

**School Success Plan
2020-2023**



WILDCATS

JOHN MALAND HIGH SCHOOL

CORE PURPOSE

To provide opportunities and develop abilities in individuals for them to be successful

CORE VALUES

Relationships

Student Centered Success

Safe and Caring Environment

Accountability and Responsibility

Supportive and Collaborative Atmosphere

CORE GOAL

To be the leading High School in Black Gold in terms of students completing high school in three years, with a rate exceeding 85% by 2022.

SCHOOL PROFILE

Principal: Darren Caldwell

Assistant Principal: Jill Mattock

LST: Keri Helgren

Counsellor: Lucia Kruyer

Admin Support: Jen Burgess and Joelene Peterson

JMHS Quick Facts

- JMHS has an enrollment of 298 students.
 - 255 registered for in class instruction and 43 registered with Distance Learning.
- JMHS student learning is supported by 17 certificated staff, 5 support staff and 2 custodians.
- JMHS students attend from the Devon area, Parkland / Graminia area, and students in NAX program are from all over Alberta and Canada.

Programming Highlights

- JMHS has an excellent tradition of very strong Academic results across all subject areas.
- JMHS also boasts an extremely successful Fine Arts program with our Band, Drama and Art programs.
- JMHS is proud to offer a diverse and brilliant CTS program with Woods, Welding, Sports Medicine, Foods, Communication Technology, Outdoor Education and Cosmetology.
- JMHS student Athletes have continued to be extremely successful in ASAA sponsored athletics like Cross-Country Running, Volleyball, Golf, Basketball, Badminton, Rugby and Track and Field.
- This is the 5th year of NAX Academy Hockey Program, which has continued to add 60 plus students to our school each year. All three of the NAX teams have been very successful with both of the Boys teams last year winning their respective championships.
- JMHS continues to have a very solid group of student leaders active in many student associations such as Student Council, Grad Committee, Gay Straight Alliance, and our Student Ambassadors (Claw Crew).

CHALLENGES

- Student, Staff and Community Mental Health during this extended Pandemic.
- Low number of parents that feel satisfied with their involvement in the school.
- Last minute changes and alterations to Timetable due to students making choices about In Class vs. Distance Learning.

- Still a cultural challenge blending students from Riverview Junior High. School, Holy Spirit Junior High School, Gramina Junior High School and NAX Hockey Program kids.
- Decline in number of Science 30 students achieving Standard of Excellence on Diploma Exam.
- Still no new growth within the town expected to occur in the next 5-10 years.
- Difficulty transitioning new students into Grade 10 without Open House or Parent/Student Registration Evening.

CELEBRATIONS

- Over 85% of our JMHS students chose to return to school with In Class Learning.
- Students have been very respectful of the COVID Protocols in place.
- Still continue to offer outstanding Academic, Fine Arts and CTS classes even with changing enrollment.
- Excellent start up days to this year with help from Black Gold School Division for staggered entry, and delaying start day to get everything ready.
- Students, Parents and Teachers believe that we have a Safe and Caring school with a “High” rating.
- Students, Parents and Teachers believe that our school is improving steadily over the last 3 years
- Drop Out Rate continues to go down below the Provincial average, scoring us a “Very High” rating...which in this case is very good.
- Students, Parents and Teachers believe we are doing an excellent job preparing kids to enter the workforce, earning us a “Very High” rating.
- High School Completion Rate (3 years) is 80.8% and also above the provincial average.
- Increase in Diploma Acceptable marks 4% over Provincial average.
- Increase in the number of students participating in writing 4 diploma courses or more.
- Significant increase in number of students eligible for Rutherford Scholarships (11% increase from previous 3 year average).
- Continued increase in rate of students transitioning to Post-Secondary.
- Monthly meeting and collaboration with Devon Area Principals.
- Last year extremely strong showings with aloof our sports teams again, and hoping to defend their championships and strong showings again this year if sports seasons are allowed to move forward.
- One of our most active Student Councils we have ever had this year, already making great connections with students, staff and community.
- Strong and supportive culture within the school that showcases our Core Values at JMHS.

School Plan for Success - 2020-2023

School Goal 1: Create a safe and caring culture within John Maland High School. Mental and Emotional well-being of our students and our staff right now are at all-time critical levels and we need to continue to focus on building “Resilience and Positive Mental Health” for school community. Add Executive Function Training to help developed neurologically based skills involving mental control and self regulation.

Alignment with Provincial Goals/Accountability Pillar: Safe and Caring Schools

Alignment with Division Goals: Safe and Caring Learning Environment, Health & Wellness (Staff and Students)

Timeline: 3 year goal

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> September 2020 	<ul style="list-style-type: none"> Re-Introduce Character Trait of Resiliency and discuss its importance in current climate. Re-Introduce #“We Got This” Program Re-Introduce Character Education Program More check-ins especially with Grade 10’s to make sure they are adapting to high school 	<ul style="list-style-type: none"> Staff participation and Workshop with Katelynn Sullivan on September 18 PD session. Discuss Resiliency, mental health, and introduce Executive Function definition See a 2-3% increase in students who feel safe and cared for at school on survey
<ul style="list-style-type: none"> September, 2020 October 2020 November 2020 (New this year) 	<ul style="list-style-type: none"> Re-Introduce Character Trait of Resiliency and discuss its importance in current climate. Introduce Character Trait of Responsibility Keep Focus on these two traits this year instead of focusing on 4-6. Introduce and define Executive Functioning skills for students and staff. 	<p>Staff and Students are using the common language and understand the habit for the month. (anecdotal, parent comments, staff comments)</p> <p>See a continued decrease in drop out rate.</p> <p>Utilize work of Peg Dawson and Richard Guare: Smart but Scattered Teens</p>
<ul style="list-style-type: none"> November- June 2023 	<p>Develop leadership opportunities for all students through Student Ambassador initiative</p> <p>Develop Several “Outside of School” bonding activities for Staff</p> <p>Educate Staff and Students about Mental Health Issues</p>	<p>Student participation and Leadership in school wide events, and community initiatives.</p>

School Goal 2: Differentiate instruction so that all students may achieve at their highest level.

Sub goal 1: special education program

Sub goal 2: standard of excellence in diploma exam results

Alignment with Provincial Goals/Accountability Pillar: Success for Every Student/Diploma Standards of Excellence

Alignment with Division Goals: Providing quality education/Level of excellence

Timeline: 3 year goal

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none">Sept 2020 – June 2023	<ul style="list-style-type: none">Provide collaborative PD for subject area specialists - using common language and common goals, (cross grade, cross curricular)Staff Meetings have guest speakers offer PD sessionsImprove delivery of K and E course as online offerings to those students who need themIncrease the number of staff who can teach, mark and work with K and E courses	<ul style="list-style-type: none">PD Plan, Professional Growth Plans, Teacher reflection sheets,Principal anecdotal notes of supervisionCourse outlinesSee a 4% increase in students achieving Standard of Excellence on Diploma Exams
<p>Review & Reflection:</p> <p>Sept. 2020 – Most course outlines (Humanities) utilize common language, common goals. Will continue to work on Math/Science course outlines.</p> <p>Sept. 2020 – work with Student Services to develop capacity of staff and of school to deal with Special Needs cases in a timelier manner, and to develop supports for those students.</p> <p>January 2021 – focused work with Science faculty members to continue to develop proper, standard language to help student achievement across 3 years in high school.</p>		
<ul style="list-style-type: none">June 2021Completed June 2021	<ul style="list-style-type: none">Teacher professional growth plans reflect the school goal of collaboration across subject areas.	<ul style="list-style-type: none">Review of PGP, discussions with teachers

John Maland 3 year Strategic Plan Overview

	2020-2021	2021-2022	2022-2023
Goal #1: Increase Health and Wellness in staff and students through Resilience and Executive Function Training	<ol style="list-style-type: none"> 1. Train staff in development of Growth Plans to reflect goals 2. Meet with Riverview Administration to focus on transitions 3. Work with staff, students and parents to increase knowledge about Senior High course selection process, especially when we could not run our Parent Info and Registration night. 4. Focus efforts on training staff and students in Executive Functioning skills to help reduce organizational stress and fatigue. 5. Emphasize importance of mental wellness and control through weekly messages etc. 	<ol style="list-style-type: none"> 1. Timetable 2-3 different streams for courses at same time to allow easy transition in and out 2. Expand use of My Blueprint from Counsellor and CALM class to other teachers as well 3. Continue to work through Character Education Program and Executive Functioning workshops and seminars for staff and students when we can have assemblies again. 	<ol style="list-style-type: none"> 1. Continue to improve timetable: difficult in a year when several students have chosen Distance Learning 2. Offer Transition meetings and workshops for parents and students to understand course selections 3.
Goal #2: Differentiate instruction so that all students may achieve at their highest level.	<ol style="list-style-type: none"> 1. Provide collaborative PD for subject area specialists - using common language and common goals, (cross grade, cross curricular) 2. Staff Meetings and Grade level meetings to meet and work with FSLW and peers to develop strategies and skills. 3. Improve delivery of K and E course as online offerings to those students who need them 4. Increase the number of staff who can develop, teach, and mark K and E courses. 5. Help meet with parents to discuss stigma and streaming of K and E courses and students to help properly place students in courses they can be successful in. 	<ol style="list-style-type: none"> 1. Arrange for Special Guest Speaker at Full Day PD 2. Continue to improve delivery of K and E courses to those students in need 3. Look to hire a Teacher specifically trained in Special Education 	<ol style="list-style-type: none"> 1. Take staff to retreat or to conference to focus on Differentiated Instruction 2. Continue to Focus Staff meetings on areas of improvement 3. Continue to expect differentiated instruction included within IPGP

SUMMARY OF PERFORMANCE MEASURES

Safe and Caring Schools



B.4 Safe and Caring Measure History

School: 3235 John Maland High School

Province: Alberta

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.

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
100	87.8	180	89.0	125	86.8	102	86.1	116	85.7	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4

Student Learning Opportunities



A.1b Program of Studies Measure History

School: 3235 John Maland High School

Province: Alberta

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.

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
100	82.2	179	75.1	125	81.1	102	81.3	116	75.1	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4

Student Learning Opportunities



A.4 Education Quality Measure History

School: 3235 John Maland High School

Province: Alberta

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

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
100	89.0	182	87.7	125	84.6	102	85.7	116	84.7	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3

Preparation for Lifelong Learning, World of Work, Citizenship



High School to Post-Secondary Transition Rates - Measure History

School: 3235 John Maland High School

Province: Alberta

	John Maland High School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	84	22.0	84	24.5	86	28.4	94	27.9	80	33.7	44,394	37.0	43,918	37.0	45,174	39.3	45,350	40.1	45,347	40.8
6 Year Transition	101	56.5	101	52.4	83	45.2	84	53.5	85	56.8	45,231	59.4	45,105	57.9	44,412	58.7	43,908	59.0	45,194	60.1

Preparation for Lifelong Learning, World of Work, Citizenship



A.8 Work Preparation Measure History

School: 3235 John Maland High School

Province: Alberta

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.

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
23	80.2	30	77.7	33	78.7	17	81.3	25	87.5	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1

Preparation for Lifelong Learning, World of Work, Citizenship



A.6 Citizenship Measure History

School: 3235 John Maland High School

Province: Alberta

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

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
100	75.0	180	74.1	125	74.9	102	77.2	116	76.7	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3

Preparation for Lifelong Learning, World of Work, Citizenship



A.7 Life Long Learning Measure History

School: 3235 John Maland High School

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
23	87.5	30	74.1	33	73.0	17	75.7	25	81.4	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6

Parental Involvement



C.1 Parental Involvement Measure History

School: 3235 John Maland High School

Province: Alberta

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

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
23	78.7	30	73.4	33	67.8	17	70.1	25	68.8	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8

Continuous Improvement



E.2 School Improvement Measure History

School: 3235 John Maland High School

Province: Alberta

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.

John Maland High School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
99	77.8	180	63.1	122	68.0	102	63.0	116	66.5	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5

Student Learning Opportunities



High School Completion Rates - Measure History

School: 3235 John Maland High School

Province: Alberta

	John Maland High School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	84	78.1	87	78.8	94	75.1	81	83.1	100	80.8	43,810	76.5	45,034	78.0	45,207	78.0	45,144	79.1	45,562	79.7
4 Year Completion	84	89.0	84	88.0	86	83.6	94	85.1	80	90.5	44,394	81.0	43,918	81.2	45,174	82.6	45,350	82.7	45,347	83.5
5 Year Completion	101	84.8	83	91.5	84	88.0	85	86.0	95	88.3	45,111	82.1	44,418	83.2	43,950	83.4	45,199	84.8	45,415	84.9

Student Learning Achievement (Grades 10-12)



Diploma Exam Results By Students Writing Measure History

School: 3235 John Maland High School

Province: Alberta

	John Maland High School					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	92	91	131	113	104	62,746	65,429	65,851	65,736	65,117
Acceptable Standard %	81.2	81.8	80.1	86.1	87.7	83.4	82.7	83.0	83.7	83.6
Standard of Excellence %	21.2	18.6	16.4	21.0	17.3	21.8	21.2	22.2	24.2	24.0

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 3235 John Maland High School

		John Maland High School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	32	100.0	35	95.5	29,832	86.8	30,091	86.9
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	32	18.8	35	16.0	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	43	97.7	47	96.4	16,640	87.1	16,563	88.9
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	43	20.9	47	24.5	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	33	66.7	37	57.4	19,389	77.8	20,337	73.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	33	9.1	37	15.7	19,389	35.1	20,337	30.6
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	25	84.0	26	62.7	14,465	76.5	14,107	74.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	25	24.0	26	7.9	14,465	16.8	14,107	16.4
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	32	100.0	36	93.5	21,610	86.6	22,179	85.7
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	32	12.5	36	15.2	21,610	17.0	22,179	15.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	48	91.7	51	82.4	20,758	77.8	20,078	80.2
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	48	6.3	51	7.3	20,758	12.2	20,078	12.6
Biology 30	Diploma Examination Acceptable Standard	High	Maintained	Good	33	87.9	29	88.9	22,442	83.9	22,853	85.3
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	33	36.4	29	38.9	22,442	35.5	22,853	33.8
Chemistry 30	Diploma Examination Acceptable Standard	High	Maintained	Good	31	83.9	33	77.9	18,525	85.7	18,929	82.7
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	31	29.0	33	23.3	18,525	42.5	18,929	37.2
Physics 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	19	68.4	17	77.6	9,247	87.5	9,974	85.9
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	19	15.8	17	21.8	9,247	43.5	9,974	41.7
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	28	82.1	12	93.5	9,676	85.7	9,180	84.9
	Diploma Examination Standard of Excellence	Low	Declined	Issue	28	3.6	12	21.4	9,676	31.2	9,180	29.2

Student Learning Achievement (Grades 10-12)



Diploma Exam Participation Rate - Measure History

School: 3235 John Maland High School

Province: Alberta

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school

	John Maland High School					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	84	87	94	81	100	43,810	45,034	45,207	45,144	45,562
% Writing 0 Exams	13.4	10.7	9.9	8.3	10.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	86.6	89.3	90.1	91.7	90.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	85.3	87.0	86.9	89.3	84.9	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	64.9	67.0	57.9	59.5	65.4	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	50.5	48.2	45.0	49.6	56.2	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	34.9	29.4	31.1	33.5	34.8	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	12.0	7.1	9.7	3.7	12.3	13.8	13.6	13.9	14.2	13.6

Student Learning Achievement (Grades 10-12)



Rutherford Scholarship Eligibility Rate - Measure History

School: 3235 John Maland High School

Province: Alberta

	John Maland High School					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Total Gr 12 Students	93	87	114	101	96	58,041	59,063	60,127	60,559	58,970
Percent Eligible for Scholarship	64.5	63.2	57.9	60.4	71.9	60.8	62.3	63.4	64.8	66.6