

2008 - 2011 SCHOOL PLAN

School: Hillview Early Education
Address: 355 Woodvale Road East

Principal: Duncan McColl
Ward Trustee: Leslie Cleary

2009 - 2010 Results Review

Enrolment	Staff F.T.E.	Budget				
Regular Program	0	Custodial	0.000	Salaries (incl Class Size)	\$ 694,730	85%
Mild Special Needs	0	Exempt	3.000	Supplies, Equipment, Services	\$ 121,020	15%
Moderate Special Needs	0	Support	3.900	School Generated Funds	\$ 0	
Severe Special Needs	<u>36</u>	Teaching	<u>3.084</u>	Total:	\$ 815,750	100%
Total:	36	Total:	9.984	AISI	\$ 0	
				Class Size Funding	\$ 0	

Physical Plant Opened: 0

SCHOOL PHILOSOPHY

The Hillview Early Education Program provides children with severe special needs an individualized play-based program that creates a safe and appropriate environment for early childhood development. We believe this type of child-centered and developmentally appropriate programming fosters active learning, socialization and independence in our program children. Our children are provided the many supports necessary to gain a sense of pride and self-confidence as they successfully develop functional life and academic skills necessary for further learning.

SCHOOL COMMUNITY PROFILE

Hillview is situated in the Woodvale Community of Mill Woods. The immediate area includes a low-income housing development, single family dwellings, rental apartments, and some condominiums. Hillview has a diverse student population, with a variety of ethnic and cultural backgrounds with differing socio-economic standards. During the evenings the school gymnasium is used by community groups. Our Early Education Program supports children from a variety of Mill Woods communities. Many of our program children are bussed in from these southeast-side communities. We attempt to include one or two community children as developmental role models for our early education children in each classroom. This inclusion is dependant upon the needs of the program children in each classroom and is evaluated at the start of every school year based on enrollment.

PROGRAMS AND ORGANIZATIONS

The Early Education Program provides interdisciplinary intervention and support to pre-school children with significant learning and developmental delays and is directly funded through Alberta Program Unit Funds. September 2007 was the start of our program at Hillview and we provided services to one classroom and 18 children. In 2008 we expanded our program based on area needs and served 36 children in two classroom groups. The children we serve range in age from 2.5 to 6 years, and must qualify with moderate to severe delays in speech and language, gross and fine motor skills, cognition, behaviour and/or emotional and social skills, including but not limited to children with autism, cerebral palsy, down syndrome, oppositional defiant disorder, and compulsive disorders. Service to children is provided by an interdisciplinary team consisting of teachers, speech-language pathologists, speech-pathologist assistants, family resource coordinator, occupational therapist and school/program administration. External services are also provided as necessary. Children attend five half days of programming each week and most are bussed to the school. Typically classrooms include 9 program children with 1 or 2 community children, where applicable.

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 IPP goals, informal assessment and teacher observation.

Analysis of student progress as measured by various early childhood development assessments and speech and language assessments such as the PLS-4 and the CELF-P.

Parent satisfaction as measured through information obtained from the home visits, informal meetings and parent satisfaction surveys.

Results

As reflected on students IPP's, 50% of the students in the Early Education program mastered all their goals and objectives and transitioned to another placement for the new school year; the remaining students made positive growth in all areas of their IPP goals and objectives.

Speech Language Pathologist assessments and goals identified showed that 61% of students were successful in both expressive and receptive language gains moving up a level in each; 14% of the students moved up to score in the average range of language skills; 22% of the students showed limited growth in both areas and/or were not able to complete the assessments.

Occupational Therapist assessments and goals identified in the child's IPP showed that all children made positive growth in both fine and gross motor goals. Only eight of our students required specific occupational therapy goals and individual therapy through the year.

Parent feedback was obtained from all parents during home visits, team meetings and a school generated survey. All feedback was positive.

Implications for 2010-2011 Plan

All home visits will continue on a Monday rotation schedule with the addition of two in-school family oriented programming sessions.

Staff team meetings will occur regularly to ensure all staff are up to date on student programming and needs post home visits.

School generated survey will include questions on the IPP process and family oriented programming sessions.

Transition plans will be implemented in the spring for all students transitioning to a new placement; they will include parent meetings, social stories and visit to new school.

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

Parental feedback through district survey and informal information gathering will be positive toward this area.
A decrease in the number of conduct and safety reports issued by bus drivers and/or discussions about problems with bus drivers or bus company.
Positive staff feedback from both district survey and one-on-ones.

Results

Parental feedback from discussions during home visits and meetings was viewed as positive.
Parental feedback during family events was viewed as positive.
The number of conduct and safety reports issued by bus drivers remained small and were dealt with in a positive, corrective manner.
Staff feedback as reported during a mid year survey indicated that staff felt that Hillview was a good place to work.
Staff feedback during one-on-ones indicated that staff were happy with the efforts at Hillview to promote health, and well being and positive relationships.

Implications for 2010-2011 Plan

Two parent training or information sessions will be held to complement programming goals.
Where appropriate, students will participate in whole school citizenship and character activities.
A school generated parent survey will include questions related to citizenship and good character.

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

Indicators and Measures

Positive results from the district surveys for both staff and parents on questions related to this area.
Positive feedback gathered from parents through informal discussions, telephone surveys and in-home visits.
Reduction in stress or sick leave for staff.
Increase in the number of EEP children and families who participate in school-wide events and activities.

Results

All input received and reported from parents indicated they were very pleased with the program their child received in Early Education.
Staff were given opportunity for Professional development that assisted them in developing expertise in working with young children with specific needs.
There was a decrease in the number of supply staff in the program as a result of moving to a 4 day program from a five day program.
Work place and programming Information was shared in a timely manner with staff at monthly team and staff meetings.
Staff and family contributions were recognized through discussions, e-mail and meetings.

Implications for 2010-2011 Plan

Inter school visitations will be encouraged as a professional development activity for school staff.
Professional development sessions with other Early Education schools will be organized for collaboration and learning.
Staff and parents will continue to receive current information about research, literature and professional development opportunities.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$0

Not applicable