



2024 – 2029 EDUCATION PLAN YEAR 1

École Okotoks Junior High School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[Our 2022-23 School Annual Education Results Report](#)

ÉOJHS TERRITORIAL ACKNOWLEDGEMENT

We, the École Okotoks Junior High School community, acknowledge the traditional and ancestral lands of the Indigenous peoples of Treaty 7 territory, signed in 1877, on which this school is located, where we learn together, work together, and encourage each other to live in a good and respectful way.

We recognize, honour, and remember the Indigenous peoples who have lived here and continue to live on this land: the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuut'ina. Okotoks is also home to the Rocky View District of the Otipemisiwak Métis Government for the Métis Nation within Alberta.

When we gather on this territory, we commit ourselves to learning how to be better lifelong learners, stewards of the land, and contributing members of this community.

View our [Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

EOJHS VISION

INSPIRING critical thinkers who are kind, confident and resilient.

EOJHS MISSION

DESIGNING opportunities for students to develop their passion and potential.

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

Engagement: Ensure and maintain School wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain School wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain School wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

Board of Trustees
 Board Policy 01: Division Foundational Statements
 Board Policy 14: A Place for All

Accountability and Assurance
 Alberta Education and Foothills School Division Goal Alignment
 Systems Thinking

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement

Goal:
 Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Goals:
 Advance Wellness and Well-being
 Advance Continuum of Supports

Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

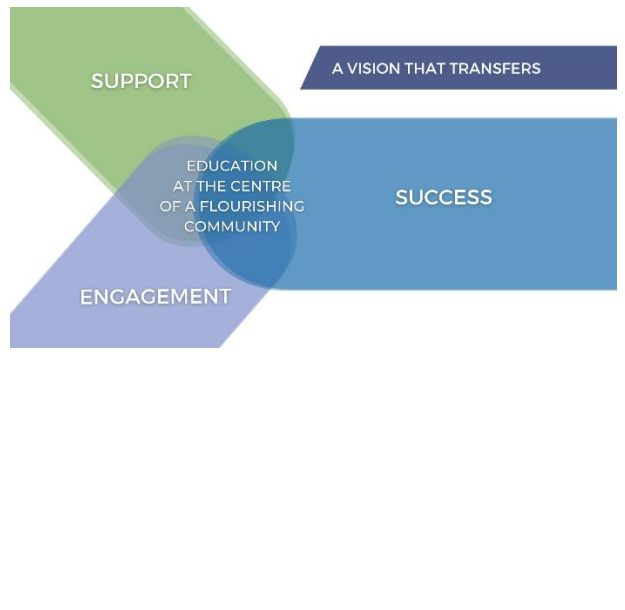
Goals:
 Advance Innovation and Design
 Advance Learning for Transfer
 Advance Literacy and Numeracy
 Advance First Nations, Métis, and Inuit student success

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Governance

Goal:
 Advance Continuous Improvement and Assurance

Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal:
 Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

OUR SCHOOL

École Okotoks Junior High School is a grade 7-9 school with approximately 475 students and 32 staff. Our school has certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We are a dual track school offering French Immersions Program as well as English classes. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital design, band, choir, guitar, outdoor education, makerspace, and drama to name a few. We are the home of the Ocelots. "In pursuit of excellence"

KEY INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Utilize tools to target education partners and gather feedback that informs decisions relating to several aspects of our learning community
 - We will share our Ed Plan and how we are meeting our goals with School Council
- Utilize tools to report engagement data back to our partners in education to signify of the impact of their feedback as it relates to contributing to a positive learning community
 - We will continue weekly communication with the community, parents, teachers and students, and sharing our response to their feedback

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Measuring, analyzing and reporting results and using results to identify areas for improvement
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Celebrate and communicate successes and accomplishments to ensure accountability and provide assurance for continuous improvement.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** Increase/maintain 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.
- **Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making

[VIEW OUTCOMES AND INDICATORS](#)

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
- Continued focus on social emotional learning to support student well-being.
 - Continue to expand the support of the Minds Matter team in our classrooms.
 - Create a Speaker Series that encourages kindness and empathy and addresses bullying.
- Continue to leverage Student Matters and the Student Orientation to School Questionnaire (SOS-Q) data to identify areas of growth and develop creative solutions to address these areas of growth.
 - Expand the washroom beautification project to the Grade 8 washrooms.

Advance a continuum of supports by:

- Continue to implement, refine, and expand the continuum of support based on current student profiles to address social, emotional, physical, and academic growth for students.
- Continued support of stakeholder voice through various platforms including, but not limited to, Students' Matters, SOS-Q Survey, and Engagement Survey
- Continued and enhanced parent communication to develop understanding of student areas for growth and supports available

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree 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.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance innovation and design by:

- Support teachers designing learning for conceptual understanding, increases challenge, deepens thinking, develops student agency, and builds a sense of life-long learning
- Support teachers developing and enhancing innovation and design opportunities in CTF programming such as Codebotics, Makerspace, and Digital Design
- Build the capacity of staff to lead Innovation and Design programming at the school and system level.

Advance learning that transfers by:

- Develop rich tasks that are meaningful to students that connect curricular concepts to life beyond school through real-life learning tasks
- Increase understanding of high impact assessment, evaluation, and reporting strategies to ensure deep and transferable learning.
- Incorporate triangulated assessment evidence, including observations, conversations and products, rather than a single type of assessment, to evaluate and report student learning
- Involve students in assessment so that they can articulate their areas of strength, areas for growth, and next steps for learning

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase/maintain 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.
- **Citizenship (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

GOAL

Advance literacy and numeracy by:

- Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
- Advance the development and application numeracy resources and programming to support student growth and achievement through the application and strategies such as Building Thinking Classroom and effective Math interventions.
- Increase utilization of the staff learning link to support teacher design and implementation of effective resources that lead to improved student learning.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOAL

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Utilize authentic resources to support high-yield instructional tools and strategies by Accessing and sharing The Truth & Reconciliation for Learner Success Toolkit “Resources” page making available resources, within and outside the school community, to enhance student learning and development
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Continued focus on cultivating a sense of belonging through intentional development of safe and welcoming school cultures by advancing, sharing, and celebrating First Nation, Métis, and Inuit cultural knowledge throughout school year beyond Sept 30th and June 21s
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture,

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

GOAL

Advance excellence in teaching, learning, and leading by:

- Providing professional learning opportunities for teachers and leaders to collaborate, build personal and collective capacities and expertise.
- Professional learning will apply educational research to improve professional practice.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

- Encourages teachers to explore, take risks and think critically about their professional practice.

- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

VIEW OUTCOMES AND INDICATORS