



Evan Hardy

**School Planning Document
2008-2009**

Saskatoon Public Schools



Evan Hardy

School Profile:

Since 1965 Evan Hardy Collegiate has offered a highly respected curricular and extra-curricular program. We are committed to our school motto of "excellence in all things" and continue to find ways to improve upon our proud traditions.

The 2008/2009 school year will see us with an enrolment of approximately 800 students in grades nine through twelve. We provide a full academic program with classes offered at the enriched and regular levels. We are incorporating our modified students into our regular classes so will not offer separate modified sections.

There are approximately 35 tuition-paying students here with student visas as part of the system's International Student Program, as well as a support program for autistic and aspergers students. Other unique programming options found at Hardy include: Advanced Placement classes in Calculus and Studio Art, a Media School for grade eleven students, a dynamic and well respected music and performing arts program, English as a Second Language supports, and a language program that includes French, Spanish and Japanese.

Of special note is our proud history of extensive extra-curricular programming. In the fine and performing arts we host an annual musical and one-act plays while in the sporting realm we have captured more provincial team championships than any other school in Saskatchewan.

Key Priorities for "the school year"

Effective strategic planning requires us to focus on a few key priorities, while at the same time continuing to attend to all the important areas that relate to our students' education. A priority is often a school focus for more than one year. The priorities for this year include:

Assessment for Learning
Differentiated Instruction
Advisory Groups



STUDENT GOALS AND VALUES

GOALS

Academic Development Goals

- *Communication and Computation*
- *Critical and Creative Thinking*
- *Life-long Learning*

Personal Development Goals

- *Healthy Lifestyles*
- *A Sense of Personal Worth and Dignity*
- *Moral, Ethical and Spiritual Values*

Social and Cultural Development Goal

- *Growing with Change*
- *Democratic and Responsible Decision-making*
- *Respect for Others*
- *World Citizenship*

VALUES

Respect

- *Cooperation*
- *Compassion*
- *Acceptance of Diversity*
- *Respect for Others*
- *Respect for Self*
- *Self-Control*
- *Honesty*

Joy

- *Self-Fulfillment*
- *Joy*

Responsibility

- *Responsibility*
- *Freedom*
- *Service*
- *Justice*
- *Respect for the Environment*

Excellence

- *Pursuit of Truth*
- *Excellence*



SASKATOON PUBLIC SCHOOLS

STRATEGIC DIRECTION

Purpose

Saskatoon Public Schools inspire and sustain learning. We are open to all children and youth so they may discover, develop, and act upon their potential, thereby enriching their lives and our community.

Vision

We envisage a future in which enthusiasm runs like an undercurrent of energy throughout Saskatoon Public Schools. Our schools will be vibrant and proud. Our students and staff will feel that they are part of something fresh and innovative. There will be a sense that exciting things are happening and students and staff will meet each day with optimism.

When you walk down the hallways in Saskatoon's public schools you will be greeted warmly by students and staff. You will hear the sounds of those engaged in learning, including the sound of laughter.

When students finish the day in our schools, they will have a feeling of accomplishment. They will have focused their energy on meeting challenges, asking questions, offering solutions, and opening new doors. Each day they will renew their curiosity, passion, and joy through learning.

In our School Division, every individual will be valued. We will recognize that every person has personal, physical, spiritual, emotional and intellectual needs. We will acknowledge a multitude of learning styles to ensure that all members of our learning community have the opportunity to develop their potential.

We will build our confidence by acknowledging and celebrating success, by accepting mistakes as a natural and necessary part of learning, by nurturing the imagination and by supporting individual growth.

In the pursuit of our vision, we will be value-driven and people-centred. We will honour our commitments. We will invest in relationships to strengthen our sense of place and purpose in the educational and broader communities.

Saskatoon Public Schools envision a learning community that is caring, committed to celebrating diversity and respected for its focus on learning. We believe we can create a future in which students eagerly embrace learning. We believe that learning has the power to build confidence and inspire hope.



STRATEGIC DIRECTION

Division Priorities

Our School Division has two key priorities to focus our improvement efforts.

These priorities are:

- ⇒ **Literacy for Life**
- ⇒ **Collegiate Renewal**

Division Goals

Our School Division has identified four main goals to help us reach our vision.

These goals are:

Our Students' Learning

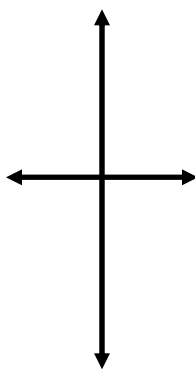
Our students will engage in relevant and challenging learning opportunities to enhance their academic, personal, and social / cultural growth.

Our People

Our people will be committed to a constructive educational culture that values people, excellence and life-long learning.

Our Organization

Our organization will be principled, innovative, collaborative, accountable and effective



Our Community

Our community will share ownership and responsibility with us for the well-being and education of our children and youth.

See our website www.spsd.sk.ca for more information on the Division's strategic plan.



STRATEGIC DIRECTION

Principles

We adhere to the following principles:

- ✧ Integrity
- ✧ Trust
- ✧ Honesty
- ✧ Mutual Respect
- ✧ Courage
- ✧ Commitment

Beliefs

We believe that:

- ✧ Students are our top priority.
- ✧ Public education provides a valuable service to society.
- ✧ Education is a shared responsibility among school, family and community.
- ✧ Our organization is accountable to students, parents, and ratepayers.
- ✧ Diversity, inclusion and equity are the keys to building a supportive climate.
- ✧ Planning, research, innovation and evaluation improve education.
- ✧ Life-long learning is critical to the success of our students and staff.



Evan Hardy
2008-2009

Connection to School Division Goals

Priority Area:

Assessment for Learning

Our Students' Learning

Our Organization

Our People

Our Community

INTENDED OUTCOME	EVIDENCE	STRATEGY	ACTION	LEADERSHIP	TIMELINE
<i>The desired change we are striving for in the priority area.</i>	<i>The quantitative and qualitative data that we will use to measure our progress.</i>	<i>Broad-based actions that help us to achieve our intended outcome.</i>	<i>The specific steps we will take related to our strategy.</i>	<i>The person(s) who will lead or be significantly involved in this action.</i>	<i>The specific date or month(s) this action will take place.</i>
Assessment for learning is succeeding when all students - even those who struggle - are learning.	<ul style="list-style-type: none"> • Students are engaged in learning • Students know how to problem-solve • Risk-taking that results in learning is apparent • Mistakes are valued and inform everyone's learning • Feedback is specific and descriptive 	<ul style="list-style-type: none"> • Continue to encourage and support teachers in their assessment for learning journey 	<ul style="list-style-type: none"> • Everyone will be knowledgeable in strategies for problem-solving and conflict resolution • Everyone is comfortable taking some risks • Feedback is available from multiple sources 	Learning Leaders: (Garry Davis and Marshall Whelan) Administration Staff Learning Leaders, Administration, Staff	This will be ongoing Begin in fall Ongoing

INTENDED OUTCOME	EVIDENCE	STRATEGY	ACTION	LEADERSHIP	TIMELINE
<p>Classroom teachers are using assessment to ensure all students are learning and achieving at high levels</p>	<ul style="list-style-type: none"> • Classroom expectations are transformed into classroom agreements • Teachers understand and use formal and informal assessment strategies • Student-centered criteria is posted • Students have choice 		<ul style="list-style-type: none"> • Engage staff in their learning through school-based professional development and system professional development • Develop department/subject protocols that work for both students and teachers • Criteria is created together 	<p>Learning Leaders: (Garry Davis and Marshall Whelan) Administration Staff</p> <p>Staff</p> <p>Staff</p>	<p>Ongoing</p> <p>Fall</p> <p>Fall</p>



Evan Hardy
2008-2009

Connection to School Division Goals

Priority Area:

Differentiated Instruction

- | | |
|--|--|
| <input checked="" type="checkbox"/> Our Students' Learning | <input checked="" type="checkbox"/> Our Organization |
| <input checked="" type="checkbox"/> Our People | <input checked="" type="checkbox"/> Our Community |

INTENDED OUTCOME	EVIDENCE	STRATEGY	ACTION	LEADERSHIP	TIMELINE
<i>The desired change we are striving for in the priority area.</i>	<i>The quantitative and qualitative data that we will use to measure our progress.</i>	<i>Broad-based actions that help us to achieve our intended outcome.</i>	<i>The specific steps we will take related to our strategy.</i>	<i>The person(s) who will lead or be significantly involved in this action.</i>	<i>The specific date or month(s) this action will take place.</i>
Teachers will become increasingly proficient in understanding their students as individuals.	<ul style="list-style-type: none"> Students work at a level of difficulty that is both challenging and attainable. Topics evoke curiosity and passion in students. Learning style, intelligence preference, culture and gender of students influence the instruction. Emotional and cognitive needs are attended to. 	Specific Professional Development will focus on differentiated instruction	<ul style="list-style-type: none"> Assessment of all grade 9 students in math Development and delivery of the math program through assessment for learning and differentiated instruction Informational evening with parents 	Garry Davis and Kevin Sawatzky with support from Tobi Tamblyn Administration	Beginning in spring 2008 and ongoing

INTENDED OUTCOME	EVIDENCE	STRATEGY	ACTION	LEADERSHIP	TIMELINE
<p>Teachers will become increasingly comfortable with the meaning and structure of the disciplines they teach</p> <p>Teachers will become increasingly expert at teaching flexibility in order to match instruction to student need.</p>	<ul style="list-style-type: none"> Students will be enabled to focus and build on the essential information, ideas, and skills of a lesson or unit. Teachers will vary not the <i>what</i> they are teaching but how students <i>encounter</i> the information. 	<p>Specific Professional Development will focus on differentiated instruction</p> <p>Specific Professional Development will focus on differentiated instruction</p>	<ul style="list-style-type: none"> Departments will take a critical look at their curriculums and how they align with assessment for learning and differentiated instruction Staff will collaborate and share strategies. Student needs will direct the instructional methods 	<p>Department coordinators Learning Leaders Administration</p> <p>Staff</p>	<p>Fall and ongoing</p> <p>Fall and ongoing</p>



Evan Hardy
2008-2009

Connection to School Division Goals

Priority Area:

Advisory Groups

Our Students' Learning

Our Organization

Our People

Our Community

INTENDED OUTCOME	EVIDENCE	STRATEGY	ACTION	LEADERSHIP	TIMELINE
<i>The desired change we are striving for in the priority area.</i>	<i>The quantitative and qualitative data that we will use to measure our progress.</i>	<i>Broad-based actions that help us to achieve our intended outcome.</i>	<i>The specific steps we will take related to our strategy.</i>	<i>The person(s) who will lead or be significantly involved in this action.</i>	<i>The specific date or month(s) this action will take place.</i>
Promote healthy student development	Students will have a participatory voice in school and global issues	Continuation of advisory (SoulTime)	Ongoing delivery of SoulTime Ongoing Professional Development with staff	Advisory Group (lead by Vicki Summerfeldt and Louise Pancyr) and Administration	Ongoing
Support academic success	Students will acquire specific skills related to academic success		Ongoing delivery of SoulTime Ongoing revision and development of SoulTime curricula and activities		
Build community among students - encourage a sense of belonging and respect	Students will feel a sense of attachment to school		Ongoing delivery of SoulTime Ongoing emphasis on relationship building Ongoing input from staff, students and parents on advisory		



Evan Hardy
2008-2009

Connection to School Division Goals

Priority Area:

- Our Students' Learning Our Organization
 Our People Our Community

INTENDED OUTCOME	EVIDENCE	STRATEGY	ACTION	LEADERSHIP	TIMELINE
<i>The desired change we are striving for in the priority area.</i>	<i>The quantitative and qualitative data that we will use to measure our progress.</i>	<i>Broad-based actions that help us to achieve our intended outcome.</i>	<i>The specific steps we will take related to our strategy.</i>	<i>The person(s) who will lead or be significantly involved in this action.</i>	<i>The specific date or month(s) this action will take place.</i>



Evan Hardy

Three-Year Strategic Plan

Priority Area	2007/08 Strategies	2008/09 Strategies	2009/10 Strategies
Assessment for learning	See detailed chart	Continue to support system initiatives	Enhance focus on assessment for learning
Differentiated Instruction	See detailed chart	Increase opportunities for staff members to attend PD	TBA
Advisory	See detailed chart	Continue to support and encourage staff in the implementation of SoulTime	TBA