

School Education Plan and Results Report

Year 2

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 2: Success for every student

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

Aligns with District Priority 1

Goal 3: A culture of excellence and accountability

Outcome: Staff and students are engaged and successful

Aligns with District Priority 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.

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

At Rudolph Hennig Junior High we strive to meet the learning needs of all students. In addition to regular programming, we offer Honours classes, a Success class, Knowledge and Employability classes, and LINKS. Elective courses include art, band, drama, computers, French, wildlife, outdoor education, sports acceleration, film, fast and convenient foods, history of the 20th century through film, and creative writing.

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

Our Parent Council supports the school with their time, ideas and fundraising, and have recently installed a number of picnic tables, outdoor ping pong tables, a swing and an outdoor basketball court

for use by students, staff and the community. We also worked together to renovate our courtyard. This team of stakeholders at Rudolph Hennig 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 2015-2016?

Rudolph Hennig Junior High is in the process of improving our culture and our look. In the 2015-2016 school year, many changes were visible. We removed a cracked pond from the courtyard that was unusually thick with green sludge. Students rarely used the space, so we removed the concrete, leveled it, brought in bark mulch, bushes, trees and eight picnic tables, built by a student at Lamont High. Now, students eat in the courtyard at lunch and teachers take classes into the courtyard to work. Even when the temperatures dropped, students were in the courtyard with their hoodies on. With funds raised by Parent Council, we had the decorative trim around the outside of the building painted in bright, cheerful school colours. To draw attention to which doors are our Front Entrance, we planted two rows of Aspen Poplars, and we painted and replanted a large planter. Inside, we brought bleachers to our stage so parents and students can watch league games being played. Our gym walls were painted and we had new sound baffles added in our school colours. With the help of grant money, we had safety mats installed at the back of our gym, with our Ravens logo on them, as well as a new (to us) scoreboard installed (given to us by Salisbury Composite High School). While these may be superficial changes, they add a sense of pride for our stakeholders.

Bringing Flex to RHJ was another success! Teachers posted courses they would teach during Flex, and the students used PowerSchool to sign up. An unexpected bonus for this was that we were able to use the students' new skill of signing up for Flex in PowerSchool to have them sign up for their own electives for 2016-2017. Paul Hopcraft and Joe Clark supported this and were excited to see if it worked, so that they could advise other schools to do the same. It was a success!

Other successes included becoming a Google school, improving our athletics department where teams were organized, clothed in Raven wear, and were included in Pep Rallies. Our trophy cases were transformed into modern showcases of all our teams. Intramurals became an actual, organized event, as opposed to "gym time", and the students loved it! We introduced the Duke of Edinburgh Awards to our school and included our School Resource Officer who was excited to help out.

Our biggest challenge was to accomplish all these things with the time and the funds available to us. We had to be creative, but we have a dedicated team of staff, parents, and students who didn't mind rolling their sleeves up when necessary. Our generous community members helped fund many of our initiatives. It was definitely a team effort.

How and to what degree did those successes / challenges impact planning for 2016-2017?

As our culture slowly changes we will continue spending time and energy ensuring that students are engaged in their learning and have a sense of belonging in our school community. Creating our FNMI proposal, and having it accepted, has opened our school to a whole other world of opportunity. Truth

and Reconciliation has become an integral part of our school, and in the first three weeks, every staff and student will participate in a blanket exercise. Elder Wilson will be joining our team with bi-weekly visits. Amanda Fayed will lead us through the Project of Heart. As well, the work of Sandra Herbst will guide us to better evaluation and assessment of student work. 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 the use of Career Cruising and use it throughout all curriculum areas, with a specific focus on career exploration in grade 8 and 9 health.

Performance Measures

- Accountability Pillar Survey – Work Preparation will increase from 81.3 to 85 or better, and Citizenship from 80.0 to 85 or better.
- Tell them from Me Survey – Intellectual Engagement Composite will increase from 72 to 80 or better and Students Who are Interested and Motivated will increase from 52 to 60 or better.
- EIPS High School Completion Rates – Fort High will have an increase from 79.3 to 83 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, Remind 101, PowerSchool and Synervoice messages.
2. Create and use ISPs where necessary and identify and act on the learning needs of each individual student.
3. Use Gates MacGinitie, STAR and MIPI benchmarking tools each fall and spring to create a baseline for all students.

Performance Measures

- Accountability Pillar Survey – In Student learning Opportunities, Program of Studies will increase from 83.3 to 87 which it had been at the previous year. Education Quality will increase from 89.4 to 90.
- Tell them from Me Survey – Students Who Value School Outcomes will increase from 74 back up to 76, or even better.
- Gates MacGinitie Results will be continue to be used.
- PAT Results in general will improve, but particularly in the following areas: Math Acceptable Standard will increase from 76.6 to 80 or better; Math Excellence will increase from 18.1 to 20

or better; K&E Math Excellence will increase from 13.3 to 15 or better; ELA Writing Acceptable Standard will increase from 87.5 to 92 or better and Excellence from 16.7 to 20 or better.

School Goal 3: A culture of excellence and accountability

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 projects and field trips, such as Me to We

Performance Measures

- Accountability Pillar Survey – School Improvement will increase from 80.5 to 85 or better.
- Tell them from Me Survey – Positive Homework Behaviors will increase from 57 to 61 or better, with 61 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	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	Rudolph Hennig	n/a	n/a	n/a	n/a	89.0	14.7	85.7	14.3	76.6	13.1	80	17
	EIPS	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Rudolph Hennig	n/a	n/a	n/a	n/a	68.8	6.3	56.3	0.0	76.9	23.1	77	23
	EIPS	85.7	14.3	77.3	9.1	75.0	3.6	57.1	0.0	71.1	13.2		
	Province	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6	59.8	6.2		
Mathematics 9	Rudolph Hennig	n/a	n/a	n/a	n/a	70.6	16.2	63.9	14.3	69.2	16.3	75	20
	EIPS	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9	75.0	18.1		
	Province	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0	66.7	17.2		
Mathematics 9 KAE	Rudolph Hennig	n/a	n/a	n/a	n/a	87.5	31.3	62.5	12.5	87.5	12.5	90	15
	EIPS	85.3	26.5	80.0	11.4	91.2	29.4	71.7	19.6	82.5	7.0		
	Province	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4	60.7	12.7		
Science 9	Rudolph Hennig	n/a	n/a	n/a	n/a	80.1	27.2	82.7	26.3	83.0	27.4	85	27
	EIPS	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4	82.1	28.0		
	Province	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9	73.5	22.5		
Science 9 KAE	Rudolph Hennig	n/a	n/a	n/a	n/a	93.8	37.5	87.5	31.3	85.7	21.4	87	25
	EIPS	92.6	29.6	90.0	25.0	91.3	34.8	87.1	19.4	63.8	14.3		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2	63.6	14.5		
Social Studies 9	Rudolph Hennig	n/a	n/a	n/a	n/a	77.9	27.9	83.5	33.1	80.4	29.9	80	25
	EIPS	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5	72.7	21.8		
	Province	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Rudolph Hennig	n/a	n/a	n/a	n/a	87.5	18.8	56.3	18.8	84.6	53.8	80	20
	EIPS	83.3	23.3	79.2	16.7	84.0	16.0	64.5	12.9	73.9	26.1		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2	58.0	11.6		

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.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	80.2	83.9	90.5	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	n/a	n/a	89.4	98.3	100.0	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	n/a	n/a	74.4	77.2	94.0	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	n/a	n/a	76.7	76.2	77.6	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	64.0	72.5	80.0	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	n/a	n/a	81.7	93.3	100.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	n/a	n/a	43.2	59.7	76.3	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	n/a	n/a	67.2	64.6	63.7	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	67.0	62.0	81.3	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	n/a	n/a	71.4	83.3	100.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	n/a	n/a	62.5	40.7	62.5	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me		2014	2015	2016
Survey Results				
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Rudolph Hennig	N/A	69	72
	EIPS	N/A	61	64
	Canada	N/A	56	56
Effort Percentage of students who report they try hard to succeed in their learning.	Rudolph Hennig	68	73	73
	EIPS*	69	70	70
	Canada	73	73	73
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Rudolph Hennig	44	47	52
	EIPS*	36	38	40
	Canada	34	34	34
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Rudolph Hennig	76	74	74
	EIPS*	63	64	65
	Canada	80	80	80
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Rudolph Hennig	6.6	6.6	6.8
	EIPS*	6	6.1	6.2
	Canada	6.3	6.3	6.3

*EIPS data is for Grades through 12

Advocacy at School 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>	Rudolph Hennig	3.1	3.5	3.5
	EIPS*	2.6	2.6	2.7
	Canada	2.9	2.9	2.9

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	82.2	87.5	89.4	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	n/a	n/a	90.6	97.2	97.4	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	n/a	n/a	75.9	85.0	89.6	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	n/a	n/a	80.1	80.4	81.2	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	74.4	86.9	83.3	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	n/a	n/a	90.7	97.9	97.1	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	n/a	n/a	60.6	82.4	73.6	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	72.1	80.5	79.2	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	59.4	68.9	80.5	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	n/a	n/a	54.5	75.0	100.0	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	n/a	n/a	44.4	62.1	73.5	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	n/a	n/a	79.3	69.5	68.1	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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.															
	Rudolph Hennig					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	63.6	69.6	81.2	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	n/a	n/a	80.6	83.3	92.2	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	n/a	n/a	46.7	55.9	70.2	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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.