

SPRINGBANK MIDDLE SCHOOL

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st century competencies, this year our school embraced the Rocky View Schools (RVS) literacy framework, invested significantly in the implementation of our MakerSpace and other STEM opportunities and were able to finally realize the transformation of our library space into a 21st century collaborative learning space. In addition, we undertook a number of different processes to get feedback from stakeholders in order to help ensure we are meeting our students', parents' and staff needs

Our staff welcomed the introduction of the RVS literacy framework. We began the year with some PL on the framework, with the support of an RVS literacy specialist as well as our literacy coaches. We identified 3 coaches to assist in the implementation of the framework, with one from our French Immersion stream, one with a math/science background and one with a humanities perspective. The introduction of a couple of research-based pre-reading strategies kicked off our work on this important aspect of our practice. Our literacy coaches embraced the opportunity to work with their colleagues on implementing some of the recommended literacy strategies. We began our work with the goal of developing greater consistency amongst teachers in terms of some of the literacy practices we use and we have made good progress toward that goal. We had 2 teachers trained on Writers Workshop and have implemented the program in their classrooms. This is an aspect of our work that we are looking to expand in the coming years. In keeping with the literacy across all disciplines aspect of the RVS framework, we sent all of our staff to a half-day PL session with Dr. Joe Stouffer, with our learning coaches attending the follow-up day with him.

Another aspect of our school where we took a significant step forward in terms of 21st century learning involved physical transformations of some of our spaces. After a couple of years of planning, it was this year that we realized the transformation of our library into a learning commons. We very much appreciated the help and guidance of Rocky View Schools in making our vision a reality, with a space that now invites a wider variety of uses. We have already seen the shift in behaviour from a situation where the library was, in reality just another classroom space to one where a number of different combinations of students and teachers are using the space in a variety of ways that are more collaborative and invite new ways of thinking about our work. The changes also required a wholesale re-evaluation of our library collection and the types of print resources we are providing to students. We are looking forward to the next phase of this transformation, including new lighting, flooring and a glass-walled collaborative space where teachers, parents and groups of students can work but still be visible. We also introduced more flexible seating and work spaces into our grade 5 and 6 classrooms to promote the opportunity for more active student collaboration and engagement. We even modified our main office with new work stations so the space is even more inviting for parents and guests and includes a collaborative space for staff.

In addition to the transformation in our learning commons we also invested in the implementation of a MakerSpace. The intent was to promote and foster collaboration, creativity and innovation by inviting students to tinker and create. Two of our teachers were trained and made multiple site visits to see what other schools have done in creating a MakerSpace. They brought back ideas on the materials we need, how to organize and account for all of the resources, and the types of challenges we can bring to our students. As an option class, our Maker Challenge was very popular with the students, to the point where we assigned 2 teachers to provide different sections of the course. In the future, we will look to expand our MakerSpace to make it available to more teachers. In addition to the Maker Challenge and MakerSpace we offered robotics options, which were also very popular. We will look to expand the availability of these sorts of STEM courses and to include opportunities for all of our students, regardless of what grade they are in.

Communication as a 21st century competency is one that we have focused on throughout the year. We have taken a number of steps to advance communication with stakeholders. Feedback from School Council suggested more timely communication out to parents from the school. The Springbank Monitor was born from this and is a weekly email pushed out to all parents from school administration. The formation of a Student Advisory group began this year. The group of students were selected from self and teacher nominations with representation across the grades and language tracks. In keeping with more timely communication and feedback from members, staff meetings were changed to bi-weekly. We will continue to find ways to ensure stakeholder communication is timely and effective.

SCHOOL PROFILE

School Name:

Principal: Darrell Lonsberry
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School Profile:

Grade Configuration: 5 to 8
Student Population: 530
No. of Teachers: 25
No. of Support Staff: 17, plus 4 caretaking staff

Unique Features of our school include:

- Dual track school
- Strong extracurricular focus, with multiple field trips at every grade
- Strong fine arts programs at every grade
- Focus on philanthropy and fundraising to support community initiatives and events
- Strong community focus, very involved and supportive families
- Diverse CTF course offerings, including Design Studies, Cosmetology, Photography, Robotics, Foods, etc.
- One-to-one technology at grades 7 and 8

RECENT ACHIEVEMENTS

This past year saw many accomplishments and achievements. Our students continue to shine in a number of areas, from fine arts to sports to philanthropy and community involvement. Some of these accomplishments were provided in last year's education plan, but are included again as a statement of the priorities of our school community and the legacy of certain activities important to our school.

Our Fine Arts and Athletics departments continue to produce exceptional achievements through Band performances, Drama Productions, Public Art Displays and Athletic competitions. Our school participated in the inaugural RVS Battle of the Books with 6 of our 14 school teams competing division wide. While our students typically do very well in competitions, we have been even more proud of the positive way they represent themselves and SMS than we are of where they finish.

Springbank is a community focused on supporting others. We continue to see an appetite for fundraising and donating in order to benefit others. We held our Adopt-a-Family campaign again this past winter and our students exceeded all expectations once again. We raised over \$11,000 that was used to purchase basic necessities as well as a few holidays gifts for the 3 RVS families that we paired with. The Change Makers Club organized and hosted a pancake breakfast to thank the bus drivers for all they do to get the students safely to and from school, we hosted a food bank drive during the winter holiday season and one of our students took it upon herself to do a fundraiser for the Alberta Childrens Hospital.

Our grade 7 students fostered intergenerational relationships this year with grade 1 Elbow Valley Elementary students and Seniors from the Lodge at Valley Ridge. Stories were collected from the Seniors,

written by our grade 7's and illustrated by their grade 1 reading buddies with a culminating celebration of all participants at the Lodge. Our grade 6 students put on a play at the Bow Crest Care Centre for their residents. Every grade was involved in a public celebration of learning as part of our effort to invite parents and members of the public into the learning process. Each grade team decided on a particular focus for their celebration: Grade 5's – Parade of Floats & Poetry Display; 6's – Invent an Alien; 7's – Canadian Historical Museum Walk; 8's – Building an Empire.

As part of supporting all students to be successful in our building, Universal Learning Environements were re-examined. Flexible learning furniture was placed in grade 5 classrooms and the Learning Commons and the Learning Hub was created and staffed. The Hub has started to become an environment where all students can access what they need. Learning support students work elbow to elbow with typical students and assistants; learning together and building relationships.

In keeping with having students make meaningful relationships our school offered many ways for students and staff to connect. Library, Construction, Chess, and Yearbook clubs and the Home Alone and Babysitting Certification programs were a few of the popular lunchtime connection points offered for students. Students connected with each other through courses such as Teen Wellness, Healthy Relationships, the Skin You Are In and the Stress-less group. Students felt supported and engaged in school and community initiatives and activities. Feedback from the Student Advisory group encouraged the continuation and possible expansion of the in-school Peer Mentoring program.

PRIORITY AREAS OF FOCUS

We will continue to focus on the 3 pillars of our School Success Plan: Relationships, authentic learning and leadership. The plan was developed during the 2017-18 school year and we are in the midst of its ongoing implementation.

Relationships (CARE)

As was identified in last year's education plan, focusing on relationships and building new energy into the old SMS motto of C.A.R.E. (considerate, accountable, resilient and empathetic) remains the top priority. While there is certainly a healthy culture at the school, more could and will be done to re-instill CARE into our daily language and operations. We have taken steps to provide for a more student focused transition from grade 4 to 5 and will continue to build on our peer mentoring program and the partnerships that some of our teachers have created with teachers and students at Elbow Valley Elementary.

We will continue to focus on communication as an integral part of maintaining relationships with parents and the greater school community. In our consultation with parents and the School Council there is recognition and appreciation of some of the steps we have taken in 2017-18, in particular sending out the Springbank Middle Monitor, a weekly email to parents updating them on things specific to SMS. We are looking forward to the adoption of the new web portals in 2018-19, providing a more consistent means by which teachers can communicate with parents.

Authentic Learning

One theme that arose in consultation with all stakeholders was the need to continue the dialogue about digital citizenship and appropriate usage of technology. More than just monitoring usage and limiting inappropriate access, we will continue to seek more authentic ways to utilize technology in teaching and learning. For

example, providing more access to coding and robotics classes and clubs, expanding access to our Maker Space, and finding a more consistent digital platform for student portfolios. Parents and staff, in particular, identified this as a priority during our consultations. Outdoor education and field studies are another priority area in terms of authentic learning. Consultations with students and parents highlighted these types of authentic learning experiences as important to the type of learning environment they would like to see.

Continuing to offer CTF courses that are responsive to teacher and student interests is important. More than this, we will look to continue to build in more options, clubs and activities that promote STEM and 21st century learning competencies. Expanding access to our Maker Space and Maker Challenges may be part of this increasing focus.

Leadership

The student voice rings loud and clear in this regard. Students appreciate the opportunities they have been provided to discover and develop their leadership potential and they want more. We will continue to offer, and hopefully expand our peer mentoring program, and the Student Advisory Group. Feedback was consistent, that these leadership opportunities in particular are very much appreciated and valued.

We will continue to provide leadership opportunities for staff, including the appointment of learning coaches, taking a more deliberate approach to working with people interested in administrative leadership, providing opportunities for committee work and shared decision-making processes such as the Professional Learning Committee, and more.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> ▪ Continue to provide the support of Learning Coaches to assist in implementation of RVS Literacy Framework. ▪ Promote Writers Workshop for teachers who are interested in pursuing this program, with the goal of having all teachers trained.
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Facilitate teaching teams working with RVS Learning Specialists to design authentic work ▪ Every grade team will host at least one celebration of learning to recognize students and their work ▪ Implement a consistent format for student portfolios
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ Every grade team will host at least one celebration of learning to recognize students and their work ▪ Implement a consistent format for student portfolios ▪ Facilitate teaching teams working with 21st c. learning specialists to design a project or unit reflecting the competencies (pillar: Authentic Learning) ▪ Promote student leadership development through Peer Mentoring, DPA Student Leaders, Change Makers, Leadership Option, and Student Advisory Group (pillar: Leadership)

(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"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Facilitate teaching teams working with 21st c. learning specialists to design a project or unit reflecting the competencies, then hosting a celebration of learning (pillar: Authentic Learning) ▪ Continue to offer a variety of field studies experiences linked to curriculum, including lead-up and follow-through activities to maximize the value of those off-site experiences
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (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. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Identify and support learning coaches to support teachers in implementation of literacy framework (pillar: Authentic Learning) ▪ Expand access to our Maker Space ▪ Support teachers in utilizing the Learning commons to facilitate greater collaboration amongst students
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Work with School Council (ideally with councils at EVE and SCHS) to offer a series of parent information sessions focused on topics responsive to parental demands (pillar: Relationships) ▪ Implementation of new web portals to facilitate more consistent communication (pillar: Relationships)

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

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (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. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> ▪ <i>Bi-weekly class meetings reflecting on and celebrating examples of students being Considerate, Accountable, Resilient, and Empathetic (pillar: Relationships)</i> ▪ <i>Monthly grade and/or school-wide meetings/assemblies focused on one or more elements of our CARE motto</i> ▪ <i>Expand Student Advisory Group that can provide input and feedback to improve the student experience at SMS</i>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ▪ <i>Shift the role of Learning Support Teacher to include a significant coaching role, where they work with teachers to develop greater capacity for tier 1 and 2 learning supports</i> ▪ <i>Continue to offer pull-out support for those students who require it; pull out is focused on skill and knowledge building</i>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ <i>Promote student leadership development through Peer Mentoring, Intramural Student Leaders, Change Makers, Leadership Option, and Student Advisory Group (pillar: Leadership)</i>

(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:

In what ways can we continue to evolve our practice in order to create CAREing, literate and numerate citizens?

Our teacher-based professional learning committee is mapping out our staff development plan next year, based on the essential question above and the themes that have been identified as priorities for PL.

SCHOOL BUNDLE ROLL-OUT

SchoolBundle Roll-out Plan

Administrator Debriefing	▪ Feb. 4		
Public Website Development	▪ Feb. 5 & 6	▪ Dirk Rotzal	▪ No sub required
SGF Centralization and Ecommerce Development	▪ Feb. 7 & 8	▪ Doreen Green (Sec. III), Susan Yaceyko (Sec. II)	
Staff Web Portal Introduction	▪ Feb. 27	▪ 3:30pm in Learning Commons	
Onsite Support	▪ Mar. 6	▪ Approximately 25 teachers require release time for training	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$2,466,760.00	\$2,515,512.00	\$2,516,521.00
Support Staff	\$568,022.00	\$671,876.00	\$619,967.00
Services & Supplies	\$128,268.00	\$100,761.00	\$91,065.00
Other	-	-	-
Contingency	\$78,089.00	\$35,992.00	\$25,000.00
TOTAL EXPENDITURES	\$3,163,050.00	\$3,288,149.00	\$3,227,553.00

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	√	May 18, 2018
School Council	√	May 2, 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.

May 25, 2018

Principal Signature

Date

May 24, 2018

School Council Chair Signature

Date

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

July 6, 2018

Superintendent of Schools

Date