



SCHOOL EDUCATION PLAN

SCHOOL: Clover Bar Junior High **PRINCIPAL:** Colleen Alpern

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

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

STAFF FTE		BUDGET	
Certificated	19.270	Salaries	\$2,594,165
Classified	7.37	SES	\$66, 669
		Total	\$2,660,834
		surplus/deficit	0

SCHOOL PROFILE AND CONTEXT

Quick Facts:

- Clover Bar Junior High School opened in 1971.
- Clover Bar Junior High School will have a staff of 19.27 certificated teachers, 10 educational assistants, 1 library tech assistant and 2.2 administrative support staff (Secretary 2 and Business Manager).
- Clover Bar Junior High School's budget for the 2021-22 school year is \$2,746,093. 96% of our budget is spent on staffing.
- Clover Bar Junior High School's current enrollment is 368 students including:
 - 12 Practical Learning and Community Education (PLACE) students,
 - 16 Focus Program students
 - to be determined number of students in the Bridging program (Grades 8 and 9)
- Clover Bar Junior High offers the Sport for Life program with one class of Grade 7 (35) and one class Grade 8 (35)

Programming Highlights:

- In preparation for high school and beyond, all Clover Bar students explore Career and Technology Foundations (CTF) and future occupations by engaging in sewing, photography and design, foods, commercial foods, improvisation, yearbook development, computer programming, fitness education, Lego robotics, app development, financial literacy, web design, advanced and regular building construction, cosmetology, and leadership.
- Clover Bar has a strong Fine Arts Program and students seek opportunities to engage in Art, Drama and Improv.
- Clover Bar offers Japanese as a Second Language (grade 7 only).
- Clover Bar students participate in Elk Island Public School athletics. Students engage in volleyball, cross-country, basketball, badminton, golf, and track and field.
- Clover Bar offers the Sport for Life program.
- Clover Bar has EIPS Division PLACE, Focus and Bridging programs



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EIPS' PRIORITY:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments

SCHOOL GOAL:

Strengthen relationships within the school community to enhance students' social and emotional well-being during their program at Clover Bar as informed by qualitative and quantitative data.

STRATEGIES:

Academic counselling position (0.14 FTE) to focus on:

- Individualized Support Plan (ISP) creation, writing, and tracking
- Grade 7 transition
- Grade 9 transition
- Out-of-school to In-school learning transition plans
- STAR / MIPI data on-going tracking and assessments
- Ensure all students are assessed in MIPI and STAR
- Peer tutoring
- Learning plans for struggling students in three to four week cycles
- Release time for teachers for student conferencing in all grades

Learning Loss Coach (0.17 FTE) to focus on:

- Teacher lead offering literacy and learning strategies to small groups of students
- Pull out for struggling students with focus on literacy interventions
- Address learning gaps / loss
- Utilize Supports for Students (SFS) resources to identify, track and plan for learning loss
- Use of base-line data to uncover learning loss and gaps

Counselling strategies (0.6 FTE)

- Addressing anxiety-based school avoidance
- Creating strong relationships with our grade 7 students and families
- Entry survey for grade 7 families
- Continue to strengthen connections with grade 8 and 9 students and families
- Increased FTE to help support post-traumatic recovery forward into the future
- Explore the use of emotional support animal in the school
- Monthly Social Emotional Learning (SEL) component at staff meetings

Administrative

- One on one conversations with each student throughout the school year
- Student surveys to explore assurance survey data, hear student voice, and address ongoing concerns
- Promotion of student voice and encouragement of student agency
- Mini Student conference on Social Emotional Learning (SEL)
- Mini student conference on meta-cognition
- Voluntary book study, monthly article or podcast for staff
- Professional development for staff around SEL (monthly)
- Student advisory group that meets with principal during the year

Professional Learning Focus for staff

- Social Emotional Learning (SEL) voluntary book / article / podcast study
- Staff sharing circles
- SEL virtual professional presentation on Professional Learning Day
- Development of common language, goals and understandings
- Encourage exploration of Professional Learning and development of professional growth plans (PGPs) around SEL
- Explore and implement restorative practices as part of classroom management and school discipline plan
- Monthly staff meeting presentations around SEL and healthy teams by counsellor
- HEART plan for self-care for teachers presentation by Astrid Kendrick
- Using collaborative groupings to reinforce the importance of working together to solve problems and achieve goals.
- Invite parents to share information with students about their professions, occupations, hobbies, skills and talents.

Health class themes and teachings

- Common themes and focus for all students around SEL including gratitude practices, restorative practices
- Acceptance and respect focus
- Knights' Code (Be safe, Be respectful, Be your best)
- Anti-bullying
- Social media responsible use and boundaries
- Gay Straight Alliance, Black Lives Matter, First Nations, Métis and Inuit, Inclusion



MEASURES:

- Star and MIPI assessment results
- Alberta Education Assurance Survey data
- EIPS survey
- School administered student, staff, and parent surveys
- Collection of stories around student voice

RESULTS: (To be added for Results Review)



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EIPS' PRIORITY:

1. Promote Growth and Success for All Students

SCHOOL GOAL:

Provide students with knowledge, skills, and strategies to take responsibility for their own learning so they can reach their potential as learners informed by academic data.

STRATEGIES:

Academic Counselling class (1 block per cycle for all classes)

- Monthly strategy focus for creating good study habits and work skills
- Monthly check-ins
- Direct teaching about self-regulation, meta-cognition, self-advocacy
- Establish a conflict resolution process (restorative practice) that is used school-wide any time there is a conflict
- Teach students when and how to ask for help
- Teach students how to identify resources and supports (academic, social emotional, community, financial, etc.) and to advocate for what they need to be successful
- Teach study skills, note-taking, organizational skills, goal setting, academic planning and how to be a successful student
- Teach about resilience and develop collective resilience within the school community
- Adapt and modify course content and objectives based on exit survey data from previous year from staff and students
- Activities and experiences to support learning (sharing circles, regular check-ins) and self-regulation, self-reflection strategies
- Goal setting and academic planning
- Mindfulness practice, gratitude, hopefulness, and breathing exercises

Common Classroom strategies for learning across each class every week

- Use of online strategies (agendas, calendars)
- Use of tools (powerschool, Brightspace, email, Google)
- Organizational techniques
- Pre-testing and assessments to determine areas of need
- Strength-based / Asset-based focus shift from deficit-based learning

Grade 7 Learning Strategies class

Peer tutoring

Peer mentoring (Grade 7 – 9 groupings, grade 8 transitions for grade 6)



MEASURES:

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RESULTS: (To be added for Results Review)




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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers, e.g., Lead teacher; Instructional coaching, literacy/numeracy assessment, small group student support).</p> <p>Identify your plan for FTE and how this will address learning gaps.</p>	\$ 13,362.00
	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	\$
		Total Allocated \$ 13,362.00



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SOCIAL / EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>The counselor's FTE has been increased by 0.1 in order to provide additional counselling services to our students and families.</p>	\$ 11,174.00
	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in providing social/emotional support).</p> <p>Identify your plan for professional learning and how it will address social/emotional needs of students.</p>	\$
		Total Allocated \$ 11,174.00

