



SCHOOL EDUCATION PLAN

SCHOOL: Ardrossan Junior Senior High School

PRINCIPAL: Miss MJ Nam

ELK ISLAND PUBLIC SCHOOLS’ MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS’ PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	38.992	Salaries	\$4,796,607
Classified	7.186	SES	\$162,167
		Total	\$4,958,774
		surplus/deficit	\$38,692

SCHOOL PROFILE AND CONTEXT

Less than ten minutes from Sherwood Park and fifteen minutes from Fort Saskatchewan, Ardrossan Junior Senior High School exemplifies rural, family values in a progressive learning environment. Our community supports learning at the highest level and effectively prepares students for post-secondary achievement. Ardrossan prides itself as a positive learning environment with high quality staff. We offer grades 7-9 French Immersion, and we are Elk Island Public School’s grades 10-12 French Immersion site. The school excels in Provincial Achievement Tests and Diploma results in both of Canada’s official languages.

Programming Highlights:

Ardrossan is a rural grade 7 – 12 school that focuses on academic excellence. We support all of our students in the achievement of their personal and learning goals. Ardrossan offers a range of programs including French Immersion, Honors programs, Off-Campus Education, Registered Apprenticeship Program, Green Certificate, Work Experience, Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Band, Jazz Band, Drama, Advanced Theatre, Art, Spanish and Personal Fitness. Learning environments at Ardrossan are a mixture of inquiry-based learning initiatives and projects, along with direct instruction and correlating field trips. French Immersion is offered at the 30 level in most of the core subjects with a high percentage of students graduating with Elk Island Public Schools French Immersion Diploma, DELF (Diplôme d’Étude en Langue Française-International Diploma of French Language Studies) and a high acceptance rate to Campus St. Jean at the University of Alberta and other Universities. We are distinguished in our Fine Arts Program, including impressive results from numerous music competitions,



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art shows and drama festivals. We value collaboration with our feeder schools, on a staff and student level, with curriculum alignment, mentorship opportunities and student transition.

We are proud to have a high percentage of our students involved in a wide scope of extracurricular activities. Our excellent athletic program affords students numerous opportunities to be involved at both the developmental and competitive levels. A high percentage of our students participate on school teams in the Edmonton Metro High School Athletics leagues. We have significant representation at the Alberta Schools Athletic Association provincial championships. Ardrossan offers a wide scope of leadership opportunities, including Character Education instruction and access to involvement with groups such as Student Council/Leadership, Gay Straight Alliance, Social Justice and other volunteer initiatives. Numerous excursions provide off campus enrichment for participating students: award winning band trips and tours, the Bamfield marine biology experience and more. The range of programming options at Ardrossan demonstrates our commitment to holistic education that goes beyond the classroom environment to engage all learners. We value collaboration with our feeder schools on a staff and student level with curriculum alignment, mentorship opportunities and student transition.

EIPS PRIORITY: Promote Growth and Success for All Students

SCHOOL GOAL:

For all students to experience growth and success in the areas of literacy and numeracy by continuing to build a culture of school-wide collaboration.

COMMON STRATEGIES:

- Strive for excellence with professional development time to collaborate with other / same subject teachers on strategies that support literacy and numeracy or developing projects that develop literacy and numeracy skills
- Create collaborative professional development opportunities to identify / develop cross-curricular connections to develop numeracy and literacy skills
- Identify literacy and numeracy skills that enhance creative thinking and critical thinking
- Consistency within departments and collaboration between teachers as to how we approach and support literacy and numeracy in all departments

LITERACY STRATEGIES:

- Student cross teaching and reading between grades and classes
- Focus on multi-modal texts in social studies ie. current events



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- Expand the types of texts provided to students
- Work on differentiating text levels for student reading levels
- Peer tutoring through Student Council
- A different type of literacy- reading the land, interpreting clues and behaviour of wildlife
- Junior and Senior High projects including research and specific terms and vocabulary ie..project based learning
- Continue to set high expectations in literacy
- Student access to mentor texts (broken down exemplars) as a starting point for writing in order to scaffold the learning
- Sharing book titles/lists of what we're reading/watching as well as the students' choices
- Increased time reading and conferencing about the reading

NUMERACY STRATEGIES:

- Use of trade manuals, blueprints, design diagrams, recipes, measurement, beat and rhythm, reading the language of musical notes, bringing the written word to life on the stage, outdoor education
- Offering students the opportunity to work as volunteers as scorekeepers, track and field, and cross country officials
- Personal fitness plans including sets, reps and tempo. Ie.tracking heart rates
- Continue to promote mental math rather than use of calculators and strategies that assist with algebraic reasoning
- Set high expectations for students in terms of demonstrating their numeracy and competencies using appropriate scientific vocabulary and mathematical / quantitative thinking
- Consistency within departments and collaboration between teachers as to how we approach and support numeracy in all departments with variety and overlap

MEASURES:

- Circulation of library resources numbers increase
- Purchasing and use of classroom libraries increase
- Collaborative examples of literacy and numeracy cross curricular projects
- Use of Newsela for the reading levels
- Increase use of STAR and MIPI data for interventions and course selection
- High school completion rate - 3, 4, 5-year completion rate
- Annual high school drop-out rate to be lower than EIPS and the Province
- Diploma examination participation rate- above EIPS and the Province in 1 to 6 + writing of exams
- Maintain PAT and diploma exam achievement



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- Assist parents and students in selecting the appropriate courses through planning sheet; using diagnostic screeners ie. STAR and MIPI to ensure accurate placement in programs
- Review our timetable to ensure all students have access to quality programming
- Recognize and capitalize on student's individual potential; develop student skills in setting goals for their educational achievement

RESULTS: (To be added for Results Review)

EIPS PRIORITY: Enhance High Quality Learning and Working Environments

SCHOOL GOAL:

Building teacher capacity to improve student learning experiences, engagement, and differentiation through a variety of innovative instructional practices over the course of a school year.

STRATEGIES:

- Continued use of Collaborative Teams in the Classroom for teachers and Educational Assistants
- Professional Learning on Differentiation and instructional practice with teaching a concept to different levels and to evaluate the concept
- Tip sheets for working with students who have different learning needs/codes.
- Sharing of strategies, activities resources that are improving student achievement and engagement
- Professional Learning sessions that are specific to subjects/grades - maybe bring in presenters from other divisions to share resources
- Building capacity to allow teachers to gain more mastery in specific grade levels
- Collaboration with other schools as well as other school boards (teachers)
- Problem-based learning-creating a solution to a problem
- Emphasis with budget to purchase resources for new class activities
- Use of apps - such as desmos, notability, PHET
- Sharing student work at various stages of development
- Emphasize learning process, not only end product or mark
- Ensure students and parents receive assessment feedback in a timely manner
- Students building assessment criteria with teachers
- Continue hands on learning



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MEASURES:

- High School completion rate
- Diploma examination participation rate- above EIPS and the Province in 1 to 6 + writing of exams
- PAT and Diploma exam achievement
- More teachers have experience teaching the grades 7-12 curriculum

RESULTS: (To be added for Results Review)

EIPS PRIORITY: Enhance Public Education through effective engagement

SCHOOL GOAL:

Enhance public education by increasing community involvement, encouraging a culture of social responsibility, and developing empathetic citizens.

STRATEGIES:

- AJS Student Council continues to sponsor community volunteer projects ie. Giving Tuesday
- Guest speakers – ie. Overture with the Arts, community
- Media literacy collaboration ie. Strathcona County
- Welcome parents in classes to present information about their professions, careers, hobbies, areas of expertise
- Connect with other schools and districts for student collaboration on learning or activities or projects
- Have a Pronouns day
- Encourage students to partake in coaching and mentorship roles.
- Senior High classes plan, implement, and carry out activities for Junior High physical activities



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- Promote a sense of fair play and cooperation over competition
- Continued promotion of class and athletic historical achievements
- Continue to support Gay- Straight Alliance
- Student council organizes school wide community building activities
- Encourage First Nations Métis Inuit presentations and provide classroom resources ie. Environmental Biology
- Continue to showcase all student learning and activities and presentations (photographs and videos of student learning activities on website, Instagram, etc.) and in the school newsletter
- Continue to engage parents and families in field trip opportunities with students
- Include financial literacy in our math classes. Something that could be expanded upon as kids go from grades 7 - 12 (what is a mortgage, financing, pay etc. credit card debt)
- Display the Bison Pride rainbow flags in classrooms
- Display Treaty 6 Territory flag in classrooms
- Continue with school social activism work – club, bulletin boards, etc.
- Increase our social media presence to communicate the amazing work of our Bison herd
- Continue offering opportunities for community support/volunteering that are shared with us by outside agencies (Student Services)
- Continue to support charities and agencies with Donation Days – Blood Drive, Food Bank, Clothing Collection, etc.
- Using texts to engage students and raise awareness of social issues
- Continue with the Mental Health Capacity Building partnership- off-site
- Study themes on a monthly basis
- Use of mentalhealthliteracy.org for high school students

MEASURES:

- Increased student and parent satisfaction on the Accountability Pillar measure for active citizenship
- Increased number of students participated in community i volunteering and projects
- Increase with parent and student involvement through surveys and activities

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support. Identify your plan for FTE and how this will address learning gaps.	\$16 875
X	Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps). Identify your plan for professional learning and how it will address learning gaps.	\$ 2 160
X	Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology). Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.	\$3 000



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		Total Allocated
		\$22 035

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p>	\$ 23 602
X	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p> <p>Academic coaching</p>	\$ 3 240
	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	\$



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		Total Allocated \$ 26 842
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