

# **CHESTERMERE LAKE MIDDLE SCHOOL**

**2015 - 2019 School Education Plan**

**May 2018**

**Year Four**



## MESSAGE FROM SCHOOL ADMINISTRATION

At the start of the 2017-18 school year, before any students even walked through the door, we asked our staff, “*Who are we? What are we about? What drives us?*” With a new administration team in place, we had an opportunity to engage in discussion and exploration through a new set of eyes. As we talked and shared, it became clear that Chestermere Lake Middle School is about growing; socially, emotionally, and academically. It also became clear that this focus on growth included three critical elements: students, staff, and our community. We recognized that it starts with us, and what we bring to the table; our ability to engage, create, and celebrate as we grow together.

In support of Rocky View Schools’ vision to ensure students are literate and numerate and are building 21st C competencies, we know the importance of building the capacity of those that are in direct contact with students every day in classrooms; our teachers and our support staff. It is our aim to build strong collaborative teams within our building, where individuals work together to create and maintain the strongest learning environments possible for our students. Teachers, through open communication and research-based practice, learn with each other to improve learning for our all of our students (and ourselves). It is through this focused collaboration that we believe we can have the greatest impact not only on student academic learning, but on resiliency and empathy, two key pre-conditions for learning.

We are excited to move forward as a learning community to bring a strong, well-rounded education to our students; to reach our vision of *growing socially, emotionally, and academically by engaging, creating, and celebrating.*

Mr. Scott Woodward, Principal & Mr. John-Mark Crane, Assistant Principal

## **SCHOOL PROFILE**

### **School Name:**

Principal: Mr. Scott Woodward

Address: 128 West Lakeview Drive

Phone: 403-273-1343

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### **School Profile:**

Grade Configuration: 6-9

Student Population: 630

No. of Teachers: 30

No. of Support Staff: 11

### **Unique Features of our school include:**

- *Integration of strong cross-curricular learning with career & technology foundation courses*
- *Diverse student population that embraces all learners*
- *Award winning band program*

### **Quote from Parent Advocate**

*"Both of my children have attended Chestermere Lake Middle School over the last 6 years. Even though there may have been changes through the years, the thing that has never changed is the friendly and welcoming Teachers and Administration. I've always been made to feel that I'm appreciated for the volunteer time I give. As well, any concerns I may have in regards to my children are always met with sincerity and integrity."*

V.C

## RECENT ACHIEVEMENTS

Over the course of the 2017-18 school year, Chestermere Lake Middle School has had much to celebrate as we embarked on a new learning journey under new administration.

Utilizing Classroom Improvement Funding provided by Alberta Education, a staff committee was formed that looked at areas of need. Identifying that increased social and mental health supports were necessary to meet the needs of our students, we were able to hire a second Child Development Advisor. This role is important in providing our students another key contact within the building that students could access and get support with their social, emotional, and mental health needs. Building strong relationships with our students, to help them feel connected to the school, is critical to success and this position has helped us do that.

Creating engaging and current learning opportunities continues to be an area of successful development at CLMS. Assisted by a strong School Council, we were able to purchase technology that has allowed us to begin to develop a coding/robotics program. Coding has been identified as an important skill in preparing students for the future economy, while teaching problem solving skills. Teachers are learning alongside students as they develop these courses. Other Career and Technology Foundation courses continue to evolve and grow, including band (our grade 8/9 band won gold in this year's National Competition in Toronto!), sewing, wood shop, digital photography, guitar, digital music production, myth-busting, rocketry, augmented reality, foods, passion projects, student leadership, and enterprise & innovation (to name a few). Real life skills are being discovered and applied; in our Marketplace class, students have been creating an in-school marketplace based on products they are designing and creating all

on their own. These include t-shirts, mugs, jewelry and so much more! To see students engage and create in these ways is a rewarding experience!

Connecting our students with the outside community has been evident in our efforts to bring more families online with the use of digital tools such as PowerSchool. "Parent Technology" seminars, with ongoing support from our staff, provides flexible opportunities for our parent community to learn how to access real time information on student learning.

Classes engage speakers, such as astronaut Robert Thirsk, to bring the 'real world' into learning (there have been several speakers brought in by various teachers). In addition, opportunities to explore learning outside our walls, such as visits to local businesses for our Business Basics class, building futures, Camp Chief Hector, and more enriches the experiences for our students.

Finally, our learning support team has worked tirelessly to provide support to students who require it, utilizing real life skills that has seen them learn life skills, as they prepare and serve meals to staff in a catering-style setup. They do it all, from taking orders, preparing meals, serving, and financial tracking.

There is much to celebrate at CLMS!

## **PRIORITY AREAS OF FOCUS**

### *Students are Supported*

We know that the cornerstone of learning is 'readiness to learn'. This past school year, we were able to utilize Classroom Improvement Funding from Alberta Education to hire a second Child Development Advisor, as the staff recognized the need to provide greater support for our students who may struggle with social/emotional concerns. It has become evident, through the regular access of this person, that there is a need to continue to find support for all of our students, but especially our complex learners and those in need of social/emotional support. To this end, CLMS will also pursue the development of a school-wide approach to building skills in our students through the work by Dr. Ross Greene on Collaborative and Proactive Solutions.

### *Students are Successful*

Numeracy and literacy achievement will continue to be an area of focus for our school. Students continue to struggle with academic outcomes, particularly in numeracy. Common numeracy and literacy blocks across grade levels, as well as focused collaborative time for teaching teams, will be built into the timetable in order to plan together approaches and strategies that will be most effective. This structure will also allow us to provide greater regular support through our Learning Support Team.

Assessment of student learning and communication of student learning are two other key elements that will be of focus for the coming school year. While we have many strong pieces of assessment in our school, the development of a common portfolio through myBlueprint will provide a platform through which we can teach metacognitive skills with students, as they learn to take increased ownership of their learning.

### *Students are Engaged*

Our teachers have worked hard over the last couple of years to utilize design thinking to create cross-curricular lesson opportunities and this will continue to evolve. Ensuring students are engaged in courses that are of interest to them, and that provide them with the skills needed for future employment, is important to us. Engaging our community in meaningful ways will help enhance programming for our students. By inviting local speakers and experts into our building, taking students off-site for community projects, and celebrations of learning that makes learning visible for everyone will further deepen student learning connections.

## GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.</li> <li>▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schedule common literacy and common numeracy instructional blocks at grade level to allow for greater response to student need and instruction</li> <li>▪ Schedule common teacher planning time based on shared students and subject area</li> <li>▪ Schedule targeted intervention blocks based on student need with push-in support as much as possible</li> </ul>
Learners build 21 <sup>st</sup> C competencies (skills and knowledge).	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</li> <li>▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending)</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21<sup>st</sup> C competencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop lessons based on Design Thinking</li> <li>▪ Implement cross-curricular planning to enhance CTF curriculum</li> <li>▪ Continue to increase staff capacity to design and implement lessons that are innovative and inquiry based</li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.</li> <li>▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement myBlueprint for student portfolio development across all grade levels to encourage reflective and purposeful connection of learning artifacts to life-long learning</li> <li>▪ Review assessment practices based on current research and provide professional learning to develop practice</li> <li>▪ Provide parent sessions to assist parents in the use of electronic platforms (Website, Google Classroom and Power School)</li> <li>▪ Provide administrative support for teacher conferences and development</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning.</li> <li>▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to increase staff capacity to design and implement lessons that are authentic and inquiry based</li> <li>▪ Provide professional learning to reinforce design thinking, cross-curricular planning and project-based learning opportunities for students</li> <li>▪ Continue to explore newer courses that integrate new technology needs, such as coding and Augmented Reality</li> </ul>
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> <li>• (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.</li> <li>• (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build teacher teams designed to collaborate on student learning and teaching, with time embedded in the day</li> <li>▪ Collaborate through grade level meetings, staff meetings, learning support meetings, and use SOSQ survey data to identify and support students at risk</li> <li>▪ Explore the Collaborative and Proactive Solution approach to working with students</li> </ul>
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use electronic parent surveys at parent night to capture more timely data about the work occurring on campus</li> <li>▪ Work with School Council to increase involvement and partnerships in the community</li> <li>▪ Implement community events (Pancake breakfast,) to bring parents and the community together</li> <li>▪ Utilize guest speakers and experts in different fields to speak and work with our students</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL: LEARNERS ARE SUPPORTED.

<b>Outcome</b>	<b>RVS Performance Measure</b>	<b>Strategies</b>
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"><li>▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li><li>▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.</li></ul>	<ul style="list-style-type: none"><li>▪ <i>Explore the Collaborative and Proactive Solution approach to working with students</i></li><li>▪ <i>Celebrate our values and success in the classroom and at the grade and school level</i></li><li>▪ <i>Collaborate and communicate between home-school and school staff to connect students to necessary supports</i></li></ul>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"><li>▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li><li>▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.</li><li>▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.</li></ul>	<ul style="list-style-type: none"><li>▪ <i>Develop individualized and specialized programing and technology to remove barriers to learning</i></li><li>▪ <i>Explore different mode of instruction delivery to meet student needs (ie: blended programming)</i></li><li>▪ <i>Weekly learning support team meetings to address emerging and complex issues arising with students</i></li><li>▪ <i>Collaborate with divisional personnel, including psychologists , family- school-liaison, learning specialists, and diversity coaches, to best support the needs of our students</i></li></ul>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"><li>▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.</li></ul>	<ul style="list-style-type: none"><li>▪ <i>Engage students in conversations about what matters to them in their education (garner greater opportunity for student voice)</i></li><li>▪ <i>Continue to develop lessons where students have a choice in the content and representation of their learning</i></li><li>▪ <i>Develop CTF courses, with student choice at the grade 8 and 9 levels</i></li></ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

**PROFESSIONAL LEARNING INQUIRY**

**Goal:**

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

**RVS Essential Question:**

*In the pursuit of best serving students’ learning needs, how might the school help staff become self-directed, lifelong learners?*

**School Based Essential Question:**

*How can we be better positioned to address the social/emotional/mental health and academic needs of our students in a timely and sustainable manner?*

**SCHOOL BUNDLE ROLL-OUT**

**SchoolBundle Roll-out**

Administrator Debriefing	▪ March 15		
Public Website Development	▪ March 11-12	▪ Edgar Rojas; Tracy Bell	
SGF Centralization and Ecommerce Development	▪ March 13-14	▪ Barb Wills (Secretary III); Maryse Pellerin (Secretary II)	
Staff Web Portal Introduction	▪ March 27	▪ 3:00 pm	
Onsite Support	▪ April 3	▪ 22	

## BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	2 928 804.00	2 949 173.00	3 001 188.00
Support Staff	473 103.00	484 597.00	573 544.00
Services & Supplies	134 836.00	189 398.00	106 612.00
Other	0	0	0
Contingency	40 000.00	0	3512.00
<b>TOTAL EXPENDITURES</b>	<b>3 576 743.00</b>	<b>3 623 168.00</b>	<b>3 747 164.00</b>

**2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM**

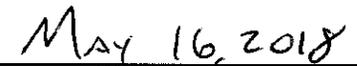
Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

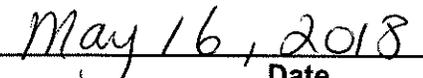
	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	Nov-17/MAY - 2018
School Council	<input checked="" type="checkbox"/>	MAY 16, 2018

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

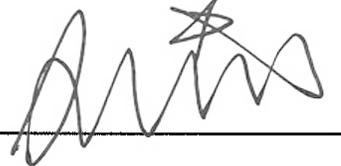
  
\_\_\_\_\_  
Principal Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
School Council Chair Signature

  
\_\_\_\_\_  
Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.

  
\_\_\_\_\_  
Superintendent of Schools

July 6, 2018  
\_\_\_\_\_  
Date