

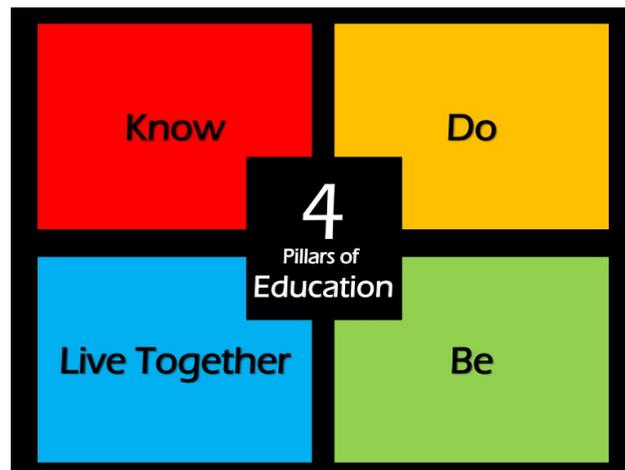


# École Airdrie Middle School

2015 - 2019 School Education Plan

May 2018

Year Four



**UNESCO - Learning the Treasure Within (1995)**

**We must be guided by the Utopian aim of steering the world towards greater mutual understanding, a greater sense of responsibility and greater solidarity, through acceptance of our spiritual and cultural differences. Education, by providing access to knowledge for all, has precisely this universal task of helping people to understand the world and to understand others.**

## MESSAGE FROM SCHOOL PRINCIPAL

In 2017/18, Ecole Airdrie Middle School undertook a major initiative to re-define our education plan to align with the four Pillars of UNESCO schools: Learning to Be, Learning to Do, Learning to Know, and Learning to Live Together.

We had been working toward attaining certification as a UNESCO school for the past seven years, and in 2016, we received our official accreditation. This milestone fueled a review of our existing ways of doing things through the UNESCO lens, and in doing so, we identified some outdated practices and we began to formulate some new goals.

Over the past number of years, EAMS has developed a positive school culture, a strong academic record, and vigorous service partnerships with our communities, both local and global. Our internal system for recognizing student citizenship, however, no longer aligned with the global philosophy emerging through our work. Our definition of student behaviors became much broader to encompass *learning behaviors*. In response, this past year, we worked in concert with students, parents and staff in developing a school-based understanding of how all of the four UNESCO Pillars would be embodied in our school and our community.

Desired student learning behaviors, aligned with the four Pillars, became known as the Falcon Values. We created a video entitled "What Does it Mean to Be a Falcon?". In this video we showed our wide variety of program offerings, opportunities for student leadership, and celebrations of academic success. (<https://youtu.be/Uvd-LbSwGWI>) From that point, we distilled sixteen behaviors or actions that we aligned under the four UNESCO pillars. We began a systematic recognition program where we promoted a sense of belonging through naming and awarding desired student actions that reflected acceptance, inclusion and effective learning behaviors.

Some traditional hallmark systems were deemed still valid. Academic Honor roll and Certificates of Achievement are still highly valued by our community, and they celebrate the pillar "Learning to Do". Also under this pillar, we find our initiatives in promoting literacy and numeracy, which are foundational to the student's future success. EAMS continued working on building foundations in Math at all levels, as well as building a consistent way of assessing student writing in both English and French.

To extend our repertoire of authentic learning activities, we expanded our options to include Recreational Leadership, Yoga, Agriculture, 3-D Printing, and Travel and Tourism. Students wrote the school newsletter through the iWrite option, and our Facebook page publicized real-time events and celebrations. As we are continually evolving in our options, we are currently planning a new small business option (Grade 7 kiosk), and exploring the possibility of partnering with Global Sport Academy to offer a hockey program to our Grade 8s in 2018/19.

C. Ziegler  
Principal, EAMS

## **SCHOOL PROFILE**

**School Name:** Ecole Airdrie Middle School

Principal: Cathy Ziegler

Address: 332 1st Ave. NE Airdrie

Phone:403-948-5969 Fax: 403-948-5869

Email: eams@rockyview.ab.ca

Website: <http://airdrie.rockyview.ab.ca>

**School Configuration:** 6-8 French Immersion/English Programs

Student Population: 445

No. of Teachers: 22

No. of Support Staff: 8

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

UNESCO school accreditation

French Immersion dual track middle school

Learning Commons, maker-space, video centre

PE includes use of our climbing wall, lifestyles lab, recreation pursuits, yoga

PODS technology school

Options at all grade levels

Creative arts include band, drama, art, choir

Full option facilities: woodshop, textiles and cooking lab, 3-D printing

Extra-curricular, co-curricular programs

Student leadership: Mentorship, Falcon Leaders, Community Matters

Service Projects at all levels; strong community links

New in 2018/19: Global Hockey Program for Grade 8s

### **Quotes from Parent Advocates**

“Fantastic and diverse school! Proud to have my children attend! The “learning” that is coming from these talented, educated teachers is absolutely incredible. So excited to see what the future brings for all the students!” (SC)

“ÉAMS is our child’s springboard into an exciting world of learning and growing. Each child has the chance to soar with new technologies being introduced at ÉAMS.” (KE)

## **RECENT ACHIEVEMENTS**

In 2017/18, EAMS confirmed our school's commitment to create a new school narrative aligned with the four Pillars of UNESCO. These pillars enclose academic pursuits, and the Alberta Education 'Competencies' of the 21st Century learner.

### **Learners are Successful (Learning to Know)**

Literacy and numeracy are foundational pieces that build future learnings. EAMS is working on a three-year improvement plan for literacy and numeracy. All subject long-range plans were developed with literacy and numeracy goals. This provided the cross-disciplinary support for language learning and mathematics beyond those two subject areas. We built a further bridge to our receiving high school, GMHS, wherein our teachers participated in a cross-disciplinary professional learning session in March. Included in the EAMS literacy plan is creating new novel studies, promoting authentic writing, and a school-wide consistent practice for assessing student writing. In numeracy we continued to build upon the use of Three Step lessons, work on differentiation and assessment in Math with Stacy Connolly and complex problem solving with Rosalind Carson, in conjunction with teachers at George McDougall High School and also in class sessions with individual teachers. Developing automatic fluency with recall of the basic facts also remained at the forefront of our numeracy focus.

### **Learners are successful (Learning to Be)**

In 2017/18, EAMS redesigned our Mentorship programs throughout the school. The guiding question in this re-envisioning was "What does it mean to be a Falcon?" We created a video that captured the many learning and leading opportunities in our school. We created, in collaboration with parents, students and staff, the Falcon Values. From there, we initiated a

recognition system to promote school-wide understanding and modeling of the Values.

This brought life to our focus on 'student belonging', which is essential to student success. Finally, all students participated in creating a video that answered the question of what it means to be a Falcon. That video was presented to the RVS Board of Trustees in May.

Tracking and improving school attendance was a priority. The school recognized those students who are regularly in class by posting their names on a bulletin board designed for that purpose. EAMS also took advantage of the attendance program from RVS, arranging for students to read with elementary students at both A.E. Bowers Elementary and Nose Creek Elementary, using gift cards as an extrinsic reward and speaking with a recruiter about the educational requirements for a military career.

### **Learners are engaged (Learning to Do)**

In addition to undertaking an in-depth revision of our literacy and numeracy programs, EAMS continually revises program offerings to ensure that our courses are fresh, dynamic and engaging for students. We have created or revised option courses such as 3D Printing, Agriculture, I-Write (publication in the 21st Century), African Drums, and have added CTF courses on Community Matters, Tourism, Sports leadership and Yoga. We are working on a partnership with Global Sports Academy to mount a hockey program in 2018/19 for Grade 8 students.

### **Learners are supported (Learning how to Live Together)**

Supporting learners in the 21st century means support within the curricular areas, and social/emotional support that clears the way so that academic learning can take place. In Mentorship classes, students

regularly review their role in cyber world: What does digital citizenship mean? Students are actively engaged in contributing to community service projects which re-affirm students' importance and competency in contributing to our local community. This is seen through projects such as World Vision, contributing to the ACH, and our long-term work with the Calgary Drop-In Centre. Students are further supported by the work of our Learning Support team in a flow-through facility we call the "Hub". In 2017/18, we also ran a school-wide Multicultural Fair to celebrate our ethnic diversity. Our CDA runs our GSA as well as many other small groups to support students' social and emotional well-being. We continue to identify the mental health supports that underpin student services.

## **PRIORITY AREAS OF FOCUS**

### **Learners are Successful (Learning to Know)**

In 2018/19, we will prepare our teachers to meet the emerging Alberta Education revised Teaching Quality Standards. One component that has been added to these standards, is knowledge of the First Nations Metis and Inuit history, culture and current experience. We will seek to develop a plan to enhance teacher knowledge and skills that is responsive to our community and to our province's direction in this area.

EAMS has been working for the past two years on strengthening our students' foundation skills in Math through testing of automatic recall of the math facts. Alberta Education has now released a new scope and sequence in Math. Our teachers will study that document and align with teaching practices. To approach numeracy with authentic tasks, EAMS will provide the opportunity for students to build business and financial acumen through running the Snack Shack out of the school kiosk. This course will be offered as a Grade 7 CTF optional program. Teachers will also be pursuing professional learning of mathematical thinking with Rosalind Carson as part of the PL plan.

To continue our work on literacy, EAMS teachers will continue to collaborate on school-wide practices of assessing student writing. This will occur each term. In addition, new novel studies will be refined, and a common approach to spelling will be developed. This work is an extension of the past two years' professional learning plan.

### **Learners are Successful (Learning to Be)**

In the coming year, EAMS will continue our promotion and recognition of the Falcon Values, extending this initiative over a complete school year. The Falcon Values will actively be discussed in class, both in Mentorship and in regular curriculum. We will have a response to the question posed

in our initial video "What Does it Mean to be a Falcon?"

### **Learners are Engaged (Learning to Do)**

EAMS has a wide variety of course offerings, designed to reach a high level of student engagement in many areas including technology, the arts, leisure pursuits and sports. A priority in the coming year will be to re-focus Grade 6 options to align with CTF. We will revise these course offerings, enhancing the inquiry and career connections, as well as creating a greater visibility of student learning and products.

### **Learners are Supported (Learning how to Live Together)**

EAMS has done significant work with the Student Orientation to School Questionnaire (SOS-Q) over the past five years. In the past year, the SOSQ results were also reviewed for our students who identified as First Nations students. The social-emotional wellness is analyzed, and where appropriate, an improvement plan is mounted to address areas in need. This work extends over the three years of the student's attendance at EAMS.

Late in 2018/19, EAMS is slated to implement the new RVS portal. Essentially, this is a communications tool. It has the potential to create 'one stop shopping' for parents where student information, financial transactions, grades, results and homework, coming events, transportation are all housed in one site. All staff will learn how to effectively use these new tools. This cohesive approach to communications should further support all learners, by making many systems transparent and accessible.



## 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>▪ <b>Strategies</b> <i>Teachers use the ABED Numeracy Scope and Sequence to guide the numeracy learning in their practice.</i></li>   <li><i>Numeracy learning includes addressing multiple cognitive levels: recalling, understanding, applying, analyzing, evaluating and creating.</i></li>   <li><i>Teachers will use the RVS reading assessment handbook to build skills in understanding the level of literacy, reading, for their students.</i></li>   <li><i>All teachers include literacy and numeracy goals to the content areas of their long-range plans</i></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>▪ <b>Strategies</b> <i>Students are recognized monthly for their contribution to the school community through the Falcon Values citizenship program</i></li>   <li><i>Students embody Falcon Values through participation in the citizenship program, student service projects, Changemakers, mentorship, and in the way they conduct themselves in every-day school tasks</i></li>   <li><i>Students reach out to the greater community through service projects, Changemakers, and CTF options.</i></li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10.</li> <li>▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18.</li> <li>▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship.</li> <li>▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10.</li> <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>▪ <b>Strategies</b> <i>Continue use of SOSQ to identify and support students &amp; FNMI students, to build a sense of belonging, community and resiliency.</i></li>   <li><i>Continue goal setting at interim parent, teacher, student interviews (fall)</i></li>   <li><i>Continue to develop a comprehensive student portfolio through 'blueprints' or other student-friendly platforms.</i></li>   <li><i>Teachers build understanding of the requirements of the new TQS, including the new FNMI requirements.</i></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>▪ <i>Strategies</i> Students are engaged in CTF options that offer connections to the greater community, are career focused and provide opportunities for inquiry and design.</li>   <li>Teachers provide learning opportunities that incorporate student choice through design, inquiry and project-based learning.</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>▪ <i>Strategies</i> A wide variety of CTF, Fine Arts, technical and sport options are offered to students.</li>   <li>CTF, technical and sport options are design and inquiry based, reach out to the greater community and provide links to the world of work.</li>   <li>CTF, Fine Arts, technical and sport options respond to current societal expectations through use of current teaching practice and technological devices.</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>▪ <i>Strategies</i> Parents have access to student progress through PS, teacher - parent communication, portfolios, interviews, events and open houses.</li>   <li>Parents and school staff learn how to effectively navigate the new RVS portal (school bundle)</li> </ul>

## 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>▪ <b>Strategies</b> <i>Students are recognized for their contribution to the school community through the Falcon Values Citizenship program.</i>  <i>Students are provided opportunities to learn about and evaluate their own involvement in the world of social media and cyber safety.</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>▪ <b>Strategies</b> <i>Students, parents and teachers share the quality of learning and student progress through the use of interviews, PS, the new RVS portal, portfolios, school social media such as YouTube, Facebook and Twitter, and direct communication. (email, phone, remind)</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>▪ <b>Strategies</b> <i>Students will have opportunities to guide their own learning through the use of design and inquiry projects, self-evaluate through the use of portfolios and choice of options.</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?*

**How will EAMS reach the goals of our 3-year literacy and numeracy improvement plans? (**

Draft plan:

Aug 29 - school based PL - literacy/numeracy across the curriculum - teachers include in long range plans, literacy and numeracy goals across the curriculum. Staff begin study of Alberta Ed 2017 math scope and sequence. Set assessment dates per term. Plan for three sessions with math presenter Rosalind Carson Plan for common writing assessments and spelling program.

Aug 30 - self-directed PL

Sept 24 - PL gender diversity

Oct 5 - RVS 4-year plan

Nov 12 - school based PL - writing teaching strategies and assessment/ math differentiation-sourcing out common problem-solving items, strategies, materials

Dec 3 - school based PL - tri-site work - with Ecole Edwards/ George McDougall (tentative date)

Feb 15 - self-directed PL

March 18 - school based PL – review novel studies, assessment of writing, common spelling

May 17 - school based PL - year end assessment

**SCHOOL BUNDLE ROLL-OUT**

**SchoolBundle Roll-out**

Administrator Debriefing	▪ May 2		
Public Website Development	▪ May 8, 9	▪ Sharlene Young, Jason Billings	Possibly 1 day to replace AP
SGF Centralization and Ecommerce Development	▪ May 6, 7	▪ Laurel Gallant	
Staff Web Portal Introduction	▪ May 29	▪ Staff Meeting – 3:45 pm	
Onsite Support	▪ June 6	▪ 22 teachers requiring substitute teachers	

## BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	2,263,316	2,135,608	2,231,109
Support Staff	474,447	367,676	412,781
Services & Supplies	82,374	43,800	81,107
Other			
Contingency	{21,226}	0	0
TOTAL EXPENDITURES	2,820,136	2,697,153	2,724,997

**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)
<b>School Staff</b>	<input checked="" type="checkbox"/>	March 6, 2018
<b>School Council</b>	<input checked="" type="checkbox"/>	April 10, 2018

I, Cathy Ziegler, 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**

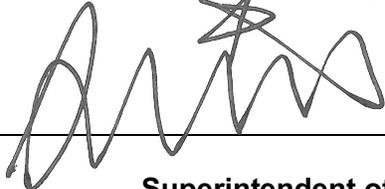
\_\_\_\_\_  
**Date**



\_\_\_\_\_  
**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**