Springbank Middle School

October 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.

Aclvanclng stuclents' numeracy ancl 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.

Builclln9 future-reacly stuclents

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 stuclents

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

As RVS shifts their four-year education plan to *Focus on the Future*, SMS continues to concentrate on fostering positive and inclusive environments for all learners, which we aim to achieve through key areas in 2023-24 school year: data informed teaching, positive behavior interventions and supports and connecting learning through our community. In each of these areas SMS is committed to ensuring student learning is connected to positive experiences and interactions throughout the year.

We continue to support the process of PBIS (positive behavior intervention and supports) when dealing with student behavior. This scope of work highlights opportunities for us to develop common language and establishing a consistent approach when responding to negative behavior. Our goal will always focus towards educating students and help them understand their role in creating a welcoming environment for all.

SMS will expand our understanding of student data and how it can impact teaching practice. We will continue to collect student data and develop strategies and interventions at each grade level to meet the diverse needs of our students. This work is important to the changing learning needs of students and addressing new curriculum implemented by Alberta Education.

Springbank Middle School believes students learn best when their education extends beyond the classroom. It is important for students to connect with curriculum outside the classroom. SMS is committed to developing partnerships with local community members, organizations, and experts to create real-world learning opportunities. We want to encourage student engagement in community projects as we believe there is value for all when we are connected.

We are excited to embark on this journey to enhance our educational practice and ensure further connection between community and school.

Glen Brooker
Principal, Springbank Middle School

Stacy-Ann Pothier
Assistant Principal, Springbank Middle School

School Profile

Principal: Glen Brooker **Assistant Principal(s): Stacy-Ann Pothier** **Website:** http://springmd.rockyview.ab.ca	**Mission:** At Springbank Middle School we create a nurturing engaging environment that prepares and inspires learners to be contributing citizens of the 21st century global community." "A l'école Springbank Middle, nous créons un environnement attentive et stimulant qui prépare et incite nos apprenants à devenir des citoyens engages du 21e siècle qui sont sensibles à la globalisation." **Vision/Purpose/Beliefs:** As 21st century learners, we care about self, others, learning, teaching and the earth. We view engagement as being the key to our students' participation, growth and development, whether that is in the school or abroad. Our goal is to constantly provide engaging activities and opportunities so our students aspire to be involved, contributing members of whatever activity they are involved in. Through that process, we will assist our students to develop the attitudes and behaviours they will need to be contributing members of society, now and in the future.

Total Number of Students: 565

Grades Served: 5-8

Total Number of:

- Classroom Teachers: 24

- Learning Support Teacher(s): 1

- Learning Assistant(s): 5

- CDA(s)/Guidance Counsellor(s): 1

- Learning Commons Facilitator(s): 1

- Office staff: 2

- Caretaking staff: 2

School Diversity Profile

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

Notably, 1 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 3 per cent of our school population. The most common first languages for these students are Mandarin.

As an inclusive school, we welcome 2 per cent of our students who have significant learning needs.

Additionally, our school has a variety of clubs for students to be a part of. Currently, we have our drama, chess and VR club which has been created, organized, and administrated by our student body and volunteer teachers. SMS staff have been instrumental in creating a welcoming environment for all students wanting to join or create a club.

Student Feedback from Spring 2023

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

- Students are encouraged for the opportunities to volunteer within our school with various activities.

- Student leadership make school fun with their activities throughout the year.

What do students think could be worked on or improved?

- More class field trips would be fun.

- SMS should have volunteer options for outside of school.

- Vending machines would be great.

Parent Feedback from Spring 2023

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

- Parent believe teachers have created a learning environment built on trust and strong connections. Students feel like they have a voice in their learning process.

- Access to volunteering is strong at SMS as students have a variety of options to participate in SMS.

What do parents think could be worked on or improved?

- Parent have been concerned about student success at SMS. Many believe assessment doesn't match student output and are looking for increased academic rigor.

- The assessment tool is a concern for families. They are unsure of their student success when accessing RVS assessment tools. i.e (What is the criteria for students to receive a Mastery/Advancing…)

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- SMS is finding ways for students to participate in real-world experiences related to their learning.

- Students have high expectations for themselves towards their learning.

- SMS students indicated that they understand how they learn.

- Student resiliency is high, and they are confident in overcoming obstacles.

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

- Parents believe students need to increase their personal ownership of learning.

- Students would like to increase the ways in which they demonstrate their learning.

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	81%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	60%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	79%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	No Data Completed
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	80.7%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	100%

What does this data tell us is going well?
• Students like to come to school.
• Math competency is high as students are engaged learners.
• High percentage of students are at or above on GB+ assessments.
What does this data tell us could be improved or worked on?
• Continue to develop grade/subject level literacy plans to address students who are below grade level.
• Assessing attendance data to determine the reasons for student absenteeism.

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Springbank Middle School			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	83.2	85.2	85.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	75.4	74.9	71.0	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	82.1	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	24.3	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.5	87.2	83.8	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.2	84.8	84.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	65.6	69.9	69.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	74.0	78.2	77.1	79.1	78.8	80.3	Low	Maintained	Issue

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What does our data indicate is going well?

- Student Engagement – Students and teachers believe SMS provides many opportunities to get involved both academically and extracurricular (variety of assignments etc.)

- Students and families are seeing the results of SMS providing opportunities to participate within the school on initiatives that are important to them. Reading Buddies, signage and communication, and diversity celebrations are areas that have provided outlets for student citizenship.

What does our data tell us could be improved on?

- Parental Involvement coming out of the last few years have been limited. Offering more opportunities for families to participate with our school. Classroom support, field trips, lunch & learns, school wide volunteering for spirit days, celebrations, and speakers.

- Education Quality – Provide more opportunities coming out of our challenging years for student to be involved in enriched learning with guest experts and off campus experiences connecting curriculum to the community.

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: increase the percentage of students reading at or above grade level to 80% of the entire population of the school.

School Goal 1: Students have a variety of reading strategies they can use to read fluently, gain new vocabulary and comprehend what they read.
Data that informed this goal: F&P, GB+, Dossier, PAT results, student assessment, Class Reviews, Collaborative Problem-Solving
Connection to the practice guide(s): Inclusion Practice – (Mulit-Tiered Supports – Universal, Targeted, Specialized, Intensive), Instruction and Assessment Guide – What are they learning and How do we know they are learning? K-12 reading Assessments Handbook, K-12 Literacy and Numeracy Framework,
Strategies: • Inventory teacher methods of teaching reading for fluency, vocabulary and comprehension. • Learning specialist to provide in class support for explicit teaching of reading strategies (fluency, vocabulary and comprehension) to teachers during the Cycle 3 of in school support. • Teachers provide explicit targeted reading instruction around areas of challenge identified through standard assessments, PAT's, in class assessments, and observation in all subject areas. (fluency, vocabulary and comprehension) • Utilise running records and comprehension questions to target specific fluency, vocabulary and comprehension needs. • Provide opportunities for staff to develop literacy connections with curriculum and grade level assessment strategies incorporated into **grade level** collective long-range plans for 2024-2025. • Use common collaborative grade level time with students to provide access to explicit learning of targeted literacy skills in each grade level. (55 minutes per week gr. 5 & 6, 110 minutes per week gr 7 & 8.)
Measures: • Standard reading assessments, PAT, in class assessments, observations and conversations
Parents can: • Read with students, read to students, read for work or pleasure as an example for students • Provide reading materials, • Promote reading in the home

School Education Plan 2023/24		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	• Meet to create and discuss grade level planning documents. LRP • December 19, 2023, reading skills are explicitly taught, in ELA and FLA and all other subject areas, including options and PE. •	• Shifting to add how to address specific reading needs of all students in SMS. Learning Specialist (3rd cycle) supporting community of schools with teaching of reading) (EEVE and SMS) • Rewrite of how might we and goal to specifically address the explicit teaching of reading strategies across all grades at SMS. • Dedicated Cross Curricular Collaborative time that is enhanced with explicit teaching from a RVS learning specialist on learning to read at the middle school level.
March 15	•Grade Level teachers have dedicated cross curricular time to enhance literacy strategies. (based on F&P, GB+ results and building robust plans to target specific needs) • Class reviews have been successful in differentiating targeted instruction to meet the learning needs of students. • Grade teams submitted 6 week plans to address targeted literacy strategies.	• Accessing divisional funding (LDF) to support at risk students with numeracy concerns. •Continue to involve learning specialist supporting community of schools with teaching of reading) (EEVE and SMS) • Explicitly construct a process to support literacy and numeracy initiatives. (expectations, implementation and outcomes)

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: increase student/classroom involvement to meaningful community initiatives.

School Goal 1: Create and build connections to community at school through leadership, house cup and support of various charities.
Data that informed this goal: Alberta Education Assurance Model Results, SOSQ, School council discussion and minutes, Staff informal feedback and student visits to office for opportunities to chat with administrators.
Connection to the practice guide(s): Supporting Positive Behaviour in Alberta Schools, building systems and practice https://shorturl.at/gEPW7 ,
Strategies: • Create opportunities for students to connect beyond the classroom to the school community and locally. (practices) • Students give back to the local community through supporting events and charities. •
Measures: • Number of events provided to build community through the student leadership team. • Number of charitable connections made through school house teams. • Surveys reflect achievement in Welcoming, Caring, Respectful, and Safe Learning Environments has improved.
Parents can: • Contribute to the description of community in the school motto with the addition of clear and relevant expectations. • Volunteer to assist students with opportunities that connect to the school and local community. • Provide feedback through School council on the opportunities and events that build community

Check-Ins	Progress and Analysis	Adjustments to Plan

November 24	• Inventory our current systems and practices with students, teachers and community organizations	• Continue down this path as we organically identify synergies with our community.

	• Outdoor Leadership and Student Leadership are leading the school in connecting with local charities.	
March 15	• Springbank Community Association Beautification project • Parent focus group on community hub opportunities (schools events)	• Leadership is building fundraising opportunities for students and families. • Continue to work with Outdoor Leadership to make connections in the community related to the capstone project.

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: establish SMS tiered fidelity inventory by linking school current practices and PBIS processes.

School Goal 1: connect with PBIS specialist to begin process of completing Tiered Fidelity inventory.
Data that informed this goal: SOSQ, visits to the office, class reviews, collaborative response, CDA data,
Connection to the practice guide(s): Supporting Positive Behaviour in Alberta Schools, building systems and practice https://shorturl.at/gEPW7 , Inclusion practice guide (page 12 &13),
Strategies: • Develop a student leadership group to build and respond to PBIS initiatives. • Staff lead attends PBIS meetings and presents to staff meetings. • Highlight and inform families about the difference between student conflict and bullying. • Renew the C.A.R.E motto: Community, Accountability, Resilience, Empathy and build tenets to guide students, staff and parents in positive behaviour at school and in the community.

Parents can:

- Use consistent language with the school around bullying and conflict.
- Contribute to renewing the C.A.R.E. motto through giving ideas.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	• Inventory our current systems and practices with students and teachers.	•Meet with PBIS coach to start process of bringing PBIS to SMS •
March 15	•PL on March 11 with PBIS coach and Assistant Director of Learning. •Drafted flow charts focused on student behaviour and administrative processes.	•Build a PBIS team to work with PBIS coach •Participants (students, staff and families) review and provide feedback on draft flow charts.

How Might We: Build common language around the difference between student conflict and bullying.

School Goal 1: Educate staff and families about the differences between conflict and bullying using common language to identify and describe what it is.
Data that informed this goal: Alberta Education Assurance Model Results, SOSQ, formal conversations with students and parents. Class reviews and collaborative problem-solving.
Connection to the practice guide(s): Connection to the practice guide(s): Supporting Positive Behaviour in Alberta Schools, https://shorturl.at/gEPW7 , Centre on PBIS https://www.pbis.org/pbis/what-is-pbis
Strategies: • Dr. Crystal Dietrich to present to staff during Professional Learning on August 31, November 20. • Staff build common language to speak about conflict and bullying. • Highlight and inform families about the difference between student conflict and bullying.

Measures:		
• Reduction in the use of the words bully, bullying or bullied to describe student conflict.		
• Improved ability to identify and treat incidents of bullying.		
Parents can:		
• Through school council provide opportunities to educate families on bullying and correctly identifying the difference between student conflict and bullying.		

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	• PL sessions to understand student conflict vs bullying. Developing common language as a school to respond to community concerns. • Accessing RVS resources to support our development in PBIS.	• Continue to work with Dr. Dittrick with understanding bullying and connect our current vision with PBIS structure.
March 15	• Continue to build common language to support students, staff and families in recognizing conflict and bullying.	• MD Motivator (Zachery Dereniowski) presentation for students supplied by school council about kindness. •

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.

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Springbank Middle School

Principal signature on behalf of students and teachers of   School