

# SCHOOL EDUCATION PLAN & RESULTS

UPPER HAY RIVER SCHOOL

*"Building Success – One Student at a Time"*



**School Education Plan**

**Principal:** Mr. A. Spelrem

**Trustee:** Fort Vermilion School Division

**2015 2016 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**

- Teachers were involved from the outset. The 2014/2015 plan was studied, areas of concern and areas we had improved in were presented. Discussion was held as to where the focus for the current plan should be and how we could attain the focus goals. Then, we developed the current plan based on a review of the past year plan, March 15 was used as one opportunity to discuss the proposed plan. A copy of the plan was placed in staff handbooks so it can be revisited throughout the year at staff meetings and by staff at their leisure.

### **B. Support Staff**

- Support Staff were involved from the outset in identifying areas of concern and areas in which we could seek improvement, and then they were directly involved in the development of the current plan. Their input is vital as they know this community better than we do. A copy of the plan will be placed in staff handbooks so it can be revisited throughout the year.

### **C. Students**

- Through informal discussion junior high students were asked to identify areas of concern and discussed what positive aspects of the school could be further enhanced.

### **D. School Council / Community**

- The proposed Education Plan was presented to Parent Council. Through the completion of the school review parent discussion, parents and guardians were given the opportunity to identify areas that they thought the school needed to focus on. It provided them with the opportunity to identify strengths and weaknesses in the school as well.

### **E. Other**

- Information from the Accountability Pillar Results, CAT4 tests results, Fountas & Pinnell results were considered when preparing the school education plan.

# School Datasets

## Pat results

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2015  
School: 1791 Upper Hay River School



Measure Category	Measure Category Evaluation	Measure	Upper Hay River School			Alberta			Measure Evaluation		
			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	Acceptable	Safe and Caring	82.9	77.5	83.1	89.2	89.1	88.9	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	88.9	71.9	70.9	81.3	81.3	81.2	Very Low	Maintained	Concern
		Education Quality	87.5	88.8	90.1	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	*	25.0	25.3	3.4	3.3	3.3	*	*	*
		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)	Concern	PAT: Acceptable	7.5	*	31.3	73.0	73.1	73.9	Very Low	Declined	Concern
		PAT: Excellence	0.0	*	6.3	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	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	100.0	100.0	100.0	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	79.8	89.8	73.4	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Concern	Parental Involvement	85.5	86.7	88.3	80.7	80.8	80.2	Very Low	Maintained	Concern
Continuous Improvement	Issue	School Improvement	88.1	77.5	83.2	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 (6, 9, 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. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 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 5. 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.

Report Generated: Sep 25, 2015  
Locked with Suppression for Oct 2015

Report Version 1.0  
Data Current as of Aug 24, 2015

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

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	10	10	1	10%	<b>10%</b>	1	10%	10%
2	6	6	0	0%	<b>0%</b>	1	17%	17%
3	4	4	1	25%	<b>25%</b>	2	50%	50%
4	4	4	1	25%	<b>25%</b>	2	50%	50%
5	3	3	1	33%	<b>33%</b>	4	133%	133%
6	7	8	1	14%	<b>13%</b>	2	29%	25%
7	6	6	0	0%	<b>0%</b>	0	0%	0%
8	1	1	0	0%	<b>0%</b>	0	0%	0%
9	5	5	0	0%	<b>0%</b>	0	0%	0%
<b>School Total</b>	<b>46</b>	<b>47</b>	<b>5</b>	<b>11%</b>	<b>11%</b>	<b>12</b>	<b>26%</b>	<b>26%</b>

Grade 2 to 9 Past Results CAT3 or CAT4 Total Enrolled		
Year	Stanine 5	Stanine 4
2006	12%	18%
2007	9%	21%
2008	9%	18%
2009	2%	13%
2010	5%	19%
2011	6%	16%
2012	12%	15%
2013	9%	12%
2014	10%	17%
2015	6%	18%
2016	<b>11%</b>	<b>30%</b>

**Fountas and Pinnell Reading Level Log**

Student	Grade	Reporting 1	Reporting 2	Reporting 3	Reporting 4
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	4	O	O	P	Q
	4	E	E	F	G
	4	E	E	F	G
	4	O	O	P	Q
	5	R	S	T	U
	5	M	M	N	O
	5	P	MOVED	MOVED	MOVED
	5	H	I	ABSENT	J
	6	Moved	R	R	S
	6	Q	R	R	S
	6	F	F	G	G
	6	R	S	S	T
	6	S	T	T	U
	6	O	O	ABSENT	O
	7	ABSENT	ABSENT	ABSENT	S
	7	S	S		T
	7	P	P		Q
	7	S	S		T
	7	L	L		M
	7	U	U		R
	1	Alphabet	Alphabet		Alphabet
	1	Alphabet	Alphabet		Alphabet
	1	AA	A		C
	1	AA	A		C
	1	AA	A		C
	1	AA	A		A
	1	A	B		D

	1	A	B		C
	2	AA	A		B
	2	B	C		E
	2	A	B		C
	2	AA	A		B
	2	B	C		F
	2	A	B		D
	2	B	C		D
	2	B	E		Absent
	2	AA	A		A
	3	H	H	I	K
	3	O	O	P	Q
	3	O	O	P	Q
	3	H	H	I	I
	3	H	H	I	I
	3	A			
	8	M	M	M	N
	9	ABSENT	ABSENT	ABSENT	ABSENT
	9	ABSENT	ABSENT	ABSENT	ABSENT
	9	U	U		ABSENT
	9	U	U		R
	K	Letter recognition	Letter sounds	preprimer	Level A Fountas and Pinnell
	K	Letter recognition	Letter recognition	Letter sounds	preprimer
	K	Letter recognition	Letter recognition	Letter sounds and Preprimer	AA
	K	Absent	Absent	Absent	Absent

	K	Letter recognition	Letter seconds	preprimer	A Fountas and Pinnell.

Upper Hay River School CAT3 & CAT4 Cohort Results March 2016

Administration Year										
2006 Sept CAT3	2007 Sept CAT3	2008 May CAT3	2009 May CAT3	2010 May CAT4	2011 May CAT4	2012 May CAT4	2013 May CAT4	2014 March CAT4	2015 March CAT4	2016 March CAT4
										Gr 1 10%
									Gr 1 0%	Gr 2 0%
								Gr 1 25%	Gr 2 0%	Gr 3 25%
							Gr 1 0%	Gr 2 0%	Gr 3 0%	Gr 4 25%
						Gr 1 0%	Gr 2 25%	Gr 3 67%	Gr 4 25%	Gr 5 33%
					Gr 1 38%	Gr 2 13%	Gr 3 0%	Gr 4 0%	Gr 5 0%	Gr 6 13%
				Gr 1 0%	Gr 2 17%	Gr 3 17%	Gr 4 14%	Gr 5 0%	Gr 6 0%	Gr 7 0%
				Gr 2 0%	Gr 3 0%	Gr 4 0%	Gr 5 0%	Gr 6 0%	Gr 7 0%	Gr 8 0%
			Gr 2 0%	Gr 3 2 0%	Gr 4 0%	Gr 5 0%	Gr 6 20%	Gr 7 33%	Gr 8 33%	Gr 9 0%
	Gr 2 4 0%	Gr 2 3 3%	Gr 3 0 %	Gr 4 0 %	Gr 5 0 %	Gr 6 0 %	Gr 7 0 %	Gr 8 0 %	Gr 9 0 %	
Gr 2 1 00	Gr 3 0 0%	Gr 3 0 %	Gr 4 0 %	Gr 5 N A	Gr 6 NA	Gr 7 n/a	Gr 8 n/a	Gr 9 0%		
Gr 3 0 %	Gr 4 0 %	Gr 4 1 4%	Gr 5 0 %	Gr 6 0 %	Gr 7 0 %	Gr 8 20%	Gr 9 0%			
Gr 4 2 0%	Gr 5 2 0%	Gr 5 1 4%	Gr 6 1 3%	Gr 7 1 4%	Gr 8 25%	Gr 9 33%				
Gr 5 0 %	Gr 6 0 %	Gr 6 0 %	Gr 7 0 %	Gr 8 0 %	Gr 9 0 %					
Gr 6 0 %	Gr 7 0 %	Gr 7 0 %	Gr 8 0 %	Gr 9 0 %						
Gr 7	Gr 8	Gr 8	Gr 9							

% 0	% 0	% 0	% 0							
Gr 8 2 5%	Gr 9 1 4%	Gr 9 1 4%								
Gr 9 1 7%										
<b>2006 Total</b> 1 2%	<b>2007 Total</b> 9 %	<b>2008 Total</b> 9 %	<b>2009 Total</b> 2 %	<b>2010 Total</b> 5 %	<b>2011 Total</b> 6%	<b>2012 Total</b> 1 2%	<b>2013 Total</b> 9%	<b>2014 Total</b> 10%	<b>2015 Total</b> 6%	<b>2016 Total</b> 11%

## 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. Increase the percent of students reading at or above grade level.  
#2. Increase student engagement in the learning process in school and community.

### SCHOOL GOALS

**School Goal 1:** Students will demonstrate an average of one year's growth in reading within the school year.



Strategies:

- Continue with Balanced Literacy training and implementation in grades 1-9.
- Develop appropriate Project Based Learning assignments
- Provide access to reading materials that are suitable to student's appropriate reading levels-library development.
- School wide Guided Reading by independent reading level.
- Incorporate DEAR time (free reading) throughout the school through their additional time being allocated to Language Arts
- Develop and run an Intervention program (students receive help with skills that they are lacking, reading, math, number/letter recognition, etc.) A pull out program that will take place on the days K4 students are not scheduled to be in school.
- Continue to develop resources and use of the Accelerated Reader Program (A component of our Student Recognition Model)
- School wide read alouds (at Christmas time we hold an assembly each day and a book is read to the students at his time)
- Parent session with new K4 and K parents, in conjunction with the Balanced Literacy team, where assistance will be given to parents on reading activities that can be done at home.
- Train TA's in Guided Reading to meet our school wide Guided Reading goal
- Laptops will provide students with increased reading practice (TumbleBooks and easy access to the Accelerated reader program).
- Monthly reading goals (individual and class) for all classes will be utilized and prizes will be awarded if goals are met. These goals will be based on their independent reading levels

Target and Measurement Tools:

- Students in grades 1-9 will demonstrate a minimum of one year's growth (grade equivalent) in reading as measured by the total reading scores in the CAT4 administered each successive year.
- Students' progress will be tracked by comparing their Stanine level from year to year. This will allow for monitoring of students who are on their way to reading at grade level.
- Fountas & Pinnell
- We will continue to look for alternate ways of measuring student growth in reading (with the help of Central Office staff)
- Reading goals are school wide, we have a reading challenge in which the students are attempting to 'Read Across Canada'.
- Students' reading growth will be monitored throughout the year using the features of the Accelerated Reader

Resources:

- Balanced Literacy In-service training will continue
- Balanced Literacy resources
- LLI kits are being used
- Accelerated Reader Program
- CAT4 Reading test materials
- Leveled reading kits – Reading A-Z Program
- Book Fairs
- Prizes for successfully reaching goals in AR points
- Smart Boards
- Laptop computers
- Reading A-Z
- Literacy Place
- School House technologies
- Blogging/Wikis
- Tumblebooks.com, TumbleBooks Cloud Jr.
- IT Department
- Assistive technology
- Diverse Learning Coordinators

Timeline:

- Fountas and Pinnell testing
- CAT4 Battery of tests in May, each year
- Book Fair – twice a year

Results:

- Our students progressed in their reading skills through hard work
- Many students are still below grade level with their reading skills
- Prizes (for reading) were earned by many of the students and some of the classes

Comments:

Reading buddy program happening every Friday for 25 minutes we do buddy reading, we are having school wide read alouds from now until Xmas, classrooms are having reading challenges, some classes have already met their first goal, TumbleBooks is being used a lot on the student laptops, the students are writing the articles for the Aurora Reading confidence and desire to want to read have increased significantly. Students want to read to other teachers and principal as a reward for good reading. Students enjoy reading to other students. Kindergarten has word rings and personalized word walls, which they can add to whenever they learn a new word, which has inspired students to learn new words at home such as mom and no. Kindergarten have written a classroom letter to Santa as a whole group with the students sounding out all of the words. Students do an online scavenger hunt re: The Echo. Sight words have been placed all around the inside of the school. Twice a week we had a pullout program for the students.

**School Goal 2:** Students will demonstrate an average of one year's growth in mathematics within the school year.

Strategies:

- Involve the help of an Engagement coordinator
- Develop appropriate Project Based Learning assignments
- Enlist the aid of Central Office staff
- Monthly Math Activities for families
- Math kits

Target and Measurement Tools:

- CAT4 Math test materials
- Students in grades 1-9 will demonstrate an average of one year's growth (grade equivalent) in Math skills as measured by the total Math scores in the CAT4 administered in May of each successive year.
- Students' progress will be tracked by comparing their Stanine level from year to year. This will allow for monitoring of students who are on their way to reading at grade level.

Resources:

- IXL math
- AAC (Alberta Assessment Consortium)
- Sumdog.com
- Multiplication.ca
- Abcya.com
- 100<sup>th</sup> day of school is Math related
- Storylineonline.net
- PD workshops
- Manipulatives
- Blogs/Wikis
- Smart Boards, Smart Table
- Laptops
- NRLC
- Schoolhouse Technologies
- Diverse Learning Coordinators

Timeline:

- CAT4 testing in May of each year

Results:

- Student Math skills improved on average one school year
- Many students are still below grade level

Comments:

- Our students have progressed by one year (on average)
- Hands on math activities have engaged the students
- Math afternoon was held with parents
- Technology is used to assist in teaching math
- Hands on skills were used (baking cupcakes) for bake sales

**School Goal 3:** Maintain and improve a Dene Tha Cultural program that honors, respects, and celebrates cultural foundations.

Strategies:

- Continue the culture program for all students
- Addition of First Nations artwork and crafts
- Partnering with a Saskatchewan Dene School so students can work collaboratively with students there
- Student Hand Games tournaments to be held at least once a year
- Addition of First Nations books, magazines and videos to our library and classrooms
- Work with University of British Columbia (Dene language)
- Art activities that incorporate Dene culture
- Bistcho Lake field trip (not held this year due to the lack of a road)
- Community service projects such as bringing lunch/desserts to the Elders
- Recognition of Tribal Elders by inviting them to participate in school experiences

Target and Measurement Tools:

- 80% of students, parents and community members will be satisfied that the cultural and exploratory programs offered are meeting the educational needs

<p>Resources:</p> <ul style="list-style-type: none"> <li>• Assign time to develop program with the culture aide</li> <li>• Tribal Elders and Cultural advisors to guide and oversee the cultural events: (Hand-games, Tea Dance, Drumming, et.)</li> <li>• University of British Columbia (Patrick Moore)</li> <li>• Funding to support programs, e.g. Craft development, Recognition of Elders, etc. from the school budget</li> </ul>
<p>Timeline:</p> <ul style="list-style-type: none"> <li>• Culture programming will be continued at all levels K4-9.</li> <li>• In December, the school will host an event to recognize the importance and history of the tribal elders.</li> </ul>
<p>Results:</p> <ul style="list-style-type: none"> <li>• Handgames were an integral part of our culture program.</li> <li>• Dene language is taught to the younger grades (Grades K-2). It is hard for the students to learn the language when it is not spoken or reinforced at home by the parents/grandparents.</li> <li>• Few of our students take part in hunting trips</li> <li>• Students will attend cultural activities put on by the Band on weekends and holidays</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li>• Handgames were an integral part of our school routine</li> <li>• We had a handgames tournament at our school</li> <li>• Dene word wall in Kindergarten</li> </ul>
<p><b>School Goal 4:</b> Student Representative Council will improve the student voice and student involvement at our school.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Educate the students in the roles and responsibilities of the Student Representative Council (SRC)</li> <li>• Hold regular SRC meetings (2X per month)</li> </ul>
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> <li>• Evaluate Community service projects that have been carried out</li> <li>• Evaluate fund raising events</li> </ul>
<p>Resources:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Central Office staff</li> <li>• Library materials</li> <li>• Peers</li> <li>• Other schools that have a successful SRC program</li> </ul>
<p>Timeline:</p> <ul style="list-style-type: none"> <li>• Bi-monthly SRC meetings</li> </ul>
<p>Results:</p> <ul style="list-style-type: none"> <li>• Six meetings were held throughout the year.</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li>• Students had six meetings throughout the year and the most common topic was fund raising. Other topics included a year end field trip and a fun day at school.</li> <li>• All the students in grades 3-9 took part in the meetings. (about 25 students)</li> </ul>

## 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

- March 2015, staff developed the following professional development plan using Professional Development and FNMI funding.

### B. Disbursement of Dollars

Professional Development Funds - \$2000 which works out to \$400.00 per Teaching Staff  
FNMI Funds - \$4000 for support staff to attend the Teaching Assistant Conference in Edmonton.

C. Individual Staff Professional Development

- 1 of 3 professional growth plan goals are directly connected to the School Education Plan, or to the betterment of the school and its students

D. Education Plan Associated Professional Development

- August Division PD day
- September Division wide PD
- October Professional Development (PAT analysis, COP)
- October Staff meeting
- November Staff meeting (successes with technology, Differentiated Instruction)  
January staff meeting
- January PD (Critical Thinking skills)
- March Staff meeting (Review of our year, ways to improve)
- May Staff meeting  
May School based PD day

June

- Year-end paperwork and tasks to complete

August

- Professional Development

September

- Division wide Professional Development Day

October

- School based PD (PAT analysis, Community of Practice, optional FVSD PD)

November

- Staff Meeting (Student engagement, 21<sup>st</sup> Century Tools, PBL) Celebrate our successes!

December

January

- PD
- Staff meeting (Student profiles, Education Plan for next year to consider)
- PD (COP, PBL)

February

- Convention

March

- Staff meeting (review of our year so far, look at next year's Education Plan

April)

- After school clubs to discuss and evaluate

May

- Staff meeting (21<sup>st</sup> Century Skills, Education Plan to finalize)

## Communication Plan

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

August

- Notices on Community Board
- Notices on the community radio station
- Information on our school webpage
- Information on our school Facebook page
- Text messages to parents
- Monday Morning messages for staff (email)

#### September

- Meet the Teacher BBQ
- Announcements on the Local radio station
- School Facebook page
- School webpage
- Monday Morning messages for staff (email)

#### October

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### November

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### December

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### January

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### February

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### March

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### April

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### May

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

#### June

- Monday Morning messages for staff (email)
- Announcements on the Local radio station
- School Facebook page
- School webpage

- **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 CAT4 results and develop an action plan
- Oversee the calendar creation for Spirit Days, and Cultural Activities
- Work with teacher and Language Aide to develop sustainable Dene program
- Oversee sports team program development
- Plan for afterschool activities/clubs for the students (student focus group)
- Plan for shop & kitchen use
- Classroom observations (walkthroughs)

#### October

- Review attendance  
PAT analysis
- Review student's level of reading (through Accelerated Reader)
- Review status of all plans for year
- Professional Growth Plan Discussions (Initial Meeting)
- Classroom Observations (walkthroughs)

#### November

- Review attendance
- Review student's level of reading (through Accelerated Reader)
- Student Survey – school satisfaction
- Classroom Observations (walkthroughs)

#### December

- Review attendance rate for previous month
- Classroom observations (walkthroughs)
- Review student's level of reading (through Accelerated Reader)
- Review plan for shop and kitchen use

#### January

- Review attendance rate for previous month
- Review student's level of reading (through Accelerated Reader)
- Review cultural events and activities to date, and in future
- Professional Growth Plan Discussions (Mid-year Meeting)
- Classroom Observations (walkthroughs)

#### February

- Review attendance level of previous month
- Review student's level of reading (through Accelerated Reader)
- Student Survey – school satisfaction

- Parent Survey – school satisfaction
- Classroom Observations (walkthroughs)

March

- Review attendance level of previous month
- Review student’s level of reading (through Accelerated Reader)
- Review plan for shop and kitchen use
- Work on School Plan for 2013-2014
- Classroom Observations (walkthroughs)

April

- Review attendance level of previous month
- Final PGP meeting
- Review student’s level of reading (through Accelerated Reader)
- Classroom observations (walkthroughs)

May

- CAT4 Tests used to assess student reading levels
- Review attendance level of previous month
- Review student’s level of reading (through Accelerated Reader)
- Student Survey – School Satisfaction
- Classroom Observations (walkthroughs)

June

- Review attendance level of previous month and of year to date
- Parent survey (How’d we do? Locally developed)
- Classroom observations (walkthroughs)
- Professional Growth Plan Discussions (Year End Meeting)

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2015 2016 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 2014 2015 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

\_\_\_\_\_

Principal

\_\_\_\_\_

Date