



Frank Maddock High School

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“A Warrior Rises Above All Others”

2021-2022 Frank Maddock High School

Education Plan and
Assurance Model Report

<<This document is a living document and will be updated throughout the year>>

Wild Rose School Division

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“Improving Life Chances”



School Profile

Demographic Information

- Frank Maddock High School includes grades 9 to 12 which caters to high school students in the Wild Rose School Division for the town of Drayton Valley and the outlying regions.
- It currently has 497 enrolled students, 26.0 FTE Teaching Staff, and 10.0 FTE Support Staff.
- Drayton Valley is a town of 14,000 people (including the surrounding area, where the major industry is resource based and the accompanying services that support that, as well as local town businesses, farming, and social and health services to support the town and local rural region).

Program Highlights

- Frank Maddock High School offers a full and comprehensive university preparatory and non-university preparatory academic program to cater to the individual needs of all of our students.
- Our CTS programs include Mechanics, Fabrication, Construction, Foods, Cosmetology, Art, Personal Fitness, French, Drama, Computer Technology, Student-Directed Learning and Leadership.
- Off-Campus Programs include Work Experience, Green Certificate, Special Projects and RAP.
- Our inclusive education environment is supported by a Student Success Facilitator who, in consultation with the Learning Services Team, teachers and the administration, 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 help to support student emotional health and mental wellness.
- Sports and Extracurricular include Football, Cross-Country Running, Volleyball, Basketball, Rugby, Badminton, Curling, Golf, Track and Field, Cheer (club only for 2020-2021), Drama, Travel Club, Student Union, Grad, Student Leadership, GSA and much more!

Frank Maddock High School Mission Statement

To provide a safe environment for students to confidently engage in their own journey of personal growth, empowering them for a successful future beyond high school

Frank Maddock High School Mottos

A Warrior Rises Above All Others

Maddock Strong

Warriors ARISE

Frank Maddock High School Values



Warriors ARISE!

A Warrior Rises Above All Others!



- **Accountability**

“We do what we promise, take responsibility for our actions and do not blame or make excuses.”

- **Respect**

“We treat others the way we want to be treated.”

“We put ourselves in other people’s shoes and ask questions before drawing our own conclusions.”

- **Integrity**

“We tell the truth and do the right thing, even when it isn’t easy.”

- **Strength**

“We have the ability to overcome and endure.”

“We achieve success through perseverance and hard work.”

- **Excellence**

“We strive for excellence in ALL that we do.”

Frank Maddock High School finds itself in an exciting position of re-visioning and re-branding as a new administrator team is currently leading the dedicated and experienced FMHS team. As a new principal has joined the team this year, there is a lot of learning and visioning happening as part of the re-branding, implementation of the WRSD PLE and development of new instructional leadership processes within the school.

This education plan and assurance model report is a living document, and we will continue to update, monitor, and complete various strategies and goals as they happen. We invite you to continue to visit this document to see the great work that is happening at FMHS throughout the year.

2021-2022 Inquiry Question, Strategies and Measures

Our goal is to provide a safe environment for students to confidently engage in their own journey of personal growth, empowering them for a successful future beyond high school. This inquiry question is directly aligned with the [WRSD Powerful Learning Environment](#) (PLE) Framework. The evidence that has driven our emphasis on this inquiry question has come from data in our accountability pillar; conversations with staff, students, and parents; and data collected throughout the year from classroom learning, professional learning conversations, FMHS professional learning communities, and more.

Our **inquiry question** is:

HOW DOES THE FMHS TEAM SUPPORT STUDENTS ON THEIR PERSONAL PATH OF SELF-DISCOVERY IN PREPARATION FOR THEIR SUCCESSFUL FUTURE BEYOND HIGH SCHOOL?

At FMHS, we have determined two key areas to emphasize in order to ensure that the FMHS team is supporting students on their personal path of self-discovery in preparation for their successful future beyond high school:

1. Enhancing the Sense of Belonging for Everyone at FMHS
2. Ensuring High Levels of Learning for All Students

Area of Focus	Strategies	Measurements for Success
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<p>Enhancing the Sense of Belonging for Everyone at FMHS</p>	<ol style="list-style-type: none"> 1. Rebranding and evolving the school culture to be based on the new mission, vision, and values 2. Development of school surveys for students and parents to garner more specific information about our school and how to continue to improve 3. Use of Staff Advisory Committee to assist in school-wide initiatives to promote a stronger sense of belonging for everyone at FMHS 4. Increase communication and connection with FMHS stakeholders and the community of Drayton Valley <ol style="list-style-type: none"> a. Social Media presence and maintaining “human” connections through the use of videos b. Admin will support and promote staff taking the lead on different projects to grow our school community. c. Promote and highlight the accomplishments and volunteerism of our students to the community. d. Leadership opportunities will be provided through our leadership class, student council, and Blue & Gold Society. e. 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. 5. Emphasizing connections, relationships, a sense of belonging and wellness for all at FMHS <ol style="list-style-type: none"> a. Increased involvement of Student Council in School Culture b. Display work of students throughout the school. c. Engage in discussions and explore scenarios of “seeking first to understand” d. Re-evaluate our CRM Model/PLC to ensure it fits as a way to identify student needs and collectively develop personalized supports. e. Admin is highly visible to students and engaged in connecting with them on personal levels (morning greeting, attending 	<ol style="list-style-type: none"> 1. Evidence for #1: <ol style="list-style-type: none"> a. Visibility of new mission, vision, values, mottos and logos within the school culture (what we see, do, say and believe) 2. Evidence for #2: <ol style="list-style-type: none"> a. Coordination with Staff: What do we want to know? What questions do we want to ask? b. Creation of Student Surveys (Once staff determine 2a, we will add specific details of how survey results would indicate one’s sense of belonging and indicators of success for this goal) c. Creation of Parent Surveys (Once staff determine 2a, we will add specific details of how survey results would indicate one’s sense of belonging and indicators of success for this goal) 3. Evidence for #3: <ol style="list-style-type: none"> a. 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. (Staff will work in the fall to determine what greater ownership would look like, what evidence will be used to measure whether or not students and staff are demonstrating greater ownership) 4. Evidence for #4: <ol style="list-style-type: none"> a. Increased number of postings on FMHS Social Media Platforms b. Increased number of videos from school admin available through FMHS Social Media Platforms c. Have an increase in the areas of citizenship and parental involvement on this and the next 3YEP and AERR. d. 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 AERR.
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	<p>events)</p> <ul style="list-style-type: none"> f. 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. g. 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. h. Increase opportunities for volunteerism and citizenship for both our students and parents through our Blue & Gold Society <p>6. Staff Wellness Day</p>	<ul style="list-style-type: none"> e. Staff and students taking initiative to create new opportunities for connection and community in the building f. Greater sense of pride and ownership over initiatives in the school. (Staff will work in the fall to determine what greater ownership/sense of pride would look like, what evidence will be used to measure whether or not students and staff are demonstrating greater ownership/sense of pride) g. Increase in the amount of students we have achieving scholarships that pertain to leadership and community contribution. <p>5. Evidence for #5:</p> <ul style="list-style-type: none"> a. More activities from student's union, more staff involvement in student led initiatives, consultation of student's union in strengthening of sense of belonging for everyone in school b. Improvement in student achievement and/or mental health c. 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 d. Admin know students' names and understand the background of a wide range of students. e. 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. f. Having admin be more connected and a stronger presence will allow staff and students to focus more on their learning
<p>Areas of Focus</p>	<p>Strategies</p>	<p>Measurements for Success</p>

<p>Ensuring High Levels of Learning for All Students</p>	<ol style="list-style-type: none"> 1. Staff use inquiry-informed professional growth plans using the WRSD PLE with the purpose of ensuring high levels of learning for all students <ol style="list-style-type: none"> a. Observation expectations for admin during classroom visits b. Process to ensure that PGP is connected to professional learning, the WRSD PLE, the FMHS Education Plan, FMHS PLCs and ensuring high levels of learning for all students 2. Professional Learning Communities using the WRSD PLE with the purpose of ensuring high levels of learning for all students <ol style="list-style-type: none"> a. Each PLC to develop goals and to develop strategies and measurement of success b. Evidence and data are generated in order to build upon or contribute to existing knowledge as well as to integrate recent research findings into the practices of the school c. Admin meets with PLCs/teachers to facilitate the analysis of macro data (SLAs, PATs, DIPs, Acct Pillar, Rutherford data, Literacy Screen, focus groups) d. Scope and sequence of what a student should be able to do at each grade level (Diploma exams) and detailed discussion on the curriculum by identifying key outcomes and categorizing these outcomes as primary or secondary. e. Collaborate on high quality instructional practices in PLCs 3. Ensuring that all staff are balanced between the Maslow Ring and Learning Ring 4. Frequent, purposeful, focused classroom observations that are aligned with the professional growth plan process using the WRSD PLE with the purpose of ensuring high levels of learning for all students 5. Regular reflective conversations integrating 	<ol style="list-style-type: none"> 1. Evidence for #1: <ol style="list-style-type: none"> a. Increased number of intentional classroom observations based on watching for PGP goals and teacher requested feedback areas b. Development of a PGP process with documents to create efficiency and effectiveness for staff as they create their annual PGPs and we have monthly teacher professional learning conversations 2. Evidence for #2: <ol style="list-style-type: none"> a. Goals and Data for each PLC (department to move this ed plan forward). b. Documentation of meetings, data, etc as goals developed by each PLC to guide high impact learning strategies in the classroom c. Development of scope and sequence documents for each PLC department d. Implementation of a Teacher Advisory for consultation between Administration and Teachers for long-term planning and school advancement purposes 3. Evidence for #3: <ol style="list-style-type: none"> a. Intentional and purposeful instruction b. Not leaving things to chance c. Inspiring students d. Building connections e. Hold students accountable in a supportive manner 4. Evidence for #4: <ol style="list-style-type: none"> a. Increased number of classroom observations; documented in an open space so all teachers can see the number of visits b. Development of staff inventory based on the WRSD PLE and classroom observation data. One per teacher and updated to document each staff's inventory as information and reflection becomes available from observations and reflective conversations. 5. Evidence for #5: <ol style="list-style-type: none"> a. Increased number of reflective conversations
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	<p>evidence-based questions into daily interactions between the principal and teacher using the WRSD PLE with the purpose of ensuring high levels of learning for all students</p> <p>6. Regular reflective conversations integrating evidence-based questions into daily interactions between teacher and teacher, and teacher and student using the WRSD PLE with the purpose of ensuring high levels of learning for all students</p> <p>7. Other strategies:</p> <ol style="list-style-type: none"> Use of High Impact Strategies and Thinking Strategies in classrooms Creation of FMHS Professional Learning Committee for staff to be involved in school organized professional learning Finding PD focused on writing for both English and Social Studies. Encourage and promote attendance at Alberta Education PD functions Finding PD and mentoring options so teachers feel comfortable with new curriculum delivery models. Encourage student ownership of course material by mentoring and modeling how to use assessment to further their learning. 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 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. 	<p>between admin and teachers</p> <p>6. Evidence for #6:</p> <ol style="list-style-type: none"> Development of a process for departments to enable more reflective conversations amongst colleagues <p>7. Evidence for #7:</p> <ol style="list-style-type: none"> Increased access to professional learning opportunities Anecdotal records from teachers as part of goal achievement <p>8. Evidence for Ensuring High Levels of Learning for All Students</p> <ol style="list-style-type: none"> Success of the above strategies will also be determined using qualitative measures such as course passes vs course fails, diploma exam results, provincial achievement test results, accountability pillar data, and student/parent survey data. (Once staff meet in the fall to discuss the data which we want to collect and analyze, we will update this section with more specific information).
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General Comments about Academic Achievement Data

FMHS has just completed a successful building year. Revisioning and rebranding processes were driven by work that the whole school team is doing. We have been using a variety of data, including that which is included in the below detailed

overview of our annual educational results report (AERR) to drive the areas where the work needs to be completed. In general, the data in our AERR indicates that FMHS's emphasis on enhancing the sense of belonging for all staff, students and parents and ensuring high levels of learning for all students are two variable and pertinent areas for growth for our school.

2019-2020 Results Report

- ❖ For a **detailed overview** of results regarding specific questions from the AERR, Provincial Achievement Test Data, and Diploma Examination Data [please view this google slide document](#) or a [pdf version of our results](#).
- ❖ **Safe and Caring Schools Data:** we have noticed that there is a significant difference in results between staff and students/parents. This an area that we need to investigate further and build strategies to improve upon.
- ❖ **Overall Quality of Education Data:** only 50% of parents and students state that students find school work interesting. This is an area where FMHS needs to address; how can we ensure that school work at FMHS is engaging?
- ❖ **At Risk Student Data:** parents have identified that access to programs and school support is difficult. Step one for FMHS is determining which programs are available and step two is ensuring that both students and parents are aware of what is available and how to access programs. We recognize that FMHS needs to improve the dissemination of information about our available supports and services for students and families.
- ❖ **Citizenship Data:** 42% of students have identified that students do not respect each other; this an area that we need to investigate further and build strategies to improve upon. 29% of parents and 44% of students have identified that students are not encouraged to be involved in community volunteerism; this is an area where we need to better advertise what students are doing in our school community, as well as finding better and new ways to ensure that students are effectively engaged in our community.
- ❖ **School Improvement Data:** Only 4% of parents feel that FMHS has improved in the last three years and 57% of parents feel that FMHS has declined in the last three years. This is something that FMHS needs to address through dissemination of information about what were are doing and working on and being better at including parents and students in the school community and school advancement processes.
- ❖ **Provincial Achievement Data:** An area for emphasis is improving student excellence achievement results on Provincial Achievement Test results. Work on this will be accomplished through our FMHS Professional Learning Communities.
- ❖ **Diploma Achievement Data:** An area for emphasis is improving student excellence achievement results on Diploma Examination results. Work on this will be accomplished through our FMHS Professional Learning Communities.

2021-2022 Professional Development Plan

Date		CAAMSE Staff Attendance
August 25	Start Up Administrator Meeting	
August 26	These 4 days will be a combination of teacher growth plan time, Collaborative Response planning, school based professional learning and time for organizational tasks and meetings. Staff will be given time to complete their required modules for PublicSchoolsWorks. Schools will set their schedules to best fit their needs. August 30 9:30 - 11:00 - All Staff - Dr. Greg Wells - The Ripple Effect	ASI, ASII & SBC
August 27		ASI, ASII & SBC
August 30		All CAAMSE
August 31		All CAAMSE
September 27	Collaborative Team Meetings / School Based PL / Transitioning / IPPs	EA, FWW, LCF, LT, DLF, VA & SLPA
October 22	Collaborative Team Meetings / School Based PL Possibility of writing groups 1-12- HLAT	EA, FWW, LCF, LT, DLF, VA & SLPA
November 26	Collaborative Team Meetings / School Based PL (Indigenous Ways of Knowing)	EA, FWW, LCF, LT, DLF, VA & SLPA
February 9	Collaborative Team Meetings / School Based PL	ASI, ASII & SBC
February 10 & 11	North Teachers' Convention (ATA)	
March 11	Collaborative Team Meetings / School Based PL & Support Staff Conference	All CAAMSE - Support Staff Conference
April 14	Collaborative Team Meetings / School Based PL	
May 9	Collaborative Team Meetings / School Based PL	
June 3	Collaborative Team Meetings / School Based PL / Transition Meetings	EA, FWW, LCF, LT, DLF, VA & SLPA
June 27 & 28 - K-9	School Based PL / Transition Meetings / Organizational Day	

Only		
June 29	Organizational Day	ASI, ASII & SBC

FMHS will include school professional development opportunities for staff to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Specific sessions and dates are to be determined by the FMHS Professional Learning Committee.

Stakeholder Involvement

- The FMHS School Council was provided this document and an opportunity to provide feedback at the June 2021 School Council Meeting.
- Students and Staff will provide very specific data for this assurance model throughout the school year as part of the strategies and indicators for success.
- The FMHS School Council will be additionally involved in the implementation and review of this document, goals and strategies throughout the 2021-2022 school year.