

Jurisdictional Goal: Palliser Regional Schools has aligned division goals with those established by Alberta Education. These goals are:			Principal Comments
School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategies worked.
<p>•Success for every student. •High quality education through collaboration and innovation. •Success for First Nations, Métis and Inuit students (FNMI).</p>			
<p>Students will improve the <u>Acceptable Standard and Standard of Excellence in all subject areas</u> of the PAT. This will be done through enhanced literacy instruction, supervision, and accountability.</p> <p>Data: Accountability Pillar (2015) AS 86.3% SOE 21.6%</p> <p>Projections (2016) AS 100% + SOE: 25% +</p>	<p>1) <u>Instructional Supervision and Guidance:</u> Administration will develop an in depth plan to ensure that instruction is directed towards this common goal. A large focus will be on balanced Language Arts programming and differentiation in all classrooms (Using F&P sheets).</p> <p>2) <u>PAT Analysis:</u> Staff will work shop the PAT data in subject specific groups to determine strengths and areas requiring improvement (August 28). Principal will have one on one discussion during the TPGP meetings on how they can personally make a difference. This will be followed up during our next TPGP. Grade 5's will also meet with 6's to discuss a synergistic approach to improvement This will be facilitated by P and VP.</p> <p>3) <u>Personal Literacy Targets-</u> Professional staff will make personal Literacy targets for the 2015/2016 school year. These goals will be monitored and supported by administration through instructional supervision and dialogue.</p> <p>4) <u>Classroom Library Inventories and Book Purchases-</u> A formal classroom library inventory will be conducted by school admin. Level, genre, and organization will be examined. Teachers will then be given a "needs and gaps" list based on their individual inventory and student F&P levels.</p> <p>5) <u>School Wide Data Reporting -</u> All student F&P data is to not only be submitted to the school principal but recorded in a spreadsheet for all teachers to have. This will give teachers who may not have done the F&P testing, data to better their classroom instruction.</p>	<p>Instructional Supervision forms and documented conversations. P and VP will meet weekly and discuss observations and improvements.</p> <p>The one on one meetings will personalize the conversation around the data and accountability can be customized established. P will sit in on the 5-6 meeting.</p> <p>Through conversation and LT meetings teachers will be held accountable and monitor their progress toward improvement based on their goal.</p> <p>A second classroom library inventory will take place to ensure the improvements have been made in the suggested areas.</p> <p>Through instructional supervision we will ensure all teachers not only have the school wide data, but they are using it to differentiate instruction.</p>	

	<p><u>6) Professional Development:</u> Staff members will experience professional development that will help achieve our literacy goal.</p> <ul style="list-style-type: none"> • LLI training • Donnalyn Millar • Site & Friday PD • Book Study – Probst & Beers – Reading Nonfiction: Notice and Note sign posts stances and strategies. <p><u>7. Professional meetings with JEES & KA Admin</u> – We will discuss the areas where we are seeing weakness in our PAT data. As a team we can brainstorm ways we can work as a school to close those gaps. KA admin can let us know where they are seeing weaknesses for continuous improvement</p>	<p>Through instructional supervision and staff surveys we will ensure that PD is transferring to the classroom instruction.</p> <p><u>Other Forms of Measure</u></p> <ul style="list-style-type: none"> • Surveys • Released PAT practice and reading • PAT data analysis • Accountability pillar data analysis • Ongoing formative assessment in the form of Performance tasks, Conferencing with each student each week. 	
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<p>Safe and caring percentage on the Accountability Pillar will increase.</p> <p>Data: Accountability Pillar (2015) Safe and Caring 87.1%</p> <p>Projections (2016) Safe and Caring 95% +</p>	<ol style="list-style-type: none"> 1. <u>Stronger focus on respect. “3 R’s”</u>- Administration will make it very clear during staff meetings that all teachers will be held accountable for maintaining student respect. P and VP will meet on the first day with all grade levels independently to address respect and the strict boundaries around it. P will also meet individually with known students who can be an issue at the beginning of the year to set a tone. There will be follow up with those students. Visuals in the school will also reinforce this with students. 2. <u>SRO “Drugs and their effects presentation”</u> – All students in grade 7 and 8 will be presented with information surrounding illegal drugs on the street today and the effects they can have. This will assist on the ongoing experimentation at this level. 3. <u>Student Leadership Council</u> – RIBMS will form a student leadership council. This will give students a voice but also help spread the importance of responsibility and leadership. 4. <u>Student Reference Letters</u>- When students display outstanding leadership and model what it takes to be a successful student, the principal will write and send a formal letter of reference home by mail. Students can use the letter for future employment opportunities as well as a keepsake. This will motivate students to step up as a leader of the school. 	<p>Instructional supervision will be an important way to hold teachers accountable for student respect. The office will also record data surrounding student incidents.</p> <p>Safe and caring surveys are given out twice a year. We will be adding a section on illegal drugs. This will provide us with data</p> <p>Student leaders can be asked to provide feedback around safe and caring schools throughout the school year. They can give specific information on RIBMS as they see it, and how can WE improve it.</p> <p>Conversations with parents and students. Survey responses. This can also be measured through discussion at parent council meetings.</p>	

	<p>5. <u>CGA Bear Groups</u> - We organized our CGA's into Bear groups. This "house league" form of getting together will promote school pride and bring back a positive energy. Positive paw points will be added when students are displaying leadership.</p>	<p>Student and staff conversations. Observations at assemblies and around the building.</p>	
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<p>The Work Prep percentage will increase on the Accountability Pillar</p> <p>Data: Accountability Pillar (2015) Workplace Prep 67.8%</p> <p>Projections (2016) Safe and Caring 80% +</p>	<ol style="list-style-type: none"> 1. <u>Student Reference Letters</u>- When students display outstanding leadership and model what it takes to be a successful student, the principal will write and send a formal letter of reference home by mail. Students can use the letter for future employment opportunities as 2. <u>"Ready for Work?" Tab on our website</u> - Students will have the ability to enter a section of our school website where they can follow links to prepare them for the workforce. 3. <u>Ready for an interview?</u> - We will advertise in the school newsletter that any students that are considering getting into the world of work and come in to see P or VP to receive a mock/prep interview experience. 4. <u>Community Job Fair</u> - RIBMS will plan to hold a community job fair that can highlight local businesses that would employ students at RIBMS. 	<p><u>Measures that will apply to all strategies</u></p> <ul style="list-style-type: none"> • Surveys • Website action • Mock interviews • PAT data 	