



Hillside Elementary School

Annual School Growth Plans

April 12, 2008

School and Community Context

Unique Features: In the beginning, Hillside School opened in 1984 as a five room school and enrolled 110 students. The student population peaked at 385 students in the late 90's and now has stabilized at about 365 students. Currently Hillside's hardworking and knowledgeable staff is supported by many committed parents who provide opportunities for our students to excel in all areas. Like many schools in Mission, our school has a multicultural flavour to it and our student body includes many ESL students, International Students and Aboriginal students. Because of the small number of Aboriginal students in our school, we are unable to publish data that pertains directly to them. However, we are very aware of their needs and every effort has been made to ensure their needs are met through the various programs and services that are available at the school. All partner groups at Hillside act in a respectful and thoughtful manner and try to empathize with another person's situation.

Community Partnerships/Initiatives: Many groups work very hard to make Hillside "A Great Place to Be." Our dedicated Pac group spearheaded many initiatives. Some of them include purchasing new playground equipment, furniture for our hallway, and other outside sports equipment. Other programs the school is involved with are the Dare Program, Ready Set Learn, Little Readers, Christmas Bureau and the Network of Performanced Based Schools. One of our most ambitious initiatives is our recycling program. Not only do the students recycle bottles and juice boxes, but they make sure that all types of paper are recycled properly as well. The moneys raised by this program are used to sponsor our four foster children in Zambia. The whole school has taken ownership of this project.

Parent Involvement: Hillside parents are very involved with their children's education. Attendance at the conferences, workshops, and other events such as science fairs, Books For Bedtime and readathons organized by the school is impressive. One of our most popular pre-school activity, Little Readers, has been organized and run by parent volunteers.

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Current Data & Evidence of Change

Goal: Students will leave Hillside as competent readers and writers

Objectives:

- To reduce the number of students at risk for reading failure at the end of grade 2
- To improve all students' skills in reading comprehension and critical thinking skills
- To increase the number of students achieving fully meeting and exceeding writing levels
- To build a common language of literacy which all students will be able to use
- To meet and support the needs of marginalized students and raised their achievement level.

Rationale: Literacy is the key to success in all subject areas. By mastering literacy skills our students will be able to experience success in whatever careers they decide to choose. Hillside believes that purposeful early intervention and cohesive teaching strategies for reading and writing will assist all students to reach their individual potential.

Assessment: FSA Grade 4 / 06-07 (Reading Comprehension)

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	24%	76%
<i>Female</i>	23%	77%
<i>Male</i>	25%	75%
<i>Aboriginal</i>	mask	mask
<i>Total Participation #</i>	10	33

Assessment: FSA Grade 7 / 06-07 (Reading Comprehension)

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	27%	73%
<i>Female</i>	24%	76%
<i>Male</i>	29%	71%
<i>Aboriginal</i>	mask	mask
<i>Total Participation #</i>	12	33

Assessment: FSA Grade 4 / 06-07 (Writing)

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	21%	79%
<i>Female</i>	10%	90%
<i>Male</i>	30%	70%
<i>Aboriginal</i>	mask	mask
<i>Total Participation #</i>	9	34

Assessment: FSA Grade 7 / 06-07 (Writing)

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	28%	72%
<i>Female</i>	18%	82%
<i>Male</i>	35%	65%
<i>Aboriginal</i>	mask	mask
<i>Total Participation #</i>	12	32

Evidence of Change: According to our FSA scores, our grade 7 writing scores have been below provincial average by at least 10% for the last two years. The grade 4 writing scores are higher, but they are also below the provincial average as well. In reading, the FSA scores indicate that the grade 4 and 7 results are almost at the provincial average. The district’s DRA scores points out that although the percentage of students at risk drops from kindergarten, there is still a large number of students in grade 2, particularly the boys who are at risk. The district’s Dart and Writing results indicate more students are meeting or fully meeting expectations, but it also indicates low numbers in exceeding as well.

Targets (over 3 years)

In three years time, we would like to see both the grade 4 and 7 FSA results meet or exceed the provincial average in writing and reading. This would mean the target would be 90% in writing and 85% in reading.

	Hillside			Provincial	Targets
	04/05	05/06	06/07	06/07	
Grade 4 Reading Scores:	78%	76%	76%	75%	85%
Grade 7 Reading Scores:	80%	65%	73%	71%	85%
Grade 4 Writing Scores:	98%	82%	79%	90%	90%
Grade 7 Writing Scores:	96%	73%	72%	85%	90%

In order to achieve a target of 85% in reading we would like to see a growth of 3% per year for the grade 4’s and a growth of about 4% for the grade 7’s. In writing, a similar growth 3% in grade 4 and 4% in grade 7 would be necessary for us to the provincial average. With our current practices and proposed practices, we feel that this would be an attainable target.

We would also like to see a decline in K-2 students at risk in the coming years and a rise in students writing and reading at level 4 in the district’s DART and school wide write.

Comment / Summary of Progress:

As discussed previously in the Evidence of Change section, our writing scores are not as consistent or as high as we would like. In particular, only 70% of the boys were able to write at a meeting or exceeding level in the FSA tests. As well all cohort groups did not achieve high scores at the exceeding level. In the area of reading, our students were at FSA provincial level. Both the boys and girls cohort groups were not significantly different from the provincial average. Although the aboriginal scores are masked, we feel the strategies implemented at Hillside will be beneficial to them.

Some of the practices that have been used to help promote literacy at Hillside have included holding school wide writes, spelling bees and Author's Days. Other events for students have also included Literature Circles, Reading Link Challenge, Library Club, buddy reading classes and the Marilyn McClinton Readathon. The staff has embraced our literacy strategies by attending early success and late literacy workshops, having collaborative grade group meetings, examining and using Dart feedback and creating a Guided Reading resource library. Our most important partner group, the parents, have not been excluded either. Programs such as Little Readers, Ready, Set, Learn and Books for Bedtime have been well attended by our community.

These strategies plus the new ones which will focus on WICR strategies, support for parents and writing will allow the school to move towards our target.

Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)

Literacy Circles
School Wide Writes
Books for Bedtimes

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)

WICR strategies from AVID
Incorporate activities and strategies to encourage parental support of their children
Introduce a peer tutor program which will support our marginal students

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).

We are very fortunate to have people on staff familiar with the AVID strategies. If necessary we will be able to access other resource people in the district on this topic. Our staff will also be contacting Mary Philpot, the Language Arts Helping Teacher for direction and attending appropriate workshops. Information gained through our staff development activities are shared on an informal and formal basis with our staff. Certain strategies lend themselves to be discussed at staff meetings where as other topics will thoroughly examined during our grade grouping collaboration meetings.

- How will we involve parents?

Our parents and community will be informed of our progress mainly through the school's PAC and SPC. Our year end report and bi-weekly newsletters are also sources of information for our partners in education. As well, they will be invited to the various functions and activities during the year. In the past, Little Readers, Get Set Ready and Learn, and Books for Bedtime were very popular sessions that were well attend by the public. Another avenue of participation is our weekly assemblies. Parents are always welcomed at our assembly and they will be able to experience first hand on what is happening in our target areas.

- How will we monitor and adjust our actions?

We will be able to monitor and adjust our actions by monitoring the indicators that are already in place. These would include FSA reading and writing data, school wide write results, DRA assessment, Dart Reading assessment and teacher assessment accumulated for reporting purposes.

Goal: To increase students' understanding and application of math concepts in solving process problems

Objectives : To increase the number of students achieving fully meeting or exceeding levels in problem solving
 To see steady improvement in student numeracy achievement by the end of grade 4 and grade 7
 To increase student mastery of the basic skills at all grade levels
 To increase student use of math vocabulary in everyday language

Rationale: Hillside is continuing to work on raising student achievement on math process problems. In order to achieve this goal, we feel there is a need to focus on the teaching of math vocabulary and the reinforcement of the basic facts. Increase knowledge in these two areas would raise the confidence and comfort level of our students when they are solving any types of problems. We are confident that current and future FSA results will bear this out.

Data Sources:

Assessments: School Based Math Exemplars: Spring 07

NOTE: "all students" include Aboriginal

Assessments Based on Teacher Judgement

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	16.13%	Mask	41.13%	Mask	32.26%	Mask	10.48%	Mask
<i>Male</i>	20.61%	Mask	32.73%	Mask	31.12%	Mask	14.54%	Mask
<i>Total Participation #</i>	54	Mask	105	Mask	93	Mask	37	Mask

(optional)

Assessment: Numeracy Assessment GNAP Gr. 5 – Spring 2007

School / District Based Assessment

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	0.0%	Mask	61.54%	Mask	38.46%	Mask	0.0%	Mask
<i>Male</i>	12.50%	Mask	37.50%	Mask	41.67%	Mask	8.33%	Mask
<i>Total Participation #</i>	3	Mask	17	Mask	15	Mask	2	Mask

Assessment: FSA Grade 4 / 06-07 (Numeracy)

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	26%	74%
<i>Female</i>	32%	68%
<i>Male</i>	22%	78%
<i>Aboriginal</i>	mask	mask
<i>Total Participation #</i>	11	32

Assessment: FSA Grade 7 / 06-07 (Numeracy)

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	20%	80%
<i>Female</i>	24%	76%
<i>Male</i>	19%	81%
<i>Aboriginal</i>	mask	mask
<i>Total Participation #</i>	9	35

Evidence of Change: During the past five years, our FSA scores for grade 4 numeracy have not been consistent. The percentage of students meeting or exceeding expectations has fluctuated between 74 and 95 percent. The low score came just last year in 2007 and the high score came in 2006. The FSA scores for grade 7's were just as inconsistent during the past five years. They reached a high of 91% in 2003 and a low of 71% in 2006. The GNAP scores showed 58% of grade 5's met or exceeded expectations in 2006 and 92% of grade 5's met or exceeded expectations in 2007. The results from the math exemplar problems survey conducted by the school, has shown consistent growth at each grade level. Because of low numbers, the Aboriginal results are masked. However the Hillside staff is very aware of this cohort group's needs and will be monitoring their progress very carefully. It is hoped that by maintaining current practices and implementing new practices, indicators will become more relevant and useful to all parties concerned.

Targets (over 3 years):

In three years time, we would like to see both the grade 4 and 7 FSA results meet or exceed the provincial average. This would mean the targets for both grades would be 85%.

	Hillside			Provincial	Target
	04/05	05/06	06/07	06/07	
Grade 4 Numeracy Scores:	86%	95%	74%	85%	85%
Grade 7 Numeracy Scores:	82%	71%	80%	80%	85%

In order to achieve a target of 85% we would like to see a growth of 3% per year for the grade 4's and a growth of about 2% for the grade 7's. With our current practices and proposed practices, we feel that this would be an attainable target.

We would also like to see continued and sustained growth in our GNAP results and our school wide math exemplar problems survey. Our long term goal is to reduce the range of scores and to see a consistent upward trend.

Comment / Summary of Progress:

As discussed previously in the Evidence of Change section, our numeracy scores are not as consistent or as high as we would like. Of particular interest are the girl's results. Both the grade 4 and 7 girls' cohort groups were below the provincial average. However, in the School Based Math Exemplar and the District GNAP results there were a greater number of boys that were in the Not Yet Meeting categories. At the same time, there are more boys in the Exceeding categories in both these tests. As we accumulate more data, we will be able to make more precise observations. For the time being it would be wise to use strategies to benefit all cohort groups. Although the Aboriginal scores are masked, the Hillside staff is very aware of their needs and feels the strategies implemented at Hillside will be beneficial to them.

The current numeracy practices at Hillside have included using Exemplar problems to teach problem solving as a school wide focus, using math manipulatives whenever necessary and purchasing math materials when needed. The Hillside staff has also attended math inservices, accessed Karen Greaux, our math helping teacher, platooned their math classes and formed math coops and support groups. Parents have also been invited to be math role models by participating in our math contests.

These strategies plus the new ones which will emphasize basic skills and vocabulary and staff cross grade discussions will allow Hillside to move towards our target.

Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)

Use of Math Manipulatives

Math co-ops at the grade 2/3 level and platooning at the grade 6/7 level

Use of Math Exemplars to assess math problem solving skills

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)

Develop strategies and initiatives that will focus on the mastery of basic skills for all students

Create opportunities for the staff to discuss concerns and expectations for each grade

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).

We are very fortunate to have people on staff who are interested in mathematics. They will be meeting to develop strategies to further the objectives listed above. Our staff will also be contacting Karen Greaux, the Math Helping Teacher for direction and attending appropriate workshops as well.

Information gained through our staff development activities are shared on an informal and formal basis with our staff. Certain strategies lend themselves to be discussed at staff meetings where as other topics will thoroughly examined during our grade grouping collaboration meetings.

- How will we involve parents?

Our parents and community will be informed of our progress mainly through the school's PAC and SPC. Our year end report and bi-weekly newsletters are also sources of information for our partners in education. In the past, our math contests in the newsletters were very popular and another avenue of participation is our weekly assemblies. There were several presentations with a math theme during the last year. Parents are always welcomed at our assembly and they will be able to experience first hand on what is happening in our target areas.

- How will we monitor and adjust our actions?

We will be able to monitor and adjust our actions by monitoring the indicators that are already in place. These would include FSA numeracy data, school wide math exemplar data, district GNAP results and teacher assessment accumulated for reporting purposes. In addition, results from the basic facts drill will give us a clear indication if we are moving in the right direction.

Goal: To increase students' ability to understand and carry out socially responsible behaviour

Objectives: To maintain students' level of Social Responsibility skills as measured by interim reports issued in the Fall and Spring

To reduce the number of student behaviours requiring office intervention

Rationale: Hillside is focused on this goal since it is critical in developing a safe and nurturing environment for all our students. All students have the right to an education and that right is best served in a climate where they feel safe, valued and welcomed.

Data Sources:

Assessments: Social Responsibility Interims Spring 07

NOTE: “all students” include Aboriginal

Assessments Based on Teacher Judgment

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>K. Female</i>	0.0%	Mask	0.0%	Mask	100.0%	Mask	0.0%	Mask
<i>K. Male</i>	0.0%	Mask	16.0%	Mask	84.0%	Mask	0.0%	Mask
<i>Total Part. #</i>	0	Mask	4	Mask	34	Mask	0	Mask
<i>Gr. 1 Female</i>	0.0%	Mask	14.3%	Mask	50.0%	Mask	35.7%	Mask
<i>Gr. 1 Male</i>	0.0%	Mask	13.6%	Mask	68.2%	Mask	18.2%	Mask
<i>Total Part. #</i>	0	Mask	5	Mask	22	Mask	9	Mask
<i>Gr. 2 Female</i>	0.0%	Mask	0.0%	Mask	87.0%	Mask	13.0%	Mask
<i>Gr. 2 Male</i>	0.0%	Mask	11.8%	Mask	88.2%	Mask	0.0%	Mask
<i>Total Part. #</i>	0	Mask	2	Mask	35	Mask	3	Mask
<i>Gr. 3 Female</i>	0.0%	Mask	0.0%	Mask	100.0%	Mask	0.0%	Mask
<i>Gr. 3 Male</i>	0.0%	Mask	22.7%	Mask	72.7%	Mask	4.5%	Mask
<i>Total Part. #</i>	0	Mask	5	Mask	36	Mask	1	Mask
<i>Gr. 4 Female</i>	0.0%	Mask	4.8%	Mask	85.7%	Mask	9.5%	Mask
<i>Gr. 4 Male</i>	4.0%	Mask	28.0%	Mask	56%	Mask	12.0%	Mask
<i>Total Part. #</i>	1	Mask	8	Mask	32	Mask	5	Mask
<i>Gr. 5 Female</i>	0.0%	Mask	7.7%	Mask	76.9%	Mask	15.4%	Mask
<i>Gr. 5 Male</i>	0.0%	Mask	22.7%	Mask	59.1%	Mask	18.2%	Mask
<i>Total Part. #</i>	0	Mask	6	Mask	23	Mask	6	Mask
<i>Gr. 6 Female</i>	0.0%	Mask	27.8%	Mask	72.2%	Mask	11.1%	Mask
<i>Gr. 6 Male</i>	0.0%	Mask	31.7%	Mask	61.0%	Mask	7.3%	Mask
<i>Total Part. #</i>	0	Mask	18	Mask	38	Mask	5	Mask
<i>Gr. 7 Female</i>	0.0%	Mask	10.7%	Mask	85.7%	Mask	3.6%	Mask
<i>Gr. 7 Male</i>	0.0%	Mask	21.4%	Mask	60.7%	Mask	17.9%	Mask
<i>Total Part. #</i>	0	Mask	9	Mask	41	Mask	6	Mask

(optional)

Office Referrals 07-08

September	5	October	9	November	5
December	8	January	3	February	5

Satisfaction Survey Results (% reflect answers in the “all the time” and “many of the time” categories)

Grade 4’s	03/04	04/05	05/06	06/07	Prov.
Do you feel safe at school?	88%	89%	82%	76%	85%
Are you bullied, teased or picked on?	7%	11%	15%	17%	11%
Do you know how your school expects Students to behave?	86%	83%	84%	83%	89%
Grade 7’s	03/04	04/05	05/06	06/07	Prov.
Do you feel safe at school?	57%	87%	81%	74%	78%
Are you bullied, teased or picked on?	8%	7%	3%	7%	10%
Do you know how your school expects students to behave?	60%	78%	75%	86%	84%
Parents	03/04	04/05	05/06	06/07	Prov.
Do you feel your child is safe at school?	88%	89%	82%	76%	87%
Is your child bullied, teased or picked on?	18%	17%	7%	14%	8%
Does your school provide expectations for student behaviour?	84%	85%	93%	82%	87%
Are the rules relating to behaviour consistently enforced at your child’s school	74%	69%	78%	75%	79%

Evidence of Change: In the past year, our Social Responsibility Interim results indicated that almost 100% of the school population is meeting expectations for socially responsible behaviour. Although survey results are quite positive, we must continue to focus in this area to maintain our results. Referrals to the office does not appear to be a huge concern, and it is a good indicator of how willing the staff is to handle minor incidences. The satisfaction survey results provides some very interesting information. Although there has not been an excessive amount of referrals to the office, grades 4’s, 7’s and their parents don’t feel as safe at Hillside as the rest of the province.

Targets (over 3 years): Since the data presented is very subjective, our targets cannot as precise as those in other areas. We would like to see a continued upward trend in the Social Responsibility survey results and a reduction in office referrals. We would also like to see higher satisfaction results from our students and parents on Ministry of Education satisfaction surveys.

Comment / Summary of Progress:

Teaching social responsibility at Hillside is a goal that we work on every year. During the past year, it was our number one goal, but our indicators have shown us that it is one goal that we only have to maintain. One social responsibility practice we included at Hillside was teaching Kid Friendly Social Responsibility Standards. This allowed our students to have a common language to use when discussing behavioural expectations. We have also used skits and scenarios as a problem solving and teaching tool. These performances usually occurred during our weekly assemblies. The Hillside Code of Conduct which was developed two years ago is posted in every classroom and serves as a reminder of appropriate student behaviour. The staff is also continually looking for ways to involve students in making a difference in the world. Some of these strategies have included Jump Rope for Heart, the Terry Fox Run, Christmas Bureau donations and the Seeds of Hope program. Finally, the staff also uses reflections sheets to help students problem solve their minor conflicts.

These strategies plus the new ones which will focus on role models and revising our interims will allow the school to move towards our target.

Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school (*list one to three*)

Student Council, Seeds of Hope and Recycling program
Buddy Classes
Grade 6/7 Premier Agenda Personal Planning Program

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)

Increase the use of Restorative Justice
Implement a Role Model Speaker Program
Revise the Social Responsibility Interim so that it will be more meaningful to all parties involved

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).

Collaboration time will be established to allow interested staff members to revise the Social Responsibility Interims. Other members may be attending workshops on Restorative Justice. Information gained through our staff development activities are shared on an informal and formal basis with our staff. Certain strategies lend themselves to be discussed at staff meetings where as other topics will thoroughly examined during our grade grouping collaboration meetings.

- How will we involve parents?

Our parents and community will be informed of our progress mainly through the school's PAC and SPC. Our year end report and bi-weekly newsletters are also sources of information for our partners in education. Social Responsibility issues are often discussed at our assemblies and our parents are always welcomed at these events.

- How will we monitor and adjust our actions?

We will be able to monitor and adjust our actions by monitoring the indicators that are already in place. These would include Satisfaction Survey results, Social Responsibility Interim results and office referrals.

Submitted by:

School Planning Council

This school growth plan has been written, reviewed and supported by:

_____	_____	_____
Parent Member's Name	Signature	Date

_____	_____	_____
Parent Member's Name	Signature	Date

_____	_____	_____
Parent Member's Name	Signature	Date

_____	_____	_____
Teacher Member's Name	Signature	Date

_____	_____	_____
Principal's Name	Signature	Date

_____	_____	_____
Superintendent	Board Chair	Date