



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: F.R. Haythorne Junior High

PRINCIPAL: Lana Lastiwka

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 600 students with 33 certificated and 8 classified staff members. F.R. Haythorne provides educational programming for grades 7-9 students in the regular program, for grades 8 and 9 students in a division Honours program, and for grades 7-9 in three division special education programs (GOALS, FOCUS and SEAS). In addition to excellent core subject instruction, students are offered a wide range of options. Education is a team endeavour, 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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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 1:

Through discussing and enacting research-based, data-driven instructional processes and strategies, all staff will nurture students' academic success as students will garner an inherent appreciation of learning, measured by qualitative student responses.

STRATEGIES:

- Ongoing professional development for all staff around the curricular Competencies and how to meaningfully incorporate these Competencies into teaching and learning
- Ongoing professional development in cognitive learning research and mindfully implementing research-based strategies in day-to-day classroom practice
- School-wide book study incorporated into our professional learning plan, both as a whole staff and in individual discipline-specific departments
- Time for inter-disciplinary and intra-disciplinary collaboration to share best practices and analyze data together
- Regularly scheduled sessions in staff meetings on the latest instructional strategies, data analysis, and educational research findings
- Tailoring teaching methods to meet the diverse needs of students
- School-wide qualitative data collection of student voice through reflective questioning and student feedback
- Incorporating student feedback into instructional planning, and allowing students to have an active, articulated role in their learning process

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 one year of growth in: STAR 360 Reading Assessment.



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The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.

The percentage of students who demonstrate one year of growth in: STAR Math.

The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.

The percentage of EIPS staff who agree they've had opportunities to grow at work in the last year.

OTHER MEASURES:

The analysis of qualitative data garnered through student surveys and ongoing student conversation and observation, specifically with regards to student growth and engagement.



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EIPS PRIORITIES AND GOALS:

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 2:

By mindfully instilling honesty, integrity and resiliency into our day-to-day practice, our school community will develop a greater commitment to the common good by exercising compassion, empathy, and support for one another in our diverse society, as measured by the Alberta Education Assurance survey and EIPS survey.

STRATEGIES:

- Integrate lessons on honesty, integrity, and resiliency, which directly connects to our school Motto, into existing subjects. Use literature, history, and social studies to highlight these values
- Incorporate mindfulness exercises and practices into the school day to help students develop self-awareness and emotional regulation
- Use BIONIC classes as a tool to reinforce these lessons
- Recognize and reward behaviors that demonstrate honesty, integrity, and resiliency
- Ensure a focus on the curriculum which reflects diverse perspectives and experiences, promoting understanding and respect for all members of the school community

MEASURES:

The 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 parents and caregivers who agree teachers care about their child.

The percentage of EIPS stakeholders who agree staff care about students at their 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 agree students at their school model of active citizenship.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 3:

By providing rich learning opportunities through engaging teaching methods, students will develop and apply the eight competencies (critical thinking, problem solving, research and managing information, creativity and innovation, communication, collaboration, citizenship and personal growth and well-being) to successful life-long learning, living and working.

STRATEGIES:

- Ongoing professional development for all staff around the curricular Competencies and how to meaningfully incorporate these Competencies into teaching and learning
- Time for inter-disciplinary and intra-disciplinary collaboration to share best practices and analyze data together
- Intentional addition of competencies in short and long-range planning along with the required outcomes

MEASURES:

The percentage of parents and caregivers who agree their child's learning what they need to know.

The percentage of teachers, families and students who agree learners are engaged in their learning.

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and 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.

OTHER MEASURES:

The analysis of qualitative data garnered through student and teacher surveys, and ongoing student and teacher conversation and observation, specifically with regards engagement and accountability.

The analysis of qualitative data garnered through student and teacher surveys, and ongoing student and teacher conversation and observation, determine what "success" truly means for both teachers and students.