

School Education Plan and Results Report

2015-2018

Year 3



Clover Bar Junior High School Motto: Aim for the Future!

Our Mission: Staff of Clover Bar Junior High School support students as they are “Aiming for the Future.” Students are guided to identify their strengths, prepare for the future as lifelong learners and be accountable for their choices, while demonstrating respectful behaviours in our school and larger community.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Increase the number of students achieving up to a minimum of one year's growth in literacy and numeracy (EIPS Priority 1, Goal 2 and EIPS Priority 2, Goal 4).

GOAL 2: Continue to increase stakeholders' engagement and report of satisfaction with educational experiences at Clover Bar Junior High School leading to building capacity through academic, social and emotional skill and strategy development through the school year (EIPS Priority 2, Goal 1 and 3 as well as Priority 3 Goal 1 and 2).

GOAL 3: To build capacity in our learning community through community partnerships which support the needs of the CLB school community as well as maintain and continue to enhance our welcoming, caring, respectful and safe learning community (EIPS Priority 2, Goal 1 and 3 as well as 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.

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.

SECTION TWO: School Profile and Foundation Statements

Principal: Jacqui Holmes

Assistant Principal: Krista Porter

Counsellor: Tanya Krekoski

Clover Bar Quick Facts:

- Clover Bar Junior High School opened in 1971.
- Clover Bar Junior High School has a staff of 22 certificated teachers, 2 educational assistants, and 3 administrative support staff.
- Clover Bar Junior High School's current enrollment is 393 regular program students and 15 PLACE Students
- Clover Bar Junior High School's budget for the 2017-18 school year is 3, 067, 467. 96% 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 Elk Island Public Schools (EIPS) Division Practical Learning and Community Education (PLACE) program.
- Clover Bar has a strong Fine Arts program. Students seek opportunities to engage in Art, Music and Drama complementary courses. The Clover Bar annual play is run as a club due to a high interest from our entire student body, not only drama students.
- Clover Bar students participate in EIPS athletics. Students engage in volleyball, cross-country, cheer, basketball, badminton, golf, and track and field.
- Clover Bar has two unique athletic programs, soccer and hockey. The soccer and hockey programs are built for students who are passionate in these sports and wish 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.
- 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, Invention Convention, advanced food preparation and serving as well as 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. Our students in the leadership option, Clover Bar Student round table and staff, volunteer their services at school as well as the Strathcona and Edmonton communities.

SECTION THREE: School Education Results Report (2016-2017)

What were the greatest success/challenges faced in 2016-2017?

The Accountability Pillar results for math and science, in the acceptable and excellence categories, shows a decline for Clover Bar (CLB). In these subjects CLB is below Elk Island Public Schools (EIPS) results but above those of the province. However, science and english language arts results for CLB show a decline in the acceptable category and an increase in the excellence category. Both science and english language arts are above provincial results in the acceptable category.

During the 2016 and 2017 school year CLB used the information from the STAR reading assessment and Mathematics Intervention/Programming Instrument (MIPI) to create small pull out groups focusing on literacy and numeracy. The grades of the students in these pull out groups increased, however the increase was not significant. It was noted by staff, that student confidence in seeking assistance increased. English Language Learners (ELL) student pull outs also provided support to our english language learners and these students were able to discuss with staff their learning needs and supports.

At each staff meeting, students requiring accommodations were discussed. Staff worked with our school counsellor to monitor and implement accommodations. Educational assistants focused on helping students understand and use strategies and tools for learning, such as Read, Write for Google. Growth in student independent use of strategies that worked for their learning has been noted by staff.

The results from the Clover Bar Our School survey, identifies that Clover Bar has shown a decrease in stakeholder engagement. Fewer parents participated in the Accountability Pillar survey and staff identified that in the Our School survey, students identified a lack of engagement. These results tell us that CLB needs to do more to actively engage our stakeholders. We have noted, the decrease in the response rate to our Accountability Pillar survey and will continue to share more about our school to our school stakeholders. Clover Bar's School Council and Parent Fundraising Group continues with new parents joining with enthusiasm. We are interested in further understanding the Accountability Pillar data that pertains to parental involvement and educational quality at Clover Bar Junior High School in order to keep our stakeholders well informed. Citizenship, school improvement and safe school culture were maintained or show an increase.

CLB Health Days showed an increase in attendance and participation by students. Student and teacher feedback highlighted the success of focusing on health curriculum in one day. Increased positive relationships and the feeling of being part of a safe and caring school were noted as highlights. Staff collaboration and capacity building were also benefits of the CLB Health Days. Health Days developed our relationship with community partners.

In discussion and review of results, staff felt that communication was an area for improvement. Staff identified an increase in agreeing that they were part of a safe, caring and respectful school, that students model active citizenship and that students have a wide range of programming.

Student enrollment in our hockey and soccer programs declined, especially in grade 9. These programs historically draw students from outside our division and attendance area.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

A priority for the 2017-2018 School Education Plan is to continue to implement a variety of strategies for parental involvement and school communication at Clover Bar. We will focus on stakeholders being provided with clear, consistent data which informs their responses on the Accountability Pillar and other measurement tools. Clover Bar will focus on improving communication with teachers.

Clover Bar staff will also focus efforts in assessing the new Career and Technology Foundation (CTF) courses that are unique to the interests of our students, as well as the interests and skills of our professional staff. New CTF (Career and Technology Foundations) curriculum provides the context where a broad range of complementary/option courses can be designed and offered, based on student and staff interests and skills. We will continue to upgrade and replace CTF equipment in Foods, Fashion Studies, Communication Technology and Construction so students can discover and develop interest that could be pursued in high school and beyond.

In addition, CLB has developed literacy, numeracy and student led flex blocks with a focus on enhancing the growth mindset towards learning and self. CLB is hoping a growth mindset will positively impact the numeracy and literacy growth for students. We will provide the additional supports necessary for our ESL and academically struggling students through the flex classes and focused educational assistant supports.

Health Days will continue at CLB with time provided for students to interact with all teachers so they have the opportunity to connect with a variety of staff members. Time with home room teachers will be scheduled for a significant part of the day. Community resources will continue to be an integral aspect of Health Days.

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 2, Goal 2).

Division Outcome: Success for every student: More students achieve a minimum of one year's growth in literacy and numeracy. Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

Strategies:

- Work with EIPS colleagues to administer 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 programming that supports the whole class as well as smaller groups of students.
- Implement 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 Learning Strategies course to students and parents when literacy/numeracy skills are not at an expected level.

Performance Measures:

- Increase in students demonstrating grade level literacy and numeracy proficiency as reported in district benchmark data.
- Increase in students achieving Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- Increase in students reporting positive attitudes about literacy and numeracy skill development.
- Increase in students identified and supported with literacy/numeracy interventions and appropriate Instructional Support Plans (ISP) will be developed to facilitate and track literacy/numeracy skill development.
- Increase in teaching staff participating in grade group collaborations to assess appropriateness of literacy/numeracy support strategies being used in their classrooms.
- Increase in students' understanding of formative and summative assessment information regarding their ongoing development of literacy/numeracy skills.

School Goal 2: Continue to increase stakeholders' engagement and reporting of satisfaction with educational experiences at Clover Bar Junior High School, so more students demonstrate academic, social and emotional growth each school year (EIPS Priority 2, Goal 1 and 3 as well as Priority 3 Goal 1 and 2).

Division Outcome: Our learning and working environments are welcoming, caring, respectful and safe. All staff have the opportunity and are supported in increasing their professional and leadership capacities. Student learning is supported and enhanced through parent engagement. Community partnerships support the needs of our students.

Strategies:

- Implement a variety of opportunities for parent involvement with, and influence on, education programming and citizenship culture at Clover Bar.
- Effectively utilize social media to encourage and celebrate stakeholder engagement at Clover Bar through our school website, emails and social media.
- Implement grades 7-9 Health Day programming which incorporates staff, students and community members

Performance Measures:

- Increase in students, parents and staff reporting satisfaction with Preparation for Lifelong Learning, World of Work, and Citizenship measures on the Accountability Pillar and Our School survey instruments.

- Increase in parents visiting the school to participate and engage in student learning.
- Increase in students being formally recognized for displaying traits and behaviours of positive/effective citizenship (i.e. positive referrals and “Knighting” ceremonies).
- Increase in promoting Clover Bar as a school that prepares students for lifelong learning, the world of work, and effective citizenship during individual and focus group interviews conducted by school administration and counsellor.
- 95% of the feedback regarding Health Days from stakeholders is positive.

School Goal 3: To build capacity in our learning community through community partnerships which support the needs of the CLB school community as well as create a welcoming, caring, respectful and safe learning community (EIPS Priority 2, Goal 1 and 3 as well as 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. Our learning and working environments are welcoming, caring, respectful, and safe. All staff have the opportunity and are supported in increasing their professional and leadership capacities. Community partnerships support the needs of our students.

Strategies:

- Seek out community partners and stakeholders and invite them to become resources 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.
- Counselling and Administration will gather qualitative data regarding student attitudes around Clover Bar as a safe and caring school that promotes and supports academic, social and emotional growth.
- Incorporate learning for staff and students through Health Days, staff meetings, professional learning opportunities and School Council meetings.

Performance Measures:

- Increase in parents, students and staff reporting satisfaction with Accountability Pillar items associated with Quality of Education at Clover Bar.
- Increase in students demonstrating acceptable achievement in benchmark assessments, school common assessments and PATs.
- Increase in stakeholders reporting satisfaction with Accountability Pillar measures associated with continuous improvement of quality of education programming at Clover Bar.
- Increase in students engaged in their learning and decrease in referrals to administration and/or study hall.
- Increase in students identifying and sharing that Clover Bar is a safe and caring school that promotes and supports academic, social and emotional growth.

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	CLB	84.8	18.2	92.2	19.6	88.6	17.4	86.3	13.1	80.0	16.8	82	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		
Mathematics 9	CLB	65.7	24.7	80.2	26.4	73.5	17.4	76.3	18.4	72.8	16.8	74	18
	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		
Science 9	CLB	82.3	27.3	87.4	35.2	84.1	22.7	83.0	31.4	78.4	17.6	80	19
	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		
Social Studies 9	CLB	68.7	22.2	75.8	24.7	77.3	27.3	69.3	16.3	78.4	24.8	79	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		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	CLB					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.0	1.2	0.5	0.0	0.8	3.6	1.9	2.5	2.2	1.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	n/a	*	*	*	20.9	31.8	34.1	21.0	19.8	22.8	20.7	20.9	18.2	18.9

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.8	87.5	84.8	87.7	87.1	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	92.9	97.7	95.2	91.7	92.7	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	86.5	89.2	82.1	91.7	85.4	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	78.1	75.7	76.9	79.7	83.3	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.															
	CLB					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.4	77.6	71.8	74.8	77.5	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	94.1	95.4	95.2	88.2	93.6	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	78.3	77.2	58.8	72.7	66.3	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	68.9	60.4	61.2	63.4	72.5	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.1	74.5	69.4	76.3	73.4	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	94.1	73.1	80.0	88.2	81.8	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	58.1	75.9	58.8	64.3	65.0	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 Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Clover Bar	N/A	59	65	68
	EIPS	N/A	61	64	67
	Canada	N/A	56	56	56
Effort Percentage of students who report they try hard to succeed in their learning.	Clover Bar	67	68	69	74
	EIPS*	69	70	70	72
	Canada	73	73	73	73
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Clover Bar	36	37	33	38
	EIPS*	34	34	40	42
	Canada	25	25	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.	Clover Bar	66	71	71	80
	EIPS*	63	64	65	67
	Canada	80	80	80	80
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Clover Bar	6.2	6.1	6.5	6.6
	EIPS*	6	6.1	6.2	6.3
	Canada	6.3	6.3	6.3	6.3
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>	Clover Bar	2.6	3.1	2.8	3.1
	EIPS*	2.6	2.6	2.7	2.7
	Canada	2.9	2.9	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.3	85.1	83.9	87.2	84.1	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	90.2	87.8	95.3	96.1	92.4	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	83.2	89.9	78.2	86.0	76.4	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	82.5	77.6	78.2	79.7	83.5	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.															
	CLB					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.9	81.6	80.3	82.5	79.2	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	88.9	88.9	88.5	82.4	86.3	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0

Parent	79.8	82.4	78.9	87.1	67.1	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	68.0	73.6	73.5	78.2	84.3	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.															
	CLB					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.0	75.4	68.8	76.7	76.7	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	88.2	80.0	81.0	70.6	72.7	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	63.3	70.0	50.0	88.5	78.9	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	88.5	76.1	75.6	71.0	78.3	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.															
	CLB					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	74.7	70.5	62.2	75.1	72.2	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	76.8	81.5	76.9	71.1	84.5	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	72.5	59.5	47.6	79.2	59.8	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

Clover Bar staff collaboratively developed our 2017-2018 School Education Plan. We supplemented our discussions with information from Provincial Achievement Test results, Our Story and Accountability Pillar Survey data. The SEP is a living document that is modified as data arrives, is analyzed, and suggested changes to the plan should be made to support student learning.

The SEP will be shared with our School Council on October 26, 2017 and those in attendance will be given the opportunity to seek clarity and provide input on priorities, goals, strategies and measures. Parents will be informed that the SEP will be submitted to EIPS Central office and published on Clover Bar's website. 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>.

Additional Links:

[Clover Bar Budget Report](#)

[Clover Bar 2016-2017 Surplus/Deficit](#)