



# **School Education Plan 2023/24**

**Muriel Clayton Middle School**

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Insert Current Month/Year Here

## 2023 – 2027 Four-Year Education Plan

# Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

## Administrators' Message

Dear Parents

As a middle school we recognize that this can be a challenging time for our students as they navigate this transitional time between elementary and high school. That is why at MCMS are committed to providing them the support and resources they need to thrive both academically and socially and to grow and develop into productive, contributing members of our society.

We believe that the key to success is open communication and collaboration between parents, students, and school staff. It is important that families and the school, work together as a community to provide our children with the best possible education. We encourage you to stay involved in your child's education, attend school events, and communicate any questions or concerns you may have to the school and your child's teacher. We believe that when we work together, we can create a positive and supportive environment that is conducive to learning and personal growth.

At Muriel Clayton we believe in being proactive in addressing problems, as well as creating an atmosphere where everyone feels valued and appreciated. Our school's Positive Behaviour Intervention System (PBIS) is based on the belief that every student has the potential to contribute positively to the school community and that teaching, acknowledging, and encouraging positive behaviour is key to a successful and harmonious learning environment.

As Administrators of MCMS, we also believe that it is essential to promote literacy and numeracy among our students. These foundational skills are crucial for their academic success and overall well-being. We strive to provide a well-rounded approach that focuses on reading, writing and math skills. We also ensure that the teachers have the necessary tools and resources to support students' learning in these areas. This includes implementing evidence-based instructional strategies, incorporating technology to enhance student learning, and providing opportunities for individualized instruction and support.

As parents and guardians, you play a vital role in promoting literacy and numeracy at home by encouraging your child to read, practice math problems and engage in real world activities that develop these skills. By working together, we can help our students become confident, independent learners who are prepared for personal and academic success.

We urge you to partner with us in promoting literacy and numeracy at home and in school, to help our students reach their full potential. As we look ahead to another year full of exciting learning opportunities and growth for our students. We look forward to working with all of you to ensure that our school continues to be a place where students can achieve their full potential and feel welcomed and cared for.

Susan Sellan-Principal

Angela Bain – Assistant Principal

## School Profile

<p><b>Principal:</b> Susan Sellan</p> <p><b>Assistant Principal(s):</b> Angela Bain</p> <p><b>Website:</b> mclayton@rockyview.ab.ca</p>	<p><b>Vision/Purpose/Beliefs:</b> Muriel Clayton Clippers are a diverse group of individuals. We journey together to create a safe place. We collaborate and take risks to reach new horizons. We embrace challenges to explore authentic ways of learning. Through it all, we come together to find our voices, build connections, and set sail towards our future, knowing we were part of something bigger than ourselves.</p>
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**Total Number of Students:** 693

**Grades Served:** 5-8

**Total Number of:**

- Classroom Teachers: 26
- Learning Support Teacher(s): 2
- Learning Assistant(s): 6
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 3

## School Diversity Profile

As with all Rocky View Schools, reflects a rich and diverse learning community.

Notably, 5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 15 per cent of our school population. The most common first languages for these students are Urdu and

As an inclusive school, we welcome 8 per cent of our students who have significant learning needs.

Classroom environments and teaching practice which support collaboration for teachers and students. We have specialized teaching spaces for Foods, Construction, Ceramics, Art, and Band. These spaces allow for a wide variety of complementary courses to be offered. We view ourselves as part of a broader community and work to build relationships with the communities directly boarding the school as well as with the wider community of Airdrie. We offer an excellent Fine Arts program that includes Band, Choir, as well as Drama. We offer a breakfast program that supplies breakfast for approximately 50 students/day

## Student Feedback from Spring 2023

### What do students think are some things that are going well?

- Teachers Care about them at MCMS
- Choices for Options
- Recess where every grade goes outside together
- Participating with others
- DPA
- "Flexibility of work periods
- Homeroom
- Breakfast Club
- Sports

### What do students think could be worked on or improved?

- Being Kind to each other
- More Options
- Robotics
- Coding
- Career choice option
- Forensics
- More combined classes
- Citizenship
- Bathrooms Need Fixing
- Access to Mental Health Supports

## Parent Feedback from Spring 2023

### What do parents think are some things that are going well?

- The school is working towards building a stronger school community.
- Options and the choice of options
- More community events available now
- Communication from teachers to parents

### What do parents think could be worked on or improved?

- Student Engagement in Learning
- Access to Supports when student needs them
- Student Citizenship

## RVS Four-Year Plan Survey Results

**What does the survey indicate is going well?**

- **Parents are happy with the quality of education their child is receiving**
- **Students feel that teachers care about them at the school**
- **Students are learning what they need to be successful**

**What does the survey indicate could be worked on or improved?**

- **Teachers feel the quality of education needs improvement**
- **Access to support for student when needed**
- **Students need to understand how they are learning best**

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	14.5%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	80%
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	N/A
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	23%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	89%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	98%

What does this data tell us is going well?

- Students like to come to school
- Students want to be on our building
- Students have good relationship with our staff

What does this data tell us could be improved or worked on?

- Reading Score
- Math and Numeracy

# Alberta Education Assurance Measure Results

Assurance Domain	Measure	Muriel Clayton Middle 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
Student Growth and Achievement	Student Learning Engagement	75.3	75.4	75.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	55.2	70.7	71.7	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	67.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	12.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	78.9	79.0	81.5	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.6	79.7	79.7	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	68.7	68.5	68.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	64.7	63.8	66.6	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

## What does our data indicate is going well?

- Students have good relationship with their teacher
- Parents feel the quality of education is meeting the child's needs
- Students feel that the citizenship of the school has been maintained
- The students and parents agree that the teaching of the program of studies is relevant and engaging

## What does our data tell us could be improved on?

- Continue to work on a welcoming caring and respectful learning environment
- Continue to work at improving the quality of education in our building
- Continue to work on engaging parents as partners in their child's education
- Building the citizenship in our school community

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

### How Might We: Create student centered practices in literacy and numeracy to increase student growth and engagement

**School Goal 1:** 25% of teachers will redesign their literacy blocks to meet the needs of the students in their class.

#### Data that informed this goal:

Fountas and Pinnell Data – 20% of students not read at or above grade level

Words Their Way Data

Rocky View Satisfaction Survey – 16% of parents feel their child cannot express themselves through writing. 8 % of parents feel their child cannot learn by reading

Assurance Survey - 30% of teacher on not satisfied with the quality of education in the building

Class Reviews -

**Connection to the practice guide(s):** P. 5 Instruction and Assessment Practice Guide - Growth Mindset. We are all learners. We accept responsibility for the education of our community by embracing diversity and differences and promoting equal academic, social, and learning opportunities for all.

Designing Learning P. 7 – Meet students where they are and support them in the journey to where they need to go and want to be.

P. 9 Assessment – Teacher will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills, and attitudes

P.12 of Professional Practice Guide – Key Approaches to Professional Learning – The role of the teacher with the design process is to be a reflective practitioner and researcher who works individually and in collaboration with other toward the ultimate goal of optimizing student learning

P. Inclusive Education Practice Guide – How are Student's Diverse Needs Met – Students are in classrooms with their similar –aged peers and access social and academic learning that has been designed based on classroom community strengths, talents, and student learning preferences.

#### Strategies:

- Redesigning our Literacy Blocks Words Their Way Programming
- Word Study
- Book Clubs
- Accessing Divisional Supports

<ul style="list-style-type: none"> <li>• Vocabulary Teaching Across All Curricular areas</li> <li>• Direct Instruction of Reading Comprehension Strategies Across all Grade Levels</li> <li>• Using Mentor Texts</li> <li>• Targeted Intervention</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Words their Way Assessment</li> <li>• Increase in Student Engagement Portion of the Alberta Assurance Survey</li> <li>• Increase in Quality of Education Portion of the Alberta Assurance Survey (Teachers)</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Increase Communication with Teachers Regarding Student Achievement.</li> <li>• Regular Checki-ins on PowerSchool</li> <li>• Regular Check-ins on Google Classroom</li> <li>• Being Aware and Looking at MrBluePrint</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• We currently have 5 teachers implementing Book Clubs into their practice.</li> <li>• We have 4 teachers currently taking the Penny Kittle professional learning series and implementing new learning into their practice</li> <li>• We have experienced teachers volunteering in newer teachers' classrooms to model sound pedagogical practices in relation to literacy work.</li> <li>• Teachers are starting to use vertical learning surfaces to engage students in numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• Our school completed a 4-week learning cycle with learning specialists David Moore and Jane Roberts.</li> <li>• Our school had 20/24 teachers who voluntarily signed up for a full day of planning with the learning specialist team.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers had specialists' book into classrooms after the planning days to model and coach new learning strategies that were planned during their time together.</li> <li>Our admin team has observed implementation of book clubs, word work, vertical learning, and content specific vocabulary work in many different classrooms.</li> <li>We had learning specialists come to our March 11<sup>th</sup> PL day and present on morphology and content specific vocabulary teaching practices for each teacher.</li> <li>Josh Lafleur is working with our beginning teachers on English as an Additional Language teaching strategies every few weeks. He spends time in classrooms modelling and coaching. As well, teachers are given embedded time to work with Josh one on one.</li> </ul>	
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**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

<b>School Goal 2: 50% of students</b> will improve their overall attitude/confidence in math.
<p><b>Data that informed this goal:</b></p> <p><b>Spring</b> Mipi Results – 80 % of students are performing below grade level in math</p> <p>Teacher Feedback - Assurance Survey - 30% of teacher on not satisfied with the quality of education in the building</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Designing Learning Instruction and Assessment Practice Guide P.7, Universal Design for Learning (UDL): Intentionally planning learning around the student, considering where each is on their learning journey, is critical for success. For details about UDL, visit UDL Guidelines.</p> <p>Assessment P. 9- Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate</p>

their knowledge, skills and attitudes pertaining to expected outcomes. Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation, and product to assess learning

Professional Practice Guide P. 12 – Key Approaches to Professional Learning - The role of the school administrator is to provide leadership and direction by connecting the inquiry of the school community with division and provincial priorities through intentional and coordinated professional learning structures. The role of the teacher within the design process is to be a reflective practitioner and researcher who works individually and in collaboration with others toward the ultimate goal of optimizing student learning through research-based practices.

Inclusive Education Practice Guide, P.12, - A Multi-Tiered System of Supports (MTSS) is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem- solving and decision making is practiced across the universal, targeted, and intensive tiers for supporting all students.

**Strategies:**

- RVS Numeracy Toolkits
- Numeracy Committee Work
- Divisional Staff Support
- Redesigning Numeracy Block to Increase or Add Time Spent on Math Fluency and Problem Solving
- Diversity in Formative and Summative Assessment Strategies
- Project Based Learning in Math

**Measures:**

- **Math attitude survey given at the beginning and end of each year**

**Parents can:**

- Increase Communication with Teachers Regarding Student Achievement.
- Regular Checki-ins on PowerSchool
- Regular Check-ins on Google Classroom
- Being Aware and Looking at MrBluePrint

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Teachers have met to discuss restructuring their math block and incorporating more fluency and problem-solving activities in math</li> <li>• Teacher will research and test a variety of fluency strategies in their classroom and report back to our numeracy committee</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Our school completed a 4-week learning cycle with learning specialists David Moore and Jane Roberts.</li> <li>• Our school had 20/24 teachers who voluntarily signed up for a full day of planning with the learning specialist team.</li> <li>• Teachers had specialists' book into classrooms after the planning days to model and coach new learning strategies that were planned during their time together.</li> <li>• To support the work on Building Thinking Classrooms, we purchased the "Open Questions for Rich Math Lessons" resources and teachers have been coached and had modelled how to use it.</li> <li>• To support math intervention work in a classroom setting, we purchased the resource "Mathematics Learning Progression" so teachers can provide informed math intervention based on where the student is at with the concept they are struggling with.</li> <li>• We had learning specialists come to our March 11<sup>th</sup> PL day and present on morphology and content specific vocabulary teaching practices for each teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
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## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

### How Might We: Respectfully and authentically infuse Indigenous ways of knowing throughout the school community

<b>School Goal 1:</b> The number of teachers infusing Indigenous ways of knowing in their ELA (English Language Arts) and Math lesson increases by 50%		
<b>Data that informed this goal:</b> Rocky View Satisfaction Survey Feedback from Teachers		
<b>Connection to the practice guide(s)P</b> P.4 of Instruction and Assessment Guide- Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment. Educators are responsible to apply Foundational Knowledge of First Nations, Métis, and Inuit into their instructional design to support the learning experience of all students.		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Redesigning Numeracy and Literacy blocks to incorporate Indigenous ways of knowing</li> <li>• Indigenous connections committee will reach out to RVS Indigenous Specialist with the purpose of providing information and guidance to our staff</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• RVS satisfaction Survey Results</li> <li>• Increased conversation with our RVS Indigenous specialists</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Attend special event based around Indigenous celebrations and days of acknowledgment</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Director of Indigenous Learning Branch attended our PL (Professional Learning) day in November to share knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

	<p>and understanding around Indigenizing classroom practices.</p> <ul style="list-style-type: none"> <li>• At each staff meeting, we will model a decolonized practice (sitting in circle, de-centralizing conversation, getting staff input on decisions, less 'sit and get')</li> <li>• Teachers with strong decolonized practices are inviting other staff in to see the practices in action.</li> <li>• Our Indigenous Committee is continuing work to education our staff.</li> <li>• Jeff Horvath will be invited to attend committee meetings to support the work we are doing.</li> </ul>	
<b>March 15</b>	<ul style="list-style-type: none"> <li>• We had a member of the Indigenous Connections learning team attend our March 11<sup>th</sup> PL day and make connections between the professional learning and how it is a way to support Indigenous pedagogy.</li> <li>• We had the Director of Indigenous Learning attend our November PL day and she worked with staff on Indigenizing practice in the classroom and sharing knowledge and learning and privilege.</li> <li>• Admin continue to attend the Indigenous Inclusion Council meetings and the Indigenous Foundational Knowledge Cohort and bring learning back to committee.</li> <li>• Jeff Horvath will continue to be invited to our Indigenous Committee meetings.</li> <li>• We will be inviting a member from the Indigenous Learning Branch to join us for a PL Day in April to continue work with our staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure our year so that we are engaging in more school wide activities that promote and champion Indigenous ways of knowing and connections to our community.</li> </ul>

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

### How Might We: Use PBIS strategies and framework to support the development of Our Inclusive Learning Environment

<b>School Goal 1:</b> We will develop and implement our tier 1 Universal strategies school wide along with school-wide expectations by June 2024
<b>Data that informed this goal:</b> Tiered Fidelity Inventory
<b>Connection to the practice guide(s):</b> <p>P. 13-15 of the Inclusive Practice Guide- Positive Behavioural Interventions and Supports (PBIS) is an evidence- based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.</p>
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Implementing Universal Strategies</li> <li>• Implementing Signage and Visuals School Wide</li> <li>• Implementing Positive Reinforcement Initiative</li> <li>• Tracking Office Referrals</li> <li>• PBIS Committee Work</li> <li>• Attend PBIS Conference</li> </ul>
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Tiered Fidelity Inventory</li> <li>• Office Referrals</li> <li>• Suspensions</li> <li>• Attendance Data</li> </ul>

<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Join PBIS Committee</li> <li>• Bring Concerns directly to the school</li> <li>• Read All School Communication</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• We have formed our PBIS committee and are meeting once a month</li> <li>• Matrix has been created and has been shared with staff and parents for feedback</li> <li>• Lesson plans are being created to teach the expectations of the matrix</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• The committee has finalized the matrix and has it in all locations around the school</li> <li>• We have created different lesson plans to address the matrix</li> <li>• The committee created a survey, and teachers had their students complete the survey, which was to collect feedback on each section of the matrix</li> <li>• Jen Raitz is working with our committee on a monthly basis to move forward on goals</li> </ul>	<ul style="list-style-type: none"> <li>• We are attempting to ensure that the work is more teacher, staff, student, and family driven by getting feedback from all stakeholders.</li> </ul>

## School Council Review

### Presentation of School Education Plan

**School council comments:**

- Parent council feedback around PBIS is they liked this model and were glad to see the positive steps the school was taking in implementing this program.
- Parents were interested in the committee work we were doing to support our School Education Plan goals and keep teachers up to date with current practices.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of School**

**Principal signature on behalf of students and teachers at School**