

**School Education Plan and Results Report  
Clover Bar Junior High  
2018-22  
Year 3**



**Mission:**

All students learn best when they are welcomed, cared for, respected and safe. At Clover Bar Junior High, our staff is committed to supporting our students and providing opportunities for them to grow and learn. Our students are accountable for their choices, actions and behaviors and supported through academic interventions, school activities and options, leadership opportunities, Individual Support Plans (ISPs), Numeracy and Literacy supports, and regular, open communication between the school and families.

**Motto:**

Aiming 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 Foundational Statements**

**Principal:** Colleen Alpern

**Assistant Principal:** Grant Fiddes

**Counsellor:** Kyla Sorle

**Academic Counsellor:** Cathy Allen

### **Quick Facts:**

- Clover Bar Junior High School opened in 1971.
- Clover Bar Junior High School will have a staff of 19.65 certificated teachers, 10 educational assistants, 1 Library Tech Assistant and 2.2 administrative support staff (Secretary 2 and a Business Manager).
- Clover Bar Junior High School's current enrollment is 342 regular program students and 14 Practical Learning and Community Education (PLACE) students, 8 FOCUS students and up to 32 students in the Bridging program.
- Clover Bar Junior High School's budget for the 2020-21 school year is \$2,794,105. 97% of our budget is spent on staffing.
- Clover Bar Junior High is offering the Sport for Life program for 2020-2021 with a current enrollment for two classes: one class of Grade 7: 32 and one class Grade 8/9: 29
- Clover Bar Junior High will be opening a FOCUS classroom for 2020-2021 with a current enrollment of 6 students.
- Clover Bar Junior High also hosts the Junior High Bridging Program.

### **Programming Highlights:**

- In preparation for high school and beyond, all Clover Bar students explore Career and Technology Foundations (CTF) and future occupations by engaging in sewing, photography and design, foods, commercial foods, improvisation, yearbook development, computer programming, fitness education, Lego robotics, app development, financial literacy, advanced and regular building construction and leadership.
- Clover Bar has a strong Fine Arts Program and students seek opportunities to engage in Art, Music, including both Band and Choral Music, and Drama and Improv.
- Clover Bar offers French as a Second Language.
- Clover Bar students participate in Elk Island Public School athletics. Students engage in volleyball, cross-country, basketball, badminton, golf, and track and field.
- Clover Bar offers the Sport for Life program.
- Clover Bar has EIPS Division PLACE, FOCUS and Bridging programs.

### **Budget Implications:**

- This School Education Plan reflects an increase in the school budget by \$364, 945.00 due to the opening of a new FOCUS site, the transfer of the NextStep Outreach Program and the opening of the Sport for Life program. This translates into an increase of 0.65 FTE of certificated staff and an additional 4 educational assistants for the 2020-21 school year.

### SECTION THREE: School Education Results Report (2019-20)

What were the greatest successes/challenges faced in 2019-20?

Successes:

All areas, except one, of the School Accountability Pillar survey results showed improvement. This is a wonderful achievement that is the result of the dedication and hard work of a safe and caring school staff of highly dedicated professionals.

Challenges:

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning did not demonstrate improvement.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

This was the only indicator that did not demonstrate improvement in the 2019-20 survey results. Bringing into focus aspects of curriculum that respond to the knowledge, skills and attitudes required for lifelong learning would be important in supporting this indicator. In addition, information shared with parents through meetings, newsletters and our website could emphasize the importance of lifelong learning and develop understanding around what knowledge, skills and attitudes are necessary for lifelong learning. Increasing contact with parents through online virtual meetings, phone calls and emails from teachers and organizing a presentation for parents during an online council meeting would assist in building understanding around lifelong learning. It would also be beneficial to incorporate this vocabulary in academic counselling classes.

### 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 for planning
- Collection of informal data from staff through conversation, discussion and written input on experiences and ideas for change
- Interaction Schedule to increase time with students in the morning, at lunch and the end of the day
- new timetable / schedule to meet the employment standards of 30 min uninterrupted break for staff
- Monthly Pep rallies
- Incorporation of Indigenous learning into daily activities and routines
- Increase staff professional learning and involvement in maintaining Individual Support Plans
- Collaborate and provide professional learning with Support for Students Consultant, Sharon Jeske

- hiring of a 0.5 FTE school counsellor to assist with training and writing of ISPs
- Continue with staff and student recognition and celebrations
- Professional Growth Plan (PGP) links to revised TQS and EIPS/ School priorities encouraged
- Use of Google platform to maintain information, calendars and documents
- Predictable and systematic sharing of information through weekly updates, newsletters and website posts
- Enforcement of school code and student responsibilities through predictable and consistent consequences, use of Study Hall and academic counselling strategies
- addition of academic counselling into every students timetable to provide supports and strategies for academic success
- increase contact with parents though online virtual meetings, phone calls and emails from teachers
- include information about lifelong learning in newsletters
- organize a presentation for parents during an online council meeting
- incorporate this vocabulary in academic counselling classes

**Performance Measures:**

- EIPS Engagement and Accountability Survey Results
- Feedback from stakeholders during informal and formal meetings
- PGP areas of focus and growth
- informal / formal student surveys

**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
- Implementation of the concept of Student Check-ins to guide planning for student learning (Monthly review of students to assess learning, concerns or change in programming)
- addition of academic counselling into every students timetable to provide supports and strategies for academic success
- Professional Learning offered to support the implementation of this learning strategy
- Administration classroom visits to focus on specific feedback for staff growth
- Review of STAR and MIPI data by teachers
- PGP links to SEP and EIPS priorities
- Collaboration and release time for maintenance of ISPs, using STAR, MIPI data and with support of EIPS Math and numeracy consultants, Sharon Jeske and school counsellor
- Implement a school-wide academic counselling program with the assistance of staff to support identified students.

**Performance Measures:**

- PAT Results
- PGP areas of focus and growth
- Individual student achievement each reporting period
- Student and parent feedback

**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:**

- Review of and development of department course outlines and assessment strategies based on EIPS documents
- Regular review of marks by administration
- Professional learning as a team
- Clear descriptors of formative and summative assessments included in course outlines

**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)										TTarget	
		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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.8	87.7	87.1	81.6	79.1	88	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89	89
Teacher	95.2	91.7	92.7	84.6	92.7	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95	95.1
Parent	82.1	91.7	85.4	84	75.3	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	76.9	79.7	83.3	76.2	69.1	80.7	81	81.8	81.6	82.9	83	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	CLB					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	71.8	74.8	77.5	64.8	65.5	79.8	79.8	80.1	80.5	80	83.5	83.9	83.7	83	82.9
Teacher	95.2	88.2	93.6	69.5	83.6	94.1	94.1	94.1	94.1	93	94.2	94.5	94	93.4	93.2
Parent	58.8	72.7	66.3	63.4	60	76.5	75	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	61.2	63.4	72.5	61.6	53	68.8	70.3	70.6	72	71.7	74.2	74.5	74.4	73.9	7.5
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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	69.4	76.3	73.4	54.7	75.2	79	77.8	79	77.8	80.7	82	82.6	82.7	82.4	83

<b>TTeacher</b>	80	88.2	81.8	57.1	90.5	89.8	89	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
<b>PParent</b>	58.8	64.3	65	52.2	60	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	CLB					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>OOverall</b>	83.9	87.2	84.1	82.2	81.9	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90	90.2
<b>TTeacher</b>	95.3	96.1	92.4	81.6	96.2	96.3	95.9	96.4	96.2	96.4	95.9	96	95.9	95.8	96.1
<b>PParent</b>	78.2	86	76.4	86	74.4	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86	86.4
<b>SStudent</b>	78.2	79.7	83.5	79	75.1	84.6	85.4	85.8	86.8	87.6	87.4	88	88.1	88.2	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>OOverall</b>	80.3	82.5	79.2	78.4	77.5	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
<b>TTeacher</b>	88.5	82.4	86.3	85.1	88.1	91.2	91	90.4	90	90.7	87.2	88.1	88	88.4	89.1
<b>PParent</b>	78.9	87.1	67.1	77.2	73.2	79.8	81	80	79	78.4	79.9	80.1	80.1	79.9	80.1
<b>SStudent</b>	73.5	78.2	84.3	72.8	71.2	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>OOverall</b>	68.8	76.7	76.7	65.2	68.3	79.1	80	80.2	79.5	81	79.6	81.2	81.4	80.3	81
<b>TTeacher</b>	81	70.6	72.7	52.4	77.3	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
<b>PParent</b>	50	88.5	78.9	65	66.7	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>SStudent</b>	75.6	71	78.3	78.3	60.8	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

## 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>OOverall</b>	62.2	75.1	72.2	67.2	65.1	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>TTeacher</b>	76.9	71.1	84.5	66.3	76.1	88	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89
<b>PParent</b>	47.6	79.2	59.8	68.1	54.1	66.2	67.9	67	67.2	66.7	73.4	73.5	73.9	73.4	73.6

## Communication of Plan:

During the November Clover Bar School Advisory Council and Parent Group Meeting the Clover Bar School Education Plan will be shared. The Council was invited to provide feedback and ideas for achieving our school goals. The accountability pillar overview will also be shared at this time. Information will be posted to the school website after review.

School fees were reviewed with Parents and approved at the March 11 School Council Meeting. The School Council has focused their efforts this year on reviewing, amending and approving by-laws for both the Clover Bar Junior High Advisory School Council and the Clover Bar Junior High School Fundraising Association.

In this year, the parent council groups will focus on passing and submitting amended bylaws and increasing parent awareness and participation in meetings.