



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: F.R. Haythorne Junior High

PRINCIPAL: Lana Lastiwka (Jessica Smith)

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred 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:

Mission

Through the building of relationships, we create an environment that inspires everyone.

- 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.

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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.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

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.

MEASURES:

- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.



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- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of families satisfied with the overall quality of basic education.
- Parent Google form specific to the assessment work and goal.
- Staff Google form specific to the assessment goal and committee work being done.

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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.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Continuing with whole school lessons (in BIONIC class) and whole school presentations that develop skills identified by staff that support students belonging and collective responsibility.
- Continue with a positive referral program, followed up with a call or note home.
- Recognizing teachers at staff meetings, on tv announcements, and individually by the 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.

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MEASURES:

- The percentage of families who agree students find schoolwork interesting.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families who agree teachers care about their child.
- 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 my school.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- Parent Google form specific to the culture goal and strategies.
- Staff Google form specific to culture goal and committee work being done.

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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.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote growth and success for all students; Success for Every Student.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver 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 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 them in to speak to our students about career opportunities.

MEASURES:

- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.



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- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- Parent Google form specific to the lifelong learning goal and strategies.
- Staff Google form specific to lifelong learning goal and committee work being done.
- The participation level of grade nine students in Take Our Kids to Work Day.