

School Education Plan and Results Report 2018-22 Year 1



Mission:

We educate and guide each student toward their greatest potential.



SECTION ONE: School and Division Goals

School Goals:

Goal 1: Success beyond High School

Outcome: Students are engaged, achieve mastery, and are supported in their transition to high school and beyond.

Aligns with District Priority 1, Goal 3: Success beyond high school

Goal 2: Success for every student

Outcome: Students achieve one year's growth in numeracy and literacy.

Aligns with District Priority 1, Goal 1: Success for every student

Goal 3: An inclusive culture of excellence and well being

Outcome: Staff and students are engaged and successful in working environments that are safe and caring.

Aligns with District Priority 2, Goal 1: A focus on wellbeing including student citizenship and staff engagement

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, Metis, 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: Ken Wlos

Assistant Principals: Sharon Gach

Counsellor: Lori Nelson

Quick Facts:

Total Budget: \$3,003,444 % Allocated to Staffing: 96%

At Rudolph Hennig Junior High we acknowledge with respect the history and culture of the peoples with whom Treaty 6 was signed and the land upon which Elk Island Public Schools resides. We also acknowledge the traditional homeland of the Métis Nation. We recognize our responsibility as Treaty members and honour the heritage and gifts of the First Peoples. We commit to moving forward in partnership with Indigenous communities in a spirit of collaboration and reconciliation. We welcome Elder Wilson as a member of our school community and are honoured by his willingness to share his knowledge and experience with us.

We are proud of our school culture. We have a welcoming, safe and caring atmosphere where we strive to meet the social, emotional, physical and cognitive needs of all students.

Our School Council supports the school with their time, ideas and fundraising, and continue to support our students with a hot lunch program based on our new nutrition policies. This team of stakeholders at Rudolph Hennig meet once a month and work together to foster a positive working and learning environment.

Mission

We educate and guide each student toward their greatest potential.

Programming Highlights:

In addition to regular programming, we offer a Success class, Knowledge and Employability curriculum, and LINKS (Learning- Individual Needs, Knowledge and Skills). Elective courses include art, band, drama, dance, computers, French, wildlife, outdoor education, hockey plus, film, fast and convenient foods, history of the 20th century through film, leadership, as well as fabrication and foods and fashion in grade nine.

We are the home of the Ravens and our sports teams proudly represent us at competitions for cross country, volleyball, basketball, badminton, golf, and track. They are coached by staff and by parent and community volunteers. In addition, we offer a drama club, a jazz band, a GSA (Gay Straight Alliance) and a variety of noon-hour activities such as intramurals. Students are also welcome to join the leadership elective in grade 9, developing their skills and promoting student involvement in school activities such as the Me to We initiative and our Student Charter of rights and responsibilities.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

Rudolph Hennig has achieved a strong google classroom culture. Staff, students and parents have utilized this tool achieve an optimal level of communication of progress and concerns.

We continue to do strong work with First Nations, Metis and Inuit learnings. We enjoyed Elder Wilson's visits to our school twice each month and we were sure to include him in many activities as an integral part of our school culture. We also ensured that each of our grade seven classes underwent the blanket ceremony, to ensure our entire student body had experienced this important reflective exercise.

The school continues to offer an exceptional amount of extracurricular programs and opportunities for students. In an effort to share these opportunities throughout the Fort Saskatchewan framework a pilot project of running a grade 4 to 6 Basketball tournament with our elementary feeder schools was done with great success.

Our Provincial Achievement math results were quite successful and we achieved our targets due to initiatives that were implemented, such as: daily noon hour support, dedicated Math EA time, the purchase of manipulatives and the Jump Math program, the inclusion of a new problem solving math elective, and Parent math tutorials throughout the year designed to help Parents support their children throughout the year.

Rudolph Hennig Junior High successfully implemented digital citizenship procedures that outlined the expectation of students not to be in possession of their personal communication devices during class time without the permission of staff. Staff still utilized the option of having students bring them to class for use in specific activities conducive to the outcomes of the lesson. Parents were very supportive and students transitioned extremely well to the new expectations placed upon them.

Challenges:

Many of our students struggled with mental health issues, and it became our number one concern after the year was completed. Referrals to our school counselor went up dramatically and the utilization of FSLW services was also increased.

Student results on both the STAR and Provincial Achievement Exams outlined literacy deficiencies, and highlighted the need for our students to develop a stronger reading culture. Many of students failed again to not attain one year's growth in their reading levels.

Behaviors around tolerance and classroom work were also factors that were in high incidence throughout the school year, and discipline cases based in these regards were noted as a slight increase from previous years. Classroom behavior and school cultural citizenship continued to be areas of concern moving forward. Staff outlined the need for clearer communication about students' needs and processes to address those needs moving forward.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

A mental health literacy professional development day opportunity for our staff has been planned as a Fort Saskatchewan framework initiative. This will be an initiative that builds upon the work done last year with our train the trainer project utilizing Stan Kutcher’s mental health literacy. We have planned the utilization of Mardi Bernard, a school mental health nurse as a consultant to help us to create and maintain trauma sensitive school practices that we can use moving forward. We will be increasing our counsellor’s FTE to help with the growing needs of our school.

We have planned to build on the success of exposing our elementary feeder students to our extracurricular basketball tournament to our other programs at Rudolph Hennig. Our band program will be doing a two mini concert tours to each of our Elementary framework schools, our Drama program will be visiting each of our elementary schools with a short interactive play, and we plan add to the Elementary Basketball tournament initiative by also running a triple ball volleyball tournament for grades 4 to 6 in the framework as well. We will also continue our successful breakfast program, “The Toast Club” supplies breakfast to our students wishing to take advantage of it.

Our school intends to strengthen our reading culture by sending two of our staff members to the Lucy Caulkins Readers Workshop. We will also provide each of our language arts teachers with secondary readers’ workshop materials along with the support from our two lead teachers. We also have activated, with our CIF funds, two of our staff’s partial teaching time to be able to model literacy strategies cross circularly and to work pull outs with some of our students in smaller groups.

In an effort to improve school citizenship and behavior we have incorporated a trackable noon hour study hall, as well as increased our efforts to improve branding and emphasis on the many great positive elements present at Rudolph Hennig. We have also continued our work with our students on our successful digital citizenship procedures, and are modifying our supervision/interaction practices and schedules to guide students at our break times.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Success beyond High School

Division Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies:

1. Provide opportunities for student leadership and governance by having students run and organize student council activities and citizenship/volunteer activities within the school and the larger community, including cross over activities with our feeder schools in elementary and high school.
2. Promote career exploration and planning throughout all curriculum areas, with a specific focus on career exploration in grade 8 and 9 health.
3. Provide connections to real world applications of the world of work, in part through the use of Google Docs, Google Classroom, and Career Exploration activities in cross curricular activities.

Performance Measures:

- Accountability Pillar Survey – Work Preparation will increase from 74.6% to 80% or better, and Citizenship from 71.3% to 80% or better.
- EIPS High School Completion Rates – Fort High will have an increase from 78% to 80% or better

School Goal 2: Success for every student

Division Outcome: Students achieve one year's growth in numeracy and literacy.

Strategies:

1. Implementation of Lucky Caulkins Secondary Reader Workshop practices and materials in the classroom.
2. Utilization of CIF funds to provide literacy lead teachers with opportunities to model successful practices, and provide pull outs to small groups of students.
3. Provision of EA support for numeracy in the formative math classrooms to support filling in gaps outlined by benchmarking.
4. Create and use ISPs (Instructional Support Plans) where necessary and identify and act on the learning needs of each individual student.
5. Use STAR and MIPI benchmarking tools each fall and spring to gather literacy and numeracy data for all students.

Performance Measures:

- Accountability Pillar Survey – In Student Learning Opportunities, satisfaction with the opportunity for students to receive a broad program of studies will increase from 81% to 83%. Perception of Education Quality will increase from 86.5% to 88%.
- STAR and MIPI assessments will show one year's growth, or equivalent
- PAT (Provincial Achievement Test) results in general will improve, but particularly in the following areas: Math Acceptable Standard we would like to maintain 80% or improve; ELA Reading Acceptable Standard will increase from 71.5% to 80% or better; and ELA K&E Writing will improve from 72% to 80% or better.

School Goal 3: An inclusive culture of excellence and well being

Division Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Strategies:

1. Engage student interest through video bulletin boards, posters and branding featuring our students throughout the school, extra-curricular activities, sports teams, and the use of the school website
2. Provide opportunities for students to showcase our programs such as band, drama, and athletics to our Fort Saskatchewan framework elementary schools.
3. Provide professional development via Stan Kutcher's school based mental health literacy program.
4. Provide cross curricular activities and field trips, such as Me to We and our GSA
5. Continue to support indigenized lessons, First Nations, Metis and Inuit learning, teachings from Elder Wilson, and exploring the concept of land education.

Performance Measures:

- Accountability Pillar Survey – School Improvement will increase from 75.3% to 80% or better.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	RHJ	89.0	14.7	85.7	14.3	76.6	13.1	77.9	17	84.9	11.3	80	15
	EIPS	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6	90.1	18.9		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	85.6	16.5		
English Lang Arts 9 KAE	RHJ	68.8	6.3	58.8	0.0	76.9	23.1	66.7	11.1	68.8	3.1	70	10
	EIPS	75.0	3.6	60.0	0.0	71.1	13.2	62.5	9.4	73.7	5.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	69.6	7.4		
Mathematics 9	RHJ	70.6	16.2	63.9	14.3	69.2	16.3	81.0	27.7	81.7	28.8	70	15
	EIPS	76.3	21.6	74.2	19.9	75.0	18.1	76.7	19.8	73.6	20.6		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	66.2	18.7	66.7	16.9		
Mathematics 9 KAE	RHJ	87.5	31.3	64.7	11.8	87.5	12.5	93.8	18.8	62.5	21.9	65	10
	EIPS	91.4	28.6	72.9	18.8	82.5	7.0	79.5	15.9	70.2	15.8		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57	13.3	67.6	16.0		
Science 9	RHJ	80.1	27.2	82.7	26.3	83.0	27.4	80	28.3	76.2	24.6	80	20
	EIPS	82.2	29.4	84.5	29.3	82.1	28.0	81.7	25.9	88.1	28.1		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	73.2	21.3	84.4	27.2		
Science 9 KAE	RHJ	93.8	37.5	88.2	29.4	85.7	21.4	87.5	37.5	93.8	25.0	80	15
	EIPS	91.3	34.8	87.9	18.2	78.0	24.4	79.3	24.1	93.5	19.4		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.8	13.4	74.3	14.2		
Social Studies 9	RHJ	77.9	27.9	83.5	33.1	80.4	29.9	79.3	34.5	70.5	27.0	77	23
	EIPS	74.1	25.1	76.1	25.4	72.7	21.8	75.9	24.6	80.1	27.2		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	66.3	20.2	74.6	24.0		
Social Studies 9 KAE	RHJ	87.5	18.8	58.8	17.6	84.6	53.8	75	25	88.2	35.3	70	10
	EIPS	84.0	16.0	66.7	12.1	73.9	26.1	65.5	17.2	88.9	25.9		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	64.6	16.6		

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.															
	RHJ					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.2	83.9	90.5	77.4	83.7	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	89.4	98.3	100.0	86.3	91.5	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	74.4	77.2	94.0	78.1	85.4	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	82.5
Student	76.7	76.2	77.6	67.7	74.2	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	95.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	RHJ					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	64.0	72.5	80.0	70.5	71.3	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	81.7	93.3	100.0	86.3	86.9	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	43.2	59.7	76.3	69.5	61.3	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	67.2	64.6	63.7	55.7	65.5	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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.															
	RHJ					EIPS					Province				

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	67.0	62.0	81.3	75.3	74.6	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	71.4	83.3	100.0	87.5	84.6	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	62.5	40.7	62.5	63.2	64.5	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	RHJ					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.2	87.5	89.4	86.6	86.5	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	90.6	97.2	97.4	98.9	94.2	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	75.9	85.0	89.6	87.5	85.4	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	80.1	80.4	81.2	73.3	80.0	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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.															
	RHJ					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	74.4	86.9	83.3	81.9	81.0	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	90.7	97.9	97.1	93.7	92.3	90.5	91.2	91.0	90.4	90.4	87.5	87.2	88.1	88.0	88.4
Parent	60.6	82.4	73.6	75.9	71.9	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	72.1	80.5	79.2	76.1	78.7	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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.															
	RHJ					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	59.4	68.9	80.5	70.9	75.3	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	54.5	75.0	100.0	93.8	69.2	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	44.4	62.1	73.5	65.0	81.8	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	79.3	69.5	68.1	53.9	74.8	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

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.															
	RHJ					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	63.6	69.6	81.2	65.7	76.1	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	80.6	83.3	92.2	78.8	76.0	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	46.7	55.9	70.2	52.6	76.2	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

In the fall, after the SEP has been confirmed, I will share the information on PAT Analysis and the Accountability Pillar survey results with my Parent Advisory council, as well as go review the strategies we wish to employ in order to reach our performance measures (Nov. 19th P.A.C. meeting).

As the school year progresses I will update the Parent Advisory council on our current status of the implementation of the strategies and their associated activities and correlate their connection in to our SEP. (ie. Will share the response of our December Elementary Band tour dates with the P.A.C. which contributes to our Framework sharing strategy in goals 1 and 3- Jan. 14th P.A.C. Meeting).

In the spring, I will continue to share the implementation of our strategies, as well as the budget framework, and discuss any adjustments to fees that we are speculating for the following year.