list-style-type: none"> <li>● Continue implementation of the District’s Literacy Framework.</li> <li>● Implement opportunities for increased parental involvement to support literacy in the home.</li> </ul> <p><b><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● Establish a Math Steering Committee.</li> <li>● Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers.</li> <li>● Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.</li> <li>● Refine the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes.</li> <li>● Explore and implement opportunities for increased parental involvement to support numeracy in the home.</li> </ul> <p><b>HHHS will:</b></p> <ul style="list-style-type: none"> <li>● <b>Examine benchmarking as students enter grade 9 and use it to place students in programs which best support their learning.</b></li> <li>● <b>Provide balanced literacy to our grade 9’s so they can personalize their learning.</b></li> <li>● <b>Increase time dedicated to our Learning Assistance Teams to address student needs.</b></li> <li>● <b>Embed the academic portion of Prepare within the Social Studies 9 program.</b></li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Percentage of students who achieved the Acceptable Standard and the Standard of Excellence on Grade 6 &amp; 9 English Language Arts Provincial Achievement Tests and English 30-1 and English 30-2 Diploma Examinations. (AE)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff. (RDP)</li> <li>● Percentage of students in Grades 2-9 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity</b></p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>Each staff member has the ability to meet the diverse needs of all students through excellent instruction.</i></b></p> <ul style="list-style-type: none"> <li>● Continue implementation of the Pyramid of Support and REFRESH model in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle.</li> <li>● Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.</li> <li>● Build capacity with staff to incorporate First Nations’ perspectives into their practice.</li> <li>● Build capacity with staff in the areas of social and academic language for students with English as a Second Language.</li> </ul> <p><b><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● Develop and implement a universal approach to the delivery of the Health and Life Skills curriculum.</li> <li>● Continue to implement the district-wide Comprehensive School Health model.</li> <li>● Engage in a pilot project with Alberta Health Services to implement mental health support in targeted schools.</li> <li>● Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Practitioners, School Counsellors, and Parents.</li> </ul> <p><b><i>Through the reduction of barriers each student is able to access the supports and services they need to achieve success.</i></b></p> <ul style="list-style-type: none"> <li>● Equitably allocate staff and resources.</li> <li>● Enhance and support ease of access for families.</li> <li>● Develop a District Equity Fund in collaboration with The Foundation for Red Deer Public Schools.</li> <li>● Continue to examine fees and fundraising in the district.</li> </ul> <p><b>HHHS will:</b></p> <ul style="list-style-type: none"> <li>● <b>Continue with the equity committee at the school level.</b></li> <li>● <b>Closely monitor our school instructional fees.</b></li> <li>● <b>Provide student support teams at each grade level to reduce barriers to learning which some students experience.</b></li> <li>● <b>Expand upon wrap around services offered at HHHS with increased counselling, continued support from AHS, CLW and our behavior support program.</b></li> <li>● <b>Develop a Culture Club for all students.</b></li> </ul>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Percentage of students who achieved the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests and Diploma Examinations. (AE)</li> <li>● Overall agreement that students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP)</li> </ul>

	<ul style="list-style-type: none"> <li>● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)</li> <li>● Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)</li> </ul>
--	--

<b>Priority</b>	<h2 style="text-align: center;">Student Success And Completion</h2> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<b>Outcomes and Strategies</b>	<p><b><i>Students experience character education programming in Grades 1-9.</i></b></p> <ul style="list-style-type: none"> <li>● Highlight and promote the character education programming in district schools.</li> </ul> <p><b><i>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</i></b></p> <ul style="list-style-type: none"> <li>● Continue the implementation of the <i>Moving Forward with High School Redesign</i> project.</li> <li>● Increase the use of <i>My Blueprint</i> at all high schools to support career exploration and development activities.</li> <li>● Continue to monitor student academic progress and respond appropriately.</li> </ul> <p><b>HHHS will:</b></p> <ul style="list-style-type: none"> <li>● <b>Provide early interventions for all students as they transfer from Middle to High School.</b></li> <li>● <b>Now that prioritization of curriculum is complete, we will focus on instruction and assessment practices around this work.</b></li> <li>● <b>Admin will work in conjunction with the career advisor to closely monitor High School graduation plans and transition to adult life.</b></li> <li>● <b>Implementing a Responsible Mindset program for our students will lead to improved citizenship at HHHS.</b></li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>● Overall satisfaction with the quality of basic education. (AE)</li> <li>● High school completion rate of students within three, four, and five years of entering Grade 10. (AE)</li> <li>● High school to post-secondary transition rate of students within six years of entering Grade 10. (AE)</li> <li>● Students identified with attendance issues. (RDP)</li> <li>● Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)</li> <li>● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school. (RDP)</li> </ul>