



School Education Plan 2024/25

École Airdrie Middle School



October 2024



Table of Contents

Administrators' Message	4
School Profile	5
Student Feedback from Spring 2023	6
Parent Feedback from Spring 2023	Error! Bookmark not defined.
RVS Four-Year Plan Survey Results	7
RVS Assurance Results.....	8
Alberta Education Assurance Measure Results	9
Advancing students numeracy and literacy skills.....	11
Building future-ready students	12
Creating inclusive, engaging, healthy learning opportunities for all students.....	14
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,

We are thrilled to welcome you all to another exciting school year! I would like to start by celebrating the significant successes we achieved last year as a school community. We saw an 11% increase in parental involvement in our school, reflecting the stronger relationships we have built with families. A 7% improvement in the perception of our school being a safe and welcoming place for students is another highlight, showing that our efforts to cultivate an inclusive and nurturing environment are making an impact. Additionally, we observed a 7% improvement in how our students demonstrate citizenship, which speaks to the positive behaviors and leadership skills our students are developing. Lastly, we saw a 6% increase in student learning engagement, reinforcing that our initiatives to make learning more dynamic and engaging are benefiting our students.

This year, we are focusing on four key goals: improving student literacy, improving student numeracy, building future-ready students, and enhancing our Positive Behavioral Interventions and Supports (PBIS) program. To support our literacy and numeracy goals, the school administration team will be stepping into classrooms to teach this year, allowing two of our experienced teachers to dedicate their time as a Literacy Coach and a Numeracy Coach. These roles will provide targeted support to both teachers and students. We have also structured literacy and numeracy blocks into the timetables of both students and teachers, ensuring that students engage in focused literacy and numeracy activities every six-day cycle.

In addition to literacy and numeracy, we are committed to preparing our students for the future. This year, we are building future-ready students by equipping them with the skills they need to thrive in an ever-changing world. This includes critical thinking, collaboration, adaptability, and resilience. Through a new 20-minute daily homeroom block, students will set personal goals that span across academic, social-emotional, and personal wellness areas. By encouraging students to take ownership of their learning and growth, we hope to foster independence and a growth mindset, and help them continue to develop to be future ready.

Lastly, to enhance our PBIS program, the daily homeroom block will also be a space for students to explicitly learn about positive behavior expectations. We believe this dedicated time will further strengthen the sense of community and belonging within our school, helping students develop key social and emotional skills that will serve them well both in school and in life.

Thank you for your continued support. Together, we will make this year another successful one!

Sincerely,



Erhayat Ozcan

Principal, École Airdrie Middle School

School Profile

<p>Principal: Erhayat Ozcan Assistant Principal(s): Veronica Doyle Website: https://airdrie.rockyview.ab.ca/</p>	<p>Mission: To engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.</p> <p>Vision/Purpose/Beliefs: To create a positive and supportive learning community that provides engaging learning experience and encourages students to rise to their potential.</p>
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Total Number of Students: 506

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

Total Number of:

- Classroom Teachers: 21
- Learning Support Teacher(s): 1
- Learning Assistant(s): 4
- CDA(s): 1
- Learning Commons Facilitator: 0.5
- Office staff: 2
- Caretaking staff: 1

School Diversity Profile

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

Notably, 6% of our students self-identify as Indigenous students. English as an Additional Language learners represent 11% of our school population. The most common first languages for these students are Spanish, French, and Arabic. As an inclusive school, we welcome 17% of our students who have significant learning needs.

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Student Council • Mindfulness Club • Board Games Club • Craft Club • Knitting Club • GSA • Math Club | <ul style="list-style-type: none"> • Soccer • Volleyball • Basketball • Cross Country • Badminton • Track and Field • Intramurals |
|--|--|

Student Feedback from Spring 2024

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

- Creation of a Student Council provides student voice.
- Student clubs in terms of number and diversity.
- School look has improved. The RISE decorations at the front door and in the square.
- Field trips – parent volunteers are involved, do learning in small groups, go to new places.
- Snack Shack – students helping in Snack Shack, trusting students and allowing responsibility.
- Teachers are enthusiastic – working to try different strategies.
- Lunch Box Talks – people talking about their careers was very helpful and it was great to hear parents.
- We do lots of spirit days through Student Council and Leadership classes.
- Band program has been awesome – concerts and Band Camp.
- Hands on learning.
- Variety of Exploratory classes.
- PE class choices.
- School dances.
- Number of sports teams.
- Access to a big library.

What do students think could be worked on or improved?

- The curtains in the classes.
- Announcements are hard to hear. Have announcements on TVs.
- Fee collection for Exploratory classes.
- Need a homework club during colder days so we can catch up on schoolwork.
- More books in the library.

Parent Feedback from Spring 2024

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

- Variety and choice of Exploratory classes is perfect.
- Most teachers are understanding of kids and their needs. They extend deadlines if they need it.
- School wide activities are offered. Love the variety and amount, not too many but enough to make it more than just academics.
- Student Council.
- Communication to parents (newsletter and website).
- Loved, loved, loved Lunch Box Talks. Such a cool idea.
- School looks good. Excellent work on the paint and modernization of bulletin board and walls.
- The school is becoming more focused on students. Students are getting a voice.
- The staff are friendly and happy to work with kids.

What do parents think could be worked on or improved?

- Teacher emails home. Some teachers email every week, and some have emailed twice all year.
- Consistency between teachers. It's difficult for a parent to navigate different expectations, I can only imagine the kids.
- Need better connection between learning and real stuff.
- Find a way to stop vehicles from entering the front loop.
- A monthly calendar in the newsletter.

RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment grades 6-8 students with 50% or higher.	ECIS Math Assessment 2024	16%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 6.	Groupe Beauchemin+	23%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 6.	BAS	33%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 7.	RVS Writing Assessment	36%
School-wide score on Positive Behavior Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	63%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	70%
Percentage of students with Individual Program Plans who are achieving their learning goals (Emerging, Progressing, Advancing, Mastering).	Dossier Data	82%

What does this data tell us is going well?

- Most of our students on an IPP are reaching their goals.
- Our attendance numbers regarding the percentage of students absent less than 10% is above average.

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

- Our grade 6 students must improve their literacy.
- Our students must improve their numeracy.

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.	47%
The percentage of students who value school outcomes (66%) and have positive homework and studying behaviors (33%).	50%
The average score for relevance (5.6), rigor (6.2) and effective learning time (6.5).	6.1/10
The percentage of students who report a sense of purpose in life and who devote time to pleasurable activities (65%), who have an understanding of their own and other cultures (53%), and who have positive health (83%) and are goal oriented (63%).	66%
The percentage of students planning to finish high school (73%) and pursue a trade or apprenticeship (19%), college or university program (57%).	50%
The average score for positive teacher-student relationships (62%), positive learning climate (53%), and expectations for success (75%).	63%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	57%

What does our data indicate is going well?

- Students have a high expectation level of school and academic success.
- Students have positive health.

What does our data tell us could be improved on?

- Students must develop their homework and study behaviors.
- The school must improve on its perception of a positive learning climate.
- Students need to develop a better understanding of their own and other cultures.

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Ecole Airdrie 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	77.3	71.9	76.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.2	66.4	67.4	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	n/a	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
	PATS: Acceptable	n/a	44.1	44.1	n/a	68.2	68.2	n/a	n/a	n/a
	PATS: Excellence	n/a	5.6	5.6	n/a	18.0	18.0	n/a	n/a	n/a
	PATS: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PATS: Excellence	n/a	n/a	n/a	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	76.9	72.8	77.6	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	80.8	73.4	75.1	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	65.9	64.7	71.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	73.0	61.9	66.6	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- Our school has improved in becoming a welcoming, caring, respectful and safe learning environment.
- The citizenship of our students has improved.
- Parental improvement in our school has improved.
- The education quality at our school has improved.
- Student learning engagement has improved.

What does our data tell us could be improved on?

- Access to supports and services must improve further.
- Perceived education quality must continue to improve.



Advancing students numeracy and literacy skills

Outcome: Students are numerate and literate.

How Might We: Ensure 60% or more of our students meet or exceed writing expectations by June 2026.

<p>School Goal: By June 2025, the number of students achieving a meeting or exceeding on the RVS Writing Assessment will improve by 10% to 46%.</p>		
<p>Data that informed this goal: June 2023 grade 7 Writing Assessment results.</p>		
<p>Connection to the practice guide(s): Instruction and Assessment Guide, page 7:</p> <ul style="list-style-type: none"> Learning is an iterative process that occurs in a circular manner rather than a linear fashion. Learning should come back to what has been taught/learned. Working with, reflecting on and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected. <p>The Inclusive Education Practice Guide, page 14:</p> <ul style="list-style-type: none"> Shared Vision – Establish a culture of professional trust where everyone on staff is committed to a shared narrative of the school, to each other and to all students to bring that shared narrative to life. Create a foundation that makes risk-taking and openness to change and flexibility become the norm. Collect data regarding success of instruction and strategies. Identify student-specific concerns/challenges impacting student learning and strengths to leverage learning. <p>The Professional Learning Practice Guide, page 6:</p> <ul style="list-style-type: none"> 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. The jurisdiction believes that all members of RVS have a critical role and responsibility in the determination of both individual and collective growth. 		
<p>Strategies:</p> <ul style="list-style-type: none"> Teachers will implement John Hattie’s high yield learning strategies. Teachers will use the running record rubric throughout the year to keep track of improvement. Teachers will use mentor texts as exemplars to model expected writing, guide writing practice, and encourage writing that meets the expectations. Weekly literacy and numeracy blocks in grades 7 and 8 timetables. Literacy Coach and Numeracy Coach working with teachers to plan Lit/Num lessons. 		
<p>Measures:</p> <ul style="list-style-type: none"> The RVS Writing Assessment at the end of the 2024-2025 school year. 		
<p>Parents can:</p> <ul style="list-style-type: none"> Ensure that their child is practicing writing strategies at home daily. Engage with their child’s schoolwork. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•



Advancing students numeracy and literacy skills

Outcome: Students are numerate and literate.

How Might We: By June 2026, the number of students performing at or above grade level in Math will improve by 30% from September 2024 results.

School Goal: By June 2025, the number of students scoring 50% or higher on the EICS will improve by 10% from September 2024.		
Data that informed this goal: Elk Island Math Assessment results.		
Connection to the practice guide(s):		
<p>Instruction and Assessment Guide, pages 7-8:</p> <ul style="list-style-type: none"> • Universal Design for Learning (UDL): Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success. • Physical resources: This includes learning tools that are accessible to all students. This could include and is not limited to math manipulatives, books, calculators, white boards, noise cancelling headphones, etc. <p>The Inclusive Education Practice Guide, page 14:</p> <ul style="list-style-type: none"> • Balanced assessment is equitable for all students and comprised of ongoing observations, conversations and products that embrace multiple means of representation to ensure all students can show what they know in meaningful ways. <p>The Professional Learning Practice Guide pages 12-13:</p> <ul style="list-style-type: none"> • Dynamic and student focused professional learning in RVS may also be supported through collaboration and coaching outside of designated Professional Learning Days. Learning Forward – Revised Standards for Professional Learning (December 2020) shares structures and designs that demonstrate evidence of effectiveness. 		
Strategies:		
<ul style="list-style-type: none"> • Teachers will implement John Hattie’s high yield learning strategies. • Monday Math Club to encourage Math interest. • Math Competition Gauss open to grades 7 and 8 students. • Balanced amount of formative/summative assessment. • Triangulating assessment with product, observation, conversation. • Review of assessments to further understanding. • Clear learner outcomes communicated to students prior to completion. • Weekly literacy and numeracy blocks in grades 7 and 8 timetables. • Literacy Coach and Numeracy Coach working with teachers to plan Lit/Num lessons. • Utilize project-based learning to allow access to all learners and enrichment. 		
Measures:		
<ul style="list-style-type: none"> • Elk Island Numeracy Assessment administered to students in Sept 2024 to June 2025. 		
Parents can:		
<ul style="list-style-type: none"> • Ensure that your child is practicing basic math facts at home. • Engage with your child’s schoolwork daily. • Encourage daily math games such as Sudoku, Yahtzee, brainteasers, etc. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•



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 their courses.

School Goal: By June 2025, 75% of our students will report they value school outcomes.		
Data that informed this goal: 66% of students indicated that they valued school outcomes on the OurSchool survey.		
Connection to the practice guide(s): The Instruction and Assessment Practice Guide, page 7: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. 		
Strategies: <ul style="list-style-type: none"> • Explicitly teach Alberta Education student competencies in class. • Homeroom lessons working on goal setting. • Create student centric exploratory classes to allow students to explore passions, interests, and career connections. • Offer a diverse variety of student clubs and extra-curricular activities. • Explicitly teach career connections from each subject to create future ready students. 		
Measures: <ul style="list-style-type: none"> • OurSchool Survey. • Alberta Education Assurance Measures Survey. 		
Parents can: <ul style="list-style-type: none"> • Present at Lunch Box Talks to connect school learning to careers. • Encourage their child to join student clubs and extra-curricular activities and help expose their child to a wide variety of possible future careers. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•



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: Begin Tier 2 of the Tiered Fidelity Index by September 2025.

School Goal: Ensure Positive Behavioral Interventions and Supports (PBIS) tiered fidelity of 80% by June 2025.		
Data that informed this goal: June 2024 Tiered Fidelity Index.		
Connection to the practice guide(s):		
<p>The Instruction and Assessment Practice Guide, page 5:</p> <ul style="list-style-type: none"> 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>The Inclusive Education Practice Guide, page 13:</p> <ul style="list-style-type: none"> Set and teach school wide behavioral expectations, positive acknowledgement practices, and consistent consequences along a continuum. <p>The Professional Learning Guide, page 8:</p> <ul style="list-style-type: none"> Professional learning is a shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities for the most effective professional learning. 		
Strategies:		
<ul style="list-style-type: none"> Create a Homeroom at the start of each day and teach PBIS to students. Add PBIS to professional learning plan for this year. Staff must explicitly teach how the RISE acronym lives in our school and use our PBIS language constantly and consistently with students. Continue engaging students, parents, and staff with RISE tickets. Utilize the RVS Responding to Behavior Flowchart to address negative behaviours. 		
Measures:		
<ul style="list-style-type: none"> RVS' Tiered Fidelity Index Continued yearly improvement on the Alberta Education Assurance Measures Survey that overall teacher, parent, and student agreement that learning environments are welcoming, caring, respectful and safe. 		
Parents can:		
<ul style="list-style-type: none"> Attend School Council meetings to learn how to incorporate PBIS language at home. Read bi-weekly school newsletter. Attend school events. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•

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 School.



Principal signature on behalf of students and teachers of École Airdrie Middle School.

