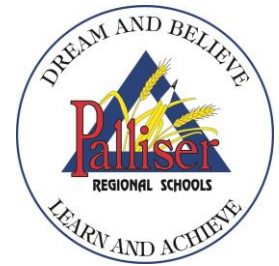




*HUNTSVILLE SCHOOL*  
*“Learning for Life”*

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**Huntsville School**  
**Education Plan**  
**2015 - 2016**

### **Mission Statement:**

Huntsville School will provide quality educational opportunities to develop life-long learning.

### **Beliefs:**

1. We believe that working collaboratively is necessary to achieving excellence.
2. We believe that to achieve excellence, we must set high expectations.
3. We believe all learners are individuals and need to be taught to their strengths and celebrated for their successes.

### **Vision:**

#### ***All children can read and succeed.***

Huntsville School is a community school grounded in the belief that all children can read and can succeed. Our school meets children's needs by fostering close ties with families, the community and the school. Our triangle of support provides a solid basis on which children learn, achieve and succeed.

#### ***We are a school that:***

- Comes together to achieve common goals focused on student learning.
- Works together collaboratively to increase student achievement through enhanced instructional delivery and action research.
- Monitors student progress on a regular, ongoing basis, using standardized, diagnostic testing and assessment for learning strategies.
- Treats all children as individual learners.

## Accountability Pillar Overall Summary: Huntsville School

Measure Category	Measure Category Evaluation	Measure	Huntsville 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	95.0	94.0	94.9	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	86.5	62.1	70.8	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	97.0	97.9	96.5	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	11.6	10.9	10.9	3.4	3.3	3.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.0	89.6	89.7	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	18.5	18.8	19.4	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
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	95.5	100.0	97.2	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	96.3	90.8	89.1	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	94.5	93.1	86.4	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.7	76.4	84.5	79.6	79.8	80.1	Very High	Improved	Excellent

## School Goals

### Goal 1

<b>Jurisdictional Goal: Students demonstrate proficiency in literacy.</b>		<b>Principal Comments</b>	
<b>School Goal</b>	<b>Strategies</b>	<b>Measures including school developed data</b>	<b>Data/evidence on how well the strategies worked.</b>
<p>Students will improve their skills and achievement in literacy:</p> <ul style="list-style-type: none"> <li>• Students reading at grade level will improve by at least one grade level and students reading below grade level will improve by at least one grade level plus two F&amp;P levels.</li> <li>• All grade 6 and 9 students will achieve the Acceptable Standard or higher on the ELA PATs.</li> </ul>	<p><b>1. School-wide focus on Literacy Programming and Culture of Literacy:</b></p> <ul style="list-style-type: none"> <li>• Balanced Literacy Instruction - Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, Shared Writing, Independent Writing, and Word Work</li> <li>• Use assessment data (F&amp;P and ESL benchmarks) to guide instruction</li> <li>• Literacy Place resources used in guided reading for Div. 1 and Moving up resources used in Div. 2.</li> <li>• Implement LLI resources in Div 1 to support intervention plans</li> <li>• Cross graded monthly literacy activities</li> <li>• Reading Buddies/Partners (older/younger students in school, Community members)</li> <li>• Consistent writing resources (Barbara Mariconda) used from grade 3-9. The process and strategies to support writing in these grades include:                             <ol style="list-style-type: none"> <li>1. defining and introducing the focus skill (use of published exemplars are included)</li> <li>2. model each skill to show the thoughts and questions of an author</li> <li>3. guided practice to support students</li> <li>4. application of skills by engaging in personal writing activities</li> </ol> </li> <li>• Writer's workshop component included in</li> </ul>	<p>Fountas and Pinnell Reading Assessments <b>(1, 2)</b></p> <p>Number of workshops and coaching sessions from Bev Smith <b>(3)</b></p> <p>Number of staff that attended PD sessions (ie. LLI and Summit) and Principal observation notes of classroom implementation following PD <b>(3)</b></p> <p>Tracking student progress (F&amp;P levels) with the implementation of the LLI program <b>(1, 2, 3)</b></p> <p>Tracking number of new literacy strategies</p>	

	<p>grade 3/4 whereby students learn how to become more independent, engaged writers (based on 'No More I'm Done' resource).</p> <ul style="list-style-type: none"> <li>Grade 5/ 6 students focus on narrative writing activities for a total of about 4 months of the year and expository writing for a total of about 6 months of the year</li> <li>In grade 7-9, writing program also includes:             <ol style="list-style-type: none"> <li>student selected writing projects</li> <li>shared writing with peer feedback</li> <li>emphasis on enhancing vocabulary in writing with the word of the day routine and word wall</li> <li>functional writing practice throughout the school year – letter writing using the BPDOG format (background, purpose, details, operations, goodwill closing)</li> <li>utilization of the PAT-style writing rubric to assess narrative, essay, and functional writing – familiarize students with the PAT-style writing rubrics so they understand what the expectation is</li> <li>present students with multiple opportunities to attempt to practice PAT writing assignments so they are familiar with the format</li> </ol> </li> <li>In grade 2, implementation of developmental writing scale to assess students and guide instruction</li> <li>Analysis of K/ grade 1 assessments to guide instruction. Principal will meet with teachers to review data and determine what supports are needed.</li> </ul> <p><b>2. Target at risk students and approaching students:</b></p> <ul style="list-style-type: none"> <li>Teachers will establish a system for reading check-ins. Ongoing check-ins to guide</li> </ul>	<p>implemented from PD this year (professional resources/ books, Summit, LLI, Literacy Coach presentation)  <b>(1, 2, 3)</b></p> <p>Number of students referred for District supports (CP/ AWA)  <b>(2)</b></p> <p>Student assessment data – formative/ check-in conferences, summative assessments <b>(1, 2)</b></p> <p>ELA PAT Results <b>(1, 2, 3)</b></p>	
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	<p>instruction</p> <ul style="list-style-type: none"> <li>• develop instructional/ intervention plans</li> <li>• implement LLI program in Division 1</li> <li>• Literacy intervention time built in to the timetable for grade 1 and 2.</li> <li>• Intervention cycle built in to the timetable</li> <li>• Utilize District supports (Collaborative Practices and Academic Wrap Aounds)</li> </ul> <p><b>3. Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Monthly literacy collaboration and site-based days focused on improving literacy instruction and developing student specific plans/ strategies using recommended professional resources (The Reading Strategies - for all staff, The Literacy Teacher’s Playbook K-2 and 3-6, Teaching Reading in Small Groups, Notice and Note)</li> <li>• Ongoing support from our Literacy Coach (check-in presentation(Sept.), M-S-V presentation (Nov.), 1-1 instructional plan support (Nov.), balanced literacy instruction support (Nov.)</li> <li>• LLI implementation PD (Div 1) and Summit (grade 1) – Teachers share best practices from PD</li> <li>• Literacy focused TPGPs and PSIII PD plans</li> <li>• Teachers select collaborative groups that align with literacy goal.</li> <li>• Admin collaborative group focused on successful implementation of LLI resources</li> <li>• Provide feedback and engage in collegial conversations about improving practice - Instructional supervision plan, including formal observations and frequent walkthroughs, focused on “Literacy Look-Fors”.</li> </ul>		
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**Goal 2**

<b>Jurisdiction Goal: Effective learning and teaching within caring, respectful, safe and healthy environments.</b>			<b>Principal Comments</b>
<b>School Goal</b>	<b>Strategies</b>	<b>Measures including school developed data</b>	<b>Data/evidence on how well the strategies worked.</b>
<p>To nurture and sustain a safe and caring school culture that values and supports learning.</p> <p>To promote staying in school (at HVS and attending high school)</p>	<p><b>1. School Culture:</b></p> <ul style="list-style-type: none"> <li>• Community “Scrapbook” Board</li> <li>• Monthly student celebration assemblies (both academic/ literacy and citizenship)</li> <li>• Reading Buddy groups will continue between grades.</li> <li>• Student leaders will act as bus supervisors; classroom helpers; announcement leaders. Will continue to provide other leadership opportunities for students</li> <li>• Intramurals</li> <li>• Fitness/ Running Club</li> <li>• Participation in Jamboree Days Bench Fair</li> <li>• Celebrate student birthdays</li> <li>• Students will participate in community Remembrance Day observances &amp; Christmas concerts</li> <li>• Education Week Activities</li> <li>• Safety City presentation</li> <li>• Author presentation (Sigmund Brouwer)</li> <li>• School wide swimming field trip</li> <li>• Use school review data to guide decisions such as developing student clubs.</li> <li>• Ongoing collaboration with FSLC</li> </ul> <p><b>2. Engage Parents and Foster School/ Community Partnerships:</b></p>	<p>Accountability Pillar Results <b>(1, 2)</b></p> <p>Attendance records and parent and student feedback <b>(1, 2)</b></p> <p>Student participation in school clubs <b>(1)</b></p> <p>Total amount raised for the Terry Fox Foundation <b>(2)</b></p> <p>Number of shoeboxes donated to Samaritan's Purse <b>(2)</b></p>	

	<ul style="list-style-type: none"><li>• Seek family input on school programming and activity decisions:<ul style="list-style-type: none"><li>- German classes</li><li>- Bible Basics (community volunteers)</li><li>- Morning Prayer</li><li>- Christmas and Easter program</li></ul></li><li>• Back to school meet the teacher pot-luck</li><li>• Meet the Principal night during the first week back to school</li><li>• Monthly Newsletters</li><li>• Use Synervoice (English and German) to communicate important information</li><li>• Continue to advance partnership with PBHS and promote high school education<ul style="list-style-type: none"><li>- Grade 5/6 Band</li><li>- Jr. High CTS</li><li>- Remembrance Day Service</li><li>- Transition meetings (students and parents)</li></ul></li><li>• Ongoing collaboration with LGM liaison to support students and families</li><li>• Participate in Terry Fox Run and set donation goal for Terry Fox Foundation</li><li>• Support community organizations<ul style="list-style-type: none"><li>- Picture Butte Interfaith Outreach Society food drive</li><li>- Samaritan's Purse Operation Christmas Child shoeboxes</li></ul></li></ul>		
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## Huntsville School's 2015 Accountability Pillar Analysis

### Successes:

Huntsville School performed "excellent" in the following categories: Safe and Caring, Program of Studies, Education Quality, Work Preparation, Citizenship, Parental Involvement, and School Improvement.

Measure Category	Measure Category Evaluation	Measure	Huntsville 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	95.0	94.0	94.9	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	86.5	62.1	70.8	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	97.0	97.9	96.5	89.5	89.2	89.5	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	95.5	100.0	97.2	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	96.3	90.8	89.1	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	94.5	93.1	86.4	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.7	76.4	84.5	79.6	79.8	80.1	Very High	Improved	Excellent

### Concerns:

An area that needs improvement is Student Learning Achievement, particularly in the area of PAT Acceptable.

Measure Category	Measure Category Evaluation	Measure	Huntsville 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
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.0	89.6	89.7	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	18.5	18.8	19.4	18.8	18.4	18.9	Intermediate	Maintained	Acceptable

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	100.0	25.0	85.7	0.0	100.0	14.3	75.0	25.0		
	Authority	91.8	33.0	91.5	27.8	91.9	27.4	93.5	28.7	92.2	36.0		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
Mathematics 6	School	*	*	100.0	33.3	85.7	28.6	100.0	42.9	83.3	41.7		
	Authority	83.0	24.4	86.4	26.2	85.1	24.4	86.6	23.4	83.8	26.9		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	*	*	100.0	41.7	85.7	42.9	100.0	14.3	83.3	25.0		
	Authority	85.0	34.3	89.5	40.2	86.7	38.4	85.6	33.8	87.1	38.6		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	*	*	100.0	33.3	57.1	0.0	100.0	0.0	58.3	8.3		
	Authority	81.8	29.1	82.3	35.2	82.6	34.9	82.8	25.6	78.7	33.4		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	School	*	*	83.3	0.0	*	*	*	*	90.9	9.1		
	Authority	90.5	21.6	88.4	22.5	81.3	15.7	87.8	22.7	82.2	17.8		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	School	*	*	100.0	16.7	*	*	*	*	72.7	27.3		
	Authority	79.1	25.7	76.0	24.8	70.1	17.2	78.3	25.5	72.0	22.1		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Science 9	School	*	*	83.3	0.0	*	*	*	*	72.7	0.0		
	Authority	86.6	27.7	84.0	26.8	71.1	14.0	82.8	26.9	81.3	27.5		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Social Studies 9	School	*	*	50.0	0.0	*	*	*	*	63.6	9.1		
	Authority	77.1	22.1	76.8	26.8	82.2	30.4	79.0	29.2	74.1	28.8		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		

**PAT Results Course By Course Summary By Enrolled With Measure Evaluation**

		Huntsville School						Alberta				
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Declined	Issue	12	75.0	9	95.2	47,446	82.8	44,338	82.4
	Standard of Excellence	Very High	Maintained	Excellent	12	25.0	9	13.1	47,446	19.5	44,338	17.2
Mathematics 6	Acceptable Standard	High	Maintained	Good	12	83.3	9	95.2	47,377	73.3	44,292	73.8
	Standard of Excellence	Very High	Maintained	Excellent	12	41.7	9	34.9	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	12	83.3	9	95.2	47,379	76.4	44,273	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	12	25.0	9	32.9	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	12	58.3	9	85.7	47,385	69.8	44,226	72.1
	Standard of Excellence	Low	Maintained	Issue	12	8.3	9	11.1	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	11	90.9	6	83.3	43,532	75.6	38,021	76.8
	Standard of Excellence	Low	Maintained	Issue	11	9.1	6	0.0	43,532	14.4	38,021	15.4
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	11	72.7	6	100.0	43,190	65.3	37,734	66.8
	Standard of Excellence	Very High	Maintained	Excellent	11	27.3	6	16.7	43,190	18.0	37,734	17.8
Science 9	Acceptable Standard	High	Maintained	Good	11	72.7	6	83.3	43,653	74.1	38,253	73.4
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	6	0.0	43,653	22.9	38,253	21.5
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	11	63.6	6	50.0	43,451	65.1	38,360	66.7
	Standard of Excellence	Very Low	Maintained	Concern	11	9.1	6	0.0	43,451	19.8	38,360	19.3

## Huntsville School's 2015 PAT Analysis

### Mathematics

#### Mathematics Grade 6

##### Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	91.7	39731	90.2
Acceptable Standard	10	83.3	31960	72.5
Standard of Excellence	5	41.7	6071	13.8
Below Acceptable Standard	1	8.3	7771	17.6
Students absent	1	8.3	2070	4.7

##### Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Factor Trees Prime and Composite Numbers Graphing Transformations	Continue using manipulatives and technology to deepen understandings	Multiplication of whole numbers and decimals as well as application of multiplication (formulas for area and volume)	Teach a variety of strategies for multiplication. Work on making educated estimates; use rubrics and checklists.

#### Mathematics Grade 9

##### Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	100.0	35954	88.8
Acceptable Standard	8	72.7	25894	64.0
Standard of Excellence	3	27.3	7082	17.5
Below Acceptable Standard	3	27.3	10060	24.9
Students absent	0	0.0	2558	6.3

##### Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Exponent/ square root/ order of operation laws Circle properties/ rotational symmetry	Continue using anchor charts Continue geometric drawing practice	Symbolic/ model representations of linear equations Manipulating polynomials	Focus on visual/ modelling strategies Employ anchor chart for polynomial operations

## English Language Arts

### English Language Arts Grade 6

#### Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	91.7	43098	90.6
Acceptable Standard	9	75.0	39364	82.8
Standard of Excellence	3	25.0	9273	19.5
Below Acceptable Standard	2	16.7	3734	7.9
Students absent	1	8.3	1366	2.9

#### Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Figurative Language Relationship between ideas and details	Continue in-depth study of texts	Inferences and cartoon interpretation Vocabulary in context Identifying purpose	Teach a unit focused on inferences. Examine the meaning of cartoons – develop a rubric to check for understanding. Continue to focus on in-depth study of texts and purpose/ audience.

### English Language Arts Grade 9

#### Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	100.0	38602	88.5
Acceptable Standard	10	90.9	32992	75.6
Standard of Excellence	1	9.1	6297	14.4
Below Acceptable Standard	1	9.1	5610	12.9
Students absent	0	0.0	1733	4.0

#### Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:

Poetic analysis; similes/ metaphors Word usage/ emphasis from context Synthesis of information	Continue figurative language/ poetic, analysis focus Continue vocabulary enhancing activities (word of the day)	Drawing conclusions and generalization Cartoon interpretation	Close reading strategies (Beers and Probst) Specific teaching unit dedicated to cartoons and an examination of their meaning; develop a rubric to check for understanding
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## Social Studies

### Social Studies Grade 6

#### Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	91.7	39351	89.2
Acceptable Standard	7	58.3	30700	69.6
Standard of Excellence	1	8.3	8252	18.7
Below Acceptable Standard	4	33.3	8651	19.6
Students absent	1	8.3	2481	5.6

#### Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Knowledge and understanding of Historical Models of Democracy	Continue to practice appropriate and relevant data gathering; use of technology to enhance and support understandings	Government roles and duties	Create anchor charts and role playing opportunities

### Social Studies Grade 9

#### Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	100	35795	88.1
Acceptable Standard	7	63.6	26167	64.4
Standard of Excellence	1	9.1	8112	20.0
Below Acceptable Standard	4	36.4	9628	23.7
Students absent	0	0.0	2935	7.2

Staff Working Document Table

<b>Strengths:</b>	<b>Maintain:</b>	<b>Needs:</b>	<b>Improve:</b>
Understanding of individual and collective rights Understanding of consumerism	Continue to use case studies and real world examples when exploring the Canadian Charter of Rights and Freedoms  Continue to study and focus on advertising techniques, consumerism and media	Political cartoon interpretation  Understanding and differentiating viewpoints from multiple sources	Cross-curricular ELA/ Social Studies cartoon analysis unit  Argumentative/ rhetoric and debate activities; present literature/ news/ editorials that feature a variety of opinions and ideas

**Science**

*Science Grade 6*

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	91.7	39496	89.7
Acceptable Standard	10	83.3	33482	76.0
Standard of Excellence	3	25.0	11390	25.9
Below Acceptable Standard	1	8.3	6014	13.7
Students absent	1	8.3	2338	5.3

Staff Working Document Table

<b>Strengths:</b>	<b>Maintain:</b>	<b>Needs:</b>	<b>Improve:</b>
Overall achievement, especially in the knowledge category within the strands  Analyzing data/ graphs to identify conclusions	Continue supporting students with science experiments and opportunities for reflection and data recording/analysis	Inquiry and problem solving skills	Focus on lab reports and identify key information used in experiments

**Science Grade 9**

**Standards Demonstrated by All Students**

Total Students	School		Province	
	Number	%	Number	%
Students writing	11	100.0	36597	89.4
Acceptable Standard	8	72.7	30018	73.3
Standard of Excellence	0	0.0	9347	22.8
Below Acceptable Standard	3	27.3	6579	16.1
Students absent	0	0.0	2479	6.1

**Staff Working Document Table**

<b>Strengths:</b>	<b>Maintain:</b>	<b>Needs:</b>	<b>Improve:</b>
Space Exploration unit Diagrams/ models	Continue to generate interest in space exploration unit  Use of visuals/ student-drawn diagrams	Analyzing graphs  Electricity properties and functions; circuits, calculations of currents/ amps/ ohms  Laboratory procedures and science experiment scenarios	Focus directly on graph reading skills; develop assessments to check on individual progress  Greater differentiation in teaching the Electricity unit  Investigate opportunities for hands-on experiments



## Huntsville School Site Professional Development Plan

### **August 25**

8:30-12:00 – Staff Planning & Collaboration  
12:00-1:00 – Lunch  
1:00-3:30 – Staff Meeting

### **August 26**

8:35-12:00 – Literacy Presentation by Bev Smith  
12:00-1:00 – Lunch  
1:00-3:30 – Staff Planning & Collaboration

### **August 28**

8:30-12:00 – Teacher/Admin Meetings; Staff Planning & Collaboration  
12:00-1:00 – Lunch  
1:00-3:30 – Teacher/Admin Meetings; Staff Planning & Collaboration

### **August 31**

8:30-12:00 – PAT Analysis  
12:00-1:00 – Lunch  
1:00-3:30 – Staff Meeting; Staff Planning & Collaboration

### **October 2**

8:30-12:00 – Huntsville Collab Day - School Review Workshop  
12:00-1:00 – Lunch  
1:00-3:30 – Huntsville Collab Day - Literacy Discussion/Collaboration

### **February 1**

8:30-12:00 – Review Professional Resources (The Reading Strategies - for all staff, The Literacy Teacher's Playbook K-2 and 3-6, Teaching Reading in Small Groups, Notice and Note). Identify specific strategies employed as a result of these resources and PD (Summit and LLI).  
12:00-1:00 – Lunch  
1:00-3:30 – Continue literacy focused review of resources and sharing of effective practices.

### **March 4**

8:30-12:00 – Huntsville Collab Day - Literacy Discussion/Collaboration  
12:00-1:00 – Lunch  
1:00-3:30 – Huntsville Collab Day - Literacy Discussion/Collaboration

### **May 24**

8:30-12:00 – Accountability Pillar Survey Analysis & Discussion  
12:00-1:00 – Lunch  
1:00-3:30 – School Goals Analysis & Review

### **June 29 & 30**

8:35-12:00 – Staff Planning & Collaboration  
12:00-1:00 – Lunch  
1:00-3:30 – Staff Planning & Collaboration

**Note:** Staff Collaboration/ PD meetings are scheduled the first Monday of the month and will focus on addressing literacy practice to support student learning. We will be using *The Reading Strategies* as our primary resource (all teachers have a copy of this book) as well as other resources by Jennifer Serravallo and Kylee Beers and Robert Probst. Teachers will identify and share effective strategies from these resources. Teachers will collaborate to address emerging student issues in all classes.