

**School Education Plan and
Results Report 2018-2022
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:

School Goal 1: To strategically plan and align our teaching practice so that students can attain a minimum of one 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: To align our teaching practice with intentional targeted teaching so that more students are able to achieve a minimum of one 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 to promote effective stakeholder engagement where every member of the school community 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: Ms. Jessica Smith

Assistant Principals: Mrs. Erin Clark & Mr. Aaron Tuckwood

Counsellor: Ms. Carol Knott

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 646 with 33 certificated and 13 classified staff members.
- F.R. Haythorne provides comprehensive educational programming for grades 7-9 students with regular, honours (grades 8 & 9), and two district special education programs (GOALS and FOCUS). In addition to excellent core subject instruction, regular and modified students are offered a wide range of optional complementary courses.
- 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.

Programming highlights:

- We have a vast array of complementary courses available at all grade levels. These include animal rescue, app savy, art, baking bootcamp, band, cartooning, challenge science/myth busters, construction technologies, creative crafts, current events, DIY project creation, drama, fashion studies, film production, film studies, fitness, foods, football advantage, French, interior design/home décor, iron chef foods, leadership, learning strategies, lego robotics, musical theatre, outdoor pursuits, performing arts, personal image design, photography, publishing yearbook design, recreational fitness, snacks and appetizers, TV and broadcasting, video games design and world travel geography.
- F.R. Haythorne houses two district programs; three classes of GOALS; Generating Occupational, Academic and Life Skills, one at each grade level. These classes are designed to meet the needs of students with mild cognitive disabilities. As well, we have one FOCUS class, which is a combined class with students in grades 7-9 with complex issues and related learning difficulties. Learning and coping strategies, social skill development, and support networks are key areas of this program.
- F.R. Haythorne offers honours in grades 8 and 9

SECTION THREE: School Education Results Report (2018-2019)

What were the greatest challenges faced in 2018-2019?

1. Teachers feeling that instructional time was being lost to complete whole school events (surveys, locker clean up, presentations) as these were done at the same time resulting in a variety of classes losing minutes.
2. Bell schedule, due to our short bell schedule it makes it difficult for lunch clubs, academic support and catch up as well as sport practices.
3. Being aware of the mental health complexities of some of our students and ensuring staff have the resources and skills to provide appropriate support.
4. Providing individualized support for our First Nations, Métis, and Inuit students.
5. Staff and student attendance.
6. Having enough staff to support assessment modifications continued to be a challenge when students required readers/scribes, additional time or isolation based upon their ISP.
7. In order to not have students miss additional instructional time, students are asked to make up exams during non-instructional time (after school or at lunch).
8. Student behaviour issues leading to expulsion.
9. Timetable issues which left some teachers with unscheduled time, teachers then had to be reassigned.
10. Class sizes continued to be a challenge 2018-19, especially in some of the options where there is limited physical space and safety is a concern (foods, iron chef, culinary tourism, construction, and video game design).
11. Parent participation in the School Council continued to be low and inconsistent.
12. Offering a large pallet of complementary courses has implications for the master schedule and staffing. When students are no longer interested in a course, staff must develop new courses or skills to support student interests.

What were the greatest successes in 2018-2019?

1. Due to the timetable issues, we were able to staff and created a schedule that included Grade 9 student pull out for small group instruction.
Our schedule also included assigned non-instructional time for a teacher librarian. Time for a numeracy and a literacy lead who were tasked with working on understanding the STAR reading assessment and Math Intervention Programming Instrument (MIPI) and data. They were then able to develop supports for students who required urgent intervention in the development of literacy and numeracy skilled teachers were assigned more one on one and small group times to work with students.
2. CIF time was used to support students at their individual literacy level
3. Numeracy lead was trained on math benchmarking
4. Newsela and Mathletics subscriptions were purchased to offer home and in class support for students.
5. All of our grade 7 students participated in the Project of Heart.
6. All of our grade 9 students participated in the Blanket exercise.
7. More staff members were trained in completing the blanket exercise.
8. We were able to continue to offer a wide variety of Career and Technology Foundations (CTF) options to allow for greater student engagement and identification of new interests.
9. We were able to promote student social/emotional wellness through our school health champion and leadership classes.
10. Student voice was started up again at F.R. Haythorne which allowed students to meet and share their ideas about how to make the school even better.

How, and to what degree, did those challenges impact planning for 2019-2020?

1. We had to surplus 3 teachers at the end of the 2018-2019 school year.
2. We were able to improve the efficiency of the timetable by moving to a 7 day 6 period timetable, reducing extra prep time for all teaching staff.
3. Due to the small class sizes we had to eliminate our Success classes at each level.
4. We were able to increase language arts and mathematics time in the new timetable
5. Each language arts class was able to have a double block to work on a sustained literacy activities.
6. The BIONIC (believe it or not I can) block was created to support the students social/emotional growth (Health), and allow time for discussions of larger topics in a smaller setting, replacing the historical home room time of 5 minutes at the beginning of each day.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: To strategically plan and align our teaching practice so that students can attain a minimum of one 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 in order to more accurately determine students' literacy proficiency.
- Review common assessments.
- Continue to utilize our Learning Strategies 7/8 classes 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 prepare resources from our Newsela subscription to support literacy in all classes.
- Assess students' attitudes towards literacy using SARA (Survey of Adolescent Reading Attitudes).
- To have teachers use more literacy supported technology, such as Newsela and Read Write for Google, in their classrooms.
- Utilize our secondary literacy consultant to meet with and discuss current practice and pedagogy

Performance Measures:

- More students achieved Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- Using the STAR data, having more students achieving 1 years growth in literacy
- Utilizing the STAR assessment at least three times in order to more closely monitor progress of students and be able to have open conversations about areas of growth and success.
- Having fewer students requiring *urgent intervention* based on their STAR assessment results
- Have more teachers utilizing the literacy support strategies taught to students in other classes besides language arts.
- Having teachers, parents, and student indicate that they are satisfied with the ability to access support to help with students reading or writing.

School Goal 2: To align our teaching practice with intentional targeted teaching so that more students are able to achieve a minimum of one 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 focused on mental math strategies as part of their instruction.
- Colleagues worked together to develop and utilize common assessments in order to more accurately determine students' numeracy proficiency.
- Have students engage in *Math Talks* to help develop a deeper understanding of mathematical concepts.
- Utilize Mathletics to provide students with math curriculum enrichment and study tools both at school and home.
- Have all students complete the Math Intervention Programming Instrument (MIPI) in fall.
- Purchasing additional math manipulatives.
- Add vertical writing surfaces to math classrooms.

Performance Measures:

- More students achieve Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- Students utilizing math language to explain their understanding more often.
- Math teachers will increase their use of Math Talks

School Goal 3: Develop a school culture to promote effective stakeholder engagement where every member of the school community feels socially and emotionally 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 staff and students with positive referrals for positive behaviours. Students and staff are recognized by administration, at staff meetings, and on Hawk TV.
- To continue with our school wide Friday morning Kahoots and welcoming music.
- To continue to host monthly student voice meetings where students are encouraged to discuss challenges and propose changes to our school and culture.
- Offer clubs and activities for students to participate in, including Gay Straight Alliance (GSA), creativity room, intramurals, student voice, coding club, Dungeons and Dragons club, math support and open library time.
- Create a warm and welcoming school environment where parents feel comfortable coming in with questions and concerns.
- Continue to share a weekly Hawk's View to get important and timely information to parents/guardians.
- Post announcements at the beginning of period 1 so that students are able to see daily what is happening at F.R.Haythorne.
- Both Hawk's view and daily announcements are posted to the website.
- Mail out welcome postcards to all new students.
- Continue to mail out postcards to students as positive reminders of their hard work and appreciation from the office staff.
- Utilize the schools Facebook, Instagram and Twitter accounts to share what is happening on a regular basis, being purposeful about including all aspects of our school community and giving all staff access to the accounts.

Performance Measures:

- Document and ensure that every student and staff member receive at least 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, and that 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	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	FRH	87.0	22.2	81.6	23.8	88.0	19.3	82.0	17.2	85.5	21.8	85	20
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	FRH	75.1	18.0	70.7	15.2	76.4	16.2	63.7	15.2	73.2	24.5	75	25
	EIPS	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4	69.92	24.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	58.7	18.4		
Science 9	FRH	85.4	32.6	78.3	31.0	81.9	25.1	81.6	29.3	84.5	33.2	85	33
	EIPS	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	74.4	26.3		
Social Studies 9	FRH	74.7	26.4	65.2	20.7	74.9	22.8	73.8	23.0	80.9	25.9	80	25
	EIPS	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.0	20.4		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	FRH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.0	0.0	0.0	0.0	2.2	1.9	1.1	1.1	1.7	3.2	3.0	2.3	2.3	2.6
Returning Rate	n/a	n/a	n/a	n/a	n/a	21.0	19.8	32.5	21.5		18.2	18.9	19.9		

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.9	82.7	85.9	84.3	83.1	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	93.1	88.5	89.1	89.6	76.9	95.6	94.8	95.1	95.8	95.4	95.4	95.4	95.3	95.0	95.1
Parent	87.3	82.9	87.2	82.6	84.0	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	80.1	76.8	81.4	80.8	88.5	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

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

	FRH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.2	72.1	77.3	73.7	68.5	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	87.4	87.9	89.1	83.3	63.4	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	78.4	64.6	74.8	69.6	64.9	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	65.8	63.9	68.1	68.3	77.1	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.3	72.4	77.6	61.5	68.9	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	88.6	84.8	88.5	68.8	77.1	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	64.1	60.0	66.7	54.2	60.7	68.1	66.6	67.3	66.2	74.2	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FRH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.3	82.3	86.8	86.1	85.5	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	96.7	87.8	94.2	93.4	84.2	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	79.4	82.0	83.6	84.4	87.0	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	79.9	77.1	82.5	80.4	85.4	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.1	83.2	88.9	84.0	85.1	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	87.1	92.6	96.6	87.4	90.0	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	82.3	76.7	82.3	76.9	77.6	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	73.9	80.2	87.9	87.7	87.6	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.0	71.9	80.9	75.5	75.8	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	87.1	62.5	80.8	65.6	65.7	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	61.5	76.5	77.8	71.7	74.1	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	82.3	76.7	84.1	89.2	87.6	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.3	65.1	76.0	67.2	65.1	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	85.1	70.4	88.5	81.1	71.1	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	67.4	59.7	63.6	53.4	59.2	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

How do parents provide input to the School Education Plan?

The School Education Plan was discussed at the School Council meeting on October 23, 2019. The Principal informed the parents that the staff is working on the wording and focus of the school goals to ensure we are supporting all our students and staff.

During the next School 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 was shared at our School Council meeting on October 23, 2018. Parents were advised that we will be sharing more details at the next School Council meeting. The School Education Plan will be sent out to all families via the weekly communication, Hawk's View. Parents will be encouraged to provide input and advice regarding the 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 know and respect Elder Wilson. Students will ask to have him join in the class to share his stories and knowledge with them. Elder Wilson went into a variety of core classes, as well he shared his knowledge in animal rescue, foods, drama and band. In the band and drama classes he shared his drumming with students in a drumming circle. Elder Wilson was in talking about connections to traditional foods when students were making Three Sisters Soup and bannock.

The staff and students continue to become more comfortable with their understanding and comfortable with First Nations perspective, stories, rituals and history. Students in grade seven participated in the Project of Heart. Students in grade nine experienced the Blanket exercise to deepen their understanding and impact of Residential Schools.

Students are exposed to opportunities to see multiple perspectives when discussing issues and are increasing their understanding of why the voices of the original people in Canada matter so much. The staff has become more comfortable discussing topics in more depth, and our learning will continue next year. Part of our staff meetings and some of our professional learning (PL) days will be utilized to develop our collective knowledge in order to support our students and community. We will continue to prepare teachers for the new Teacher Quality Standard (TQS).

Over the past two years, Elder Wilson has been able to connect students in care and develop a relationship. These relationships have been very valuable to the students in maintaining connections to their roots despite being in foster care, away from their biological families and in one case no longer with our district.