

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

School Datasets

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2016 School: 1712 Hill Crest Community School



Measure Category	Measure Category Evaluation	Measure	Hill Crest Community 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
Safe and Caring Schools	Excellent	Safe and Caring	91.5	88.7	90.7	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	66.2	58.6	68.3	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	87.3	86.7	89.6	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	22.7	19.0	8.7	3.2	3.5	3.5	Very Low	Declined	Concern
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	64.4	52.6	65.4	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	5.3	1.3	7.9	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	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	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	75.8	88.9	87.4	82.6	82.0	81.1	Intermediate	Declined	Issue
		Citizenship	82.9	79.2	83.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	90.2	90.0	91.5	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	69.5	69.6	72.3	81.2	79.6	80.0	Low	Maintained	Issue

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

March, 2016 CAT4 Data

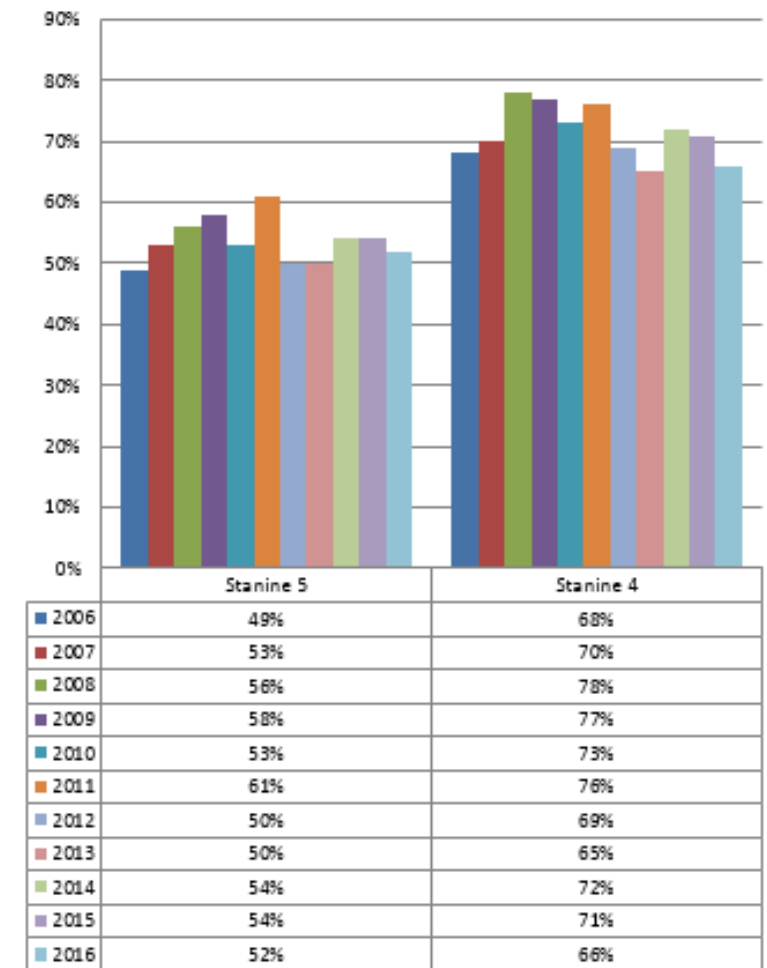
FORT VERMILION SCHOOL DIVISION
Students Reading At or Above Grade Level
CAT4 Results March 2016

Hill Crest Community School - Grade 1 to 9								
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	16	16	5	31%	31%	6	38%	38%
2	17	18	6	35%	33%	7	41%	39%
3	18	19	14	78%	74%	15	83%	79%
4	18	19	11	61%	58%	14	78%	74%
5	18	20	11	61%	55%	14	78%	70%
6	14	15	7	50%	47%	9	64%	60%
7	18	18	7	39%	39%	11	61%	61%
8	13	13	10	77%	77%	11	85%	85%
9	16	18	7	44%	39%	11	69%	61%
School Total	148	156	78	53%	50%	98	66%	63%

Grade 2 to 9 Past Results CAT3 or CAT4 Total Enrolled		
Year	Stanine 5	Stanine 4
2006	49%	68%
2007	53%	70%
2008	56%	78%
2009	58%	77%
2010	53%	73%
2011	61%	76%
2012	50%	69%
2013	50%	65%
2014	54%	72%
2015	54%	71%
2016	52%	66%

March, 2016 CAT4 Data

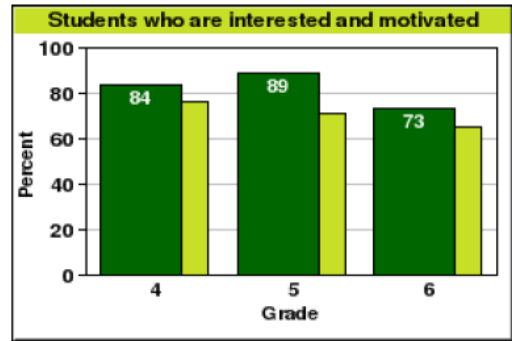
**Reading At or Above Grade Level
Grade 2 to 9**



February, 2016 Tell Them From Me Survey Data - Elementary

Students who are interested and motivated

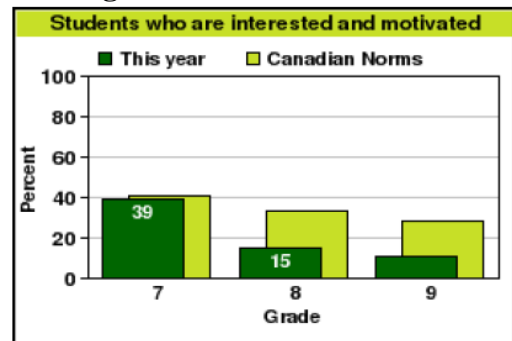
- Students who are interested and motivated in their learning.
- 83% of students in this school were interested and motivated; the Canadian norm for these grades is 71%.
- 91% of the girls and 77% of the boys in this school were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.



February, 2016 Tell Them From Me Survey Data - Junior High

Students who are interested and motivated

- Students who are interested and motivated in their learning.
- 22% of students in this school were interested and motivated; the Canadian norm for these grades is 34%.
- 23% of the girls and 22% of the boys in this school were interested and motivated. The Canadian norm for girls is 34% and for boys is 35%.



**Tell Them From Me Survey Data
February, 2016**

Grades 4-6 Survey

Question	HCCS Result	Canadian Norm
Students Engaged in School Sports With an Instructor other than in a gym class	70%	68%
Students Engaged in Clubs	69%	49%
Students With a Positive Sense of Belonging	85%	86%
Students With Positive Relationships and having a friend at school they can trust	79%	80%
Students Believe Education Will Benefit Them	93%	96%
Students With Positive Homework Behaviors	55%	
Students With Positive School Behaviors	85%	91%
Students Who Are Interested and Motivated	83%	71%
Students Who Are Trying Hard to Succeed	98%	91%
Students With Moderate or high levels of Anxiety	16%	16%
Effective Concepts are Taught Well? Class Time Used Efficiently	7.9/10	8.1/10
Students Find Classroom Instruction Relevant to Their Everyday Lives	7.4/10	7.9/10
Students Find Classroom Instruction Well Organized With a Clear Purpose and immediate feedback	8.0/10	7.9/10
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice	6.7/10	4.9/10
Students Feel Teachers are Responsive To Their Needs, Encourage a Responsive and Democratic Approach	8.0/10	7.9/10
Clear Rules and Expectations For Classroom Behaviour. Students Understand These and Teachers Maintain High Expectations	7.2/10	7.4/10
School Staff Emphasizes Academic Skills and Hold High Expectations For All Students	8.1/10	8.7/10

**Tell Them From Me Survey Data
February, 2016**

Grades 7-9 Survey

Question	HCCS Result	Canadian Norm
Students Engaged in School Sports With an Instructor other than in a gym class	65%	55%
Students Engaged in Clubs	28%	47%
Students With a Positive Sense of Belonging	86%	73%
Students With Positive Relationships and having a friend at school they can trust	82%	75%
Students Believe Education Will Benefit Them	64%	80%
Students Who Skip Class or Miss Days w/o a Reason	6%	16%
Students With Positive Homework Behaviors	37%	61%
Students With Positive School Behaviors	88%	87%
Students Interested and Motivated in their Learning	22%	34%
Students Who Are Trying Hard to Succeed	76%	73%
Students Feel Challenged	68%	57%
Students With Moderate or high levels of Anxiety	4%	18%
Students with High or Moderate Levels of Depression	12%	16%
Students with positive self esteem	81%	78%
Average % in L.A, Math, Science	L.A- 78% Math- 79% Science- 78%	L.A- 79% Math- 79% Science- 79%
Important concepts are taught well and class time is used efficiently	6.9/10	6.7/10
Students find the classroom instruction relevant to their everyday lives	6.4/10	6.3/10
Students find the classroom instruction well-organized with a clear purpose, and with immediate an appropriate feedback that helps them learn	6.8/10	
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice	3.1/10	2.9/10
Students feel that teachers are responsive to their needs, and encourage independence	6.7/10	6.2/10
There are clear rules and expectations for classroom behaviour	6.6/10	6/10
School Staff Emphasizes Academic Skills and Hold High Expectations For All Students	7.5/10	7.3/10
Students Feel They Have Someone in Their Community Who Consistently Provides Encouragement and Can Be Turned to For Advice	4.0/10	4.9/10
Students Plan to Finish High School	31%	80%
Students That Plan to Pursue a Trade or Apprenticeship Program	10%	25%
Students That Plan to go to College or University	4%	67%

	2012	2013	2014	2015	2016		Province 2016
Grade 6 ELA Acceptable Excellence	100% 9.1%	89.5% 5.3%	88.9% 11.1%	68.4% 0%	80.0% 0%	Grade 6 ELA Acceptable Excellence	91.5% 22.6%
Reading Acceptable Excellence	95.5% 22.7%	84.2% 36.8%	88.9% 22.2%	57.9% 0%	80.0% 33.3%	Writing Acceptable Excellence	90.0% 43.7%
Writing Acceptable Excellence	77.3% 9.1%	94.7% 0%	88.9% 5.6%	94.7% 0%	93.3% 0%	Reading Acceptable Excellence	89.5% 13.7%
Grade 6 Math Acceptable Excellence	100% 17.4%	73.7% 0%	66.7% 0%	63.2% 0%	84.6% 7.7%	Grade 6 Math Acceptable Excellence	79.3% 15.4%
Grade 6 Science Acceptable Excellence	95.7% 13.0%	68.4% 10.5%	83.3% 22.2%	68.4% 5.3%	80.0% 20.0%	Grade 6 Science Acceptable Excellence	86.1% 29.9%
Grade 6 Social Acceptable Excellence	91.3% 17.4%	57.9% 5.3%	55.6% 0%	44.4% 0%	53.3% 6.7%	Grade 6 Social Acceptable Excellence	79.2% 24.4%

	2012	2013	2014	2015	2016		Province 2016
Grade 9 ELA Acceptable Excellence	47.4% 0%	93.8% 18.8%	93.3% 0%	52.9% 0%	62.5% 0%	Grade 9 ELA Acceptable Excellence	86.7% 17.1%
Reading Acceptable Excellence	52.6% 10.5%	81.3% 18.8%	93.3% 20.0%	52.9% 0%	56.3% 6.3%	Writing Acceptable Excellence	80.3% 19.1%
Writing Acceptable Excellence	63.2% 0%	100% 6.3%	100% 0%	52.9% 0%	62.5% 0%	Reading Acceptable Excellence	91.5% 22.5%
Grade 9 Math Acceptable Excellence	75.0% 10.0%	87.5% 25.0%	80.0% 26.7%	52.9% 5.9%	56.3% 6.3%	Grade 9 Math Acceptable Excellence	75.8% 19.5%
Grade 9 Science Acceptable Excellence	71.4% 4.8%	62.5% 12.5%	86.7% 20.0%	70.6% 0%	62.5% 0%	Grade 9 Science Acceptable Excellence	82.6% 24.9%
Grade 9 Social Acceptable Excellence	60.9% 13.0%	73.7% 10.5%	73.3% 26.7%	35.3% 0%	81.3% 6.3%	Grade 9 Social Acceptable Excellence	72.7% 20.3%

October, 2016 – FVSD Writing Samples

Totals in Grade 1	Ideas and Content	Organization	Sentence Fluency	Vocabulary	Conventions	Total
Scored a 4	3	1	1	0	0	5
Scored a 3	9	4	5	2	5	25
Scored a 2	4	5	10	14	10	43
Scored a 1	5	8	6	5	5	29
Insufficient	1	4	0	1	2	8
Totals in Grade 2	Ideas and Content	Organization	Sentence Fluency	Vocabulary	Conventions	Total
Scored a 4	3	1	1	1	0	6
Scored a 3	5	5	5	5	6	26
Scored a 2	7	7	9	9	7	39
Scored a 1	1	2			3	6
Insufficient		1	1	1		3
Totals in Grade 3	Ideas and Content	Organization	Sentence Fluency	Vocabulary	Conventions	Total
Scored a 4	0	0	0	0	0	0
Scored a 3	6	4	5	7	2	24
Scored a 2	8	10	10	8	14	50
Scored a 1	2	2	1	1	0	6
Insufficient	0	0	0	0	0	0
Totals in Grade 4	Ideas and Content	Organization	Sentence Fluency	Vocabulary	Conventions	Total
Scored a 4	3	2	2	2	2	11
Scored a 3	5	10	10	12	9	46
Scored a 2	11	7	7	5	7	37
Scored a 1					1	1
Insufficient	0	0	0	0	0	0
Totals in Grade 5	Ideas and Content	Organization	Sentence Fluency	Vocabulary	Conventions	Total
Scored a 4	2	1	0	0	0	3
Scored a 3	10	6	11	5	14	46
Scored a 2	6	11	7	11	3	38
Scored a 1	0	0	0	2	1	3
Insufficient	0	0	0	0	0	0
Totals in Grade 6	Ideas and Content	Organization	Sentence Fluency	Vocabulary	Conventions	Total
Scored a 4	0	1	1	0	1	3
Scored a 3	11	8	12	4	10	45
Scored a 2	8	9	6	15	7	45
Scored a 1	1	2	1	1	2	7
Insufficient	0	0	0	0	0	0

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:

There's no evidence of F&P data being finalized as the measure for this goal, nor do I have the F&P data.

Therefore, the CAT4 reading results are included in this report. On average, 50% of students are reading at or above stanine 5 as measured by the CAT4 in Grades 1-9.

In addition, I don't believe F&P data would have been an effective measure during this time at HCCS.

Therefore, data from the CAT4 will be used to measure the reading goal in the 2016-2017 HCCS Education Plan.

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:

The rubric for the FVSD Writing Samples has changed from its original implementation during the 2015-2016 school year. The data from the 2015-2016 school year was used as baseline data; therefore, there was no quantitative goal to reach.

In the 2016-2017 school year, the FVSD Writing samples will be done in October and again in May at HCCS to determine growth. The October, 2016 results are located above.

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

<p>Reintroduce options classes Switching JH classes (based on what students asked for) Emphasis on PBL's Vocabulary lists developed and identified for Math classes</p>
<p>Target and Measurement Tools: Tell them from Me Survey Student Engagement Surveys CAT's</p>
<p>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</p>
<p>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%.</p>
<p>Results: The results for the "Interest and Motivated" category of the TTFM survey for grades 4-6 increased from 69% to 83%. However, the goal was not met for junior high as the results decreased from 26% to 22%.</p>
<p>Comments: This remains a goal for the 2016-2017 school year. New strategies such as Breakout Boxes and others provided by the school division Engagement Coordinators are being attempted. Relating content to the lives of students will hopefully help improve these results.</p>

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