

School Education Plan 2020-21

Ecole Okotoks Junior High

Our Vision

Engagement, Support and Success for Each Learner

Our 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 Priorities

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

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

Success: *Ensure and maintain division-wide excellence in teaching, learning and leadership.*

Optimum Learning is achieved through

Engagement <i>for each learner</i>	Support <i>for each learner</i>	Success <i>for each learner</i>
Outcomes	Outcomes	Outcomes
<p>Division:</p> <ul style="list-style-type: none"> ◦ Learners are engaged through communicating, collaborating and solving problems to advance education excellence. 	<p>Division:</p> <ul style="list-style-type: none"> ◦ Learners contribute to and feel welcomed, cared for, respected and safe. ◦ Learners access a continuum of supports. ◦ Learners access mental health, wellness and well-being supports. 	<p>Division:</p> <ul style="list-style-type: none"> ◦ Learners are successful. ◦ First Nations, Métis and Inuit Learners are successful. ◦ Learners are literate and numerate. ◦ Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. ◦ Learners develop learning competencies. ◦ Excellence in teaching, learning and leadership.
<p>School:</p> <ul style="list-style-type: none"> • Learners are engaged through communicating, collaborating, thinking critically and solving problems to advance educational excellence • Stakeholders are engaged by fostering positive relationships and communication. 	<p>School:</p> <ul style="list-style-type: none"> • Learners contribute to and feel welcomed, cared for, respected and safe • Learners access a continuum of supports • Learners access mental health, wellness and well-being supports. • Collective efficacy is cultivated 	<p>School:</p> <ul style="list-style-type: none"> • Learners are successful • Learners are literate and numerate • Learners develop/deepen learning outcomes & competencies • Learners take ownership and develop efficacy in their learning

		<ul style="list-style-type: none"> • First Nations, Metis & Inuit learners are successful
Indicators	Indicators	Indicators
<p>Division:</p> <ul style="list-style-type: none"> ◦ The school engages students and their families, staff and community in a shared vision for student success. ◦ The school employs a cycle of evidence-based continuous improvement to inform on going planning, and priority setting and to build capacity. ◦ Ongoing stakeholder engagement practices ensure the school identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students. ◦ The school anticipates local and societal needs and circumstances and respond with flexibility and understanding. ◦ The school uses evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement. 	<p>Division:</p> <ul style="list-style-type: none"> ◦ Students are active, healthy and well. ◦ Students demonstrate understanding and respect for the uniqueness of all learners. ◦ Learning environments are welcoming, caring, respectful and safe. ◦ Learning environments meet learner needs, emphasize a sense of belonging and high expectations for all. ◦ Students and families work in collaboration with the school to support learning. ◦ Continuum of supports and services enhance achievement and success for all learners. ◦ Structures and systems support learning and meets the needs of students, families, staff and communities. 	<p>Division:</p> <ul style="list-style-type: none"> ◦ Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ◦ Students achieve learning outcomes, demonstrating strengths in literacy, numeracy and competency development. ◦ Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations. ◦ Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ◦ The school community applies resources needed to support First Nations, Métis and Inuit student success. ◦ Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ◦ Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ◦ Collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ◦ Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.
<p>School:</p> <ul style="list-style-type: none"> ◦ The school employs a cycle of evidence-based continuous improvement to inform on going planning, and priority setting and to build capacity. 	<p>School:</p> <ul style="list-style-type: none"> ◦ Students are active, healthy and well. ◦ Learning environments are welcoming, caring, respectful and safe. 	<p>School:</p> <ul style="list-style-type: none"> ◦ Students achieve learning outcomes, demonstrating strengths in literacy, numeracy and competency development. ◦ The school community applies resources needed to support First

<ul style="list-style-type: none"> ◦ Ongoing stakeholder engagement practices ensure the school identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students. ◦ The school anticipates local and societal needs and circumstances and respond with flexibility and understanding. ◦ The school uses evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement. 	<ul style="list-style-type: none"> ◦ Students and families work in collaboration with the school to support learning. ◦ Continuum of supports and services enhance achievement and success for all learners. ◦ Structures and systems support learning and meets the needs of students, families, staff and communities. 	<p>Nations, Métis and Inuit student success.</p> <ul style="list-style-type: none"> ◦ Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ◦ Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ◦ Collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ◦ Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.
<p>Performance Measures</p>	<p>Performance Measures</p>	<p>Performance Measures</p>
<p>Provincial</p> <ul style="list-style-type: none"> ◦ Accountability measure of parent involvement. ◦ Accountability measure of continuous improvement ◦ Accountability Measure for overall quality of basic education. <p>Local</p> <ul style="list-style-type: none"> ◦ Structures, systems and strategies that ensure a continuous improvement cycle. ◦ Programs, services, strategies and local measures that demonstrate evidence-informed decision-making, stakeholder engagement, learning and capacity building. ◦ Evidence of improvement in structures and systems that support reflective and collaborative learning. ◦ Structures, systems and strategies that ensure ongoing stakeholder engagement. ◦ Programs, services, strategies and local measures that demonstrate learners communicate, collaborate, think critically and solve problems in 	<p>Provincial</p> <ul style="list-style-type: none"> ◦ Accountability measures of Safe & Caring. ◦ Accountability measure of Student Inclusion and Access to Supports and Services. ◦ Accountability measure of parent involvement. <p>Local</p> <ul style="list-style-type: none"> ◦ Programs, services, strategies and local measures that demonstrate all learners: <ul style="list-style-type: none"> ○ contribute to and feel welcomed, cared for, respected and safe ○ access a continuum of supports ○ access mental health, wellness and well-being supports. <p>Local measures including SOS-Q, Attendance, Suspension, Critical Response, Anecdotes/Stories of impact, stakeholder engagement & feedback, trauma-informed covid-impact student survey</p>	<p>Provincial</p> <ul style="list-style-type: none"> ◦ PAT & Diploma Results. ◦ High School Completion, Drop-out Rates, Transition Rates and Rutherford Scholarship. ◦ Accountability Pillar measures of Program of Studies, Education Quality, Active Citizenship & Life-Long learning. ◦ Accountability Pillar measure of Education Quality. ◦ Accountability Pillar measure of Teacher Professional Development. <p>Local</p> <ul style="list-style-type: none"> ◦ Processes, strategies and local measures that demonstrate advancements in literacy, numeracy, outcomes & competency development ◦ Local measures including Intellectual Engagement Student Survey, SOS-Q, PLC Survey, Stories of impact, Stakeholder Engagement & Feedback. ◦ Programs, services, strategies and local measures that demonstrate First Nations, Métis learners are successful & students, teachers and school leaders learn about experiences, treaties, agreements and the history and legacy of residential schools.

<p>advancing educational excellence through stakeholder engagement.</p> <ul style="list-style-type: none"> ◦ Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners ◦ Impact of stakeholder engagement in decision-making. 		<ul style="list-style-type: none"> ◦ Processes, strategies, local measures that demonstrate high quality design, instruction and assessment practices, as well as, excellence in teaching and leading.
<p>School:</p> <ul style="list-style-type: none"> ◦ Accountability measure of parent involvement ◦ Accountability measure of continuous improvement ◦ Accountability Measure for overall quality of basic education ◦ Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners <ul style="list-style-type: none"> ◦ Anecdotal evidence: <ul style="list-style-type: none"> ◦ Positive parent emails ◦ Student matters ◦ Student voice ◦ School council ◦ Student attendance at school ◦ Student attendance in extra-curricular ◦ School website use ◦ Improvement in school culture: <ul style="list-style-type: none"> ◦ student engagement surveys ◦ Instagram account (increase in followers and interactivity with followers) 	<p>School:</p> <ul style="list-style-type: none"> ◦ Accountability measures of Safe & Caring. ◦ Accountability measure of Student Inclusion and Access to Supports and Services. ◦ Accountability measure of parent involvement. ◦ Programs, services, strategies and local measures that demonstrate all learners: <ul style="list-style-type: none"> ◦ contribute to and feel welcomed, cared for, respected and safe ◦ access a continuum of supports ◦ access mental health, wellness and well-being supports. ◦ Local measures including SOS-Q, Attendance, Suspension, Critical Response, Anecdotes/Stories of impact, Stakeholder Engagement & Feedback. ◦ Anecdotal evidence: <ul style="list-style-type: none"> ◦ Behaviour Support/Success Plans ◦ School continuum of supports around positive relationships ◦ Ensouling our schools book study with leadership committee ◦ Teacher voice on impact of homeroom period ◦ Student voice on staff/student relationships 	<p>School:</p> <ul style="list-style-type: none"> ◦ Accountability Pillar measures of Program of Studies, Education Quality, Active Citizenship & Life-Long learning. ◦ Accountability Pillar measure of Education Quality. ◦ Processes, strategies and local measures that demonstrate advancements in literacy, numeracy, outcomes & competency development (MIPI, GRADE) ◦ Local measures including Intellectual Engagement Student Survey, SOS-Q, PLC Survey, Stories of impact, Stakeholder Engagement & Feedback. ◦ Programs, services, strategies and local measures that demonstrate First Nations, Métis learners are successful & students, teachers and school leaders learn about experiences, treaties, agreements and the history and legacy of residential schools. ◦ Processes, strategies, local measures that demonstrate high quality design, instruction and assessment practices, as well as, excellence in teaching and leading. <ul style="list-style-type: none"> ◦ Evidence of gap being closed for flagged students as measured by Leveled Literacy Intervention (English & French) ◦ Anecdotal evidence and stories of student success
<p>Strategies</p>	<p>Strategies</p>	<p>Strategies</p>

School:

How does effective, ongoing, purposeful communication with stakeholders improve community engagement?

1. Parents and staff
 - listening and responding to parent voice
 - open and honest communication about student achievement and next steps
 - regular communication with parents (teacher emails, principal updates)
2. School and community
 - Social media: regular promotion of student learning via Instagram and Twitter
 - Weekly announcements on school website
 - Keeping school website current
3. Minds matter community partnership
 - Partnership with food bank around food scarcity issues with students

School:

How might engaging staff in building a continuum of supports around positive relationships impact student learning?

- Development of a continuum of supports (Policy 18)
 - 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
 - Weekly student services meetings
 - Educational Assistants team meetings
2. Focus on increasing positive relationships (social environment) between all stakeholders (students, staff, parents, community):
 - increased visibility of staff/supervision
 - 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

School:

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 all core subject areas
4. PLC goals focus on reading for understanding through all subjects

	<ul style="list-style-type: none">• 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 <p>4. Mentorship</p> <ul style="list-style-type: none">• Collaborative Community Mentoring training <p>5. Trauma-informed practice including</p> <ul style="list-style-type: none">• VTRA re-entry survey to identify food scarcity and mental wellness	
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