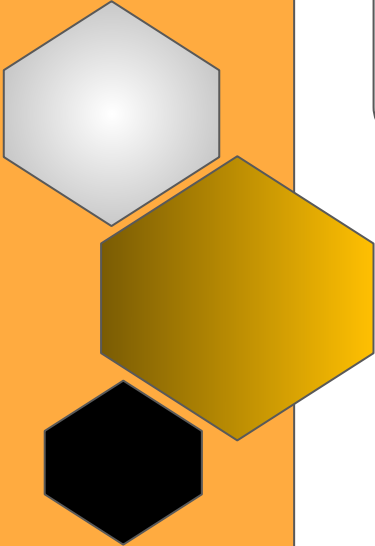


ANNUAL EDUCATION PLAN

School Name: Brooks Junior High School
Principal: Jim Burchell
Date: November 30, 2019





School Demographics

School Address: 1124-4th Avenue East, Brooks, AB
T1R 0Z3

School Website: <http://bjhs.grasslands.ab.ca/>

Enrolment Numbers: 572

Staffing Numbers: 57

School Instagram:
<https://www.instagram.com/brooksjuniorhigh/>

School Twitter Account: @BJHSchool

School Mission Statement: The mission of Brooks Junior High is to create and maintain a safe, inviting and supportive environment that ensures each student and staff member learn and perform at a high level as a collaborative community of learners.

Other Important School Facts/Information:

Brooks Junior High School houses the traditional junior high school configuration with a diverse and multicultural grade 7, 8, and 9 program within Grasslands Public School Division. The school offers a regular academic program for Grades 7, 8 and 9 as well as housing a divisional special needs program (Levels Program).



School Demographics Continued

A middle school philosophy has been implemented with each grade consisting of only two core teachers, one for STEM (Science, Technology, Engineering and Math) and one for Humanities (Language Arts and Social Studies).

In addition to the regular academic courses, Brooks Junior High School offers an extremely comprehensive complimentary course program, offering in excess of twenty different options for the students. The school also offers a wide variety of extracurricular programs for students. Brooks Junior High also welcomes parents and the community to become active in helping serve the needs of our school through partnerships, presentations, sponsorships, guest speakers, etc.

Motto: Learning for All – Everyone’s Responsibility

Vision: At Brooks Junior High, we envision a school where:

- There is mutual respect, honesty, responsibility, and cooperation among students, staff and the community.
- The school environment is safe and inviting and focuses on success in student learning.
- All students and staff learn and perform at high levels as a community of learners.
- Continuous improvement is the common practice.
- Curriculum and instruction meet the needs of each student.
- Students, staff and the community take responsibility for student learning.



Stakeholder Engagement

The Brooks Junior High School Annual Education Plan, for the 2019-20 year, was created in consultation with a number of stakeholder groups that includes the following:

A. Teachers

Teachers reviewed the current AERR results as part of a Staff meeting on November 18th. Results were then incorporated to provide focus for the school's professional learning plan. Teachers were asked to provide areas of success and areas of improvement.

B. Support Staff

Support staff collaborated with Teachers during a staff meeting to review the current AERR results. BJHS truly believes in its motto: Learning for All – Everyone's Responsibility.

C. School Council

The AERR results were presented to the SAC on November 18th. Members of the SAC reviewed the results of the AERR and provided feedback on the professional learning plan goals.

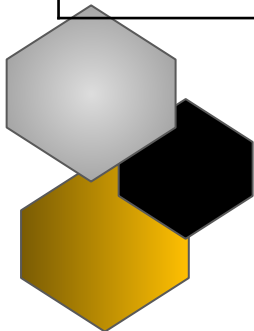
D. Student Communication

BJHS has not used a formal process to review the AERR with students, but each student has been asked about their goals for the school year and their time at BJHS. Teachers brought this knowledge with them when creating the 3 year plan and when reviewing the AERR results.

Accountability Pillar

The *Accountability Pillar* provides a way for schools to measure success, assess their progress towards meeting learning goals, identify areas that need improvement and set future priorities.

Measure Category	Measure	Brooks Junior High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.1	92.2	91.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.0	81.1	83.4	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	89.0	90.7	91.7	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	3.4	1.2	1.7	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	62.4	56.7	65.6	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	11.0	8.0	15.9	20.6	19.9	19.6	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	82.9	77.2	82.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.9	86.7	86.0	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.8	80.6	83.1	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	82.9	84.2	86.2	81.0	80.3	81.0	Very High	Maintained	Excellent



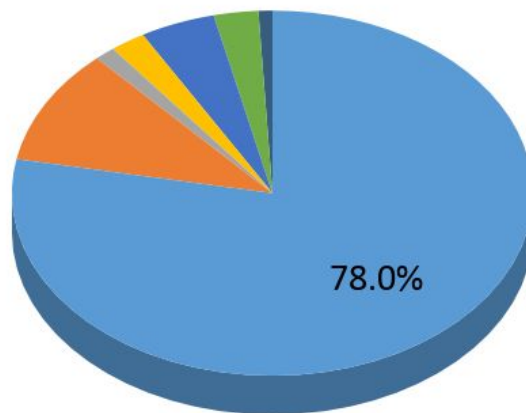
Alberta Education Resources:

- [Accountability Pillar Fact Sheet](#)
- [Measuring the Quality of Your Child's Education](#)

School Budget

<u>CATEGORIES</u>	<u>AMOUNT</u>
PROFESSIONAL STAFFING PURCHASED	\$ 2,701,000.00
SUPPORT STAFFING PURCHASED	\$ 383,360.00
SUB & Other Staffing COSTS	\$ 62,056.00
MAINT & REPAIR/FURNITURE & EQUIP'T	\$ 11,000.00
SUPPLIES	\$ 58,500.00
SERVICES	\$ 27,600.00
PD, TRAVEL & SUBSISTENCE	\$ 18,120.00

SCHOOL SPENDING





Division Key Areas of Action

Student Learning - Everything we do in Grasslands supports student learning and achievement. Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs. Grasslands strives for 100% high school completion.

Inclusive & Healthy Environments - Grasslands strives to create welcoming, caring & respectful learning environments that foster a sense of belonging for all students, staff & community members. In order for this to occur, the social & emotional well-being and the physical safety of people must be thoughtfully & purposefully addressed.

School & Community Relationships - Relationships are at the core of our division. In order for students to be successful, relationships at all levels must be fostered, nurtured & valued.

School Key Areas of Action

(School KAA 1): Improve student literacy results in all grade levels

(School KAA 2): Improve student numeracy results in all grade levels

(School KAA 3): Staff will increase pedagogical knowledge, skills and research best practices to improve students' connections with staff members and involvement in school activities



Strategies

The following strategies will be used by Brooks Junior High to achieve the Objective/Smart Goals outlined in the school's professional learning plan:

Smart Goal: Staff will increase pedagogical knowledge, skills, and research best practices to improve students' literacy performance in all grade levels of the school.

- 70% of all students who write will meet or exceed the acceptable level of the PAT or school-based Reading Comprehension achievement test.
1. Reading for Success- Reading comprehension strategies and analysis of types of questions
 2. RTI/LLI: using response to intervention time to provide Level Literacy Supports
 3. BAS testing and Teacher Professional Development
 4. Implement Reader's Workshop model.

Smart Goal: Staff will increase pedagogical knowledge, skills, and research best practices to improve students' literacy performance in all grade levels of the school.

- 70% of all students who write will meet or exceed the acceptable level of the PAT or school-based Numeracy achievement test.
1. School Wide Screening - BJHS will implement the MIPI to help identify areas of growth and needs for intervention
 2. Vertical Alignment -Focus on curricular link and expectations through collaboration between teachers within the school
 3. Read "Pyramid Response to Intervention" by Austin Buffum, Mike Mattos & Chris Weber, use it to discuss with staff
 4. Staff will engage in district PL days to develop plans and assessments that support essential outcome learning for all
 5. Teachers will work with entire grade groups in addition to their content area groups to determine the most appropriate RTI placement
 6. hire a STEM ELL teacher to support students at ELL benchmark 1 & 2 (primarily)
 7. teacher peer observations



Strategies

The following strategies will be used by Brooks Junior High to achieve the Objective/Smart Goals outlined in the school's professional learning plan:

Smart Goal: Staff will increase pedagogical knowledge, skills and research best practices to improve students' connections with staff members and involvement in school activities.

1. Social Competencies - students will participate in Kids in the Know program
2. During PLC time & through email, SLP & OT will present information on how to include our most complex students in the school community. Staff will sign up to have these students come to them 2x weekly to engage in conversation while the students deliver items from the coffee cart
3. Shelly Moore - PD, 1x whole staff; 1x teachers only. Staff will use Shelly Moore's resources to do whole class analysis.
4. Collaborative Response meetings focussed on Social/Emotional needs of students. Time is scheduled with 2 members of our learning support team as well as with administration.
5. Staff will explore new options courses that engage students who may not be connected meaningfully

Data / Evidence of Success

The following data/evidence were used to measure the success and effectiveness of the strategies identified:

2019 Writing PAT results:

REPORTING CATEGORY	MAXIMUM POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
Acceptable Standard				
Total Test	100	46	93	60.0%
Knowledge	20	10	79	51.0%
Skills	40	18	104	67.1%
Standard of Excellence				
Total Test	100	82	21	13.5%
Knowledge	20	10	29	18.7%
Skills	40	18	23	14.8%
Below Acceptable Standard				
Total Test	100	N/A	62	40.0%
Knowledge	20	N/A	76	49.0%
Skills	40	N/A	51	32.9%

REPORTING CATEGORY	MAXIMUM POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
Acceptable Standard				
Total Test	100	46	93	60.0%
Knowledge	20	10	79	51.0%
Skills	40	18	104	67.1%
Standard of Excellence				
Total Test	100	82	21	13.5%
Knowledge	20	10	29	18.7%
Skills	40	18	23	14.8%
Below Acceptable Standard				
Total Test	100	N/A	62	40.0%
Knowledge	20	N/A	76	49.0%
Skills	40	N/A	51	32.9%

Behaviour Intervention referrals:

- 56 students in 2018-19

Resources Required

- Pyramid Response to Interventions
 - Austin Buffum et al. 2009
- MIPI Implementation & Resource
 - <https://sites.google.com/a/epsb.ca/external-mipi/home-1>
- Reading for Success materials & inservice
- District Literacy Coach & Numeracy Coordinator
- District Psychologist, SLP and OT

Results

The following results were achieved in 2019:

Achievement For MATH - Grade 9, 2019



TABLE 2.2
STANDARDS ACHIEVED BY STUDENTS WRITING THE TEST, BY REPORTING CATEGORY

REPORTING CATEGORY	MAXIMUM POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
Acceptable Standard				
Total Test	100	46	93	60.0%
Knowledge	20	10	79	51.0%
Skills	40	18	104	67.1%
Standard of Excellence				
Total Test	100	82	21	13.5%
Knowledge	20	10	29	18.7%
Skills	40	18	23	14.8%
Below Acceptable Standard				
Total Test	100	N/A	62	40.0%
Knowledge	20	N/A	76	49.0%
Skills	40	N/A	51	32.9%

5 Year Comparison for Individual Exam - MATH 9 - Student at Acceptable of Standard by Student Writing



Results

The following results were achieved in 2019:

Achievement For LA - Grade 9, 2019

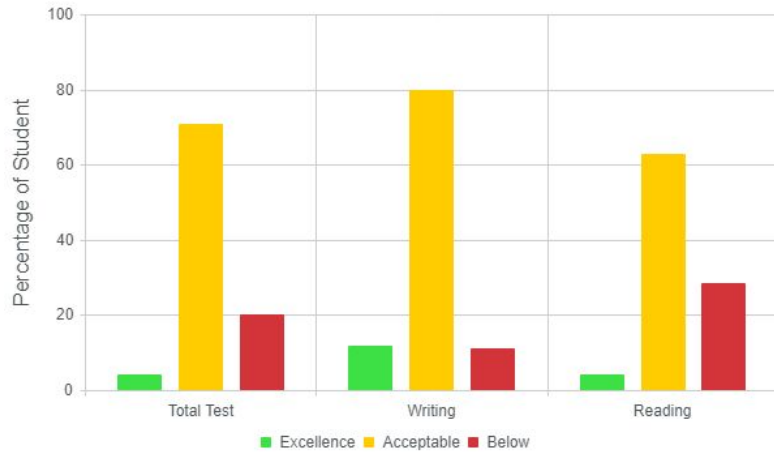
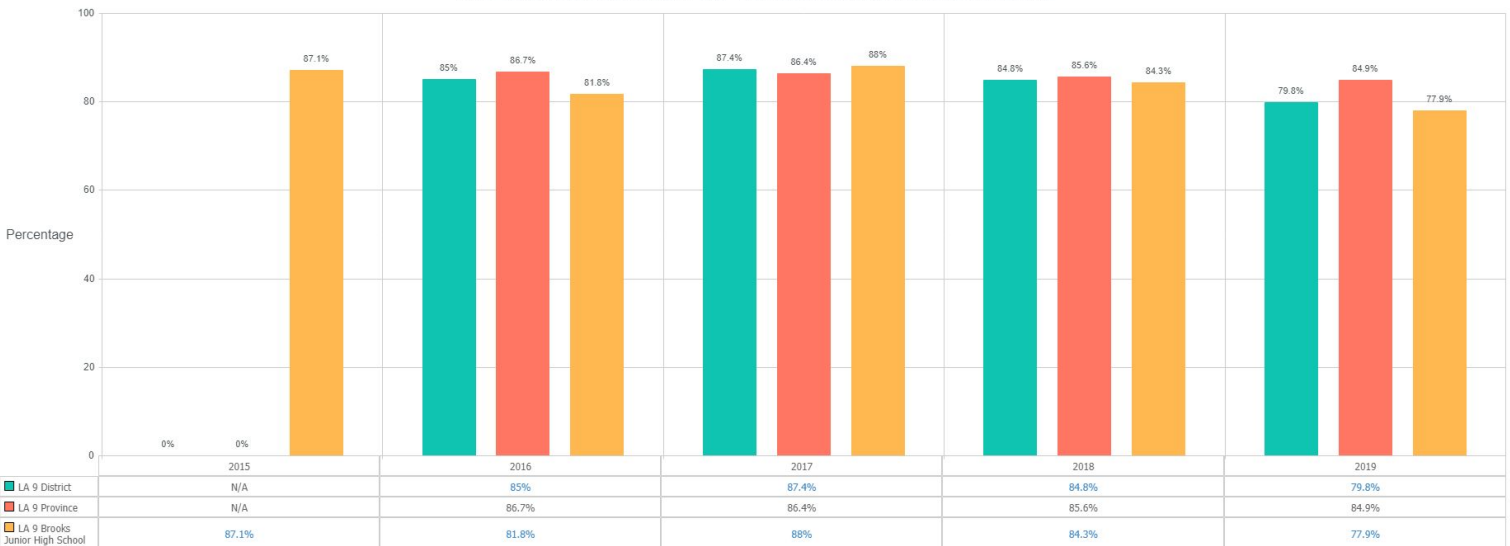


TABLE 2.2
STANDARDS ACHIEVED BY STUDENTS WRITING THE TEST, BY REPORTING CATEGORY

REPORTING CATEGORY	MAXIMUM POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
Acceptable Standard				
Total Test	100	49	120	77.9%
Writing	55	28	135	87.7%
Reading	55	26	106	68.8%
Standard of Excellence				
Total Test	100	82	7	4.5%
Writing	55	28	20	13.0%
Reading	55	26	7	4.5%
Below Acceptable Standard				
Total Test	100	N/A	34	22.1%
Writing	55	N/A	19	12.3%
Reading	55	N/A	48	31.2%

5 Year Comparison for Individual Exam - LA 9 - Student at Acceptable of Standard by Student Writing



Professional Learning

Professional Learning Schedule - 2019-20

PD Day	Identified Goal/Strategy	PD Learning Activity(ies)	
September 23, 2019	Improve student literacy	- Kendra Adams Literacy - content & language objectives; pm MSV Humanities, MIPI STEM w/Aaron	
December 2, 2019 (PM)	Improve teacher learning	- assessment (review AAC resources) and concept based curriculum planning.	
March 9, 2020 (PM)	Improve student writing results in all grades.	- Humanities: Brigitta Goerres Reading Comprehension, Math RTI	
May 15, 2020	Students learning and teacher pedagogy	- RTI review and planning, RTI overview and reflection from Buffum, Mattos and Weber's book	

PLC Schedule - 2019-20

Date/Time	Identified Goal/Strategy	Date/Time	Identified Goal/Strategy
Sept 9 - 1.5 hrs	PRTI - focus on learning for all; SLP & OT to review goals and strategies for working with our most complex students	Feb. 24 - 1 hrs	Inclusion: Shelly Moore follow up
Sept. 30 - 1.5 hrs	Buffum et al novel study focus	Mar. 2 - 1 hrs	POD work: PRTI high effect strategies
Oct. 7 - 1.5 hrs	Kim Zandboer (Scholastics) overview for Humanities' teachers; MIPI with Hiebert	Mar. 23 - 1 hrs	POD work: PRTI data review
Oct. 28 - 1 hrs	Heather Craig: Attention and focus	Mar. 30 - 1 hr	POD work: concept based & differentiation
Nov. 25 - 1 hrs	Inclusion: Shelly Moore classroom review materials	April 20 - 1 hr	Inclusion: Who do we still need to connect with?
Dec. 16 - 1 hrs	POD work: data analysis for RTI	April 27 - 1 hr	POD work: data analysis for final RTI of year
Jan. 13 - 1 hrs	POD work: Concept based instruction and differentiation	May 4 - 1 hrs	Expanding literacy development across the curriculum
Jan. 27 - 1hr	POD work: RTI/ core program / essential outcome work		

Stakeholder Sign Off

The Annual Education Plan was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The school staff have reviewed the results reported in the Accountability Pillar (AERR), have collaboratively developed the Annual Education Plan and is committed to implementing the strategies to improve student learning and results. The School Council has been provided an opportunity to participate in the Annual Education Plan, School Budget and has been informed of the annual results of the Accountability Pillar.

Principal: Jim Burchell

(Signature)

School Council Chair: Vivian Tapia

(Signature)

Date: November 30, 2019