

2008 - 2011 SCHOOL PLAN

School: Hazeldean Special
Address: 6715 - 97 Street

Principal: Rodney French
Ward Trustee: Sarah Hoffman

2009 - 2010 Results Review

Enrolment		Staff F.T.E.		Budget		
Regular Program	0	Custodial	0.000	Salaries (incl Class Size)	\$ 1,949,716	89%
Mild Special Needs	0	Exempt	8.030	Supplies, Equipment, Services	\$ 229,548	11%
Moderate Special Needs	0	Support	14.100	School Generated Funds	\$ 0	
Severe Special Needs	<u>92</u>	Teaching	<u>7.325</u>	Total:	\$ 2,179,264	100%
Total:	92	Total:	29.455	AISI	\$ 0	
				Class Size Funding	\$ 0	

Physical Plant Opened: 1950

SCHOOL PHILOSOPHY

The Hazeldean Early Education Program provides children with complex and challenging needs an individualized play-based program. Each classroom establishes a safe and appropriate environment for Early Childhood development. We believe child-centered and developmentally appropriate programming fosters active learning, increased communication skills, and independence in our children. Our children gain a sense of pride and self-confidence as they successfully develop foundational life skills.

SCHOOL COMMUNITY PROFILE

The Hazeldean/Argyll/Mill Creek neighborhood consists of owner occupied, rental housing and several small to medium businesses. There is a very active and supportive Community League located close to the school. The majority of our children in the Early Education Program are bused in from several southside communities. Providing role models to the Early Education students are community children that attend the program 2 to 3 times a week in either the morning or afternoon classes. We attempt to accommodate one or two community children in each Early Education classroom, depending on the severity of needs amongst the program children. In addition, our Early Education Parents work as a team with our School Council to support the school by providing feedback on issues and fundraising for the programs. All parents are valued for their critical role in the education of their children.

PROGRAMS AND ORGANIZATIONS

The Early Education Program provides interdisciplinary intervention to pre-school children with complex learning needs and developmental delays, and is directly funded through Alberta Education Program Unit Funding. There are 90 children enrolled in our program between the ages of 3 and 6 years of age who have moderate to severe delays with; speech and language, gross and fine motor skills, cognition, behavioral/emotional and social skills development. This includes but is not limited to children diagnosed with autism, cerebral palsy, down syndrome, and emotional behavioral disorders. Service to children is provided by a interdisciplinary team consisting of teachers, educational assistants, speech and language pathologists, speech and language assistants, occupational therapists, physical therapists, occupational and physical assistants, family resource coordinators, and administrators.

Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.

Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.

Indicators and Measures

Analysis of student progress as measured by Individualized Program Plan goals, informal assessments, parental input, and staff observation.

Analysis of student progress as measured by various Early Childhood developmental assessments, and Speech and Language assessments such as the PLS-4, and the CELF-P2.

Parent satisfaction as measured through information obtained from home visits, informal meetings, school based surveys and District Parent Satisfaction Surveys.

School based Interim Measures will be implemented to measure growth in the communication skills of all children.

The number of students who have successfully transitioned into their community schools will be monitored by our Family Resource Coordinators.

Results

Student progress is measured through formal and informal assessments, teacher observation and functional assessments. 98% of parents reported that they were satisfied with the usefulness of their child's Individual Program Plan (IPP).

After analyzing student progress as measured by various early childhood developmental assessments, and formal Speech and Language assessments, all students showed growth in communication skills, social skill development, or fine and gross motor development. 96% of parents were satisfied with the emphasis placed on social/emotional skills and communication skills in the program.

100% of parents were satisfied with overall quality of education provided in the program.

Interim measures such as expanding communication goals mid-year were implemented for all students and recorded on their IPP.

43 students were transitioned to their community schools for their kindergarten year, 3 to a district site for their grade one year, and 22 students to a district Bridge Program.

Implications for 2010-2011 Plan

Parents will continue to be an integral part of the learning team in developing IPP goals that are realistic and functional.

Home visits by the Learning Team will continue in order to discuss IPP goals and support family needs. In addition, parent in-service sessions will be implemented to provide networking opportunities as well as developmentally appropriate training sessions across disciplines.

All staff will continue to implement Hanen Speech and Language strategies, SCERTS, Floortime and developmentally appropriate play strategies to enhance communication skills in our program.

We will continue to utilize school based interim measures and communication checklists to monitor speech and language development.

Parent satisfaction will continue to be monitored by District parent surveys, school surveys, home visits and feedback from School Council.

We will continue to promote the community school as the first option for the 3rd year of programming.

Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.

Indicators and Measures

Monitor the number of children, parents, and staff who participate in school integrated and community sponsored activities.
District surveys will indicate an increase in staff and parent satisfaction related to conduct and safety.
Understanding and respect of individual differences will increase and be reflected in parent and staff surveys.
Monitor the number of children who use the Play Gym, Early Ed Gym, and Courtyard Play Area for daily physical activity.

Results

100% of children, parents, and staff had the opportunity to participate in school and community based activities that promoted health, well-being, and good citizenship.
100% of staff feel that Hazeldean School is a very safe environment and 76% of staff feel that student discipline is appropriately handled. (District Attitude Surveys) 96% of parents felt they had enough information on behavior expectations.
100% of our children participated in school-based initiatives that promoted and reinforced positive attitudes within the community for children with developmental delays.
100% of our children have the opportunity to use the Play Gym, the Early Ed Gym, or the Courtyard Play Area on a daily basis.
97% of staff felt that the Early Education program at Hazeldean School provides appropriate learning experiences for all students (District Staff Survey).
100% of parents felt their child was safe in school and 98% of parents felt their child was safe to and from school. (District Satisfaction Survey)

Implications for 2010-2011 Plan

We will continue to focus on promoting high standards of school bus and school safety by incorporating school bus evacuation drills, fire drills and security alerts.
We will continue to foster an awareness of new District Occupational Health and Safety standards.
We will continue to conduct one-on-ones with staff members to discuss professional and personal growth plans, and programming for student success in all aspects of learning.
We will continue to encourage a high level of participation in school and community activities that promote social responsibility, and the wellness of students and staff through our School Improvement Committee (SIP).
We will continue to promote and educate parents and staff on unique safety and health related issues.
We will continue to provide opportunities for Early Education students to explore and participate in a variety of community activities that promote positive attitudes of children with special needs.

Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

Indicators and Measures

District Staff survey results will indicate an increase in staff satisfaction in all work related items.
District Parent and Staff survey results will indicate an increase in the level of safety related items at school, and to and from school.
District Parent and Staff survey results will indicate an increase in the level of involvement.
District Staff surveys results will indicate an increase in staff satisfaction in the number of opportunities for collaboration and in being recognized for their important work.
Student and Staff participation rates in school sponsored health related activities will increase.
The number of Parents that will participate in the development and on-going evaluation of their child's individual goal areas (IPP's) will increase.

Results

Feedback received from Staff at one-on-one meetings and school-based surveys indicated an improvement in work related items. This was also reflected in the District Staff Attitude Survey where 94% of staff indicated that Hazeldean School is a good place to work.
Parent safety satisfaction with the Early Education Program as measured by parental feedback from Home Visits, School Council, informal meetings, and School-based surveys indicated 100% satisfaction with safety of their children at school.
100% of all staff believe that the school is a safe environment (District Attitude Survey)
44% of staff were satisfied with the level of parental involvement at our school and 44% of staff were satisfied with the level of community involvement in the school.
88% of staff indicated that they had ample opportunities for professional development. (District Staff Attitude Survey)
68% of staff believe that the staff works well as a team and 88% of staff believe that they receive proper recognition for the work that they do.
We continued to invite and involve parents to all IPP meetings at the school and use their comments and observations in the evaluation of goals.

Implications for 2010-2011 Plan

To ensure high quality teaching and learning we will continue to improve staff knowledge and skills in Early Childhood communication, behavior strategies, and developmentally appropriate play strategies through targeted professional learning opportunities for staff.
Professional development goals will focus on relevant speech and language development practices, student safety and conduct, and developmentally appropriate play-based learning strategies.
We will continue to organize and coordinate staff participation in inter-school and intra-school visitations with our school staff and with our trio schools. These opportunities will provide more collaborative support in all areas of instruction.
We will continue to facilitate monthly collaborative team and planning days, and consultant/teacher meetings to support effective teaching and learning.
We will continue to emphasize and support a healthy and innovative environment where students and staff feel appreciated and recognized for their important work.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$0