



School Education Plan 2024/25

Chestermere Lake Middle School



Photo credit: Grade 7 students in Mrs. Weston's Photography class

October 2024



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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 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 Chestermere Lake Middle School Families,

As we begin the 2024-2025 school year, I am delighted to welcome you to Chestermere Lake Middle School. This year's School Education Plan represents our ongoing dedication to providing an environment where every student thrives, both academically and emotionally.

At CLMS, we are committed to fostering a community where students feel connected, supported, and empowered. Our staff is devoted to helping every child discover their strengths and passions, whether through academics, extracurricular activities, or the supportive relationships they build with their peers and the staff members in our building.

Focus Areas for the Year

Academic Excellence: Our focus remains on delivering a robust, inclusive curriculum that engages students across all grade levels and programs. Whether in our English, French Immersion, or Christian programs, we continue to strive for innovation and excellence in teaching practices that support each student's growth and learning.

Social and Emotional Development: We know the importance of creating a school climate that nurtures the emotional well-being of every student. Through initiatives that promote mental health, resilience, and a positive school culture, we aim to equip our students with the skills they need to succeed both in school and in life.

Community Engagement: One of our most important priorities is the connection between school and community. We see Chestermere Lake Middle School not only as a place of learning but as a central hub for our community. This year, we will continue to build partnerships with families, local businesses, and organizations to provide meaningful learning opportunities for our students. Whether through guest speakers, field trips, or collaborative projects, we are committed to linking real-world experiences to student success.

Inclusivity and Belonging: Creating a safe, respectful and welcoming environment where all students feel valued is at the heart of what we do. We are proud to promote diversity, equity, and inclusion in every aspect of our school life, ensuring that every student knows they belong here.

I encourage you to become actively involved in your child's educational journey by attending school events, joining our parent council, and sharing your ideas. Together, we can create a school where every student not only excels but also feels at home.

Thank you for your continued trust and support as we embark on another exciting year. Let's work together to make 2024-2025 an unforgettable and successful year for all our students!

Sincerely,

John-Mark Crane, Principal

Aja Coe & Stacy Connolly, Assistant Principals

School Profile

<p>Principal: John-Mark Crane</p> <p>Assistant Principal(s): Stacy Connolly & Aja Coe</p> <p><u>Website</u></p>	<p>Mission: At CLMS, we are a welcoming and inclusive community where every student is valued. We celebrate diversity by building meaningful relationships. We empower our school community to grow, learn, and achieve everyone's academic and personal goals through a culture of belonging.</p>
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Total Number of Students: 933

Grades Served: 7-9

Total Number of:

- **Classroom Teachers:** 37.4 FTE
- **Learning Support Teacher(s):** 2.0 FTE
- **Learning Assistant(s):** 9
- **CDA(s)/Guidance Counsellor(s):** 1.0 FT CDA, 0.6 GC
- **Learning Commons Facilitator(s):** 0.5 FTE
- **Office staff:** 3
- **Caretaking staff:** 5

School Diversity Profile

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

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

English as an Additional Language learners represent 36 percent of our school population. The most common first languages for these students are Punjabi and Arabic.

As an inclusive school, we welcome 12.4 percent of our students who have significant learning needs.

Additionally, our school offers a French Immersion Program and a Christian Program.

Student Feedback from Spring 2024

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

- The athletics and sports programs that are offered
- Relationships with teachers and staff are positive
- Cultural diversity and opportunities to share about their culture with staff and students

What do students think could be worked on or improved?

- Consistency with supervision during unstructured times
- More choice in CTF options

Parent Feedback from Spring 2024

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

- Welcoming, caring, respectful and safe learning environment
- Citizenship has significantly improved

What do parents think could be worked on or improved?

- Student learning engagement
- Providing students with opportunities to learn skills relevant to real-world application

RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment grades 4-10 (Fall, 2024)	ECIS Math Assessment 2024	60%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	62%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	93%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	65%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	40%

What does this data tell us is going well?

- Students and staff are clear on the common expectations we have at our school
- Students are improving as writers

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

- Continued work to improve numeracy skills
- Continued focus on developing a community of readers and writers.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	25%, 59%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	61%
The average score for relevance, rigor and effective learning time.	5.9/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	64%, 92%, 55%, 75%, 80%, 58%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	72%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	6.1/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	52%

<p>What does our data indicate is going well?</p> <ul style="list-style-type: none"> • A significant number of our students lead happy, healthy lives • A significant number of our students plan to finish high school and pursue post-secondary education
<p>What does our data tell us could be improved on?</p> <ul style="list-style-type: none"> • Increase engagement and participation • Emotional regulation

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	Student Learning Engagement	72.5	75.7	76.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	56.0	48.9	50.1	79.4	80.3	80.9	Very Low	Improved	Issue
	3-year High School Completion	n/a	*	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	51.1	51.1	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	5.0	5.0	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	73.1	71.5	73.9	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	66.3	52.1	56.0	84.0	84.7	85.4	n/a	Improved Significantly	n/a
	Access to Supports and Services	65.2	57.5	61.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	62.4	62.3	61.7	79.5	79.1	78.9	Very Low	Maintained	Concern

What does our data indicate is going well?

- Citizenship has improved
- Welcoming, caring, respectful, and safe learning environments have improved significantly from one year to the next.

What does our data tell us could be improved on?

- Student learning engagement
- Parental involvement

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:

<p>School Goal 1: By June 2025, 70% of all learners will be meeting grade level expectations or higher based on their RVS Writing Assessment.</p>
<p>Data that informed this goal: RVS Writing Assessment. In the 2023-24 school year, 65% of our grade 7 students met grade level expectations based on the RVS Literacy Assessment. This school year, all of our students will complete the RVS Writing Assessment and our goal is to increase the overall percentage by 5%.</p>
<p>Connection to the practice guide(s): Inclusive Education Practice Guide: Remove Barriers Within Learning Environments – Work collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community (p. 9). Instruction and Assessment Practice Guide: 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 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 (p. 9). Professional Learning Practice Guide: Learning specialists in RVS may support staff engagement in the above research based professional learning practices. Areas of specialization include but are not limited to literacy, numeracy, instructional design, technology for learning, learning support, English as an Additional Language and Indigenous Ways of Being and Knowing (p. 13).</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Use of the RVS year-long writing rubric • Ongoing Literacy and Assessment Professional Learning opportunities through the RVS Learning Department to build overall teacher capacity. • Implementation of Indigenous Professional Learning Series led by the Indigenous Learning Department. • Continue to build a community of readers, with a focus on reader identity • Continue to create a culture of balanced assessment that includes observations, conversations and products to better reflect student achievement. • Continue to work with Learning Specialists to implement instructional routines, such as the use of mentor texts, quick writes, Think/See/Wonder etc. to model good writing and thinking strategies. • Continued focus on foundational literacy skills as aligned with the RVS Instruction and Assessment Practice Guide
<p>Measures:</p> <ul style="list-style-type: none"> • RVS Writing Assessment • Number of staff using the RVS year-long writing rubric • Number of staff accessing professional learning and support from Learning Specialists in the Learning Department • Number of staff engaged in the 6-week Learning Cycle

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<ul style="list-style-type: none"> Number of staff who participate in the PL Series hosted by the Indigenous Learning Department 		
<p>Parents can:</p> <ul style="list-style-type: none"> Encourage your child to read at home Create a family book club Take your child to the library Encourage conversations about texts including print, movies, TV series Check PowerSchool regularly 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> 57% of literacy teachers are using the RVS year-long writing rubric 29% of literacy teachers have attended PL on assessment and 77% have attended literacy PL 100% of literacy teachers use a combination of conversation, observation, and products to assess student learning 43% of literacy teachers have worked with a Learning Specialist this year. Strategies used by literacy teachers to create a community of readers: Book clubs, reading conferences, personal reading time, visual prompts, mentor texts, book talks, reader's corner, connecting genres and authors to personal interests, building book lists, reading surveys, author spotlight, journaling. 	<ul style="list-style-type: none"> Indigenous Learning PL series to begin in January, 2025 6 week learning cycle to begin in May, 2025
<p>April 4</p>	<ul style="list-style-type: none"> 14 staff members have attended the Indigenous PL Series 57% of teachers have used the RVS year-long writing rubric 53% of literacy teachers have attended PL on either assessment and/or literacy 54% of literacy teachers have worked with a Learning Specialist this year. 86% of literacy teachers use conversation and observation to assess student learning Teachers use observations regularly used to assess student learning through activities like debates, small group work, 	<ul style="list-style-type: none"> 6 week learning cycle to begin in May, 2025

	<p>writing feedback, and real-time editing.</p> <ul style="list-style-type: none"> • Teachers use conversations to support assessment by reinforcing concepts, guiding discussions, and providing alternative assessment methods, such as book clubs and one-on-one check-ins. • Strategies teachers use to build a Community of Readers: student choice, book clubs, novel studies, audiobooks, and cross-curricular literacy strategies. Classrooms emphasize discussions, mentor texts, independent reading, and a safe, inclusive space for diverse reading experiences. 	
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Outcome: Students are numerate and literate.

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

How Might We:

<p>School Goal 2: By June 2025, we will increase the percentage of learners who are meeting grade level expectations on the numeracy assessment by 10%.</p>
<p>Data that informed this goal: MIPI (2023) EICS Numeracy Assessment (Fall, 2024)</p>
<p>Connection to the practice guide(s): Inclusive Education Practice Guide: Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students’ learning and multiple ways for students to learn and show what they know in meaningful ways (p. 9) Instruction and Assessment Practice Guide: 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 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 (p. 9). Professional Learning Practice Guide: Learning specialists in RVS may support staff engagement in the above research based professional learning practices. Areas of specialization include but are not limited to literacy, numeracy, instructional design, technology for learning, learning support, English as an Additional Language and Indigenous Ways of Being and Knowing (p. 13).</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Implementation of Indigenous Professional Learning Series led by the Indigenous Learning Department. • Continue to implement Thinking Classroom routines and have new staff participate in Thinking Classrooms Professional Learning offered by RVS • Continue to create a culture of balanced assessment that includes observations, conversations and products to better reflect student achievement.

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<ul style="list-style-type: none"> • Ongoing Numeracy and Assessment Professional Learning opportunities through the RVS Learning Department to build teacher capacity. • Continue to work with Learning Specialists to implement instructional routines and multimodal learning strategies • Continued focus on foundational numeracy skills as aligned with the RVS Instruction and Assessment Practice Guide 		
Measures: <ul style="list-style-type: none"> • EICS data • Number of staff engaged in the Indigenous Professional Learning Series • Number of staff applying their learning from school-based Professional Learning throughout the school year • Number of staff engaged in Professional Learning, including the six-week Learning Cycle, to advance school education goals 		
Parents can: <ul style="list-style-type: none"> • Stay informed regarding student progress on the Parent portal on PowerSchool. • Make connections between numeracy and its real-world application 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • 17% of numeracy teachers have participated in a Thinking Classrooms PL • 60% of students are at grade level, according to the EICS Numeracy assessment. • 33% of numeracy teachers use Thinking Classrooms routines in the classroom and 67% use parts of Building Thinking Classrooms routines • 92% of numeracy teachers use a combination of conversation, observation, and products to assess student learning • 42% of numeracy teachers have attended PL on assessment and 50% have attended numeracy PL • 10% of numeracy teachers have worked with a Learning Specialist this year and 17% plan to during the learning cycle in the spring 	<ul style="list-style-type: none"> • Indigenous Learning PL series to begin in January, 2025 • 6 week learning cycle to begin in May, 2025
April 4	<ul style="list-style-type: none"> • 14 staff members have attended the Indigenous PL Series • 50% of numeracy teachers have participated in at least one Thinking Classrooms PL 	<ul style="list-style-type: none"> • 6 week learning cycle to begin in May, 2025

	<ul style="list-style-type: none"> • 53% of numeracy teachers have attended PL on assessment and/or numeracy • 96% of teachers are using conversation and/or observation to assess student learning • How teachers use conversations and observations to assess student learning: Observations: Watching students in real time during practice, board work, and group activities to assess engagement, strategies, and understanding. Using anecdotal notes to track progress and identify strengths and challenges; Conversations: Engaging in small group and one-on-one discussions to guide students through problems, ask clarifying questions, and assess conceptual understanding. Conversations are used during assessments and daily work to check for understanding, justify thinking, and apply concepts. • Teachers have been focused on the following foundational numeracy skills: emphasis on reasoning, problem-solving, and number sense, integrating strategies like visual representations, estimation, and logical thinking; basic facts are reinforced, particularly in operations with fractions, decimals, and integers, to deepen mathematical understanding. 	
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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:

<p>School Goal 1: By June 2024, all students will have gained increased exposure to a variety of career pathways, including opportunities in university-bound professions and trades-related employment to make more informed choices about their future career. as measured by surge, # of students finishing high school will increase</p>
<p>Data that informed this goal: AEAMR Results (2024) and Our School Survey Results (2024):</p> <ul style="list-style-type: none"> • Real World Relevancy and Academic Curriculum • Students have expressed a noticeable disconnect between the curriculum and real-world applications. This feedback underscores the need to bridge academic learning with practical, hands-on experiences that better prepare students for future careers, particularly in trades and university-bound pathways. • Graduation Aspirations • Survey results revealed that only 72% of students plan on graduating high school, highlighting the need to offer a broad range of potential career pathways to engage students and ensure future success. By providing diverse career opportunities, the school can better support students who may not see traditional academic pathways as relevant to their futures. • Trades and Apprenticeship Interest • 17% of students expressed an interest in pursuing trades or apprenticeship programs, emphasizing the importance of expanding exposure to these pathways. Increasing awareness and access to trades-related opportunities can help students consider non-traditional career options that align with their skills and interests.
<p>Connection to the practice guide(s):</p> <p>Instructional and Assessment Practice Guide:</p> <ul style="list-style-type: none"> • Authentic tasks: Connecting learning to real life experiences makes learning meaningful. Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem. Authentic tasks create a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom. <p>Professional Learning Practice Guide:</p> <ul style="list-style-type: none"> • Community Engagement: Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation
<p>Strategies:</p> <ul style="list-style-type: none"> • Implement SAIT-related Junior High curriculum to provide hands-on exposure to different trades and apprenticeship pathways for students.

- Participate in the "Jill of All Trades" day at SAIT for Grade 8 girls to learn about women in trades and explore various career options.
- Develop a form/spreadsheet to survey parents about their professions and link these to specific curriculum areas, creating a database for teachers to invite professionals into classrooms.
- Partnership with Synergy to develop student resume building and interview skills
- Increase the number of guest speakers and field trips related to curriculum and professions.
- Work with The Educational Partnership Foundation (TEPF) as well as SAIT to develop experiential learning experiences
- Conduct a survey at the end of the year to assess students' awareness of potential career paths, including their understanding of university-bound professions and trades-related employment

Measures:

Fill in Blanks

AEAMR Results (2024) and Our School Survey Results (2024):

Real World Relevancy and Academic Curriculum

- Update survey results for % of students who see the connection between curriculum and real-world applications.

Graduation Aspirations

- Update survey results for % of students plan on graduating high school

Trades and Apprenticeship Interest

- Update the % of students expressed an interest in pursuing trades or apprenticeship programs

Parents can:

- Participate in the AEAMR and Our School surveys, providing valuable insights about their expectations and experiences with the school's focus on career pathways and real-world learning.
- Complete the Parent Career Connection Survey, sharing details about their profession and how it links to curriculum outcomes. Parents can also volunteer to speak to students about their career experiences to help bridge the gap between academic learning and real-world applications.
- Join as chaperones on field trips and experiential learning opportunities to support and engage in their child's learning outside of the classroom.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Began exploring SAIT pathway modules • Sent 16 students attended Jill-of-all-Trades • Sent out the Parent Career Connection Survey • Increase in Field trips and guest speakers with links to potential career opportunities 	<ul style="list-style-type: none"> • Consultation with staff on developing a data base of contacts to serve as guest speakers and content experts • Development of a school wide reflection document to support student learning after a field trip or guest speaker • Connection with Synergy set for the new year

		<ul style="list-style-type: none"> • Work with Rocky View Schools and SAIT to develop a partnership
April 4	<ul style="list-style-type: none"> • Collaborated with Rocky View Schools and SAIT to send 30 Grade 8 and 9 students to a career-focused learning event at SAIT • Partnered with the Alberta University of the Arts to offer a career exploration experience in the arts for 90 CLMS students • Continued consistent use of the student reflection document after field trips and guest speaker events • Ongoing increase in the number of career-related field trips and guest speaker 	<ul style="list-style-type: none"> • Based on increased student engagement and positive feedback from recent field experiences, we will explore broadening partnerships beyond trades and post-secondary institutions to include creative industries, health services, and entrepreneurship. • Consultation with staff on developing a data base of contacts to serve as guest speakers and content experts



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:

School Goal 1:

Create a positive school culture by enhancing school safety, respect, and responsibility through an effective Multi-Tiered System of Support (MTSS) framework

Data that informed this goal:

- PBIS Tiered Fidelity Reports (Tier 1 & 2/3. May 2024). CLMS continues to excel at implementing a strong PBIS framework and universal supports for all students. Our Tier 1 fidelity has increased to 93%, in which 100% of students asked knew the school’s common expectations. In June of 2024, the school’s learning support team also completed the Tier 2 & 3 TFI and results were 35% at Tier 2 and 56% at Tier 3.
- AEAMR Results (2024) show that while we had significantly improved how students, staff and parents feel CLMS is a welcoming, caring, respectful and safe learning environment, this is still

an area of growth for our school. AEAMR results also show that citizenship is improving, however we still below the provincial average in this area.

- Office Referral Data (2023-24). In the 2023-24 school year, we saw a sharp decline in office referrals for safety, respect and reasonability compared with the previous school year. By collecting and regularly analyzing office referral and behaviour data, we can accurately target, design and implement specific strategies, supports and interventions for the entire school community, groups of students and individuals.
- Our school survey results (2024): 52% of students reported that they had the ability to consciously control their emotions and behaviours which is below the Canadian average of 58%. 57% of our students feel that teachers are responsive to their needs and encourage independence with a democratic approach and have positive teacher-student relations which is also below the Canadian average.
- Positive Ticket Data (2023-24) In 2023-24, 78% of our students received at least 1 positive ticket and were formally acknowledged for meeting and exceeding school expectations.

Connection to the practice guide(s):

Inclusive Education Practice Guide:

- A Multi-Tiered System of Support (MTSS) 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.
- 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
- **Instruction and Assessment Practice Guide:**
- Teaching and learning is centered around the student. It is the responsibility of staff to build relationships with each student to understand them as learners and each student is to be treated as a unique individual.
- With a focus on diversity and differences, we ensure that students with ALL levels of need are fully engaged in our classrooms. We believe all students can and want to learn and students must feel accepted, valued and physically and emotionally safe to take the risks necessary for growth. Students may come to school with exceptional academic and social/emotional needs, which must be addressed before meaningful learning can occur.
- Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment.

Professional Learning Practice Guide:

- School and district PBIS coaches and champions, learning support team leaders and RVS learning specialists may support staff engagement in the above research-based professional learning practices. Areas of specialization include but are not limited to PBIS, Classroom PBIS, Instructional design, inclusive practices, behavioral support, learning support, and Indigenous Ways of Being and Knowing.

Strategies:

Tier 1: Continue to implement whole school PBIS lessons and expectations focusing on safety, respect and responsibility with fidelity

- **Engaging PBIS Lessons:** Design school-wide PBIS lessons for grades 7-9 during homeroom focusing on safety, respect, and responsibility.
- **Data-Driven Design:** Use data from office referrals and feedback from students and staff to tailor lessons to address specific issues.
- **Targeted Issues:** Identify and address key concerns like bullying, conflict resolution, and unsafe behavior in specific locations and times through lessons and universal supports
- **Unified Expectations:** Foster a consistent understanding of behavioral expectations across all grades, students and staff.
- **Strengthened School Culture:** Promote a positive and cohesive school culture through focused PBIS initiatives

Tier 1: Develop school-wide positive culture and pride through the recognition of safe, respectful, and responsible behaviour and citizenship

- **Acknowledge Positive Behavior:** Celebrate students demonstrating **safety, responsibility, and respect** through systems like positive tickets and public announcements.
- **Cultivate a Culture of Positive Recognition** Foster a school-wide culture that values safe and respectful behavior, contributing to a safer and more inclusive environment. Encourage staff to highlight student achievements via verbal feedback, assemblies, sharing circles, and "positive postcards" sent home.
- **Strengthen Positive School Culture:** Enhance community pride through school-wide events, assemblies, and pep rallies that promote recognition and unity.

Tier 1/2: Develop a student leadership task group to amplify student voice, reinforce safety, respect and responsibility and build a positive school culture

- **Student-Led Initiatives:** Student leaders promote and teach PBIS expectations, organize school events
- **Recognition:** Student leaders lead positive shout-outs for peers
- **Feedback:** Student leaders gather peer input and data on safety and school culture
- **Collaboration:** Student leaders work with staff to analyze student data and design opportunities to increase safety and respect throughout school communities
- **Training:** train student leaders with skills in communication and conflict resolution

Tier 2: Design, implement and evaluate targeted interventions and strategies for at-risk students

- **Targeted Interventions:** Provide extra support with self-regulation tools, calming spaces, peer partnerships, and restorative conversations.
- **Small Group Work:** Focus on emotional regulation, conflict resolution, restorative practices and safe decision-making as indicated by identified student need
- **Check-ins and Monitoring:** Adjust strategies based on data to ensure students meet safety and behaviour expectations

Tier 3: Design, implement and evaluate Individualized Positive Behaviour Support Plans and allocate intensive and specific supports and strategies for students with exceptional safety and/or behavioural needs

- **Individualized Plans:** Design, implement and evaluate individual plans and supports for specific students using tools like 5-point scales and positive behaviour support plans

- **Regular Check-ins:** Monitor progress with students, teachers, families, divisional specialists, and learning assistants for accountability.
- **Integrated Supports:** Combine Tier 1 and Tier 2 strategies with specialist consultation and coaching to ensure student safety and success.
- **Professional Development for all staff on PBIS, MTSS and trauma aware practices for all staff to build capacity and address needs at all 3 tiers**
- Provide training sessions on PBIS and MTSS, covering key topics, but not limited to classroom PBIS, the MTSS framework, data-informed decision-making, and collaborative problem-solving process, class reviews/profiles, regulation strategies and trauma informed practice to enhance staff capacity and to support student positive behaviours and learning

Measures:

- Increase in the percentage of students receiving positive tickets and percentage of students receiving other positive recognition
- Number of students actively engaged in student leadership group
- Positive change in number of office referrals related to safety, respect and responsibility by student grade cohorts year over year
- Number of students referred for Tier 2 interventions through the collaborative problem solving process
- Number of positive behavior support plans and/or five-point scales created, implemented and evaluated for students with exceptional behavioral needs
- Increase in year-on-year percentage of students, staff and parents that report that 'citizenship' and 'welcoming, caring, respectful and safe learning environment' is positive at CLMS (AEAMR).
- Increase in Tier 2 & 3 PBIS Tiered Fidelity scores
- Improvement in Our School Student Survey results

Parents can:

- **Reinforce expectations:** Talk about safety, respect, and responsibility at home.
- **Encourage participation:** Motivate your child to join school events that promote positive school culture.
- **Communicate with staff:** Keep in touch with teachers about your child's experiences, successes and/or concerns.
- **Recognize positive behaviour and contributions to our community:** Celebrate your child's positive actions to support a culture of recognition.
- **Encourage Leadership and Community Service:** Encourage your child to take part in leadership opportunities both at school and in our community

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> ● Created and delivered whole school PBIS lessons on safety, respect and responsibility and hallway and bathroom expectations to address specific concerns and observations from staff and students ● Collected and reviewed class review data and analyzed 	<ul style="list-style-type: none"> ● Connect teachers together for universal and targeted strategies to support attention and organization ● Create whole school PBIS lessons to address attention and organization in particular time management, materials organization and on -ask behavior

	<p>factors for learning and identified attention & organization as the most significant factor impacting of learning.</p> <ul style="list-style-type: none"> • 32% of CLMS students indicated challenges with Time Management, 30% of CLMS students indicated challenges with On-task Behavior, 23% of CLMS students indicated challenges with Time or Materials Organization. • Identified students who require Tier 2 and 3 interventions and supports. • 87% of teachers engaged Attention and Organization Professional learning surrounding universal strategies and Multi-tiered systems of support • 33 teachers set individual goals to address attention and organization in their classrooms • Collected and created a database of CLMS teachers implementing effective attention and organization strategies for the purpose of future peer coaching • Collected information to implement one school wide strategy to support attention and organization 	<ul style="list-style-type: none"> • Class review meetings focused on identifying needs in a MTSS focusing primarily on attention and organization.
<p>April 4</p>	<p>Whole school system implemented to identify student needs at all three tiers (Student Transition and Educational Profiles –STEP) Tier 1:</p> <ul style="list-style-type: none"> • PBIS lessons targeting data driven areas of concern for example respecting boundaries and off property expectations • The student-led School Spirit Team has hosted 8 school 	<ul style="list-style-type: none"> • Piloting a new structure and system to identify and support Tier 2 needs • Continue to develop the menu of supports for Tier 2 and 3 • Address issues and areas of concern through regular Tier 1 mini-lessons for the remainder of school year

	<p>wide student led events to enhance school culture and a sense of belonging</p> <ul style="list-style-type: none"> • 66% of students have received a positive ticket for meeting or exceeding school expectations • 100% of teachers engaged in reviewing class needs through our STEP process <ul style="list-style-type: none"> ○ Reviewed factors for learning ○ Class goals set based on need <p>Tier 2:</p> <ul style="list-style-type: none"> • Behaviour and skills for engagement planning and coaching piloted as a means to support behavioural growth through targeted strategies in 2 classes <p>Tier 3:</p> <ul style="list-style-type: none"> • Positive Behaviour Support Plans have been created and implemented fidelity for 11 students (1.2 % of students) • 90% of learning assistants engaged in Divisional Trauma informed practices professional learning for learning assistants 	
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School Council Review

Presentation of School Education Plan

<p>School council comments:</p> <ul style="list-style-type: none"> • • • •

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 of School