



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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**SCHOOL:** F.R. Haythorne **PRINCIPAL:** Jessica Smith

### **ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:**

To provide high-quality, student-centered education.

### **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

### **SCHOOL PROFILE AND CONTEXT**

- 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 630 with 33 certificated and 15 classified staff members.
- F.R. Haythorne provides comprehensive educational programming for grades 7-9 students with regular, honours (grade 9), and five district special education programs (GOALS (x3), FOCUS and SEAS). In addition to excellent core subject instruction, regular and modified students are offered a wide range of optional complementary courses.
- Education is a team endeavor, and the F.R. Haythorne School Council and parents provide excellent support to the school.

#### **Motto**

Well rounded. Well grounded. Well respected. Committed to learning.

#### **Mission**

Through the building of relationships, we create an environment that inspires everyone to be well rounded, grounded, respectful and committed to learning.



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**EIPS' PRIORITY:** Promote growth and success for all students

**EIPS' OUTCOME:** Students achieve a minimum of one year's growth in literacy and numeracy.

**EIPS' PRIORITY:** Enhance high-quality learning and working environments

**EIPS' OUTCOME:** The division uses evidenced-based practices to support and enhance the quality of teaching, learning and leading.

### **SCHOOL GOAL 1:**

By building teacher capacity for all teachers to implement differentiated assessment in their classes all students will demonstrate one year's growth in literacy and numeracy as measured by STAR assessments (Numeracy and Literacy) in September, February and May.

### **STRATEGIES:**

- Teachers will differentiate reading levels by using book clubs, as well as whole class novel studies
- Assessments will include observations and conversations
- Review common assessments and do collaborative marking sessions
- Encourage teachers to use more literacy supported technology, such as Read Write for Google, in their classrooms.
- Use of Vertical, Non-permanent Surfaces
- Provide FTE for reading intervention
- Use of targeted small group instruction to enhance learning (learning strategies classes and targeted time with teachers)
- Work with district consultants
- Time with departments to develop common standards to establish consistency of expectation
- Recognize the growing diversity of student population through literature choices and purchasing (LGBTQ+, BIPOC, First Nations, Metis, and Inuit Perspectives)
- Benchmarking to identify gaps in learning (numeracy)
- Use of common assessments to align instruction
- Utilize our secondary literacy consultant to meet with and discuss current practice and pedagogy
- Purchase furniture to encourage small group and targeted instruction.



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### MEASURES:

- The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 9 Language Arts and Mathematics Provincial Achievement Test
- Average grade equivalent on Star 360 Reading Assessment – 4-year trend data
- The percentage of families who agree the literacy skills their child is learning at school are useful (Alberta Education Assurance Survey)
- The percentage of families who agree that their child’s demonstrating growth in literacy (EIPS Parent/Caregiver Survey)
- The percentage of students in grade 9 who agree that they’re demonstrating growth in literacy (EIPS Student Survey)
- Average grade equivalent on Star Math Assessment Fall to Spring comparison
- The percentage of families who agree the numeracy skills their child is learning at school are useful (Alberta Education Assurance Survey)
- The percentage of families who agree that their child’s demonstrating growth in numeracy (EIPS Parent/Caregiver Survey)
- The percentage of students in grade 9 who agree that they’re demonstrating growth in numeracy (EIPS Student Survey)

### RESULTS: (To be added for Results Review November 2023)

**EIPS’ PRIORITY:** Enhance high-quality learning and working environments.

**EIPS: OUTCOME:** Our learning and working environments are welcoming, caring, respectful, and safe.

### SCHOOL GOAL 2:

By working collaboratively to strengthen connections and foster a positive school culture of belonging and collective responsibility, our community will engage in respectful interactions and model active citizenship as measured by the Alberta Education Assurance Survey, EIPS Engagement and parent surveys.

### STRATEGIES:

- Continuing with whole school lessons (in BIONIC class) and whole school presentations that develop skills identified by staff which support students belonging and collective responsibility.
- Continue with a positive referral program, followed up with a call or note home.



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- Recognizing teachers at staff meetings, on tv announcements and individually by administration.
- Positive phone calls- from the office and individual teachers.
- Welcome letters to all incoming students and families.
- Use of social media to recognize student and staff contributions to the positive school culture.
- Revisiting morning music and Kahoots for the whole school.
- Revive 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 based on student interest, including but not limited to Gay Straight Alliance (GSA), creativity room, intramurals, student voice, chess club, coding club, Dungeons and Dragons club, math support and open library time.
- Invite parents in for celebrations and performances
- 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.
- Continue to post Hawk's view and daily announcements to the website.
- Utilize the school's 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.
- Utilize social media to recognize diversity within our community.
- Utilize the leadership class to support a variety of areas in the school (ex. Library, athletics, fine arts, office etc.) and begin to build up a larger support system in the school where grade 9 students support grade 7 students.

### MEASURES:

- The percentage of families who agree school staff care about their child (EIPS Parent/Caregiver Survey).
- The percentage of families who agree that their child's school expects students to behave responsibly and are dealt with fairly if not (EIPS Parent/Caregiver Survey).
- The percentage of students in grade 9 who agree their school encourages learners to be responsible, respectful and engaged citizens (EIPS Student Survey).
- The percentage of students in grade 9 who agree they feel the staff at their school care about them (EIPS Student Survey).
- The percentage of students in grade 9 who agree the school expects students to behave responsibly and are dealt with fairly if not (EIPS Student Survey).



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- The percentage of teachers, families and students satisfied with the overall quality of basic education. (Alberta Education Assurance Survey)
- The percentage of teachers, families and students indicating their school has improved or stayed the same in the last three years (Alberta Education Assurance Survey).
- The percentage of EIPS staff who agree that overall, they are satisfied with their school as a place to work.

### **RESULTS: (To be added for Results Review November 2023)**

**EIPS' PRIORITY:** Promote growth and success for all students.

**EIPS' OUTCOME:** Students are supported and prepared for life beyond high school.

**EIPS' PRIORITY:** Enhance public education through effective engagement.

**EIPS' OUTCOME:** Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education.

### **SCHOOL GOAL 3:**

By offering authentic learning opportunities in school and around the community we will provide skills and knowledge for our students to find their passions and build attitudes and behaviours to be successful when they leave school, as measured by the Alberta Education Assurance Survey and EIPS Engagement.

### **STRATEGIES:**

- Enriched academy financial literacy modules done in Health classes.
- Promote participation in Take Our Kids to Work Day.
- Having guest speakers focusing on real life job connections.
- Having guest speakers come in for a special day to share job opportunities.
- Using BIONIC as a teaching tool to reinforce self-advocacy lessons.
- Using Health in grade 9 to discuss post-secondary and opportunities available to them. (RAP, Work Experience, Green



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Certificate).

- Working collaboratively with the high school to establish connections and discuss career pathways.
- Add the career pathway to all CTF courses in the registration guide.
- Add the career compass to the registration guide as well as course outlines.
- Utilize Chatterhigh to support student understanding of the variety of jobs available.
- Have our Grade 8 students present and share their knowledge in CTF and option areas with job connections to the incoming grade 7 students.
- Work with our high school feeder to have students present and share their knowledge in CTF and options areas with job connections.
- Have the CTF consultants come in to present a high school planning session to all families and students in January (prior to the EIPS My Career My Future event)
- Promote participation in EIPS sponsored career events.
- Working with our CTF consultant and CTF teachers to begin generating a list of community partners that we can connect our students with for volunteer opportunities or invite in to speak to our students about career opportunities.

### **MEASURES:**

- The percentage of families who agree their child is taught the knowledge skills and attitudes necessary to be successful in life (EIPS Parent/Caregiver Survey).
- The percentage of students in grade 9 who agree their school supports them in preparing for life beyond high school (EIPS Student Survey).
- The percentage of students in grade 9 who agree they're learning the knowledge, skills and attitudes necessary to succeed in life (EIPS Student Survey).
- Participation level of grade nine students in Take Our Kids to Work Day.

### **RESULTS: (To be added for Results Review November 2023)**

