

Combined 2018-19 Education Plan and 2017-18 Annual Education Results Report



HW PICKUP SCHOOL

Overview:

H.W. Pickup is a middle school consisting of approximately 555 students. We have a teaching staff of 28 and support staff of 10, as well as FWW, Aim for Success, Caretakers and SRO. Students who attend our school come from town, three mobile home parks and various acreages and farms in the Brazeau County. We do have a few students who live in the Tomahawk area, which is part of Parkland School Division. We are predominantly Caucasian with approximately 98% of our students speaking English as their first language. The main forms of income for our town are oil and gas, agriculture and forestry.

H.W. Pickup School is a safe and caring learning environment that encourages the ongoing academic, physical and emotional growth of each student. With the cooperation and interaction of a variety of education partners, H.W. Pickup strives to prepare its students for lifelong learning and success.

Our Vision:

HW Pickup, in partnership with our community and stakeholders, will be a leader in our School Division and Province by providing high quality learning experiences, comprehensive wellness supports, and a sense of belonging that allows all of our students to complete their programs and move on to high school with a sense of purpose, hope and dignity.

Our Mission:

Promoting success by empowering and enabling our students academically, emotionally, physically, and behaviorally.

Foundation Statements:

We believe that the staff at HW Pickup has the skills and knowledge to support every student's learning needs as part of our learning community. We believe that looking at a child holistically allows us, as a learning community, to meet the child's learning needs.

2018 -19 Education Plan

A.

1. Accountability Pillar Overall Summary
3-Year Plan - May 2018

School: 2202 H W Pickup Junior High School

<https://drive.google.com/file/d/16nKUtzwzmqHV76IM3Oxt2dG9aXl8h8Gr/view?usp=sharing>

Accountability Pillar Overall Summary
3-Year Plan - May 2018
School: 2202 H W Pickup Junior High School



Measure Category	Measure	H W Pickup Junior High 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	Safe and Caring	76.9	80.8	78.5	89.0	89.5	89.4	Very Low	Maintained	Concern
	Program of Studies	76.1	66.1	69.2	81.8	81.9	81.7	Intermediate	Improved	Good
Student Learning Opportunities	Education Quality	80.3	88.5	82.4	90.0	90.1	89.9	Very Low	Maintained	Concern
	Drop Out Rate	0.3	0.2	0.3	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.7	87.5	78.9	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	25.7	23.5	21.5	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	59.2	56.5	59.8	82.4	82.7	82.4	Very Low	Maintained	Concern
	Citizenship	65.1	63.8	63.6	83.0	83.7	83.7	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	72.0	63.3	64.7	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	60.0	71.2	73.6	80.3	81.4	80.7	Very Low	Declined Significantly	Concern

2. AERR October 2018

<https://drive.google.com/file/d/1fUfs7bZyE2AtQlnYqM3V-dm-OqPa3O4/view?usp=sharing>

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Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 2202 H W Pickup Junior High School



Measure Category	Measure	H W Pickup Junior High 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	Safe and Caring	76.9	80.8	78.5	89.0	89.5	89.4	Very Low	Maintained	Concern
	Program of Studies	78.1	86.1	89.2	81.8	81.9	81.7	Intermediate	Improved	Good
Student Learning Opportunities	Education Quality	80.3	86.5	82.4	90.0	90.1	89.9	Very Low	Maintained	Concern
	Drop Out Rate	0.3	0.2	0.3	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	78.8	82.7	79.6	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	13.8	25.7	23.0	19.9	19.5	19.2	Intermediate	Declined Significantly	Issue
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Buhnerford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	59.2	56.5	59.8	82.4	82.7	82.4	Very Low	Maintained	Concern
	Citizenship	65.1	63.6	63.6	83.0	83.7	83.7	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	72.0	63.3	64.7	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	80.0	71.2	73.6	88.3	81.4	80.7	Very Low	Declined Significantly	Concern

We will be asking questions from the AERR. Specifically;

1. Any change from May to October.

- a. The only thing that can change is PAT data.
- b. Difference found in Standard of Excellence
 - i. Strategy - We are changing the schedule in grade 5 and 6 to have options on day 2 and 4. The time available on day 1 and 3 will become CRM class support time with the classes being spread across 6 teachers instead of five.
- c. Compare PAT to Province (p. 50/54), then Individual Subjects (52/56), examples below
- d. Identify outcomes below Provincial average
 - https://docs.google.com/spreadsheets/d/1vadbOSu2mxUAFGLmyeB8plq_hNmpopCXHQgDTDgj53Q0/edit?usp=sharing
 - <https://docs.google.com/spreadsheets/d/1FkrZf8wMYhG5UPIg5RPZd5KRoO026wQFZVI7DIGNtJ4/edit?usp=sharing>
 - https://docs.google.com/spreadsheets/d/1kntM5_07IJDkOgUaBAFvbbb8_Do7A93EruZ-ljX_w/edit?usp=sharing
 - <https://docs.google.com/spreadsheets/d/1YuGINASZAPwZxaTMyWSDSkX3rJaiOfP9fafmgLFY93Q/edit?usp=sharing>

- e. Following an inservice With Dave Elwood, we have new means to explore the PAT data
- f. Two specific areas we want to ask questions for are standard of excellence results, and the red areas on School improvement citizenship and work preparation. The excellence result is somewhat problematic as it represents a decrease from Grade 9 results to last years Grade 6 class. For the other areas, we are particularly curious to see what the next surveys comparison will show essentially speaking to how we've done over our first 1 ½ years.

Table 2.1
Standards Demonstrated by All Students^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	130	93.5	46678	90.6
Acceptable Standard ^b	118	84.9	43016	83.5
Standard of Excellence	17	12.2	9213	17.9
Below Acceptable Standard	12	8.6	3662	7.1
Students for Whom Test Results are Not Available: ^c	9	6.5	4862	9.4
Students Absent	0	0.0	1336	2.6
Students Excused	6	4.3	2419	4.7
Students Who Wrote, Results Withheld	0	0.0	3	0.0
Students Who Wrote Only One Part of the Test	3	2.2	1104	2.1
Total Enrollment Reported by Schools, June 2018	139	100.0	51540	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Table 5.3 - 1
Results for Individual Multiple-Choice Items, by Reporting Category

Item #	% Correct Sch.	Prov.	Reporting Category	Language Function	Item Description
3	96.2	92.4	Ideas and Details	Informational	Identify a comparison in an informational article
4	88.5	92.3	Ideas and Details	Informational	Recall a detail from an informational article
24	70.0	70.7	Ideas and Details	Informational	Make an inference about a detail in an informational article
25	60.0	62.6	Ideas and Details	Informational	Recall an explicit detail from an informational article
27	68.5	72.2	Ideas and Details	Informational	Identify a list of details contained in an informational article
11	63.8	62.4	Ideas and Details	Narrative/Poetic	Make an inference about details in a poem
17	73.1	70.7	Ideas and Details	Narrative/Poetic	Identify a key detail in an excerpt from a novel
18	83.8	79.7	Ideas and Details	Narrative/Poetic	Recall the order of events in an excerpt from a novel
31	82.3	85.3	Ideas and Details	Narrative/Poetic	Identify descriptive wording in a poem
34	60.0	66.5	Ideas and Details	Narrative/Poetic	Infer the motivation for a character's actions in an excerpt from a novel

Table 5.3 - 2
Results for Individual Multiple-Choice Items, by Reporting Category

Item #	% Correct Sch. Prov.	Reporting Category	Language Function	Item Description
35	81.5 81.8	Ideas and Details	Narrative/Poetic	Identify a phrase that provides an indication of a character's mood in an excerpt from a novel
38	79.2 76.8	Ideas and Details	Narrative/Poetic	Infer the mood of a character from phrases in an excerpt from a novel
1	41.5 51.6	Text Organization	Informational	Identify the device that the author uses to introduce the topic in an informational article
2	46.9 77.6	Text Organization	Informational	Recognize the use of parentheses in an informational article
5	70.0 70.7	Text Organization	Informational	Identify the purpose for the use of italics in an informational article
22	68.5 78.4	Text Organization	Informational	Identify the meaning of a word in an informational article
28	33.8 49.0	Text Organization	Informational	Identify the purpose of dashes in context in an informational article
9	65.4 67.1	Text Organization	Narrative/Poetic	Identify a literary device in a phrase in a poem
10	81.5 76.5	Text Organization	Narrative/Poetic	Identify two literary devices in a line in a poem
15	56.9 66.4	Text Organization	Narrative/Poetic	Identify the use of an ellipsis in an excerpt from a novel

B. At least one measurable strategy or specific action for each of the 3 WRSD 2018-19 Priorities.

https://docs.google.com/document/d/1T107ji-1vzT-Im_pUsQmrWAM7Ub9a3GvtOr2W-kCd5c/edit

All WRSD Schools will:

1. **Well-being** implement strategies that foster **wellness** by
 - attempting to ensure all students have a significant connection with at least one adult in the school.
 - Various programs around Mental Health delivered in Health courses
 - Aim for success
 - Lunch Clubs

1. Library
2. Intramurals
3. Knitting
4. Sign Language
5. Crafting
6. Husky News
7. Leadership

2. **Learning - Staff and Students**

- implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.
- *Intentional* practice of feedback, with discussions and sharing of practices for effective feedback.
- Inquiry learning (PD and active practice)
- VTRA
- CRM Software
- CTF curriculum has a new look with options offered throughout grades 5-8 - much more connected to curriculum
- Flex period once per day.
- LLI pilot expanded to cover all kids identified: over a total of 6 group offerings
- Expand Read and Write Google usage
- We are changing the schedule in grade 5 and 6 to have options on day 2 and 4. The time available on day 1 and 3 will become CRM class support time with the classes being spread across 6 teachers instead of five.
- MIPI and F & P data use baselines seem to be getting established much earlier.
- implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.
 - Support PD based around FNMI education to help implement teaching strategies that incorporate the FNMI culture into our daily teaching practices.
 - Plan a cultural day with the help of the Metis Society and WRSD FNMI Liaison.
 - Introduce nature based learning and wellness to small groups or in health classes.

3. **Leading**

Refining a **Collaborative Response Model** that identifies the needs of individual students and results in a specific plan of action

PPTs running well, we still want to have teachers access this more, unless we see CRM meetings addressing the needs typically brought forth

Other ongoing observations;

- i. RTI and CRM work in continues to be seen in various stages.
- ii. We are still getting teachers interested in Ross Greene's model for behavioral RTI. A shift to applying the method has been requested. Time is the main obstacle for admin to try and help overcome.

1. <https://docs.google.com/document/d/1plya7VwqeJSmTF0KMXsLMDNJKbn1kiZgzYHcyslyo1g/edit?ts=5c0805fc#heading=h.js05zi1k78v>
2. https://docs.google.com/document/d/1JRTKfMym8_fR_JG87kAJM7IVeyvhwwrIKSFqxc1g_s/edit

D. WRSD PD Plan 18/19

1. https://docs.google.com/document/d/1-0DN_RJqR2oeMI_fLj-BLu2N2TnVWdEaTxZDpnBRwo/edit

E. 2018 - 2019 HW Pickup Literacy Plan

1. https://docs.google.com/document/d/11SnEiZn5dbbKKJAym_A65S76E624-OWU10NKlqtHDe8/edit

F. Handbook

1. <https://docs.google.com/document/d/1xyEpDXytH8HFHvFp1gfXky9ORLorEMb0sFGnjnrKItA/edit>

G. Signature Page

Principal

Vice Principal

Teacher Rep

School Council Chair