

J. T. Foster School



2019-2020 Annual Plan

Mission and Vision Statement

To continue to thrive as a community in an increasingly technology-driven globalizing world, we must look ahead; we must understand the trends and forces that shape our lives to prepare for what comes tomorrow.

Our Mission

- To create lifelong engaged learners.
- To inspire excellence in leadership, academics, athletics, and fine arts.
- To develop critical thinkers, problem solvers, and ethically responsible citizens.

Our Vision

Our vision serves as the framework and guides every aspect of our school by describing what we need to accomplish in order to continually improve.

- People: Be a great place to learn, be inspired, and self-discovery.
- Planet: Be a responsible and ethical citizens in a local and global world.
- Community: To create a dynamic engaged community that includes the arts, athletics, and respects the agricultural roots and traditions of our community in order to nurture creativity and lifelong learning.
- Attributes: A safe, caring, and respectful learning community.

Alberta Education - Provincial Outcomes

Outcome 1: Alberta's students are successful.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Outcome 4: Alberta's K-12 education system is well-governed and managed

JT Foster Wildly Important Goal 1: Leadership

Every student and staff member recognizes that their contributions help make their school a better place.

School Performance Measures

- Our School Survey.
- Accountability Pillar (APORI).
- Increasing enrollment especially from outside normal feeder schools or catchment areas.
- Growth of Hockey Academy, especially girls.

School Strategies

- Hand out welcome packages to all new students.
- Student-made artifacts inside and outside of classrooms, and on social media Facebook, Twitter, Instagram.
- Students model the characteristics of active citizenship and Leadership based on 7 Habits of Highly Effective people.
- More purposeful “ intentional ” use of parent-teacher interviews.
- Student-Directed Learning for both Junior and Senior High classes.
- Student-Led Activities -student-organized activities from student leadership groups.
- Enhance student leadership opportunities through student-directed learning opportunities and provincial and national leadership opportunities.

Commentary:

JT Foster had been part of the 7 habits program for schools titled LEAD. Building from our learnings in this area we are focused on enhancing student's voice and student-led initiatives. Moving forward with High School Design informs our practice in the area of leadership in the following:

- Personalization
- Flexible Learning Environments
- Meaningful Relationships

JT Foster Wildly Important Goal 2: Culture

All staff and students recognize that they are responsible for positive change

School Performance Measures

- Learning Bar Our School Survey.
- Accountability Pillar.

School Strategies

- Collaborative Learning Support strategies.
- Student-Directed Learning (SDL).
- Access to interventions and engaging cross-curricular learning (Junior high Project).
- School/Student Celebrations, community involvement.
- Additional assigned support time for Math 10c and extra minutes of instruction for all Diploma exam courses (Culture of learning).
- Create a teacher-directed PLCs for literacy and numeracy (culture of learning).
- Teachers effectively engage students and instructional practices reflect the teaching quality standard.
- Opportunities for students and staff to show appreciation (Tireless award).
- Joint Welcome back BBQ, Basketball Tournament, take your grade 9 kid to work day, campus visits (even overnight visits), the mentorship program, literacy junior high with grade 1-2s.

Commentary:

We have worked to create a culture of academics geared toward Mastery Learning. New initiatives such as the enhanced learning model on campus and Dual credit opportunities both on and off-campus create a learning anytime any place culture within our school community. Other aspects of High school redesign include:

- Rigorous and Relevant Curriculum.
- Flexible Learning Environments.
- Educator Roles and Professional Development.

JT Foster Wildly Important Goal 3: Academics

We, the JT Foster community, empower students to lead their own learning.

School Performance Measures

- MIPI (Trends)
- PAT/DIPS
- High School Completion APORI
- Transition to Post Secondary APORI
- Teacher, parent, and student satisfaction with the overall quality of basic education, school improvement and decision making. APORI

School Strategies

- Career practitioner support
- ABD/JTF CTF collaboration -
 - Shop
 - Band
 - Other:
 - Sewing
 - Foods
 - Student Votes
 - ABD Joint Trips and events
 - Remembrance day
 - Cemetery visit with Nanton Legion
 - Home Basketball Tournament
- Learning Strategies Grade 10-11
- Embedded Study Hall Grade 7-9
- Embedded time for teacher advisor (Grade 11 and Grade 12)
- PLC
 - Numeracy
 - Focus on beliefs of students about math (the more positive outlook of mathematics) Change the culture of “math is hard”
 - Math evening with parents co-planned with Kathy Charchun
 - Tip of the bi-week to aid parents in supporting their student in math
 - More effective streaming into various math streaming
 - Use of K and E as a prequel to students looking at math 10-3
 - Utilize Kathy Charchun to improve in pedagogy related to teaching and learning math,
 - Literacy

- Increase a positive culture of critical literacy throughout the school community
 - Reading
 - o Staff “Reading Recommendation” board (bulletin board and TV)
 - o School-wide reading challenge (later in the year)
 - o “Caught Reading” campaign
 - o Staff PD book club - one on literacy (writing - maybe “Write like This”?) and one on numeracy
 - o Google Docs to share reflections as we go, not mandatory but recommended books for staff, celebration at the end of the year!
 - o Recommendations: Book Love - Penny Kittle
 - o Engage struggling readers with assistance in book selection
 - Writing
 - o “Caught Writing” campaign
 - o Creative Writing SDL
 - o Children’s books
 - o Persuasive Writing - “Convince Us” Essay Contest → school changes
 - o Staff short story contest - publish in Semester 2?
 - o Recommendations: Readicide - Kelly Gallagher; Write Like This - Kelly Gallagher; The Book Whisperer - Donalyn Miller
 - Speaking/Viewing/Listening/Representing
 - o Debate SDL
 - o Visual responses to art from Jeff’s class (concept representation)
 - o Slam poetry SDL (presentations/video)
 - o Student reviews of school events on TV
 - o Rube Goldberg machines SDL
 - o Student film festival
 - o School Instagram account
 - o Student short film viewings - themed (i.e. for Orange Shirt Day or Citizenship Week)
- o Generate strategies based on each strand of literacy that can be used throughout every subject
 - Reading
 - Word Wall
 - Current events - nonfiction articles for different subjects

- Record & listen to self-reading (textbooks, assignments, essays, etc.) (Seesaw)
- Writing
- Reflective Journals
- Scripts (can be used to teach concepts/processes/etc)
- Goal setting and personal challenge
- Write out processes (science, options, etc. - “how to use gouache” for art, for example)
- Speaking
 - Reflective Journals (SeeSaw)
 - Record podcasts
 - Student-led instruction
 - Write “how-to” manuals (step-by-step guides) (partnered with Listening “How-to” manuals)
 - Create an audiobook
 - Presentations (no text allowed on Powerpoint - ties-in with Viewing, Representing & Listening)
 - Create a quiz for their peers to complete
- Listening
 - Podcast study
 - Follow “how-to” instructions (partnered with Speaking ‘How-to” manuals)
 - Self-assessment of Individual presentation. (Present and Record, then reflect)
 - Viewing
 - Film studies
 - Viewing comprehension strategies
 - Peer assessments (presentations/skill-based performance, etc.)
- Representing
 - Skits
 - Interpretive Dance
 - Posters
 - Title pages
 - Demonstration

Commentary:

Academics are an integral part of our school. We have transitioned as part of the High School redesign initiative to create a progressive structure of school in order for more students to find success. As part of the High School redesign process, we are focused on the following:

- personalizing learning.
- developing meaningful relationships.
- creating rigorous and relevant learning opportunities, and supporting mastery learning.