

School Education Plan and Results Report

Year 3

2015-2018



RUDOLPH HENNIG
JUNIOR HIGH

Elk Island Public Schools



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, Métis, 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.

Alberta Education Outcomes:

Outcome One: Every student is successful.

Students achieve Alberta's student learning outcomes and focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas based on a strong foundation of literacy and numeracy.

Outcome Two: Alberta has quality teaching and school leadership.

There are high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students learn, and that effective learning and teaching are achieved through collaborative leadership.

Outcome Three: Alberta's education system is governed effectively.

The education system demonstrates collaboration and engagement with students, academics, not-for-profit agencies, employers, Aboriginal communities and the public. Students and communities have access to safe and healthy learning environments.

Outcome Four: First Nations, Métis and Inuit students are successful.

The ministry supports the education system in eliminating the achievement gap between First Nations, Métis and Inuit students and all other students.

SECTION TWO: School Profile and Foundation Statements

Principal: Sue Freiheit

Assistant Principal: Justin Mazur

Counsellor: Lori Nelson

Total Budget: \$3,283,918 % Allocated to Staffing: 92.7%

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. In addition to regular programming, we offer a grade 9 honours class, 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, sports acceleration, film, fast and convenient foods, history of the 20th century through film, problem solving, challenge, and creative writing as well as fabrication and foods and fashion in grade 9.

We are the home of the Ravens and our sports teams proudly represent us at tournaments 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 GSA (Gay Straight Alliance) and a variety of noon-hour activities such as intramurals. Students are also welcome to join the challenge elective in grade 8, developing their leadership skills and promoting student involvement in school activities such as the Me to We initiative and our Student Charter of rights and responsibilities. Our Student Council is growing due to the initiative of a few dedicated staff members.

Our School Council supports the school with their time, ideas and fundraising, and have recently made changes 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.

SECTION THREE: Results Report

What were the greatest successes / challenges faced in 2016-17?

Rudolph Hennig Junior High is in the process of improving our culture and our academics. In the 2016-17 school year, many changes were visible. We are continuing on our path to being a Google community. Using Google Classroom has greatly improved communication between parents, students, and staff. Homework, notes, and morning announcements are easily shared between all stakeholders. Feedback is positive and encouraging.

Improving classroom behavior continues to be a focus. As a school, we studied Ronald Moorish's book, With All Due Respect. We had many staff meeting discussions about his strategies and theories. With his work in mind, we made a change to our noon hour practices. This was not successful and we returned to a format where all students are actively engaged in a variety of activities including study rooms, math help, games rooms, and movie rooms.

We are very proud of our work with First Nations, Metis and Inuit learnings. By the third week in September every student and staff member had participated in a Blanket Exercise. We also completed a school wide Project of Heart resulting in a beautiful mosaic of tiles in the shape of a raven, which is hanging in our office. Orange Shirt Day was supported by staff and students. We enjoyed Elder Wilson's visits to our school twice each month and we were sure to include him in many activities, including our yearbook on the staff page.

Other accomplishments included charity work, such as the Backpack Campaign where we filled backpacks for homeless youth, with toiletries and school supplies. Our students worked to raise funds and awareness for the Terry Fox Foundation, the Fort Food-Bank and clean, safe drinking water for children in Kenya. Students and staff took part in a Book for Every Student challenge and we created a Pop Up Library. Students also benefitted from our morning Toast Club, with community stakeholders

donating bread, bagels, butter, and jam. We also had a school wide reading campaign, encouraging all staff and students to read 5 books in the spring. We had a bulletin board set up that looked like a bookshelf and staff and students filled the shelves with book spines with their name and the name of the book they read.

Our biggest challenge was literacy. Our STAR (Standardized Test for the Assessment of Reading) results were not what we would have hoped for, with many students not attaining one year's growth in their reading level. We had many staff discussions about why this might be and how we can improve it. One promising outcome is that the division is supporting a Fort Saskatchewan Literacy Pilot Project where consultants and lead teachers will work with all staff in Fort Saskatchewan with the goal to improve student literacy.

How and to what degree did those successes / challenges impact planning for 2017-18?

Our FNMI proposal was accepted, so Elder Wilson will continue to be an influence in our school. Truth and Reconciliation has become an integral part of our school culture, and during our second assembly in September we formally acknowledged Stephen Harper's apology letter, and hung it in our school office. Elder Wilson was there to support the process and he accepted our gifts and agreed to continue his work with us.

The Fort Literacy Project will be one way that we improve student literacy. The work of Sandra Herbst will guide us to better evaluation and assessment of student work. We developed a new elective; Problem Solving has a numeracy focus and we have a Creative Writing elective to support literacy. We hope to increase enrollment in these electives as we increase awareness of the need for literacy and numeracy in our school. As well, the STAR and MIPI (Math Intervention Programming Instrument) will guide our practice and help us to better identify areas of concern in our school. Finally, we will continue to encourage all stakeholders to associate themselves as Ravens and to have Raven Pride!

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 correlations to real world applications of the world of work, in part through the use of Google Docs, Google Classroom, and Flex blocks.
2. 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.
3. Promote career exploration and planning throughout all curriculum areas, with a specific focus on career exploration in grade 8 and 9 health.

Performance Measures (in percentages)

- Accountability Pillar Survey – Work Preparation will increase from 75% to 80% or better, and Citizenship from 70% to 80% or better.
- Our Story Survey – Intellectual Engagement Composite will increase from 66% to 75% or better and Students Who are Interested and Motivated will increase from 48% to 60% or better.

- EIPS High School Completion Rates – Fort High will have an increase from 74.6% 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. Encourage communications with home through the use of our school website and calendar, Google Classroom and Google Docs, PowerSchool and Synervoice messages.
2. Create and use ISPs (Instructional Support Plans) where necessary and identify and act on the learning needs of each individual student.
3. Use STAR and MIPI benchmarking tools each fall and spring to gather literacy and numeracy data for all students.

Performance Measures (in percentages)

- Accountability Pillar Survey – In Student Learning Opportunities, Program of Studies will increase from 83% to 87% which it had been at the previous year. Education Quality will increase from 89% to 90%.
- Our Story Survey – Students Who Value School Outcomes will increase from 63% back up to 76%, or even better.
- 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% to 80% or better; and ELA K&E Writing will improve from 71% 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 bulletin boards, contests, positive referrals, extra-curricular activities, sports teams, and the use of the school website
2. Provide extra help for students who struggle at noon hours and in Flex periods and allow access to Elder Wilson
3. Provide cross curricular activities and field trips, such as Me to We and our GSA
4. Continue to support indigenized lessons, First Nations, Metis and Inuit learning, and teachings from Elder Wilson.

Performance Measures (in percentages)

- Accountability Pillar Survey – School Improvement will increase from 71% to 80% or better.
- Our Story Survey – Positive Homework Behaviors will increase from 46% to 60% or better, with 58% being the Canadian norm.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	RHJ	n/a	n/a	89.0	14.7	85.7	14.3	76.6	13.1	77.9	17	80	18
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	RHJ	n/a	n/a	68.8	6.3	58.8	0.0	76.9	23.1	66.7	11.1	70	15
	EIPS	75.0	8.3	75.0	3.6	60.0	0.0	71.1	13.2	62.5	9.4		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
Mathematics 9	RHJ	n/a	n/a	70.6	16.2	63.9	14.3	69.2	16.3	81.0	27.7	80	20
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	76.7	19.8		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	66.2	18.7		
Mathematics 9 KAE	RHJ	n/a	n/a	87.5	31.3	64.7	11.8	87.5	12.5	93.8	18.8	80	15
	EIPS	78.4	13.5	91.4	28.6	72.9	18.8	82.5	7.0	79.5	15.9		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57	13.3		
Science 9	RHJ	n/a	n/a	80.1	27.2	82.7	26.3	83.0	27.4	80	28.3	80	28
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	81.7	25.9		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	73.2	21.3		
Science 9 KAE	RHJ	n/a	n/a	93.8	37.5	88.2	29.4	85.7	21.4	87.5	37.5	80	15
	EIPS	86.4	22.7	91.3	34.8	87.9	18.2	78.0	24.4	79.3	24.1		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.8	13.4		
Social Studies 9	RHJ	n/a	n/a	77.9	27.9	83.5	33.1	80.4	29.9	79.3	34.5	80	25
	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	75.9	24.6		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	66.3	20.2		
Social Studies 9 KAE	RHJ	n/a	n/a	87.5	18.8	58.8	17.6	84.6	53.8	75	25	70	20
	EIPS	76.9	19.2	84.0	16.0	66.7	12.1	73.9	26.1	65.5	17.2		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	80.2	83.9	90.5	77.4	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	n/a	89.4	98.3	100.0	86.3	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	n/a	74.4	77.2	94.0	78.1	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	n/a	76.7	76.2	77.6	67.7	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	RHJ					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	64.0	72.5	80.0	70.5	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	n/a	81.7	93.3	100.0	86.3	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	n/a	43.2	59.7	76.3	69.5	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7

Student	n/a	67.2	64.6	63.7	55.7	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4
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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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	67.0	62.0	81.3	75.3	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	n/a	71.4	83.3	100.0	87.5	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	n/a	62.5	40.7	62.5	63.2	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Tell Them From Me		2014	2015	2016	2017
Survey Results					
Intellectual Engagement Composite	Rudolph Hennig	N/A	69	72	66
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	N/A	61	64	67
	Canada	N/A	56	56	52
Effort	Rudolph Hennig	68	73	73	70
Percentage of students who report they try hard to succeed in their learning.	EIPS*	69	70	70	72
	Canada	73	73	73	71
Students who are interested and motivated	Rudolph Hennig	44	47	52	48
Percentage of students who report they are interested and motivated in their learning	EIPS*	36	38	40	42
	Canada	34	34	34	31
Student that value school outcomes	Rudolph Hennig	76	74	74	63
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	65	67
	Canada	80	80	80	77
Relevance	Rudolph Hennig	6.6	6.6	6.8	6.5
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS*	6	6.1	6.2	6.3
	Canada	6.3	6.3	6.3	6.1
Advocacy at School	Rudolph Hennig	3.1	3.5	3.5	3.2
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	2.7	2.7
	Canada	2.9	2.9	2.9	2.8

*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.															
	RHJ					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	82.2	87.5	89.4	86.6	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1

Teacher	n/a	90.6	97.2	97.4	98.9	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	n/a	75.9	85.0	89.6	87.5	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	n/a	80.1	80.4	81.2	73.3	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	74.4	86.9	83.3	81.9	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	n/a	90.7	97.9	97.1	93.7	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	n/a	60.6	82.4	73.6	75.9	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	n/a	72.1	80.5	79.2	76.1	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	59.4	68.9	80.5	70.9	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	n/a	54.5	75.0	100.0	93.8	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	n/a	44.4	62.1	73.5	65.0	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	n/a	79.3	69.5	68.1	53.9	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	63.6	69.6	81.2	65.7	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	n/a	80.6	83.3	92.2	78.8	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	n/a	46.7	55.9	70.2	52.6	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>. At RHJ we have an exceptional Parent Council. I look forward to sharing this SEP with them at our Parent Council meeting and with all of our parents via our Website.