

School Education Plan and Results Report

2015-2018

Year 2



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, so more students demonstrate academic, social and emotional growth 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 create a 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: Karen Ramsey

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, 3 education assistants, and 3 administrative support staff.
- Clover Bar Junior High School's current enrollment is 386 regular program students and 10 PLACE Students
- Clover Bar Junior High School's budget for the 2016-17 school year is \$2,924,718. 98% 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 EIPS Division PLACE program.
- 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, 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 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 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 and building construction. Our staff have contributed to the construction of LDCs (Locally Developed Courses) providing our students with opportunities to engage in advanced cooking and 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, CLB Student Round Table and staff volunteer their services at school and the community.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest success/challenges faced in 2015-2016?

The Accountability Pillar results, along with the results from the Clover Bar Tell Them From Me Survey, identifies that Clover Bar has shown an increase in stakeholder engagement, citizenship, effort positive and safe school culture as well as parent involvement and communication. These results tell us that our stakeholders are being informed. In addition, Clover Bar developed a formalized School Council to join our Parent Fundraising Group.

We have noted, the increase in the response rate to our Accountability Pillar questionnaire and will continue to share more about our school to our school stakeholders. Clover Bar is especially pleased with the 31.6 % increase in parent response to parent involvement and communication as we focused on increasing our communication during the 2015-2016 school year. We are interested in further understanding Accountability Pillar data that pertains to life-long learning, world of work, citizenship, parental involvement, and continuous improvement of educational services provided at Clover Bar Junior High School in order to keep our stakeholders well informed.

Our survey results identified a decrease in teacher validation that Clover Bar is a safe, caring and respectful school, students model active citizenship, students have a wide range of programming as well as high degree of parent involvement.

Clover Bar enrollment has become somewhat less predictable, particularly during the transition from grade 8 to grade 9. This had a significant impact on fall budget. Student enrollment in our sports academies declined significantly. Our Hockey and Soccer programs historically draw students from outside our division and catchment area.

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

A priority for the 2016-2017 School Education Plan is to celebrate and continue to implement a variety of strategies for parental involvement and school communication at Clover Bar, so stakeholders are provided with clear, consistent data which informs their responses on the Accountability Pillar and other measurement tools.

Clover Bar will work towards increasing communication with teachers to clarify and understand the decrease in teachers 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.

Clover Bar staff will also focus efforts to assessing the new complimentary courses that are unique to the interests of our students, and interests and abilities of our professional staff. New CTF (Career and Technology Foundations) curriculum provides the context where a broad range of complimentary/option courses can be designed and offered, based on student and staff interests and skills. We also continue to upgrade and replace traditional CTF equipment used in Foods, Fashion Studies, Communication Technology and Construction so students discover and develop interests they may continue to pursue in high school and beyond. In addition, we will review timetabling in regards to options and CTF programming. Staff and students have identified struggles with combining

semester, full year, quarterly and trimester rather than increase student choices in options, options are limited.

As enrollment declines, we are working to ensure we are staffed appropriately and that our Full Time Equivalent teaching staff matches the programming needs of our students. We have studied instructional minutes requirements and have staffed to ensure instructional minute requirements for core and complimentary/option courses are being met. We have focused on staff to ensure we provide the additional supports necessary for our ESL and academically struggling students.

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 1, 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 deploy 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/parents whose literacy/numeracy skills are not at an expected level.

Performance Measures:

- Increase in students demonstrating anticipated literacy and numeracy proficiency as reported in district benchmark outcomes.
- Increase in students achieving Acceptable and Excellence standards as measured by Provincial Achievement Tests and school common assessments.
- Increase in students indicating positive attitudes about literacy and numeracy skill development.
- Increase in students identified and supported with literacy/numeracy interventions so appropriate ISPs (Instructional Support Plans) can 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 formative and summative assessment information regarding their on-going 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, and, student learning is supported and enhanced through parent engagement. 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 alternative measures for parent involvement with, and influence on, education programming and citizenship culture at Clover Bar.
- Effectively utilize social media, our school's website, emails and other forms of communication to encourage and celebrate stakeholder engagement at Clover Bar.

- 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 Tell Them from Me 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 information sharing about Clover Bar as a school that prepares students for life-long learning, the world of work, and effective citizenship during individual and focus group interviews conducted by school administration and counselling.
- Feedback regarding Health Days from stakeholders.

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 and invite/involve community partners and stakeholders 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 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 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 through individual and focus group interviews.

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	CLB	93.4	30.1	84.8	18.2	93.1	20.0	88.4	17.8	86.3	13.1	88	15.1
	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	15.2		
Mathematics 9	CLB	85.2	34.4	65.7	24.7	80.9	27.0	74.4	17.8	76.3	18.4	78	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	67.8	17.5		
Science 9	CLB	91.8	29.5	82.3	27.3	87.6	36.0	83.7	23.3	83	31.4	85	33
	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	74.2	22.4		
Social Studies 9	CLB	84.2	35.0	68.7	22.2	76.4	24.7	76.7	27.9	69.3	16.3	71	18
	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		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	CLB					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	0.5	0.0	1.2	0.5	0.0	2.5	3.6	1.9	2.5	2.2	3.8	3.6	3.3	3.5	3.2

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.2	85.8	87.5	84.8	87.7	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	93.5	92.9	97.7	95.2	91.7	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	86.9	86.5	89.2	82.1	91.7	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	84.1	78.1	75.7	76.9	79.7	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.															
	CLB					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	81.9	80.4	77.6	71.8	74.8	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	98.4	94.1	95.4	95.2	88.2	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	76.6	78.3	77.2	58.8	72.7	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	70.7	68.9	60.4	61.2	63.4	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.															
	CLB					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	71.7	76.1	74.5	69.4	76.3	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	84.0	94.1	73.1	80.0	88.2	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	59.5	58.1	75.9	58.8	64.3	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.	Clover Bar	N/A	59	65
	EIPS	N/A	61	64
	Canada	N/A	56	56
Effort Percentage of students who report they try hard to succeed in their learning.	Clover Bar	67	68	69
	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	Clover Bar	36	37	33
	EIPS*	34	34	40
	Canada	25	25	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
	EIPS*	63	64	65
	Canada	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
	EIPS*	6	6.1	6.2
	Canada	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
	EIPS*	2.6	2.6	2.7
	Canada	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.6	85.3	85.1	83.9	87.2	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	96.0	90.2	87.8	95.3	96.1	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	85.1	83.2	89.9	78.2	86.0	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	84.8	82.5	77.6	78.2	79.7	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.															
	CLB					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.9	78.9	81.6	80.3	82.5	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	88.9	88.9	88.9	88.5	82.4	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	83.8	79.8	82.4	78.9	87.1	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	76.1	68.0	73.6	73.5	78.2	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.															
	CLB					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	77.0	80.0	75.4	68.8	76.7	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	76.0	88.2	80.0	81.0	70.6	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	64.9	63.3	70.0	50.0	88.5	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	90.2	88.5	76.1	75.6	71.0	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.															
	CLB					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	73.4	74.7	70.5	62.2	75.1	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	83.1	76.8	81.5	76.9	71.1	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	63.8	72.5	59.5	47.6	79.2	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

Clover Bar staff collaboratively developed our 2016-2017 School Education Plan. We supplemented our discussions with information from Provincial Achievement Test results, Tell Them from Me (TTFM) and Accountability Pillar Survey Data. The SEP is a living document that is modified as data arrives, is analyzed, and suggests changes to the plan should be made to support student learning.

The SEP was presented to the School Council on October 24, 2016 and those in attendance were provided the opportunity provide seek clarity and provide input on priorities, goals, strategies and measures. Parents were informed the SEP would 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>.