

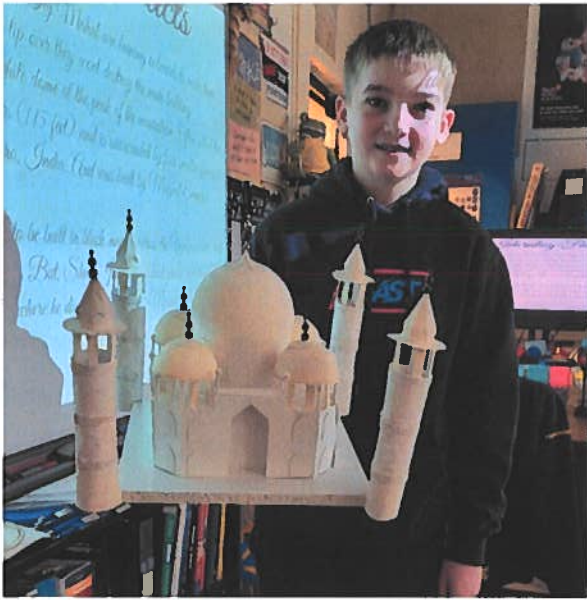
H. A. Kostash School Education Plan 2023-2026



"Encouraging Excellence Through a
Curiosity for Life"

Table of Contents

Principal's Message	1
Foundational Statements	2
Vision, Mission, Commitments and Beliefs	2
H. A. Kostash	3
Reflection on Results	4
Outcomes, Strategies and Measures for 2023-24:	7
PRIORITY ONE: Student Success and Completion	
Students are successful from the time they enter school until high school completion, and beyond	
Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Leading	
PRIORITY TWO: Wellness	9
Learning and working environments are inclusive, safe, welcoming and healthy	
Related Alberta Assurance Domains: Teaching and Leading & Learning Supports	
PRIORITY THREE: Engagement	10
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions	
Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context	
Strategic Priority: First Nations, Métis and Inuit Student Success	12



Principal's Message

I am very proud to be the principal of H.A. Kostash School. This is my first year as principal and I am honored by this opportunity to work with the students, staff, families and community. We are very excited to be collaborating with municipal partners in building a new school scheduled to open in Fall 2023. It is gratifying to have parents and families back in the building to help celebrate our achievements as we move forward. We are fortunate to have a dedicated, engaged staff who educate our students, but also pay attention to their overall mental health and well-being. Our school community places a strong focus on the entire individual and the pathway to becoming the best version of ourselves.

At HA Kostash we emphasize literacy and numeracy. We recognize that no two students are alike and individualize programming to maximize learning potential. Beyond the classroom, we host an array of extracurricular activities. Sports, music, and drama are just a few of the opportunities available to our students. As well, we have a champion archery team that competes internationally.

Our school prides itself on effective career counseling that plots the journey from aspiration to achievement, providing students with numerous options and potential career pathways.

The H.A. Kostash School Education Plan has been developed in consultation with school staff, students and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 12 of the School Councils Regulation. The H.A. Kostash School Education Plan was discussed at staff meetings and then staff were given the opportunity to provide feedback. Staff were then asked to choose which priorities they wanted to focus on. The same process was used for the School Council. Throughout the year students and parents have also provided feedback informally during teacher/parent conferences, meetings and discussions. The H.A. Kostash School Education Plan is available at the school and is posted on our website at: <https://hak.aspenview.org>.

Foundational Statements

Vision, Mission, Commitments and Beliefs

“Encouraging Excellence Through a Curiosity for Life”

H. A. Kostash School is dedicated to working with students in order that the students become knowledgeable, healthy, civically engaged, prepared for self-sufficiency, and ready for the world beyond formal schooling.

Mission: Staff will strive to provide an engaging education that focuses on learning goals, skill development, character building, and life-long learning.

Vision: This vision includes classrooms with students being actively engaged, teachers and Educational Assistants planning for differentiated needs, and staff involved in their own, ongoing professional development.

Commitments:

Student Learning: Students will focus on relevant learning experiences that lead to high quality student achievement.

Staff Learning: Staff will continue to be reflective, life-long learners, who strive to improve their practice.

Communication: We will commit and continue to improve open, active, ongoing and honest communication with students, staff, parents and the Aspen View community.

Culture and Climate: Promote and model safe and caring schools that demonstrate respect for our diverse community.

Social Emotional Needs: Help all students develop self-awareness and decision making skills to achieve school and life success.

Physical Needs: Promote and model active and healthy lifestyle choices.

Innovation: We commit to increasing technological literacy and 21st century learning, while expanding the practical application of technology in order to enhance student learning.

H. A. Kostash

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Website: <https://hak.aspenview.org>

School Administration:

Principal: Brenda Mykytiuk

Assistant Principal: Lenore Lamouche

Our Context

HAK is a rural school that includes a daycare, Great Beginnings program, kindergarten and grades 1 to 12. The school is located in the town of Smoky Lake, which is a vibrant community of 1000 people. Our community is extremely active and is approximately 1 hour and 15 minutes northeast of Edmonton.

At HAK, we offer a variety of courses; including archery, shop, leadership, fine arts, outdoor education, foods and STEAM. We also offer multi-grade courses and pride ourselves on multi-grade activities throughout the school. Older students and younger students learn the importance of working together.

Our parent fundraising group is called: "CASA," which stands for: "Community And School Association." Parents and community members raise funds for our students so they may participate in extracurricular activities and field trips such as ski trips or camps. This is an example of our strong tie to the community. We want our school to be part of the community, and the community to be part of our school.

Student Enrolment:

- 350

Staff Profile:

- 18 teachers (17.1 FTE)
- 11 educational assistants (10.8 FTE)
- 2 office staff (1.6 FTE)

Reflection on Results

Alberta Education Assurance Measures

Measure	H. A. Hirstish 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
Diploma Exam Participation Rate (A+ Exams)	n/a	n/a	50.0	n/a	n/a	50.0	n/a	n/a	n/a
Drop-Out Rate	0.9	1.0	2.8	2.3	2.6	2.6	Very High	Improved	Excellent
By Service Attendance Needs	88.7	86.4	81.8	83.7	84.9	85.7	Maintained	Maintained	Acceptable
Learning Assistance	78.3	79.5	70.3	81.0	82.1	72.3	High	Maintained	Good
Program of Studies	71.3	68.8	70.1	83.8	81.6	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	77.8	74.4	75.1	81.8	83.2	84.8	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	68.6	62.2	72.7	70.2	68.0	69.4	Low	Declined	Issue
Safety and Care	87.1	89.4	93.7	88.8	90.0	89.2	High	Maintained	Good
Substance Use Programs/Assess	71.6	78.8	70.9	79.8	71.8	78.1	Low	Maintained	Issue
Subsidy Intervention	68.8	69.4	76.8	74.2	81.4	81.3	Low	Maintained	Issue
Transition Rate (18-20)	65.5	37.4	51.9	66.3	66.0	68.8	High	Maintained	Good
Work Preparation	78.4	83.4	81.7	84.0	85.7	83.3	High	Maintained	Good

Notes:

- 1 Data values have been suppressed where the number of respondents/students is lower than 5. Suppression is marked with an asterisk (*).
- 2 Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

We are pleased to highlight that we maintained or improved most of the areas in the Alberta Education Assurance Measures. We had a slight decline in the Rutherford Scholarship eligibility rate.

We would like to celebrate the lowering of our dropout rate. HAK has worked hard to ensure that students are provided every opportunity to complete their Diploma. We encourage students to come back to complete their education and it is no longer considered a stigma to not have completed your high school diploma in three years. Students work with our virtual coordinator, PowerSchool secretary and career counselor to ensure that all requirements are met and alternative options to complete courses are offered.

With the offerings of more subjects in the junior and senior high programs, such as art, music, drama, physical education and STEM, parents are more satisfied with what is being offered at school and our division 2 parents are quite satisfied with the programs being offered to their children. We will continue to engage with the community, Careers and our staff to expand opportunities for our students to thrive and engage more in school. We will also add more programs based on surveys administered to our students and families.

Teachers and students are satisfied with the time it takes to address the needs of “at risk” students. The addition of another School Counselor

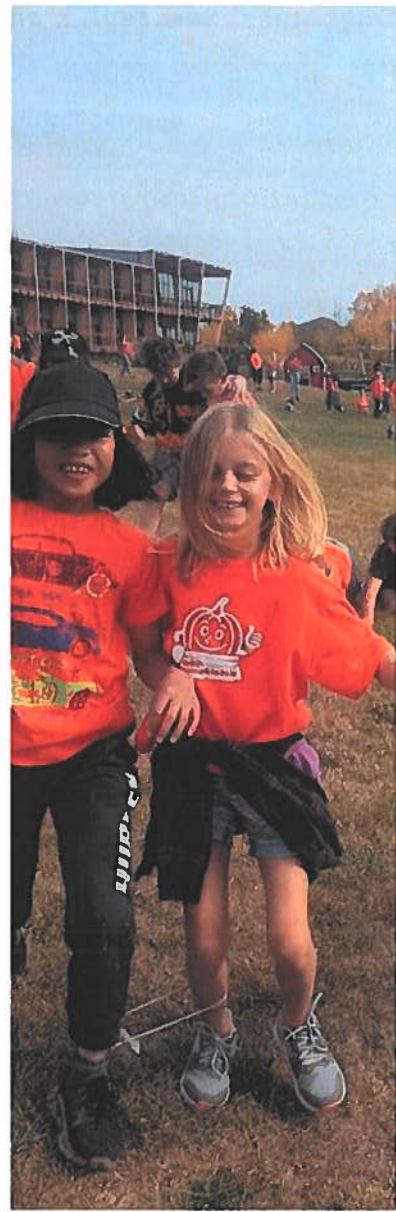
Alberta Education Assurance Measures

should increase satisfaction of parents in terms of addressing the needs of “at risk” students. We are working with our 2 School Counselors and Liaison Worker to ensure wait times are reduced and parents are given additional support to navigate the Mental Health system.

We believe that the reduction of the Rutherford Scholarship Eligibility rate is in direct correlation with COVID school closures, online learning and the decrease in Diploma weighting. Students struggled with engagement during online learning, being isolated when having symptoms of COVID and missing large chunks of school. As a result, they have missed pieces of their education and this shows in their marks and eligibility for scholarships. With schools returning back to “normal”, they feel more engaged and connected to staff in the building. They have opportunities to work face to face with their teachers and those that can provide extra help as needed. We are able to offer a more balanced school and learning environment which should help students become more engaged with learning and understand the importance of doing well in high school.

Stakeholders feel that our school is safe and caring but we are working harder to ensure that all students feel safe at school and on the bus. Building relationships and having prompt face to face meetings with parents and guardians when concerns are brought up and providing thoughtful follow up is our goal. Our open door policy and ensuring that decisions are made with the student’s best interest in mind are the key to success.

The school improvement satisfaction rate increased by 20% and we believe this to be a result of the new school build and changes on how we approach school needs. We will continue to strive to improve opportunities for our students and look forward to moving into our new building in the Fall of 2023.



Outcomes, Strategies and Measures for 2023-24:

PRIORITY ONE: Student Success and Completion

Students are successful from the time they enter school until high school completion, and beyond.

Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Learning

Outcome: Students are able to read fluently for meaning and enjoyment

Strategies

- Analysis of Provincial Achievement tests, Alberta Government testing and Fountas and Pinnell reading levels to identify areas of strengths and weaknesses to address through targeted instruction
- Comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, and independent reading
- Small group instruction that occurs during regular classroom instruction as well as during pull-out intervention programming
- Structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies
- Reading incentive program for students in grades 1-6
- Staff training and resource acquisition to support programming

Measures

- Fountas and Pinnell reading levels
- Phonological Awareness screening and progress monitoring tools
- Phonics screening and progress monitoring tools
- Reading Readiness Screening Tool
- Grades 6 & 9 Provincial Assessment Test Part B results in English Language Arts
- Grade 12 English Part B Diploma Exam results

PRIORITY ONE: Student Success and Completion

- Measures cont'd
- Meeting goals established in the yearly professional development plan focused on this priority
 - Assurance measure results in the area of student engagement and interest in Language Arts
 - QPAS

Outcome: Students are able to express clear and interesting ideas through writing

- Strategies
- Create and display exemplary student writing examples
 - Continue to use “cold writes”
 - 30 level teachers marking diploma exams to improve foundational skills
 - Invite Literacy Coordinator into the school to work with elementary teachers, model lessons and work with new resources
 - Pair cross graded students to help younger students improve their writing
 - Collaborative Response to focus on writing
 - Ensure that all classrooms have a vocabulary word wall and vocabulary enhancement
 - Staff training and resource acquisition to support programming

- Measures
- Highest Level of Achievement Test results (HLAT)
 - Words Their Way spelling inventory
 - Grades 6 & 9 Provincial Assessment Test Part A results in English Language Arts
 - Grade 12 English Part A Diploma Exam results

PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Related Alberta Assurance Domains: Teaching and Leading & Learning Supports

Outcomes, Strategies and Measures for 2023-24:

Outcome: Students and staff are well-regulated

- Strategies
- Hosting wellness days focused on healthy eating, active living, positive social and emotional environments
 - Working with outside agencies like DragonFly, RCMP, WJS services to access resources and presentations for staff and students
 - Including information about regarding wellness, comprehensive school health, inclusive, Indigenous culture in the newsletter
 - Daily opportunities for exercise
 - Access to healthy food choices
 - Soft start in the mornings and self-regulation check ins

- Measures
- Numbers of suspensions and office referrals
 - Student and staff survey
 - Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments

Outcome: Students and staff have equitable access to supports

- Strategies
- Students continue to have access to counseling support
 - Inclusive Education Leads continue to provide supports and strategies for diverse learning needs.

- Measures
- Assurance Measure Survey on Access to Supports and Services

PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context

Outcomes, Strategies and Measures for 2023-24:

Outcome: Staff and students have a sense of belonging

Strategies

- Big Cats Intramurals
- GSA Meetings
- Access to student citizenship and leadership programming (STAR leadership)
- Create an all school mural to display on the wall
- Incorporate activities that are not just based on athleticism
- Partnerships with stakeholders to support student growth
- Work Experience and RAP
- Students have access to a variety of extra-curricular programs and complementary courses
- Bring back Student Council
- Sharing events and activities on social media
- Invite parent volunteers
- School Council and CASA booths at school events
- Staff events throughout the year
- InkBlot information session
- Students see themselves on our bulletin boards, in books and our resources
- Virtue Awards
- Have staff members lead activities that they are experts in

Measures

- Assurance Measure Survey results on Citizenship
- School-based student survey data

PRIORITY THREE: Engagement

- Measures cont'd
- Lodge, Library, Legion, Town, County, Business visits
 - Student participation in Student Council
 - Social Media engagement
 - Parental involvement
 - Citizenship and Work Preparation
 - Number of people on School Council and CASA

Outcome: Students and staff attend regularly

- Strategies
- Responsive communication and problem solving with staff, students, parents and guardians when attendance matters are identified
 - Monthly student late and truant letters
 - Attendance awards
 - Engaging and meaningful activities
 - Focus groups with staff and students to identify barriers
 - Student surveys to identify barriers to attendance or arriving on time
 - Solution focused decision making

Measures Student and staff attendance rates

STRATEGIC PRIORITY: First Nations, Métis and Inuit Student Success

Outcome: All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives.

- Strategies
- All students have the opportunity to learn about Indigenous cultural practices and traditions
 - Indigenous land-based learning experiences
 - Indigenous lead will present at each Staff Meeting
 - Indigenous lead will coordinate with the Indigenous Coordinator to ensure that we are bringing new teachings into the school and enhancing the curriculum
 - Indigenous lead will model teachings to staff members so they feel more comfortable in passing the knowledge onto their students
 - Focus on land based learning and getting students out on the land to learn to collect plants, cook and listen to teachings
 - Create a smudging room
 - Continue to work with Elders and Knowledge Keepers and invite them to another School Council and Parent Night
 - Teach and participate in Indigenous Peoples Day, Orange Shirt Day, Indigenous Storytelling Month, 2SMMIWG,

- Measures
- Students and staff report an increased understanding of Indigenous foundational knowledge
 - Staff report increased confidence in addressing the curricular outcomes related to First Nations, Métis and Inuit history, knowledge and cultural practices

