

## School Education Plan and Results Report

2015-2018

Year 3



**Well rounded. Well grounded. Well respected. Committed to learning.**

### **Mission Statement**

As evidenced in the excellence of our educational programming, the varied extra-curricular experiences afforded our students, and the richness of our daily interactions with each member of our school community, it is our commitment...

- To build a climate of respect and honesty in which individuals feel valued and supported in their efforts to achieve academic and personal success.
- To balance opportunity and experience, in recognition of the importance of developing the whole person.
- To strengthen the personal integrity of each individual by encouraging a commitment to the pursuit of his/her personal best.

## **SECTION ONE: School and Division Goals**

### **School Goals:**

**GOAL 1: More students are engaged in school, value school outcomes, and achieve excellence as indicated on the Grade 9 PAT results.**

*(EIPS Priority 2, Goals 1 & 4)*

**GOAL 2: Increase community connections between staff & students, and between staff and parent community.**

*(EIPS Priority 3, Goals 1 & 2)*

**GOAL 3: Build greater staff capacity where more staff have opportunities, and are supported in their professional and leadership capacities.**

*(EIPS Priority 2, Goal 3)*

### **Elk Island Public Schools Goals:**

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

##### **GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

##### **GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

##### **GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

**Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

**GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

**GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

**GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

**SECTION TWO: School Profile and Foundation Statements**

**Principal:** Mr. Lonnie Hicks

**Assistant Principals:** Ms. Karen Ramsey & Mr. Brandon Salzyn

**Counsellor:** Mrs. Lyndsey Pearson

**F.R. Haythorne Quick Facts:**

- F.R. Haythorne Junior High School was built in 1993 and is located in the eastern section of Sherwood Park. The school has a student population of approximately 700 with 53 certificated and classified staff.
- F.R. Haythorne provides comprehensive educational programming for Grades 7-9 students with regular, honours (Grades 8 & 9), modified (Success), and special education programs. In addition to excellent core subject instruction, regular and modified students are offered a wide range of compulsory and optional complementary courses at various grade levels.
- Students also have numerous opportunities to be involved and demonstrate leadership through such activities as intramurals, extra-curricular clubs, yearbook, volunteer work, and athletics. F.R. Haythorne teams have a rich tradition of success and are widely recognized for their sportsmanship, league play, and tournament performance.
- Education is a team endeavor and the F.R. Haythorne School Council and parents provide excellent support to the school. They are an integral part of the F.R. Haythorne community and vital contributors to the school's success.

**Programming highlights:**

- Optional complementary courses are available at various grade levels. These include construction technologies, food and fashion technologies, robotics, handicrafts, cartooning, band, musical theatre, art, drama, film studies, publishing, information studies, leadership, French, world travel geography, wildlife management, culinary foods, Iron Chef, fitness & wellness, recreational fitness, daily physical education, and honours programming (for grades 8 & 9 only).
- F.R. Haythorne has four system based special education classes. The three Generating Occupational, Academic and Life Skills classrooms (GOALS – Grades 7-9) are designed to meet the needs of students with mild cognitive disabilities. The focus of this program is on basic academics as well as life skills and social development. The Focus program (Grades 7-9) is for students with complex issues and related learning difficulties. Learning and coping strategies, social skill development, and support networks are key areas of this program.

### SECTION THREE: School Education Results Report (2016-2017)

What were the greatest challenges faced in 2016-2017?

1. Providing release time for all core subject teachers to engage in Literacy/Numeracy/Assessment Professional Learning.
2. Encouraging leadership opportunities with the removal of department coordinators continued to be a challenge in 2016-2017. However, staff are increasingly embracing opportunities to participate in professional development so they can expand leadership opportunities in our school to support provincial, district and school education plan goals (see professional development below in 2016-2017 Successes).
3. Having enough staff to support assessment modifications continued to be a challenge. Staff are required for assessment modifications such as proctors for students requiring additional time in isolation, readers/scribes and after school writing sessions.
4. Class sizes continued to be a challenge 2016-17, especially in some of the options where there is limited physical space and safety is a concern (foods, iron chef, culinary tourism, construction, French 9 and video game design).
5. Provincial Achievement Test (PAT) results at the acceptable level was a concern.
6. Building professional rapport with all students to ensure there is at least 1 adult in the building that our students can speak to when they are experiencing difficulties.
7. Closing the achievement gap for First Nations, Metis, and Inuit students.

What were the greatest successes in 2016-2017?

1. Vast improvements were made to learning technology infrastructure with upgrades to wireless access points and ethernet rewiring in our school. This increased reliability and stability of our network. We also procured three Chromebook portable labs and 20 additional Chromebooks for teachers and office staff to expand student access to computer technology and to continue to improve staff capacity with Google applications and classroom.
2. Increased co-curricular/field trip experiences to coincide with new Career and Technology Foundations (CTF) courses provided engaging experiential opportunities for our students. These new field trips included ComicCon for cartooning and video game design students and Skills Canada for construction and foods students.
3. Staff used a total of 153 substitute teacher days to engage in professional collaboration with school and district colleagues, and professional development directly related to professional growth plan goals, and school and district goals and initiatives. 73 of these days were funded via the FRH budget and an additional 21.5 days were funded through School Generated Funds.
4. Significant collaboration with district First Nations, Metis and Inuit consultants occurred in the second half of the school year, which resulted in the creation of a grant proposal aimed at closing the achievement gap of First Nations, Metis and Inuit students. Our library collection procured fiction and non-fiction resources that increased the voice and experiences of First Nations, Metis and Inuit peoples.
5. All Grade 9 students, our staff, and members of our parent council participated in Blanket Exercises. All Grade 7 students participated in Matters of the Heart programming.
6. We were able to collaborate with Bev Facey High School to utilize their facility for foods classes which reduced constraints in our facility.
7. To build effective professional relationships with students, we conducted two grade-group meetings during the year to identify students who may need additional

academic/social/emotional support. Staff volunteered to build a professional connection with students needing those additional supports. We also integrated Hawks' In the Hall in our staff meetings to identify and support students who temporarily need additional attention and supports due to unforeseen circumstances generally not related to our school.

How, and to what degree, did those challenges impact planning for 2017-2018?

1. Our budget maintains a commitment to providing release time for teachers to engage in collaboration and professional development.
2. With a robust learning technology infrastructure, we will continue to procure laptop and Chromebook devices.
3. We maintained our status as a closed-boundary school to reduce enrollment and class sizes.
4. We continue to align staff meeting and school based professional learning (SBPL) time to support work traditionally done in department meetings.
5. We continue to be committed to providing release time for staff collaboration to promote a better understanding of the students as academic, social, and emotional beings, allowing for the development of more effective professional relationships.
6. Conducting grade group meetings at least two times annually to identify student struggles and emerging strengths that result from targeted intervention and supports. We attempted four grade-group meetings in 2016-2017 but could not complete more than two because there was not sufficient time due to teachers teaching multiple grade-groups.
7. We budgeted for 0.303 full time equivalent (FTE) Teacher-Librarian time to support Literacy/Numeracy initiatives, First Nations, Metis, and Inuit resourcing and programming, and learning technology support for staff and students.
8. We were successful in our First Nations, Metis and Inuit grant application. This resource will increase all student learning and engagement and help close achievement gaps. It also provides planning time for 0.300 of a teacher's FTE.
9. We applied for and received a Classroom Improvement Fund grant from Alberta Education. Funds from this grant will be used to increase one teacher FTE by 0.455. This increased FTE provides student access to programs experiencing low enrollment. We will also use part of this grant to procure resources to support student literacy and numeracy skill development.
10. As we no longer have the KEYS program at FRH, we have provided 0.06 FTE as assigned non-instructional time to create and deploy mental health and wellness activities for our students. Part of this assignment is devoted to holding bi-weekly Student Voice meetings at lunch time where students are encouraged to discuss challenges and propose changes to our school culture.

#### **SECTION FOUR: School Goals, Strategies and Performance Measures**

**School Goal 1:** More students are engaged in school, value school outcomes, and achieve excellence.

**Division Outcomes:**

(P2, G1) - Our learning and working environments are welcoming, caring, respectful, and safe.  
(P2, G4) - The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies:**

- Homeroom time is more focused on building relationships with students.
- Supervision schedule is being treated more like an interaction schedule. Mindset change - Staff are interacting more with students rather than watching them.
- More diverse options are offered at students' interest level. Students were surveyed last spring to gather their input into the types of options they would like to take.
- Reorganize student timetables so students have a better mix of core subjects with complementary courses within a day.

**Performance Measures:**

- Reduced student truancy (from classes & school). Survey students at end of Semester 1 and 2 for option feedback & student engagement/attendance.
- Increase in student satisfaction as measured by the "Our Story" student surveys for caring, respectful workplace.
- Increase Parent/Student/Teacher satisfaction on School Improvement Accountability Pillar Measure.
- Increase student achievement at standards of acceptable and excellence for all 4 core PAT scores.

**School Goal 2:** Increase community connections between staff & students, and between staff and parent community.

**Division Outcomes:**

(P3, G1) – Student learning is supported and enhanced through parent engagement.

(P3, G2) - Community partnerships support the needs of our students.

**Strategies:**

- Hold meetings (August, October, February, & May) with staff in relation to connectedness with EVERY student at FRH. Ensure every student has at least 1 staff member they have a positive relationship with. Include discussion of student achievement to identify dynamic student need for supports.
- Employ PowerSchool log entries – easier to track incidents and communication
- Increase social media (Twitter, website, Remind, SynerVoice) to "get FRH messages out" to a greater portion of our community. Office staff will send out daily messages.

**Performance Measures:**

- Every student can articulate that they have at least 1 staff member they connect with.
- Increase in Parental Involvement on the Accountability Pillar Measure (to obtain the provincial average).
- Increase Parent/Student participation in P/T/S (Parent,Teacher,Student) conferences.
- Increase Student satisfaction with Teacher Connectedness as measured by the "Our Story" survey.

**School Goal 3:** Build greater staff capacity where more staff have opportunities, and are supported in their professional and leadership capacities.

**Division Outcome:**

(P2, G3) - All staff have the opportunity and are supported in increasing their professional and leadership capacities.

**Strategies:**

- Every staff member will belong to a minimum of 1 Professional Learning Community (PLC) this year. They will attend their respective PLC on SBPL days and as needed.
- Staff to share new learnings from Professional Development (PD) days with school admin and then out to staff.
- Budget for staff PD.

**Performance Measures:**

- 100% of staff belong to 1 or more PLC. Teachers will document the names of the PLC's in their Professional Growth Plan (PGP).
- At least 6 more staff feel they have a greater leadership role in the school.

## **SECTION FIVE: Summary of Performance Measures**

### **Student Learning Measures**

**PAT Course by Course Results by Number Enrolled.**

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	FRH	84.7	13.3	83.1	17.7	87.0	22.2	81.6	23.8	88.0	19.3	90	21.3
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
Mathematics 9	FRH	74.9	10.3	74.3	16.0	75.1	18.0	70.7	15.2	76.4	16.2	78.4	18.2
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Science 9	FRH	84.7	29.1	81.4	26.2	85.4	32.6	78.3	31.0	81.9	25.1	83.9	27.1
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Social Studies 9	FRH	71.4	20.2	72.6	21.1	74.7	26.4	65.2	20.7	74.9	22.8	76.9	24.8
	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		

### Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	87.1	86.1	86.9	82.7	85.9	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
<b>Teacher</b>	90.4	94.8	93.1	88.5	89.1	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
<b>Parent</b>	85.8	85.8	87.3	82.9	87.2	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
<b>Student</b>	85.1	77.7	80.1	76.8	81.4	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	80.0	80.0	77.2	72.1	77.3	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
<b>Teacher</b>	89.5	91.9	87.4	87.9	89.1	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
<b>Parent</b>	76.7	79.8	78.4	64.6	74.8	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
<b>Student</b>	74.0	68.4	65.8	63.9	68.1	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	77.7	80.5	76.3	72.4	77.6	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
<b>Teacher</b>	87.0	88.9	88.6	84.8	88.5	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
<b>Parent</b>	68.5	72.1	64.1	60.0	66.7	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Tell Them From Me		2014	2015	2016	2017
Survey Results					
Intellectual Engagement Composite	F. R. Haythorne	N/A	61	60	63
	EIPS	N/A	61	64	67



Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Canada	N/A	56	56	56
<b>Effort</b> Percentage of students who report they try hard to succeed in their learning.	F. R. Haythorne	68	70	69	73
	EIPS*	69	70	70	72
	Canada	73	73	73	73
<b>Students who are interested and motivated</b> Percentage of students who report they are interested and motivated in their learning	F. R. Haythorne	35	38	34	36
	EIPS*	36	38	40	42
	Canada	34	34	34	34
<b>Student that value school outcomes</b> Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	F. R. Haythorne	70	71	72	71
	EIPS*	63	64	65	67
	Canada	80	80	80	80
<b>Relevance</b> Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	F. R. Haythorne	6.1	6.3	6.2	6.3
	EIPS*	6	6.1	6.2	6.3
	Canada	6.3	6.3	6.3	6.3
<b>Advocacy at School</b> Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	F. R. Haythorne	2.6	2.7	2.7	2.6
	EIPS*	2.6	2.6	2.7	2.7
	Canada	2.9	2.9	2.9	2.9

\*EIPS data is for Grades through 12

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	86.3	83.8	85.3	82.3	86.8	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	95.7	92.0	96.7	87.8	94.2	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	80.8	84.2	79.4	82.0	83.6	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	82.5	75.4	79.9	77.1	82.5	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	80.0	81.8	81.1	83.2	88.9	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	89.1	92.6	87.1	92.6	96.6	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	76.1	77.7	82.3	76.7	82.3	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	74.9	74.9	73.9	80.2	87.9	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	85.3	80.4	77.0	71.9	80.9	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4

<b>Teacher</b>	95.0	95.7	87.1	62.5	80.8	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	73.1	70.5	61.5	76.5	77.8	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	87.8	75.0	82.3	76.7	84.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	FRH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	72.6	78.3	76.3	65.1	76.0	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	92.0	88.1	85.1	70.4	88.5	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	53.2	68.5	67.4	59.7	63.6	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

#### How do parents provide input to the School Education Plan?

The School Education Plan will be reviewed with the Parent Council on October 18, 2017. The Principal will advise parents of the process school staff will undertake to analyze 2016-2017 PAT results and Accountability Pillar/"Our Story" data. During the October 18 Parent Council meeting, parents will be provided the opportunity share experiences and suggestions relative to our school goals, strategies and measures.

#### How is the School Education Plan shared with parents?

The School Education Plan will be shared with the Parent Council during the meeting on October 18, 2017. Parents were advised that they could provide input and advice regarding school goals, strategies and measures throughout the school year. Parents were also advised that the F.R. Haythorne School Education Plan can be viewed on the school website: <http://frhaythorne.ca/>