School Education Plan and Results Report

2015-2018

Year 2

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. Jessica Smith & Mr. Brandon Salyzyn
Counsellor: 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, 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 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 (2015-2016)

What were the greatest challenges faced in 2015-16?

1. Providing release time for teacher collaboration to encourage cross-curricular (core and option) projects based learning activities due to adjusting instructional time (as per the Guide to Education) for Math, Science, Social Studies, Health, and option courses.
2. Encouraging leadership opportunities with the removal of department coordinators.
3. The hardware and network infrastructure was not adequate for the student and staff population at F.R. Haythorne.
4. Having adequate staff to support assessment modifications.
5. Providing professional development opportunities to support instruction in integrated classrooms.
6. Class sizes, especially in some of the options where there is limited physical space and safety is a concern (Foods, Construction, French 8).
7. Although student PAT achievement is still high it declined during the 2016 exam cycle.
8. Identifying student's dynamic needs throughout the year.
9. Closing the achievement gap for FNMI students.

What were the greatest successes in 2015-16?
1. Adjustments to the master schedule improved student attendance and engagement.
2. Interspersing options and core time promoted more focused student engagement during classes.
3. Teacher autonomy began to increase due to the removal of department heads.
4. A plan was put in place to address the network and hardware issues in the school. The network issues were largely resolved in August 2016.
5. The philosophy of Haythorne Cares has been incorporated into the daily culture of the building.

How, and to what degree, did those challenges impact planning for 2016-2017?

1. Based on 2016 PAT results we will provide more release time, school based professional learning time and staff meeting time for department colleagues to perform in-depth analysis of student achievement in core classes. The analysis of achievement by test item and student will help inform the focus of instructional innovation and improvement.
2. The purchase of Chromebook resources will require significant investment in assessment planning, and Google professional development.
3. Alignment of staff meeting and school based professional learning (SBPL) time to support work traditionally done in department meetings.
4. Increased 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.
5. Changes to the timetable and increasing FTE were made to reduce class sizes.

6. Conducting grade group meetings at least 4 times annually to identify student struggles and emerging strengths that result from targeted intervention and supports.
7. We will conduct detailed analysis of assessment records for the 27 FNMI students from the 2015-16 school year to identify focus of instructional support required to close the achievement gap. We will also utilize division FNMI resources to provide professional development to staff and learning opportunities to students to ensure a safe, caring and respectful climate for all who work and learn at F.R. Haythorne.

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:
- Reduce 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 Tell Them From Me (TTFM) student surveys for caring, respectful workplace.
- Increase Parent/Student/Teacher satisfaction on School Improvement Accountability Pillar Measures.
- 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 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.
- Increase on the Parental Involvement on the Accountability Pillar Measure (to obtain the provincial average).
- Increase Parent/Student participation in P/T/S conferences.
- Increase Student Satisfaction with Teacher Connectedness as measured by the TTFM 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 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	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	FRH	82.9	12.9	84.7	13.3	83.1	17.7	87.0	22.2	81.6	23.8	84.0	25.0
	EIPS	87.2	20.1	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
Mathematics 9	FRH	69.4	13.9	74.9	10.3	74.3	16.0	75.1	18.0	70.7	15.2	74.0	17.0
	EIPS	76.1	22.8	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Science 9	FRH	78.5	21.1	84.7	29.1	81.4	26.2	85.4	32.6	78.3	31.0	82.0	33.0
	EIPS	83.4	24.4	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Social Studies 9	FRH	71.4	14.3	71.4	20.2	72.6	21.1	74.7	26.4	65.2	20.7	70.0	23.0
	EIPS	78.5	24.6	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.8	87.1	86.1	86.9	82.7	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	91.3	90.4	94.8	93.1	88.5	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	81.5	85.8	85.8	87.3	82.9	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	81.5	85.1	77.7	80.1	76.8	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

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

	FRH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.6	80.0	80.0	77.2	72.1	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	86.3	89.5	91.9	87.4	87.9	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	76.8	76.7	79.8	78.4	64.6	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	72.8	74.0	68.4	65.8	63.9	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	76.9	77.7	80.5	76.3	72.4	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	85.7	87.0	88.9	88.6	84.8	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	68.0	68.5	72.1	64.1	60.0	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me Survey Results		2014	2015	2016
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	F. R. Haythorne	N/A	61	60
	EIPS	N/A	61	64
	Canada	N/A	56	56
Effort Percentage of students who report they try hard to succeed in their learning.	F. R. Haythorne	68	70	69
	EIPS*	69	70	70
	Canada	73	73	73
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	F. R. Haythorne	35	38	34
	EIPS*	36	38	40
	Canada	34	34	34
Student that value school outcomes 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
	EIPS*	63	64	65
	Canada	80	80	80
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	F. R. Haythorne	6.1	6.3	6.2
	EIPS*	6	6.1	6.2
	Canada	6.3	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	2.7
	EIPS*	2.6	2.6	2.7
	Canada	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.3	86.3	83.8	85.3	82.3	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	93.8	95.7	92.0	96.7	87.8	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	86.5	80.8	84.2	79.4	82.0	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	81.5	82.5	75.4	79.9	77.1	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.8	80.0	81.8	81.1	83.2	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	94.3	89.1	92.6	87.1	92.6	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	86.2	76.1	77.7	82.3	76.7	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	73.9	74.9	74.9	73.9	80.2	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.5	85.3	80.4	77.0	71.9	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	84.4	95.0	95.7	87.1	62.5	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	81.6	73.1	70.5	61.5	76.5	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	87.5	87.8	75.0	82.3	76.7	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.9	72.6	78.3	76.3	65.1	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	86.9	92.0	88.1	85.1	70.4	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	64.8	53.2	68.5	67.4	59.7	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

How do parents provide input to the School Education Plan?

The School Education Plan was reviewed with the Parent Council on September 28, 2016. The Principal advised parents of the process school staff would undertake during the staff meeting on Oct. 5, 2016 and during School Based Professional Learning Days on Oct. 6 and 7 to analyze PAT School Reports and Accountability Pillar data. During the September 28 Parent Council meeting, Parents were 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 was shared with the Parent Council during the Council Meeting on October 21, 2016. Parents were advised that they are able to provide input and advice regarding school goals, strategies and measures throughout the school year. Parents were also advised that the F.R. Haythorne SEP can be viewed on the school website: http://frhaythorne.ca/