



T.A. Norris Middle School

8701 95 Street
Peace River, AB T8S 1R6



3 Year Education Plan

2021 – 2024

Year 2



School Vision: We Focus on Learning

Our Mission: We are the School of Choice

Our Values:

- Safe and Caring Environment
- Respect throughout our Learning Community
- Continuous Improvement
- Success for All

PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/ achievement
2. Numeracy development/ achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Performance measures for Goals One and Two - literacy and numeracy:

- (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
- (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 4 to 12 Reading Comprehension Assessment Tool (RCAT);
- (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
- (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
- (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
- (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
- (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;



School strategies for Goal One – Literacy:

- Examine the PAT/RCAT/Fountas and Pinnell/Division Writing Assessment results and analyze the information to focus our PLC groups on the implementation of specific strategies to address priority needs
- Arrange monthly grade-specific collaboration meetings to focus on teaching strategies to address literacy needs
- Scheduling of targeted literacy instruction for all grades.
- Establish Common literacy calendars for each grade
- Provide Teacher professional development on assessing reading and writing
- Establish a common guided reading approach to instruction using reading and writing assessment to determine student needs and provide a differentiated approach to reading and writing skills, strategies and assessments.



School strategies for Goal Two – Numeracy:

- Examine the PAT/MIPI and NCAT assessment results and analyze the information to focus our PLC groups on the implementation of specific strategies to address priority needs.
- Arrange monthly grade-specific collaborative planning meetings to focus on teaching strategies to address Numeracy needs.
- Provide increased focus and common approach to problem solving skills, strategies, and assessment in mathematics.
- Utilize Mathletics, Khan Academy and Prodigy to support, gamify and provide immediate feedback on essential concepts.
- Follow common divisional scope and sequence for mathematics instruction.

GOAL THREE – All students are successful through inclusionary practices in a responsive and engaging culture

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture

- (PRSD) The percentage of students receiving individualized programming services;
- (PRSD) The percentage of students with special education needs who are being supported by Individual Program Plans (IPP);
- (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
- (PRSD) The number of documented conversations at schools concerning the additional inclusive education strategies that students and parents on April 21, 2021 and April 28, 21, respectively, thought could be added by teachers at school.
- (PRSD) The percentage of schools who implemented strategies to address the top five biggest issues expressed by students in the 2021 Student Mental Health and Wellness Survey.
- (PRSD) The number of strategies completed that were developed on April 13, 2021 on the “Student Mental
- Health and Wellness Survey and Action Steps;
- (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
- (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
- (ABEd) The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;

- (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
- (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;
- (ABEd) The percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



School strategies for Goal Three: Inclusionary and Responsive Culture

- Inclusive Education Coaches will continue to support classroom teachers in core subject instruction
- Build relationships with:
 - Contact with families to provide information on community organizations for support.
 - Contact with families to increase student attendance, student participation and parental involvement.
- Ensure that students in need are referred to Project Peace Success Coach, Youth Support Team, Social worker, FNMI Family Support Worker, and outside agencies as necessary.
- Maintaining/improving access to technology (one to one Chromebooks)
- The school will continue to be innovative and responsive to needs of the students and community (evolving exploratory program, Top Wolves Leadership group, Olweus, PBIS).

School Budget Considerations

General

1. Professional Development for Collaborative Response.
2. Substitute costs for PLC meetings.
3. Evergreening and replacement of classroom furniture (alternative seating, etc).

Goal One: All students are literate

1. Increase in Fountas and Pinnell reading resources.
2. Purchase a wider range of levelled reading material.
3. Scholastic resources.

Goal Two: All students are numerate

1. Mathletics program for each student.
2. Increase the number of manipulatives for Differentiated Instruction.
3. Budget consideration.

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Maintain time for Inclusive Education Coach to organize and implement programming for students
2. Extra hours for Support Staff to be included in Collaborative Response meetings
3. Increase the budget for our Indigenous coordinator to utilize for our students.