



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Clover Bar Junior High

PRINCIPAL: Matt Shudra (Colleen Maertens-Poole)

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred 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:

Quick Facts:

- Clover Bar Junior High School opened in 1971.
- Clover Bar Junior High School will have a staff of 19.663 certificated teachers, 5 educational assistants, 1 library tech assistant and 3 administrative support staff.
- Clover Bar Junior High School's budget for the 2023-24 school year is \$2,807,131. 95.28% of our budget is spent on staffing.
- Clover Bar Junior High School's current enrollment is 392 students including:
 - o 7 Practical Learning and Community Education (PLACE) students,
 - o 18 Focus Program students
- Clover Bar Junior High offers the Sport for Life program with two classes of Grade 7's and 8's, with one class of Grade 9's.

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, web design, advanced and regular building construction, cosmetology, and leadership.
- Clover Bar has a strong Fine Arts Program and students seek opportunities to engage in Art, Drama and Improv.
- Clover Bar students participate in Elk Island Public School athletics. Students engage in volleyball, cross-country, basketball, badminton, handball and track and field.
- Clover Bar offers the Sport for Life program.
- Clover Bar has EIPS Division PLACE and Focus programs.

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SCHOOL GOAL 1:

Increase student engagement by leveraging student-centred practices in all subject areas.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students, Success for Every Student

STRATEGIES:

Counselling and administrative student-centered practices and supports to build engagement and support students learning:

- Individualized Support Plan (ISP) creation, writing, and tracking
- Peer tutoring
- Learning loss recovery through small groups of students pull out with focus on literacy interventions
- Student surveys administered each semester and at the end of the year
- Advisory grade group meetings with administration
- Continue to provide high-quality supports for student mental health through counselling, parental and community supports
- Activities and experiences to support learning (sharing circles, regular check-ins)
- Build community collaboration with the Boys and Girls Club through regular noon hour activities
- Creation of a student drop-in centre/space for use by all students (Re-Set Room)
- Use of the Indigenous Room by all students
- School visits with FNMI consultants on a regular basis to support First Nations, Metis and Inuit students

MEASURES:

- The percentage of students in grades 9 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of families who agree students find schoolwork interesting.
- Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- STAR Reading and Math assessment results.



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SCHOOL GOAL 2:

Provide students with knowledge, skills, and strategies to allow them to take responsibility for their academic health so they can reach their potential as informed by surveys and academic success.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

Direct teaching of the following strategies in Health classes:

- goal setting -organizational skills (online tools, agendas, calendars)
- note-taking
- self-regulation
- self-advocacy and asking for help
- conflict resolution (restorative practice)
- resilience
- sharing circles and regular check-ins

Monthly staff PL on the above strategies

Practice and incorporated use of these skills in all classes and by all staff Grade 7, 8 and 9 Learning Strategies class for intense focus on these strategies

Peer tutoring

School-wide conflict resolution process (restorative practice)

Re-Set Room set up and introduction into culture and practice

Monthly staff meeting presentations on Brain breaks

Use of Re-Set room teacher to focus on strategies for regulation, self-advocacy and resilience

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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- Students at your school are learning what they need to know. (Assurance Data)

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SCHOOL GOAL 3:

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

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

Presentation to staff, students and parents by Toni Harrison
Monthly staff sharing circles and conversation around the issues
Implementation of lessons on bias in Health class
Newsletter / website and Instagram posts around diversity and inclusion
School calendar / announcements / TVs reflect all cultural holidays
Adding positive behaviour recognition to promote citizenship

MEASURES:

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- 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 my school.
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.