

Thorsby Junior Senior High School

Thorsby Junior Senior High School Education Success Plan - 2020/201 - 2022/23 - With Reflection on 2019/2020

School Mission Statement: In creating a positive and productive learning environment, Thorsby Jr. Sr. High School, together with students, parents and community will strive to have each student reach his/her academic, physical and social potential.

Vision Statement: To create an atmosphere where students, staff, parents and the community are engaged in 21st century learning.

Core Values: Staff, students and the learning environment at TJSHS are to be:

Safe
Accountable
Bold
Respectful
Engaged
Student-Centered

School Profile: Thorsby Junior Senior High School (TJSHS) is located 40 minutes south-west of Edmonton. The school for the 2020/21 school year has a population of 187 students from grades 7-12. We have 170 students who have chosen in-class learning and 15 students that have chosen distance learning for the 2020/21 school year. There are 99 students in grades 7-9, and 88 students in grades 10-12. TJSHS offers a wide range of courses at both the junior high and high school levels. At the junior high level we offer regular core classes and options that include: Art; Band; Computer Literacy; Drama; Foods; Guitar; Hockey; Industrial Arts; Outdoor Education; and Robotics. Our high school course offerings do change minimally from year to year. We cycle physics (even starting year) and chemistry (odd starting year) as our student population does not necessarily support running those courses each year. We offer the following options during the 2020/2021 school year at the High School level: Art; Computer Science; Cosmetology; Esthetics; Foods; Industrial Arts; Instrumental Music; General Music; Outdoor Education; Photography; Registered Apprenticeship Program; and Work Experience. We are supported via our blended classroom option where we are able to offer: 45 core classes; 26 options; and 107 CTS credits. Our school is a participant in the High School Redesign project and we do offer credit recapture. TJSHS also operates a Dual Credit program through Black Gold School Division who has partnerships with: Olds College; Northern Lakes College; Lakeland College; and Bow Valley College. For demographics

the school is predominantly European Caucasian, with ~15% of our population identified as First Nation, Metis, and Inuit. ~11% of our students have an academic coding, three of those students are coded as severe/complex.

Celebrations & Challenges:

Celebrations:

System

- We continue to have very low dropout rates and very high three year high school completion rates.
- We saw a continued improvement in our safe and caring schools accountability pillar three year average result.
- We saw a continued improvement in our program of studies results on the accountability pillar 3 year average, we were able to offer more classes and programming at all levels of the school. This was in part due to extra funding provided by our division office to increase our staffing.
- We had an increase in our Education Quality result on our Accountability Pillar
- We saw an increase in our PAT: Acceptable and Excellence categories
- We scored a 100% result in work preparation on the accountability pillar
- We saw a continued increase in our Parental Involvement and School Improvement scores 3 year average.
- We had a lower number of office referrals for behaviour than in the previous year.

Academics

- We saw improvements in both our Provincial Achievement Test Acceptable and Excellence scores on the accountability pillar.
- We had an average of 37.75 credits gained by our high school students which ranked first in our school division.
- We had 35% of our school population achieve a standing of honours based on their class and blended marks for the 2019/2020 school year.

Co/Extracurricular

- Our Jr. and Sr. Band continued to see a resurgence in enrollment. However, due to our COVID-19 closure they performed only one school based concert during the year and many students played very well
- Our Students Union organized 9 different theme days and many fun activities for our students.
- Our Sr. Girls Volleyball team had a strong year, finished second in their league and finished 4th at zones.
- Our Sr. Girls Basketball team had a strong year, finished first in their league and unfortunately were unable to participate at zones due to COVID-19.
- Our Sr. Boys Basketball team continued progressing, they finished 3rd in their league and had qualified for zones, but were unable

to participate due to COVID-19.

- Also three of our students qualify for high school rodeo provincials.
- Jr. Girls Basketball team finished 3rd in their league
- Jr. Boys Basketball team finished 5th in their league
- We had a breakfast program run for the fifth consecutive year, helping to nourish the young minds we teach. We had excellent community support for this program. It is exciting that TJSHS will have funding from the Government of Alberta through Black Gold School Division for the first time for this program.

Challenges:

- COVID-19 and school closure impacted our academics, athletics, and mental health.
- Although we have made gains in our relationship building with our students our Senior academic results have continued to dip in recent years with a lower percentage of our students achieving a standard of excellence at the Diploma level.
- Our school size still means that we will need to create split classes at the highschool level. Also means that we will still need to cycle classes as we can not fit all the core courses into our timetable with the number of certificated staff we have in the building.
- We continue to see a rise in anxiety and other mental health concerns in our student population.

School Council Message

As requested, here is a brief update of our 2019-20 school year;

Our council and PTA continue to merge meeting dates to use people's time more efficiently. This has proven to be very successful and we are very fortunate to have a dedicated group of parents and teachers.

The School Council works together with our Parents Association (with the same goal in mind - our children). The PTA provides funding for requests from staff and members for items that are not covered by our school budget. To raise funds, we organize events and work a Casino

every three years through AGLC. Funds that are raised through our association goes to support the programs and extracurricular activities of the school

This past year our council and PTA:

- Supported awards for the student award night
- Provided snacks/food for the Terry Fox Run and Track Meet
- Bought equipment and rental ice for the new hockey option
- Bought new equipment for the cosmetology program
- Bought materials to build raised garden beds
- Supported various field trips

The council and PTA had a great group of volunteers last year. All of our events and fundraisers were organized and run by volunteers only. We had excellent school staff who were great supporters of our endeavours. We are very impressed by the staff and their hard work to become more connected to the parents and our community. Their dedication, under the leadership of Jon Ganton is appreciated and make our school a better place.

Our Christmas concert was very successful again this year. This was the last fundraiser we did due to Covid and a conscious decision to not add anything more to anyone's plate after the shutdown.

Covid, of course, has to be mentioned this year. Our world and how we do things changed on a dime and we had to change with it. The council continued to meet using zoom for the rest of the year. The future of our funding is unknown as we do not know what will happen to the casinos that brought in a large amount of money for us. Just like everyone else, we are waiting to see what happens.

The council would like to acknowledge and thank the staff of Thorsby Junior Senior High School for all their work at the time of schools shutting down and continuing on well beyond that. We appreciate the time and energy that went into supporting our children at home and continuing to make sure learning could happen. In addition, staying connected with their students in many ways, continuing to help those that needed more support, not only with school, but also emotionally and mentally and staying connected with parents. Many schools did these things, but our experience was extraordinary in this.

Yours truly,

Kim Chung
 President
 Thorsby Junior Senior High School Council and Parent Teacher Association

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 3222 Thorsby Junior Senior High School



Measure Category	Measure	Thorsby Junior Senior High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.4	91.1	83.6	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	78.6	71.3	75.7	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	91.7	86.0	83.6	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	2.9	3.1	2.6	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	76.2	85.3	76.2	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	80.3	61.8	63.9	73.8	73.6	73.6	High	Improved	Good
	PAT: Excellence	26.3	8.8	10.3	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	59.4	81.4	78.4	83.6	83.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	5.2	13.4	14.6	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	38.1	59.1	47.9	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	62.5	61.8	54.6	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	66.7	57.9	55.8	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	100.0	87.5	84.0	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	75.8	78.0	69.7	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	90.6	93.9	85.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	74.0	76.9	68.0	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

School Goal 1: Improve student results on Provincial Exams.

Alignment with Division Values: *Student-Focused Learning*

Timeline: 3 year goal (2018/19 - 2020/21)

Rationale: While it is important to note that student performance on Provincial standardized exams is only one measure of student achievement, it is important for students with regards to graduation and post-secondary entrance. This goal was chosen based on Provincial Achievement Tests (PAT) and Diploma Exam (DIP) results from the past 3 years

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 (18/19) 	<ul style="list-style-type: none"> ● Group analysis of PAT and Diploma Results. We will look for trends or other indicators that may help us respond to this goal. To occur during staff meetings and school-based PD. ● Each Diploma teacher will complete an analysis of last year’s results. ● Admin/Teacher 1 on 1 Collaboration meetings to discuss PAT/Diploma results and teacher strategies to address areas of need. ● Collaboration between teachers of similar subject areas during school-based PD to examine curriculum to ensure vertical alignment between grade levels. ● Standing agenda item at staff meetings to address students at risk. 	<ul style="list-style-type: none"> ● Focused Scrutiny of synthesized data from Accountability Pillar, PAT, Diploma, and Our School results. ● Focus of attention on the PAT and Diploma Standard of Excellence category for student performance. ● Creation of skill or outcome inventories to illustrate the progression of curriculum between grade levels. ● Development of support/intervention plans for academically at-risk students.

<ul style="list-style-type: none"> Year 2 (19/20) 	<ul style="list-style-type: none"> Review results from previous year. Make adjustments as necessary to above list of strategies Vertical working groups will be set up to allow for subject teachers to help develop a plan to get a student ready for the PATs or DIPs in 7-9 and 10-12. 	<ul style="list-style-type: none"> PAT, Diploma, Accountability Pillar Results as well as teacher-created final exams will be reviewed. Teacher anecdotal evidence will be considered
<ul style="list-style-type: none"> Year 3 (20/21) 	<ul style="list-style-type: none"> Review previous year's programs and revise as necessary. Continue to work with vertical groups as teachers lost the last four months of year 2. Using MIPI and HLAT results for applicable classes as there were no PAT or DIP data for June 2020. Having students write teacher finals for previous grades near the beginning of the year to assess prior knowledge, determine gaps from previous year closure. 	<ul style="list-style-type: none"> PAT, Diploma, Accountability Pillar Results as well as teacher-created final exams will be reviewed. Teacher anecdotal evidence will be considered. As well as other parts of the Accountability Pillar such as the program of studies, educational quality.

<p>School Goal 1 Reflection Timeline: 3 year goal</p>		
<p>Timeline</p>	<p>Strategies</p>	<p>Supporting Data</p>

<ul style="list-style-type: none"> Year 1 	<ul style="list-style-type: none"> Found data analysis was a productive, it allowed for professional conversations about materials that are covered in different grades and how they could then be done differently to support exam results. Leads nicely into creation of vertical working groups for PATs and DIPs Standing item on the agenda was helpful, allowed to get support to students that were struggling. 	<ul style="list-style-type: none"> Anecdotal - students/parents/teachers appreciated having documents to track all accommodations without the need of a formal ISP Data - PAT results did increase in both categories, however, that might just be the nature of having different classes writing the exams from year to year. Anecdotal - was easier for office to track students and get support in place having the standing agenda item discussing students-at-risk.
<ul style="list-style-type: none"> Year 2 	<ul style="list-style-type: none"> We continued with the standing item on the staff meeting agenda, however as rich as the discussions were they were too cumbersome for a single meeting. So we have shifted to also having a tracking spreadsheet for the LST and Principal to review. Then we can have more targeted conversations at the grade level. We will continue to work with vertical groups as during the emergency remote learning the working groups were put on hold. 	<ul style="list-style-type: none"> Anecdotal - teachers appreciated the working groups and planning for continuous improvement. Data - DIP results were only available for January writing, no improvement was shown at that time. DIP and PATs were cancelled in the June writing. Diploma results declined and PAT results increased. Learning Support Teacher working with teachers on implementation of programs to support student learning
<ul style="list-style-type: none"> Year 3 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

School Goal 2: To foster a safe and caring culture within the school community

Alignment with Division Values: Relationships and Supportive Environment

Timeline: 3 year goal (2020/21-2022/23)

Rationale: With the COVID-19 Pandemic a focus on safe and caring schools and mental health support is important to make sure that the school community stays happy and healthy. TJSHS would also like to continue to improve our scores on the safe and caring aspect of the Accountability Pillar.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 (20/21) 	<ul style="list-style-type: none"> ● TJSHS Mental Health Plan ● Health Curriculum ● Working with BGSD Mental Health Capacity Building Team (MHCB) in grade level cohorts. Focussing on grades 7-10 with supports for 11 and 12 as well. ● Collaboration with Alberta Health Services and Family and Community Support Services 	<ul style="list-style-type: none"> ● Data - Future Accountability Pillar Results <ul style="list-style-type: none"> ○ specifically B.4 <ul style="list-style-type: none"> ▪ The way students treat each other ▪ fairness and caring ● Data - Staff and student surveys that are given mid and end of year. ● Anecdotal - Office referral data, student conferences, reports from MHCB team

Goals Marked Completed

School Goal 1: To increase the number of option courses that are available to the students at TJSHS

Alignment with Division Goals / Strat Plan / tech plan: *Inspiring success, student focused learning*

Timeline: 2 year goal (Marked Completed 2017/18)

Rationale: When looking at another area that TJSHS has historically scored low on in the Accountability Pillar the Program of Studies section has been 15 points below the provincial average. When doing exit interviews with students that left TJSHS at the end of last year, the main reason our students were choosing different high schools was the programs that they would be able to take. Thus, I believe that we need to reinvent the way that high school flexibility fits in TJSHS so that we can attempt to offer more courses in the same amount of time. Also, our parent council has noted that they would like to see us attempt to vary the courses that are available to our students.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> ● Year 1 (16/17) 	<ul style="list-style-type: none"> ● Removal of current flex block from the tuesday/thursday schedule ● Having teachers attend High School flexibility professional development and ‘rebranding’ what Flexibility Enhancement will look like at TJSHS ● Introduce part of a teaching position that will have the responsibility of supervising alternative delivery courses at the high school level. ● Offer new courses at the Jr. High and High School level as pilots for further development of programs (Robotics and Drama). ● Near the middle of year one will be surveying teachers and students on the success of the new classes. We will also be surveying the students on classes 	<ul style="list-style-type: none"> ● At the end of last year after polling both students and staff it was decided that the flex program needed to change, so we have removed the core remediation section upon further review. ● We were finding that many of our alternative delivery courses were being rushed through near grading times. The construction of this position has allowed a staff member to be constantly talking to students in alternative delivery courses to make sure they are staying on the timelines that are provided by the marking teacher. ● This year we will be introducing Lego robotics at the Jr. High and Sr. High levels. We will also be introducing drama at the Jr. High level, with a possibility of Sr. High drama in the second semester.

	<p>that they would like to see offered at TJSHS</p> <ul style="list-style-type: none"> Near the end of year one we would be tapping the staff knowledge and expertise to see what courses could viably be offered and have staff start to develop courses for the following year. 	<ul style="list-style-type: none"> A list of courses that students would like to see offered at TJSHS. Review of data from the current year and engagement of students in the new programs.
<ul style="list-style-type: none"> Year 2 (17/18) 	<ul style="list-style-type: none"> Reintroduction of aspects of flexibility enhancement program that are decided on in year one Introduce a minimum of one new option at both the high school and junior high level, this may be in conjunction with the currently offered options, or replace an existing option. 	<ul style="list-style-type: none"> Student survey results

<p>School Goal 1 Reflection Timeline: 2 year goal (Marked Completed 2017/18)</p>		
Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> Year 1 (16/17) 	<ul style="list-style-type: none"> We found that having a part of teaching time dedicated to Blended Learning situations was incredibly beneficial. We saw an increase in our blended class completions. Unfortunately we were unable to fit such a block into the schedule this year, so it will be the responsibility of the principal to help push the completion of the classes in the second year. 	<ul style="list-style-type: none"> increased blended course completion continued enrollment in Robotics and Drama student discussions about the robotics and drama programs.

	<ul style="list-style-type: none"> Both Drama and Robotics were well received at the Jr. High and High school levels. Both programs had good enrollment for the second year and many students wanting to take the course again. The drama class has been performing for the other options classes, but are not quite ready for any festivals yet. Students in robotics are always creating new ways to deal with the tasks put forth by their teacher. 	
<ul style="list-style-type: none"> Year 2 (17/18) 	<ul style="list-style-type: none"> Instead of having more new in-class offerings TJSJS opened up our Blended Learning offerings. We allowed students to choose from any of the ~140 offerings instead of only the few we handpicked every year. 	<ul style="list-style-type: none"> increased blended course completion increased average on both Quality of Education and program of studies over previous year as described by the students in our Accountability Pillar results.

School Goal 2: Continue to work on parental and community involvement and communication in/with the school

Alignment with Division Goals / Strat Plan / tech plan: Relationships

Timeline: 3 year goal (2016/17 - 2018/2019) (Marked Completed 2018/2019 - may revisit in future)

Rationale: This goal was picked as a continuation of a goal from the previous year. We have found that our community has really appreciated the increase in communication both the breadth and depth. We want to continue this to make sure that parents are well informed about what is going on at the school and to be able to help when needed. When talking to the Parent Council this was another area that they agreed we have really improved, but they wanted to make sure that it was kept up. We believe that with increased parent and community involvement our student achievement will increase. This goal remains unchanged from the previous years.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> Each Month 	<ul style="list-style-type: none"> Teachers will be making phone calls home to discuss student progress. Of these phone calls they must address any student that has been struggling in recent weeks. In addition to that they need to also make a minimum of one positive phone call. 	<ul style="list-style-type: none"> Teacher records of phone calls made
<ul style="list-style-type: none"> Each Month 	<ul style="list-style-type: none"> Any teacher that completes a PD session will report to the community via our newsletter a quick write up about the professional development opportunity. The rationale behind this is to show that we are constantly trying to improve the school. 	<ul style="list-style-type: none"> parents will be better informed about the professional development of staff and how it will help their students in the future.
<ul style="list-style-type: none"> A minimum of once a month 	<ul style="list-style-type: none"> We are going to take advantage of free sections in the Thorsby Target to add vignettes of happenings from the school to inform the community that may not access our newsletter. The rationale for this is to inform the community to be able to build a larger sense of community in Thorsby. We had heard through different means that the opinion of the school in previous years has dropped substantially, we want to be able 	<ul style="list-style-type: none"> increased communication with the community as a whole.

	to hold a respected status in the community so that when or if we need help we will have many sources that we can draw upon.	
<ul style="list-style-type: none"> Year 2 (17/18) 	<ul style="list-style-type: none"> Create accounts for options programs on platform of their choice so that they can share FOIP friendly student work and achievement. This was piloted last year with the Art program and was successful. look into revitalizing the THS Facebook Page 	<ul style="list-style-type: none"> Currently the school has a few pilot instagram accounts, but, we find that the instagram accounts are more popular with the students than the parents. We are wondering if we would be able to hit a larger demographic of the community with a revitalized Facebook page.
<ul style="list-style-type: none"> Year 3 (18/19) 	<ul style="list-style-type: none"> Continuation of second year dealing with only a Facebook account Send out more announcements on School Messenger 	<ul style="list-style-type: none"> More communication will come from Facebook and School Messenger on the parent end of things. The students currently use instagram and snapchat more so than Facebook.

<p>School Goal 2 Reflection Timeline: 3 year goal (Marked Completed 2018/2019 - may revisit in future)</p>		
Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> Year 1 (16/17) 	<ul style="list-style-type: none"> We found that although we were calling home, using the Thorsby Target and updating our newsletter community members still believed that we could do a better job of spreading information. 	<ul style="list-style-type: none"> Discussions with parent council and community members.
<ul style="list-style-type: none"> Year 2 (17/18) 	<ul style="list-style-type: none"> The viability of the current THS Facebook page was inconclusive. It was a SU page for the longest time. Currently we are looking into creating a new account with only school releases. However, with the BGRD 	<ul style="list-style-type: none"> discussions with parent council and community members

	<p>APM more work needs to be done to make sure that any sites will be compliant with the procedure manual.</p> <ul style="list-style-type: none"> • Make a point to utilize School Messenger for email send outs more often from the school regarding forms, etc. 	
<ul style="list-style-type: none"> • Year 3 (18/19) 	<ul style="list-style-type: none"> • Facebook page was not set up as we began to push more information to parents via school messenger. • Parents still wanted more information and communication so Facebook page will be looked at for the 2019/2020 school year. • unsure if parental involvement came directly from this or other programs that they school was running. 	<ul style="list-style-type: none"> • Anecdotal - PTA did appreciate the increase in send outs. They were a little disappointed that the Facebook page was not set up, but we did discuss that it was adding more jobs to an already packed day for our school staff. We will revisit the Facebook page in subsequent years.

School Goal 1: Work on assessment practices and reporting at Thorsby Junior Senior High School
Alignment with Division Goals / Strat Plan / tech plan: *Inspiring success, student focused learning*
Timeline: 4 year goal (2016/17-2019/20) (marked completed at end of 2019/2020 school year)

Rationale: We have low scores on both provincial achievement and diploma exams based our ratings in our Accountability Pillar. We also received feedback from the community, specifically the Parent Council that they would like to see the school with more authentic, diversified and interactive learning and assessment practices. This goal had a year added to it in 18/19 to accommodate the integration of PowerTeacher Pro fully into core classes in 18/19 and then into options classes in 19/20.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> Year 1 (16/17) 	<ul style="list-style-type: none"> Hold multiple professional development sessions at the school for standards based grading and making sure that assessments are aligned with curricular outcomes. <ul style="list-style-type: none"> Blueprint all exams/quizzes/assignments that are to be given for marks. have staff focus on their summative assessment practices, refining, detailing 	<ul style="list-style-type: none"> Teachers will have blueprints of all summative exams that will make sure that their summative assessments lineup with curricular outcomes and that all outcomes have been tested. This will also give teachers a better understanding of the deficiencies of the students and where they need more help for review or reteaching.
<ul style="list-style-type: none"> Year 2 (17/18) 	<ul style="list-style-type: none"> Have staff continue blueprinting summative work Teachers will begin using PowerTeacherPro which will help to report standards covered to parents in teacher gradebooks. Have staff begin to focus on the formative assessment practices as well. Seek out PD from Alberta Assessment Consortium on differentiated assessment practices look at the works of Rick Wormeli 	<ul style="list-style-type: none"> The focus for this year will be to engage students more in the learning process. It will also allow teachers to have a larger repertoire of assessment practices and allow for more hands on learning and reporting.

<ul style="list-style-type: none"> Year 3 (18/19) 	<ul style="list-style-type: none"> Teachers will begin reporting student achievement on exams or quizzes with standards attached in PowerTeacher Pro for all core classes Review PD from previous years and streamline entry of standards into PowerTeacher Pro 	<ul style="list-style-type: none"> Teachers gradebooks will focus on the reporting of standards inside of exams and quizzes giving more clarity for learners and parents.
<ul style="list-style-type: none"> Year 4 (19/20) 	<ul style="list-style-type: none"> Teachers continue or begin reporting standards with assignments. 	<ul style="list-style-type: none"> Anecdotally the parents in our PTA and some others did appreciate having standards in exams and quizzes so we will continue this with assignments this year.

<p>School Goal 1 Reflection Timeline: 4 year goal (marked completed at end of 2019/2020 school year)</p>		
<p>Timeline</p>	<p>Strategies</p>	<p>Supporting Data</p>
<ul style="list-style-type: none"> Year 1 	<ul style="list-style-type: none"> We found that blueprinting of summative assessments was going to take longer than a single school year. Mid way through the year, we changed our goal from having all classes blueprinting to properly blueprinting a single class. We found that blueprinting becomes quicker and easier the more you complete it, but, to do it well the first time you really need to focus on a single class. The PD sessions went well for staff and our division started offering curriculum mapping sessions. 	<ul style="list-style-type: none"> All teachers had a minimum of one course fully blueprinting. We did see an increase in both our PAT acceptable and PAT excellence results.

<ul style="list-style-type: none"> ● Year 2 	<ul style="list-style-type: none"> ● attended PD and division helped to have all courses blueprinted. ● Found that blueprinting of assessments was essential to teaching outcomes ● Found that the jump to PowerTeacher Pro was not as difficult as first envisioned. It was tedious to put all outcomes into assignments. 	<ul style="list-style-type: none"> ● teachers have blueprints for all their core courses ● multiple parents did say they appreciate the new level of communication at our PTA meetings
<ul style="list-style-type: none"> ● Year 3 	<ul style="list-style-type: none"> ● We found early that parents in our community did not understand the reporting of outcomes on PowerSchool. We did send out a guide to parents on what they are to expect in viewing their students' marks. ● unable to make a direct correlation to improved PAT results as they are dependent on the student population as well. 	<ul style="list-style-type: none"> ● Anecdotal - Teachers did find the reporting of outcomes to be very tedious in PTP, however, some teachers did begin to report standards on assignments as well ● Anecdotal - PTA and parents at interviews appreciated having more clarification on what exams were testing. ● Data - improved results on the provincial achievement tests.
<ul style="list-style-type: none"> ● Year 4 	<ul style="list-style-type: none"> ● More engagement with parents based on standards reporting. ● No PATs or DIPs will make assessment of progress more difficult. 	<ul style="list-style-type: none"> ● Anecdotal - copying of assignments made reporting less tedious. ● Anecdotal - Parents appreciated streamlining of outcome reporting.

School Goal 3: To address the new First Nations, Métis and Inuit section of the Teacher Quality Standards. Beginning to build and assess foundational knowledge.

Alignment with Division Goals / Strat Plan / tech plan: Professional Development, Reconciliation

Timeline: 3 year goal (2017/18-2019/20) (marked completed at end of 2019/2020 school year)

Rationale: The new teacher quality standards that are to be proclaimed in the 2017-2018 school year now has a piece on applying foundational knowledge about First Nations, Métis and Inuit.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> Year 1 (17/18) 	<ul style="list-style-type: none"> Do an assessment of staff understanding of First Nations, Métis , and Inuit foundational knowledge. At the November staff meeting, deliver a survey to staff to identify needs and strengths. This data will help staff identify their own areas of knowledge and learning opportunities. This data will also help drive PD. The school will acknowledge Treaty 6 at major events. Teachers will identify and access various resources to increase their foundational knowledge to meet their identified areas of growth. Teachers will have the opportunity to attend targeted PD (ERLC, ATA Blanket Exercise, use the BGRD Lead Teacher’s suggestions for useful links and resources) 	<ul style="list-style-type: none"> We will have survey results that will allow us to drive professional development for the teachers so that they can successfully meet the objective in the TQS

<ul style="list-style-type: none">● Year 2 (18/19)	<ul style="list-style-type: none">● Do a follow-up assessment of staff understanding of First Nations, Métis , and Inuit foundational knowledge. At the December staff meeting, deliver the same survey to staff to identify growth in the areas needs and strengths. This data will continue to help staff identify their own areas of knowledge and learning opportunities. This data will also continue to help drive PD.● Use PD developed by the BGRD First Nations, Métis and Inuit Lead teacher during staff meetings● To grow the foundational knowledge of staff members and to utilize this knowledge within the school’s student population. We will seek out opportunities to develop school-wide First Nations, Métis and Inuit understanding and appreciation. We will accomplish this by exploring literary resources in the library, seek out presentations, and other opportunities as they become available.	<ul style="list-style-type: none">● We will have survey results that will allow us to drive professional development for the teachers so that they can successfully meet the objective in the TQS
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<ul style="list-style-type: none"> Year 3 (19/20) 	<ul style="list-style-type: none"> Building upon the staff's developed foundational knowledge and understanding, we will seek out opportunities to implement this knowledge within the school community. The school will incorporate existing resources and continue to seek out new resources and opportunities. 	<ul style="list-style-type: none"> We will have survey results that will allow us to drive professional development for the teachers so that they can successfully meet the objective in the TQS
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<p>School Goal 3 Reflection Timeline: 3 year goal (marked completed at end of 2019/2020 school year)</p>		
<p>Timeline</p>	<p>Strategies</p>	<p>Supporting Data</p>
<ul style="list-style-type: none"> Year 1 (17/18) 	<ul style="list-style-type: none"> survey was administered with staff determining that foundational knowledge, staff then worked towards building their foundational knowledge. Treaty 6 was acknowledged at every TJSHS assembly and event. 	<ul style="list-style-type: none"> Survey results and PD logs
<ul style="list-style-type: none"> Year 2 (18/19) 	<ul style="list-style-type: none"> Treaty 6 was continued to be acknowledged at all school events survey was re-administered with staff to see growth 	<ul style="list-style-type: none"> anecdotal - teachers were more confident in their foundational knowledge. Our English teachers were also discussing obtaining novels for their classes. Our grade 7 classes read the book Copper Sunrise which incorporates the

	<ul style="list-style-type: none"> Staff partook in Monthly PD sessions that were developed by our First Nation, Métis and Inuit Black Gold School Division lead teacher 	<p>Beothuk genocide. Our grade 9 class purchased the book The Marrow Thieves</p> <ul style="list-style-type: none"> data - staff surveys and PD logs
<ul style="list-style-type: none"> Year 3 (19/20) 	<ul style="list-style-type: none"> Treaty 6 was acknowledged at all school events. staff partook in monthly PD sessions that were developed by the BGSD Lead Teacher 	<ul style="list-style-type: none"> Anecdotal - more incorporation of materials and stories that are relevant to First Nation, Métis and Inuit perspectives. Data - PD logs