

**Combined 2016-17 Education Plan and 2015-16  
Annual Education Results Report**



**Overview:**

H.W. Pickup is a junior High School consisting of approximately 407 students. We have a teaching staff of 21 and support staff of 12. Students who attend our school come from town, three mobile home parks and various acreages and farms in the Brazeau County. We do have a few students who live in the Tomahawk area, which is part of Parkland School Division, who attend HWP. We are predominantly Caucasian with 98% of our students speaking English as their first language. The main form of income for our town is oil and gas, agriculture and forestry.

H.W. Pickup Junior High School is a safe and caring learning environment that encourages the ongoing academic, physical and emotional growth of each student. With the cooperation and interaction of a variety of education partners, H.W. Pickup strives to prepare its students for lifelong learning and success.

**Our Vision:**

HW Pickup, in partnership with our community and stakeholders, will be a leader in our School Division and Province by providing high quality learning experiences, comprehensive wellness supports, and a sense of belonging that allows ALL of our students to complete their programs and move on to high school with a sense of dignity, purpose, and hope.

**Our Mission:**

Promoting success by empowering and enabling our students academically, emotionally, physically, and behaviorally.

**Foundation Statements:**

We believe every student can learn. We believe every student has the ability to achieve at a high enough level to proceed to courses at the high school which put them on a path to postsecondary education. We believe that the staff at HW Pickup has the skills and knowledge to support every student's learning needs as part of our learning community. We believe that looking at a child holistically allows us, as a learning community, to meet the child's learning needs.

## Copy of October 2016 Accountability Pillar Overall Summary

### Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	H W Pickup Junior 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	Issue	Safe and Caring	78.1	76.6	78.3	89.5	89.2	89.1	Low	Maintained	Issue
Student Learning Opportunities	n/a	Program of Studies	70.8	70.8	71.9	81.9	81.3	81.4	Low	Maintained	Issue
		Education Quality	81.4	79.4	79.6	90.1	89.5	89.5	Low	Maintained	Issue
		Drop Out Rate	0.0	0.6	0.5	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	87.5	68.4	77.4	73.6	72.9	73.4	Very High	Improved Significantly	Excellent
		PAT: Excellence	23.5	19.9	20.2	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	65.8	57.1	59.2	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	67.3	59.8	65.5	83.9	83.5	83.4	Low	Maintained	Issue
Parental Involvement	Concern	Parental Involvement	60.5	70.5	73.6	80.9	80.7	80.5	Very Low	Declined	Concern
Continuous Improvement	Acceptable	School Improvement	74.5	75.2	76.1	81.2	79.6	80.0	Intermediate	Maintained	Acceptable

#### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## 2015-16 Results Report on Key Strategies from 2015-16 School Plan

### A. Dropout Rate

- We again scored very well, achieving excellent with this outcome. We moved from 0.6 to 0.5
- The success is demonstrative of the relationship between HW Pickup and Outreach, which helped to keep students in Jr. High in school.
- The success of our “Stars” Program: teachers try to reach out to at least one student whom they identify as needing a significant adult in the school to reach out to them was very successful. We have continued this program for 2016/17
- The early-contact home program: teachers call home in late October and January to parents/guardians to let them know if their child was academically at risk. This program was slow to catch on. Using the results we had, we were able to identify students who may have needed extra supports, helped in their programming, and also allowed Admin to have real time access to this data to communicate to parents.

### B. Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

- We are at 67.3%. This is 7.5% higher than the previous year and is in line with the previous 3 year average.
- We adopted the 4R in our health classes last year to help build citizenship. We also had each teacher receive the 4R training this year so they can adopt some of the principles in the classroom.
- As part of collaboration, grades were brought into the gym to talk about citizenship, participate in activities and give feedback about their school.
- Our World Cafe back in May 2016 helped to identify what factors we needed to address from a student's perspective. Analyzing the data will help give us the perspective needed from a student's point of view to move forward.
- A media blitz and school presentation will be given in the new year to inform the student body, parents and the community.

### C. 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.

- A small increase from 46.3 to 46.4.
- The challenge is that only parents from grade 7 answer this survey and cannot see the career planning we do with students in grade 8 and 9.
- This is also true with teachers who do not see the career planning, career fairs, and career activities in our school.
- We brought in presentations for the RAP program, sent students to the Brazeau Career Fair, worked with MyBlueprint

D. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).

- We had a 19.1% increase from last years results - 68.4% to 87.5%
- Our Response To Intervention program has been key. We are able to identify students who need extra supports, reinstruction, and/or remedial work. This was done through collaboration, where teachers were able to talk about students and how, as a team, we can support them better. These conversations were key.

E. Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

- This years result was 23.5%. Over 4 percentage points above the provincial average.
- Our response to intervention has been key. We are able to identify students who need extra supports, reinstruction, remedial work. This was done through collaboration where teachers were able to talk about students and how as a team we can support them better. These conversations were key.

F. 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

- This standard stayed the same at 70.8%. The parent opinion has decreased over the last 5 years.
- We offer over 35 different options throughout the year that cover fine arts, career and technology, physical education.
- Better communication is needed to inform students and parents of what we offer and how it falls into the above categories.

G. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

- This number has declined over the last 5 years. We were as high as 76.8% and sit currently at 60.5%. The parent opinion dropped from 70.5% to 53.3% this year.
- This is major area of concern.
- Only 12 parents responded for 2016.
- We will be talking to our parent council about strategies to engage our parents in the decisions about their child's education.

H. Percentage of teachers, parents and students satisfied with the overall quality of basic education.

- An increase of 2% from last year.
- We score extremely well on our PATs; however, as only grade 7 parents are able to answer these questions, it does not always correlate with what is actually happening in our school. We also had only 13 parents respond to our survey.
- More communication is needed in our community to let them know how well we do in this school.

- A social media blitz to show our results and how great we are is planned for the new year.

I. 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.

- This is still an area of improvement. We increased from 76.6% to 78.1%. We would like to see ourselves at 90% or better
- Parents and students graded us at 71.4% and 73.6% respectively
- We held a World Cafe on May 2016 to address these issues. We collected data from students to help with this standard. We will be making a presentation to our students in the new year outlining what their thoughts were and how we should move forward.
- An additional media blitz to promote what we do well is planned for the new year as well

#### 2016-17 Education Plan

A. At least one measurable strategy or specific action for each of the 5 WRSD 2016-17 Priorities.

All WRSD Schools will:

1. implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.
  - i. STARS Program
  - ii. Wellness Grant
  - iii. 4Rs taught in all health classes
  - iv. Aim for success
2. implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.
  - i. *Intentional* practice of feedback, with discussions and sharing of practices for effective feedback.
3. establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.
  - i. RTI and PPTs both running well; however, documentation of meetings and follow up still needs to be better streamlined.
  - ii. Training in Ross Greene's "Plan B" Collaborative Problem Solving model for behavioral RTI
4. implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.
  - i. Attendance and participation in September 19 Division PD around FNMI
  - ii. Build relationships with Metis Society in Drayton Valley and surrounding area.

- iii. Support PD based around FNMI education to help implement teaching strategies that incorporate the FNMI culture into our daily teaching practices.
  - iv. Plan a cultural day with the help of the Metis Society and WRSD FNMI Liaison.
  - v. Introduce nature based learning and wellness to small groups or in health classes.
5. implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.
- i. Daily tutorials with access to reinstruction and remedial programming
  - ii. LLI pilot expanded to cover all kids identified: over a total of 6 group offerings
  - iii. Expand Read and Write Google usage
  - iv. MP3 players for universal access to written material

B. 2016-17 Professional Development plan

**Professional Development 2016-2017**

<b>Date</b>	<b>Division or School Based</b>	<b>Break up of Day</b>
<b>August 29/16</b>	<b>Teacher Based Teacher Professional Learning</b>	<b>Professional Growth Opportunities Wellness Activity:</b>
<b>August 30/16</b>	<b>School Based Teacher Professional Learning</b>	<b>CRTI - Review of Student Boards CRTI Year Plan - Screening, Common calendar &amp; assessments, Numeracy, Feedback Wellness Activity:</b>
<b>August 31/16</b>	<b>School Based Teacher/CAAMSE School Organization Day</b>	<b>Staff meeting, RTI Prep Wellness Activity:</b>
<b>Sept. 19/16</b>	<b>Divisional Teacher/CAAMSE Organizational Day</b>	<b>FNMI Cultural Day</b>
<b>Oct. 21/16</b>	<b>School Based</b>	<b>Behavioural RTI: Fourth R and Healthy</b>

	Teacher Professional Learning Day	Relationship Plus Program Training
November 3/16	Divisional Teacher/CAAMSE Professional Learning	5 Learning Goals Sessions: A.M. - My Blueprint (Health teachers) - Zones of Regulation (Rest of staff) P.M - Dr. Jody Carrington
November 4/16	School Based Teacher/CAAMSE Learning Day	Behavioural RTI: Plan B - Ross Greene Training  Wellness Activity: Mike's Obstacle Course
February 3/17	$\frac{1}{2}$ School Based, $\frac{1}{2}$ Divisional Teacher Professional Learning	Jessica Doucette (anxiety/depression) Power Teacher Pro (a.m. or p.m?)  Wellness Activity:
February 9/17	Teacher Convention	Teacher Professional Learning
February 10/17	Teacher Convention	Teacher Professional Learning
March 10/17	School Based Teacher Professional Learning Day	Professional Growth Plan  Wellness Activity:
April 24/17	School Based Teacher Professional Learning	Behavioural RTI: 'Go Educator' Training (Mental Health Training) - AIM for Success  Wellness Activity:
May 19/17	Divisional Teacher/CAAMSE Professional Learning	Staff/Student Wellness PD  Wellness Activity:
June 2/17	School Based Teacher/CAAMSE Professional Learning	Potential Transition Meetings RTI wrap-up and New year prep
June 30/17	School Based Teacher Organizational Day	2017-2018 Planning  Wellness Activity: Staff Luncheon

**Possible Wellness Activities:**

- water gun/toy fight



- Scavenger Hunt
- playground games (four square, jump rope, hopscotch, red rover, capture the flag)
- gym games - dodgeball, kings court,
- cookie exchange
- name that tune
- kahoot
- archery
- brain breaks
- zumba
- Beach activities
- picnic lunch

**School Supported/Offered PD Opportunities:**

- The Alberta School-Based Mental Health Conference with Ross W. Greene, Ph.D.,  
Calgary, October 27, 28 & 29 | \$579

**Professional Growth Plan PD requests:**

[PD Request Form](#)

\*\* If you have been approved to attend off-campus PD, please ensure that you have coverage (if required) and have completed a leave form and submitted it to Mike at least 2 weeks prior to PD \*\*

C. Signature Page

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Principal

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Vice Principal

\_\_\_\_\_  
Teacher Rep

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School Council Chair