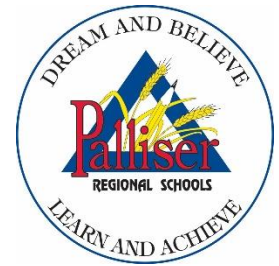




HUNTSVILLE SCHOOL
“Learning for Life”

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Huntsville School
Education Plan
2016 - 2017

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	95.2	95.0	95.1	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.2	86.5	74.3	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	95.4	97.0	97.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	*	13.1	6.5	3.2	3.5	3.5	*	*	*
		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)	Issue	PAT: Acceptable	79.5	75.0	83.6	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	8.0	18.5	17.7	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	100.0	95.5	98.5	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	96.3	96.3	92.4	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	91.3	94.5	93.0	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.7	90.7	88.0	81.2	79.6	80.0	Very High	Maintained	Excellent

School Goals

Goal 1

Jurisdictional Goal: Students demonstrate proficiency in literacy.		Principal Comments	
School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategies worked.
<p>Students will improve their skills and achievement in literacy:</p> <ul style="list-style-type: none"> • 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&P levels. • All grade 6 and 9 students will achieve the Acceptable Standard or higher on the ELA PATs. 	<p>1. School-wide focus on Literacy Programming and Culture of Literacy:</p> <ul style="list-style-type: none"> • Balanced Literacy Instruction - Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, Shared Writing, Independent Writing, and Word Work • Use assessment data (F&P and ESL benchmarks) to guide instruction • Literacy Place resources used in guided reading for Div. 1 and Moving up resources used in Div. 2. • Leveled Literacy Intervention resource to support reading programs and intervention plans • Consistent Word Work resource to reinforce vocabulary development • Vocabulary development across core subjects • Cross graded monthly literacy activities • Ongoing Reading Buddies/Partners between grades (kindergarten to grade 5) • Incorporating Units of Study resources to support writing program. Continuing to use Empowering Writers resource as well. • Making connections between reading, writing, and word work • In grades 6-9, writing program also includes: <ol style="list-style-type: none"> 1. student selected writing projects 	<p>Fountas and Pinnell Reading Assessments (1, 2)</p> <p>Number of staff implemented new literacy practices from PD resources or PD sessions (ie. LLI, Units of Study, Words Their Way) (3)</p> <p>Principal observation notes of classroom implementation of new literacy practices (3)</p> <p>Tracking new and effective literacy strategies implemented from PD this year (including from professional</p>	

	<p>2. shared writing with peer feedback 3. emphasis on enhancing vocabulary in writing with the word of the day routine and word wall 4. functional writing practice throughout the school year – letter writing using the BPDOG format (background, purpose, details, operations, goodwill closing) 5. 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 6. present students with multiple opportunities to attempt to practice PAT writing assignments so they are familiar with the format</p> <ul style="list-style-type: none"> • Analysis of K/ grade 1 assessments to guide instruction. Principal will meet with teachers to review data and determine what supports are needed. <p>2. Target at risk students and approaching students:</p> <ul style="list-style-type: none"> • Teachers will establish a system for reading check-ins. Ongoing check-ins to guide instruction • Develop instructional/ intervention plans • Implement LLI program in Division 1 • Utilize District supports such as Academic Wrap Arouns <p>3. Professional Development:</p> <ul style="list-style-type: none"> • Collaboration and site-based days focused on improving literacy instruction and developing student specific plans/ strategies using recommended professional resources (Words Their Way, Units of Study, The Reading 	<p>resources, collaboration, and PD sessions) (1, 2, 3)</p> <p>Tracking student progress (F&P levels) with the implementation of the LLI program (1, 2, 3)</p> <p>Tracking progress of students referred for District supports such as AWA (2)</p> <p>Student assessment data – formative/ check-in conferences, summative assessments (1, 2)</p> <p>ELA PAT Results (1, 2, 3)</p>	
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	<p>Strategies, Writing Workshop – The Essential Guide, The Unstoppable Writing Teacher, Notice and Note)</p> <ul style="list-style-type: none">• Monthly (full staff) collaboration• Weekly (division level) collaboration• Words Their Way collaborative group• Implementing reading strategies collaborative group• Guide reading (Moving Up with Literacy Place) collaborative group• Instructional support from central office staff• LLI implementation PD (Div 1) and Summit (grade 1) – Teachers share best practices from PD• Literacy focused TPGPs• Provide feedback and engage in collegial conversations about improving practice - Instructional supervision plan, including formal observations and frequent walkthroughs, focused on “Literacy Look-Fors”.		
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Goal 2

Jurisdiction Goal: Effective learning and teaching within caring, respectful, safe and healthy environments.			Principal Comments
School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategies worked.
<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>1. School Culture:</p> <ul style="list-style-type: none"> • Community "Scrapbook" Board • Monthly student led celebration assemblies (both academic/ literacy and citizenship) • Weekly Reading Buddies/Partners between grades (kindergarten to grade 5) • Continue to build and expand the Student Leadership Program (committees such as assembly, announcements, bulletin boards, intramurals, PE equipment, concession) • Develop Healthy School Action Plan • Fitness/ Running Club • Grades 6 to 9 Intramurals (soccer and volleyball) • Cross graded winter clubs for all students • Participation in Jamboree Days Bench Fair • Celebrate student birthdays • Students will participate in community Remembrance Day observances & Christmas event • Education Week Activities • Ag for Life Safety Day presentations • June Field Fun Day with parent run barbeque • School wide swimming field trip • Identify school/ team name and develop a logo • Ongoing collaboration with FSLC <p>2. Engage Parents and Foster School/ Community Partnerships:</p>	<p>Accountability Pillar Results (1, 2)</p> <p>Student participation in school clubs (1)</p> <p>Attendance records and parent and student feedback (1, 2)</p> <p>Number of students that registered for high school (1, 2)</p> <p>Healthy School Action Plan implemented (student and parent involvement) (1, 2)</p>	

	<ul style="list-style-type: none"> • Seek family input on school programming and activity decisions: <ul style="list-style-type: none"> - German classes - Bible Basics (community volunteers) - Morning Prayer - Christmas program • Back to school meet the teacher pot-luck • Partner with the Community Learning Council to offer weekly Adult English Language Learning classes for the first time at Huntsville School • Monthly parent coffee club following assemblies • Monthly Newsletters • Use Synervoice (English and German) to communicate important information • Continue to advance partnership with PBHS and promote high school education <ul style="list-style-type: none"> - Grade 6/7 Band - Grade 8/9 CTS - Remembrance Day Service - Transition meetings (students and parents) • Community field trips within the community of Iron Springs and Picture Butte (ie. RCMP Detachment, Fire Department, reading in the park) • Ongoing collaboration with LGM liaison to support students and families • Participate in Terry Fox Run and set donation goal for Terry Fox Foundation • Support community organizations <ul style="list-style-type: none"> - Picture Butte Interfaith Outreach Society food drive - "Sock it to 'em" sock drive campaign - Samaritan's Purse Operation Christmas Child shoeboxes - Compassion Canada Child Sponsorship Program 	<p>Total amount raised for the Terry Fox Foundation (2)</p> <p>Number of shoeboxes donated to Samaritan's Purse (2)</p>	
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Huntsville School's 2016 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	95.2	95.0	95.1	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.2	86.5	74.3	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	95.4	97.0	97.2	90.1	89.5	89.5	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	100.0	95.5	98.5	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	96.3	96.3	92.4	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	91.3	94.5	93.0	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.7	90.7	88.0	81.2	79.6	80.0	Very High	Maintained	Excellent

Concerns:

An area that needs improvement is Student Learning Achievement.

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	79.5	75.0	83.6	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	8.0	18.5	17.7	19.4	18.8	18.6	Very Low	Maintained	Concern

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		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	92.3	23.1		
	Authority	91.5	27.8	91.9	27.4	93.5	28.7	92.2	36.0	92.2	34.8		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	School	100.0	33.3	85.7	28.6	100.0	42.9	83.3	41.7	92.3	7.7		
	Authority	86.4	26.2	85.1	24.4	86.6	23.4	83.8	26.9	82.9	25.4		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	100.0	41.7	85.7	42.9	100.0	14.3	83.3	25.0	92.3	15.4		
	Authority	89.5	40.2	86.7	38.4	85.6	33.8	87.1	38.6	86.6	38.3		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	100.0	33.3	57.1	0.0	100.0	0.0	58.3	8.3	30.8	0.0		
	Authority	82.3	35.2	82.6	34.9	82.8	25.6	78.7	33.4	78.0	34.7		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	School	83.3	0.0	*	*	*	*	90.9	9.1	100.0	0.0		
	Authority	88.4	22.4	81.3	15.7	87.9	22.7	81.9	17.6	88.0	25.2		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	School	100.0	16.7	*	*	*	*	72.7	27.3	77.8	11.1		
	Authority	75.9	24.7	70.1	17.2	78.4	25.5	71.5	22.0	78.7	23.2		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Science 9	School	83.3	0.0	*	*	*	*	72.7	0.0	88.9	0.0		
	Authority	83.9	26.7	71.1	14.0	82.8	26.9	81.0	27.3	83.0	26.3		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Social Studies 9	School	50.0	0.0	*	*	*	*	63.6	9.1	66.7	0.0		
	Authority	76.7	26.7	82.2	30.4	79.0	29.1	73.6	28.6	75.4	23.8		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Huntsville School						Alberta				
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	9	86.9	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Maintained	Excellent	13	23.1	9	13.1	47,606	20.4	45,843	17.8
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	9	89.7	47,512	72.2	45,774	73.2
	Standard of Excellence	Very Low	Declined	Concern	13	7.7	9	37.7	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	9	89.7	47,543	78.0	45,788	76.6
	Standard of Excellence	Low	Maintained	Issue	13	15.4	9	27.4	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	13	30.8	9	71.8	47,522	71.4	45,710	71.0
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	9	2.8	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	9	100.0	11	90.9	43,780	77.0	38,487	76.2
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	11	9.1	43,780	15.2	38,487	14.8
Mathematics 9	Acceptable Standard	High	Maintained	Good	9	77.8	11	72.7	43,253	67.8	38,217	66.4
	Standard of Excellence	Low	Maintained	Issue	9	11.1	11	27.3	43,253	17.5	38,217	17.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	9	88.9	11	72.7	43,834	74.2	38,760	73.4
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	11	0.0	43,834	22.4	38,760	21.6
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	9	66.7	11	63.6	43,775	64.7	38,759	65.4
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	11	9.1	43,775	18.0	38,759	19.5

Huntsville School's 2016 PAT Analysis

Mathematics

Mathematics Grade 6

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	13	100.0	39855	90.4
Acceptable Standard	12	92.3	31480	71.4
Standard of Excellence	1	7.7	6075	13.8
Below Acceptable Standard	1	7.7	8375	19.0
Students absent	0	0.0	1963	4.5
Students excused	0	0.0	2278	5.2

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
<p>Patterns and expressions</p> <p>Ratios, fractions, and percents</p>	<p>Continue using manipulatives visuals, and different forms of representation (eg. number line and grid) to deepen understandings</p>	<p>Analyze and interpret data and graphs</p> <p>Decimal operations and place value</p>	<p>Cross-curricular (Science) and real life application of data and graphs</p> <p>Identify various problem solving strategies</p> <p>Reinforce basic skills and teach a variety of strategies to build stronger number sense</p>

Mathematics Grade 9

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	8	88.9	35994	88.9
Acceptable Standard	7	77.8	26998	66.7
Standard of Excellence	1	11.1	6956	17.2
Below Acceptable Standard	1	11.1	8996	22.2
Students absent	0	0.0	2306	5.7
Students excused	1	11.1	2183	5.4

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Solving linear equations	Continue to model equation solving strategies and reinforce problem solving	Analyzing and applying knowledge (eg. rational number to number line, exponent laws, linear equations to pictorial pattern)	Focus on incorporating various problem solving strategies and provide more exposure and guided practice

English Language Arts

English Language Arts Grade 6

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	13	100	43122	90.6
Acceptable Standard	12	92.3	39443	82.9
Standard of Excellence	3	23.1	9726	20.4
Below Acceptable Standard	1	7.7	3679	7.7
Students absent	0	0.0	1357	2.9
Students excused	0	0.0	2125	4.5

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Recognizing literal poetic devices (eg. identifying examples of alliteration, recognizing onomatopoeia, recognizing examples of personification, meaning of figurative language) In informational pieces can infer	Continue study of figurative language Continue exposure to non-fiction text (eg. news articles, essays)	Poetry (determine the connotative meaning of a phrase in a poem, infer the implicit meaning of a poem) Understanding the purpose, audience, implicit meaning, and intended audience of a cartoon	Poetry Analysis Model: TPCASTT (Title, Paraphrase, Connotation, Attitude, Symbolism, Theme, Title Revisited) Cartoon study mini unit Writing: Functional writing focus on mechanics to improve content management

implicit meaning and determine the meaning of a word from context clues Writing – slightly higher than the Provincial average (comparable between Narrative and Functional)			
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English Language Arts Grade 9

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	9	100.0	38859	88.8
Acceptable Standard	9	100.0	33709	77.0
Standard of Excellence	0	0.0	6653	15.2
Below Acceptable Standard	0	0.0	5150	11.8
Students absent	0	0.0	1623	3.7
Students excused	0	0.0	2100	4.8

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Identifying the main purpose of a newspaper article Analyzing events from an article to draw conclusions Recognizing the rhetorical purpose in a news article Generalizing author's main ideas (non-fiction) Writing – slightly higher than the Provincial average (stronger in Narrative than Functional)	Continue to expose students to rich non-fiction literature and instruction (eg. survival stories)	Implied meaning (eg. determining mood from context, meaning of word from context, how personification enhances connections to themes, identifying main idea of cartoons, determining a character trait)	Address implied meaning in literature circles study unit (incorporate student specific role in this unit) More authentic functional writing practice with emphasis on stronger language and persuasive vocabulary (focus on specific details to support arguments)

Social Studies

Social Studies Grade 6

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	13	100.0	39554	89.6
Acceptable Standard	4	30.8	31397	71.1
Standard of Excellence	0	0.0	9992	22.6
Below Acceptable Standard	9	69.2	8157	18.5
Students absent	0	0.0	2339	5.3
Students excused	0	0.0	2237	5.1

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
No clear strength		Stronger emphasis on curriculum outcomes	Focus on key vocabulary Election/ government role play Debates that explore provincial governance Multiple speaker scenarios – detecting bias

Social Studies Grade 9

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	8	88.9	36100	88.4
Acceptable Standard	6	66.7	26111	64.0
Standard of Excellence	0	0.0	7477	18.3
Below Acceptable Standard	2	22.2	9989	24.5
Students absent	0	0.0	2586	6.3
Students excused	1	11.1	2131	5.2

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Structure of the federal government Understanding the role of the legislative branches of government Knowledge of the classes of immigrants Understanding of the immigration process	Continue to emphasize key vocabulary and concepts Continue to engage students in discussions about responsibilities of branches of government	Economic systems: Distinguishing between market/ mixed economies Knowledge of how supply and demand effect price Recall the economic theory of consumerism Identify examples of how consumers can impact business decisions	Research the impact of consumerism on a community Consumer black market behaviours (downloading music, garage sales, work for cash)

Science

Science Grade 6

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	13	100.0	39747	90.0
Acceptable Standard	12	92.3	34235	77.6
Standard of Excellence	2	15.4	12229	27.7
Below Acceptable Standard	1	7.7	5512	12.5
Students absent	0	0.0	2216	5.0
Students excused	0	0.0	2178	4.9

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
Components of the trees and forests unit (classifying leaves and types of trees) Components of Aerodynamics unit (parts of an airplane, how an	Hands-on activities (building airplanes, egg drop) Various representations including visuals and tactile learning opportunities	Analyzing environmental issues and explaining the nutrient cycle within the trees and forests unit	Focus on current environmental issues (research and small group discussions/ sharing/ presentations) Debates (eg. logging, atv use, oil

airplane works, comparing aircrafts)	(leaves, tree cookies)		and gas development)
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Science Grade 9

Standards Demonstrated by All Students

Total Students	School		Province	
	Number	%	Number	%
Students writing	8	88.9	36695	89.3
Acceptable Standard	8	88.9	30187	73.5
Standard of Excellence	0	0.0	9242	22.5
Below Acceptable Standard	0	0.0	6508	15.8
Students absent	0	0.0	2313	5.6
Students excused	1	11.1	2061	5.0

Staff Working Document Table

Strengths:	Maintain:	Needs:	Improve:
No consistent pattern between units	Continue to focus on vocabulary building strategies Incorporate demonstrations and hands-on learning opportunities	Component of the Environmental Chemistry unit (characteristics of an acid, effects of chemicals, determining variables in experiments)	Identify connections between Science Fair projects and curriculum

Huntsville School Site Professional Development Plan

August 29

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 30

8:35-12:00 – Teacher Meetings, Staff Planning, & Literacy Collaboration
12:00-1:00 – Lunch
1:00-3:30 – Teacher Meetings, Staff Planning, & Literacy Collaboration

August 31

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

September 2

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

January 30

8:30-12:00 – Review Professional Resources (Words Their Way, Units of Study, The Reading Strategies, Writing Workshop – The Essential Guide, The Unstoppable Writing Teacher, Notice and Note). Identify specific strategies employed as a result of these resources and PD sessions.
12:00-1:00 – Lunch
1:00-3:30 – Continue literacy focused review of resources and sharing of effective practices.

March 10

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 25

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 division level collaboration time is scheduled on a weekly basis. Collaboration time will focus on addressing literacy practice to support student learning. Primary resources will include Words Their Way, Units of Study, The Reading Strategies, Writing Workshop – The Essential Guide, The Unstoppable Writing Teacher, and Notice and Note. Teachers will identify and share effective strategies from these resources to support reading, writing, and word work programs.