

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	424.000	Custodial	2.813000	Salaries	\$2,967,424	94.29%
Weighted	532.256	Exempt	0.000000	Supplies, Equip., Services	\$179,820	05.71%
Regular	424	Support	6.715374			
		Teacher	<u>20.550000</u>			
Year Opened	1962	<b>Total</b>	<b>30.078374</b>	<b>Total</b>	<b>\$3,147,244</b>	<b>100.00%</b>

### School Philosophy

At Hillcrest School, we believe that all students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community. We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. It is our priority that every student has a positive learning experience at our school, and we work with families and our community to build relationships and promote success.

### Community Profile

Hillcrest School is located nine blocks southeast of West Edmonton Mall. The facility is unique in that the building is designed in a circular configuration with the gymnasium in the centre and classrooms located on the circumference. The field is shared with Elmwood School and H. E. Beriault Junior High School. The school serves a diverse, multi-cultural population from the established population of Elmwood to newer residences in Westridge.

Hillcrest School is unique in its design and our learning spaces are structured to foster a welcoming, inclusive, safe and healthy place. Indigenous artifacts are visible throughout our building as symbols of our actions towards reconciliation.

### Programs and Organization

Academic success in a positive student-focused environment is our priority. Hillcrest School's organization for learning includes a graded structure focusing on core and complementary programming. Hillcrest School offers Regular, Literacy and Opportunity programming for students from Grades 7 to 9, STEM alternative programming in Grade 7 and 8, and an Honours class in Grade 9.

We offer traditional option classes including Foods and Fashion, Construction, and Drama in addition to Chinese (Mandarin) Language and Culture and STEM-related options such as Coding and Robotics, Design Fundamentals, and Visual Communications. We also offer courses focused on Leadership, Active Living, and Environmental Outdoor Education. We are preparing students to recognize how their learning applies to opportunities beyond high school. Our students will develop a curiosity and knowledge about the world around them and will develop skills through meaningful projects, activities, and experiences that are directly connected to curricular outcomes. We are working towards providing relevant career information, guest speakers, and industry events to provide our students with specialized learning and greater understanding of possible careers.

A daily flex block period focused on extension learning, wellness, diversity, and cross-grade activities will enrich students' experience at Hillcrest.

### School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, Hillcrest students will demonstrate growth in reading, writing and mathematics. In order to achieve this, Hillcrest staff will engage in data analysis to help identify strengths and challenges in regard to student achievement. Staff will collaborate in the development of shared plans, resources and assessments; and will apply universal strategies to support diverse learner needs. Furthermore, dedicated intervention time will be used to support students with diverse learner needs.

**Results Achieved:** Through the use of various resources and interventions, teachers supported growth in literacy and numeracy across all subject areas. Teachers engaged in a variety of professional learning opportunities and collaborated with colleagues from across our catchment in Communities of Practice to support students with diverse learner needs. Throughout the year, staff included a literacy focus in all school disciplines. Furthermore, cross-curricular opportunities were provided through STEM-related activities in which all students participated. All students also participated in a 'Skills and Career Day', providing them with authentic learning experiences.

Teachers engaged in professional learning that focused on the development of student Individual Program Plans (IPPs) based on student, staff and parent/guardian input. All teachers were involved in the creation of student IPPs and their reviews. Small group interventions were in place to support our students learning English as an additional language.

"Education Quality" is reported as "High" on the Alberta Education Assurance (AEA) report with 87.7% of surveyed respondents indicating they are satisfied with the education quality at our school. On the Division Feedback Survey, 85% of students indicated they have the opportunity to be successful in their learning and 77% of students feel more confident in ability in math and reading. Also, 79% of students reported that they know how to get help with their learning at school and have increased confidence in both math and reading.

Based on the 2023-2024 Provincial Achievement Test (PAT) results of all students writing: in English Language Arts, 80.2% of students achieved the acceptable standard while 10.4% of students achieved the standard of excellence. In Mathematics 9, 57.8% achieved the acceptable standard and 13.8% achieved the standard of excellence. Compared to the previous year's PAT results, improvement was noted in the Writing portion of the English Language Arts PAT, significant improvement was demonstrated by students achieving the standard of excellence on the Part B (calculator) portion of the PAT, and the percentage of students achieving the standard of excellence increased in all PATs written (English Language Arts, Mathematics, Science, and Social Studies).

Overall reading achievement levels for Hillcrest students indicate that 65.2% of students are reading at or above grade level. Overall, this amounts to a slight decrease compared to the previous year, however, a greater percentage of students are reading above grade level compared to the year before (29.2% compared to 26.4%). 56.9% of students who completed the HLAT writing assessment administered in the spring are writing at or above grade level. Students writing below grade level demonstrated improvement, with 65% of these students improving their writing by one or more grade levels compared to the previous year. On the CAT4, the percentage of students achieving stanine of 4 and above in the various areas during the spring administration of the CAT4 are as follows: Reading: 70.2%; Mathematics: 76.1%; Computation/Estimation: 76.0%. These results indicate growth relative to the previous year.

By June 2024, Hillcrest students will report a greater sense of belonging and social, emotional and physical well-being. In order to achieve this, staff will leverage the voices and leadership of all school members (including students and families). Through the use of youth focus groups and opportunities to provide feedback, students will work alongside staff in creating a welcoming, safe, inclusive, and healthy school environment.

**Results Achieved:** A variety of student supports and services were available and offered at Hillcrest School for all students in support of action grounded in Priority 3. We accessed programming supports for students through the Argyll Reaching Out program; a teacher was onsite two half-days per week in support of serving 8 students along an alternate pathway towards success. One-on-one counseling and small group support was provided through the availability of an in-school teacher, school administration and from Child and Youthcare Worker students from MacEwan University. An Ethnocultural Coach from Family Centre was onsite for student access 2 days per week. Referrals through Mental Health, Action for Healthy Communities and social workers were made. A Mental Health and Wellness Resource Bank was made available for family and student use. Students have reported feeling welcomed and cared for as a result of initiatives such as our 'Breakfast Club' and the availability of snacks throughout the day.

Events that took place during the school year that contributed to the building of a shared understanding and empathy included our weekly use and delivery of a land acknowledgement. Elders and guests from the community were also invited to support awareness of Indigenous culture. 93% of students indicated that they have opportunities to learn about the contributions of Indigenous people and 95% reported they have learned about residential schools and their legacy.

Students were empowered to building skills, strategies and relationships that contribute to positive mental health through a variety of opportunities available to them: We have sought out the perspectives of our students and staff for input into how we can create a culture of well-being, inclusivity and a strong sense of belonging. Students provided input in a variety of areas, including mid-year feedback that will inform and shape the growth of our STEM program. Students shared their perspective about 'What it means to be a Mustang' and their input was used in communications with incoming students from our feeder schools and throughout our school.

Nearly 30% of our students participated in athletic opportunities. Over 30% of our student population volunteered as ambassadors of Hillcrest through leading various events in support of showcasing our school, including Gr. 6 'Mustang for a Day' opportunities, our school-wide Open House, and partnerships with our feeder schools. Students used each of these activities as a platform to share their pride of their school with others while extending the welcoming environment at Hillcrest to others.

Student-led initiatives to support Hillcrest's certification as an EcoSchool have enabled students to envision themselves as serving not only our school, but the community at large. Not only has the work of our students resulted in our school reaching platinum certification in this program, our students have expressed a sense of belonging and a sense of pride through their service in our school. Opportunities for volunteerism were also prevalent, with Hillcrest students recording over 1600 hours of service in the community.

Some of the Flex Blocks each week were structured to allow for cross-grade groupings, activities, collaboration and character building through the lens of school pride and culture. Students engaged in a variety of activities directed toward learning about other cultures, with their work culminating in a school-wide Culture Day.

As reported on the Division Feedback survey, a greater percentage of students have reported a sense of belonging, with 73% of students reporting that the environment at Hillcrest School provides opportunities for belonging. "Citizenship" is reported as "High" on the Provincial Assurance Survey (AEA) summary report with respondents. The AEA reports "Safe and Caring School" as "High." The majority of students, staff and parents agree that the learning environment at Hillcrest is welcoming, caring, respectful and safe.

#### **What were the biggest challenges encountered in 2023-2024?**

Teachers continued to report learning losses and gaps in social and emotional development of our students. Our lack of adequate training, expertise and resources required to adequately address increasing requests from students and parents/families to support students with mental health concerns was apparent throughout the year. We also encountered difficulties in engaging students who have attendance concerns into school initiatives and school culture.

#### **What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

Supporting the social, emotional and academic needs of our diverse student population will be of the utmost importance as we plan for the next school year. The work of providing high quality learning experiences and supporting well-being for all students will be our focus as we sustain school improvement and align with our Division's Strategic Plan.

We will be intentional in planning collaboration time for teachers working in teams to address ways that can support improvements in literacy, numeracy and student wellness as well as enhancing academic intervention supports. We will engage in professional learning opportunities to support differentiated instructional/assessment practice and support with ELL benchmarking.

As our STEM program expands to Grade 8 this year, time and support will be needed for teachers to collaborate in developing course content that will embed a STEM-related focus in all core classes and in option classes such as Coding and Robotics, Design Fundamentals, and Visual Communications. The availability of supply teachers and budget will have a direct impact on this plan.

Additional resources to support our students learning English as an additional language and students presenting with complex learning needs will be necessary; strategies will include allocating additional resources for Educational Assistants to support inclusive placements as we experience increased complexity in the classroom. Dedicated intervention time for academic support will be scheduled throughout each week. Accessing additional mental health supports to aid our students will be required to help sustain school improvement initiatives. We will allocate resources to increase availability of individual and small group support onsite.

We will explore strategies to further engage parents and community members within our school and we will continue to solicit ongoing and timely feedback from students, staff and our school community.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7552 Hillcrest School

Assurance Domain	Measure	Hillcrest 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
Student Growth and Achievement	Student Learning Engagement	84.2	86.9	86.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.7	79.6	78.7	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	54.9	62.1	62.1	62.5	62.6	62.6	Very Low	Declined	Concern
	PAT9: Excellence	13.0	12.3	12.3	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	87.7	87.1	87.7	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.4	82.2	82.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.7	86.4	83.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	67.0	81.4	74.7	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

#### Division Priority 1

By June 2025, all Hillcrest students will demonstrate growth in reading comprehension and computation.

The following indicators will serve as targets to help monitor for progress:

- 90% of students who have an Individual Program Plan (IPP) will achieve their goal relative to literacy and to numeracy.
- 20% of students who write the Canadian Achievement Test (CAT4) and who are below the Canadian norm, will improve by at least one stanine toward average scores.

Division Feedback Survey

- 2% increase in the percentage of students indicating they are improving in their skills in reading and math.
- 2% increase in the percentage of students achieving the acceptable standard on the computation portion of the Gr. 9 Mathematics Provincial Achievement Test (PAT).
- 2% increase in the percentage of students achieving the acceptable standard on the reading portion of the Gr. 9 English Language Arts PAT.

Achievement of this goal will be supported by:

- Allocation of scheduled flex block time where students will engage in literacy and numeracy activities
- Using the CAT4 results and teacher observations to identify specific areas for targeted supports/interventions in reading comprehension and in computation
- Small group pullouts to support students

#### What data will you use to track continuous improvement?

Our progress will be triangulated through reader-screener assessments, overall reading achievement levels, evidence collected from large-scale assessments (i.e. PATs and the spring subtest results from the CAT4), results from the Division Feedback Survey and the Alberta Education Assurance (AEA) survey. Teacher observations and records from IPP reviews will also be used.

#### Division Priority 3

By June 2025, Hillcrest students will report a greater sense of a welcoming, safe, inclusive, and healthy school environment.

Indicators that will be used to serve as targets to help monitor for progress include feedback collected throughout the year from students and families, attendance data, participation in extracurricular activities and clubs, and anecdotal evidence reported by staff about student engagement in and out of the classroom.

Division Feedback Survey

- 3% increase in respondents reporting that students feel like they belong and they feel safe at school

Alberta Education Assurance Survey

- Improvement in overall Student Learning Engagement measure
- 2% increase in respondents reporting a welcoming, caring, respectful and safe learning environment

Achievement of this goal will be supported by:

- the use of youth focus groups and opportunities for students to provide their input
- staff working collaboratively to support school-wide initiatives that create opportunities for student involvement
- increased communication between the school and home

#### What data will you use to track continuous improvement?

Our progress will be triangulated through the ongoing collection of student feedback throughout the school year. Teacher observations and results from the Division Feedback Survey and the Alberta Education Assurance survey will also be used.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,875,783		3,147,244
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,875,783</b>		<b>3,147,244</b>
Classroom	17.850000	1,929,103	18.465000	1,995,568
Leadership	2.000000	267,942	2.000000	269,301
Teaching - Other	.000000	0	.085000	9,186
Teacher Supply	.000000	45,000	.000000	60,000
<b>TOTAL TEACHER</b>	<b>19.850000</b>	<b>2,242,045</b>	<b>20.549999</b>	<b>2,334,055</b>
<b>(% of Budget)</b>		<b>77.96%</b>		<b>74.16%</b>
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.000000	315,918	6.715374	420,026
Support (Supply/OT)	.000000	1,500	.000000	9,500
Custodial	2.813000	195,843	2.813000	195,843
Custodial (Supply/OT)	.000000	2,500	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>7.813000</b>	<b>515,761</b>	<b>9.528374</b>	<b>633,369</b>
<b>(% of Budget)</b>		<b>17.93%</b>		<b>20.12%</b>
<b>TOTAL STAFF</b>	<b>27.663001</b>	<b>2,757,806</b>	<b>30.078373</b>	<b>2,967,424</b>
<b>(% of Budget)</b>		<b>95.9%</b>		<b>94.29%</b>
SUPPLIES AND MATERIALS		0		0
SUPPLIES, EQUIPMENT AND SERVICES		82,575		115,425
INTERNAL SERVICES		35,402		64,395
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>117,977</b>		<b>179,820</b>
<b>(% of Budget)</b>		<b>4.1%</b>		<b>5.71%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,875,783</b>		<b>3,147,244</b>