

School Education Plan and Results Report

2018-2021

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:

School Goal 1: More students achieve 1 year's growth in literacy.

(EIPS Priority 1, Goal 2) - More students achieve a minimum of one year's growth in literacy and numeracy.

School Goal 2: More students achieve 1 year's growth in numeracy.

(EIPS Priority 1, Goal 2) - More students achieve a minimum of one year's growth in literacy and numeracy.

School Goal 3: Develop a school culture where every member feels socially and emotionally supported.

(EIPS Priority 2, Goal 1) - Our learning and working environments are welcoming, caring, respectful, and safe.

(EIPS Priority 2, Goal 1) - The division uses evidenced-based practices to improve student engagement and achievement.

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: Mrs. Erin Clark & Mr. Aaron Tuckwood

Counsellor: Mrs. Lyndsey Pearson

F.R. Haythorne Quick Facts:

- F.R. Haythorne Junior High School (FRH) was built in 1993 and is located in the eastern section of Sherwood Park. The school has a student population of approximately 661 with 52 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, animal rescue, 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 and 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 (2017-2018)

What were the greatest challenges faced in 2017-2018?

1. 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.
2. Class sizes continued to be a challenge 2017-18, 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).
3. Closing the achievement gap for First Nations, Métis, and Inuit students.
4. Provincial Achievement Test (PAT) results, though maintained at the acceptable and excellence levels, slipped slightly in the October 2018 AERR.
5. Parent participation in the School Council was low and inconsistent.
6. Offering a large pallet of complementary courses has implications for the master schedule and staffing. When a course is no longer popular with students, certificated staff must develop new pedagogical proficiencies to teach courses students register in.

What were the greatest successes in 2017-2018?

1. We procured an additional 125 Chromebooks. This allowed us to permanently place five Chromebooks in each classroom. Consequently, teachers can use this resource for Google Read/Write, Newsela and Mathletics.
2. We purchased school licenses for Newsela and Mathletics. Every teacher at FRH now uses Google Classroom to utilize these resources.
3. We staffed and created a schedule that included Grade 9 student pull out for small group instruction. Our schedule also includes assigned non-instructional time for a teacher librarian, a numeracy and literacy lead teachers so we can better understand STAR reading assessment and Math Intervention Programming Instrument (MIPI) data, and develop supports for students who require urgent intervention in the development of literacy and numeracy skills
4. We had significant time with Elder Wilson Bearhead to support First Nation, Métis and Inuit outcomes in instruction. Our self-identified students were able to receive a great deal of support.
5. We were able to continue to offer a wide variety of Career and Technology Foundations (CTF) options to allow for great student engagement.
6. Promoting student social/emotional wellness through our school health champion and leadership classes.

How, and to what degree, did those challenges impact planning for 2018-2019?

1. We have less scheduled time with Elder Wilson. We were successful in our First Nations, Métis and Inuit grant application. This resource will increase all student learning and engagement and help close achievement gaps. It also provides planning time for 0.3 of a teacher's full time equivalent (FTE)
2. We are using additional technology to accommodate assessment modifications where limited support staff provides an implication challenge.
3. 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 0.831. 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.
4. Our budget maintains a commitment to providing release time for teachers to engage in collaboration and professional development. We have expanded assigned, non-instructional time (for student pull-out) to grade 7 and 8 core teachers.
5. With a robust learning technology infrastructure, we will continue to procure laptop and Chromebook devices with the focus on providing every classroom access to devices.
6. We maintained our status as a closed-boundary school to reduce enrollment and class sizes.
7. We continue to align staff meeting and school based professional learning (SBPL) time to support work traditionally done in department meetings.
8. We continue to provide 0.06 FTE as assigned non- instructional time to create and deploy mental health and wellness activities for our students. Including health presentations for students, and understanding Alberta Nutritional Guidelines for Children and Youth.
9. Conducting subject group meetings at least two times annually to identify student struggles and emerging strengths that result from targeted intervention and supports.
10. We budgeted for 0.303 full time equivalent (FTE) Teacher-Librarian time to support Literacy/Numeracy initiatives, First Nations, Métis, and Inuit resourcing and programming, and learning technology support for staff and students.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: More students achieve 1 year's growth in literacy.

Division Outcomes:

(P1, G2) - More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Work with colleagues to develop and utilize common assessments to more accurately determine students' literacy proficiency.
- Continue to utilize our Learning Strategies 7/8 course to help students build literacy strategies.
- Utilize our Literacy Support time to work with students recognized as needing intervention or urgent intervention.
- Utilize our Teacher Librarian to create resources using Newsela to support literacy in all classes.
- Assess students' attitudes towards literacy using SARA (Survey of Adolescent Reading Attitudes).
- Teachers use more literacy support technology, such as Newsela and Read Write for Google, in their classrooms.

Performance Measures:

- More students achieve Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- More students achieving 1 years literacy growth on their STAR reading assessment
- STAR assessment being administered more frequently.
- Fewer students requiring Urgent Intervention based on STAR assessment results
- More teachers using literacy support strategies in their classrooms.
- Teachers, Parents, and Student indicate that they are satisfied with the ability to access support to help with reading or writing.

School Goal 2: More students achieve 1 year's growth in numeracy.

Division Outcomes:

(P1, G2) - More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Teachers focus on mental math strategies as part of their instruction.
- Work with colleagues to develop and utilize common assessments to more accurately determine students' numeracy proficiency.
- Have students engage in Math Talks to help develop a deeper understanding of math concepts.
- Utilize Mathletics to provide students with math curriculum enrichment and study tools.
- Continue offering Math Strategies 7 course.
- Students complete Math Intervention Programming Instrument (MIPI) in fall and spring.

Performance Measures:

- More students achieve Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- MIPI exam administered multiple times.
- Students utilizing math language to explain understanding more often.

School Goal 3: Develop a school culture where every member feels socially and emotional supported.

Division Outcome:

(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:

- Award positive referral for positive behaviors. Students recognized by administration, at Parent Council, Staff Meeting, and on Hawks TV
- Continue with Friday morning Kahoots
- Host monthly Student Voice Meetings where students are encouraged to discuss challenges and propose changes to our school culture.
- Offer clubs and activities for students to participate in, including Gay Straight Alliance (GSA), Creativity Room, Intramurals, Leadership, open library time

Performance Measures:

- Every student and staff member receive 1 positive referral.
- Teachers, Parents, and Students respond positively that they feel students are safe at school, are learning the importance of caring for others, are learning respect for others, they feel teachers care about students.
- Student attendance and punctuality improve.
- Discipline for negative behaviours decline.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	FRH	83.1	17.7	87.0	22.2	81.6	23.8	88.0	19.3	82.0	17.2		
	EIPS	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	FRH	74.3	16.0	75.1	18.0	70.7	15.2	76.4	16.2	63.7	15.2		
	EIPS	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Science 9	FRH	81.4	26.2	85.4	32.6	78.3	31.0	81.9	25.1	81.6	29.3		
	EIPS	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Social Studies 9	FRH	72.6	21.1	74.7	26.4	65.2	20.7	74.9	22.8	73.8	23.0		
	EIPS	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.1	86.9	82.7	85.9	84.3	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	94.8	93.1	88.5	89.1	89.6	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	85.8	87.3	82.9	87.2	82.6	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	77.7	80.1	76.8	81.4	80.8	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

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

	FRH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.0	77.2	72.1	77.3	73.7	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	91.9	87.4	87.9	89.1	83.3	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	79.8	78.4	64.6	74.8	69.6	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	68.4	65.8	63.9	68.1	68.3	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.5	76.3	72.4	77.6	61.5	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	88.9	88.6	84.8	88.5	68.8	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	72.1	64.1	60.0	66.7	54.2	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	FRH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.8	85.3	82.3	86.8	86.1	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	92.0	96.7	87.8	94.2	93.4	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	84.2	79.4	82.0	83.6	84.4	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	75.4	79.9	77.1	82.5	80.4	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.8	81.1	83.2	88.9	84.0	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	92.6	87.1	92.6	96.6	87.4	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	77.7	82.3	76.7	82.3	76.9	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	74.9	73.9	80.2	87.9	87.7	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.4	77.0	71.9	80.9	75.5	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	95.7	87.1	62.5	80.8	65.6	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	70.5	61.5	76.5	77.8	71.7	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	75.0	82.3	76.7	84.1	89.2	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.3	76.3	65.1	76.0	67.2	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	88.1	85.1	70.4	88.5	81.1	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	68.5	67.4	59.7	63.6	53.4	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

How do parents provide input to the School Education Plan?

The School Education Plan will be reviewed with the Parent Council on October 17, 2018. The Principal will advise parents of the process school staff will undertake to analyze 2017-2018 PAT results and Accountability Pillardata. During the October 17 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 17, 2018. 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/>

First Nation Métis Inuit Project Celebrations

Our students have come to know and appreciate Elder Wilson in the building. On a regular basis if he is coming in to the school student will ask to have him come to their classes to share knowledge with them. They recognize him as part of our F.R. Haythorne community, our Grade 7 students in particular, want to be the ones to greet him and escort him to other classes.

The knowledge base of both staff and students has increased immensely this year with the work that has been done. Students are able to see multiple perspectives when we look at a variety of issues and are increasing their understanding of why the voices of the original people in the country matter so much. The staff is more comfortable discussing these topics in more depth, and our learning will continue next year as with more information at staff meetings and professional development (PD) days in preparation for the new Teacher Quality Standard (TQS) coming in 2019.

Over the past year, Elder Wilson has connected with a student in care and developed a relationship. This relationship continued throughout the year and has been very valuable to the student in maintaining a connection to his roots despite being in foster care and away from his biological family.