

TA Norris Middle School  
2024-2029

Education Plan



1

year  
ONE



# A Message from our Principal

Jonathan Pittman

I am excited to present the first year of the 2024-2029 Education Plan. TA Norris Middle School's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students and places a high priority on ensuring all students' mental and emotional wellness needs are met.

We have a passionate staff that is excited to work with all our students to prepare them for their next educational steps. We want to ensure that your child has the necessary skills to find success in the next grade levels and provide them the opportunity to prepare for their future employment. We offer a variety of programs for students to explore learning opportunities that may open their eyes to learning experiences they have never considered before. We also want to ensure that when students leave our school and PRSD, they are numerate and literate. Therefore, we are doubling down on support with numeracy and literacy interventions.

At TA Norris, we are also honoured to be a part of the holistic development of students. We want to create an environment where students thrive both academically and personally. To meet this lofty goal, we have established courses and programs that build leadership, confidence, entrepreneurship, and good character development. We believe students need these character traits to be a strong community members and we are committed to developing them in our school..

Thank you for entrusting us to partner with you as we, as a team, help develop your child's academic and personal growth.

*Jonathan Pittman*  
TA Norris Middle School

# Foundation Statements

## OUR MOTTO:

Learning Together: Success For All



## OUR VISION:

To Be the First Choice for Students:  
We are a dynamic learning community focused on student success.

## OUR MISSION:

We Focus on Learning

# Principles & Beliefs

- Safe and Caring Environment.
- Respect throughout our Learning Community.
- Continuous Improvement.
- Success for All.

# Quick Facts



275 +  
STUDENTS



35 +  
STAFF

# Our Priorities

1

**Literacy  
Development**

2

**Numeracy  
Development**

3

**Inclusionary  
Culture**

# Goals and Outcomes

## Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

## Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

## Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

# Performance Measures:

## Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

# Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.


# School Strategies

## Goals One: Literacy Development

1. TA Norris Learning Support Team staff will continue to support teaching and support staff in fostering high quality teaching to improve literacy knowledge and skills.
2. TA Norris Learning Support Team staff will facilitate/provide professional development for teaching and support staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. TA Norris Learning Support Team staff will work with teaching and support staff to develop professional development plans that align with the division's literacy goals.
4. As part of the division's LAF, TA Norris Learning Support Team staff will collaborate with central operations to provide support to teaching staff to administer the RCAT to Grades 5-8 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's Literacy Assessment Framework (LAF), TA Norris Learning Support Team staff will collaborate with central operations staff to provide support to administer the Fountas and Pinnell BAS I and II assessments to Grades 5-8 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).
6. As part of the division's LAF, TA Norris Learning Support Team staff will collaborate with central operations staff to administer the division's WAT for Grades 5-8 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. TA Norris staff will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
8. TA Norris Learning Support Team staff will respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.
9. TA Norris Learning Support Team staff will support teaching staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

# Performance Measures:

## Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
 Numeracy Common Assessment Tool (NCAT) Data			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA)			
<b>Additional Performance Measures</b>			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			



# School Strategies

## Goal Two: Numeracy Development

1. TA Norris staff will continue to support school-based leaders in fostering high-quality teaching to improve numeracy knowledge and skills.
2. TA Norris staff will facilitate/provide professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. TA Norris staff will work with central operations to develop professional development plans that align with the division's numeracy goals.
4. As part of the division's Numeracy Assessment Framework (NAF), TA Norris staff will collaborate with Central Operations staff to administer the EICS MA to Grades 5-7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grades 1-7 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the division's NAF, TA Norris will provide and seek support to administer the NCAT in Grades 1-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the division's NAF, central TA Norris will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
7. TA Norris will continue to support working committees to collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.
8. TA Norris staff will support school-based staff in continually seeking opportunities to weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school naturally.
9. TA Norris staff with support from Central Operations and the Indigenous support staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

# Performance Measures:

## Goal Three: Inclusionary Culture

### Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

## Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

# School Strategies

## Goal Three: Inclusionary Culture

1. TA Norris Staff will deepen their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. TA Norris staff will continue to use supports of a broad range of learner-centered programming and supports that best meet learning needs as provided by Central Operations.
3. TA Norris administration will work with school staff to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
4. TA Norris staff will promote and support opportunities to improve health and wellness among students and staff.
5. TA Norris staff will continue to foster community partnerships to effectively responding to student health and wellness needs.
6. TA Norris staff will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
7. TA Norris staff will continue to develop relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
8. TA Norris staff will promote the Division's anti-racism policy.
9. TA Norris staff will promote and provide opportunity to engage in professional learning for staff on inclusionary education practices

# School Budget Considerations

For the 2024-2025 School Year

## **General \$65,000**

- General supplies for day to day operations - including Industrial Arts, Foods
- Options course
- Breakfast and lunch supplies for our students
- Classroom supplies to further support our core classes.

## **Literacy and Numeracy Development \$15,000**

- Classroom supplies
- Resources to support classroom instruction
- Professional Development

## **Inclusionary Culture \$15,000**

- Support for resources for students requiring specialized equipment, rocking chairs for classrooms and alternative seating
- Acquire resources to support students in their classroom
- Professional Development



# Connect With Us



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