



HUNTSVILLE SCHOOL



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Huntsville School Education Plan 2023-2024



MISSION STATEMENT:

Huntsville School is a highly collaborative and engaging learning community that challenges students to realize their learning potential, and grow as socially responsible citizens.

BELIEFS:

1. We believe that through collaboration and teamwork we can strengthen our school community of respect, responsibility, and academic growth.
2. We believe that fostering critical thinking will better prepare students for continuing education and their future challenges, so that they can become contributing members of society.
3. We believe that citizenship, ownership, and involvement will enrich our lives and our school community as a whole.

AT HUNTSVILLE, WE VALUE:

- Physical, emotional, and social well-being
- Student leadership
- The beliefs and culture of our Low German Mennonite families
- Personal growth, resilience, and persistence
- Pride in personal and community accomplishments
- Technology to support learning and digital citizenship



ELEMENTS THAT PROVIDE ASSURANCE

At Huntsville, we are committed to engaging all stakeholders in a collaborative approach to continuous improvement. Our education plan aligns with Palliser School Division's focus on Wellness, Literacy and Numeracy within the 5 domains of *Student Growth and Achievement, Teaching and Learning, Learning Supports, Governance, and Attending to Local and Societal Context*.

The Palliser Admin Association, along with input from school communities, developed the Elements, also known as our Desired States, for each of the 5 domains. At Huntsville, a number of these desired states are key areas of focus within our overarching goals. These desired states are noted within each priority area.

Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Within the Domain of Teaching and Leading

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all of their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Within the Domain of Learning Supports

1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Within the Domain of Governance

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners.
4. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Within the Domain of Attending to Local and Societal Context

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

HUNTSVILLE SCHOOL ACADEMIC ACHIEVEMENT GOAL, WITH PRIMARY FOCUS IN LITERACY AND NUMERACY

Palliser Academic Outcomes:

Palliser students will engage in intentional and meaningful literacy and numeracy learning across all aspects of daily living.

Huntsville Academic Outcomes:

Students will improve their numeracy skills through increased number sense and the use of common vocabulary across grades.

Students will improve their reading and writing abilities through a balanced literacy model and small group targeted support.

Area of Focus from the Desired States

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.
- Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports, and structures so that all students find success.

NUMERACY STRATEGIES

- Continue building a culture of numeracy to develop number sense and improve critical thinking
- Continue to use Number Talks in elementary and middle grade levels
- Cross-graded focus on specific math vocabulary to enhance and deepen understanding of common vocabulary across the curriculum
- Focus on building number sense and understanding how numbers work on a deeper level in order to apply learning to a variety of problems (rather than to memorize facts and algorithms)
- Multiple representations, visualizations, student collaboration and communication opportunities, as well as a focus on students showing and explaining their thinking
- Small group, multi-age support to help build number sense and fact fluency (place value and operations)
- Assessment shifts to focus on specific feedback, ongoing tracking, and opportunities for continued growth and progress
- Teach math games, puzzles, and activities that can be played at home with families to encourage basic math skill development (Speed, Yahtzee, cribbage, pyramid, dice games, logic puzzles, etc.)
- Implementation of ongoing numeracy professional development learning
 - ‘Building Thinking Classrooms’ Peter Liljedahl session and resources
 - ‘Mathematical Mindsets’ (Jo Boaler)
 - ‘Mindset Mathematics: Visualizing and Investigating Big Ideas - Activity Books’ (Boaler/Munson/Williams)
 - [YouCubed website](#) for rich tasks, professional articles, assessment strategies
 - [Nrich website](#)
 - ‘Open Middle Problems’ (Kaplinsky)
 - Which One Doesn’t Belong website: <https://wodb.ca/>

- ‘Number Talks, Grades K-5: Helping Children Build Mental Math and Computational Strategies’(Parrish)
- ‘Math Fact Fluency: Games and Assessment Tools’ (Bay-Williams/Kling)
- Building Fact Fluency Toolkit resources

LITERACY STRATEGIES

- ESL Benchmark/ HLAT Writing samples completed using common and collaborative assessment practices to assist in developing greater consistency in assessment practices and identifying student supports
- Incorporate Literacy Backpacks to provide at-home literacy based support
- Small group interventions and individual student support instruction guided by reading, writing and benchmark assessment data
- Notice and Note signposts used in concert with teacher novel read-alouds including classroom discussion to promote different authors and genres while enhancing reading comprehension
- Scholastic, Leveled Literacy Intervention, Lively Letters, and Words Their Way resources to support reading programs and intervention plans
- Daily Language Reviews, Grammar Rules, and Paragraph Edits, to support strong writing practices and develop a deep understanding of punctuation and sentence structure
- Lucy Calkins’ Units of Study Writer’s Workshop, including conferencing and goal setting
- Annotating mentor texts to identify writing strategies that can be incorporated into student writing to build an appreciation of reading as a learning tool that enhances personal writing
- Peer review to provide feedback and support revision that improves writing and allows students to participate more fully in the writing process of published authors
- Parent and student input in literature purchases to increase reading interest and engagement
- Monthly coffee with the principal sessions to share school-based and at-home learning strategies
- Journal questions in upper grades to develop critical thinking, written responses, and academic conversations
- Literature Circles in upper grades to provide choice and support readers at various levels
- [CommonLit](#), [NewsELA](#), and a focus on navigating websites to locate information from reliable sources to provide older students with texts at their level that are of interest and to encourage media literacy skills required of 21st century learners
- Google Classroom and TypingClub are also used to build media literacy and enhance writing

LITERACY AND NUMERACY PERFORMANCE MEASURES

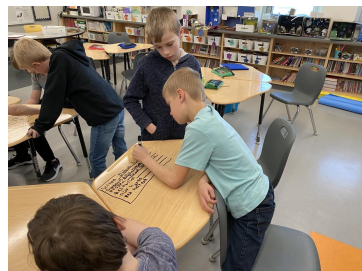
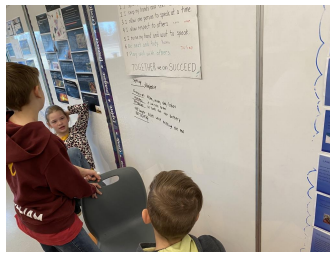
- Math Numeracy Screening Tools
 - Alberta Education
 - MIPI and CSL Assessments
- Literacy Screening Tools and Diagnostic Assessments
 - Test of Work Reading Efficiency (TOWRE)
 - Benchmark/ HLAT Writing Assessment
 - LETRS
 - Heggerty
 - Fountas and Pinnell Benchmark Assessment
 - Words Their Way Assessment
- Teacher Assessments
- Math and ELA PAT and Diploma Results

PROFESSIONAL LEARNING

- Continued numeracy and literacy collaboration focused on sharing strategies, resources, and improving instruction
- ESL Benchmark PD session with district staff
- PD partnership with other Palliser LGM schools
- Admin and LST: What's SIOP? Exploring the framework for organizing instruction beneficial to multilingual students
- Admin and other teachers: Peter Liljedahl Thinking Classrooms PD session with Rocky View Schools and other southern Alberta districts
- Teacher representation on Palliser Curriculum PD group to support with school curriculum focused PD
- Teacher attendance at the Palliser Literacy and Numeracy symposiums
- LST and teacher attendance at international PD conferences including NCTE Pursuing the Light Convention as well as Learning and the Brain Conference
- Weekly division level collaboration dedicated to reviewing practices and student supports

HUNTSVILLE HIGHLIGHTS

- Increased emphasis and collaboration on improving numeracy instruction
- Increased students meeting grade level expectations on annual numeracy assessments, and in reading and writing measures
- Activities and rich tasks to develop stronger number sense
- Numeracy bulletin boards, classroom math walls, and display common vocabulary
- Classroom literacy word walls and sound walls
- Connection Friday multi-age math and literacy activities
- Teachers visiting other classrooms to collaborate with implementation of new strategies
- Parent education sessions to share and model literacy and numeracy strategies
- Individual growth in students with identified challenges
- Increased teacher capacity building, and sharing resources and strategies from PD sessions
- [Using Literacy and Numeracy Data at Huntsville](#)



HUNTSVILLE SCHOOL WELLNESS GOAL

Palliser Wellness Outcomes:

Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

Huntsville Wellness Outcome:

To enhance our school culture of wellness and inclusivity that strengthens our community partnerships and provides meaningful opportunities for students.

Area of Focus from the Desired States

- Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.
- Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

CULTURE OF WELLNESS STRATEGIES

- School Wellness Action Plan
- MCW and FSLC classroom presentations to help students with self-regulation, relationship building, wellness, conflict resolution, and anxiety. Also, to support with implementation of PATHS/EMOZI resources.
- ‘Connection Fridays’ with follow-up video celebrations shared with all students to promote school unity and positive connections across all grades
- Mentorship partnering between older and younger students
- Nutrition Program, including Breakfast and Snack Program, and expanded to offer Culinary Dual Credit Program for High School students. Also, continuing to incorporate student leadership and learning opportunities with the NutriTower and Aquaponics systems.
- Use of sensory room and mobile materials, classroom brain breaks, and flexible seating to support students with regulation
- Continue to expand student leadership and school engagement opportunities

COMMUNITY BUILDING STRATEGIES

- Parent engagement in school programming and fundraising
- Family communication to inform of school happenings and celebrations
 - Continue to communicate using ‘Huntsville News’ WhatsApp group to share school-wide information, handouts, audio, and video messages
 - Handouts to effectively communicate information and celebrate school successes and activities

- Active School Council with parent involvement in school-wide committees and decision making
 - German Instruction programming
 - Bible Basics Program
 - Christmas Program planning, including concert, Operation Christmas Child, Angel Tree, Fill the Stocking, Food Drives, etc.
 - Graduation Committee
 - Community Dinner Event
 - Hot Lunch Program
- Community partnerships to support school families (ie. Interfaith Outreach Society, Family Services Angel Tree program, County of Lethbridge Community Learning Council, etc.)
- Continue to expand partnerships to offer meaningful school presentations and off-site learning experiences
 - Big Brothers Big Sisters - Game On and Go Girls program for grades 4-7
 - Career and Post-Secondary presentations and trips (EPIC, College Exploration Days, Coalhurst Career Fair)
 - Multiple grade 6-9 volunteer trips (Lethbridge Soup Kitchen, Interfaith Food Bank, Animal Shelter, Public Library, Streets Alive, Piyami Lodge)
 - County of Lethbridge partnership to coordinate K-12 Huntsville Ag Day
 - Grade 1-3 Conservation Championship Festival research project and field trip in partnership with the Wilder Institute and the Calgary Zoo
- LGM culture learning and celebrations
 - Mennonite Heritage week class presentations and learning activities
 - Traditional Mennonite lunch and desserts
- Indigenous culture learning and implementation of resources

PERFORMANCE MEASURES

- Our School Surveys
- Alberta Education Survey
 - Measures of: access to support and services, education quality, student citizenship, learning engagement, and welcoming, caring, respectful and safe learning environment
- Parent participation in committees and school events
- Implementation of Wellness Committee Action Plan
- Number of students accessing Breakfast and Snack Program
- Improved student awareness and implementation of strategies (ie. self-regulation, conflict resolution) as a result of presentations and incorporating recommended resources
- Student participation in leadership, clubs, athletics, and tournament days
- Successful completion of dual credit and exploratory programming
- Number of students transitioning from grade 9 to high school, and number of graduations

PROFESSIONAL LEARNING

- Implementation of PD from previous year sessions: Staff Wellness: 'Making the Most of a Teaching Life: How to be Well and Stay Well', and Indigenous Perspectives PD Session
- Implementation of 2022 PD workshops: 'Engaging in Numeracy and Connections through First Nations, Metis and Inuit Traditional Games' and 'Blanket Exercise'
- Teacher certification in mental health first aid
- Teacher attendance at Western Mental Health Summit for Mental Health Educators and Professionals

- Collaborative teacher committees and various staff led programs (ie. Wellness, Numeracy, PD, Connection Fridays, Athletics, Student Leadership, etc.)
- Monthly Wellness Committee meetings to enhance wellness related programming for students and review recommended social emotional learning resources

HUNTSVILLE HIGHLIGHTS

- Multiple forms of communication to share information and school celebrations with families
 - [Huntsville May Newsletter](#)
- Parent involvement in multiple programs and committees
 - Welcome Back Event
 - Graduation Committee
 - Christmas Program
 - Hot Lunch Program
 - Mennonite Heritage Week
 - Community Dinner Event
 - Turkey Bingo
 - Movie Nights
- Connection Fridays: whole school student activities to enhance school community connections
 - [Video Clip: March Connection Friday](#)
 - [Video Clip: September Connection Friday](#)
- [Grade 1-3 Conservation Research Project](#)
- [Wellness Themes at Huntsville](#)
- [Random Act of Kindness Week](#)
- [Google Slides: Sample of ongoing slideshow displayed in the gathering space](#)
- Student Leadership and Clubs
 - Student-led daily announcements
 - Student organized Spirit Days
 - Student-led assemblies
 - Concession helpers
 - Breakfast program volunteers for food preparation and clean-up
 - Recycling helpers
 - eSports Rocket League
 - NutriTower student leaders
 - Aquaponics student leaders
 - Student Wellness Committee to plan and carry out school-wide activities related to Palliser's Monthly Wellness Themes
- Entrepreneurship Project and School Event
- Community Outreach:
 - Samaritan's Purse Shoeboxes
 - 'Fill the Stocking' Sock and Toque Drive
 - North County Interfaith Food Drive
 - Compassion Canada Child Sponsorship Program
 - [Canadian Foodgrains Bank](#)
- Field Trips, Community Partnerships, and Presentations:
 - Lethbridge County, CleanFarms, Farm Safety Centre, and AgforLife
 - Lethbridge Soup Kitchen, Interfaith Food Bank, Animal Shelter, Public Library, Streets Alive
 - Big Brothers Big Sisters programming
 - MCW (Nicole Elaschuk) - multiple class presentations

- FCSS Do-Crew Jr. support with community leadership programming as well as Seven Grandfather Teachings
- Calgary Zoo Conservation Champions Project
- Helen Schuler
- Scientists in School sessions for multiple grade levels
- Galt Museum
- Kootenai Brown Pioneer Village (grades 8-12), including Truth and Reconciliation presentation
- Indigenous Presentation
- Skills Alberta Exploration Days
- Exploring Possible Industries and Careers (EPIC) Day
- Utilization of liaisons and partnerships such as FSLC, Making Connections Worker, LGM Liaison to enhance student support
- Enriched Academy Financial Literacy Program
- Alberta Foundation for the Arts Travelling Exhibition Program
- Junior Achievement Programming
- Continue to enhance science programming and offer laboratory experiences for multiple grade levels
- Intramural and interschool tournaments and sports days
- Off-campus opportunities
 - Work Experience
 - RAP
 - Dual Credit (LCC, SAIT, Prairie Bible College, etc.)
 - [Outdoor Leadership](#)
 - [Article: Culinary Dual Credit Program](#)
 - Career Transitions Exploratory Programs
- Flexible programming to support off-campus and community commitments
- Continued success in High School Program and High School Graduations
 - 2019 - 1 graduate; 2020 - 3 graduates; 2021 - 12 graduates; 2022 - 10 graduates; 2023 - 6 graduates

