

A stylized, low-poly illustration of a person in a yellow shirt and pants climbing a light blue rope. The person is positioned in the center-right of the frame. The background features abstract, angular shapes in shades of light blue and yellow. The text is overlaid on the image.

**NEW HEIGHTS EARLY LEARNING SERVICES
SOCIETY**

SCHOOL ANNUAL EDUCATION RESULTS REPORT

2007 - 2008

The Key to Our Success

Our progress towards achieving our vision is indicated in the following way:



Summit Reached	<input checked="" type="checkbox"/>	100%
Tree Line Passed	<input checked="" type="checkbox"/>	80%
Midway Point	<input checked="" type="checkbox"/>	50%
Starting the Climb	<input checked="" type="checkbox"/>	25%
At Base Camp	<input checked="" type="checkbox"/>	

REACHING NEW HEIGHTS OF SUCCESS

MANDATE, MISSION STATEMENT, VALUES AND BELIEFS

MANDATE

To provide the most enabling educational environment for students with Autism through consultation with parents and community consistent with the requirements of the School Act.

MISSION STATEMENT

In collaboration with the educational community New Heights School will provide the best possible learning opportunities responsive to both individual and societal needs.

VALUES

- ❖ **PHYSICAL HEALTH AND PERSONAL GROWTH**
 - the school will provide the opportunity for students to achieve their maximum potential
- ❖ **RESPONSIBILITY**
 - the school will provide the opportunity for students to be responsible and accountable for their achievement and success
- ❖ **CONTRIBUTING TO SOCIETY – CITIZENSHIP**
 - the school recognizes the value and the importance of the family and community and the importance of the students involvement in decision making
- ❖ **FUNCTIONAL LITERACY**
 - the school will provide skills required for daily math skills and functional reading and writing
- ❖ **GOOD PERSONAL ADJUSTMENT**
 - climate to assist students to make decisions and to become self reliant
- ❖ **FAMILY INVOLVMENT**
 - school values, contribution and support from families
- ❖ **PARTICIPATION**
 - the school will provide opportunities for all students to participate in all activities

BELIEFS

- ❖ LEARNING
 - we believe all students can learn
 - we believe that an enabling learning environment is essential
- ❖ STUDENTS
 - we believe that all students have the right and responsibility to develop to their potential
 - we believe that a positive self image is important
- ❖ STAFF
 - we believe that all staff are responsible and accountable
- ❖ PARENTS
 - we believe that parents need to be informed and actively involved in their child's education
 - we believe that parents are responsible for providing a positive learning environment in the home
 - we believe in open, honest and frequent communication between parents and school
- ❖ ADMINISTRATORS
 - we believe the school administrators are responsible and accountable
 - we believe administrators and staff are educational leaders
- ❖ EVALUATION
 - we believe that ongoing evaluations of the program are essential to ensure a quality school

ENVIRONMENTAL PROFILE AND TRENDS 2007 – 2008

New Heights School developed as an alternative program that parents could choose after their child graduated from New Heights ECS. Parents from New Heights ECS who placed their child in other school programs found these programs did not meet their child's needs. Parents looked for a program with goals and strategies that best met the needs of higher functioning students who had been diagnosed on the Autism Disorder Spectrum.

A new administration and school board are in place. The teachers are looking forward to achieving successful outcomes with our students, as described in the plan.

ACCOUNTABILITY

Several significant accountability activities took place at New Heights. In addition to this results report, Alberta Education conducted two program evaluations during the 2006/2007 school year. The ECS and School programs were evaluated at different times. Following debriefing of observations and recommendations, follow-up improvement plans for ECS and School were submitted to Alberta Education. The Improvement Plans described goals, strategies and desired education outcomes at New Heights. The Improvement Plans are found in Appendix I.

Parents, students, teachers, parent advisory group and the Board provided feedback on performance.

SCHOOL INITIATIVES IN 2007 – 2008

STUDENT ACTIVITIES

1. Science Alberta resources used in classroom provided lots of hands on experiences for students
2. Kung fu provided unique physical education activities in which all student participated and some received white belt status. The second year students who had been in the program two years received yellow belt status.
3. Games Day introduced (usually Fridays) provided opportunity to practice social skills such as turn taking, communicating and mathematics skills such as money, counting and logic
4. Community resources such as the Thornhill library and Village Square gym were regularly utilized
5. Autism and Aspergers Friendship Society Director provided value added activities such as swimming, laser tag, go carting, gymnastics (usually on Fridays) in addition to the program of studies.
6. Educational field studies provided community interaction with bowling, skating, the Calgary Zoo, City parks and Lady of Peace Ranch (formerly No-Kai-Oi)

SCHOOL INITIATIVES

School Strategic Plan

1. Three Year School Plan 2006/2007 developed with the education staff reflected the provincial goals and the goals unique to our school

****** Special Education Regulation – School boards shall develop, keep current, and implement, written policies and procedures regarding students with special needs, consistent with provincial policy and procedures on education placement.

Policy

2. A comprehensive School Policy and Guidelines was completed January 2008 with input from school staff and the school board. The Policy will be included in a Leadership Handbook. The Policy and Guideline follow the Special Education Regulation. ** The Policy describes the nature and delivery of student services provided by New Heights School and provided standard of practice and guideline for the way special education and services are implemented in our school
 - The policy consists of 5 sections:
 - Section A – Getting the Program Started
 - Section B – Developing the Individual Program
 - Section C – Program Outcomes
 - Section D – Role of Professionals
 - Section E – Program Evaluation
 - This School Policy was submitted to Alberta Education January 2008

IPP Model

3. An Outcome Based Individual Plan with 8 major domains (related to the Provincial Goals) was introduced to the education staff during the year for consideration to implement fully in 2008/2009. We are trying to ensure that goals in the IPP are aligned with the provincial goals (as well as meeting the student needs) – this will greatly assist reporting results achieved in the next results report 2008/2009. The model was introduced and used successfully in one classroom in 2007/2008

Teacher Quality

4. A Teacher Effectiveness Indicators Model as introduced and used for evaluation of instruction. The indicators were selected from an international search for effective learning practices that do have a significant impact on learning outcomes. A definition of each indicator is well understood by the teachers. The teachers are also aware of the provincial Teacher Quality Standards

Program

5. A Special Education Program Evaluation Guide was developed and shared with the teachers and professional staff. The model will be used as a self-evaluation tool in the next school year

Inservice

6. Staff were Inserviced with the Severe Needs Grant applications and standards.

Of specific importance teachers are aware:

- a. That at least three levels of support will be provided for each child
- b. That the goals, strategies and standards to be measured must reflect the special needs being funded
- c. That on-going, continuous behavior monitoring is occurring

Student Record Keeping

7. Much effort was spent on ensuring Student Record Files were updated and highly organized. Teachers now have three working files that must be seen as complementary working tools. These include:

- a. IPP File
- b. Student Assessment Binder
- c. Student work sample portfolios

The IPP File will present succinct information relevant to the program, goals, strategies and outcomes with evidence of parent input of how the programs are modified as progress is made. Teachers felt strongly that the IPP should not be cluttered with too much information and that it be user friendly for parents.

The Binder will include application forms, full medical background, medical and psychological reports, charts and graphs showing progress, coding information, report cards, records of parent/teacher meetings and a copy of the IPP (latest revision)

Program Evaluations

8. Two Program Evaluations by Alberta Education, the School and the ECS, provided recommendations for improvements. In concert with staff follow-up improvement plans were compiled and submitted to the Minister of Education (see Appendix)

Use of Psychologist

9. This year extensive use was made of our Psychologist who gave advice and assisted with intake of students, behavioral assessment and provision of documentation to support PUF and Severe Needs

Planning Progress and Reporting Successful Goals

10. Considerable thought was focused on not only in what ways can we make this school a better place for learning but how we can measure success. First, staff

and parents will provide feedback on goals reached in the Three Year Plan. Second, as the Individual Program Plan is one of the most significant tools we use, it makes sense to report on what goals were reached, unique to each child. Third, a comprehensive assessment strategy is in place for academic achievement, social skills, behavior and self-esteem. As these assessments are completed annually it will become possible to report pre-post results. Teachers will also closely monitor specific selected target behaviors on a continuous basis as an integral part of the IPP. Progress will be reflected in:

- a. Reporting goals reached in the School Plan
- b. Reporting goals reached in IPP
- c. Achievement in academic, social and behavior
- d. Pre-post assessment results where significant

In addition there will be regular teacher and program evaluation.

Goals Unique to Our School

11. Considerable thought and activity was spent in 2007/2008 producing specific goals, indicators, standards and outcomes in three areas of critical importance in our school curriculum – Lifelong Learning, Self Concept and Citizenship. The goals and standard for each of these areas have been developed and have been shared with staff so that they can be included in the student's IPP where appropriate

PERCEPTIONS ABOUT NEW HEIGHTS OF PARENTS, STUDENTS AND TEACHERS 2007 – 2008

HOW PARENTS FEEL ABOUT OUR SCHOOL **

** Source of data – Evaluation, Alberta Education 2008.

Climbing to New Heights				Satisfied	
	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
Quality of education students receive				✓	
Quality of teaching					✓
Variety of subjects available				✓	
Opportunities to learn					
Music			✓		
Drama		✓			
Art				✓	
Computers					✓
Health			✓		
Another Language					
Opportunities in physical education					✓
Being involved in decisions about your child's education					✓
Access to academic counseling (gr. 7-9)	N/A				
Access to career counseling (gr. 7-9)	N/A				
School Library services		✓			
Special support your child received (to meet unique needs)					✓

	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
Child is learning what he or she needs to know					✓
My child finds school work interesting					✓
My child finds school work challenging					✓
Your child clearly understands what he or she is expected to learn at school					✓
Students at our school help each other when they can					✓
Students at our school respect each other					✓
Your child is encouraged to be involved in community activities			✓		
Your child is encouraged at school to try his or her best					✓
Students at your child's school follow the rules					✓
Your child is safe on the way to and from school					✓
Students treat each other well					✓
Teachers care about your child					✓
Your child is treated fairly at this school					✓
Your child can easily access programs and services at school					✓
Your child can get help at school with problems that are not related to school work					✓
When your child needs help, teachers at your child's school are available to help					✓

HOW GRADE 4 STUDENTS FEEL ABOUT OUR SCHOOL **

** Sources of Data – Alberta Education Evaluation January 2008

Climbing to New Heights				Satisfied	
	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
Thinks that school is very good/good					✓
Thinks that teachers are very good/good					✓
Most students help each other at this school					✓
At school most students follow the rules					✓
I am proud of my school					✓
It is easy to get help with school work if I need it When I need it teachers help me					✓
I feel safe at school					✓
Other students treat me well					✓
Teachers care about me					✓
I'm treated fairly by adults at the school					✓
At school I can get help: -Using the school library ^^ -Reading and writing	N/A				✓

^^ Community library is used

HOW GRADE 7 STUDENTS FEEL ABOUT OUR SCHOOL **

** Data – Alberta Education

Climbing to New Heights				Satisfied	
	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
The education I am receiving is good					✓
Quality of teaching at this school is very good					✓
Variety of courses offered at school		✓			
There are opportunities to learn about music	✓				
Opportunities to learn about drama					✓
Opportunities to learn about art					✓
Opportunities to learn about computers			✓		
Opportunities to learn about health					✓
Opportunities to learn about another language	✓				
Opportunities to participate in physical education at school					✓
Core subjects such as math, language, social studies, science – I am learning are useful to me					✓
My school work is interesting					✓
My school work is challenging				✓	
I understand what I am expected to learn at school			✓		
Reading and writing					✓

Climbing to New Heights				Satisfied	
	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
At school students help each other					✓
At school I am encouraged to get involved in activities that help the people in my community					✓
At school I am encouraged to do my best					✓
At school students follow the rules			✓		
I am proud of my school					✓
I would recommend my school to a friend					✓
I can get help at my school with problems that are not related to school work **		✓			✓
I feel safe at school					✓
I feel safe on the way to and from school					✓
The other students treat me well					✓
My teachers care about me					✓
I'm treated fairly by adults at school					✓
At school I can get help with: - Using school library ^^ - Deciding which courses to take ++	N/A				

** Q. Item unclear

^^ Community library used

++ No high school programs

TEACHER SATISFACTION OF NEW HEIGHTS LEARNING SERVICES **

** Data table on Alberta Education Report pg. 39 was unintelligible & No. of teachers surveyed was reported as 7. Only 3 teachers were surveyed

++ Data on September Teacher Survey N=4.

Climbing to New Heights ++				Satisfied	
	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
Quality of education					✓
Teaching quality at the school					✓
Variety of subjects offered				✓	
Opportunities to learn music	✓				
Opportunities to learn drama	✓				
Opportunities to learn art				✓	
Opportunities to learn computers				✓	
Opportunities to learn health					✓
Opportunities to learn another language	✓				
Participation of students in physical education			✓		
Parent involvement in child's education					✓
Students access to academic counseling (gr. 7-10)	N/A				
Students access to career counseling (gr. 7-10)	N/A				
Students access to library ^^					
Students access to student assessment for special education					✓
Students access to services to help reading and writing diagnosis					✓
Teaching about knowledge of life skills					✓
Students are learning what they need to know					✓
Students find school work interesting					✓
Students find school work challenging					✓

^^ Community library is used

	Base Camp	Starting Climb	Midway	Above Tree Line	Summit Reached
Students help each other					✓
Students respect each other					✓
Students get involved I community activities					✓
Students are encouraged to do their best					✓
Students follow the rules					✓
Students are safe at school					✓
Students are safe on their way to and from school					✓
Students treat each other well					✓
Teachers care about their students					✓
Students are treated fairly by adults					✓

**GOALS REACHED IN INDIVIDUAL PROGRAM PLANS 2007 – 2008
SAMPLE – 5 STUDENTS**

GOALS ACHIEVED IN INDIVIDUAL PLANS – SAMPLE

Student A	January 2007	June 2008
Take responsibility for good hygiene	85%	_*
Maintain positive attitude	85%	_*
Verbalize consequences of good and bad behavior	98%	_*
Take part in communication only related to him	83%	_*
Will behave in age appropriate manner	83%	
Will complete Grade 5 number concepts	Reached Goal	*New goals added
Student B		
Demonstrate age appropriate independence		34%
Contribution and citizenship: comply with rules		15%
Academic and functional literacy		
Communication	32%	98%
Improvement in applied math	-	-
Reading comprehension		75%
Personal and social adjustment:		
Respect others space	21%	27%
Coping with stressors	13%	66%
Student C		
Responsibility and independence		
Wearing glasses	44%	37%
Requesting help	5%	42%
Working independently	26%	47%
Contribution and citizenship		
Keeping desk organized	58%	100%
Excusing himself	75%	75%
Academic and functional literacy		
Communication competence	52%	90%
Making eye contact	18%	13%

Student C		
Personal and social adjustment		
Coping with changes and stressors	74%	85%
Student D		
Responsibility and independence		
Demonstrates age appropriate behavior	53%	25%
Communicates need for body break	52%	50%
Not destroying property	36%	24%
Contribution and citizenship		
Complies to rules and routines	41%	61%
Academic and functional literacy		
Responds to greetings	80%	90%
Responds verbally to requests or questions	67%	96%
Personal and social adjustment		
Respects personal space of others	35%	28%
Staying in own personal space	18%	23%
Keeping his hands to himself	31%	37%
Student E		
Responsibility and independence		
Working independently	94%	18%
Taking responsibility for self check active listening	33%	18%
Asking for help	84%	75%
Academic and functional literacy		
Increase emotion vocabulary	74%	93%
Contribution and citizenship		
Put shoes independently	96%	
Personal adjustment		
Deal with personal stresses	93%	40%
Communicating appropriately	37%	87%
Age appropriate playing	98%	80%

APPENDIX I – RELATED DOCUMENTS

TOOLS FOR MEASURING SUCCESS AT OUR SCHOOL

1. School strategic plan
2. Individual program plans for each student
3. Achievement
 - a. Key math
 - b. Informal reading inventory
 - c. Woodcock-Johnson Test of Academic Achievement
 - d. Behavior Scales for Children
 - e. Personality Inventory for Children
 - f. Adaptive Behavior Assessment
4. Teacher quality indicators
5. Program evaluation checklist
6. IPP checklist (for content quality) – in progress
7. Continuous behavior monitoring