



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Ardrossan Junior Senior High School

PRINCIPAL: MJ Nam

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:

Ardrossan is a rural grade 7 – 12 school focusing on academic excellence, assisting students to aspire to their highest possible goals and planning appropriately to enable students to reach them. Ardrossan offers a range of programs including French Immersion, High Academic Programing, Off-Campus Education, Registered Apprenticeship Program, Green Certificate, Work Experience, CTS Skills Canada, Band, Drama, Art and Spanish. Learning environments at Ardrossan are a mixture of inquiry-based learning initiatives and projects, along with direct instruction in all subjects. French Immersion is offered at the 30 level in most of the core subjects with a high percentage of students graduating with Elk Island Public School's French Immersion Diploma, DELF (Diplôme d'Étude en Langue Française-International Diploma of French Language Studies) and a high acceptance rate to Campus St. Jean at the University of Alberta and other Universities. We are distinguished in our Fine Arts Program, including impressive results from numerous music and drama performances and art shows. We value collaboration with our feeder schools on a staff and student level with curriculum alignment, mentorship opportunities and student transition.

We are proud at Ardrossan to have a high percentage of our students involved in a wide scope of activities. Ardrossan offers a wide scope of leadership opportunities, including Character Education instruction, Mental Health Capacity Building, and access to involvement with groups such as Student Council/Leadership, Gay Straight Alliance, Student Coalition for Change and other volunteer initiatives. The range of programming options at Ardrossan demonstrates our commitment to holistic education that is in and beyond the classroom environment to engage all learners.

MISSION:

To achieve educational excellence in preparing students for their future. As a community of learners, we are working to make today's dreams, tomorrow's reality.

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SCHOOL GOAL 1:

Student Engagement at AJS

Student academic, social, and emotional engagement at AJS will increase by leveraging student-centred practices in all subject areas.

EIPS PRIORITIES AND GOALS:

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

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Student choice through writing notebooks, independent reading, book clubs to promote more student centered learning.
- Cohorting of classes by teachers.
- AJS Weekly Bison Tracks reminders to families.
- Supporting student initiatives.
- Supporting the variety of programming-Art, Athletics, Band, Theater, Mechanics, Communication Technology, Commercial Foods, Esthetics, Spanish, Environmental Education.

MEASURES:

- The percentage of families who agree their child's learning what they need to know.
- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- 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.
- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)

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- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- Attendance records.
- Office referrals/Discipline Logs notes.
- Meetings with students and parents.
- Student Forum data.
- Administration and teacher classroom observations/conversations.

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SCHOOL GOAL 2:

By developing and leveraging teacher capacity to provide differentiated instruction, students will experience growth in knowledge, skills, and attitudes to become confident and competent learners as indicated by formative and summative assessment data collected throughout the school year.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

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

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

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

STRATEGIES:

- Teach students independent study skills.
- Teachers will differentiate for reading levels.
- Access professional development regarding the collection and recording of formative assessment information in gradebook.
- Use of Vertical, Non-permanent Surfaces or similar process in the ELA, Math, and FLA classrooms.
- Use the Diagnostic Reading and Math Tools (DRT)-STAR to assess struggling readers and math students.
- Analyze data from Common, PAT, and Diploma Exams to inform classroom instruction, writing and performance tasks.
- Collect student exemplars at the 10-1, 10-2, 20-1, 20-2 levels of ELA and Social Studies.
- Utilize substitute teachers to provide common marking time and standard setting time into department meetings.
- Procure literature for high school library and classrooms that reflect our diverse student population (LGBTQ+, BIPOC, First Nations, Metis, and Inuit, etc.) perspectives.
- Invite consultants to model best instructional strategies.
- Use technology to help students visualize math concepts.
- Benchmark summative and formative assessments to identify student gaps in learning.
- Use of vertical non-permanent surfaces (VNPS) for student feedback.

MEASURES:

- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.

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- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.



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- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- Diploma test scores and in subjects other than ELA and math- above the acceptable and excellent category averages compared to EIPS and the Province.
- Provincial Achievement Test Scores in subjects other than ELA and math- above the acceptable and excellent category averages compared to EIPS and the Province.
- Common Exam scores in subjects other than ELA and math- above the acceptable and excellent category averages compared to EIPS.

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SCHOOL GOAL 3:

Students develop positive and effective citizenship skills and behaviors at AJS. By assessing students' interests in curricular and extra-curricular learning activities and implementing those that facilitate pride in themselves and their school, AJS students will feel a sense of belonging, in addition to feeling safe, respected, treated fairly at school, and well-prepared for life.

EIPS PRIORITIES AND GOALS:

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

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

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Provide students with leadership and participation opportunities, such as EIPS Student Voice, and representation on Parent Council.
- Promote and recognize student volunteerism in our community.
- Build school spirit and positive citizenship via theme days and pep rallies.
- Promote engagement and showcase students' participation in the Young Scientist and Young Author's conferences.
- Recognize student demonstration of school virtues through positive referrals and related activities.
- Promote and publicize Awards celebrations.
- Promote and recognize student participation in groups (Junior High principal's focus group, GSA, First Nation, Métis, and Inuit student group and associated activities, Coalition of Students for Change).

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 families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.



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- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- Improvement in PowerSchool attendance records.
- Admin and staff observations and recording of positive student conduct in classrooms and common spaces during breaks, lunch, before and after school.
- Office discipline referrals/logs.
- Increased community involvement through partnerships, work placements, and the Registered Apprenticeship Program, and scholarships.