

*Supporting Low German Mennonite Learners,*

*Faith Based, Alternative Programming.*

*Play, Be There, Choose Your Attitude, Make Their Day*

John Davidson School Education Plan 2023-2024 Assurance Framework (November, 2023)

OUR VISION

Children are our future.  Our staff is committed to supporting each student to reach his/her highest level of success in a faith based, positive, engaging, and goal-oriented learning environment.

OUR MISSION

John Davidson School staff encourages and supports students to be confident, knowledgeable, responsible and positive contributing citizens and learners in a diverse, dynamic world.  At our school we follow the principles and pillars of the FISH! Philosophy. We will B**e There, Choose Our Attitudes, Play, and Make Their Day** in everything we do. Our students will strive to become increasingly respectful, responsible, contributing and successful Canadian citizens.

**Continuing our Journey Shifting from Accountability to Assurance**

John Davidson School in alignment with Alberta Education’s Assurance Framework (available in the Funding Manual for School Authorities 2023/2024 School Year) outlines annual priorities at the school level. The Assurance Framework is designed to ensure education authorities and schools build and enhance public trust in the education system. The guiding principles, domains, and processes the education system has in place is intended to afford schools the opportunity to demonstrate that it is meeting the needs of students and that they are successful within the school setting. We are at a pivotal stage in our school growth journey. In early November (2023): the Board of Trustees, senior administration and school administrators met for several days discussing priority areas for the next goals cycle. Mr. Driscoll, Mr. Hamer, Mrs. Kluin led our team on a tremendous journey to strive collectively for continued improvement. Our team is waiting on the Board of Trustees to finalize the next set of goals for our jurisdiction.

Stakeholders are encouraged to engage across the five domains of: student growth and achievement; teaching and leading; learning supports; governance; and local and societal contexts. With support from our division, John Davidson School is committed to the development of a high quality Education Plan, and showcasing of the Annual Results Report. These two documents will demonstrate planning, monitoring results, assessing progress, and adapting future plans all with the goal of providing assurance to the community we serve and public as a whole.

Alberta Education has grounded this approach within the philosophy of a “continuous improvement cycle”. The continuous improvement cycle is embedded in the plan as we continue to evaluate, collect feedback and improve and optimize student learning. Palliser School Division’s priorities in Wellness, literacy and numeracy drive the focus for the school based Education Plans which are grounded in research based practices that respond to student needs. The key components of the improvement cycle include:

**Explore:** Involves accessing, analyzing and interpreting accurate and relevant data and,

identifying and understanding an issue, concern or problem. Key question: What is going on

here?

**Develop:** Involves Identification of a problem or challenge that can be addressed; identification

of potentially successful strategies to address learner-centered problem/challenge; and

developing an action plan. Key question: What needs to be improved? How?

**Take action:** Involves learning as you implement the plan and making adjustments through

formative feedback. Key question: How are we ‘actioning’ the plan?

**Evaluate:** Involves evaluating the impact of the plan. Key question: Did our planned strategies

have the desired outcomes? What next?

**Evidence-informed decision-making:** In a continuous improvement cycle, participants are

persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

**Engagement:** Effective engagement processes rely on education partners working together for

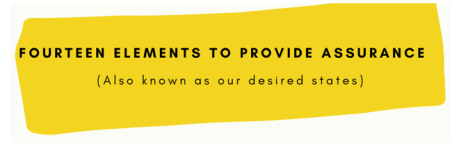
the purposes of bringing about positive change, with all partners recognizing that the nature of

the engagement will vary according to the needs of the participants.

**Learning and Capacity Building:** In assurance, reflection on learning is critical. Because the

provision of assurance is a dynamic process, the opportunities for building capacity for change

and improvement must be ongoing.



Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Within the Domain of Teaching and Leading

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.

1. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

1. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
2. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Within the Domain of Learning Supports

1. Infrastructure (including all central office departments) support learning and strives to meet the needs of Palliser students, families, staff and our communities.

2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.

3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Within the Domain of Governance

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.

2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.

3. The Palliser Board will continue to advocate for the success of all learners. Within the Domain of Attending to Local and Societal Context.

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

**Palliser School Division Priorities are:**

**WELLNESS:** Palliser students will become literate in mental health, gaining knowledge and

understanding that will provide them confidence and support in their pursuit of living a healthy life.

**LITERACY:** Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

**NUMERACY:** All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.

**Spring 2023 Alberta Education Assurance Measure Results**

The report from Alberta Education dated October 19, 2023 contains 297 pages of valuable information. This report has been carefully reviewed by school administration and certificated staff. Parents at a fall School Council meeting and support staff have also been provided with a summative overview of the data collected. Principal Mr. F. Jack is available to discuss this report with parents, students, staff, community members, and stakeholders as requested.

**Some key highlights from the results – 5 Assurance Areas**

Student Growth and Achievement

* Student learning engagement over 7 percent higher than provincial average, and 3 percent improvement compared to year prior at the school level
* Citizenship eight percent higher than provincial average
* PAT acceptable at 50 percent, 13 percent below provincial average
* PAT excellence saw 2.3 percent growth compared to prior year at the school level
* Diploma results suppressed due to number of test writers
* The percentage of teachers, parents and students who agree that students are engaged in their learning at school is 91.5 percent. This has been a top priority for the staff in recent months at JDS. To see this value exceed the provincial average by more than 7 percent is a wonderful reflection of the work staff are doing in this regard
* Parent surveys revealed that 100 percent of respondents believe that they either agree or strongly agree that; a) the literacy skills their child is learning at school is useful, and b) the numeracy skills their child is learning at school are useful, and c) Their child is learning what they need to know.

Teaching and Leading

* Education quality grew by a tenth of a percent at the school level compared to the year prior
* Provincially this data set is nearly 6.5 percent greater than the provincial average
* 94.4 percent of students, parents, and teachers are satisfied with the overall quality of basic education. Provincially, this number sits at 88.1 percent
* 100 percent of parents all agreed that; a) their child clearly understands what they are expected to learn at school, b) their child finds work challenging, c) their child finds work interesting, d) their child is learning what they need to know at school
* Up 7 percent from the previous two years, 100 percent of parents all agreed that they are either very satisfied or satisfied with the quality of education their child is receiving at school

Learning Supports

* Welcoming, caring, respectful and safe learning environment (WCRSLE) nearly 9 percent higher than the provincial average
* Access to supports and services still 1.2 percent higher than the provincial average but decreased by 8 percent at the school level. Work will be done by administration and staff to delve deeper into this data to seek strategies for improvement
* One area of note is that only 46 percent
* The percentage of parents, students, and teachers who agree that the schools learning environments are welcoming, caring, and safe is 93.4 percent of parents either agree or strongly agree that their child can get help at school with problems that are not related to schoolwork. Due to cultural sensitivities and parent requested scope limits on what many believe should and should not be discussed at school; greater understanding of this data will be attempted to be gleaned. School Council executive will work with school administration to discuss next steps to better interpret this data
* 100 percent of parents either strongly agree to agree that John Davidson School is; a) a welcoming place to be, b) safe on the way to and from school, c) their child is safe at school, d) teachers care about their children

Governance

* Parental involvement reached an all-time high at JDS recording a 91.5 percent rating. This surpasses previous years at the school level. Provincially, the data tells us that JDS is nearly 12.5 percent higher when compared to the provincial average
* Under the category of parental involvement detail the following information was carefully observed; a) 92 percent of parents either are very satisfied or satisfied that their input into decisions about their children’s school is considered, b) 100 percent of parents either are very satisfied or satisfied that they have the opportunity to be involved in decisions about their child’s overall education, c) 92 percent of parents either are very satisfied or satisfied that their able to be involved in decisions about their child’s school.

Local and Societal Context

* Parent and student surveys completed during the 2022-23 school year
* Data indicated parent community is please with school’s commitment to ensure Low German Mennonite families core values and beliefs are maintained
* 2 hours weekly of German instruction is well received
* Weekly morning singing for all students and parents tremendously valued

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| **Assurance Focus 1**  To grow and strengthen teaching and learning in cross curricular areas, infusing literacy throughout. Specific emphasis on the following skills: comprehension and vocabulary growth. | ***Desired State(s)*:**  Students will be exposed to prescribed provincial learning outcomes, demonstrating strengths and growth in literacy. New curriculum support from our division is supporting heavily in this journey.  Staff work with Dr. Browning and other division colleagues to identify priorities for Palliser students.  Administrator and other division administrators discuss ways to measure growth and utilize best assessment practices.  Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.  Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.  Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.  Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.  Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.  Assessment practices are being self-reflected upon and refined in close support from division leaders (Mrs. Kark and Mr. Hamer). | |
| Domain(s) | 1. **Student Growth and Achievement** 2. **Teaching and Leading** |  |
| Review Date(s) | Ongoing |
| Focus | K-12 |

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| **Strategy(ies) to achieve the Desired State(s):**  Exposure to different types of writing including personal narratives, fictional writing, how-to writing, persuasive writing, and report writing. Feedback provided from teachers and peers.  Ensure portions of class times are set aside to allow for quality conversations to occur. Teachers and support staff will focus on look for’s and will track with diligent note taking student contributions based on quality, quantity, and appropriateness  Assessment is used to drive daily guided instruction to help students read and comprehend text at their level. On-site intervention supports scheduled as required  Words Their Way resource - this drives instructions to help students’ vocabulary growth and understanding of diagraphs, vowel combinations, blends, endings etc.  Students engage in word work activities at their level literacy during centres  Dedicated independent reading with conferences  Implementation of new words in writing journals and conversations with peers and staff | **Professional Learning to Support Capacity Building**  Divisonal leaders in this area (Adam Browning, Jackie Kark, Shari Rogerson, etc)  Online learning opportunities (SAPDC, AAC, CRLC etc) | **Indicators of Success**  Improved student results through formative and student assessments  Increase in overall numbers meeting Acceptable Standard & Standard of Excellence on Provincial Achievement Tests and Diploma exams | **What data will you use to inform our work?**  Careful analysis of our students results on provincial achievement tests (PATs) in language arts, mathematics, science, and social studies for Grade 6 and 9 students  HLAT rubrics  Benchmarks - English Language Learners Alberta Education  Formative review – staff observation, reflection, and collaboration  Fountas and Pinnell standardized reading level assessments: start of year reading assessment, regular reading check-ins throughout, and at the end of the year another full assessment is administered  September Spelling assessments to determine phonological awareness (Div I/II): Short quizzes throughout the year to see if the student is ready to progress to the next level, end of year assessment to determine overall growth  Formative conferencing notes  Word ladders |

The Context: All of our students are English Language Learners. The emphasis and priority placed on a comprehensive high quality literacy program is essential.

Goals / Results: Improved Fountas and Pinnell results. TOWRE, TOSREC, and assessments deemed most appropriate through analysis on ELL Benchmark data. Age and developmentally appropriate growth.

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| **Assurance Focus 2**  Students will be exposed to purposeful learning opportunities that lead to growth and retention in areas of functional numeracy. This will be focused on real world, real life examples of the families we serve. | **Desired State(s):**  Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.  Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.  Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.  Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.  Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.  Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.  Outcome based assessment is being made a top priority. Assessment practices are being self-reflected upon and refined in close support from division leaders (Mrs. Kark and Mr. Hamer). | |
| Domains | **Student Growth and Achievement**  **Teaching and Leading** |  |
| Reviewe Date(s) | Ongoing |
| Focus | K-12 |

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| Strategy(ies) to achieve the Desired State  Collect and review to guide practice and areas of focus  Math groupings based on ability levels not grade assignment  Review / Preview resources  Interventions with teacher experts  Gradual release of responsibility (I do, we do, you do)  Timeline: Role model often and early to foster independence as the school year progresses  Throughout the unit teachers utilize checklists to track outcomes for individual students. A summative end of unit assessment is completed by learners. If there are outcomes/topics that require additional time for individual or groups of students those are built in to math centers.  Enriched Academy  Timeline: October/November program presented and discussed between administration and senior high lead teacher    December/January work on finalizing plans with senior high lead teacher and Enriched Academy support staff  Careful consideration and implemented sprints focusing on teacher improvement  Student engagement and foster love of math  Timeline: regular use of post lesson exit feedback mechanisms  Positive results on math focused student surveys | Professional Learning to Support Capacity Building  Divisonal leaders in this area (Tom Hamer, Jason Kupery, etc)  Online learning opportunities (SAPDC, AAC, CRLC etc)  Teachers Convention  Specialist Council Opportunities | Indicators of Success  Student confidence  Formative and summative assessments throughout the school year  Annual improvements on Alberta Education’s standardized examinations. The Grade 6 and 9 annual assessments in the areas of language arts, mathematics, social studies, and science | What data will you use to inform our work?  Math Intervention Programming Instrument (MIPI)  Observations through game play (FISH! Philosophy)  Unit assessments and checklists  Academic growth (Assessments at strategic periodic intervals)  Division, site-based, and teacher selected professional development  Number talks and energizers to start class  Visual math word wall  Interactive notebooks |

The Context: Students will explore and grow in their personal numeracy journeys through real life learning situations.

Goals/Results: To see evidence of sound learning through Elk Island Catholic numeracy assessment instrument tool, MIPI assessments, PAT’s/Diploma’s, formative assessments, and teacher observations.