

**School Education Plan and Results Report
Clover Bar Junior High
2018-22
Year 1**



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 behaviors in our school and larger community.

Motto:

Aim for the Future!



Your Future in MIND

SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Focused, intentional relationship building with colleagues, students, parents and guardians along with our Indigenous, local, national and global community members in order to strengthen the education quality, safe and caring environment and citizenship of Clover Bar School EIPS **Priority 1, Goal 3; Priority 2, Goals 1, 3 and 4; and Priority 3, Goals 1, 2 and 3**

GOAL 2: Strategic planning and teaching across the curriculum in order to increase student growth in literacy and numeracy. **EIPS Priority 1, Goals 2 and 3; Priority 2, Goals 3 and 4;**

GOAL 3: Integrate formative assessment practices in order to provide greater accuracy to summative marks. **EIPS Priority 1, Goal 2 and 3; Priority 2, Goal 3 and 4**

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 with 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: Jacqueline Holmes

Assistant Principals: Sheryl Tsiclas

Counsellor: Stephanie MacNutt

Quick Facts:

- Clover Bar Junior High School opened in 1971.
- Clover Bar Junior High School has a staff of 23 certificated teachers, 6 educational assistants, 1 Library Technician and 3 administrative support staff (Secretary 2, Secretary 3 and a Business Secretary).
- Clover Bar Junior High School's current enrollment is 344 regular program students and 17 Practical Learning and Community Education (PLACE) students
- Clover Bar Junior High School's budget for the 2016-17 school year is \$2,660,463. 98% of our budget is expended on staffing.

Programming Highlights:

- Clover Bar students engage in several community service learning opportunities. We participate in monthly food drives in support of the county food bank. Our students in the leadership option, CLB Student Round Table and staff volunteer their services at school and the community to fund raise for a variety of charitable foundations such as the Make a Wish Foundation and Jacob's Wish and the Stollery Hospital Foundation. As well, a group of staff and students volunteers to serve supper at the Hope Mission.
- In preparation for high school and beyond, all Clover Bar students explore Career and Technology Foundations (CTF) and future occupations by engaging in sewing, communication technologies, foods, commercial foods, improvisation, invention convention, year book development, Scratch, computer programming, fitness education, advanced and regular building construction and leadership. Our staff have contributed to the choices of CTF options, providing our students with opportunities to explore future careers and lifestyles.
- Clover Bar has a strong Fine Arts Program. Students seek opportunities to engage in Art, Music and Drama complimentary courses. The Clover Bar annual play is run as a club due to a high interest from our entire student body.
- Clover Bar students participate in Elk Island Public School athletics. Students engage in volleyball, cross-country, cheer, 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 wish to further their experiences within the EIPS community.
- Clover Bar has an EIPS Division PLACE program.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

Clover Bar's successes for the 2017-2018 school year were in the areas of CTF implementation, integration, social/emotional supports, Indigenous learning and working with the Clover Bar School Council and Parent group.

In this past school year, CLB had a focus on implementing and following the CTF programming and assessment for options. We saw success in teacher's understanding. The CTF curriculum, planning within the guidelines of the curriculum and implementing the assessment for CTF. Our school CTF mentor shared, supported and guided staff as well as demonstrated passion for the focus on future careers, choice and projects! Our commercial foods class accelerated in sales and maintained a focus on healthy food guidelines. Our PLACE program students chose CTF options and joined classes as active students, where teachers were supported in teaching and assessing PLACE students, rather than "supervising" students assigned to the PLACE program.

We learned more about supporting our students struggling with literacy and numeracy. Two years ago, we had a pull out that impacted core learning time. Last year, we had flex classes that supported students with a focus on developing a positive mind set about literacy and numeracy. This year we have combined the best of both models. The first model led to too much lost time from various core subjects while the second model was too unstructured. This learning has led to a new model for this school year, which combines the strongest learning programming from our previous 2 models.

During the 2017-2018 school year CLB experienced 2 Violence, Risk and Threat Assessments, a discipline hearing and an expulsion. This highlighted the need to support our students with social emotional needs in a proactive manner. The ROC Room, for reflection and academic support, was created. In this space the educational assistant worked with individuals, or small groups, to enhance relationship and problem-solving skills as well as provide academic support and catch up on work.

CLB began its Indigenous learning journey. Staff and students had the opportunity to meet with Elder Wilson. This first meeting consisted of a focus on the truth. Staff and students also had the opportunity to ask questions and reflect on their own reality in the classroom.

The CLB School Council and Parent Group worked collaboratively in supporting the learning of students. The Council participated in parent presentations. The Parent Group ran a casino which earned approximately \$19 000.

Challenges:

Parental involvement and school communication at Clover Bar was a challenge. Stakeholders, as identified on the EIPS Engagement Survey and the Accountability Pillar, need clear and consistent information which informs their knowledge of Clover Bar School and students' learning.

Clover Bar will work towards increasing communication with teachers to clarify and understand the decrease in teacher's confirmation that Clover Bar is a safe, caring and respectful school, students model active citizenship, students have a wide range of programming as well as parent involvement and communication.

Another challenge for Clover Bar Junior High School is student achievement at the acceptable and excellence levels on the Provincial Achievement Exams. Clover Bar has noted the decrease in the acceptable and excellence standard in all core subject areas. Clover Bar was not effectively meeting the needs of our learners who were working below class average, including our English Language Learners.

Students struggling with mental health concerns and behaviors created stress for the team, staff and students. Clover Bar Junior High completed 2 Violence, Threat and Risk Assessments to level 2. Clover

Bar also had a disciplinary hearing as well as an expulsion hearing. In addition, CLB experienced staff circumstances that led to emotional distress. The 2 Violence, Threat and Risk Assessment cases, along with the severe behaviors created stress and anxiety. CLB Staff also experienced a staff member being diagnosed and receiving treatment for cancer. This is a close staff and emotions were tangible. Lastly, the school year began with only 1 Secretary II for administrative support.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

The challenges have led to a focused school plan, which includes a team professional learning plan for all staff. Our school year began with the focus on review of data, celebration of success and implementation of chosen strategies to impact change in the areas of education quality, safe and caring environment and citizenship. The team professional plan will focus on relationships, Indigenous learning to understand and teach and ensuring we are highlighting numeracy and literacy as an integral part of our learning throughout all subject areas.

The Provincial Achievement Test results, the EIPS Engagement survey results along with the Accountability Pillar are being dissected in order to effectively understand and use the data. STAR and MIPI data are being reviewed and students will be provided with targeted instruction to enhance results in literacy and numeracy.

Collaboration time, each staff meeting, has been allotted to review individual student progress and plan for achievement. Data is collected, reviewed and updated.

This school year, we have increased communication. All staff are involved in behavioral planning. Staff are contacting parents early and focusing on relationships with families.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

Focused, intentional relationship building with colleagues, students, parents and guardians along with our Indigenous, local, national and global community members in order to strengthen the education quality, safe and caring environment and citizenship of Clover Bar Junior High school.

Division Outcome:

EIPS Priority 1, Goal 3; Priority 2, Goal 1, 3 and 4) and Priority 3, Goals 1, 2 and 3

Strategies:

- Review of data from the Clover Bar Accountability Pillar then use findings for planning
- Meet with staff and students to gather feedback on experiences and ideas for change
- Development of a clear, specific handbook which is reviewed and discussed with students
- Interaction Schedule to increase time with students in the morning, at lunch and the end of the day
- Collaborative Health Day planning
- Regular Assemblies
- Elder Wilson visits: historical information regarding Treaty 6, Métis and Treaty Flag Raising ceremony
- Incorporation of Indigenous learning into daily activities and routines
- Increase staff involvement in maintaining Individual Support Plans and English Language Learner Benchmarks

- Collaborate and provide professional learning with Support for Students Consultant, Sharon Jeske
- Increased school counsellor presence with students
- Continue with staff and student recognition and celebrations
- Professional Growth Plan (PGP) Links to School Education Plan (SEP) and EIPS priorities identified and encouraged
- Increased contact with parents
- Notes in Power School to keep all informed and up to date

Performance Measures:

- A minimum of 3 surveys to all stake holders regarding the Clover Bar Community
- EIPS Engagement and Accountability Survey Results
- Feedback from stake holders during informal and formal meetings
- PGP areas of focus and growth

School Goal 2:

Strategic planning and teaching across the curriculum in order to increase student growth in literacy and numeracy.

Division Outcome:

EIPS Priority 1, Goal 2 and 3; Priority 2, Goals 3 and 4;

Strategies:

- Review of PAT results through an in-depth review of data
- Collaborate and provide professional learning with Support for Student Consultants, Sharon Jeske, Stephanie Dodyk, Janice Sundar and Amaya Ortigosa
- Implementation of the concept of Learning Sprints to guide planning for student learning (Monthly review of students, with data as the basis for discussion, to assess learning or change in programming)
- Administration classroom visits to focus on specific feedback for staff growth (Sandra Herbst)
- Using Visible Learning (Hattie) information, to provide staff with evidence supported strategies for numeracy and literacy growth
- Review of STAR and MIPI data by Clover Bar Lead teachers, who will then share out in sections with all staff
- PGP links to SEP and EIPS priorities
- Work with Supports for Students Consultants, Janice Sundar and Amaya Ortigosa to update library collection, move to book studies rather than novel studies and understand the impact of mindset on learning
- Peer tutoring at lunch

Performance Measures:

- PAT Results
- PGP areas of focus and growth
- Individual student achievement each reporting period
- Student and parent feedback
- Mindset shift for staff and students regarding literacy and numeracy as a regular focus in all subjects
- Library materials student sign out increases
- Increase in Book Studies rather than novel studies

School Goal 3:

Integrate formative assessment practices in order to provide greater accuracy to summative marks.

Division Outcome:

EIPS Priority 1, Goal 2 and 3; Priority 2, Goal 3 and 4

Strategies:

- Incorporate Sandra Herbst teachings into staff feedback
- Provide staff with a minimum of 2 challenges for the school year in regards to assessment
- Professional learning as a team
- Clear descriptors of formative and summative assessments included in course outlines
- Classroom visit feedback

Performance Measures:

- Student feedback and understanding of their own learning
- Evidence demonstrating growth and learning from formative assessment
- Staff discussion using assessment language
- Results on PAT

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	CLB	92.2	19.6	88.6	17.4	86.3	13.1	80.0	16.8	76.7	8.3	80	10
	EIPS	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	CLB	80.2	26.4	73.5	17.4	76.3	18.4	72.8	16.8	61.7	12.8	64	15
	EIPS	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4	68.4	19.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Science 9	CLB	87.4	35.2	84.1	22.7	83.0	31.4	79.2	23.2	75.2	18.0	77	20
	EIPS	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0	83.5	27.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Social Studies 9	CLB	75.8	24.7	77.3	27.3	69.3	16.3	78.4	24.8	66.2	18.8	68	20
	EIPS	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7	76.0	25.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.5	84.8	87.7	87.1	81.6	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	97.7	95.2	91.7	92.7	84.6	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	89.2	82.1	91.7	85.4	84.0	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	75.7	76.9	79.7	83.3	76.2	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	CLB					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.6	71.8	74.8	77.5	64.8	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	95.4	95.2	88.2	93.6	69.5	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	77.2	58.8	72.7	66.3	63.4	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	60.4	61.2	63.4	72.5	61.6	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.															
	CLB					EIPS					Province				

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	74.5	69.4	76.3	73.4	54.7	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	73.1	80.0	88.2	81.8	57.1	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	75.9	58.8	64.3	65.0	52.2	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	CLB					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.1	83.9	87.2	84.1	82.2	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	87.8	95.3	96.1	92.4	81.6	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	89.9	78.2	86.0	76.4	86.0	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	77.6	78.2	79.7	83.5	79.0	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.6	80.3	82.5	79.2	78.4	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	88.9	88.5	82.4	86.3	85.1	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	82.4	78.9	87.1	67.1	77.2	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	73.6	73.5	78.2	84.3	72.8	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.4	68.8	76.7	76.7	65.2	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	80.0	81.0	70.6	72.7	52.4	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	70.0	50.0	88.5	78.9	65.0	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	76.1	75.6	71.0	78.3	78.3	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	70.5	62.2	75.1	72.2	67.2	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	81.5	76.9	71.1	84.5	66.3	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	59.5	47.6	79.2	59.8	68.1	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

During the October 18, 2018 Clover Bar School Council and Parent Group Meeting the Clover Bar School Education Plan will be shared. The Council will be invited to provide feedback and ideas for achieving our school goals. The accountability pillar overview was shared during the September meeting. We will look at sharing more detailed information during future Council meetings.