



École Airdrie Middle School

# School Education Plan 2023/24



October 2023



## Table of Contents

Administrators' Message .....	4
School Profile .....	5
Student Feedback from Spring 2023 .....	6
Parent Feedback from Spring 2023 .....	<b>Error! Bookmark not defined.</b>
RVS Four-Year Plan Survey Results .....	7
RVS Assurance Results .....	8
Alberta Education Assurance Measure Results .....	9
Advancing students numeracy and literacy skills .....	10
Building future-ready students .....	11
Creating inclusive, engaging, healthy learning opportunities for all students .....	13
School Council Review .....	15

## 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 École Airdrie Middle School Community,

As we embark on another exciting academic year at École Airdrie Middle School, we wanted to take this opportunity to share our school's vision, goals, and commitment to providing the best possible educational experience for the students at our school. Staff are committed to ensuring that our students receive the best possible education and thrive in a safe and nurturing environment.

One of our primary goals this year is to focus on improving the numeracy rates of our students. We recognize the importance of strong numeracy skills in today's world, and our dedicated faculty are working diligently to enhance our numerical thinking, provide targeted support to struggling learners, and offer enrichment opportunities for those who excel in this area. We believe that a solid foundation in numeracy will empower our students to succeed academically and in life.

Another crucial objective is to enhance student engagement in learning. We understand that engaged students are more likely to excel academically and develop a lifelong love for learning. To achieve this, we are exploring offering a diverse offering of clubs and extracurricular opportunities, fostering a supportive and inclusive classroom environment, and encouraging student choice in the development of our option course offerings. We want our students to feel inspired and excited about coming to school each day.

Lastly, we are committed to improving the use of positive behavioral supports and interventions to create a respectful and harmonious school community. Our aim is to provide students with the tools and resources they need to make responsible choices and demonstrate good character. We will collaborate with teachers, parents, and students to create a positive school climate where everyone feels valued and respected.

In addition to these specific goals, École Airdrie Middle School will continue to prioritize high academic standards, character development, and the well-being of our students. We encourage open communication between students, parents, teachers, and administration and welcome your valuable input and feedback throughout the year.

As we embark on this educational journey together, let us remember that our collective efforts will undoubtedly lead to the success and growth of our students. We look forward to a year filled with achievement, growth, and the development of lifelong learners.

Thank you for entrusting us with the education of your children. Together, we will make École Airdrie Middle School a place where young minds flourish and futures are built.

Sincerely,



Erhayat Ozcan

Principal, École Airdrie Middle School

## School Profile

<b>Principal:</b> Erhayat Ozcan <b>Assistant Principal(s):</b> Veronica Doyle <b>Website:</b> <a href="https://airdrie.rockyview.ab.ca/">https://airdrie.rockyview.ab.ca/</a>	<b>Mission:</b> To engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.  <b>Vision/Purpose/Beliefs:</b> To create a positive and supportive learning community that provides engaging learning experience and encourages students to rise to their potential.
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**Total Number of Students:** 482

**Grades Served:** Grade 6, 7, 8 English and French Immersion

**Total Number of:**

- Classroom Teachers: 19
- Learning Support Teacher(s): 2
- Learning Assistant(s): 4
- CDA(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 3

## School Diversity Profile

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

Notably, 7% of our students self-identify as Indigenous students. English as an Additional Language learners represent 8% of our school population. The most common first languages for these students are Spanish, French, and Arabic. As an inclusive school, we welcome 18% of our students who have significant learning needs.

Additionally, our school offers the following opportunities for student engagement and development:

- |                           |                   |
|---------------------------|-------------------|
| • Student Council         | • Soccer          |
| • Student Voice Group     | • Volleyball      |
| • STEAM Team              | • Basketball      |
| • Electronic Gaming Club  | • Cross Country   |
| • Board Games Club        | • Badminton       |
| • Craft Club              | • Track and Field |
| • Girls Group for grade 6 | • Intramurals     |
| • GSA                     |                   |

## Student Feedback from Spring 2023

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

- Good variety of option classes.
- Snack Shack being available.
- Organization of intramurals.
- Organization of Healthy Hunger.

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

- Need more field trips.
- Create a daily homeroom block.
- Access to more physical books.
- Need flexible seating in classrooms.

## RVS Four-Year Plan Survey Results

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

- Students are encouraged to be involved in activities that help the community.
- Parents identify the school as a welcoming place to be.
- Students perceive the school to be safe.

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

- Numeracy results require improvement.
- Student empathy for peers must improve.
- Connecting learning to the development of future-ready students must be a priority.

## 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	21%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grades 3 – 9.	Groupe Beauchemin+	89%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grades 1 – 8.	BAS	83%
School-wide score on Positive Behavior 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	68%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	61%

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

- The percentage of French Immersion and English students who are reading at or above grade level.
- The school wide PBIS fidelity has improved from the previous year.

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

- The percentage of students at or above grade level in mathematics.
- Student attendance must improve.
- The percentage of students with an IPP who are achieving their learning goals.



## Alberta Education Assurance Measure Results

Assurance Domain	Measure	Ecole Aldrie 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	71.9	81.2	81.2	84.4	85.1	86.1	n/a	Declined Significantly	n/a
	Citizenship	88.4	88.4	71.6	80.3	81.4	82.3	Low	Declined	Issue
	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	86.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	56.1	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	7.4	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	72.8	82.4	84.5	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	73.4	76.8	76.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	64.7	79.1	79.1	80.8	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	61.9	71.3	69.9	79.1	78.8	80.3	Very Low	Maintained	Concern

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

- The school maintained the perception of a welcoming, caring, respectful, and safe learning environment.

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

- Student engagement must improve.
- The quality of the education that students perceive they are receiving.
- Parental involvement in the school.

## Advancing students numeracy and literacy skills



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

**How Might We:** Ensure that 80% or more of our students are performing math at or above grade level by June 2026.

<b>School Goal 1:</b> By June 2024, the number of students performing math at or above grade level on MIPI will increase by 10%.		
<b>Data that informed this goal:</b> MIPI results as of June 2023.		
<p><b>Connection to the practice guide(s):</b></p> <p>The Instruction and Assessment Guide, page 7, indicates that educators must “Meet students where they are and support them in the journey to where they need to go and want to be; include the application of universal strategies; and understand that learning is an iterative process that occurs in a circular manner rather than a linear fashion.”</p> <p>The Inclusion Practice Guide, page 14, indicates that educators must, “Provide all learners with multiple ways to acquire information and to learn.”</p> <p>The Professional Learning Practice Guide indicates that educators must keep learning and improving our craft to support students. Page 6 indicates, “We believe that all members of our learning organization need to be learners in order for us to have the greatest impact on our students’ learning. This jurisdiction believes that all members of RVS have a critical role and responsibility in the determination of both individual and collective growth.”</p>		
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Teachers will implement high yield learning strategies as found in John Hattie’s learning effect sizes.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>The MIPI will be administered to students in September 2023 and June 2024.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>Ensure that their child practices number sense at home and support their child in completing assignments.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>Staff have reviewed John Hattie’s Effect Sizes meta-analysis and are using the high-yield strategies found in the research.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the professional learning on Hattie’s Effect Sizes to use the most engaging of the high-yield strategies.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>Staff are implementing new strategies to create more engaging lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to document which strategies have the most positive effect and continue to use them.</li> </ul>



## 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:** Ensure that by June 2026, 85% of our students will report being engaged and finding utility in the CTF program of studies.

<b>School Goal 2:</b> By June 2024, 75% of our students will report, in the Alberta Education Assurance Measures Survey, being engaged and finding utility in the CTF program of studies.		
<b>Data that informed this goal:</b> The percentage of students in the Alberta Education Measures Survey who responded that they aren't engaged in their learning.		
<b>Connection to the practice guide(s):</b>  The Instruction and Assessment Practice Guide, page 7, indicates that a key to designing learning opportunities is to engage students as co-designers of their learning, empowering them to follow their passions.  The Inclusive Education Practice Guide, page 14, indicates that educators will "provide explicit academic, social emotional and behavior curricula that are relevant, meaningful and represent the diversity of all students and tap into learners' motivations, strengths, and talents."  Professional Learning Practice Guide, page 9, indicates that learning design should integrate theories, research, and models of human learning to achieve its intended outcomes. To navigate the complex, diverse, inclusive, and dynamic classrooms of today, all members of the learning community must embrace a disposition of inquiry and reflection.		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Create student-centric option classes to allow students to explore passions, interests, and career connections.</li> <li>• Offer a diverse variety of student clubs and extracurricular activities.</li> <li>• Explicitly teach connections from each subject to careers and creating future-ready students.</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Measures Survey in 2024.</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Encourage their child to join student clubs and extracurricular activities and help expose their child to a wide variety of possible future careers.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> <li>• Student-centric exploratory courses have been provided to students for terms 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Create student-centric exploratory offerings for all terms next school year.</li> </ul>

	<ul style="list-style-type: none"> <li>The number of clubs and activities offered to students at lunch has increased.</li> </ul>	
<b>March 15</b>	<ul style="list-style-type: none"> <li>The school has added additional clubs.</li> <li>Lunch Box Talks has allowed parents to share their careers with students.</li> <li>Some classes are connecting English Language Arts to career exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students aren't repeating Exploratory course choices next year.</li> </ul>

## 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:** Ensure Positive Behavioral Interventions and Supports (PBIS) tiered fidelity of 100% by June 2026.

<b>School Goal 3:</b> By June 2024, increase our PBIS tiered fidelity inventory to 83%.		
<b>Data that informed this goal:</b> As of June 2023, EAMS' PBIS tiered fidelity was 73% on the tiered fidelity inventory.		
<b>Connection to the practice guide(s):</b>  <p>The Instruction and Assessment Practice Guide, page 5, indicates, "All 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."</p> <p>The Inclusive Practice Guide, page 13, provides an explanation of a PBIS model, and includes, "Set and teach school wide behavioral expectations, positive acknowledgement practices, and consistent consequences along a continuum."</p> <p>The Professional Learning Guide, page 8, reads, "Professional learning is a shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities for the most effective professional learning."</p>		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Staff must explicitly teach how the RISE acronym lives in our school and use our PBIS language constantly and consistently with students.</li> <li>• School-based professional learning for staff to create student awareness of PBIS expectations.</li> <li>• Continue engaging students, parents, and staff with RISE awards.</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• An increase in our PBIS tiered fidelity score to 83% by June 2024.</li> <li>• An improvement from 2022-2023 in the Alberta Education Assurance Measures Survey that overall teacher, parent, and student agreement that learning environments are welcoming, caring, respectful and safe.</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Attend School Council meetings to learn how to incorporate PBIS language at home.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• During our class reviews, explicitly teaching positive behavior expectations is a</li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments required at this time.</li> </ul>

	<p>practice that most teachers agreed to.</p> <ul style="list-style-type: none"> <li>• Staff will continue to recognize positive behaviors of students.</li> </ul>	
<b>March 15</b>	<ul style="list-style-type: none"> <li>• All Mentorship classes are explicitly teaching our positive behavior expectations.</li> <li>• There has been a significant increase in the number of positive behavior tickets being issued to students.</li> <li>• Classrooms have created a positive behavior expectations chart.</li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments required at this time.</li> </ul>

## School Council Review

### Presentation of School Education Plan

*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 École Airdrie Middle School.**

