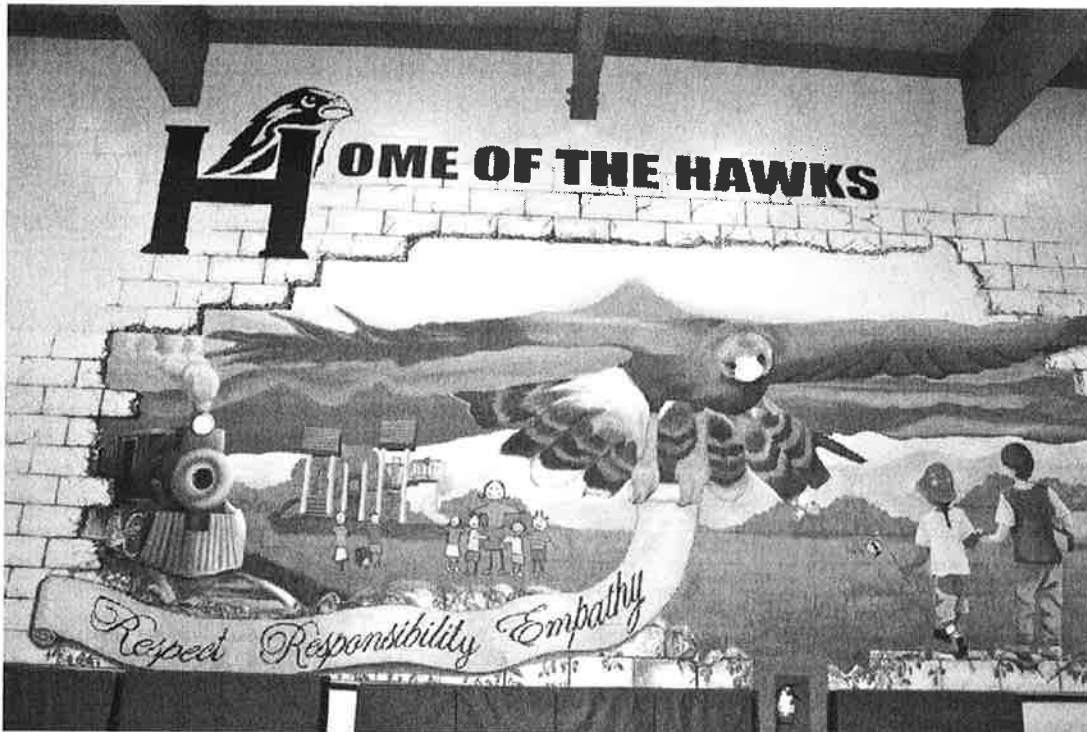




Mission
Public Schools

Hillside Elementary School



Annual School Growth Plans
April 15, 2010

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 375 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, supporting class field trips, funding extras for each classroom and our annual Sportsday and being a partner in the creation of the Hillside mural in the gym. Other programs the school is involved with are the Dare Program, Ready Set Learn, Little Readers, Christmas Bureau, Jump Rope for Heart and Books for Bedtime. 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 monies raised by this program are used to sponsor our four foster children in Zambia. The whole school has taken ownership of this project. This project also received support from the Me to We Project. The Me to We Group is a group of students who plan ways to show that they have the ability to create change. They sponsored numerous fundraisers or initiatives that not only support the Seeds of Hope campaign, but the homeless in Mission as well.

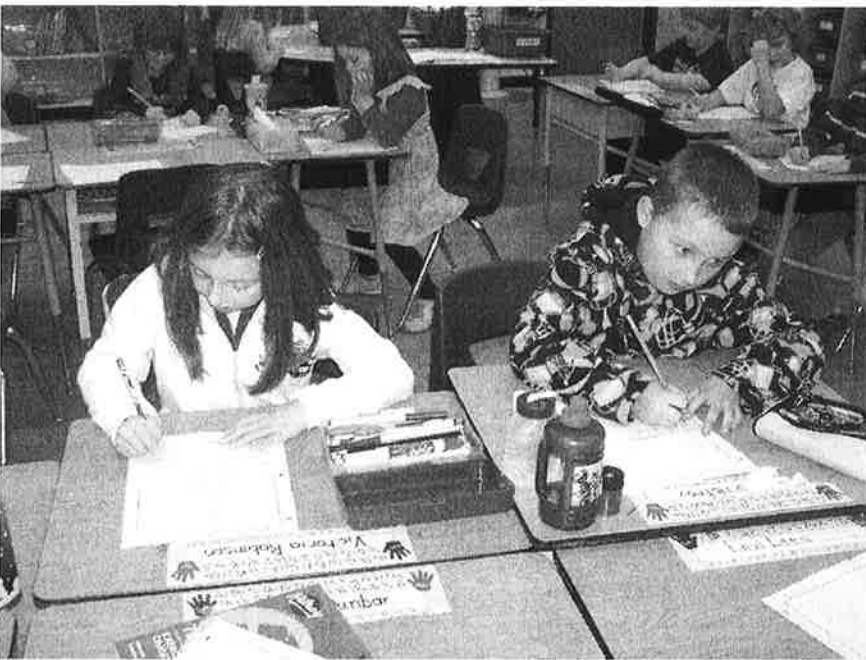


Parent Involvement: Hillside parents are very involved with their children's education. Attendance at the conferences, workshops, and other events such as science fairs, Books For Bedtime and readathons organized by the school is impressive. One of our most popular pre-school activity, Little Readers, has been organized and run by parent volunteers. Parents are aware of our open door policy and have taken advantage of this to work cooperatively with the staff to meet the students' needs and to make Hillside a great place to be.

Current Data & Evidence of Change

Goal: Students will leave Hillside as competent readers, writers and communicators

Objectives: Increase the number of students that are reading successfully at the end of grade 1
Increase comprehension skills by using various strategies for grades 3 to 7
Increase the number of students in the Fully Meeting category in writing (with an awareness of the needs of boys)



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.

According to our School Wide Write Scores, our boys do not fare as well as the girls. Although only 9.58% of the boys are not meeting expectations, the amount of boys minimally meeting expectations is significantly higher than that of the girls and the percentage of boys exceeding expectations is just over one half of the girls' score.

These results are also mirrored in our DART scores. Our boys do not read as well as the girls. There is a significant difference in all four categories of the DART results. More boys are in the Not Yet Meeting category and the numbers in the Fully Meeting and Exceeding categories are noticeably lower.

The district's DRA scores points out that progress is being in made in the early years. However, there appears to be a large number of students at risk in grade 1. Almost every cohort group shows a noticeable decline in grade 1, but they do rebound by the end of grade 2. This pattern merits further attention.

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.

We have included the 09 FSA results even though 30% of the grade 4's and 7's did not write the tests. We did not focus on the results since we did not feel the information was statistically significant. Should the numbers of participants become more statistically reliable, they will be more of a factor in future reports. Participation rates for the FSA are presented below.

Students who did not write the FSA's

	04/05	05/06	06/07	07/08	08/09
Grade 4's	4%	3%	4%	16%	30%
Grade 7's	4%	0%	2%	15%	32%

Data Sources:

Assessment: FSA Grade 4 (Reading Comprehension)

	Provincial Assessment			
	Not Yet Meeting		Meeting or Exceeding	
	08	09	08	09
All Students	18%	19%	66%	53%
<i>Female</i>	20%	12%	75%	48%
<i>Male</i>	16%	27%	60%	60%
<i>Aboriginal</i>	Mask	Mask	Mask	Mask
<i>Total Participation #</i>	8	9	38	25

Assessment: FSA Grade 7 (Reading Comprehension)

	Provincial Assessment			
	Not Yet Meeting		Meeting or Exceeding	
	08	09	08	09
All Students	18%	21%	67%	47%
<i>Female</i>	7%	15%	87%	61%
<i>Male</i>	23%	23%	60%	40%
<i>Aboriginal</i>	Mask	Mask	Mask	Mask
<i>Total Participation #</i>	8	9	38	20

Assessment: FSA Grade 4 (Writing)

Provincial Assessment

	Not Yet Meeting		Meeting or Exceeding	
	08	09	08	09
All Students	9%	23%	76%	47%
<i>Female</i>	0%	12%	95%	52%
<i>Male</i>	16%	36%	60%	41%
<i>Aboriginal</i>	Mask	Mask	Mask	Mask
<i>Total Participation #</i>	4	11	34	22

Assessment: FSA Grade 7 (Writing)

Provincial Assessment

	Not Yet Meeting		Meeting or Exceeding	
	08	09	08	09
All Students	16%	26%	69%	42%
<i>Female</i>	7%	15%	87%	61%
<i>Male</i>	20%	30%	63%	33%
<i>Aboriginal</i>	Mask	Mask	Mask	Mask
<i>Total Participation #</i>	9	11	38	18

Assessment: School Wide Write – Spring 09

Teacher Based Assessment

NOTE: "all students" include Aboriginal

# 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 Gr. 1-3 N=66</i>	0.0%	Mask	27.27%	Mask	59.10%	Mask	13.64%	Mask
<i>Female Gr. 4-7 N= 80</i>	1.25%	Mask	25.00%	Mask	52.50%	Mask	21.25%	Mask
<i>Total N=146</i>	1	Mask	38	Mask	81	Mask	26	Mask
<i>Male Gr. 1-3 N=72</i>	9.72%	Mask	36.11%	Mask	48.61%	Mask	5.56%	Mask
<i>Male Gr. 4-7 N=95</i>	9.47%	Mask	36.84%	Mask	42.11%	Mask	11.58%	Mask
<i>Total N=167</i>	16	Mask	61	Mask	75	Mask	15	Mask

Assessment: District Reading Assessment (DART) Spring 09 – Grades 3-7

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 01 N=17</i>	0.0%	Mask	5.88%	Mask	76.47%	Mask	17.65%	Mask
<i>Female 00 N=22</i>	0.0%	Mask	59.10%	Mask	31.82%	Mask	9.10%	Mask
<i>Female 99 N=23</i>	4.38%	Mask	34.78%	Mask	60.87%	Mask	0.0%	Mask
<i>Female 98 N=21</i>	0.0%	Mask	57.14%	Mask	28.57%	Mask	14.29%	Mask
<i>Female 97 N=13</i>	23.08%	Mask	30.77%	Mask	38.46%	Mask	7.70%	Mask
<i>Total N=96</i>	4		38		45		9	
<i>Male 01 N=21</i>	0.0%	Mask	9.52%	Mask	71.43%	Mask	19.05%	Mask
<i>Male 00 N=21</i>	4.76%	Mask	76.20%	Mask	19.05%	Mask	0.0%	Mask
<i>Male 99 N=25</i>	8.0%	Mask	52.00%	Mask	32.00%	Mask	8.00%	Mask
<i>Male 98 N=23</i>	8.70%	Mask	43.48%	Mask	39.13%	Mask	8.70%	Mask
<i>Male 97 N= 29</i>	27.59%	Mask	62.07%	Mask	10.34%	Mask	0.0%	Mask
<i>Total N= 119</i>	13		59		39		8	

Assessment: K-2 Reading Comparison Spring 09

School/District Based Assessment

Cohort by Year of Birth	Students at Grade Level (Kind)		Students at Grade Level (Grade 1)		Students at Grade Level (Grade 2)		All Students	Aboriginal
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal		
	<i>Female 00</i>	75.00%	Mask	62.50%	Mask	94.44%		
<i>Male 00</i>	95.00%	Mask	85.71%	Mask	100%	Mask		
<i>Female 01</i>	57.14%	Mask	77.78%	Mask	84.21%	Mask		
<i>Male 01</i>	73.08%	Mask	64.00%	Mask	66.67%	Mask		
<i>Female 02</i>	86.96%	Mask	60.00%	Mask	NA	Mask		
<i>Male 02</i>	84.00%	Mask	63.64%	Mask	NA	Mask		
<i>Female 03</i>	85.71%	Mask	NA	Mask	NA	Mask		
<i>Male 03</i>	77.27%	Mask	NA	Mask	NA	Mask		

Evidence of Change:

In the past few years, the Hillside staff has used various types of data to help measure the progress made in Literacy. However because of fluctuating participation rates in the writing of the FSA, a decision was made to rely mainly on School Wide Writes, DART and the DRA. We feel these are more reliable sources of data.

Our DART results over the years show that there is steady, albeit small, gains made by our intermediate students. The girls still continue to out perform the boys and this concern must be addressed.

This trend is also reflected in the School Wide Write data. The girls are outperforming the boys in every category. In order to close the gap, we must continue to focus on writing for all students but with an extra emphasis on the boys.

The DRA results showed us the success rate according to cohort groups. Students born in 2000 were very successful by the time they finished grade 2. This applied to both boys and girls cohorts. It would be wise to continue the programs used in our primary grades. However, it may be worthwhile looking at ways in which we can support our grade 1 students as well.

Targets (over 3 years)

In three years time, we would like to see both the boys and girls reading results in the DART and writing results in the School Wide Write meet or exceed the district average in reading and writing. This would apply to the fully meeting and exceeding categories only. This means the target would be 65% in writing and 65% in reading for both boys and girls. Because of the uncertainty of the participation rates of the FSA scores, we would rather focus on the results from the DART, School Wide Writes and DRA

	Hillside				Targets
	05/06	06/07	07/08	08/09	
DART (FM &E Results)					
Girls Reading Scores:	49%	52%	52%	56%	65%
Boys Reading Scores:	41%	42%	41%	39%	65%
School WW (FM&E Results)					
Gr. 4 Girls:	NA	28%	55%	70%	65%
Gr. 4 Boys:	NA	31%	36%	63%	65%
Gr. 7 Girls:	NA	57%	100%	77%	65%
Gr. 7 Boys:	NA	49%	58%	36%	65%

We would like to see our students achieve more consistent scores in the DART. The same can be said for our scores in the school wide write. We would like to see a rise in percentages in the Fully Meeting and Exceeding categories

Comment / Summary of Progress:

As discussed previously in the Evidence of Change section, there is a noticeable discrepancy in the reading and writing results between our girls and boys. We do acknowledge that there is a much larger male population at Hillside, but because we are using percentages, it still creates an area of concern. Both groups are receiving positive results in the 90% range when you factor in the results from the Minimally Meeting Expectations in the School Wide Write and DART, but it would be in our students' best interest if we attempted to move their reading and writing scores into the Fully Meeting and Exceeding categories. 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 buddy reading. The staff has embraced our literacy strategies by attending literacy workshops (Jeffery Wilhem), having collaborative grade group meetings, examining and using DART feedback and creating a Guided Reading resource library. Some intermediate classes have also investigated and used AVID strategies. Our most important partner group, the parents, has not been excluded either. Programs such as Little Readers, Ready, Set, Learn and Books for Bedtime have been well attended by the parents in our community.



These strategies plus the new ones which will focus on improving reading, writing and speaking skills 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
Reading Power Strategies

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

Select topics for our School Wide Write that will be inclusive of all students (with an awareness of the needs of boys)

Increase the use of oral language strategies that will support all literary areas

- 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 oral language strategies. Opportunities will be provided for staff members to head committees and develop our school wide 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 school wide write results, DRA assessment, Dart Reading assessment and teacher assessment accumulated for reporting purposes.

Goal: Students will acquire fundamental math skills that will allow them to problem solve and demonstrate critical thinking through numeracy.

Objectives: Increase the number of students achieving Fully Meeting or Exceeding categories in problem solving
Increase students' mastery of the basic skills.

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 fundamentals. Increase knowledge in this area would raise the confidence and comfort level of our students when they are solving any types of problems.

Our current Math Exemplar data shows us that problem solving is still a concern and that more work is needed to move students from the Minimally Meeting category to the Fully Meeting or Exceeding categories. There are grade groups where gender is a concern, but this again varies from grade to grade. It would be wiser to have strategies that would be inclusive for our cohorts.

Our GNAP results indicate that very few students are in the Not Yet Meeting category but 26% of the girls and 31% of the boys are in the Minimally Meeting categories. This is an improvement from the past. Nevertheless, we must continue to focus on problem solving strategies, reinforcing the basic skills and exposing our students to math concepts in everyday situations so that there can be a shift to the Fully Meeting and Exceeding categories.

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.

We have included the 09 FSA results even though 30% of the grade 4's and 7's did not write the tests. We did not focus on the results since we did not feel the information was statistically significant. Should the numbers of participants become more statistically reliable, they will be more of a factor in future reports. Participation rates for the FSA are presented below.

Students who did not write the FSA's

	04/05	05/06	06/07	07/08	08/09
Grade 4's	4%	3%	4%	16%	30%
Grade 7's	4%	0%	2%	15%	32%

Data Sources:

Assessment: FSA Grade 4 (Numeracy)

	Provincial Assessment			
	Not Yet Meeting		Meeting or Exceeding	
	08	09	08	09
All Students	24%	19%	60%	49%
<i>Female</i>	30%	16%	65%	54%
<i>Male</i>	20%	23%	56%	44%
<i>Aboriginal</i>	Mask	Mask	Mask	Mask
<i>Total Participation #</i>	11	9	27	23

Assessment: FSA Grade 7 (Numeracy)

	Provincial Assessment			
	Not Yet Meeting		Meeting or Exceeding	
	08	09	08	09
All Students	16%	14%	69%	55%
<i>Female</i>	13%	15%	80%	62%
<i>Male</i>	18%	13%	66%	53%
<i>Aboriginal</i>	Mask	Mask	Mask	Mask
<i>Total Participation #</i>	9	6	38	24

Assessments: School Based Math Exemplars: Spring 09

NOTE: "all students" include Aboriginal

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 Gr. 7</i> N = 13	0.0%	Mask	30.76%	Mask	53.85%	Mask	15.38%	Mask
<i>Male Gr.7</i> N = 30	30.00%	Mask	23.33%	Mask	46.67%	Mask	0.0%	Mask
<i>Female Gr. 6</i> N = 20	15.00%	Mask	25.00%	Mask	30.0%	Mask	30.0%	Mask
<i>Male Gr.6</i> N = 21	9.52%	Mask	19.05%	Mask	38.10%	Mask	33.33%	Mask
<i>Female Gr.5</i> N = 23	4.34%	Mask	47.83%	Mask	34.78%	Mask	13.04%	Mask
<i>Male Gr. 5</i> N = 25	12.00%	Mask	20.00%	Mask	24.00%	Mask	44.00%	Mask
<i>Female Gr. 4</i> N = 24	4.17%	Mask	8.33%	Mask	70.83%	Mask	16.67%	Mask
<i>Male Gr.4</i> N = 21	23.81%	Mask	20.18%	Mask	47.62%	Mask	9.52%	Mask
<i>Female Gr. 3</i> N = 19	31.58%	Mask	42.11%	Mask	4.35%	Mask	21.05%	Mask
<i>Male Gr. 3</i> N = 20	20.00%	Mask	30.00%	Mask	45.00%	Mask	5.00%	Mask
<i>Female Gr. 2</i> N = 19	0.0%	Mask	5.26%	Mask	31.86%	Mask	63.16%	Mask
<i>Male Gr.2</i> N = 29	13.79%	Mask	41.38%	Mask	13.79%	Mask	31.03%	Mask
<i>Female Gr.1</i> N = 24	4.17%	Mask	45.83%	Mask	25.00%	Mask	25.00%	Mask
<i>Male Gr.1</i> N = 22	22.73%	Mask	4.55%	Mask	40.91%	Mask	31.82%	Mask
<i>Total Participation #</i> 310	44	Mask	81	Mask	111	Mask	74	Mask

Assessment: Numeracy Assessment GNAP Gr. 5 – Spring 09

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	26.09%	Mask	69.57%	Mask	4.35%	Mask
<i>Male</i>	4.55%	Mask	31.82%	Mask	59.09%	Mask	4.55%	Mask
<i>Total Participation #</i>	1	Mask	13	Mask	29	Mask	2	Mask

Evidence of Change:

Like our literacy data, we would like to focus more on school based and district based data. We feel that they would be more reliable. Our Math Exemplar scores indicate both boys and girls are meeting some success in problem solving in the past few years. However, upon closer examination, a large portion of each cohort is in the Minimally Meeting category. We would like to increase the number of students in Fully Meeting or Exceeding categories.

GNAP scores this year looks very promising. Only one student was in the Not Yet Meeting category. This is a significant improvement over the past few years. However, we would still like to see fewer students in the Minimally Meeting category and more in the Fully Meeting and Exceeding groupings

Targets (over 4 years):

Because of poor participation rates in the FSA tests, we used only School Based Math Exemplar data and the GNAP data to set our targets. We feel these sources of data are more reliable than the FSA for the time being. In three years time we would like to see our GNAP scores meet or exceed the district average in the Meeting, Fully Meeting and Exceeding categories. We would also like to see higher scores in the Fully Meeting and Exceeding categories in our School Based Math Exemplar data.

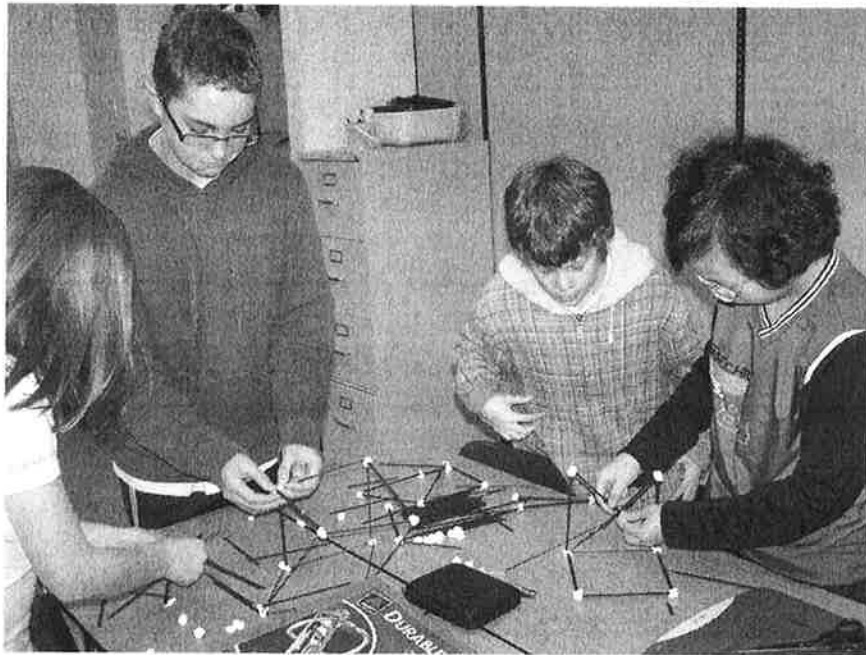
		Hillside				Target
		06	07	08	09	
Math Exemplar Scores*:	Gr. 4 Girls:	NA	20%	62%	88%	70%
Math Exemplar Scores*:	Gr. 4 Boys:	NA	33%	64%	57%	70%
Math Exemplar Scores*:	Gr. 7 Girls:	NA	24%	45%	69%	70%
Math Exemplar Scores*:	Gr. 7 Boys:	NA	53%	64%	47%	70%
GNAP Scores**:	Gr. 5 Girls:	61%	100%	58%	100%	80%
GNAP Scores**:	Gr. 5 Boys:	57%	89%	78%	95%	80%

* refers to % of Students that are in the Fully Meeting or Exceeding Expectations categories

** refers to % of Students that are in the Meeting, Fully Meeting or Exceeding Expectations categories

Comment / Summary of Progress:

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. Many classes have accessed our math helping teacher and others have platooned their math classes and formed math co-ops and support groups. Problem solving contests and math drill competitions at assemblies have been used to raise the profile of math at Hillside School. 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*)

Focus on Math throughout the school via contests in the newsletter and assemblies
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 and implement Math Exemplars which will allow students to demonstrate more than one problem solving strategy
Develop strategies and initiatives that will give the students the ability to apply the knowledge of basic number skills to solve everyday problems
Develop strategies and initiatives that will allow students to demonstrate critical thinking skills

- 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. This will include increasing student use of math vocabulary and concepts in everyday language and expanding our math resource base. In addition, we will also looking at various tests which can be used to measure our students' mastery of the basic skills. Our staff will also be contacting, 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 assemblies 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 school wide math exemplar data, district GNAP results and teacher assessment accumulated for reporting purposes. These sets of data will give us a clear indication if we are moving in the right direction.

Goal: To create a safe, empathetic, and collaborative environment which will allow all students to become academic and responsible risk takers.

Objectives: Increase the number of students not requiring office intervention for their behaviour
 Increase the number of opportunities that will allow students to demonstrate Responsibility, Respect and Empathy

Rationale: Hillside is focused on this goal since it is critical in developing a safe, empathetic and collaborative 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. In the past year, our Social Responsibility Interim results indicated that most of the school population is meeting expectations for socially responsible behaviour. Referrals to the office do 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 provide some very interesting information. Parents feel that their child is a little safer then they were last year at Hillside. We feel that the parent satisfaction survey holds a little more weight than the student survey. Despite these results, we feel that allowing our students to develop a greater understanding of responsibility, respect and empathy will help them move forward in our other two goals.

The data presented from the Primary Interims is presented in 4 categories and the Intermediate data is based on two categories. The teachers in each grade group felt it would provide a more accurate reflection of the behaviours of their students.

Data Sources:

Assessments: Social Responsibility Primary Interims: Spring 09:

NOTE: “all students” include Aboriginal

# 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	12.8%	Mask	80.2%	Mask	7.98%	Mask
<i>Male</i>	1.0%	Mask	24.7%	Mask	73.1%	Mask	1.1%	Mask
<i>Total Participation #</i>	1	Mask	34	Mask	137	Mask	7	Mask

Assessments: Social Responsibility Intermediate Interims: Spring 09:

NOTE: “all students” include Aboriginal

# at each level	Not Yet Meeting		Meeting	
	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	4.8%	Mask	95.2%	Mask
<i>Male</i>	21.6%	Mask	78.4%	Mask
<i>Total Participation #</i>	25	Mask	156	Mask

Office Referrals

2007-08 During the 07-08 school year 88.76% of the students exhibited appropriate behaviour and did not require office intervention.

2008-09 During the 08-09 school year 92.70% of the students exhibited appropriate behaviour and did not require office intervention.

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

Grade 4’s	04/05	05/06	06/07	07/08	08/09
Do you feel safe at school?	89%	82%	76%	78%	84%
Are you bullied, teased or picked on?	11%	15%	17%	10%	14%
Do you know how your school expects Students to behave?	83%	84%	83%	80%	71%
Grade 7’s	04/05	05/06	06/07	07/08	08/09
Do you feel safe at school?	87%	81%	74%	73%	62%
Are you bullied, teased or picked on?	7%	3%	7%	17%	19%
Do you know how your school expects students to behave?	78%	75%	86%	88%	73%



Parents	04/05	05/06	06/07	07/08	08/09
Do you feel your child is safe at school?	89%	82%	76%	91%	94%
Is your child bullied, teased or picked on?	17%	7%	14%	11%	0%
Does your school provide expectations for student behaviour?	85%	93%	82%	89%	94%
Are the rules relating to behaviour consistently enforced at your child's school	69%	78%	75%	80%	76%

Evidence of Change:

Overall, the data we have examined indicates that students are being socially responsible at Hillside School. This statement is made with premise that data of this nature is very subjective. The programs we have used in the past have proven to be effective, but we will continue to monitor our students in this particular area, particularly the intermediate boys. Parents' survey indicates to us that we are on the right track. There is always room for improvement and we will implement new programs and strategies to achieve our targets.

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 and an increase in the number of students not requiring office intervention for disciplinary action. Our target for the number of students not requiring office intervention for disciplinary action would be 95%. 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. In the past few years, it was our number one goal, but our indicators are beginning to show us that it is one goal that we only have to maintain. During the past few years the staff made an effort to give our students more responsibility for their behavior. Students were given the opportunity to volunteer to be monitors around the school. These jobs included looking after the office, equipment sign out, kindergartens at lunch, assembly setup, flag raising and library. The senior students have received training to be Peer Counselors and Peace Makers. These groups help students solve minor disputes in the school. 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 three 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 raising funds for Jump Rope for Heart, the Terry Fox Run, Christmas Bureau, Seeds of Hope program and the Literacy Bus Project. Our newly formed Me to We group has taken the initiative to spearhead many of these projects.

These strategies plus the new ones which will focus on role modeling 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*)

Me to We Group, Peer Counselors and Peace Makers
Buddy Classes
Social Responsibility Skits at our assemblies

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

Increase the use of Restorative Justice and Peer Counselors and train students as facilitators
Staff notice and name behaviours that reflect: Responsibility, Respect and Empathy
Increase school and community awareness of students demonstrating responsible behavior
Explore and implement more explicit strategies to teach Responsibility, Respect and Empathy
Incorporate goals of empathy in curricular content.

- 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 develop and implement strategies that will use peer counselors more effectively. 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 monthly 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:

Dawn Dixon
Parent Member's Name

Dawn Dixon
Signature

March 31, 2010
Date

Tiffany Loewen
Parent Member's Name

Tiffany Loewen
Signature

March 31, 2010
Date

RACHEL DEVINE
Parent Member's Name

Rachel Devine
Signature

March 31, 2010
Date

Teacher Member's Name

Signature

Date

Ray Jung
Principal's Name

Ray Jung
Signature

Mar 31 / 2010.
Date

Superintendent

Board Chair

Date