Foothills School Division 3 Year Education Plan 2018-2021

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

To achieve optimum student learning all stakeholders will...

Goals	Goal #1	Goal #2
	In what ways and to what extent will common universal strategies impact student learning? - Literacy continuum - Clear expectations for positive behavior support - Revive character education program (7 Habits)	How can systems and structures maximize learning at Ecole Joe Clark School? Examples of Systems and structures: - PLC - CRT - Shared Leadership Team - Student support meetings
Learning Priorities	✓ Develop and nurture the shared leadership team to share a vision and responsibility for learning throughout the school ✓ Develop a continuum of supports ✓ Develop an understanding of the literacy continuum and early literacy development ✓ Collaborate as a learning community to support each learner's success ✓ Collaborate and align expectations for positive behavior support ✓ Foster a culture of belonging where diversity is expected and celebrated where each learner is welcomed, cared for, respected and safe ✓ Ensure students are literate. Learning opportunities are designed in all subject areas and grade levels to develop learners' ability, confidence and willingness to engage, communicate and create ✓ Develop our understanding of the 7 Habits in relation to our school culture	
Outcomes	Students will: ✓ Develop the competencies to contribute to a safe, caring and welcoming culture ✓ Students will be supported to follow clear behavioural expectations ✓ Know that they are a part of a safe, caring, and inclusive school ✓ Develop the competencies to be literate and read at grade level ✓ Develop our understanding of the 7 Habits in relation to our school culture	

Staff will:
- ✓ Work in professional learning communities in order to improve student achievement
- ✓ Continue to develop the competencies to ensure literacy
- ✓ An understanding of a continuum of supports to ensure optimum universal understanding to support students
- ✓ Continue to develop clarity of collaborative problem solving structures and systems that support instruction and student learning
- ✓ Creating and implement safe, caring, and welcoming environments to develop students personal growth, well-being, sense of belonging, and active citizenship
- ✓ Use the language of the 7 Habits to promote the collective responsibility of a safe, caring, and welcoming school

Parents & Community will have an opportunity to:
- ✓ Contribute to a safe, caring and welcoming continuum of supports to develop students' personal growth, well-being, sense of belonging and active citizenship
- ✓ Engage in the learning process with their child to help foster literacy in their children

Strategies	
	- Develop and nurture the shared leadership team to plan and support learning
	- Facilitated job embedded PLCs (not always requiring our Instructional Coach)
	- Leverage our data to inform our PLC direction, using the student centered coaching model
	- Establish the collaborative response model
	- Leverage informal leaders to support and model universal strategies
	- Development of a continuum of supports that is visible and relevant
	- Free Of Debris Walks to collect evidence of our school goals and priorities
	- Engage parents in the learning process with their child to help foster literacy in their children
	- Utilizing the "Lighthouse Team" and our "Safe, Caring, Welcoming" team to reignite the 7 Habits in our school
	- Professional development in literacy instruction
	- Use positive behavior supports such as behavioural expectations, Bronco time, behavior matrices, character development program (7 Habits)
	- Learning coach models universal strategies or supports and facilitates interventions
	- Accessing High River community agencies such as Foothills Community Immigrant Services to help support our school community
	- Utilize a common approach to de-escalation within an NVCI framework.
	- Vertical alignment of our strategies (K-5)
	- Celebrate milestones in our Educational Plan's journey to ensure positivity and focus

Action Plan	
	August 29th– Opening Day/NVCI
	August 30th– Cultural Diversity Training : Vision/Expectations/Staff and school norms
	August 31st– Operations Day

September 21st- BSP/ILP/MP   Collaborative Response Team Meeting

October 19th- **DIVISIONAL PD DAY (First Aid?)** **Specialist Afternoon**

November 23rd- Literacy Resource Organization/ Ed Plan/Collaborative Response Team Meeting

December 14th- First Aid/NVCI **(Support Staff Divisional Day)** **Specialist Afternoon**

January 25th- Continuum of Support / Updates on ILPS and BSPS (Due Feb 1st) : Collaborative Response Team Meeting

February 8th- **SYSTEM PD DAY**

March 8th- Literacy Development Collaborative Response Team Meeting

April 12th- Literacy Development **Specialist Afternoon**

May 17th- Literacy Continuum Collaborative Response Team Meeting

June 7th- Class lists/celebration/comparing baselines

Performance Measures/ Evidence	- Teachers will work in collaborative PLCs rather than in isolation - Improvement in standardized literacy assessments (GRADE, RRST, F&P, GB+) - We will see a universal continuum of supports being applied in classrooms - PLCs have a common understanding of literacy and numeracy instruction - PLC meeting minutes will show continued growth - Teachers agree on essential learning that all students must have - Common language of the 7 Habits embodied in school culture and behavioural expectations - Improvement in the following SEL standardized assessments: - SOS-Q - Pre-Post ALSUP - APORI - Tell Them From Me - Global Room Student Tracking	- There will be a common language and understanding around academic and SEL understanding at our school - A common understanding of requirements for completing ILPs and BSPs - A common understanding of using a continuum of supports to help support behavioural expectations in our school - Common understanding and use of a collaborative response model to ensure student success. - Collective efficacy amongst staff

Best 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.

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.