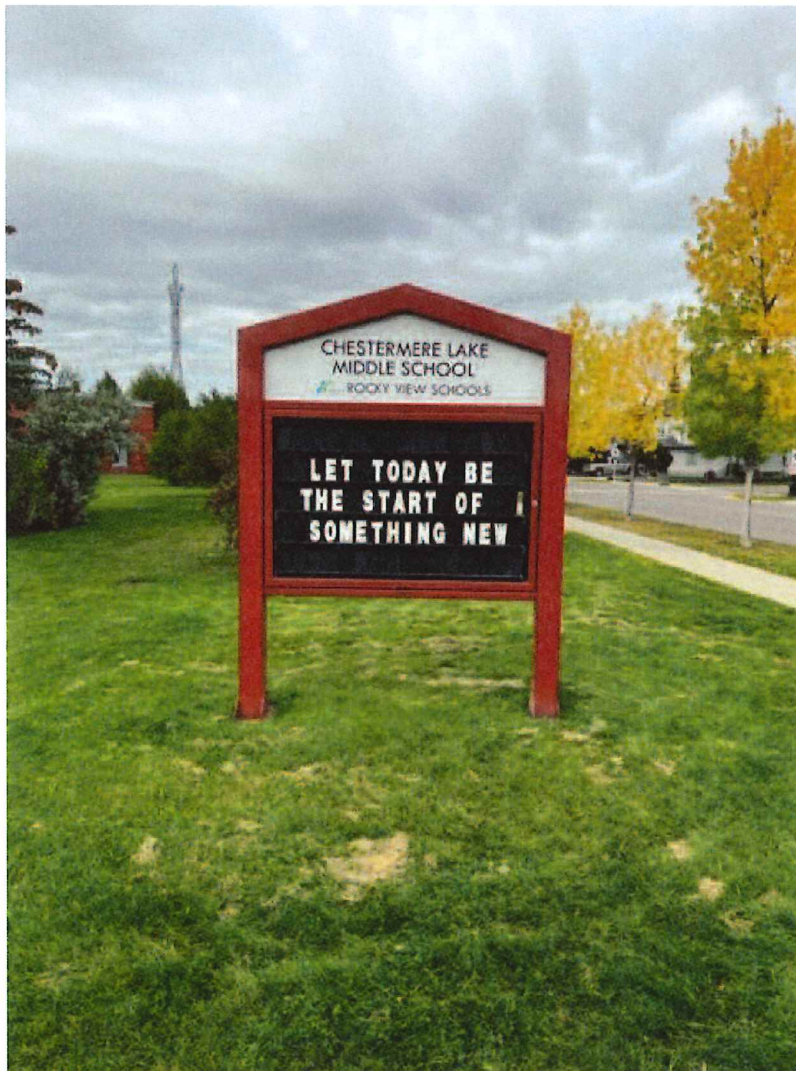




**Chestermere Lake Middle School**

# **School Education Plan 2023/24**



September, 2023.



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## 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

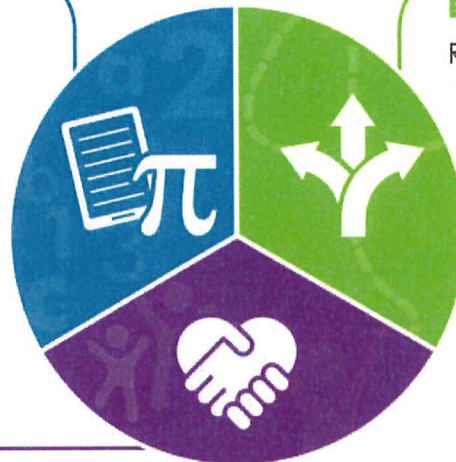
Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### 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

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous

### Creating communities of inclusivity

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

### Promoting healthy, safe environments

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



## Administrators' Message

Dear Chestermere Lake Middle School Families,

As we commence another academic year, I am excited to share with you our School Education Plan for the 2023-2024 school year. This plan outlines our strategic goals and initiatives, as well as our commitment to providing the best possible educational experience for our students.

At Chestermere Lake Middle School, we envision a learning community where every student is actively involved in creating, sharing, and reflecting on their learning. Our school is a place where all students are able to discover and pursue their talents and interests.

Primary Focuses for this year include:

**Academic Excellence:** We are dedicated to providing a well-rounded, rigorous curriculum that challenges and engages students across grade levels 7-9 in our English, French Immersion and Christian programs. Our educators will continue to implement innovative teaching methods and assessment strategies to meet the diverse needs of our students.

**Social and Emotional Goals:** We recognize the importance of supporting the social and emotional development of our students. We remember how hard it was to be a teenager and our plan includes initiatives to promote mental health awareness, resilience, and a positive school climate.

**Inclusivity and Diversity:** We are committed to creating an inclusive and diverse environment where every student feels safe, valued and respected. We will actively work to promote diversity, equity, and inclusion in all aspects of our school community.

**Community Engagement:** We believe that Chestermere Lake Middle School is more than a school. It can and should be a hub for things happening in our community. We are looking to bring a sense of belonging and connection to this school for our students and their families.

What is your role? Our school's success relies on the collective efforts of our entire community—students, parents, teachers, and staff. I encourage you to engage actively in your child's education, attend school events, join parent council, and provide feedback and support as we work towards achieving these goals.

I am excited about the possibilities that 2023-2024 holds for our students and our school. Together, we can create an environment where every student can succeed, and the school is more than a simple building located at 128 W. Lakeview Drive. Your partnership is invaluable, and we are here to support you and your child's educational journey.

Thank you for entrusting us with your child's education, and let's embark on this exciting journey together.

Sincerely,

John-Mark Crane

## School Profile

<p><b>Principal:</b> John Mark Crane</p> <p><b>Assistant Principal(s):</b> Stacy Connolly, Amanda Schultz</p> <p><b>Website:</b> <a href="https://chestermeremd.rockyview.ab.ca/">https://chestermeremd.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> Chestermere Lake Middle School is a progressive learning community that embraces and celebrates the diverse talents and abilities of all members. We strive to be forward thinking and to build the skills and attitudes for a successful future. We see our school as the centre of the community- a place where students, staff, parents and community members feel a sense of pride and belonging.</p> <p>We want our partners in learning to be excited, active participants who develop meaningful connections within the school community. We strive to create an environment where all members feel safe, respected, valued and appreciated. We embrace individual differences and dreams by encouraging our learners to be the best they can be, using their talents and gifts.</p> <p><b>Vision/Purpose/Beliefs:</b></p> <p>We believe that learners should be actively involved in creating, sharing, and reflecting. So, we create self-directed learning environments, where students are able to pursue and discover talents and acquire transferable skills.</p> <p>We believe that the education of a whole child involves the development of their academic, physical, social and emotional skills. So, we engage students to grow to be well-balanced citizens who are prepared to invest in society.</p> <p>We believe that reaching success comes as a result of individual effort, teamwork and support from all community members. So, we celebrate strengths and talents that reflect the rich diversity of our community.</p>
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**Total Number of Students:** 887

**Grades Served:** 7-9

**Total Number of:**

- Classroom Teachers: 37
- Learning Support Teacher(s): 2
- Learning Assistant(s): 10
- CDA(s)/Guidance Counsellor(s): 3
- Learning Commons Facilitator(s): 1

- Office staff: 3
- Caretaking staff: 3

### **School Diversity Profile**

As with all Rocky View Schools, Chestermere Lake Middle School reflects a rich and diverse learning community.

Notably, 3 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 28 per cent of our school population. The most common first languages for these students are Punjabi, Hindi and Arabic.

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

Additionally, our school offers three programs- English, French Immersion and Christian. Our school is the only grade 7-9 configured school in RVS. Our school offers a wide variety of sports teams, CTF exploratory courses and choice-based lunchtime clubs.

## Student Feedback from Spring 2023

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

- Students feel they have strong relationships with adults in the building
- Students feel they have an adult to talk to in the building and there is support if they encounter difficulty
- Students are working towards being good citizens in the building and in the community

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

- Students feel ongoing work around respect for one another is helpful (language use, property, garbage etc)
- Students would like to have more opportunities to connect with each other outside of the classroom such as assemblies, special days

## Parent Feedback from Spring 2023

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

- Students have positive relationships with staff in the building
- Strong communication with parents

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

- Opportunities for whole school activities and involvement
- Strengthening relationships between students and the larger community
- Focusing on respect for self, others and place



## RVS Four-Year Plan Survey Results

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

- Demonstrating learning in a variety of ways ranked well with students
- Students are engaged and would like more real-world examples
- Student expectations to succeed at school

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

- Student opportunities to volunteer in the school community
- Student opportunities to set goals with teachers and get academic help when needed
- Connecting students to real world experiences

## 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	18.1%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	28%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	91%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	0
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	0
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	73%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	62.2%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	84.35%

### What does this data tell us is going well?

- Percentage of students reading at or above grade level
- CLMS Community Values (PBIS) development is strong
- Achievement on IPP goals

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

- Increasing student confidence and fluency in numeracy

## Alberta Education Assurance Measure Results

Assurance Domain	Measure	Chestermere Lake Middle Sch.			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	<a href="#">Student Learning Engagement</a>	75.7	77.5	77.5	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	48.9	51.2	58.5	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	<a href="#">3-year High School Completion</a>	*	n/a	n/a	80.7	83.2	82.3	*	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	57.5	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	6.5	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	71.5	76.3	78.8	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)</a>	52.1	59.9	59.9	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	57.5	65.4	65.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	62.3	61.1	64.6	79.1	78.8	80.3	Very Low	Maintained	Concern

### What does our data indicate is going well?

- Student learning engagement is maintained
- Parental Involvement is maintained

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

- Citizenship is a concern
- Education quality is a concern

## Advancing students numeracy and literacy skills



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

**How Might We:** How do we use triangulated assessment data and improved instructional routines to increase our literacy and numeracy rates by 15%

<b>School Goal 1:</b> use triangulated assessment data to improve literacy and numeracy at CLMS?		
<b>Data that informed this goal:</b> MIPI, F&P, Staff reflections, Assurance Survey, Gradebooks		
<b>Connection to the practice guide(s):</b> Instruction and Assessment Practice Guide (p 9).		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Participation in Learning Specialist Cycle 1 with the outcome “Enhancing teacher wellness through instructional design and assessment.”</li> <li>• Continue our work on Rebooting Assessment putting theory into practice.</li> <li>• Using observation, conversation and product as assessment and reporting strategies</li> <li>• Continued focus on instructional routines and modelling at PL and staff meetings</li> <li>• Students self-assess their learning in a variety of formats</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Increase in observation and conversation evident in</li> <li>• Students understand how self-assessment, observation, conversation and reflection play a part in their learning journey</li> <li>• An increase of students report that they engage in regular self-assessment (RVS survey)</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Share instructional routines at home with students (shared in teacher and school communication)</li> <li>• Learn about assessment triangulation and how to support their students through family learning and school communication</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•

<b>School Goal 2:</b> use instructional routines to enhance students engagement, confidence and fluency in numeracy?		
<b>Data that informed this goal:</b> MIPI, PATs, RVS Survey, CLMS Student Math Survey		
<b>Connection to the practice guide(s):</b> Instruction and assessment Practice Guide		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Participation in Learning Specialist Cycle 1 with the outcome "Enhancing teacher wellness through instructional design and assessment."</li> <li>• Continued focus on instructional routines and modelling at PL and staff meetings (Thinking Classrooms, number talks, visual patterns, WODB).</li> <li>• All teachers are numeracy teachers, incorporating numeracy across the curriculum (e.g. Graphs, charts, data).</li> <li>• Use ongoing to inform instruction</li> <li>• Grade team collaboration to create common tasks</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Improvement in MIPI results</li> <li>• Pre and post student math confidence survey</li> <li>• RVS Survey data</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Share instructional routines at home with students (shared in teacher and school communication)</li> <li>• Learn about how to support their students with numeracy at home</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	•	•
<b>March 15</b>	•	•



## 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).

**How Might We:** utilize the cultural capital and diversity in our community to develop future ready local and global citizens?

<b>School Goal 1:</b> become successful members of our communities?		
<b>Data that informed this goal:</b> RVS Survey results, office tracking data, PBIS tiered fidelity report		
<b>Connection to the practice guide(s):</b> Inclusive Practice Guide PBIS (p. 13)		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>Continue to develop CLMS' community values framework</li> <li>Develop and share common expectations and consequences linked CLMS Community values (space specific matrices, videos)</li> <li>Acknowledging positive community contributions through positive ticketing</li> <li>Building of class PBIS matrices using student voice</li> <li>Improve lunchtime supervision</li> <li>CTF Offerings by student voice/choice and connection career and readiness goals</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>Office tracking data</li> <li>Number of students being recognized for through respectful, safe and responsible community membership</li> <li>APORI survey data (parent, student and staff)</li> <li>RVS survey data (parent, student and staff)</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>Continue to become familiar with what being safe, respectful and responsible looks like, feels like and sounds like at CLMS</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•



<b>School Goal 2:</b> positively connect students/families to our school and wider community?		
<b>Data that informed this goal:</b> RVS survey, Apori survey, staff, student and parent feedback, office tracking data		
<b>Connection to the practice guide(s):</b> Inclusive education practice guide (p.10-11).		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Restorative practices (Class talking circles, restorative circles etc.)</li> <li>• Streamlined approach to Social Emotional Learning through Health &amp; Life skills curriculum</li> <li>• Creation of special interest lunchtime clubs and communities</li> <li>• Monthly school-wide focused learning and celebration of our diverse community (e.g Truth and Reconciliation. Black History, Sikh Heritage Month, etc.)</li> <li>• Share and promote positive aspects of CLMS community on social media and in the wider community</li> <li>• Inviting community organizations into school to contribute to learning and extend our positive presence in the wider community (e.g. Mental health fair, Career Day, Cultural celebrations etc.)</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Number of students and staff participating in lunchtime clubs and community</li> <li>• RVS &amp; Apori survey data reflects more positive connections with community</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Contribute and volunteer at school</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•

## 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.

**How Might We:** positive connect the students and families, community, and school through shared values?

<b>School Goal 1:</b> we further develop an inclusive learning community through decolonization?		
<b>Data that informed this goal:</b> Teacher feedback, RVS and Apori data, observations and conversations		
<b>Connection to the practice guide(s):</b> Inclusive practice guide (p.9, 13, 23)		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>Establish designated learning support teams and a clear referral process to address individualized student needs and supports</li> <li>Establish regular learning support team meetings (SRG).</li> <li>Learning pod class reviews for student centered instruction and UDL.</li> <li>Further coaching to meet teacher specific learning needs (eg. IPPS, EAL, Differentiation, etc.)</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>Clear learning support structure set up and communicated to all staff</li> <li>SRG meeting record, collaborative problem-solving forms,</li> <li>All classes have a completed class review which is referred to throughout the year</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>Take an active role in their child learning by monitoring their child's progress on Power School and My Blueprint</li> <li>Communicate with staff in a positive and collaborative way to advocate for their student</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•

<b>School Goal 2:</b> decolonize our practices capitalize on student voice and choice to enhance engagement?		
<b>Data that informed this goal:</b> RVS and Apori Survey data, conversations and observations, student, staff and parent feedback		
<b>Connection to the practice guide(s):</b> Inclusive practice guide (p 13-14), Instruction and Assessment Guide (p. 3)		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Streamlined social emotional learning focused on self-awareness, identity and advocacy</li> <li>• Continue to include diverse resources, voices and perspectives in all lessons</li> <li>• Continued PL on the decolonization of education</li> <li>• Teachers use class diversity profile to guide instruction</li> <li>• Formation of a student advisory group</li> <li>• Continue to seek student input in all aspects of school culture and learning</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• RVS and Apori Survey data</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Support their student through conversations about voice choice and self-advocacy</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•

## School Council Review

### Presentation of School Education Plan

**School council comments:**

- N/A

*Signatures indicate agreement with the plan*

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

*Selena Rae Sommerville*

Selena Rae Sommerville (Oct 11, 2023 08:52 MDT)

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

