

School Education Plan and Results Report

2012-2015

Year 2



Elk Island Public Schools



School Profile and Foundation Statements

School:	F.R. Haythorne Junior High School
Principal:	Debra Weir
Assistant Principals:	Sharon Gach, Barclay Spady
Counsellor:	Sheree Rankin

“Well Rounded, Well Grounded, Well Respected, Committed to Learning”

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 55 certificated and classified staff. With a modern and attractive facility, LCD projector equipped classrooms, complete wireless environment, two computer labs, four portable laptop labs, SMART Boards, fully outfitted band and drama rooms, applied technology and foods/fashion labs, two gymnasiums, and extensive library, F.R. Haythorne provides all the elements for students to have an engaging and positive educational experience for all students.

The school is well recognized for its academic excellence, student success, high standards for student conduct, diversity of programming, athletic programs, and fostering of good citizenship. Collectively, the school community is committed to:

- Building a climate of respect and honesty in which individuals feel valued and supported in their efforts to achieve personal success.
- Balancing opportunity and experience in recognition of the importance of developing the whole person.
- Strengthening the personal integrity of each individual by advancing the pursuit of personal best.

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. These include construction and communication 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, dance, recreational fitness, daily physical education, and honours programming.

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.

Academic, social, and personal support for students is abundant at F.R. Haythorne. 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, one-on-one mentoring, and connecting with community resources.

Character education, citizenship, and student leadership are integral to the F.R Haythorne experience. New to our school in the 2012 – 2013 school year was the “Haythorne Cares” initiative. Based on input from students, staff, and parents, the initiative was started to promote relationship building within the school in order to provide an all inclusive and caring school environment. We are very excited about the changes that have and will occur as a result of the initiative.

Staff, administration, and the parent community maintain very high academic and behavioural expectations for students attending the school. A consistent emphasis on maximizing student achievement has been established. Students are empowered to make positive choices, exercise self discipline, and are held to a high standard of conduct much as one would experience in a workplace.

Students also have numerous opportunities to be involved and demonstrate leadership through such activities as intramurals, student representative council (FYRE) extra-curricular clubs, yearbook, 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.

School Goals:

Goal One:

The “Cheers” Goal—Extreme Edition

Where everybody knows your name, and they’re always glad you came... (and they’re glad to hear your voice)...

To develop and support a school climate of acceptance, respect, caring, and personal well being via the implementation of the Haythorne Cares Project. (EIPS Goals 3 and 4)

Goal Two:

The “Anytime, Anywhere, Anyone” Goal

To provide and support an enriched technology environment for all stakeholders in order to further support engaging, personalized, and highly effective learning experiences. (EIPS Goal 2)

Elk Island Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

Provincial Goals:**Goal 1: An excellent start to learning**

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Goal One

The “Cheers” Goal—Extreme Edition

Where everybody knows your name, and they’re always glad you came... (and they’re glad to hear your voice)...

To develop and support a school climate of acceptance, respect, caring, and personal well being via the implementation of the Haythorne Cares Project. (EIPS Goals 3 and 4)

Strategies

Our primary strategy to meet our goal of each student experiencing a sense of belonging and personal well being involves the establishment and implementation of the Haythorne Cares initiative (see attachment for a complete description of the program). As we are a school with a relatively large population, we believe it is critical that we strive to get to know each and every student, and that each has at least one adult in the school who “knows their name”.

As we move to competency based planning, this goal supports the development of a number of these key factors. These are:

Citizenship

Collaboration and Leadership

Personal Management and Well Being

Evidenced Based Measurement:

- Student, staff, parental feedback via Student Summit, staff interviews, and parent interviews indicate a positive view of the Haythorne Cares project.
- Each student and staff member are able to articulate the goals and actions of HC
- Behavioral Tracking entries indicate a reduction in incidents in which students are bullying, shunning, or intimidating other students.
- A variety of intentional community building activities are held during the school year
- 2013 – 2014 “First Friday Fives” will be held the first Friday of each month in every homeroom. Staff are responsible to lead their homeroom class in activities and experiences which support our Haythorne Cares initiatives. This year we will focus on the character ed. core value of “respect”. Lesson plans, videos, group activities and projects will be available in “Staff Shared”. A total of nine First Friday Fives will be held, along with at least one whole school assembly/presentation.
- FOCUS and GOALS students are included in regular classes as much as is appropriate for each

Outcomes:

Year One:

- Incidents of bullying, aggression, intimidation, shunning, are greatly reduced as compared to previous years.
- Haythorne Cares (HC) is identifiable by all key stakeholders
- Physical plant is rich with Haythorne colors, statements, logos

- Cross grade homerooms successfully implemented and to be continued in subsequent years

Year Two:

- Bullying incidents as recorded in the Behavior Tracking system are reduced
- Cross grade homerooms in place
- First Friday Fives consistently held
- Core value of “respect” is highlighted
- Student Summit held. Students to present to staff at November staff meeting
- At least one article is written to be published in professional journal and/or one PD presentation is given about the program

Year Three

- Behavioral incidents are at an all time low as measured on the Behavioral Tracking System
- Cross grade cohorts more evident, they have become the FRH way
- Alumni continue to be involved in FRH
- Other schools ask for information as to how to implement the HC program

Action Plan- 2012 - 2013

Term	Focus	Activities/Events
One	Building Community Student Competencies: Citizenship Collaboration and Leadership Personal Management and Well Being	Grade 7 and New Student Orientations Haythorne Cares Opening Day School Assembly School Branding (logo, displays, plans for video wall) Student Summit Behavior Tracking begins Student Rep. Council begins Habits of Mind begins School Council begins Hawks in the Hall begins Pep Rally School wide fundraiser (Food Bank) School Council informed of Student Summit results Remembrance Day Assembly Lunch and Learns (Cyberbullying) Videowall Messaging
Two	Strengthening Community	In addition to those already listed: Guest speaker: Jason Dorland Team from Nunavut in Residence Pep Rally School Beautification (quotes, paint, organizing, purging)
Three	Celebrating Community	In addition to those already listed: Awards Assemblies HC Activities

		Grade Nine Farewell
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Action Plan 2013 - 2014

Term	Focus	Activities/Events
One	Building Community Student Competencies: Citizenship Collaboration and Leadership Personal Management and Well Being	Grade 7 and New Student Orientations Haythorne Cares Opening Day School Assembly KEYS much more visible in the school School Branding (logo, displays, plans for video wall) evident Student Summit Behavior Tracking begins Read at feeder elementary schools for Read In Week Work on UNESCO project begins School Council begins Hawks in the Hall begins Pep Rally held School wide fundraiser (Food Bank) School Council informed of Student Summit results Halloween Haunted House (elementary students to attend) Remembrance Day Assembly Videowall Messaging
Two	Strengthening Community	Keep the Good News Coming- KEYS renewal project Pep Rally School Beautification (quotes, paint, organizing, purging)
Three	Celebrating Community	In addition to those already listed: Awards Assemblies Fine Arts Awards Evening HC Activities Grade Nine Farewell

Performance Indicators

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	F.R. Haythorne Junior High School	80.0	75.1
	Province	83.4	82.0

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.	F.R. Haythorne Junior High School	87.1	84.8
	Province	89.0	88.1

Safe and Caring – Measure Details

	FR Haythorne					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.7	84.6	85.0	84.8	87.1	86.9	87.6	88.1	88.6	89.0
Teacher	82.8	96.6	84.1	91.3	90.4	93.8	94.4	94.5	94.8	95.0
Parent	72.0	82.8	87.7	81.5	85.8	85.3	86.1	86.6	87.4	87.8
Student	84.4	74.3	83.2	81.5	85.1	81.7	82.2	83.3	83.7	84.2

School Education Results Report (2012/2013)

We are very pleased to see that our school community has increased their satisfaction with our work in the areas of citizenship, safety, and caring. The staff met as a collective in the Spring of 2012 and planned a program “Haythorne Cares” as an intentional way of promoting a safe and caring school environment. The success of the program to date has been excellent. We now have cross graded homerooms, have students who know other students from each grade, and have an overall lower incidence of bullying as compared with previous years.

Results of the accountability survey in 2013 indicate that there is a measured increase in parents’ and students’ feelings of safety and caring in the school. Although our results are slightly below provincial results, there is none the less a positive increase when we compare our results from year to year. To our way of thinking, the increases in these areas as identified by our own communities is what supports our programming.

We know that work in this area is never complete. We have created and will follow a detailed three year plan in which we continue to raise awareness about bullying and its inherent negative impact.

School Goal Two:

The “Anytime, Anywhere, Anyone” Goal

To provide and support an enriched technology environment for all stakeholders in order to further support engaging, personalized, and highly effective learning experiences. (EIPS Goal 2)

Strategies

Incumbent on all educators is to understand the opportunities and challenges of our 21st century learning environment. At FRH, we are committed to offering a dynamic, inclusive, cutting edge educational experience for all students. Diversity, inclusiveness, and “anytime, anywhere” learning are all critical foundations to a successful academic program.

To this end, it is through the implementation and ongoing work with our second goal that these critical foundations will be addressed. We believe that junior high students must first feel that they “belong” (Goal One). Once they are confident in their school community, then there is better opportunity for their educational experience to be positively impacted by all that technology can offer. Technology in and of itself cannot and will not make a difference. It will be the intentional way in which we use it that will make possible that which without technology is not possible.

Student competencies this goal addresses are:

Critical Thinking and Problem Solving

Creativity and Innovation

Communication

Evidence Based Measurement:

- Opportunities for critical thinking and problem solving are rich and frequent as reported by staff members and students
- Staff demonstrate a willingness to use technology to support their instruction
- Right tool, right time
- Central office support is used regularly to implement Apple TV
- Appies and Apps is successfully started (PD)
- Staff “experts” identified—lead PD at staff meetings
- All parents visit GradeBook on PowerSchool
- GradeBook entries clearly define KLOs and assessment strategies
- PAT results in the “excellence” categories are increased by 2%
- Tech services works in concert with school personnel
- Staff and students are able to consistently use our wireless
- Staff are provided with iPads, professional development is ongoing and frequent
- A video wall is installed as well as an “information” monitor, both are updated frequently by a variety of staff members and students
- Training is provided for the aforementioned video wall and monitor

Outcomes:

Year One:

- Technology is used to enhance curriculum in all subjects, laptop carts are utilized during every period of every day
- Staff develop an interest in and ease of use for iPad technology
- Tech services works in concert with school personnel
- Students are able to use their own devices
- Video wall is installed and used regularly
- Staff use a variety of communicative tools (eTeacher, blogs, Edmodo, Remind 101, Synervoice)

Year Two

- Students who own their own devices have opportunity to use these devices on a daily basis
- Tech used to enhance literacy (reading) and comprehension
- PAT results in literacy excellence levels increase by at least 2% in relation to previous year's results
- Staff demonstrate leadership in presenting tech to peers
- Evergreening completed as a staff and student initiative

Year Three

- All students have daily opportunities to use tech to enhance their learning experiences
- All staff versed in using video wall
- All staff posting on website

Action Plan- 2012 - 2013

Term	Focus	Activities/Events
One	Building the Future Student Competencies: Communication Critical Thinking and Problem Solving Creativity and Innovation	Wireless installed Video wall installed Establish Twitter communication Establish Remind 101 communication Attendance at parent evening(s) focusing on technology (cyberbullying) Parents consistently use PowerSchool to inform Videowall Messaging Grade 9 Honours class "Project iPad" (letter writing campaign to get corporate sponsorship for a class set of iPads)
Two	Strengthening Our Present	iPads investigated, purchased, PD provided

		<p>Lunch and Learns (Cyberbullying)</p> <p>GradeBook and assessment align with curricula</p> <p>SBPL focus on assessment (led by department coordinators)</p> <p>GradeBooks monitored by admin.</p> <p>Apple TV accessed by staff and students</p> <p>2Learn Project begins (innovation in classroom technology)</p>
Three	Creating Our Future	<p>SBPL focus on implementing technology</p> <p>School plan for evergreening in 2013 – 2014</p> <p>Flipped classroom project (AISI)</p>

Action Plan- 2013 - 2014

Term	Focus	Activities/Events
One	<p>Building the Future</p> <p>Student Competencies: Communication Critical Thinking and Problem Solving Creativity and Innovation</p>	<p>Wireless consistently works</p> <p>Video wall consistently used as not only a showcase for athletics, but also focuses on fine arts and academics</p> <p>Twitter increases in users, quantity of tweets and quality of information</p> <p>Consistent use of Remind 101 communication</p> <p>Attendance at parent evening(s) focusing on technology (cyberbullying)</p> <p>Parents consistently use PowerSchool to inform</p> <p>Videowall Messaging includes school goals and weekly quotes</p> <p>Grade 9 Honours class “Project Literacy” (write a tech book with grade three students)</p> <p>ELA staff continue to strengthen our language arts programs. Comprehension, vocabulary, writing, literacy, and differentiated novel studies will be delivered in each language arts classroom.</p>

		ELA department coordinator will be appointed and supported.
Two	Strengthening Our Present	<p>iPads consistently used by staff. PE department uses them for assessment</p> <p>KEYS is visible in hallways at noon hours</p> <p>GradeBook and assessment align with curricula</p> <p>SBPL focus on assessment (led by department coordinators)</p> <p>GradeBooks monitored by admin.</p> <p>Apple TV accessed by staff and students</p> <p>2Learn Project completed (innovation in classroom technology)</p> <p>Discovery Ed. training completed and presented to staff</p> <p>Project Based learning pd completed by one staff member and shared with other staff members</p>
Three	Creating Our Future	<p>SBPL focus on implementing technology</p> <p>Flipped classroom project (AISI)</p>

Performance Indicators

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Survey Results			
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	F.R. Haythorne Junior High School	80.0	82.2
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	F.R. Haythorne Junior High School	86.3	87.4
	Province	89.8	89.3

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Provincial Achievement Tests			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	F.R. Haythorne Junior High School	84.7	82.8
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	F.R. Haythorne Junior High School	21.2	19.8
	Province	18.9	19.9

Provincial Achievement Tests		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Detailed Results					
Junior High					
English Language Arts 9	F.R. Haythorne Junior High School	84.7	13.3	84.6	17.8
	Province	76.4	14.7	78.6	15.9
English Lang Arts 9 KAE	F.R. Haythorne Junior High School	**	**	**	**
	Province	62.4	4.3	65.2	7.2

Mathematics 9	F.R. Haythorne Junior High School	74.9	10.3	66.6	12.1
	Province	66.5	18.2	66.3	17.6
Mathematics 9 KAE	F.R. Haythorne Junior High School	**	**	**	**
	Province	65.9	14.7	64.3	15.2
Science 9	F.R. Haythorne Junior High School	84.7	29.1	81.0	21.8
	Province	72.6	19.9	74.2	20.3
Science 9 KAE	F.R. Haythorne Junior High School	**	**	**	**
	Province	68.4	17.1	68.2	15.6
Social Studies 9	F.R. Haythorne Junior High School	71.4	20.2	73.8	17.7
	Province	65.3	18.7	68.4	19.0
Social Studies 9 KAE	F.R. Haythorne Junior High School	**	**	**	**
	Province	64.6	13.0	63.3	14.4

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.

FRH Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2009		2010		2011		2012		2013	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 9	FR Haythorne	79.4	16.3	87.8	23.2	83.0	17.4	82.9	12.9	84.7	13.3
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7
English Lang Arts 9 KAE	FR Haythorne	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	79.5	9.1	90.0	6.7	85.7	14.3	77.3	9.1
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5
Mathematics 9	FR Haythorne	n/a	n/a	n/a	n/a	63.8	10.3	69.4	13.9	74.9	10.3
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2
Mathematics 9 KAE	FR Haythorne	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7
Science 9	FR Haythorne	79.3	18.3	83.7	22.4	80.8	21.9	78.5	21.1	84.7	29.1
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9
Science 9 KAE	FR Haythorne	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1
Social Studies 9	FR Haythorne	n/a	n/a	77.2	19.9	72.8	18.8	71.4	14.3	71.4	20.2
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7
Social Studies 9 KAE	FR Haythorne	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0

School Education Results Report 2012/2013

We are very pleased with our PAT results as our results improved in every core subject. Particularly striking are our math and social studies results as we exceeded provincial averages in both “acceptable” and “excellence” levels. Our staff believe that the time we have spent working collaboratively during our School Based Professional Learning Days (SBPLs), and the climate we have created over the past year, have contributed to this increase in student achievement levels.

Provincial Achievements Tests are only one measure of how students are doing. However, they do indicate that our students can and do achieve with this type of assessment, and that our curricular demands are being met.

In discussion with the staff, our goal for next year is to exceed provincial results in the level of excellence in math and language arts. Continued collaborative work within departments is occurring, with an emphasis on student engagement and the inclusion of our special needs students. We are applying the lessons we’ve learned in science and social and are anticipating great results with this group of grade nine students.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
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Annual dropout rate of students aged 14 to 18.	F.R. Haythorne Junior High School	0.7	0.0
	Province	3.5	3.9
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	F.R. Haythorne Junior High School	77.7	73.7
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	F.R. Haythorne Junior High School	72.6	76.5
	Province	80.3	79.8
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	F.R. Haythorne Junior High School	85.3	78.5
	Province	80.6	80.0

School Improvement – Measure Details

	FR Haythorne					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	73.7	71.5	79.5	84.5	85.3	79.4	79.9	80.1	80.0	80.6
Teacher	70.0	65.2	78.1	84.4	95.0	78.2	80.8	80.1	81.1	80.9
Parent	60.7	64.7	70.5	81.6	73.1	78.1	77.0	77.3	76.2	77.9
Student	90.6	84.6	90.0	87.5	87.8	81.8	81.8	82.9	82.7	82.9

As is evident in this set of data, our school community continues to recognize the work we are doing to improve as an educational center. Although there is always work to be done in this area, we believe we are on the right track. We also believe that the effort we have made to communicate with our community, to celebrate all that our students accomplish and represent, and the successful branding that has occurred over the last two years has also made a significant impact.

We are also pleased with our provincial achievement test results, particularly in the area of “students who achieve at the acceptable level” in each of the four core subject areas. Where work will be done this year is in the area of “students who achieve at the level of excellence”. Our teachers have met and agreed to share these results with our current grade nine students with the intent of challenging them to achieve at their highest levels. We are confident!

School Council Involvement and Communication of Plan

School Council members were first involved in all plans in September, 2012. At that time they were given copies of our proposed school goals and asked to provide input. As was suggested at that meeting, the proposed goals were shared with all parents via email and comments and suggestions were solicited. The feedback received from the parent community was excellent and helped drive the final goals. Each parent who responded to the “school goals email” received feedback about their suggestions as well as a note of appreciation for the time they took to respond.

These strategies continued in September, 2013. We were astounded by the number of parents who attended our first School Council meeting (almost 30 parents were present). We believe this may be explained in part by the presentation given by our assistant principal about how parents can best access PowerSchool and eTeacher pages. The response to the presentation was very positive and we are considering offering a second similar presentation in the new year.

Once goals were finalized, the School Education Plan was shared with the School Council. Members expressed their appreciation for the opportunity to provide input, and stated that they felt “heard”. We are looking forward to the next three years of work on our excellent goals.

Additional Information

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

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.

Attachment 1

Background Information Re:

THE HAYTHORNE CARES PROJECT

BUILDING A FRAMEWORK OF ACCEPTANCE AND RESPECT THROUGH EDUCATION AND EMPOWERMENT FOR OUR STUDENTS, STAFF AND PARENTS

The Haythorne Cares Project is an exciting, locally developed program that is in its first year of implementation. Growing from a professional development activity in May, 2012, it is developing into something that has the potential to make our amazing school truly exceptional. It calls upon the abundant human resources we have, our fantastic students, dedicated staff and committed parents. It is very exciting and full of tremendous possibilities.

September 2013

Welcome back to school everyone! As the Haythorne Cares Project enters its second year we celebrate what we have accomplished together thus far and anticipate the possibilities ahead. We started the year off with a bang. Our blended homerooms provided a familiar setting for our returning eights and nines as well as a welcoming environment for our new students. We served a hot dog lunch to the entire school and topped things off with a hugely successful afternoon of activities that provided our homeroom communities a chance to play together.

We are introducing a new initiative called First Friday Five. In period five of the first Friday of every month we will be spending time in homerooms. The time will be spent discussing and integrating our 2013/14 core value of respect, as well as continuing to develop and sustain the relationships within the group. Truly an exciting year ahead for the tremendously dedicated learning community here at FRH!

October 2013

What an amazing and exciting month it has been for our school. There is a positive energy that emanates from the students in classrooms, gyms and hallways. We successfully launched our inaugural First Friday Five. It was an opportunity for homerooms to continue the process of community building and begin reflecting on our core value of respect and how they might consider applying it. As we move forward, we are seeking ways to build our library of resources through a collegial sharing of ideas. Of course there is always the seemingly inexhaustible wealth of resources within our student body. Energy and vibrancy, creation and innovation, Haythorne Cares!

Excerpts From 2012 - 13

September 2012

The Haythorne Cares Project is an exciting new initiative in its first year of implementation. Initially inspired by the response to a professional development activity last May, it is growing into something that will make our school truly exceptional and unique. It is locally developed and designed to provide numerous opportunities to build lasting relationships between students, staff and parents. Follow the growth of this exciting project on this page in the future. Haythorne Cares... Indeed!

October 2012

After an incredible start to the year, the Haythorne Cares Project continues to build momentum. On October 1, we held our first Student Summit at F.R. Haythorne. It was amazing! The synergy and energy in the library was incredible! Student representatives from all three grades discussed their vision of what it means to be a Haythorne citizen. They also broke into grade groups and discussed some possible projects that would celebrate "respectful rites of passage" for each grade. These ideas were presented to the staff at our October 3 meeting to resounding support and approval. The presenters were clear, concise and enthusiastic. Well done Summit Students!

November 2012

The project continues to grow with the enthusiastic support of students, staff and parents. A recent school-wide survey indicates the positive impact our program is having on the lives of our students. Our priorities for the near future include providing support for initiatives created by students in their October summit. We are also involved in visioning the project's growth over the next three years. Onward and Upward Hawks!

December 2012

Merry Christmas everyone, from Haythorne Cares

January 2013

This month the Haythorne Cares Project examines the issues of harassment and bullying. Learning as much as we can about these important topics will inform which directions we choose to take as a collective and caring community of students, staff and parents. We will explore these issues at our Professional Development day on January 31, 2013. We are excited about this opportunity to learn and develop effective strategies as we move boldly into a new year!

March 2013

Students and staff had the opportunity to listen to the message of Jason Dorland. Mr. Dorland is an Olympian who found the "Win From Within". A parent evening was held in which Mr. Dorland shared his ideas about how parents can help kids persevere and be resilient.

June 2013

This has been an amazing year! We have seen the successful implementation of cross graded homerooms, an emphasis on respect and acceptances, and a general feeling in the school of positivity and fun. Watch us soar!