

SCHOOL EDUCATION PLAN & RESULTS

HILL CREST COMMUNITY SCHOOL

"Building Success – One Student at a Time"



School Education Plan
Principal: Ryan Hunter
Trustee: Henry Goertzen

2015-16 SCHOOL YEAR

School Education Plan Creation

Briefly describe how each of the following groups were included in the development of the School Education Plan.

A. Teachers

January 5 – Initial Meeting about Ed. Planning (half day)

May 14 – Group collaboration to identify school needs

May 14-26 - Use of Google Doc to rank identified school needs

May 26 – Top 4 needs identified, group collaboration to create goals and identify measurement strategies

June 4 – Draft posted to Google Doc for review

B. Support Staff

January 5 – Initial Meeting about Ed. Planning (half day)

May 14 – Group collaboration to identify school needs

May 14-26 - Use of Google Doc to rank identified school needs

May 26 – Top 4 needs identified, group collaboration to create goals and identify measurement strategies

June 4 – Draft posted to Google Doc for review

C. Students

- Divisional priorities focus groups held in November and January

- Student Focus Group June 5th

- Student Council

D. School Council / Community

- 2 Focus Groups re. Divisional Priorities

- School Council also aided in the development of the plan through executive discussions on school priorities.

1. Other

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Accountability Pillar Overall Summary 3-Year Plan - May 2015

			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.7	93.3	91.9	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	58.6	78.4	74.1	81.3	81.3	81.2	Very Low	Declined Significantly	Concern
		Education Quality	86.7	93.3	92.5	89.5	89.2	89.5	Intermediate	Declined	Issue
		Drop Out Rate	20.2	10.6	4.9	3.4	3.3	3.3	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	76.6	67.2	75.5	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	13.1	9.5	10.3	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	88.9	97.1	86.9	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	79.2	89.6	87.8	83.5	83.4	83.1	High	Declined	Acceptable
Parental Involvement	Excellent	Parental Involvement	90.0	92.6	89.2	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	69.6	82.7	75.8	79.6	79.8	80.1	Low	Declined	Issue

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Hill Crest Community School - Grade 1 to 9 CAT TEST RESULTS								
Grade	Number of Students Writing	Number of Students Enrolled	Percent of Students At or Above Stanine 5 (Canadian Norm is 60% Based on Number Writing)			Percent of Students At or Above Stanine 4 (Canadian Norm is 77% Based on Number Writing)		
			Number of Students	Based on # Writing	Based on # Enrolled	Number of Students	Based on # Writing	Based on # Enrolled
1	20	20	3	15%	15%	5	25%	25%
2	19	20	12	63%	60%	14	74%	70%
3	22	23	11	50%	48%	17	77%	74%
4	20	22	11	55%	50%	14	70%	64%
5	16	16	9	56%	56%	13	81%	81%
6	19	19	7	37%	37%	14	74%	74%
7	18	18	15	83%	83%	16	89%	89%
8	17	20	10	59%	50%	13	76%	65%
9	16	20	9	56%	45%	9	56%	45%
School Total	167	178	87	52%	49%	115	69%	65%

Tell Them From Me Elementary Survey Data

Report on Student Outcomes and School Climate
Alberta Secondary Survey 2014 (3337)
Hill Crest Community School Highlights

Social-Emotional Outcomes

Students who are interested and motivated
 Students are interested and motivated in their learning.

- 26% of students in this school were interested and motivated; the Canada norm for these grades is 34%.
- 22% of the girls and 30% of the boys in this school were interested and motivated. The Canada norm for girls is 34% and for boys is 35%.

Students who are interested and motivated

Grade	This year	Canada Norms
7	36%	34%
8	25%	34%
9	20%	35%

Tell Them From Me Junior High Survey Data

2014 - TTFM Elementary Survey Report.pdf - Adobe Reader

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Students who are interested and motivated
Students are interested and motivated in their learning.

- 88% of students in this school were interested and motivated, the Canada norm for these grades is 71%.
- 71% of the girls and 67% of the boys in this school were interested and motivated. The Canada norm for girls is 74% and for boys is 68%.

Students who are interested and motivated

Grade	Percent
4	88
5	67
6	90

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School Education Plan and Results

GOAL #1: AN EXCELLENT START TO LEARNING

Goal #2: success for every student

Goal #3: QUALITY TEACHING AND SCHOOL LEADERSHIP

GOAL #4: ENGAGED AND EFFECTIVE GOVERNANCE

Division Priority:#1. All students will improve reading, writing and digital literacy skills

#2 All students will improve numeracy skills through practical applications of curricular outcomes

#3 All students will be increasingly engaged in learning environments to improve achievement and citizenship skills

School Goals

School Goal 1: Improve the percentage of students who show satisfactory or better reading comprehension by 5% as measured by Fountas and Pinnell Benchmarking kit.

Strategies:

Vocabulary lists or use of sight words/word wall words in anchor chart form.

Guided reading groups

Offer PD on how to embed higher order thinking questions (Bloom's taxonomy)

Offer PD refresher courses on benchmarking and consistency in scoring

Implementation of Balanced Literacy Program

Graphic Organizers (compare contrast w/ Venn Diagram, cause effect, etc.)

LLI for struggling readers

Target and Measurement Tools: (TO BE FINALIZED WHEN DIRECTION FROM CENTRAL OFFICE IS PROVIDED)

Fountas and Pinnell Benchmarking Kits

CAT Testing

Resources:

Balanced Literacy Coordinators – Heather MacDonald and Kitty Moulton

Fountas and Pinnell Benchmarking Kits

Scholastic Literacy Place Kits

Time and money allotted for professional development and/or resources

Timeline:

Establish a baseline at the beginning of the school year for all students by performing an initial benchmark

Benchmark each student a minimum of 2-3 times per year (Formal times: October, January, May/June)

Results:

Comments: Each classroom teacher will provide to the principal a percentage of his/her class that is showing satisfactory or better reading comprehension and this will be the baseline to which we compare at the end of the year. Ongoing assessments will provide indication of both individual and classroom growth throughout the year. This can be rolled up to show school wide results as well.

School Goal 2: Identify and implement essential traits of writing in order to improve specific aspects of students' writing abilities, as measured by scoring of writing samples using the PAT rubric.

Strategies:
Identify essential traits of writing by using the 6+1 Traits of Writing as a professional resource and determine Balanced Literacy Training
Using the Handwriting without Tears program to focus on proper letter formation and creation (conventions)

Target and Measurement Tools:
Writing Samples used at beginning and end of year
Using the PAT Rubric

Resources:
Balanced Literacy Coordinators – Heather MacDonald and Kitty Moulton
6 + 1 Traits of Writing Textbooks
Time and money allotted for professional development and/or resources

Timeline:
August – Group PD and Workshop on consistency in marking identified rubrics
Oct. – Pre writing sample, develop anchor charts and/or visual posters highlighting the traits
Nov. – Begin monthly schedule of staff sharing of lessons used to teach 6+1 Traits
Feb. – Midyear writing sample (if necessary)
May – Final writing sample

Results:

Comments:
This is year 1 of a 3 year plan. The intention is to develop a baseline for measurement for this year as well as embed the trait writing language into classes. Each year the plan will be to identify further traits to monitor and teach in writing as well as to develop specific strategies for incorporating writing strategies into all classes.

Each classroom teacher will provide to the principal a percentage of his/her class that is showing the identified measure of writing or better (once direction is provided by Central Office this will be more clearly identified) and this will be the baseline to which we compare at the end of the year. Ongoing assessments will provide indication of both individual and classroom growth throughout the year. This can easily be rolled up to provide school wide results as well.

School Goal 3: Increase student engagement levels as measured by the "Interested and Motivated" category of the Tell Them from Me survey from 41 % to 45 %.

Strategies:
Student council
Student focus groups
More JH centric clubs and activities
Reintroduce options classes
Switching JH classes (based on what students asked for)
Emphasis on PBL's
Vocabulary lists developed and identified for Math classes

Target and Measurement Tools:
Tell them from Me Survey
Student Engagement Surveys
CAT's

Resources:

Student engagement coordinators

\$\$\$ for resources for Project Based Learning (~1000) and options classes (~500)

Time and money allotted for professional development and/or resources

Timeline:

Maintain the “Interested and Motivated” category of the TTFM survey at 69% for grades 4-6 and increase from 26% to 35% for Junior High for an overall increase to 52%.

Results:

Comments:

Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

A. Creation of the Professional Development Plan

Directed by the principal with input & feedback from teachers.

B. Disbursement of Dollars

Approximately \$2,000 dollars to pay for professional development from outside the division (if necessary) and resources for professional development implementation (such as 6+1 traits of Writing)

C. Individual Staff Professional Development

As required and as outlined in each staff member's PGP. In addition, there are whole group PD opportunities which staff will participate in throughout the year. A lot of PD on 6+1 traits and will be embedded into staff meetings throughout the year

D. Education Plan Associated Professional Development

School-Based PD directly related to Ed. Plan.

A. PBL Unit Build PD

B. 6 + 1 Traits of Writing

C. Scoring Fountas and Pinnell Benchmarking

D. Scoring Writing Rubrics

E. Math Curriculum and Instructional strategies

June

Developing grade specific vocabulary lists for math classes

August

- PD on August 24 with Heather MacDonald on consistently applying benchmarking and writing rubrics

September

- Google Apps for Education Training on Sept. 18 PD Day
- Screencastify "webinar" on Sept. 23rd on how to use the HCCS Google Leave Request

form

October

- Training on writing rubric?
 - 6+1 Writing Traits
- Screencastify "webinar"

November

- November 20th PD to continue focus on benchmarking (collaborative marking) and comprehension strategies (Bloom's taxonomy)
 - November 20th PD will also focus on 6+1 Traits of Writing and collaboratively developing lessons to emphasize one or more writing traits
- Screencastify "webinar"

December

- Screencastify "webinar"

January

- January 6th PD to focus on 6+1 Traits and developing activities to focus one or more trait in class
- Screencastify "webinar"

February

- Screencastify "webinar"

March

- Screencastify “webinar”

April

- Screencastify “webinar”

May

- Screencastify “webinar”

June

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Communication Plan

A. Communicating with Parents [August – June]

Newsletters, School website, Newspaper Ads, Synervice Callouts, Focus Groups, Parent-Teacher Interviews, Town Hall Style School council meetings, School Organized Events, and Student Agendas

B. Communicating with Staff [August – June]

Email, Personal Meetings, Monday Memo, Staff Meetings, Sharing/Collaborating via Google Docs

C. Communicating with Students [September-June]

Student Focus Groups, Student Representative Council, Personal Meetings, Grade Level Meetings

September

- Student Agenda/Handbook
- Parent Handbook
- Classroom Newsletter
- Meet the Staff Potluck
- School Council AGM
- Student Council
- Student Focus Groups

October

- School Council Executive Meeting
- Student Council Meetings
- School Newsletter
- Student Focus Groups

November

- School Council Meeting
- Student Council Meetings
- Classroom Newsletter
- Parent-Teacher Interviews
- Parent Focus Group
- Student Focus Groups

December

- School Council Executive Meeting

- Student Council Meetings
- School Newsletter
- Student Focus Groups

January

- School Council Meeting
- Student Council Meetings
- Classroom Newsletter
- Student Focus Groups
- Parent Focus Group

February

- School Council Executive Meeting
- Student Council Meetings
- School Newsletter
- Parent-Teacher Interviews
- Student Focus Groups

March

- School Council Meeting
- Student Council Meetings
- Classroom Newsletter
- Student Focus Groups
- Parent Focus Group

April

- School Council Executive Meeting
- Student Council Meetings
- School Newsletter
- Parent-Teacher Interviews
- Student Focus Groups

May

- School Council Meeting
- Student Council Meetings
- Classroom Newsletter
- Education Week
- Student Focus Groups
- Parent Focus Group

June

- School Council Executive Meeting
- Student Council Meetings
- School Newsletter
- Student Focus Groups

Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

September

- Review of Ed. Plan at Staff Meeting
- Meet the Staff Night

- School Council AGM
- Student Council AGM

October

- Review of Ed. Plan at Staff Meeting
- One-on-One Staff/Admin. Mtg./PGP Review
- Results Review
- Open House
- Mathematics PD
- Social Studies PD
- Student Council Meeting

November

- Review of Ed. Plan at Staff Meeting
- School Council Meeting
- Student Council Meeting

December

- Review of Ed. Plan
- Student Council Meeting

January

- Review of Ed. Plan at Staff Meeting
- School Council Meeting
- Mathematics PD
- One-on-One Staff/Admin. Mtg./PGP Review
- Student Council Meeting

February

- Student Council Meeting
- Social Studies PD

March

- Review of Ed. Plan at Staff Meeting
- School Council Meeting
- Student Council Meeting
- Parent-Teacher Interviews

April

- Review of Ed. Plan at Staff Meeting
- Revise Goals & Strategies for 2016-17
- Student Council Meeting

May

- Revise Goals & Strategies for 2016-17 and begin developing 2016-17 Ed. Plan
- School Council Meeting
- Student Council Meeting
- Social Studies PD
- Mathematics PD

June

- Allow Draft 2016-17 Education Plan to be reviewed by Staff, School Council and Students before submitting to Central Office
- One-on-One Staff/Admin. Mtg./PGP Review
- Student Council Meeting
- Student Council Wrap Up
- Education Plan Wrap Up

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date