



SCHOOL EDUCATION PLAN and ASSURANCE REVIEW for the 2022-23 SCHOOL YEAR

SCHOOL: Rudolph Hennig Junior High School

PRINCIPAL: Mr. Greg Cruickshank

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered education.

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

SCHOOL PROFILE AND CONTEXT



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- RHJ is a grade 7 to 9 school.
- The RHJ school mascot is a raven.
- RHJ had an enrollment of 433 students in the 2022-2023 school year.
- RHJ students were supported by 23 Certificated staff and 12 Classified staff.
- The total school budget for 2023-24 is \$2,932,042 with 96.6% dedicated towards staffing.
- RHJ has a LINKS (Learning – Individual Needs, Knowledge and Skills) program with 9 students.
- RHJ has strong Fine Arts classes that include Band, Drama, and Performing Arts. Students are part of various performances, including Christmas and Spring Band concerts, an in-house produced Remembrance Day production, our spring musical was *Shrek Jr.*, and our year end Drama production was *Check Please* which was directed by our students!
- RHJ provides many opportunities for students to be active in addition to the Physical Education curriculum, including our Hockey Plus class and Recreational Fitness classes.
- RHJ has a strong tradition of giving back. This is evidenced by our Terry Fox Run fundraiser and our Food Bank donations at Christmas time.
- RHJ's extracurricular activities include volleyball, cross country, basketball, badminton, track and field, golf, and archery.
- RHJ has many lunch time activities to support our students, some of which included academic support, games in our library, *Just Dance*, video games in our computer lab, Rubix Cube club, our Ravens in Flight kindness group, and All Directions which is our GSA. We also have staff from the Boys and Girls Club come in regularly.
- RHJ worked hard to connect with our Elementary feeder schools through virtual book reading for Read-in-Week and virtual sing-along Christmas Carols from our Band class.
- RHJ and Fort High also started to build connections for our students. This included Worker Bee Wednesdays that brought RHJ grade 8 and 9 students to Fort High to see and experience their CTS areas.
- RHJ had 45 self-identified First Nations, Metis, or Inuit students in 2022-23

EIPS' PRIORITY: Enhance high-quality learning and working environments.

SCHOOL GOAL 1:

Support students to be positive citizens within our school and community to promote a safe and caring learning environment for everyone.



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STRATEGIES:

- Clear expectations set with posting Rudolph Hennig student created posters about “What Students Deserve Every Day at RHJ” and “What Staff Deserve Every Day at RHJ”.
- Promote positive behaviour with “We caught you doing something AMAZING today!”
- Promote a sense of school community and pride in our school with spirit days, and school wide activities and celebrations.
- Increase lunchtime activities available for students to access, including clubs.
- Increase student leadership and volunteer opportunities around the school and the school community.
- Showcase the positive things that students do and get to be a part of at RHJ through social media and by increasing displays of student work to increase school pride.
- Continue to update the building to increase pride in school.
- Continue Student Voice to get student perspective on how to support them, to promote positivity, and to mindfully promote RHJ values.
- Identify at risk students and intentionally connect them with adults in the building to increase positive connections.
- Provide intentional opportunities for students to connect with ‘their person’ at school when in need of support.
- Utilize intentional mindfulness activities within the classroom to proactively promote student regulation.
- Utilize restorative justice discipline practices when addressing peer to peer issues.
- Continue to focus on the ‘why’ behind student behaviour and provide support for change.

MEASURES:

- My school encourages students to be responsible, respectful and engaged citizens increases from 79.72% to 83%+. (EIPS Student Survey)
- The staff at my school care about me increase from 71.33% to 75%+. (EIPS Student Survey)
- My school is safe increases from 76.05% to 80%. (EIPS Student Survey)
- The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship increased from 65.6 to 70%. (Assurance Survey)



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RESULTS:

- RHJ staff connected with students using a positive referral reward “We caught you doing something AMAZING today!” We found that this built a school culture whereby we celebrate the positive things and what makes RHJ a great school with great students.
- Students attended the EIPS student voice forum with feedback shared with administrators. This helped us to hear from students what they find to be an engaging and high-quality learning environment.
- Many theme days were held such as Pajama Day, twin day, dress like your favourite character, colour wars, dress like a tacky tourist, pink shirt day, orange shirt day, pride week, and a lemonade stand during mental health week. School spirit and fun is essential in a junior high. We helped promote these fun days on our social media channels and saw students actively participate, giving each student one more reason to be an RHJ Raven.
- Students participated in a positive messages rock painting activity that was shared with the community. These positive messages not only helped share positivity in Fort Saskatchewan but also modeled for our students what citizenship and leadership looks like.
- My school encourages students to be responsible, respectful and engaged citizens stayed the same at 78.4%. (EIPS Student Survey) While we had anticipated a higher student result from our strategies and results listed above, overall, we consider this result to be positive as many of our student measures dropped on the EIPS student survey. We endeavour to promote an environment at RHJ whereby students feel encouraged to be responsible, respectful and engaged citizens using similar strategies and continuing to highlight the things we do at RHJ to encourage citizenship. Overall our current trend is 5% greater than our three-year average with consistent growth in a positive direction.
- The staff at my school care about me dropped to 66%. (EIPS Student Survey) Parents reported at 92% as agreeing or strongly agreeing “School staff care about my child” (EIPS Parent Survey). While we are concerned with the drop in student results, our other data sources tell us that students at RHJ do feel by and large that school staff care about them. This is reflected in our qualitative feedback from students, including the many Grade 10’s who continue to stop by and visit RHJ and reflect on their love of the great staff at RHJ.
- My school is safe decreased to 53%. (EIPS Student Survey). Parents reported as 81% agreeing or strongly agreeing “My child’s school is safe” (EIPS Parent Survey). Again, we feel as though the student data reflects a different story from what is happening at RHJ when triangulated with other data sources. We will continue to engage student stakeholders to understand their thoughts on this question.
- The percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship increased to 72 %. (Assurance Survey)



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EIPS' PRIORITY: Promote growth and success for all students
Enhance high-quality learning and working environments

SCHOOL GOAL 2:

Support and facilitate an increase in engagement in student learning and learning opportunities to promote student success.

STRATEGIES:

- Intentional activities at the start of classes to engage student's pre-frontal cortex to promote regulation in the classroom.
- Increase diversity in learning opportunities for students that include interactive learning opportunities such as: vertical surfaces, cross curricular activities, white board 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, Metis and Inuit professional development by bringing in Knowledge Keepers to support curricular connections with indigenous history and culture.
- Increase use of interactive technology within the classroom, such as using iPads for versatile teaching.
- Increase opportunities for students to get involved in their school to promote pride.
- Increase opportunities for students to connect with feeder schools for leadership opportunities, and to see future learning 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 further support literacy and numeracy growth, as well as highlight learning styles for students.

MEASURES:

- I find my schoolwork interesting and am engaged in my learning increases from 46.53% to 60%. (EIPS Student Survey)
- The 'subject' I am learning at school is interesting to me increases from an average of 60.75% to 65%. (Assurance Survey)
- School improvement measure increases from 75.1% to 78%. (Assurance Survey)
- Increase in guest speakers on CTF courses.



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- Use staff meetings as an opportunity to share classroom and instructional best practices.

RESULTS: (This section completed in November 2023 for Assurance Review)

- Each month a different department was assigned to speak at the staff meeting to highlight an engaging practice they were using. This allows us to use the capacity within our school to drive forward pedagogical practice and leverage opportunities for collaboration. We find that the greatest strength of having staff collaborate this way is to strengthen our feelings of collective staff efficacy, which in turn leads to positive student outcomes.
- Connections were made to enhance our CTF programming to connect to indigenous knowledge. This included making pemmican, beading, and rock painting.
- Speakers were invited to the school to enhance the student experience from the Boys and Girls Club, Safe Worker, The Venue, and others who presented in our Health classes. This engaging and high impact strategy connected students to community resources that can help them achieve career goals and see relevance in the teaching and learning at RHJ.
- RHJ students in CTF Foods hosted dinner parties where their parents were invited to the school to be served as part of a culminating class project. This creates a real-life connection and real-life opportunity for students.
- The counselling team worked with Gr. 9 students to create a “Vision Board” to plan for high school. We find that many students experience high levels of anxiety as they plan for their transition to high school. Having a framework to guide their vision allowed many students to feel supported and less anxious about their high school transition.
- Students were given instruction on “adulting” skills by the school admin team on topics such as how to write an email. Many students require support for the soft skills that are essential for success in the world of work. Providing explicit instruction and opportunities to ask career related questions helps students know they can feel confident the skills they are learning at school can help them in the world of work.
- I find my schoolwork interesting and am engaged in my learning dropped to 37%. (EIPS Student Survey). Parents ranked education quality and teaching quality at 86% and 88% (EIPS Parent Survey) A common theme we have found with our EIPS Student Survey results is a negative bias not reflected in our other data sources. Students reported a 93% satisfaction level with the opportunity to receive a broad program of studies including fine arts, career, technology, and health and physical education (Assurance Survey).
- The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years was reported as 73%. (Assurance Survey)



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**EIPS' PRIORITY: Promote growth and success for all students.
Enhance high-quality learning and working environments**

SCHOOL GOAL 3:

Support the mental health of the Rudolph Hennig school community to facilitate a positive, safe and caring learning environment.

STRATEGIES:

- Intentional activities at the start of classes to engage student's pre-frontal cortex to promote regulation in the classroom.
- Focus on student and staff relationships by modelling positive interactions and supporting students with grace and empathy.
- Continue intentional use of mindfulness and regulation strategies that were shared at the end of 2021-2022 school year from EIPS Mental Health Advisor.
- Invest as a school in our Guidance Counsellor by increasing FTE to 1.0.
- Development of a Student Services area where students can go to self-regulate and to get support.
- Increase ability for students to access support through a QR code to connect them to a staff member they identified as being connected to.
- Help students to recognize stressors, both positive and negative, to support specific coping strategies.
- Continue to focus on the 'why' behind student behaviours or dysregulation with the intention to put supports and coping mechanisms in place.
- Increase exposure to community support for students, such as The Bridge.

MEASURES:

- The staff at my school care about me increases from 71.33% to 75%. (EIPS Student Survey)
- The number of students accessing our new QR code for support.
- Safe and caring measure increases from 79.0% to 83%. (Assurance Survey)



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RESULTS: (This section completed in November 2023 for Assurance Review)

- RHJ had a full-time guidance counselor and continues to have one for the 2023-24 school year. This continues to be a strength in our school as we navigate complex social and emotional challenges that require resources and support outside of what our school can offer. This staff member is able to connect with parents and caregivers and provide solution focused resources to address mental health challenges.
- RHJ was fortunate to have an MSW practicum student complete their practicum at RHJ from January to June. This provided additional mental health and solutions focused resource navigation.
- RHJ joined the mental health initiative Reset Room pilot for the second semester of the 2022-23 school year. This helped us achieve our goal of providing a separate space for self-regulation and support. As of October 30, 2023, the Reset Room has had 932 student visits, 75% of students staying for a partial class, with students leaving the room with a 30% decrease in stress levels.
- The staff at my school care about me dropped to 66%. (EIPS Student Survey) Parents reported at 92% as agreeing or strongly agreeing “School staff care about my child” (EIPS Parent Survey). While we are concerned with the drop in student results, our other data sources tell us that students at RHJ do feel by and large that school staff care about them. This is reflected in our qualitative feedback from students.
- Safe and caring measure increased to 81%. (Assurance Survey). While this was not the 4% growth we targeted, we are happy to see a trend in the right direction. RHJ is behind both EIPS and the province of Alberta in this measure, equally distributed amongst students, parents, and teachers. This school year we are building a new program called “Roots of Ravens” to create a more caring community whereby each student is seen as an RHJ Raven who belongs and is cared for.
- The number of students accessing our new QR code for support changed as we began to use the reset room more often. The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school increased from 76% to 86%.

