

School Education Plan and Results Report

2015-2018

Year 1



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.

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. Brad Cooksley

Assistant Principals: Ms. Jessica Smith & Mr. Brandon Salzyn

Counsellors: Mrs. Sheree Rankin

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.
- The KEYS Program (Keys to Empowering Youth to Succeed) is a multi-agency mental health capacity project working within the school and community to assist students and families. KEYS Success Coaches focus on assisting students with transitions both into and out of junior high school, increasing parental engagement in the school, helping students create and maintain positive relationships, promotion of mental and physical health, prevention programming, and connecting with community resources.
- 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, handicrafts, cartooning, band, choral, musical theatre, art, drama, film studies, publishing, media, 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 GOALS classrooms (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 (2014-2015)

What were the greatest challenges faced in 2014-2015?

1. Student engagement. F.R. Haythorne experienced a high rate of student absenteeism during the 2014-2015 school year. While much of this was in the grade 9 cohort, there was significant absenteeism in the other grades to warrant some concern.
2. We are a school that embraces inclusion but we acknowledge that this did, and continues to, present challenges for our teaching staff.

How, and to what degree, did those challenges impact planning for 2015-2018?

1. F.R. Haythorne is committed to student success for every FRH student. We have re-aligned subject instructional time to afford more time for CTF and option courses. We also sought and implemented student choice for option courses we offered this school year. The belief is that more students would be engaged in all subjects as more complementary courses are spread throughout their day.
2. In relation to number 2 above, we have split our grade 9 "SUCCESS" class into 2 cohort groups that have regular students in them. This is to help grade 9 students' transition into high school easier and also provide some student/peer support in the class.
3. Build staff capacity. At the request of a large number of staff the school administration eliminated the subject coordinator position. The plan is to use a more distributed model where all staff are now part of a Professional Learning Community (PLC) to enhance their professional knowledge, skill set, and leadership capability. Identified PLC s to date include: Google classroom, technology integration, health, assessment practices, CTF, and subject specific areas.

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:

- 10% reduction in student truancy (from classes & school). Hold exit interviews at end of Semester 1 for option feedback & student engagement/attendance. Hold again at year end for Flex, core subject areas.
- 5% increase in student satisfaction as measured by the Tell Them From Me (TTFM) student surveys for caring, respectful workplace
- 5% increase in satisfaction on School Improvement Accountability Pillar Measure
- 2-3% increase in the in the standard of 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.
- Employ the use of PowerSchool Log entries – easier to track incidents and communication
- Increase social media (Twitter, website, Remind, SynerVoice, etc.) to “get FRH messages out” to a great portion of our community. Office staff to send out daily messages.

Performance Measures:

- Every student can articulate that they have at least 1 staff member they connect with.
- 5% increase on the Parental Involvement on the Accountability Pillar Measure (to obtain the provincial average).
- 90% turnout rate of our parents attending P/T/S conferences.
- 5% increase in student feedback as measured by the TTFM survey for teacher connectedness.

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 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. Documented in their 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	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	FRH	83.0	17.4	82.9	12.9	84.7	13.3	83.1	17.7	87.0	22.2	88	25
	EIPS	87.7	19.9	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
Mathematics 9	FRH	63.8	10.3	69.4	13.9	74.9	10.3	74.3	16.0	75.1	18.0	78	20
	EIPS	72.3	19.8	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Science 9	FRH	80.8	21.9	78.5	21.1	84.7	29.1	81.4	26.2	85.4	32.6	88	32
	EIPS	80.8	21.8	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Social Studies 9	FRH	72.8	18.8	71.4	14.3	71.4	20.2	72.6	21.1	74.7	26.4	78	28
	EIPS	76.1	24.4	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	FRH					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	0.0	0.0	0.7	0.0	0.1	2.7	2.0	3.5	2.2	2.8	4.2	3.2	3.5	3.3	3.4
Returning Rate	*	*	*	*	n/a	43.8	17.4	21.2	32.4	30.8	27.9	23.4	23.0	21.1	20.3

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.0	84.8	87.1	86.1	86.9	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	84.1	91.3	90.4	94.8	93.1	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	87.7	81.5	85.8	85.8	87.3	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	83.2	81.5	85.1	77.7	80.1	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FRH					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	72.0	78.6	80.0	80.0	77.2	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	77.0	86.3	89.5	91.9	87.4	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	68.2	76.8	76.7	79.8	78.4	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	70.9	72.8	74.0	68.4	65.8	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	71.6	76.9	77.7	80.5	76.3	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	81.8	85.7	87.0	88.9	88.6	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	61.4	68.0	68.5	72.1	64.1	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Tell Them From Me		2014	2015
Survey Results			
Intellectual Engagement Composite	F. R. Haythorne	N/A	61
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	N/A	61
	Canada	N/A	56
Effort	F. R. Haythorne	68	70
Percentage of students who report they try hard to succeed in their learning.	EIPS*	69	70
	Canada	73	73
Students who are interested and motivated	F. R. Haythorne	35	38
Percentage of students who report they are interested and motivated in their learning	EIPS*	36	38
	Canada	34	34
Student that value school outcomes	F. R. Haythorne	70	71
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS*	63	64
	Canada	80	80

Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	F. R. Haythorne	6.1	6.3
	EIPS*	6	6.1
	Canada	6.3	6.3
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice Scale of 1 to 10	F. R. Haythorne	2.6	2.7
	EIPS*	2.6	2.6
	Canada	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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.7	87.3	86.3	83.8	85.3	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	94.4	93.8	95.7	92.0	96.7	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	84.2	86.5	80.8	84.2	79.4	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	84.5	81.5	82.5	75.4	79.9	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	83.7	84.8	80.0	81.8	81.1	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	91.6	94.3	89.1	92.6	87.1	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	87.5	86.2	76.1	77.7	82.3	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	72.0	73.9	74.9	74.9	73.9	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.5	84.5	85.3	80.4	77.0	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	78.1	84.4	95.0	95.7	87.1	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	70.5	81.6	73.1	70.5	61.5	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	90.0	87.5	87.8	75.0	82.3	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	72.0	75.9	72.6	78.3	76.3	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	81.5	86.9	92.0	88.1	85.1	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	62.6	64.8	53.2	68.5	67.4	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.