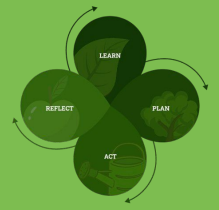


**Education Plan for Walter and Gladys Hill**  
**Principal Thomas Andrews and Vice Principal Matthew Shewchuk**  
**Spring 2025**



## Walter and Gladys Hill CONTINUOUS IMPROVEMENT CYCLE *Doing What's Best for Kids*



It is with great pride that I share this year's annual education update from Walter & Gladys Hill Public School. Now in our tenth year of serving the Eagle Ridge community, our school continues to grow and evolve in response to the needs of our students and families. We currently welcome 543 students from Early Childhood Development through grade six, supported by 62 dedicated staff members. This includes 31 educational assistants who play a vital role in ensuring our inclusive classrooms meet the needs of all learners.

Over the past year, we've placed a growing emphasis on inclusive practices and have worked to better support students using the resources available within our school. We are committed to fostering a learning environment where every student feels a sense of belonging, and we continually explore innovative and responsive approaches to support their academic and social-emotional success.

Student leadership and community engagement continue to be key priorities for us. This year, we launched the Charity Champions—a student-led group focused on giving back and building empathy. They have completed several initiatives, such as fundraising in support of the Autism Society, which was a great success and reflected the compassionate spirit we strive to nurture within our school community.

We remain proud of our core programs, including Leader In Me, APPLE Schools, Multi-Sport PEAK Athletics, and our Reggio-inspired classrooms. These initiatives provide our students with a well-rounded educational experience rooted in health, creativity, leadership, and inquiry-based learning.

Our commitment to equity and global citizenship is seen in our continued support of English Language Learners through a partnership with the Multicultural Association of Wood Buffalo. While our Mandarin program is currently paused as we seek a new instructor, we look forward to reintroducing it as part of our broader goal of offering diverse and culturally rich learning opportunities.

As always, our success is strengthened by our active and supportive parent community. The School Council and Friends of Ravens Society remain integral to school life, offering ongoing collaboration and support that enhances learning for all students.

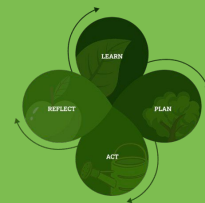
We are proud of the progress we've made and excited for the opportunities ahead as we continue to nurture compassionate, engaged, and capable learners.

Sincerely,  
Thomas Andrews  
Principal, Walter & Gladys Hill Public School



# Walter and Gladys Hill CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



## FMPSD PRIORITIES

1. Promote Growth and Success for All Students
2. Maintain Safe and Caring Learning Environment and Supports for All

**LEARN:** Gather feedback to **learn** about areas for growth

**PLAN:** Create actionable **plans** based on feedback and available resources.

**ACT:** Implement the plans and take purposeful **actions**.

**REFLECT:** Evaluate actions and **reflect** on impact to guide next steps.

## CURRENT STATE

### LEARN

#### STRENGTHS

Walter and Gladys Hill continues to be recognized as a safe and caring school where students feel a strong sense of belonging and security. Academic success remains a key highlight, with students performing well across core areas. Parent engagement is a notable strength, with families actively supporting learning and school initiatives. These indicators reflect a positive and supportive school culture. Students are celebrated for their differences as we constantly honour diversity in our building.

#### AREAS FOR GROWTH

Our data shows a need to further enhance students' perceived value of school, helping them understand the relevance and importance of their education. Additionally, while many students thrive, we recognize the importance of strengthening targeted supports for our at-risk learners including our literacy proficiency, and effective learning and teaching for neurodivergent students. Addressing these areas will ensure all students feel motivated, valued, and equipped to succeed. Our PAT results did decline significantly in Social Studies as well, which we will look to address.

## LOCAL CONTEXT

### LEARN

Eagle Ridge, and our school in particular is home to a broad demographic of students hailing from diverse cultures, including over 50 nations represented. By valuing diversity at our school, we also see high academic success and rich extracurricular programming, which are helped by a high sense of belonging.

## AREAS FOR GROWTH - DESIRED OUTCOMES

### PLAN

1. Improving School Wide Literacy and Numeracy Data
2. Improving our Inclusive, Safe and Caring Environment

## STRATEGIES FOR MOVING FORWARD

### ACT

We will enhance professional learning through targeted development in mental health and inclusion, including training programs such as Circle of Security and partnerships with organizations like Some Other Solutions. Staff continue to engage in ongoing professional development with division coordinators in areas like UFLI, Guided Math, and the use of manipulatives. Collaborative planning time is prioritized for teachers to analyze assessment data, share best practices, and refine instruction, supported by professional learning from Franklin Covey to reinvigorate *Leader in Me* in our School.

To strengthen instructional resources, we will utilize the Spring 2025 manipulative orders to update classroom libraries and materials. Digital tools such as Mystery Science and Cyber Legends remain available to support cross-curricular learning.

Human resource supports include in-class modeling, co-teaching, and coaching provided by division coordinators, as well as literacy interventions led by specialists, early learning teachers, and educational assistants. Teachers are given scheduled time to act as rotating differentiated instruction coaches. Partnerships with community organizations—such as Some Other Solutions, Girls Inc., and the Multicultural Association of Wood Buffalo—further promote a positive and inclusive school culture.

## MOVING TO DESIRED OUTCOME - INDICATORS OF SUCCESS

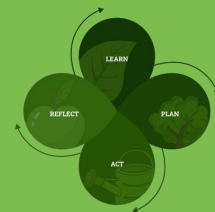
### REFLECT

Our objective is to sustain or enhance performance in the areas identified within our Annual Education Results Report and OurSCHOOL survey including increasing our PAT scores and seeing value in the curricular outcomes.



# Walter and Gladys Hill DESIRED OUTCOME PLANNING

*Doing What's Best for Kids*



**FMPSD PRIORITY AREA:** Promote Growth and Success for All Students

**DESIRED OUTCOME:** Student literacy data as measured by the Alberta Education assessment screeners will be improve by 2%.

## CURRENT STATE (BASELINE DATA)

LEARN

29% of students in Division One are at risk based on our literacy assessments compared to 32% in the division. 42% of students in Division Two are at risk based on our literacy assessments which is on par with the division.

## WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

Foundational literacy remains an area of concern despite a number of intervention strategies, particularly in Grade 1 where 50% of students are identified as at risk in their knowledge of letter sounds (based on literacy data). In Division Two, reading comprehension requires focused support, with 42% of students identified as at risk—most notably in Grade 4 (45%). These results highlight the need for targeted interventions and resources to support early literacy development and comprehension skills across the grades.

## WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

Our data indicates a clear need to rethink and strengthen literacy instruction across all grades to support continued growth in reading comprehension from K–6. While we have implemented EAL tutoring through the ELLA program, we must also recognize the growing needs of our English language learner population—currently at 126 students—and the importance of expanding targeted interventions within the class to support their success, which highlights a need for more differentiation. Additionally, the implementation of the new curriculum has presented challenges in helping students find value in their learning, due in part to a lack of aligned resources and the ongoing need to further develop and refine instructional plans and supports.

## IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE PLAN/ACT

We are implementing a plan focused on professional learning, resource alignment, and instructional support. Ongoing PD with our literacy coordinator will target evidence-based practices like UFLI, supported by consistent co-teaching, modeling, and coaching. Collaborative PLF time will be used to analyze data and co-design responsive strategies. PD will be linked to current and upcoming resources, including our Spring 2025 order. Digital tools like Mystery Science and Cyber Legends will support cross-curricular literacy. Small-group interventions will continue through support staff, and a dedicated block will enable cross-grade literacy groups to build fluency and comprehension. A rotating differentiation coach will also support teacher capacity in addressing the needs of all learners.

## HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

In the fall and winter, we will monitor the impact of literacy strategies using division data from assessments, observations, and teacher collaboration. Fall screening will provide baseline data, with winter assessments measuring growth and guiding instructional adjustments. Teachers will analyze data during PLFs to address learning gaps and refine practice. PD, collaboration, and instruction will be adjusted based on evidence. For students receiving pull-out support, progress will be tracked through formative tools and observations. Admin supervision exit tickets will provide qualitative insight into classroom strategies like differentiated instruction, manipulatives, and foundational skill routines.

## DESIRED OUTCOME

REFLECT

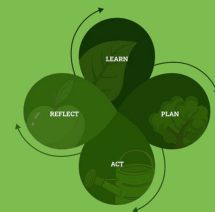
Staff have improved their literacy instructional practices, improving both their understanding and implementation from the professional development, coaching, and collaborating. Staff will have increased confidence and efficacy in implementing lessons within their grade level program as studies, as well as differentiating instruction for diverse learners. This will be reflected within an increase in our Alberta Education assessment screener data by an average of 2%.





# Walter and Gladys Hill DESIRED OUTCOME PLANNING

*Doing What's Best for Kids*



**FMPSD PRIORITY AREA:** Maintain Safe and Caring Learning Environments and Supports

**DESIRED OUTCOME:** Student value of school outcomes will be increased by at least 6%, as per the Our School data, by focusing on effective inclusionary practices and differentiated instruction.

**CURRENT STATE (BASELINE DATA)** LEARN

85% of students value school outcomes, where the Canadian norm is 91% (OurSchool), though students see the curricular relevance 2% more than the Canadian norm (Our School). Also, Sense of Belonging has increase 16% at our school in the last six months, and our anxiety rates have dropped 7% (Our School). Our Fall 2024 AEA data also suggests that we've had a decline in satisfaction in our access to supports and services, including a variety of areas including supports for neurodivergent students, mental health services and more.

**WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?** LEARN

Despite strong supports in place, the data suggests a need to further engage students by deepening connections between learning and personal relevance for the future. While academic and social-emotional strategies are being implemented, more targeted interventions are needed to reach all learners in an inclusive manner so that they feel ready to learn, with particular growth in programming needed for neurodivergent students.

**WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?** LEARN

The gap in teacher practice in relations to the data informs the need for more consistent and intentional strategies to help all students see the relevance and purpose of their learning of the new curriculum. Strengthening instructional practices that connect academic content to students' identities and lived experiences can help close this gap. This involves creating class environments where our current student body feel empowered in their own learning.

**IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE  
PLAN/ACT**

Our approach combines academic and social-emotional supports to ensure all students feel included, supported, and ready to learn, with a renewed focus on Leader in Me to strengthen their connection to future goals. PLF sessions are centering on mental health, trauma-informed practices, and inclusion through training in the Regulated Classroom, Circle of Security, Restorative Practices, and updated Leader in Me strategies. These efforts aim to build belonging and shared responsibility.

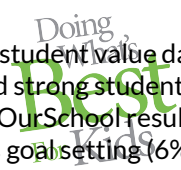
We continue to partner with community organizations like Some Other Solutions, Girls Inc., and the Multicultural Association of Wood Buffalo, which support student mental health, identity development, and safety. RCMP WITS Read Alouds have also been valuable in teaching Division 1 students conflict resolution and respectful problem-solving. These partnerships complement in-school initiatives, creating a stronger and more connected school environment. Additionally, we are planning for a differentiated instruction coach to support staff in meeting the needs of neurodivergent and at-risk students.

**HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)** REFLECT

We will analyze student feedback from surveys, check-ins, and conversations to assess feelings of safety, belonging, and support. Key indicators such as Fall-to-Spring OurSchool data and fewer behaviour referrals will help measure impact. Anecdotal notes, behaviour logs, and culture walkthroughs will highlight changes in student conduct and relationships, while staff reflections and PLF debriefs will show how professional development on inclusion and mental health is being applied. Admin will observe co-regulation, positive interactions, and student leadership linked to Leader in Me. By November, we aim to see improved engagement and task completion among at-risk students, leading to fewer referrals to the resource team.

**DESIRED OUTCOME** REFLECT

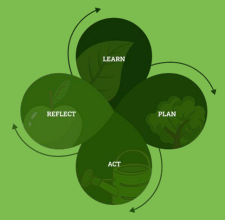
Staff will demonstrate greater confidence in fostering safe and inclusive classrooms, reflected in improved OurSchool student value data. PD on mental health, trauma-informed practices, and inclusion will enhance staff ability to support regulation and build strong student relationships. These changes will be visible in safe, respectful, and engaging classrooms. , We hope that our November OurSchool results are maintained or improved in all areas, particularly their value placed on learning towards their future, which includes goal setting (6% increase is our goal).





# Walter and Gladys Hill CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



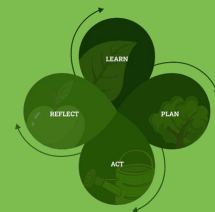
## Supporting Data Provided

1. Summary of Alberta Education Assurance Measure Results
2. Alberta Education Assurance Measure Results - EAL Report
3. Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Applicable Assurance Measure Results
  - PAT Results
5. School PLF and PD Survey Results
6. Other Data (Our School Results and Literacy Assessments)





# Walter and Gladys Hill SUPPORTING DATA Doing What's Best for Kids



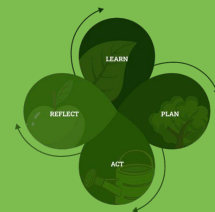
## Summary of Alberta Education Assurance Measure Results

Measure	Walter & Gladys Hill Public Sc			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<u>Student Learning Engagement</u>	83.4	89.7	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
<u>Citizenship</u>	84.2	85.9	87.0	79.4	80.3	80.9	Very High	Maintained	Excellent
<u>3-year High School Completion</u>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
<u>5-year High School Completion</u>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
<u>PAT6- Acceptable</u>	75.0	87.7	87.7	68.5	66.2	66.2	Intermediate	Declined Significantly	Issue
<u>PAT6- Excellence</u>	26.4	28.4	28.4	19.8	18.0	18.0	High	Maintained	Good
<u>PAT9- Acceptable</u>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
<u>PAT9- Excellence</u>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
<u>Diploma- Acceptable</u>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
<u>Diploma- Excellence</u>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
<u>Education Quality</u>	93.5	96.8	93.7	87.6	88.1	88.6	Very High	Maintained	Excellent
<u>Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</u>	89.2	91.4	90.3	84.0	84.7	85.4	n/a	Maintained	n/a
<u>Access to Supports and Services</u>	82.8	87.0	82.4	79.9	80.6	81.1	n/a	Maintained	n/a
<u>Parental Involvement</u>	87.6	88.5	76.8	79.5	79.1	78.9	Very High	Improved	Excellent



# SUPPORTING DATA

Doing What's Best for Kids



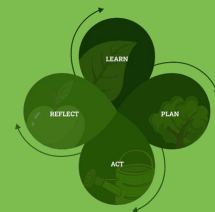
## Supplemental Alberta Education Assurance Measure Results- Overall Summary

Measure	Walter & Gladys Hill Public Sc			Alberta			Measure Evaluation		Overall
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	
<u>Diploma Exam Participation Rate (4+ Exams)</u>	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<u>Drop Out Rate</u>	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
<u>In-Service Jurisdiction Needs</u>	90.3	93.9	91.3	81.1	82.2	83.0	High	Maintained	Good
<u>Lifelong Learning</u>	91.2	94.1	86.9	79.9	80.4	80.7	Very High	Maintained	Excellent
<u>Program of Studies</u>	90.4	92.1	85.7	82.8	82.9	82.9	Very High	Maintained	Excellent
<u>Program of Studies - At Risk Students</u>	80.7	87.2	82.5	80.6	81.2	81.5	Low	Maintained	Issue
<u>Rutherford Scholarship Eligibility Rate</u>	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
<u>Safe and Caring</u>	93.1	94.4	91.9	87.1	87.5	88.1	Very High	Maintained	Excellent
<u>Satisfaction with Program Access</u>	83.0	87.0	75.0	71.9	72.9	72.7	Very High	Improved	Excellent
<u>School Improvement</u>	89.6	92.7	83.6	75.8	75.2	74.7	Very High	Improved	Excellent
<u>Transition Rate (6 yr)</u>	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
<u>Work Preparation</u>	94.0	95.5	92.2	82.8	83.1	84.0	Very High	Maintained	Excellent





# Walter and Gladys Hill SUPPORTING DATA Doing What's Best for Kids

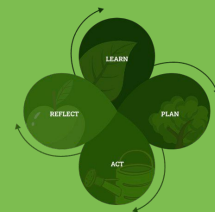


## Summary of Alberta Education Assurance Measure Results - EAL Report

Measure	Walter & Gladys Hill Public Sc (EAL)			Alberta (EAL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<u>Student Learning Engagement</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<u>Citizenship</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<u>3-year High School Completion</u>	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
<u>5-year High School Completion</u>	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
<u>PAT6: Acceptable</u>	76.7	82.1	82.1	64.6	65.4	65.4	High	Maintained	Good
<u>PAT6: Excellence</u>	30.0	23.1	23.1	16.5	15.7	15.7	High	Maintained	Good
<u>PAT9: Acceptable</u>	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
<u>PAT9: Excellence</u>	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
<u>Diploma: Acceptable</u>	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
<u>Diploma: Excellence</u>	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
<u>Education Quality</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<u>Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<u>Access to Supports and Services</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<u>Parental Involvement</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



# Walter and Gladys Hill SUPPORTING DATA Doing What's Best for Kids



## Summary of Alberta Education Assurance Measure Results - FNMI Report

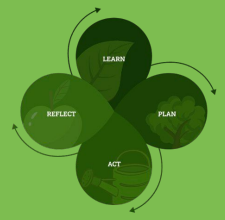
Assurance Domain	Measure	Walter & Gladys Hill Public Sc (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<u>Student Learning Engagement</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<u>Citizenship</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<u>3-year High School Completion</u>	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	<u>5-year High School Completion</u>	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	<u>PAT6: Acceptable</u>	*	*	n/a	48.7	45.3	45.3	*	n/a	n/a
	<u>PAT6: Excellence</u>	+	+	n/a	7.3	6.5	6.5	*	n/a	n/a
	<u>PAT9: Acceptable</u>	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	<u>PAT9: Excellence</u>	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	<u>Diploma: Acceptable</u>	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	<u>Diploma: Excellence</u>	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a	n/a
Teaching & Leading	<u>Education Quality</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<u>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<u>Access to Supports and Services</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<u>Parental Involvement</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Alberta Education Assurance Measure Results - PAT Results

**Grade 6 PAT Results By Number Enrolled Measure History**  
**School: 1765 Walter & Gladys Hill Public School**  
**Province: Alberta**

	Walter & Gladys Hill Public Sc					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	53	81	72	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	86.8	87.7	75.0	Intermediate	Declined Significantly	Issue	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	34.0	28.4	26.4	High	Maintained	Good	n/a	n/a	20.1	18.0	19.8



## School PLF Survey Results

### Summary of Participants' Responses

The survey results indicate a strong sense of professional satisfaction among the staff at Walter and Gladys Hill Public School, with a majority of respondents appreciating the learning opportunities provided and planning to apply their learning in their classrooms.

**Professional Learning Impact:** A significant majority of respondents (93%) strongly agree or agree that the learning opportunities provided this year have positively contributed to their professional and teaching practices. This reflects an overall positive perception of the professional development efforts.

**Application of Professional Learning:** There is a very strong intent to apply the professional learning in the classroom, with 100% of respondents agreeing or strongly agreeing with this intention. This shows a high level of commitment among the teachers to integrate their learnings into their teaching methods.

### Areas to investigate

**Disagreement or Strong Disagreement on Professional Learning Impact:** While minimal (7% disagreement), it may be useful to explore the reasons behind the less favorable view from this small group to ensure all voices are heard and addressed.

### More specifics

Participants value collaborative learning and new resources but seek more time and specific materials to effectively implement their learnings. Increased frequency of in-person meetings would enhance the overall experience.

**Collaborative Learning:** Highly valued for sharing resources and experiences. Calls for more frequent and longer sessions to deepen learning.

**Time and Implementation Support:** Participants need more time for practical application and to truly benefit from sessions, suggesting longer or more frequent meetings.

**Access to Resources:** Emphasis on the need for better resources, especially for new curriculums. Concerns include adequacy and budget allocations.

**Classroom Impact and Student Engagement:** Positive impacts observed in student engagement and classroom practices when new methods are implemented. Desire for better alignment with specific teaching assignments.

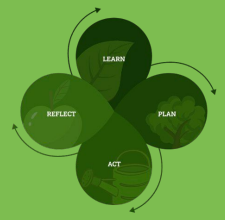
**Professional Development Focus Areas:** Need for more targeted PD sessions, such as handling challenging situations or role-specific training, to better address individual professional needs.

### Areas to investigate

- Frequency and Structure of Meetings
- Resource Allocation and Access
- Implementation Time
- Role-Specific Professional Development



# Walter and Gladys Hill SUPPORTING DATA *Doing What's Best for Kids*



## School PD Day Survey Results

### Summary of Participants' Responses

#### Key Takeaways from the Keynote on Resilience

Participants found that the most impactful aspects of the keynote were centered around the themes of resilience, time, and the importance of maintaining a positive outlook despite challenges. Many were impacted by the emphasis on hard work, facing problems, and learning how to survive difficult experiences. The keynote speaker was appreciated for addressing daily struggles in education, and participants planned to apply this learning by reinforcing resilience and a positive mindset in their classrooms and roles, directly connecting to our goals of improving both academics and a safe and caring school environment.

#### What Made the Professional Development Day Meaningful

Participants overwhelmingly valued the sessions offered throughout the day, appreciating the learning opportunities, especially those that were applicable to classroom practice and shared by colleagues. The variety of topics, presentations, and choice in sessions contributed to a meaningful experience. Being able to connect with colleagues, hear strong presentations, and attend relevant classroom-focused sessions added to the day's significance.

#### Aspects That Might Be Improved

Participants noted that sessions could be enhanced with more options, specific area/grade level focus, and better organization. Others suggested improving the keynote delivery, adjusting the day's structure, or ensuring there are virtual options.

#### What Is Needed to Support Further Professional Learning

To continue their professional growth, participants identified a need for more time, sessions, and access to resources. They emphasized the importance of applicable learning, opportunities to implement strategies in the classroom, and ongoing support for learning and training. Topics such as technology, PowerSchool, and PLF organization were mentioned, as well as the desire for autonomy, hands-on activities, and collaboration.

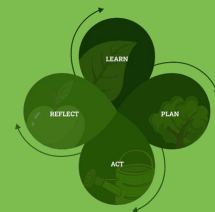




# Walter and Gladys Hill

## SUPPORTING DATA

Doing What's Best for Kids



### Spring 2025 Our School Data

#### Social-Emotional Outcomes



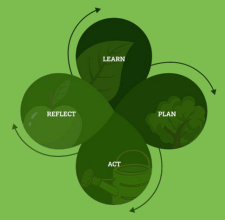
#### DRIVERS of Student Outcomes



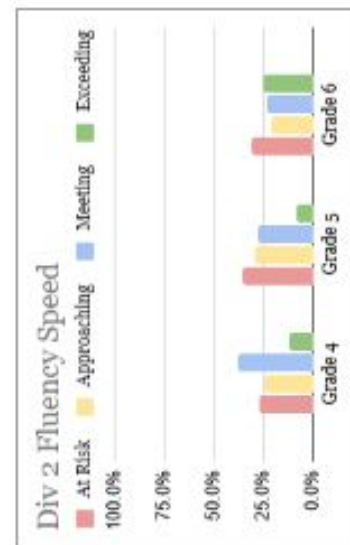
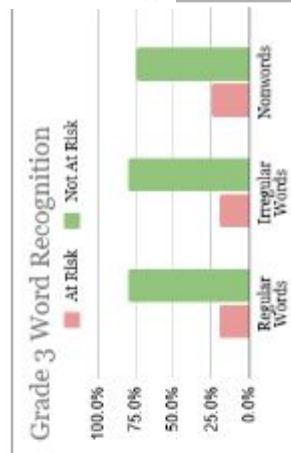
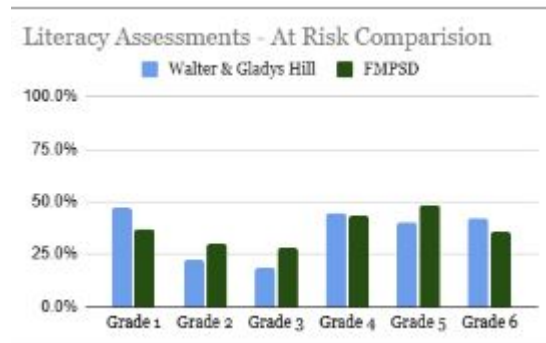
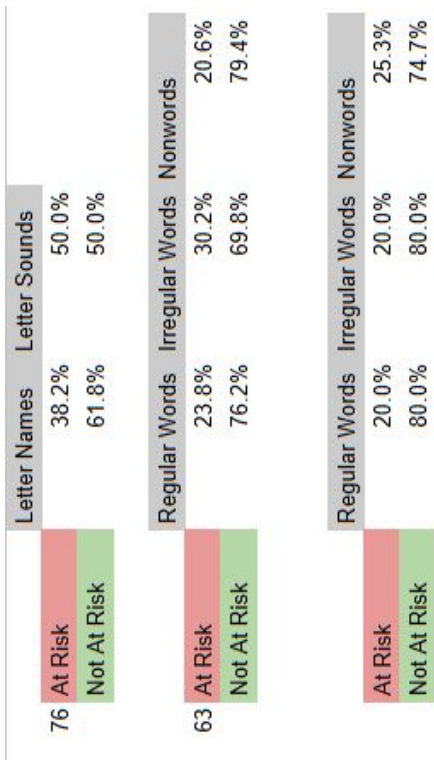


# SUPPORTING DATA

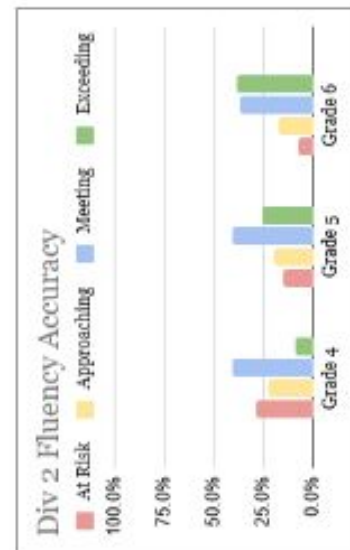
Doing What's Best for Kids



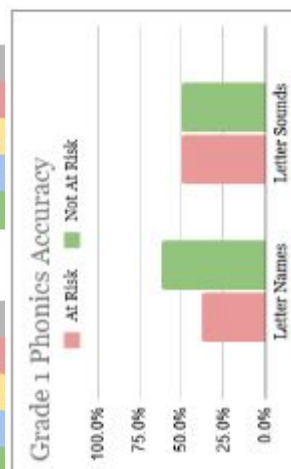
## Walter and Gladys Hill Literacy Data, Winter 2024/2025



Div CC3	Walter & Gladys Hill	FMPSD
Grade 1	47.4%	37.0%
Grade 2	22.2%	30.1%
Grade 3	18.7%	28.2%
Grade 4	44.8%	43.2%
Grade 5	40.3%	48.1%
Grade 6	42.3%	35.5%



Fluency Accuracy	Grade 4	Grade 5	Grade 6
At Risk	28.4%	14.5%	7.7%
Approaching	22.4%	19.4%	17.3%
Meeting	40.3%	40.3%	36.5%
Exceeding	9.0%	25.8%	38.5%



Fluency Speed	Grade 4	Grade 5	Grade 6
At Risk	26.9%	35.5%	30.8%
Approaching	23.9%	29.0%	21.2%
Meeting	37.3%	27.4%	23.1%
Exceeding	11.9%	8.1%	25.0%

Comprehension	Grade 4	Grade 5	Grade 6
At Risk	44.8%	40.3%	42.3%
Approaching	16.4%	19.4%	7.7%
Meeting	35.8%	27.4%	28.8%
Exceeding	3.0%	12.9%	21.2%

Doing  
What's  
Best  
For Kids