

Frank Maddock High School

3 Year Plan

Submitted November 22, 2019-22



One Goal, Many Paths: Strive to Excel

Mission: Dedicated to maintaining a Powerful learning environment that ensures student success.



Wild Rose School Division

4912-43 Street, Rocky Mountain House, AB T4T 1P4
Ph: 1-800-771-0537 | (403) 845-3376 | Fax: (403) 845-4287
www.wrsd.ca | Twitter: @WildRoseSchools

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A. School Profile

School Name:	Frank Maddock High School
Principal:	Mrs. Heather Bartling (Acting Principal)
Vice Principal	Mr. Trevor Nickle (Acting Vice Principal)
Address:	4803 - 43rd Street
Phone:	(780) 542-4401
Student Population:	514
Teachers:	24
Support Staff:	10
Grades Served:	9-12

Frank Maddock is a grade 9-12 High school located in the town of Drayton Valley with a student population of 514 students and staff, including administration, teachers and support staff of 34. Drayton Valley is a town of 14,000 plus, including the surrounding area, where the major industry is resource based and the accompanying services that support that. Our inclusive education environment is supported by a Student Success Facilitator who, in consultation with the Learning Services Team, teachers and the Principal, supports all students. Further support services available to students from a school-based family wellness worker, the Community School Resource Officer, and the school division Director of Wellness which help to support student emotional health and mental wellness.



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**B. October 2019 Report (2018-19)
2018-19 Year Education Plan Results**



**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 2201 Frank Maddock High School**

Measure Category	Measure	Frank Maddock High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	78.2	83.1	82.2	89.0	89.0	89.3	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	75.4	75.5	73.3	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	79.3	83.1	84.5	90.2	90.0	90.1	Very Low	Declined	Concern
	Drop Out Rate	1.9	1.7	3.1	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	83.6	87.3	82.0	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.1	77.3	77.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.5	18.3	18.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.7	81.2	82.3	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	11.7	17.4	15.3	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	42.2	51.8	46.4	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	68.1	71.5	69.6	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.9	42.6	46.9	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	61.6	63.8	66.5	83.0	82.4	82.6	Very Low	Maintained	Concern
	Citizenship	65.0	66.4	66.4	82.9	83.0	83.5	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	68.5	82.4	75.2	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	65.6	69.9	70.4	81.0	80.3	81.0	Low	Declined	Issue

Areas of Improvement - Low or Very Low	Areas of Growth - High or Very High
<ul style="list-style-type: none"> ● Safe and Caring - 10.8% below provincials avg, down 4.9% from previous year ● Education Quality - down 10.9% from provincial avg; down 3.8% from previous year ● Diploma: Acceptable - down 10.9% from provincial avg; down 8.5% from previous year ● Diploma: Excellence - down 5.7% from previous year; down 12.3% from provincial average ● Diploma Exam Participation Rate (4+ Exams) - down 14.1% from provincial avg; down 9.6% from last year ● Work Preparation - down 21.4% from provincial avg; down 2.2% from last year ● Citizenship - down 17.9% from provincial avg; down 1.4% from last year ● Parental Involvement - down 12.8% from provincial average; down 11.9% from last year ● School Improvement - down 15.4% from provincial average; down 4.3 % from last year 	<ul style="list-style-type: none"> ● Drop Out Rate - up 0.2% from the previous year ● High School Completion Rate (3yr) - up 4.5% from the province

Key Learnings:

- FMHS Staff feel disconnected from their building and each other.
- Diploma exam and PATs need improvement in some subject areas and are excellent in others.
- There is a disconnect from what is done in the building and what people perceive is being done in the building. We need to increase our positive promotion and make sure the things we do in our building are shared with both the school community and the DV community.
- Methods of communication need to improve - between admin-staff; school-community; school-parents

E. 2019-22 Three Year Education Plan -

1. Inquiry Question: How can FMHS staff come together to improve learning for all students? What can be done to improve connections between staff, between staff and students, between students?

Goal:

Connect and unite staff and students in nurturing a culture that promotes wellness, learning, and a sense of belonging for all.

Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
School Wellness	<ul style="list-style-type: none"> ● Staff are connected with each other through social activities ● Model and reinforce values of respectful & collaborative communication ● Re-evaluate the avenues we communicate with each other to ensure they are effective and efficient ● Students are connected through more teacher-student activities outside of class time ● Survey to ensure each student is connected to school adult. ● Wellness discussions/check-ins by both admin and colleagues ● Consider the culture of our school to determine the best hours to do email and if a policy is needed. 	<ul style="list-style-type: none"> ● Staff Absenteeism ● Staff survey feedback ● Staff survey & Principal's evaluation ● Student survey to determine if current initiatives are effective. ● Student responses in AERR ● Information and follow up supports for staff from discussions. ● School wide assessment calendar to promote a 	<ul style="list-style-type: none"> ● Wellness is a very important aspect of ensuring that our staff and students are able to achieve their best. ● Students are able to be more productive and positive towards learning when their wellness is promoted and respected. ● Teacher practice is improved as wellness for staff allows for lower absenteeism, increase energy levels, and a more open perspective to new ideas. ● Wellness is a fundamental

	<ul style="list-style-type: none"> Engaging in thoughtful conversations about work life balance from both teacher and student perspectives. Discussing strategies to support both. Consider having an open calendar so teachers can state dates for their major assessments. Create a protocol that would suggest we allow one exam or minimize multiple exams on one day. Staff need to make a conscience effort to connect with one another. 	<p>balanced workload for students. Increase in success as students won't feel they have to sacrifice one class in favor of another.</p>	<p>requirement for a happy and productive work place and learning environment.</p> <ul style="list-style-type: none"> Staff and students must feel physically and psychologically safe in order to take risks to grow. Increase in staff attendance at PD days.
Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
<p>Promoting School Learning and Creating a Powerful Learning Environment</p>	<ul style="list-style-type: none"> Scope and sequence of what a student should be able to do at each grade level. (Diploma exams) Finding PD focused on writing for both English and Social Studies. Encourage and promote attendance at Alberta Education PD functions Regularly scheduled PGP meetings with teachers. Admin frequently visits classrooms. Learning discussions with staff based on visits and achievement data. Admin meets with teacher teams to facilitate the analysis of macro data (SLAs, PATs, DIPs, Acct Pillar, Rutherford data, Literacy Screen, focus groups) Consider ways of incorporating PLC time and collaboration time for groups to discuss data, best practices. PLC teams review PAT and DIP data and look at outcome strengths and weaknesses - Collaborate on high quality instructional practices in PLC Explore alternate options of timetabling. IE accelerated classes, full year classes. Finding PD and mentoring options so teachers feel comfortable with new curriculum delivery models. Encourage student ownership of course material by 	<ul style="list-style-type: none"> Calendar of assessments Admin and teachers collaborate through IL meetings and PGP meetings. Increased student ownership of learning Scope and sequence developed to ensure all students leave a grade level with the same skills no matter the teacher. Skills build on each other and progress to prepare for Grade 12 diploma level. Shared staff knowledge & understanding 	<ul style="list-style-type: none"> School departments will have time to discuss the scope and sequence. This will allow a more detailed discussion on the curriculum by identifying key outcomes and categorizing these outcomes as primary or secondary. Teachers who teach a diploma exam will have time to write the perusal copy of the exam. Admin will get a second computer with access so these teachers can do this exam to help further understand what their students are needing to know for the exams.

	<p>mentoring and modeling how to use assessment to further their learning.</p> <ul style="list-style-type: none"> ● Personalized supports for teachers based on learning conversations and walkthroughs. ● Investigate ways to engage students in their own learning - how to make it more interesting ● Diploma exam teachers will be given time to analyze the results for their subject matter. ● Teachers who teach diploma exams will be strongly encouraged to register for a field test as part of their student evaluation or as part of their student review package. 		
Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
<p>Responding to all students needs & developing a sense of belonging for all.</p>	<ul style="list-style-type: none"> ● Promote and highlight the accomplishments and volunteerism of our students to the community. ● Display work of students throughout the school. ● Engage in discussions and explore scenarios of "seeking first to understand" ● Re-evaluate our CRM Model to ensure it fits as a way to identify student needs and collectively develop personalized supports. ● Admin is highly visible to students and engaged in connecting with them on personal levels (morning greeting, attending events) ● Look at starting a Principal's Advisory Committee to hear students concerns and get feedback and input on topics. ● One-on-one meetings to discuss students' pathways and how to get where they want to go in both high school achievement and onto post-secondary. ● Evaluate, through student survey and staff engagement, the obstacles our building presents to building community and having connection. Explore options for making the building a more inviting and welcoming space for all based on feedback. ● Increase opportunities for volunteerism and 	<ul style="list-style-type: none"> ● Improvement in student achievement and/or mental health ● A greater sense of pride in our school and our school community increasing the a stronger want to be an active part of our school ● Admin know students' names and understand the background of a wide range of students. ● Have an increase in the areas of citizenship and parental involvement on the next AERR. ● Having a greater sense of community and promoting an intentional approach to connecting will result in a safer and more caring school which will hopefully be seen on next year's 	<ul style="list-style-type: none"> ● Students and staff who have a sense of pride in their surroundings and their accomplishments are driven to achieve high levels as a result of that pride. ● Greater ownership throughout a school increases community and develops an increased sense of trust and collective goals to push ourselves to be better in all areas. ● Having admin be more connected and a stronger presence will allow staff and students to focus more on their learning ●

	citizenship for both our students and parents through our Blue & Gold Society	AERR.	
Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
Developing Leadership Capacity	<ul style="list-style-type: none"> • Admin will support and promote staff taken the lead on different projects to grow our school community. • Leadership opportunities will be provided through our leadership class, student council, and Blue & Gold Society. • Try to build partnerships with the community to find more avenues for our school to be involved in initiatives and provide growth for students and staff in the realm of leadership. • Seek out and promote staff attending PD that pertains to leadership. 	<ul style="list-style-type: none"> • Staff and students taking initiative to create new opportunities for connection and community in the building 	<ul style="list-style-type: none"> • Greater sense of pride and ownership over initiatives in the school. • Increase in the amount of students we have achieving scholarships that pertain to leadership and community contribution. •

F. Describe how you plan to use your School Based PD days to address the strategies listed in your Education Plan

G. Signature Page

Our School Plan has been developed collaboratively with the school community and is submitted to the

Superintendent for review

Heather Bartling, Acting Principal

Date

Brad Volkman, Superintendent

Date

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

Teacher Representative

Date

Katrina Dawes
Chairperson, School Council

Date