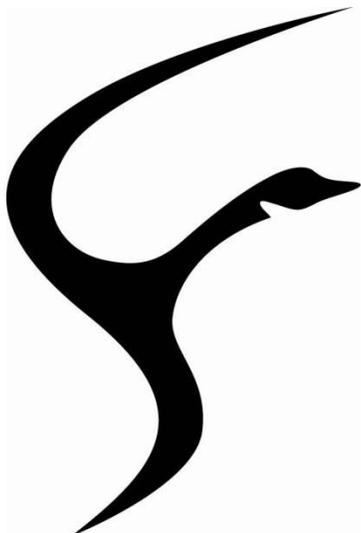


SCHOOL EDUCATION PLAN AND RESULTS

HIGH LEVEL PUBLIC SCHOOL

“Building Educated and Responsible Students”



Principal: Anna McAskile

Trustee: Clark McAskile
Marc Beland

2017-18 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

- The Education Plan was an agenda item on a number of our Staff Meetings this year for us to review progress, make adjustments to strategies and even postpone/remove strategies if necessary. The 2017-18 Education Plan signified some significant changes and additions from years prior. During the Professional Development day in March we divided professional staff into groups and presented them with google document that included the new divisional priorities and our goals. Staff took time to discuss and added possible strategies they felt would help accomplish our goals. The staff was instrumental in the development of this plan. Connectivity was at the forefront. We discussed the importance continuing to keep the number of strategies down to workable and doable strategies. Administration met and reviewed staff strategies and divided them into common themes. During the May staff meeting we reviewed the updated strategies with all staff and asked for input. During PD in May teachers reviewed the TQS and brainstormed strategies and practices to implement in their teachings to ensure all areas are covered. Our staff meetings will focus on the three division priorities: connectivity, literacy across the content area and numeracy. Teachers will be assigned leadership roles in these areas and present at staff meetings. Common Writing from grade 7-12 will be included as focus in all content areas and teachers will be involved in developing and using common rubrics. Collaborative Response Model will continue to occur throughout the year.

B. Support Staff

- Support staff were involved in Staff Meeting discussions around the existing Education plan and provided input on how the school could create and implement new strategies. Administration met with Support Staff separately from Professional staff and followed the same procedure, allowing support staff to add comments and suggestions. Support Staff were open to this format and provided us with some good suggestions to implement. We will encourage support staff to take an active role in implementing the divisional priorities. A couple support staff will be trained by Kitty in guided reading.

C. Students

- Student input from Focus Groups, Student Advisory Team/Board Surveys were implemented into the plan. Discussion with our Student Advisory Team also occurred. Connectivity Survey will be completed by all students. Results from all surveys will be shared with the students. Administration met with HLPS Student Advisory Team Leads to discuss student recognition at the school.

D. School Council / Community

- We reviewed our plan with School Council in May and asked for suggestions. An opportunity for discussion, questions and input is given and taken into account when implementing strategies. We presented School Plan and Accountability Pillar information to School Council and asked for suggestions/input. The three new division priorities were shared with parents. Our school council chair attend the School Council Conference and reported back the importance of attending.

E. Other

- Extranet data and jurisdictional Accountability Pillar information is also examined and incorporated into the plan. Review of PAT and Diploma results are also examined.

School Datasets

i. Accountability Pillar

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 1703 High Level Public School



Measure Category	Measure	High Level Public 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	Safe and Caring	90.4	91.0	88.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	69.1	72.6	67.0	81.8	81.9	81.7	Low	Maintained	Issue
	Education Quality	90.8	91.7	89.6	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	3.4	4.2	4.3	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	67.0	67.5	67.1	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.9	70.8	71.5	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	9.5	12.3	14.0	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.5	81.9	78.8	83.7	83.0	83.0	Low	Declined	Issue
	Diploma: Excellence	14.0	18.7	15.1	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	29.3	27.0	24.4	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	54.9	50.0	46.6	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	47.6	32.8	37.4	58.7	57.9	59.0	Intermediate	Improved	Good
	Work Preparation	78.3	83.4	84.3	82.4	82.7	82.4	High	Maintained	Good
Parental Involvement	Citizenship	84.5	85.5	80.3	83.0	83.7	83.7	Very High	Improved	Excellent
	Parental Involvement	83.5	90.6	87.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.8	86.9	74.0	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

ii. March 2018 CAT 4 Results

High Level Public School - Grade 7 to 9+A28								
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								
2								
3								
4								
5								
6								
7	65	75	41	63%	55%	56	86%	75%
8	71	77	39	55%	51%	46	65%	60%
9	70	74	42	60%	57%	46	66%	62%
School Total	206	226	122	59%	54%	148	72%	65%

Grade 7 to 9 Past Results CAT3 or CAT4 Total Enrolled		
Year	Stanine 5	Stanine 4
2006	54%	71%
2007	47%	60%
2008	50%	68%
2009	51%	69%
2010	58%	70%
2011	51%	62%
2012	52%	64%
2013	51%	65%
2014	57%	73%
2015	56%	72%
2016	63%	80%
2017	53%	69%
2018	54%	65%

Grade Equivalents:

Grade	Below GE	At GE	Above GE	Number of students that increased 1 or more grade levels	% of known students with growth
7	23	4	37	29	50%
8	35	7	28	24	37%
9	31	9	28	29	48%

- Any student registering as a - (negative) is an unknown
- The number/percentage of students that increased only includes those that were registered at HLPS or SNCS last year.

Grade 9 Provincial Achievement Test Writing (2017-18 Teacher Grading)

	Number of Students Limited	Number of Students Satisfactory	Number of Students Proficient	Number of Students Excellence
KAE	3/8	5 /8	0 /8	0 /8
Regular Narrative/Essay	25/61	28 /61	5/61	3/61
Regular Business Letter	26/61	29/61	6/61	0/61

iii) Diploma Results

Diploma Achievement
Diploma *AT A Glance* Results
High Level Public School
June 2018

	2014	2015	2016	2017	2018	FVSD 2018	Province 2018
English 30-1							
<i>Acceptable</i>	90.0	100.0	93.8	94.4	76.7	78.1	87.5
<i>Excellence</i>	0.0	35.3	6.3	5.6	10.0	3.8	13.2
<i>Number Writing</i>	20	17	16	18	30	105	30,393
<i>School Average Mark</i>	76.7	72.5	77.1	74.2	77.6	72.9	73.4
<i>Dip Average Mark</i>	64.8	63.9	68.6	65.1	62.0	59.2	64.7
English 30-2							
<i>Acceptable</i>	85.3	93.3	88.0	92.6	79.3	79.8	88.0
<i>Excellence</i>	0.0	36.7	16.0	25.9	10.3	8.1	13.1
<i>Number Writing</i>	34	30	25	27	29	99	16,184
<i>School Average Mark</i>	76.2	72.6	63.6	67.1	67.0	65.6	66.9
<i>Dip Average Mark</i>	59.5	59.5	65.0	68.7	61.7	61.2	65.2
Social 30-1							
<i>Acceptable</i>	100.0	100.0	78.3	84.0	86.4	79.7	86.2
<i>Excellence</i>	0.0	65.0	4.3	8.0	13.6	13.5	17.7
<i>Number Writing</i>	19	20	23	25	22	74	21,793
<i>School Average Mark</i>	76.5	79.6	79.0	77.7	80.8	73.0	75.9
<i>Dip Average Mark</i>	63.1	65.8	60.6	61.9	65.4	62.2	65.7
Social 30-2							
<i>Acceptable</i>	50.0	91.7	60.0	91.7	62.9	65.7	78.8
<i>Excellence</i>	0.0	8.3	0.0	20.8	8.6	8.6	12.2
<i>Number Writing</i>	28	24	15	24	35	105	20,391
<i>School Average Mark</i>	71.4	61.9	67.5	68.0	67.4	65.3	67.8
<i>Dip Average Mark</i>	48.2	59.5	53.7	66.1	55.7	56.1	62.1
Math 30-1							
<i>Acceptable</i>	N/A	100.0	N/A	60.0	78.6	60.0	77.8
<i>Excellence</i>		62.5		30.0	28.6	23.3	35.3
<i>Number Writing</i>		16		10	14	30	20,148
<i>School Average Mark</i>		81.4		75.7	81.0	74.5	77.4
<i>Dip Average Mark</i>		63.1		59.4	64.6	56.4	67.0
Math 30-2							
<i>Acceptable</i>	50.0	0.0	47.6	78.6	70.0	67.9	74.2
<i>Excellence</i>	0.0	0.0	14.3	14.3	5.0	14.3	16.4
<i>Number Writing</i>	6	1	21	14	20	56	14,362
<i>School Average Mark</i>	73.2	46.0	77.8	74.8	64.5	67.1	69.6
<i>Dip Average Mark</i>	50.3	60.0	55.3	59.9	56.3	57.7	61.0
Chemistry 30							
<i>Acceptable</i>	44.4	100.0	92.9	71.4	N/A	63.2	83.6
<i>Excellence</i>	11.1	62.5	35.7	19.0		26.3	38.3
<i>Number Writing</i>	9	8	14	21		19	18,770
<i>School Average Mark</i>	72.0	82.8	85.9	83.0		66.5	77.6
<i>Dip Average Mark</i>	50.9	62.0	70.4	61.2		57.6	70.2

Diploma Achievement
Diploma AT A Glance Results
 High Level Public School
 June 2018

	2014	2015	2016	2017	2018	FVSD 2018	Province 2018
Biology 30							
<i>Acceptable</i>	70.0	100.0	66.7	71.9	58.3	60.0	86.6
<i>Excellence</i>	13.3	44.0	16.7	25.0	22.2	17.0	36.6
<i>Number Writing</i>	30	25	24	32	36	100	23,026
<i>School Average Mark</i>	71.1	78.4	74.6	74.7	72.8	70.0	76.7
<i>Dip Average Mark</i>	60.7	63.6	58.6	61.9	58.5	57.5	70.3
Physics 30							
<i>Acceptable</i>	87.5	N/A	87.5	N/A	71.4	66.7	86.2
<i>Excellence</i>	37.5		25.0		28.6	27.8	43.6
<i>Number Writing</i>	8		8		7	18	9,679
<i>School Average Mark</i>	83.0		84.6		75.6	79.4	79.0
<i>Dip Average Mark</i>	70.5		66.0		64.9	62.4	72.1
Science 30							
<i>Acceptable</i>	N/A	N/A	N/A	N/A	N/A	N/A	85.4
<i>Excellence</i>							31.5
<i>Number Writing</i>							9,426
<i>School Average Mark</i>							73.7
<i>Dip Average Mark</i>							68.9

iv) PAT Results

6.

		2014	2015	2016	2017	2018	# Writing	Province 2018
LA 9	% acc	85.7	77.8	78.9	86	81.7	49	85.6
	% exc	8.9	11.1	7.0	4.7	3.3		16.5
MATH 9	% acc	51.0	67.6	64.2	81.4	39.7	58	65.8
	% exc	7.8	16.2	9.4	25.6	3.4		16.4
SCIENCE 9	% acc	75.0	75.0	82.7	75.6	76.5	61	75
	% exc	16.1	20.0	13.5	17.8	10.3		24.4
SOCIAL 9	% acc	66.7	78.6	86.2	78.3	64.2	60	66
	% exc	14.0	26.2	24.1	15.2	22.4		21.6
K&E LA 9	% acc	78.9	76.9	92.9	82.4	87.5	8	55.7
	% exc	0.0	7.7	7.1	11.8	0		5.9
K&E MATH 9	% acc	75.0	84.2	64.7	64.3	62.5	8	57.1
	%exe	25.0	21.1	23.5	0	0		13.8
K&E SCIENCE 9	% acc	70.0	81.3	85.0	78.6	66.7	6	64.7
	%exe	15.0	25.0	15.0	7.1	0		12.3
K&E SOCIAL 9	% acc	75.0	78.6	78.6	57.1	83.3	6	55.0
	%exe	6.2	7.1	21.4	7.1	33.3		14.3
Increase from previous year								
Decrease from previous year								

	2018	#writing	School	Division	Province
LA 9 Reading		49	81.7%(acc) 11.7% (exc)	83.6% 14.5%	85.6% 16.5%
LA 9 Writing		52	86.7% (acc) 6.7% (exc)	90.9% 9.1%	89.8% 20.3%
Total Test			81.7% (acc) 3.3 %(exc)	84.8% 6.7%	85.6 16.5
Math 9 Part A			19%(acc) 3.4%(exc)		49.4% 17.4%
Math 9 Part B			58.6%(acc) 5.2%(exc)		71.8% 18.7%
Total Test		58	39.7%(acc) 3.4%(exc)	56.4% 7.9%	65.8% 16.4%

School Goal 1 -

School Goal 1: All students will improve their literacy skills in reading and writing, including practical applications using technology

Strategies:

- Follow best practices with the Balanced Literacy Framework- including Fountas and Pinnell Assessment Benchmarking. (Guided Reading/ Writing etc) Develop common writing rubrics to be used in all Language Arts classes) Similar practices will continue into Senior High
- Identify a Literacy Leader in Junior and Senior High- Leaders will demonstrate mastery in assessment, writing rubrics and common vocabulary and work with staff to have consistency in all grade levels.
- With the assistance of our engagement coordinators, staff will develop critical thinking questions and reading strategies, in all curriculum areas
- Develop Library (Literacy HUB) - partnering with teachers in developing centres: reading/listening/referencing/technology
- Analyzing common assessment results during collaborative planning time identifying strengths and areas of improvement. Then develop strategies to target areas that require improvement.
- Develop school wide scheduled reading program.

Target and Measurement Tools:

- 50% of students that will achieve 1 or more years growth as measured by CAT 4 or Fountas and Pinell
- Use of CAT 4
- Fountas and Pinnell (October and May) Transitioning students will be tested when they arrive, struggling students will be assessed by their teachers 3 times a year. Students tested in May/June will not need to be reassessed in September but will be assessed in June or as needed. (Using F/P from Spirit of North's results in June)

<p>Resources: (\$)</p> <ul style="list-style-type: none"> FVSD Balanced Literacy Coordinators will assist Professional Staff with Fountas & Pinnell benchmarking. EA's will receive training and PD in reading these assessments. Literacy Coach- Benchmarking and New teachers (Balanced Literacy) Engagement Coordinators: PD on asking higher order/critical thinking skills/reading strategies School Literacy Leader developing common vocabulary ; assist in analyzing benchmarking CAT and Diploma results Online Parent Surveys
<p>Timeline:</p> <ul style="list-style-type: none"> Benchmarking with students will occur two times a year (October, May) CAT 4- March
<p>Results: 54% of our junior high students are reading at stanine 5, 65% are reading at at Stanine 4. Students reading significantly below grade level were required to write the CAT at their grade level not reading level. There appears to be a trend at HLPS where we have equal amounts of students reading above as below and very few scoring at grade level.</p> <p>Fountas and Pinnell testing occurred. Some teachers found it difficult to take time away from classes to administer the testing. School decided that if students are reading and comprehending above grade level then testing would not need to be done as often as those that are below.</p> <p>It has been recognized that students struggle with writing. Our Grade 9 PAT scores indicate that 86.7% of our students are writing at the acceptable level (only 2% lower than the province), however 6.7% scored at the excellence level where in the province 20.3% were in the excellence level). Our students with the functional writing (letter), only 11.1 being at the acceptable level.</p> <p>Our English 30-1 and 30-2 Diploma results were 18% and 13% lower respectively than the previous year and slightly below the division and provincial level. We had many students that were not recommended for these levels but wished to take the course.</p>
<p>Comments:</p>

School Goal 2

<p>School Goal 2: All students will improve numeracy skills</p> <ul style="list-style-type: none"> <i>HLPS will increase student and parent engagement in the learning process, environment and in the community.</i>
<p>Strategies:</p> <ul style="list-style-type: none"> Investigate and gather demographics in High Level and best methods of communicating home .Develop School-Wide communication home- weekly class updates by all professional staff through email contact or best method Develop School-Wide use of Google Applications (google classroom, google docs, forms etc.) Incorporating technology in all curriculum areas Continue offering and enhancing citizenship opportunities- LEAD/CALM Building relationships with other schools, businesses and agencies
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> Our School Survey/ Accountability Pillar Student Engagement Surveys Parent and Student Focus Groups
<p>Resources:</p> <ul style="list-style-type: none"> Engagement Coordinators Learning Tools Support Coach Online Parent Surveys
<p>Timeline:</p> <ul style="list-style-type: none"> Literacy PD mapped out in June 2017 with Literacy Coordinator Student Engagement PD mapped out in September

- Peer Coaching dates chosen in August
- LEAD schedule created in August
- Grade 9 Service Learning trip in June
-

Results: Majority of teachers sent weekly email updates to their parents. Use of social media/facebook to advertise school events, student successes became more regular. Student Advisory Team reported back regularly and we used their information as an area of focus for the school. Our School Council consists of up to 12 members, they provide feedback and suggestions. All teachers use Google Classroom and students are able to access course work through this process.

Building connections with the other schools in High Level and sharing events to provide consistency started and will continue.

Focus in staff meetings was on how to talk to students and building connections.

Accountability Pillar Results: excellent in safe and caring, quality of education, citizenship, parent involvement and school improvement.

Comments:

School Goal 3 -

School Goal 3:

Students at HLPS will improve numeracy skills through practical applications of curricular outcomes.

Strategies:

- Work with Numeracy coordinator to analyze math common assessments and use common planning time to review the common assessment analysis and work as a team to indicate areas of weakness and develop new teaching strategies to address the needs.
- School Numeracy Team will develop common math terms/vocabulary from grade 7-12 and display in the classroom. Not only words
- Building of financial literacy- CALM Component
- Develop technology applications in math
- School problem challenges- Bulletin Boards, LEAD assemblies etc,
- Investigate practical math applications in the real world- ie local industries/businesses

Target and Measurement Tools:

- PAT and Diplomas
- Common Assessments
-

Resources:

- Division Numeracy Coordinator: PD and Coaching
- School Numeracy Team
-

Timeline:

- Numeracy Committee established in August and develop monthly math riddles
- Numeracy Leader to develop common math vocabulary
- Homeroom profiles (CAT4 results) created in June (once homerooms compiled) and finalized in August

Results: Grade 9 PAT scores were the lowest they have been in years. 42% lower than last year, and 26% below the province. We are also below the division average by 15% New teacher to this program. New format for PAT- Part A Mental Math; students struggled without use of calculator. Math is definitely an area of concern. As a result we have added a mental math component to our math program.

Math 30-1 78.6% of the students scored at the acceptable level an increase of 18.6% from last year, 1% higher than the province. Math 30-2- 70% acceptable level, 8.6% lower than last year and 4.2 lower than the province. There were students in Math 30-2 that were not recommended for the course and struggled on the diploma.

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

- June meetings and discussions with the Literacy Coordinator to debrief the 2016-17 year of PD and plan out the 2017-18 Literacy PD.
- August/September meetings with the Student Engagement Coordinators to debrief the 2016-17 year of PD and plan out the 2017-18 Engagement PD.
- June meetings and discussions with the Jr/Sr Numeracy Coordinator to debrief the 2016-17 year of PD and plan out the 2017-18 Numeracy PD.

B. Disbursement of Dollars

- \$500/Professional staff member and \$350/Support staff member is allocated for PD that matches the School Educational plan. Other funds are available for staff or individual PD that meets the needs of the goals and strategies within this school plan.

C. Individual Staff Professional Development

- PGP's are expected to Administration by September 30 and individual meetings will be held by the end of October.
- Student Engagement, Literacy and Numeracy PD will be planned throughout the school year.

June

- Meet with Literacy Coordinator to debrief 2016-17 and plan PD for 2017-18
- Meet with Numeracy Coordinator to debrief 2016-17 and plan PD for 2017-18

August

- Meet with Engagement Coordinators to debrief 2016-17 and plan PD for 2017-18
- Math PD with Coordinator –
-

September

- Literacy PD with Coordinator –
- Divisional Priorities PD Day –

October

- Numeracy PD – 1 hour after school
- PAT Analysis

November

- Literacy PD with Coordinator – Nov 10 @ 1pm
- Numeracy Committee (HLPS) @ 9am
- Numeracy Coaching
- Engagement PD with Coordinators

December

- Coaching/Planning with Engagement Coordinators

January

- Literacy PD with Coordinator - Jan 31 @ 1pm

February

- Coaching with Engagement Coordinators

March

- Numeracy PD with Coordinator – March 17 @ 9am
- Numeracy Committee (HLPS) – March 17 @ 10am

April

- Literacy PD Wrap-up
- Coaching with Numeracy Coordinator

May

- Student Engagement PD Wrap-up
- School Ed Planning PD

June

- Planning for 2017/18
- Connectivity Survey

Jr High Literacy Coaching - Pre-planning/Team Teaching/Debriefing cycle – Once/ quad

Communication Plan

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

Each Sunday night the HLPS Weekly Update is emailed out to families (along with a call-out). Pertinent information regarding events and report cards will be placed weekly on our digital sign.

Weekly Staff email gets sent out with pertinent information for the coming week, reminders of events within the next month and celebrations of student and staff.

Staff (many) regularly send out emails to parents regarding the courses they are teaching. These all are bcc'd to the Principal.

All Staff will use Google Classroom so that students can access their work at home.

Parent Portal: information sessions will be organized for parents to access parent portal

August

- Email and Newspaper Ad inviting Grade 7s, 10s and new students to an evening orientation. All other students invited during last 2 days of first week.
- Advertise Meet the Staff Night in September

September

- School Council AGM advertisement and invitation
- Meet the Staff
-

October

- Mail out Mid-Quad Report Cards
- P-T Interviews

November

- Report Cards

December

- Mail out Mid-Quad Report Cards
- P-T Interviews

January

- Digital Literacy Night #2

February

- Report Cards

March

- Mail out Mid-Quad Report Cards
- P-T Interviews

April

- Report Cards

May

- Mail out Mid-Quad Report Cards
- P-T Interviews

June

- Report Cards

Monitoring Calendar

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

September

- Go over strategies during September staff meeting to remind staff of them and appoint staff to take on roles.
- Set up dates for Peer Coaching – Google Doc Shared

October

- PGP meetings with staff
- Student Engagement Surveys

November

- Plan review in Staff Meeting.

December School

-

January

- Celebrate successes from plan and monitor progress of strategies.

- First Round of Peer Coaching complete

February

- Tell Them From Me Survey

March

- Begin to plan and think about plan for next year. Review strategies to be removed/added.

April

- Student Engagement Surveys

May

- Take day to celebrate successes, plan for next year and create new goals/strategies.

June

- Second Round of Peer Coaching complete

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2017-18 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 2017-18 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date

