

Goal 1: Quality Literacy Instruction in All Subject Areas

This goal fits within education's need to provide high quality instruction and learning to all students. Building the collective efficacy of staff at RJHS regarding literacy instruction will positively impact all learning for every student. As we immerse ourselves in literacy, students and staff will experience increased success in all subject areas.

Outcome: All Students will develop literacy skills needed for high school and lifelong learning.

Strategies:	Measures:
Building Staff Capacity - use one staff development session each month to build literacy instruction capacity for all teachers. <ul style="list-style-type: none"> Staff resources from the WWSD site will be used, starting with a <i>Tier 1 Implementation Map</i> 	Staff expressing and demonstrating effective literacy instruction during collaborative discussions and classroom observations of curricular instruction. Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.
Diagnostic Testing (RFU, JJ) to identify struggling readers and needed supports. <ul style="list-style-type: none"> Testing will be completed before the end of September each year. 	Percentage of students at grade level on year-end diagnostic testing.
Support staff collaboration regarding literacy instruction at grade and subject levels. <ul style="list-style-type: none"> Use the CRM to organize collaboration time and efforts 	Data input into WeCollab will be consistent with student's goals regarding literacy.
DEAR (Drop Everything and Read) periods Monday-Thursday	Students will be prepared and engaged in reading of their own choosing during DEAR time. Teachers include literacy PD in their planning for classes and ongoing professional development.

Goal 2: Continue Enhancing an Inclusive Learning Environment Using the Collaborative Response Model and WeCollab

Elements of the CRM have been implemented and used in a semi-formal way at RJHS for several years. This goal's main focus is to formalize the process without removing the authenticity of discussions around students and their learning, social and emotional needs. WeCollab software should help with the need to track the progress of students and staff without becoming a barrier during staff collaboration time.

Outcome: CRM team meetings will help teachers meet the needs of their students.

Strategies:	Measures:
Hold grade level collaborative team meetings once each month to discuss specific students and implement targeted strategies to meet their needs.	Information contained in student profiles will be current as discussed in team meetings. Staff assignments from CRM meetings will be completed and reported on at subsequent meetings.
Complete a whole staff training on WeCollab with a JigSaw Learning trainer. Do this again in Sept. 2021	WeCollab software will not hinder the process and authenticity of collaborative discussions regarding student needs.
Input literacy results from students completing a Jerry Johns BRI into WeCollab	Information in WeCollab will be current and updated as needed.
Tier 1 and 2 instructional strategies from WWSD continuums of support for literacy, numeracy, as well as for behaviors, will be used by teachers during curricular instruction.	Use of specific instructional strategies from continuums of support will be observed during classroom observations.
Teachers will be given embedded time to update and revisit IPPs and create programming for Life Skills and One to One students.	IPPs will be updated and relevant to current instructional practices for Tier 2 and 3 students. Teachers will communicate regularly, or as needed with the LST to create goals for LS and OTO students.

Goal 3: Continue to evolve school practices to ensure RJHS remains a safe and caring school

As the population of the town and school grow we need to ensure relationships are being formed with new families. Communication with parents will continue being a focus for teachers and administrators. There is great work happening at the school to ensure students feel cared for, we need to make sure parents are aware of these efforts and know that they can approach anyone at the school with concerns. We are seeing more students struggling with anxieties and feel a need to stay current with best practices, such as Trauma Informed Learning Environments, as a staff.

Outcome: Students, parents, and teachers will feel safe and cared for by the school.

Strategies:	Measures:
<ul style="list-style-type: none"> Developing meaningful relationships with students through school activities. 	All students will have an opportunity to be involved in an extracurricular activity. Percentage of students indicating they are connected to the school. Percentage of students who have a connection with an adult at the school. Using the Collaborative Response Model to meet the unique needs of our students.
<ul style="list-style-type: none"> Being consistent as a staff about expectations for student behaviors. 	Students will feel confident about the expectations within the school.
<ul style="list-style-type: none"> Involving school and division based councilors when students or families are struggling. 	FSLC will be aware of students and families who need additional supports and be connected with them.
<ul style="list-style-type: none"> Staff members involved with the division based FNMI, and other PD committees. 	PD opportunities will be accessed by staff and implemented during staff development time and other school based PD sessions. Palix Foundation resources available through Alberta Family Wellness will be used as part of staff PD to become more trauma informed.