

Education Plan 2019-2020

Ecole Okotoks Junior High

Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them

Our Commitments



Our Beliefs

-Each child is a learner and deserves the opportunity and supports to achieve optimum learning.-In learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally.
-Designing safe, caring, welcoming learning environments ensures an inclusive culture with acceptance and belonging for all.
-Ongoing learning and critical reflection ensures quality teaching and optimum student learning.

Optimum Learning is achieved through

Goal 1

Success for all learners

Outcomes

Learners are Literate
 Learners are numerate
 Learners develop/deepen outcomes & competencies
 Learners take ownership and develop efficacy in learning

Strategies

How does creating a continuum of supports focusing on reading for understanding improve student learning in all subject areas?

1. Identifying students who need academic support using a collaborative response framework to establish:
 - universal/targeted/individualized reading interventions
 - universal/targeted/individualized math interventions
2. Enrich course work to provide excellence-level questioning
 - provide regular excellence-level content
 - provide systematic enrichment
3. Common vocabulary language in in all core subject areas

Timelines

September 2019
 October 2019 through June 2020
 October 2019 through June 2020

<p>First Nations, Metis & Inuit learners are successful</p> <p>Learners are meaningfully engaged</p>	<p>Starting this learning in November 2019 and ongoing</p>
<p style="text-align: center;">Performance Measures</p> <p>Areas of strength</p> <ol style="list-style-type: none"> 1. Pockets of excellence in Science and Social Studies PAT scores 2. French Language Arts acceptable standard 7% above the provincial average 3. Math acceptable standards are 8% above the provincial average 4. Percentage of teachers, parents and students who are satisfied with the opportunities for students to receive a broad program of studies is significantly higher than the provincial average (fine arts, languages, technology, health and physical education) 5. Overall quality of education is reported as slightly higher than provincial average <p>Areas to target</p> <ol style="list-style-type: none"> 1. Math PAT standard of excellence results are significantly below the provincial average 2. French Language Arts standard of excellence are below the provincial average 3. Teachers indicate students are struggling with fractions 4. Science PAT requires strong reading skills. 5. In the ELA PAT, students struggled in questions where specific reading details were required. Synthesizing and generalizing the main idea often caused difficulty. 6. In the Social Studies PAT, students struggled synthesizing information and making judgements and conclusions 	<p style="text-align: center;">Performance Targets</p> <ul style="list-style-type: none"> ● ÉOJHS Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 9 PAT (English & French) Language Arts (Reading, Writing, Total Test), Math, Science and Social Studies ● Increase in percentage of students that are at or above grade level as measured by GRADE Assessment (English & French) ● Evidence of gap being closed for flagged students as measured by Leveled Literacy Intervention (English & French) ● Establish student performance baselines (MIPI and Running Records). Show improvement/growth from baseline measures. ● Anecdotal evidence and stories of student success



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Goal 2	Support for all learners	
<p>Outcomes Learners contribute to and feel welcomed, cared for, respected and safe -Safe, caring and welcoming culture -Mental Health & Wellness</p> <p>Learners access a continuum of supports</p> <p>Collective efficacy and leadership of learners is cultivated -Reflective and collaborative learning -Use and apply evidence to inform learning and school improvement</p>	<p>Strategies How might engaging staff in building a continuum of supports around positive relationships impact student learning?</p> <ol style="list-style-type: none"> 1. Development of a continuum of supports (Policy 18) <ul style="list-style-type: none"> ● Collecting and responding to teacher voice about what we are doing well, what we need to keep and what needs to change ● Collective responsibility - Belief that taking collective action can positively impact achievement and growth ● Collaboration -PLCs, Collaborative Response Framework ● Have teachers share their successes ● Students Matters participants to support 2. Focus on increasing positive relationships (social environment) between all stakeholders (students, staff, parents, community): <ul style="list-style-type: none"> ● increased visibility of staff/supervision ● increased number of clubs offered at lunch (yoga, magic, GSA, student council, robotics, environmental committee, etc) due to supervision changes and responding to student voice: daily open campus for grade 9 students ● moving FSLC office to student services room ● development of protocol for student referrals to student services 	<p>Timelines</p> <p>September 2019 and ongoing</p> <p>September 2019 and ongoing</p>

	<ul style="list-style-type: none"> ● Physical environment more welcoming- students services, east courtyard, additional soft seating in common areas, fresh paint, Ocelot branding, flexible seating and improved environmental learning spaces for students ● Attendance protocol strategies for at-risk attendance students ● Minds Matter staff facilitating student connections to school ● Student Wellness Conference <p>3. Restorative Practices</p> <ul style="list-style-type: none"> ● Modeling classroom circles for staff learning days and staff meetings ● Using restorative circles for office referrals to resolve student conflicts ● Creation of a classroom dedicated for classroom circles <p>4. Mentorship</p> <ul style="list-style-type: none"> ● Minds Matter to support by connecting disengaged or injured PE students through alternate activities ● Collaborative Community Mentoring training <p>5. Teacher strategies connected to relationship building:</p> <ul style="list-style-type: none"> ● collaborative structures ● restorative practices ● trauma-informed practices ● positive behaviour supports 	<p>September 2019 and ongoing</p> <p>October 2019 and ongoing</p> <p>September 2019 and ongoing</p>
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<p>Performance Measures</p> <p>Areas of Strengths</p> <ol style="list-style-type: none"> 1. Data shows improved feelings of community (gathered via 1 on 1 staff interviews) 2. Pockets of excellence in terms of safe and caring scores on APORI 3. Higher safe and caring results later in the year (APORI) compared to Tell them from Me data completed in the fall 4. Grade 7's had more positive results (APORI safe and caring descriptors) 	<p>Performance Targets</p> <ul style="list-style-type: none"> ● Increase in Safe and Caring & Parental Involvement indicators from accountability pillar survey. ● Improved behaviour of students through development and whole-team follow-through of effective Behaviour Support/Success Plans ● Increase in Inclusive Education indicators of student inclusion & supported families from the accountability pillar survey.
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<p>Areas to Target</p> <ol style="list-style-type: none"> 1. Cycle of isolation connected to suspensions and engagement 2. Grade 8 students sense of community and connectedness (Tell them from me survey) 3. Connectedness for parents 4. High achieving girls and French Immersion students have low IR and SC 5. Attendance 6. Teacher efficacy in regards to trauma-informed practice 	<ul style="list-style-type: none"> ● Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work School Integration from the SOS-Q survey. ● Decrease in suspension rates ● Increase in attendance rates ● Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by school to inform hypothesis, interventions and/or next steps. 	
<p>Goal 3 Engagement for all learners</p>		
<p style="text-align: center;">Outcomes</p> <p>Learners communicate, collaborate, think critically and solve problems in advancing educational excellence</p> <p>-stakeholder engagement</p> <p>-fostering relationships & communication</p> <p>-Community supports & partnerships</p>	<p style="text-align: center;">Strategies</p> <p>How does effective, ongoing, purposeful communication with stakeholders improve community engagement?</p> <ol style="list-style-type: none"> 1. Parents and staff <ul style="list-style-type: none"> ● listening and responding to parent voice ● open and honest communication about student achievement and next steps ● regular communication with parents (teacher emails, principal updates) ● school council workshops from Alberta School Councils to improve engagement 2. School and community <ul style="list-style-type: none"> ● Social media: regular promotion of student learning via Instagram and Twitter ● Weekly announcements on school website ● Gathered community voice going door to door ● Keeping school website current 3. Minds matter community partnership 4. Grade 9 volunteering initiative for Wellness Conference 	<p style="text-align: center;">Timelines</p> <p>September 2019 and ongoing</p> <p>September 2019 and ongoing</p> <p>November 2019 and ongoing</p>

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Performance Measures	Performance Targets
<p>Areas of Strength</p> <ul style="list-style-type: none"> stakeholder perception that programs for at-risk students are easily accessed and timely <p>Areas to Target</p> <ul style="list-style-type: none"> Parent satisfaction with their level of involvement in their child’s education 	<ul style="list-style-type: none"> Increase in 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. (Accountability Pillar Survey) Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education. (Accountability Pillar Survey) Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. (Accountability Pillar Survey) Anecdotal evidence

Wiser Practices

Fostering Effective Relationships: Building positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Structures and Systems: Establish systems and structures of collaboration, assessment and a continuum of supports, needed to support students, staff and parents in being successful...creating conditions to support growth.

Capacity Building: Build capacity of all staff through effective staff development, collaborative modelling, problem solving, action research, staff development sessions and collaborative learning.



Coherence: Coherence is the shared depth of understanding about the nature of the work. The Coherence Framework is made up of four essential components:

1. Focused direction to build collective purpose
2. Cultivating collaborative cultures while clarifying individual and team roles
3. Deepening learning to accelerate improvement and foster innovation
4. Securing accountability from the inside out

Collaboration: Develop collaborative learning culture through PLCs and Collaborative Response Meetings that focus on student data to inform teaching, instructional design, assessment and intervention. Collaborating with other teachers to build personal and collective professional capacities and expertise.

Collective Efficacy: Belief that taking collective action can positively impact achievement and growth. Clearly communicating and building clarity of shared direction and strategy including foundational understandings that result in a common language, consistency and commitment in practice across our division will optimize student learning.

Collaborative Inquiry: Is a collaborative process of inquiry that is systematic and reflective. It involves being curious, conducting action research and developing a theory of practice based on an inquiry question. Once a strategy is implemented, impact on instruction and student learning is analyzed and assessed.

Research-based/Evidence Driven: Seeking, critically reviewing and applying educational research to improve practice.

Reflective Practice: Professional learning and ongoing critical reflection to improve teaching and learning. Reflective practice incorporate cycles of sharing, listening, learning, problem solving, actively seeking out feedback to enhance teaching practice.

Design for Understanding: A process of designing leaning with the end in mind which includes desired results, assessment evidence and a learning plan. Identifying 'Big Ideas', goals, understandings and essential questions. What is it that we want students to understand, know and be able to do? How will we know when students get it and what will do when they don't.

Concept-based Learning: Concept-based learning is driven by 'big ideas' rather than subject-specific content. By leading students to consider the context in which they will use their understanding, concept-based learning brings 'real world' meaning to content knowledge and skills.

Assessment: Design quality balanced assessments with the end in mind that improve and inform learning. Applying student assessment and evaluation practices that: accurately reflect the learner outcomes within the programs of study; generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; and provide accurate, constructive and timely feedback on student learning.



Student-Centered Learning: The focus of instruction shifts from that of the teacher to the student. It focuses on placing the responsibility of learning in the hands of students by developing lifelong learning and skills of independence and self-efficacy. Understanding how to learn and making meaning and connections between prior knowledge and new learning experiences. Students are actively engaged in the learning, having voice and interests acknowledged in learning experiences that include choice and that are flexible to meet diverse learners.

Making thinking/Learning Visible: Creating opportunities for individuals to make their thinking/learning visible. By externalizing thinking, individuals make their thinking visible to others and themselves allowing them to reflect and improve learning and understanding.

Universal Design for Learning: A framework that integrates accessibility in designing engaging learning experiences and opportunities for all students. It allows students to have equal opportunity to achieve learning objectives and goals and demonstrate learning outcomes by taking into account student strengths.

Continuum of Supports: Establishing, promoting and sustaining inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth. Being aware of and facilitating responses to social, emotional, behavioural and mental health needs of students. Recognizing and responding to specific learning needs of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes.

Comprehensive Literacy: Comprehensive literacy is a balanced approach to teaching literacy that should be embedded in all content areas and grade levels. At its core is responsive teaching and assessment. It is grounded in the principles of the gradual release of responsibility. Comprehensive literacy ensures a focus regularly on the following elements:

- Read-aloud and modeled writing
- Shared reading and writing
- Guided reading and writing
- Independent reading and writing
- Letter and word study

Positive Behaviour Supports: Positive behavior supports is a school-wide approach to promote positive social and communication skills, while reducing and preventing challenging behaviours. Positive behavior supports are proactive and personalized designed collaboratively with stakeholders and focusing on strengths, skill building and assessment-based interventions.

Trauma Informed Practices: Trauma-informed practice is about creating a school environment where every student feels safe and supported and where staff understand how trauma affects behaviour and emotions. A whole-school approach to trauma-informed practice at school can include strategies such as peer mentoring, teacher-student mentoring or restorative practices. Social-Emotional Learning opportunities are critical to students healing as well as to their learning.



Restorative Practices: Restorative practices focus on the quality of relationships between all members of the school community. As a result, a more supportive learning environment enables healthy relationships and promotes positive mental health and responsible behaviour. When issues do occur the practice emphasizes repairing the harm done to people and relationships, rather than punishing people.

Mentorship: Mentoring is the presence of a caring individual who provides another person with support, advice, friendship, reinforcement and constructive role modeling over time. Mentoring benefits all students. Mentoring can be a much-needed emotional and social or academic and learning support.

Social Emotional Competencies: Social-emotional learning is the process of developing students' knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions. Social Emotional competencies include self-awareness, self-management, social awareness, relationships and responsible decision making.

SAMR (Substitution, Augmentation, Modification, Redefinition): A framework for describing and planning for technology use in the classroom. Within a purposeful design for learning technology can provide for student learning experiences that they may not have otherwise experienced. Within a purposeful Universal Design for Learning, technology can remove barriers and support strengths.

Distributed Learning: Technology such as Moodle or Google Classroom provide flexibility in time, place or pace in support of student-centered learning. Including these technologies as a component of a classroom structure (blended learning) can be a powerful support for students who need to spend more time on a concept and for student who already understand a concept to go deeper.

Digital Citizenship: A component of citizenship involving the knowledge, skills and attitudes students need to respect and protect themselves and others in the online world. Using structures including distributed learning, e-portfolio and safe social networks can provide an opportunity for students to practice becoming digital global citizens.