

SCHOOL EDUCATION PLAN

HILL CREST COMMUNITY SCHOOL

"Building Success – One Student at a Time"



School Education Plan

Principal: Chris Adamson

Trustee: Henry Goertzen

2016-17 SCHOOL YEAR

School Education Plan Creation

Stakeholder Involvement

Teachers	
Date	Action
January 6, 2016	Initial Meeting about Education Plan (data analysis)
April 2016	Initial draft of goals created by Principal
May 17-20, 2016	Group collaboration to look over goals and provide feedback regarding strategies (via Google Doc). Final draft of goals created and strategies finalized.
May 20, 2016	Draft posted to Google Doc for final review by staff
June 3, 2016	Draft uploaded to admin center
August 29, 2016	Initial meeting to review 2016-2017 Education Plan
September 12, 2016	Final edits are made by the school Principal
September 19, 2016	Final version for 2016-2017 uploaded to Google Admin Centre

Support Staff	
Date	Action
March 1, 2016	Initial Meeting about Education Plan (data analysis)
April 2016	Initial draft of goals created by Principal
May 17-20, 2016	Group collaboration to look over goals and provide feedback regarding strategies (via Google Doc). Final draft of goals created and strategies finalized.
May 20, 2016	Draft posted to Google Doc for final review by staff
June 3, 2016	Draft uploaded to admin center
September 12, 2016	Final edits are made by the school Principal
September 19, 2016	Final version for 2016-2017 uploaded to Google Admin Centre

Students	
Date	Action
May 26, 2016	Student Focus Group

School Council	
Date	Action
April & May, 2016	The development of the plan through executive discussions on school priorities (focused on April and May meetings but also ongoing communication throughout the year).



Hill Crest Community School Education Plan – At a Glance
 2016-2017
 Fort Vermilion School Division - *“Building Success – One Student at a Time”*

Inspiring Education Outcomes

Engaged Thinker
 Ethical Citizen
 Entrepreneurial Spirit

*Any place, any pace,
 anytime learning*

Current Alberta Education Strategies

- High School Redesign
 - Dual Credit Strategies
 - Review of High School Credentialing
 - Digital Exams
 - Increased CTS Opportunities
- Curriculum Redesign
 - Student Learning Assessments
 - Curriculum Prototyping
- Inclusive Education
- Education Act Regulatory Review
- Announcement of New & Modernized Schools as part of the Building Alberta Plan
- Assurance Model Pilot
- MOU for First Nations in Alberta

Provincial Goals

1. Success for Every Student
2. Quality Teaching and School Leadership
3. Engaged and Effective Governance
4. FNMI students are successful

Alberta Foundational Documents

- School Act/ Education Act
- Ministerial Order on Student Learning
- Competencies for School Leaders
- Teacher Growth, Supervision & Evaluation Policy
- Inspiring Education/ Inspiring Action
- Bill 26 - Assurance for Students Act
- Principles for Fair Student Assessment Practices for Education in Canada

Provincial Outcomes

- Student learning needs are supported
- Students receive a strong foundation in literacy and numeracy
- Students and communities have access to safe and healthy learning environments
- Teacher preparation and professional growth focuses on competencies needed to help students learn
- Effective learning and teaching are achieved through collaborative leadership
- Ensuring an education system that demonstrates collaboration and engagement with educational stakeholders
- Support an education system in eliminating the achievement gap between First Nation, Metis and Inuit students and all other students

FVSD Priorities

All students will improve reading, writing, and digital literacy skills

- Balanced Literacy training for K-9 teachers
- Targeted Literacy Coaches
- Primary Literacy Supports through Leveled Literacy Intervention
- New and Beginning Teacher Induction Program
- Diverse Learning Coordinator
- Equipping schools so that teachers use technology to support student centered, personalized authentic learning for all students

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

- Numeracy coaches to support instructional strategies (K-12)
- Creation of a Numeracy Passport to identify and facilitate key numeracy applications appropriate for each learning division
- Creating and implementing a practical numeracy course for all high school students
- Increasing an FVSD focus on mental numeracy skills
- Creation of numeracy resources such as learning units, unit assessments, midterm exams, and final exams

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

- Student Engagement Coordinators and Student Engagement Surveys
- Engagement of students and parents through focus groups
- Professional learning for leaders in high school redesign
- Supporting Entrepreneurial/ Career Relevant opportunities
- Supporting student learning through service to others
- Supporting student engagement with strategies that encourage active participation, a genuine value in learning, and through deeper understanding of learner outcomes
- Student Advisory Team to the Board of Trustees
- Supporting Dual Credit learning opportunities

School Goals & Key Strategies

Improve students’ reading comprehension by 3% as measured by the Canadian Achievement Tests

- Balanced Literacy grades K-6
- Leveled Literacy Intervention
- Parent Literacy Nights
- Reading A to Z
- Relevant staff professional development

Improve students’ writing abilities by 5% from the beginning of the year, as measured by scoring of FVSD division writing samples using the division created rubric

- Balanced Literacy grades K-6
- 6+1 Traits of Writing
- Handwriting Without Tears
- Relevant staff professional development

Increase student engagement levels as measured by the “Interested and Motivated” category of the Secondary Tell Them from Me survey from 22% to 27%

- Student Representative Council
- Student focus groups
- FVSD Engagement Coordinators
- Community of Friends with BHCS and BHPS
- Continue with TPT and PBL PD
- Creating connections between curriculum and student lives
- Student plan/lead assemblies

School Education Plan and Results

Provincial Goals
Success for Every Student
Quality Teaching and School Leadership
Engaged and Effective Governance
FNMI students are successful

FVSD Priorities
All students will improve reading, writing, and digital literacy skills
All students will improve numeracy skills through practical applications of curricular outcomes
All students will be increasingly engaged in learning environments to improve achievement and citizenship skills

School Goals

<p>School Goal 1: <i>Improve students' reading comprehension by 3% as measured by the Canadian Achievement Tests (CAT) (comparative to 2015-16 results).</i></p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Implementation of the Balanced Literacy Program • Guided reading groups • Anchor charts of the 8 comprehension strategies (Balanced Literacy framework) • Leveled Literacy Intervention (LLI) for struggling readers • Reading A to Z – RAZ kids • Parent Literacy Nights (September and February/March) • Relevant professional development for staff <p>Secondary Strategies:</p> <ul style="list-style-type: none"> • Vocabulary lists or use of sight words/word wall words • Graphic organizers (compare contrast w/ Venn diagram, cause effect, etc.) • Daily focus on current events (Jr. High classes) – building connections • Relate content to student interests (students provide this information)
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • Canadian Achievement Tests (main measurement tool) • Fountas and Pinnell Benchmarking Kits (formative) • Woodcock Johnson Comprehension Test (formative)
<p>Resources:</p> <ul style="list-style-type: none"> • Balanced Literacy Coordinators • Literacy Place resources in staff library
<p>Timeline:</p> <ul style="list-style-type: none"> • CAT Testing occurs in early March, with results being made available by mid-April

Results:**Comments:**

Scored using the vocabulary and reading portions of the CAT.

School Goal 2:

Improve students' writing abilities by 5% from the beginning of the year, as measured by scoring of FVSD division writing samples using the division created rubric.

Strategies:

- Continue to use 6+1 Traits of Writing as a professional resource
- Balanced Literacy framework
- Handwriting without Tears program
- Staff development on the 6+1 traits of writing
- Staff sharing sessions at staff meetings on lessons that emphasize different 6+1 traits

Secondary Strategies:

- Localized version of the Literacy Gala
- Focus in classrooms on peer-review and feedback
- Increase the volume of written work (student generated idea)

Target and Measurement Tools:

- Division writing samples
 - Conducted in October and locally in May to measure growth within one year

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
- Literacy summit in Calgary (potentially sending teachers there)

Timeline:

- Sept. – June – month focus on different writing traits (see monitoring calendar)
- Oct. – Initial writing sample conducted division wide
- May – Final writing sample conducted locally to measure growth

Results:**Comments:**

- This is year 2 of a 3 year plan. Last year focused on introducing the traits and becoming familiar with them. The intention this year is to enhance instruction and to focus on students using appropriate 6+1 Traits of Writing language, through peer revision and editing.
- There is a Google doc from 2015-16 created with student results and class rollups of division writing sample (for comparative purposes). However, this was completed using the PAT rubric so data might be of limited value; the rubric has now changed (September, 2016)

School Goal 3:

Increase student engagement levels as measured by the “Interested and Motivated” category of the Secondary Tell Them from Me survey from 22% to 27%.

Strategies:

- Continue to plan relevant PD with the help of Student Engagement Coordinators
- Continued development of student representative council
- Include School Council in the discussion regarding student engagement
- Communities of Friends with junior high (with BHPS)
- Focus on choice when creating summative assessments (student generated)
- Present information to students in various ways
- Focus on connecting curriculum to students’ personal lives (how they see it as relevant)
- Increased focus on guided discovery, project based learning, and inquiry based education
- Careers focus – career fair, trades and technology with John Thurston, more local presenters coming to school

Secondary Strategies:

- Focused campaign on identifying the difference between “fun” and “engagement”
- Take your kid to work day coupled with an assignment showcasing the skills required for the job shadowed
- Broaden world views (monthly focus on different countries and cultures)
- DPA/Brain Breaks (student generated)
- Celebrate the positives more frequently; identify the leaders and promote their positive efforts.
- Introduce past HCCS high school graduates to junior high students to share their success stories

Target and Measurement Tools:

- The Tell Them From Me Survey is conducted in February (main measurement tool)
 - Only the “Interested and Motivated” section of the survey will be used for quantitative data
- Student engagement surveys (formative) conducted in October and April

Resources:

- Student Engagement Coordinators
- Seven Habits of Highly Effective Teens book and study guides for health lessons

Timeline:

The Tell Them From Me survey is conducted in February. For student engagement surveys in October and April, there should be time given prior to go over and explain each question with the students, so they are aware of what is being asked. Concerted efforts showcasing engagement leading up to these surveys needs to be made to ensure that data is more accurate.

Results:**Comments:**

School Data Sets

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	Dedined	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	Dedined	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 (*).

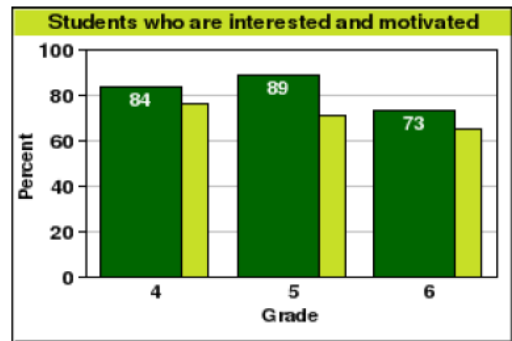
FORT VERMILION SCHOOL DIVISION
Students Reading At or Above Grade Level
 CAT4 Results March 2016

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%	

February 2016 Tell Them From Me Survey Data - Elementary

Students who are interested and motivated

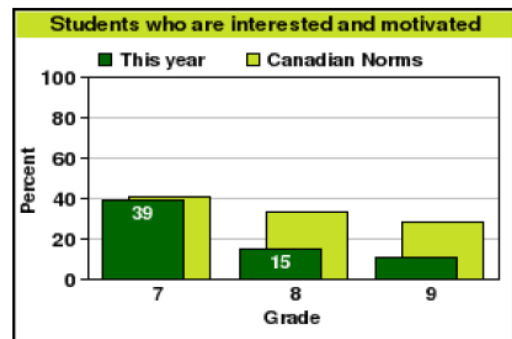
- Students who are interested and motivated in their learning.
- 83% of students in this school were interested and motivated; the Canadian norm for these grades is 71%.
- 91% of the girls and 77% of the boys in this school were interested and motivated. The Canadian norm for girls is 74% and for boys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



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 (PGP and COP goals).
- Meeting with Assistant Superintendent of Teaching and Learning and FVSD Coordinators to line up staff professional goals with available resources.

B. Disbursement of Dollars

- Staff are allocated \$500.00 for professional development, as it applies to their professional growth plan. Staff have the option to carry this over to the next year but must indicate this in their current year’s PGP.
- Funds are available to pay for whole group professional development activities, if necessary.

C. Individual Staff Professional Development

- As required and as outlined in each staff member’s PGP.
- PGPs are reviewed three times a year by the Principal to monitor progress and reflect upon the plan.
- Whole group PD opportunities that staff will participate in throughout the year.
- PD will be embedded into staff meetings (early dismissal days) throughout the year.

D. Education Plan Associated Professional Development

- School-Based PD directly related to Education Plan.
 - 6+1 Traits of Writing (specific traits will be highlighted each month or two)
 - Reading Comprehension Strategies (according to Balanced Literacy framework)
 - Scoring Writing Rubrics accurately using the new division writing rubrics
 - Engagement Coordinator PD sessions

Month	Action
August	<ul style="list-style-type: none"> • Staff meeting and review of the Education Plan • Assessment PD for junior high teachers • Induction for new teachers • Digital Literacy and Google PD
September	<ul style="list-style-type: none"> • Initial refresher PD on 6+1 Traits and Reading Comprehension • High Level Division Priorities PD Day
October	<ul style="list-style-type: none"> • No PD days scheduled in October • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
November	<ul style="list-style-type: none"> • Inclusive Education PD day – Mandatory for all support staff, optional for teachers • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
December	<ul style="list-style-type: none"> • No PD days scheduled in December • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
January	<ul style="list-style-type: none"> • Review teacher PGPs • PDT (Professional Development Team) meeting

	<ul style="list-style-type: none"> • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies • COP in the afternoon (teacher directed)
February	<ul style="list-style-type: none"> • ATA Teacher’s Convention in Edmonton • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
March	<ul style="list-style-type: none"> • School Education Plan introductory planning • PD Day on Friday, March 17 • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
April	<ul style="list-style-type: none"> • No PD days scheduled in April • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
May	<ul style="list-style-type: none"> • Education planning PD (AM) • PDT (Professional Development Team) meeting (PM) • Monthly Sharing Sessions for 6+1 Traits and Reading Comprehension Strategies
June	<ul style="list-style-type: none"> • Review of the 2016-2017 school year and Education Plan • Prepare and plan for the 2017-2018 school year

Communication Plan

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

A. Communicating with Parents (August – June)

- Newsletters, school website, newspaper ads, Synervoice callouts, focus groups, parent-teacher interviews, “Town Hall” style School Council meetings, school organized events, and student agendas

B. Communicating with Staff (August – June)

- Monday Memos, email, personal meetings, staff meetings, sharing/collaborating via Google Docs

C. Communicating with Students (September-June)

- Student focus groups, Student Representative Council (SRC), personal meetings, grade level meetings

Month	Action
September	<ul style="list-style-type: none"> • Student Agenda/Handbook • Parent Handbook • Classroom Newsletter • Meet the Staff Potluck • School Council AGM • Student Council
October	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Student Focus Groups
November	<ul style="list-style-type: none"> • School Council Meeting

	<ul style="list-style-type: none"> • Student Council Meetings • Classroom Newsletter • Parent-Teacher Interviews • Parent Focus Group • Student Focus Groups
December	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter
January	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter • Student Focus Groups • Parent Focus Group
February	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Parent-Teacher Interviews • Student Focus Groups
March	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter • Student Focus Groups • Parent Focus Group
April	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Parent-Teacher Interviews • Student Focus Groups
May	<ul style="list-style-type: none"> • School Council Meeting • Student Council Meetings • Classroom Newsletter • Education Week • Student Focus Groups • Parent Focus Group
June	<ul style="list-style-type: none"> • School Council Executive Meeting • Student Council Meetings • School Newsletter • Student Focus Groups • Year-End Awards Ceremony and Volunteer Thank You

Monitoring Calendar

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

Month	Action
September	<ul style="list-style-type: none"> • Staff meeting and review of the Education Plan • Personal month-end review
October	<ul style="list-style-type: none"> • Review goals and specific traits and strategies at the staff meeting • Review goals and specific traits and strategies at the School Council executive meeting • Conduct student engagement surveys and analyze results with JH staff • Parent Literacy Night
November	<ul style="list-style-type: none"> • Review goals and specific strategies at the staff meeting • Personal month-end review
December	<ul style="list-style-type: none"> • Personal month-end review
January	<ul style="list-style-type: none"> • Initial review of data and planning for the 2017-2018 Education Plan • Review goals and specific strategies at the staff meeting • Personal month-end review
February	<ul style="list-style-type: none"> • Review goals and specific traits and strategies at the staff meeting • Review goals and specific traits and strategies at the School Council executive meeting • Conduct TTFM surveys with grade 4-9 students • HCCS Literacy Gala and Writer's Workshops • Personal month-end review
March	<ul style="list-style-type: none"> • Review goals and specific strategies at the staff meeting • CAT testing • Parent Literacy Night • Personal month-end review
April	<ul style="list-style-type: none"> • Review goals and specific strategies at the staff meeting • Personal month-end review
May	<ul style="list-style-type: none"> • Creation of draft Education Plan for 2017-2018 • Review goals and specific strategies at the staff meeting • Personal month-end review
June	<ul style="list-style-type: none"> • Review of the 2016-2017 school year and Education Plan • Prepare and plan for the 2017-2018 school year

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2017-2018 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 2017-2018 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date