

2008 - 2011 SCHOOL PLAN

School: ISS - Kennedale/Yellowhead
Address: 18621-127 Street

Principal: Colin Ross
Ward Trustee: Cheryl Johner

2009 - 2010 Results Review

Enrolment		Staff F.T.E.		Budget		
Regular Program	168	Custodial	0.000	Salaries (incl Class Size)	\$ 5,516,142	90%
Mild Special Needs	1	Exempt	1.000	Supplies, Equipment, Services	\$ 650,250	10%
Moderate Special Needs	10	Support	10.000	School Generated Funds	\$ 0	
Severe Special Needs	<u>16</u>	Teaching	<u>41.600</u>	Total:	\$ 6,166,392	100%
Total:	195	Total:	52.600	AISI	\$ 20,000	
				Class Size Funding	\$ 0	

Physical Plant Opened: 1988

SCHOOL PHILOSOPHY

The mission of Institutional Services Schools is to provide a positive and successful learning experience for all students which will enable them to become fulfilled, responsible, and contributing citizens. This mission will be accomplished through the development of a strong rapport among students and staff, exemplary staff performance, individualized academic programming, the opportunity for multiple entry points into school, the opportunity to participate in a variety of extra curricular pursuits, and a strong focus on the development of positive self-esteem and values.

SCHOOL COMMUNITY PROFILE

Our students are admitted by and are the responsibility of the host institutions. Student populations are comprised of teens from Red Deer, north. Implementation of classroom instruction provides an opportunity for students to continue their school program. ISS is made of eight sites around the Edmonton area; Kennedale at EYOC, Yellowhead Youth Centre, Attendance Centre, CASA, Howard House, Counterpoint House, Rite Trak, and Highwood at Alberta Hospital. ISS partners extensively with Child and Family Services, Edmonton Police Services, McMan Group Homes, Catholic Social Services, Alberta Solicitor General's Office, CASA, John Howard Society, AADAC, Capital Health, Alberta Apprentice Board, Advance Print Works, Tri-star Collision, Freedom Ford, Totem Welding, and Terrick Welding.

PROGRAMS AND ORGANIZATIONS

Institutional programming includes a full range of junior and senior high school courses. Basic literacy programming is provided to students when necessary. Programming is provided to students on a year round basis and is individualized with students beginning and completing courses at various times throughout the year. The transiency rate is approximately eight per cent per day.

The transiency of the student population at Institutional Services Schools makes it impossible to establish any meaningful achievement targets as measured by the provincial testing program. The achievement targets which have been established are based on course completions and credits awarded within the school program.

Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.

SCHOOL: Institutional Services Schools

PRINCIPAL: Colin Ross

2009-2010 School Year

Students Served	Average number of students per month	Total Credits Earned
Yellowhead	37	47
Kennedale	164.6	1612
Attendance Centre	18	580
Howard House	6	258
Rite Trak	6	100
CASA House	20	190
Highwood	10	165
Counterpoint	6	148

Age Groups Served				
	6-11	12-14	15-19	20
Yellowhead	1	143	85	1
Kennedale		147	432	
Attendance Centre	0	3	116	
Howard House		1	27	
Rite Trak	1	9	32	
CASA House		33	17	
Counterpoint			10	
Highwood	0	3	78	1

Program Description	Length of Program	Educational Instruction	Targets for 2010-2011
<p>Kennedale serves students province wide between 12 – 20 who are either remanded or sentenced to serve time within the Young Offenders Centre.</p> <p>Students require a great deal of individualized assistance.</p>	Can be sentenced until age 20	<p>Full IOP programming.</p> <p>Full core programming.</p> <p>Music, CALM, physical education, art.</p> <p>CTS – industrial arts, foods.</p> <p>Information processing, work experience, auto body, automotives, welding, job prep, job safety,</p>	<p>Mainstream students to community school.</p> <p>Improve student attitude toward attending school.</p> <p>Students taking charge of their own education by completing courses and</p>

		aboriginal studies.	<p>earning credits.</p> <p>Increased communication and relationships with our inter-agencies.</p> <p>Increased awareness of ISS programs throughout the district and our hosts.</p>
<p>Youth Attendance Centre services students who may be on probation. Attendance and progress are monitored by their probation officer. 20-36 maximum students</p>	10 month programming	<p>Full IOP programming. Full core programming. CALM, physical education, work experience. RAP. CTS – foods and sewing.</p>	<p>Mainstream students to community school.</p> <p>Improve student attitude toward attending school.</p> <p>Students taking charge of their own education by completing courses and earning credits.</p> <p>Increased communication and relationships with our inter-agencies.</p> <p>Increased awareness of ISS programs throughout the district and our hosts.</p>
<p>YYC Intensive Treatment Program</p> <p>History of Child and Family Services involvement Students who reside in an on-site, unlocked residential cottage and receive intensive treatment.</p>	Average stay is 3 months	<p>Pupil/teacher Ratio is 1:5. Core subjects of language arts and math with one option. Attend full day. Group therapy sessions.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided</p>

			which can be transferred to daily life.
<p>YYC Secure Services Program</p> <p>High risk students to self or others, court ordered, reside in a secured institutional setting</p> <p>Daily therapeutic groups</p>	<p>Average stay is 2-3 weeks</p>	<p>Pupil/teacher ration is 1:5.</p> <p>Daily communication with treatment team.</p> <p>Core subjects of language arts and math.</p> <p>Attend class for one half day.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>
<p>YYC Short Term Intervention Program</p> <p>Students age 12-17</p> <p>Social Worker referred students</p> <p>Reside on-site unlocked cottage</p> <p>Variety of psychological, behaviorial and medical assessments</p>	<p>Can be long term – 2 wks to 1 year</p>	<p>Pupil/teacher ratio is 1:6.</p> <p>Attend full day.</p> <p>Core subjects of language arts and math.</p> <p>Daily communication with assessment team.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>
<p>YYC Protection of Sexually Exploited Children's Act (PSECA)</p> <p>Protection of Children in Prostitution, 5 bed residential setting.</p> <p>Daily therapy groups</p>	<p>Average stay is 5-47 days</p>	<p>Pupil/teacher ratio is 1:5.</p> <p>Attend half day.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate</p>

			<p>back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>
<p>YYC Columbia Program</p> <p>Six residential settings</p>	<p>Can be long term</p>	<p>Pupil Teacher Ratio 1:2. 2 teachers attached to each resident. Non-graded organization.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>
<p>CASA House Classroom Context</p> <p>Higher degree of Intensive Treatment for ages 12 – 18 Referred by Mental Health Professionals, Reside on site in an unlocked facility with two classrooms</p> <p>Parent involvement is required.</p>	<p>Average stay is 5 months</p>	<p>Pupil/teacher ratio 1:7. Attend full day including intensive group therapy. Core subjects of language arts and math. Multidisciplinary approach. Daily psychiatric services.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>

<p>Howard House Classroom Context</p> <p>Treatment home for young males under the Youth Criminal Justice Act. Mental health and addiction problems, individual therapy and counseling</p>	<p>Students stay until completion of sentence.</p>	<p>Pupil/teacher ratio 1:8. Full time teacher assistant. Attend full day. Core subjects. Physical education, work experience, RAP program., one CTS course.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>
<p>Rite Trak School Classroom Context</p> <p>Government wards that reside in group homes, Therapeutic treatment group, on site youth worker. Students are wards of the government and reside at McMan and Catholic Social Services group homes.</p>	<p>Average stay 3 weeks to 6 months</p>	<p>Pupil/teacher ratio is 1:6. Core subjects with emphasis on language arts and math. Full day schedule. Provide a safe and caring environment while addressing the child's social and emotional needs.</p>	<p>Individual Program Plans focusing on behaviour and daily academic goals which will be set to have growth for all students.</p> <p>Students will successfully integrate back to the community school.</p> <p>Students will improve attitudes regarding school.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>
<p>Highwood School (added to ISS for 2008-2009 School Year)</p> <p>Mental Health and addiction problems; individual therapy and counseling provided. High degree of intensive treatment for ages 12</p>	<p>Average stay 3 months</p>	<p>Pupil teacher ratio is 1:8 Core subjects with emphasis on language arts and math Full day schedule Provide a safe and caring environment while addressing the child's social and emotional needs</p>	<p>Students will successfully integrate back to the community.</p> <p>Life skills training will be provided which can be transferred to daily life.</p>

<p>- 20.</p> <p>Referred by Mental Health professionals and solicitor General. Students reside on site in a locked facility with two classrooms</p>			
<p>Counterpoint House</p> <p>Treatment home for young males with mental health and addiction problems. Individual therapy and counseling provided.</p>	<p>Average stay 4 months</p>	<p>Pupil teacher ratio is 1:8 Core subjects with emphasis on language arts and math Full day schedule Provide a safe and caring environment while addressing the child's social and emotional needs</p>	<p>Students will successfully integrate back to the community.</p> <p>Life skills training will be provided which can be transferred to daily life</p>

Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.

Indicators and Measures

Number of students completing courses.
Staff survey results from all institutional school sites.
One on one conversations with all staff in regards to their on going professional development and performance in the classroom.
Tracking staff professional growth plans to ensure their professional development is in line with our instructional focus.
Regular review of our student individual program plans.

Results

High school course completions increased by 8 percent.
100 percent of staff involved in Understanding by Design practices.
100 percent of staff provided with increased days for unit planning. All staff completed a unit build by June 2010.
English teachers met with Irene Heffel several times throughout 2009-2010 to review ELOs and complete a high quality unit build.
Increased funding for manipulatives in mathematics and learning resources to assist all students.
Librarian met with staff and students weekly to review new literature, student research and to update teachers on new curriculum.
Assistive technology purchased for all sites including: smart podiums, e-readers and e-learning.
Majority of math teachers have taken smart technology training as well as support staff.
100 percent of math teachers have taken JUMP math training with John Mighton.

Implications for 2010-2011 Plan

All administrative staff will visit all eight sites on a weekly basis to provide assistance (guidance and support) as required.
All staff will continue to be on a collaborative Understanding by Design team and be required to complete a high quality unit build by June, 2011.
All support staff will participate in assistance technology workshops.
Continue focus on credit (course completions) for our high school population.

Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.

Indicators and Measures

The number of positive award programs made available at each specific institutional site.
The number of in-school behavioral incident reports collected for the year.
The number of students involved in special projects.
Positive community interactions on student fieldtrips, where applicable.

Results

100 percent of staff recognize the importance of building relationships with students in an institutional setting to create and develop a positive learning environment to meet students individual needs.
100 percent of students are directly involved in their learning and goal setting for success.
Staff coached to provide positive feedback to all students on a daily basis to aid students in increasing their success and decreasing behavioural incidents.
Increased staff spending on positive student recognition program at all 8 sites.
An increase in our guest speakers in the 2009-2010 year at all sites.

Implications for 2010-2011 Plan

We will continue to enhance our staff/student relationships in order to provide our students with the knowledge, skills and attitude to better assist them in their transition back to the community.
All students will be involved in activities with guest speakers and presentations from the community.

Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

Indicators and Measures

The number of sick days taken each year by our staff.
Staff survey results.
One on one conversations with all staff by the principal each year.
The number of staff requests to leave any of our institutional school sites.
Staff meet monthly in collaborative groups to discuss their best practices and share ideas for the classroom.

Results

5 percent lower sick days than the previous year.
100 percent of staff were given advanced security training in November 2009.
100 percent of staff who require first aid training were certified.
100 percent of staff are part of a collaborative team who are required to submit unit builds to principal.
One on one conversations with all staff provided positive information and areas for growth.

Implications for 2010-2011 Plan

All staff will continue to be part of an Understanding by Design team, go to targeted professional development (unit builds, Ruby Payne, district senior high PD day, annual security training).
All staff will be given the opportunity to attend specialized professional development which they can share with their colleagues.
All staff will participate in one on ones with principal.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$0