

School Education Plan and Results Report

2015-2018

Year 1



Clover Bar Junior High School Motto: Aim for the Future

Our Mission: Clover Bar Junior High School, through the actions of its staff members will, strive to empower students to:

- Be the best person they can be
- Identify and explore their individual strengths
- Be accountable/responsible for their actions
- Become lifelong learners
- Prepare themselves for the future
- Strive to always do their best
- Behave in an acceptable and respectful manner to the entire school and neighboring community
- Increase their focus and concentration in class
- Complete their assignments on time and to the best of their ability
- Have an organized binder, complete sets of notes and make full use of their student agenda
- Be prepared for class by having the "tools of the school" (binder, paper, pen, pencil, calculator, text books) with them

SECTION ONE – School and Division Goals

Set three SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals for the 2015-2016 school year (reference the Division's priority number and outcome that the goal supports).

School Goals:

GOAL 1: More students achieve a minimum of one year's growth in literacy and numeracy (EIPS Priority 1, Goal 2).

GOAL 2: Build Staff, student and parent capacity in citizenship by developing a learning environment that is welcoming, caring, respectful, and safe so more stakeholders report satisfaction with education experiences at Clover Bar (EIPS Priority 2, goal 1, and, Priority 3 Goal 1).

GOAL 3: Increase opportunities for stakeholder engagement to support enhanced student learning so more students demonstrate academic, social and emotional growth each school year (EIPS Priority 2, Goal 3, and, Priority 3, Goal 2).

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.

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: Lonnie Hicks

Assistant Principals: Karen Ramsey, Jacqui Holmes

Counsellor: Kyla Sorel

Clover Bar Quick Facts:

- Clover Bar Junior High School opened in 1971.
- Clover Bar Junior High School has a staff of 21 certificated teachers, 7 Education Assistants, and 3 administrative support staff.
- Clover Bar Junior High School's current enrollment is 425 students
- Clover Bar Junior High School's budget for the 2015-16 school year is \$3,198,281. 88% of our budget is expended on staffing.

Programming highlights:

- Clover Bar has a strong academic reputation. Our students consistently achieve above provincial averages in acceptable and excellence standards on grade 9 Provincial Achievement Tests.
- Clover Bar has an EIPS Division PLACE program.
- Clover Bar has a strong Fine Arts Program. Students seek opportunities to engage in Art, Music and Drama complimentary courses.
- Clover Bar students participate in EIPS athletics. Students engage in volleyball, cross-country, cheer team, basketball, badminton, golf, and track and field.
- Clover Bar has two unique athletics programs; soccer and hockey. The soccer and hockey programs are built for students who are passionate in these sports and to further their experiences within the Elk Island community.
- Clover Bar has an outdoor education option that certifies students in the Alberta Conservation and Hunter Education Program.
- Clover Bar also offers a Recreational Fitness option to grade 8 and 9 students to promote attitudes for life-long participation in physical fitness and exercise.
- In preparation for high school, all Clover Bar students explore Career and Technology Foundations and future occupations by engaging in fashion studies, communication technologies, foods, and building construction. Our staff have contributed to the construction of LDCs (Locally Developed Courses) providing our students with opportunities to engage in advanced cooking and building construction.
- Clover Bar students engage in a number of community service learning opportunities. We participate in monthly food drives in support of the county food bank. Leadership option students and staff volunteer service at Hope Mission. Our DPA (Daily Physical Activity) classes also rake leaves and shovel snow in the residential areas around our school.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

Clover Bar enrollment has become somewhat less predictable, particularly during the transition from grade 8 to grade 9. During start-up for the 2014-15 school year, many students who had registered to attend CLB decided to register in the Catholic school system. This had a significant impact on fall budget. Student enrollment in our sports academies, particularly our hockey program, also declined significantly. Our Hockey and Soccer programs historically draw students from outside our division and catchment area.

We are also keenly interested in understanding Accountability Pillar data that pertains to life-long learning, world of work, citizenship, parental involvement, and continuous improvement of educational services provided at Clover Bar Junior High School.

How, and to what degree, did those challenges impact planning for 2015-2018?

As enrollment declines, we are working to ensure we are staffed appropriately and that our Full Time Equivalent teaching staff matches the programming needs of our students. We have studied instructional minutes requirements and have staffed to ensure instructional minute requirements for core and complimentary/option courses are being met.

A priority for the 2015-18 School Education Plan is to identify measures of parental involvement at Clover Bar that provide better/complimentary data to information provided in the Accountability Pillar instrument. Clover Bar staff will also focus efforts to construct desirable and engaging complimentary courses that are unique to the interests of our students, and interests and abilities of our professional staff. New CTF (Career and Technology Foundations) curriculum provides the context where a broad range of complimentary/option courses can be designed and offered, based on student interest. We also continue to upgrade and replace traditional CTF equipment used in Foods, Fashion Studies, Communication Technology and Construction so students discover and develop interests they may continue to pursue in high school and beyond.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: More students achieve a minimum of one year’s growth in literacy and numeracy (EIPS Priority 1, Goal 2).

Division Outcome: Success for every student: More students achieve a minimum of one year’s growth in literacy and numeracy.

Strategies:

- Work with EIPS colleagues to develop and deploy common benchmark and curriculum-specific assessment tools to more accurately determine students’ evolving proficiency in literacy and numeracy.
- Develop, utilize, and continuously refine cross-curricular PBL (Project Based Learning) activities that explicitly reference literacy and numeracy outcomes and include literacy and numeracy resources.
- Develop the Learning Strategies 7/8/9 courses so they have a strong focus on literacy and numeracy skill development. Consult with elementary feeder schools to promote the course to students/parents whose literacy/numeracy skills are not at expected level.

Performance Measures:

- More students demonstrate anticipated literacy and numeracy proficiency as reported in Alberta Education Prior Level of Achievement Reports.
- More students achieve Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- More students indicate positive attitudes about literacy and numeracy skill development via the SARA (Survey of Adolescent Reading Attitudes).
- More students are identified as needing additional literacy/numeracy interventions so appropriate ISPs (Instructional Support Plans) can be developed to facilitate and track literacy/numeracy skill development.
- More teaching staff participate in grade group collaborations to assess appropriateness of literacy/numeracy support strategies being used in their classrooms.
- More students engage in and complete PBL learning activities.
- More students understand formative and summative assessment information regarding their on-going development of literacy/numeracy skill development

School Goal 2: Build Staff, student and parent capacity in citizenship by developing a learning environment that is welcoming, caring, respectful, and safe so more stakeholders report satisfaction with education experiences at Clover Bar (EIPS Priority 2, goal 1 and Priority 3 Goal 1).

Division Outcome: Our learning and working environments are welcoming, caring, respectful and safe, and, student learning is supported and enhanced through parent engagement.

Strategies

- Develop alternative measures of parent involvement with, and influence on education programming and citizenship culture at Clover Bar.
- Effectively utilize social media, our school’s website, and other communication vehicles to encourage and celebrate stakeholder engagement at Clover Bar.
- Develop complimentary/option CTF (Career and Technology Foundations) courses that focus on effective citizenship skill development.

Performance Measures

- More students, parents and staff report satisfaction with Preparation for Lifelong Learning, World of Work, and Citizenship measures on the Accountability Pillar and Tell Them from Me survey instruments.
- More parents visit the school to participate in and observe students as they demonstrate civic skills.
- More students are formally recognized for displaying traits and behaviours of positive/effective citizenship (i.e. Positive referrals and “Knighting” ceremonies).
- More students will identify Clover Bar as a school that prepares them for life-long learning, the world of work, and effective citizenship during individual and focus group interviews conducted by school administration and counseling.

School Goal 3: Increase opportunities for stakeholder engagement to support and enhance student learning so more students demonstrate academic, social and emotional growth each school year (EIPS Priority 2, Goal 3, and, Priority 3, Goal 2).

Division Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities, and, community partnerships support the needs of our students.

Strategies

- Seek out and invite/involve community partners and stakeholders to become resources in PBL activities to promote student learning and engagement.
- Incorporate professional knowledge of the “growth” versus fixed “Mindset” in all daily interactions to support student academic/social/emotional growth and development.
- Counseling and Administration will create and conduct individual student and focus group interviews to gather qualitative data regarding student attitudes Clover Bar as a safe and caring school that promotes and supports academic, social and emotional growth.

Performance Measures

- More parents, students and staff report satisfaction with Accountability Pillar items associated with Quality of Education at Clover Bar.
- More student demonstrate achievement in school common assessments and PATs.
- More stakeholders report satisfaction with Accountability Pillar measures associated with Continuous Improvement of quality of education programing at Clover Bar.
- More students engaged in their learning and fewer are referred to administration for inappropriate behaviour.
- Fewer students referred to study hall for incomplete work.
- More students will identify Clover Bar as a safe and caring school that promotes and supports academic, social and emotional growth during individual and focus group interviews conducted by school administration and counseling.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	CLB	91.5	27.2	93.4	30.1	84.8	18.2	93.1	20.0	88.4	17.8	90.4	19.8
	EIPS	87.7	19.9	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
Mathematics 9	CLB	80.4	28.1	85.2	34.4	65.7	24.7	80.9	27.0	74.4	17.8	76.4	19.8
	EIPS	72.3	19.8	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Science 9	CLB	83.0	24.6	91.8	29.5	82.3	27.3	87.6	36.0	83.7	23.3	85.7	25.3
	EIPS	80.8	21.8	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Social Studies 9	CLB	83.0	36.6	84.2	35.0	68.7	22.2	76.4	24.7	76.7	27.9	78.7	29.9
	EIPS	76.1	24.4	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	CLB					EIPS					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	0.2	0.5	0.0	2.1	0.5	2.7	2.0	3.5	2.2	2.8	4.2	3.2	3.5	3.3	3.4

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.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.1	88.2	85.8	87.5	84.8	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	93.7	93.5	92.9	97.7	95.2	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	85.0	86.9	86.5	89.2	82.1	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	85.6	84.1	78.1	75.7	76.9	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.8	81.9	80.4	77.6	71.8	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	94.3	98.4	94.1	95.4	95.2	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	82.1	76.6	78.3	77.2	58.8	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	84.0	70.7	68.9	60.4	61.2	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	76.3	71.7	76.1	74.5	69.4	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	81.3	84.0	94.1	73.1	80.0	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	71.4	59.5	58.1	75.9	58.8	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Tell Them From Me		2014	2015
Survey Results			
Intellectual Engagement Composite	Clover Bar	N/A	59
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	N/A	61
	Canada	N/A	56
Effort	Clover Bar	67	68
Percentage of students who report they try hard to succeed in their learning.	EIPS*	69	70
	Canada	73	73
Students who are interested and motivated	Clover Bar	36	37
Percentage of students who report they are interested and motivated in their learning	EIPS*	34	34
	Canada	25	25
Student that value school outcomes	Clover Bar	66	71
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS*	63	64
	Canada	80	80
Relevance	Clover Bar	6.2	6.1
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS*	6	6.1
	Canada	6.3	6.3
Advocacy at School	Clover Bar	2.6	3.1
Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	EIPS*	2.6	2.6
	Canada	2.9	2.9

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.6	88.6	85.3	85.1	83.9	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	94.3	96.0	90.2	87.8	95.3	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	81.8	85.1	83.2	89.9	78.2	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	89.8	84.8	82.5	77.6	78.2	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	82.3	82.9	78.9	81.6	80.3	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	86.3	88.9	88.9	88.9	88.5	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	80.8	83.8	79.8	82.4	78.9	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	79.8	76.1	68.0	73.6	73.5	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	82.0	77.0	80.0	75.4	68.8	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	80.6	76.0	88.2	80.0	81.0	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	74.3	64.9	63.3	70.0	50.0	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	91.1	90.2	88.5	76.1	75.6	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

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.															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.4	73.4	74.7	70.5	62.2	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	81.9	83.1	76.8	81.5	76.9	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	66.9	63.8	72.5	59.5	47.6	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

Clover Bar staff began collaboratively developing our 2015-18 School Education Plan in May, 2014. We began by discussing Successes and challenges with goals and strategies of our concluding three year plan and began exploring priorities of the 2015-18 three year plan. We supplemented our discussions by analyzing Provincial Achievement Test results, Tell Them from Me (TTfM) and Accountability Pillar Survey Data.

Staff discussions continued during our first operational day in August and our September staff meeting. By September 2, we created three school goals that aligned with EIPS District priorities. Although we were limited to three strategies for each school goal, we have retained others that were collaboratively developed for future consideration to replace those included in this SEP when data indicates we should flex our plan. The SEP is a living document that is modified as data arrives, is analyzed, and suggests changes to the plan should be made to support student learning.

The SEP was presented to the Principal's Parent Committee on October 7, 2015 and those in attendance were provided the opportunity provide seek clarity and provide input on priorities, goals, strategies and measures. Parents were informed the SEP would be submitted to EIPS Central office and published on Clover Bar's website on October 15, 2015. We will continue to seek input from stakeholder groups to modify and adjust goals, strategies and measures over the life of the three year plan

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.