

School Education Plan

Rudolph Hennig Junior High

2025-26



School Education Plan for the 2025-26 School Year

Rudolph Hennig Junior High

SCHOOL GOAL 1

Cultivate high quality teaching and learning environments that are evidence-based, data driven, and student-centered.

Related Division Goals

- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.
- Priority 3, Goal 2: Enhance Public Education Through Effective Engagement; Engaged and effective Governance.

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Strategy

Professional learning for 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

Tailoring teaching methods to meet the diverse needs of students

Incorporating student feedback into instructional planning, and allowing students to have an active role in their learning process

Support the leveraging of Artificial Intelligence by working with EIPS consultants and utilizing district approved programs







School administrators, through instructional leadership, will support teachers to achieve the goals they set in their yearly PGPs with regular conversation, classroom observation, and formal meetings

Teaching is driven by quality assessment practices, with ongoing regular feedback that supports student learning and engagement

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M33	The percentage of students who achieve the standard of excellence in: Grade 9 Language Arts PAT.	7.10%	6.90%	No Result	
P1	G2	M40	The percentage of students who achieve the standard of excellence in: Grade 9 Mathematics PAT.	18.70%	22.30%	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	80.42%	79.29%	76.44%	
P2	G1	M66	The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.	100.00%	95.00%	100.00%	
P2	G1	M67	The percentage of EIPS staff who agree they've had opportunities to grow at work in the last year.	95.24%	100.00%	100.00%	
P1	G2	M194	The percentage of students who achieve the acceptable standard in: Grade 9 Language Arts PAT.	75.00%	74.00%	No Result	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M197	The percentage of students who achieve the acceptable standard in: Grade 9 Mathematics PAT.	69.10%	69.20%	No Result	

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SCHOOL GOAL 2

Support and facilitate an increase in engagement in student learning and learning opportunities to promote student success through high-quality and engaging learning environments.

Related Division Goals

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

Strategy

Increase diversity in learning opportunities for students that include interactive learning opportunities such as vertical surfaces, cross-curricular activities, whiteboard tables, increase in hands-on projects, and intentional connection to real-life context of learner outcomes.

Connect student passions and interests to learner outcomes through diverse learning opportunities.

Utilize more parent and local community to bring in guest speakers in CTF to highlight real-life connections to learning opportunities.

Continue First Nations, Métis, and Inuit professional development by utilizing Supports for Students Cultural Consultants to collaborate and develop teacher competency.

Increase opportunities for students to connect with feeder schools for leadership opportunities, and to see future learning

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opportunities and how they connect to the world of work.

Continue to provide opportunities for staff to collaborate, as well as to share student and teaching successes with colleagues.

Utilize option courses of Math Strategies and Learning Strategies to support literacy and numeracy growth

Enhance opportunities for high-achieving students to be challenged and engaged through enrichment and challenge.


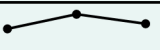
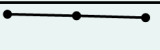
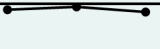

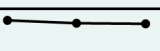
Utilize our Educational Assistant mentor dedicated to increased competency for all Educational Assistants to better support students

Additional numeracy support from a teacher targeting students at-risk

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M56	The percentage of families who agree learners find schoolwork interesting.	87.50%	66.70%	85.70%	
P1	G2	M57	The percentage of parents and caregivers who agree their child's learning what they need to know.	71.90%	84.20%	76.20%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	84.20%	82.90%	81.30%	
P1	G2	M59	The percentage of EIPS stakeholders who agree students are encouraged to do their best.	88.83%	91.23%	86.91%	
P1	G2	M60	The percentage of students, grades 9 and 12, who agree they're engaged in their learning, and the schoolwork's interesting.	37.07%	47.71%	34.86%	
P1	G2	M179	The percentage of teachers who agree learners find schoolwork interesting.	84.20%	81.80%	81.30%	

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Other Measures

Increase of guest speakers presenting to our CTF classes

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SCHOOL GOAL 3

Support the wellbeing of the staff and students of Rudolph Hennig to facilitate a positive, safe, and caring learning environment through specific strategic planning and means.

Related Division Goals

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

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Strategy

Focus on student and staff relationships by modeling positive interactions and supporting students with empathy and the opportunity to have a fresh start each day.

Promotion of mindfulness and regulation strategies

Promotion of a regulation space for students to reset and build mental health literacy.

Staffing of a 1.0 FTE qualified counsellor, preferably a registered professional.

Help students recognize stressors, both positive and negative, to support specific coping strategies.

Utilize a Positive Behaviour Supports model to understand the antecedent, behaviour, and consequence behind student behaviour.






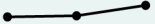
Promote community support for students, such as The Bridge and BGC

All decision making at the school shall consider mental health impacts

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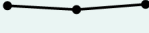
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M84	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.	80.80%	81.50%	79.20%	
P2	G2	M85	The percentage of parents and caregivers who agree teachers care about their child.	81.30%	84.20%	81.80%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	83.50%	81.80%	67.50%	
P2	G2	M87	The percentage of EIPS staff who agree someone at work cares about me as a person.	100.00%	100.00%	100.00%	
P2	G2	M88	The percentage of EIPS stakeholders who agree staff care about students at their school.	77.01%	79.64%	75.68%	
P2	G2	M91	The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.	73.98%	75.00%	84.38%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M92	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.	60.87%	71.70%	55.56%	
P2	G2	M93	The percentage of students who agree they are safe at school.	72.50%	68.90%	73.80%	
P2	G2	M94	The percentage of EIPS stakeholders who agree their school is safe.	65.43%	71.69%	77.96%	