

École Senator Riley Middle School Education Plan – 2017-18

École Senator Riley Middle School Plan at a Glance

Our Mission: A community of learners working together to achieve success.

Learning Priorities	ALL students develop the knowledge, skills, understanding and attitudes to achieve personal excellence.	ALL students contribute to and are provided safe, caring, inclusive and welcoming learning environments to achieve personal excellence.
Outcomes	<p>Students</p> <ul style="list-style-type: none"> ● are literate and numerate and able to apply competencies across the curriculum: knowing how to learn and demonstrate critical thinking ● believe they can reach and demonstrate higher levels of achievement ● are intellectually engaged in purposeful learning that is relevant, meaningful and appropriate to their needs and abilities. ● contribute positively to their community ● feel welcomed, valued and have a sense of belonging to their school ● have the social emotional competencies for personal excellence ● will be assessment capable learners who know where they are, where they need to be, and next steps 	
	<p>Each staff member:</p> <ul style="list-style-type: none"> ● Demonstrates universal acceptance and belonging for all students ● Identifies, understands and designs for the enduring understandings and competencies to allow for mastery. ● Ensures clarity for student learning: What am I learning? Why am I learning it? How will I know I understand it? ● Develops and effectively uses a continuum of supports and interventions to ensure student success. ● Designs consistent, high quality formative and summative assessments to inform instruction and accurately report student learning. ● Provides opportunities for students to make positive contributions to their community. ● Ensures high expectations for learning; intellectual engagement is fostered through evidence based instruction ● Ensures celebration of students' learning is evident 	<p>Each staff member:</p> <ul style="list-style-type: none"> ● Demonstrates universal acceptance and belonging for all students ● Ensures that the physical environment is conducive to learning and supporting positive behaviour ● Demonstrates clear and high expectations for learning and positive behaviour ● Works collectively to meet the social, emotional and educational needs of every child (social-emotional competencies) ● Demonstrates a greater understanding of First Nations, Metis and Inuit perspectives and the Calls to Action from the Truth and Reconciliation Commission. ● Ensures celebrations of student learning and success are evident. ● Fosters positive personal interactions and relationships for learning and supporting positive behaviour ● Ensures students have access to a continuum of supports to ensure their success ● Communicates with families and students to ensure enhanced programming and decision making

<p>Best Practice Strategies</p>	<ul style="list-style-type: none"> ● Develop collaborative learning culture through PLCs and Collaborative Response Model that focus on student data to inform teaching, instructional design, assessment and intervention. ● Develop structures and systems through collaboration, assessment and continuum of supports and interventions to ensure all students have the necessary support for their academic and social emotional needs ● Design quality balanced assessments with the end in mind that improve and inform learning ● Build capacity of all staff around high yield strategies through effective staff development <ul style="list-style-type: none"> ○ To develop instructional practices using collaborative modelling, problem solving, action research, staff development sessions and collaborative learning. ○ To support safe carrying and welcoming schools (ie restorative practices, mentorship, social-emotional competencies, trauma informed practices, positive behavior supports) 	
<p>Performance Measures/ Smart Goals</p>	<ul style="list-style-type: none"> ● Evidence of growth of progress towards becoming a collaborative PLCs by June 2018 (Measured by FSD PLC staff survey adapted from Every School, Every Team, Every Classroom 2012). ● Evidence of student growth through high yield strategies, interventions and accommodations (universal, targeted and individual supports) ● Students will demonstrate personal excellence in student achievement on PAT: <ul style="list-style-type: none"> ○ at/or above provincial norms in acceptable and excellence ranges by June 2018 ○ for students requiring individualized supports, Individualized Literacy Assessment, Numeracy Assessment and/or ABLLS indicates growth ● Evidence of improved practice in common assessments in classrooms ● Tell Them From Me data indicates an increase of 2% in Skills/Challenge Matrix ● Observational Evidence (i.e. formative assessment) and student achievement measures (evidence of student learning) 	<ul style="list-style-type: none"> ● According to the Alberta Education Measures, safe, caring and welcoming schools reach a level of excellence ● Students will demonstrate personal excellence in student achievement: <ul style="list-style-type: none"> ○ at/or above provincial norms in acceptable and excellence ranges by June 2018 ○ for students requiring individualized supports, Individualized Literacy Assessment, Numeracy Assessment and/or ABLLS ● Reduction in student office referrals and suspensions ● TTFM data moves closer to Canadian norms particularly in the areas of: <ul style="list-style-type: none"> ○ Positive sense of belonging ○ Valuing schooling outcomes ○ Levels of anxiety and depression ○ Levels of bullying, exclusion and harassment ● According to the SOS-Q reports, safe and caring schools are at or above the normed sample