



DR. HAMMAN ELEMENTARY SCHOOL



2022 -
2025



DR. HAMMAN ELEMENTARY SCHOOL



Principal's message

Dr. Hamman School is an exceptional early learning to grade five elementary school. At Dr. Hamman School we believe in working together as a whole school community to provide the best possible learning environment for all of our children. Approximately 250 enthusiastic and wonderful children attend our school. We have a team of 30 staff including teachers, support staff, a family school liaison counselor, a school resource officer and family connections worker who work together to provide a quality learning environment for all students. Our children are high achievers and strong leaders. They understand the value of being good citizens and work hard to make their school the best that it can be. Positive partnerships with parents create an atmosphere of mutual respect and understanding to ensure optimum learning and the development of healthy relationships. Students, staff and parents reported through our Assurance Survey Results that we are a safe, inclusive learning community, focused on optimal learning activities through strong teaching and programming. Stakeholders also praised the school for involving the community in programming and learning opportunities for students as well as support for improvement of facilities.

In the coming years, a key priority will include ensuring that staff work collaboratively with others in the division to prepare to deliver the new curriculum in 2022. Other priorities are to provide additional opportunities for student voice and leadership, extended opportunities and variety for student clubs and learning, providing information, and context to inspire thinking in the area of career paths and future training. We will also work with parents to

enhance communication regarding student progress and programming between school and home.

Parent Quotes About Dr. Hamman

“Dr. Hamman School strives to keep children safe and comfortable, while following protocols and responding to the diverse needs of our kids.”

“Dr. Hamman School has excellent staff who work collaboratively to take care of the learning needs of our children.”

“Dr. Hamman School provides a good variety of learning opportunities for our kids within the classroom and in the community.”



our strategic priorities

quality teaching and optimum learning

response to intervention

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment <ul style="list-style-type: none"> ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ★ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ★ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ★ Continued focus on guided reading and LLI in the classroom setting. ★ Taber Elementary Schools book study Professional learning on site based pd days.
	<ul style="list-style-type: none"> ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ★ ○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations. ★ ○ Established Numeracy Lead for division framework committee. ★ Taber Elementary Schools book study professional learning on site based pd days. ★ Instructional coaching on numeracy embedded classroom numeracy intervention.
			<ul style="list-style-type: none"> ● Budget Allocation ELL Funds to support Educational Assistant time to support literacy programming \$2750
			<ul style="list-style-type: none"> ● Budget Allocation

- Teacher, parent, and student agreement that children will be prepared for the next grade level
 - Overall and results for teachers, parents, and students

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- ★ Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer
- ★ learning with school leaders and teachers.
- ★ *Prepare staff to deliver the new curriculum in 2022.*

- Budget Allocation

<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> ● Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> ● Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> ○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Percent of students who are motivated to do their best at school ○ Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Learning <ul style="list-style-type: none"> ★ Continue to explore concept-based learning and engage in a book study with Taber Elementary Schools in Literacy and Numeracy. ★ <i>Development of a process of providing students with a voice about their learning and wishes for co-curricular and extra-curricular programming. Opportunities for student leadership and service will be included in this process.</i>
		<ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ★ <i>Involve the community in providing a context and opportunity for students to explore career paths and future training. Work with our Wellness Coach to implement this.</i>
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ★ Based on feedback from our school council to continue to share info through Class Dojo, emails, and social media.

		<ul style="list-style-type: none"> ○ Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice ○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> ★ See School PD plans ★ Continued focus on having all staff meet with the Principal throughout the year to discuss professional growth plan progress and support. ★ Instructional Leadership plan aligned with Teacher Quality Standards and self/ colleague reflection. ★ Teachers will work with colleagues from their grade level in Taber elementary schools to prepare to deliver the new curriculum in 2022. ★ Book study on literacy and numeracy.
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		<ul style="list-style-type: none"> ○ Percentage of staff satisfied with the professional development opportunities provided by the school and division ○ Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ★ Continued professional learning opportunities in the areas of Indigenous Cultures and Diversity.
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. ○ Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	

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response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system wide responsibility for all children.</p> <p>Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> ○ Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ★ Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) ★ Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ★ Participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). ★ Partake in the National Indigenous Peoples day celebration in Taber on June 21. ★ Utilize elders to facilitate Teachings. ★ Develop a DRH specific Land Acknowledgment. ★ January site based PD day will be focused on Indigenous practices and diversity.
		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a 	<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ★ \$1200 for Resources, Indigenous presentations and activities. ● Collaborative Response <ul style="list-style-type: none"> ★ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid

		<p>continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.</p> <ul style="list-style-type: none"> ○ Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student ○ Percent of staff who feel the school’s collaborative response meetings are effective ○ Percent of students reaching age-appropriate developmental milestones 	<p>of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</p> <ul style="list-style-type: none"> ★ Reduce stigma associated with mental health through FLSW/Wellness Coach mindfulness presentations, resiliency programming and friendship groups and parent/community programming delivered by the Family Connections Program. ● Early Learning Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills. ★ Welcome Early Learning staff to the DRH staff team by having them join us for professional learning, staff meetings and school activities. <hr/> <ul style="list-style-type: none"> ● Budget Allocation \$7110 for Sub Coverage for CRM Meetings.
<p>Governance Public assurance occurs when demonstrated stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child’s education. <ul style="list-style-type: none"> ○ Overall and results for teachers and parents ● Budget-Actual Comparison: report the “Total Expenses” line from Schedule 12 (“Unaudited Schedule of Variance Analysis”) comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges ○ List of partnerships / collaborative projects <hr/> <ul style="list-style-type: none"> ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> ○ Percent of staff who feel the school is cohesive and 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ★ Student-centered resource management. ★ Collaborative dialogue with staff regarding staffing, purchasing and programming. ★ Continue to communicate needs to Sr. Administration regarding inclusive education, staffing and facilities. ★ Continue to engage in a strong relationship with our School Council regarding programming and parental involvement. ★ Apply for grants and work with community service groups or businesses to support programming. <hr/> <ul style="list-style-type: none"> ● Budget Allocation <hr/> <ul style="list-style-type: none"> ● Stakeholder engagement <ul style="list-style-type: none"> ★ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ★ School continues to engage with the School Council for dialogue and feedback about programming and support through fundraising.

		supportive of one another ○ Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school	

<h2 style="color: #0070C0; margin: 0;"><i>School Strategic Priorities</i></h2>	
School Measures	School Strategies
<ul style="list-style-type: none"> ● Ongoing conversations with Sr. Admin and Taber Elementary School Principals to collaborate and provide solid programming for all students in Taber. ● Lower scores on work preparation. ● Curriculum implementation and expectations of assessment. 	<ul style="list-style-type: none"> ● Develop a process to provide students with a voice regarding improvement and student leadership opportunities. ● Work together with Wellness Coach to arrange for a career fair or community members to come into the school to present about local industry jobs. ● Continue to build a relationship with the Taber Elementary Schools to engage in professional learning around curriculum, literacy, numeracy, and wellness. ● Develop creative ways for coverage to host Fountas and Pinnell and Ab Alberta Education Literacy and Numeracy Assessments.



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