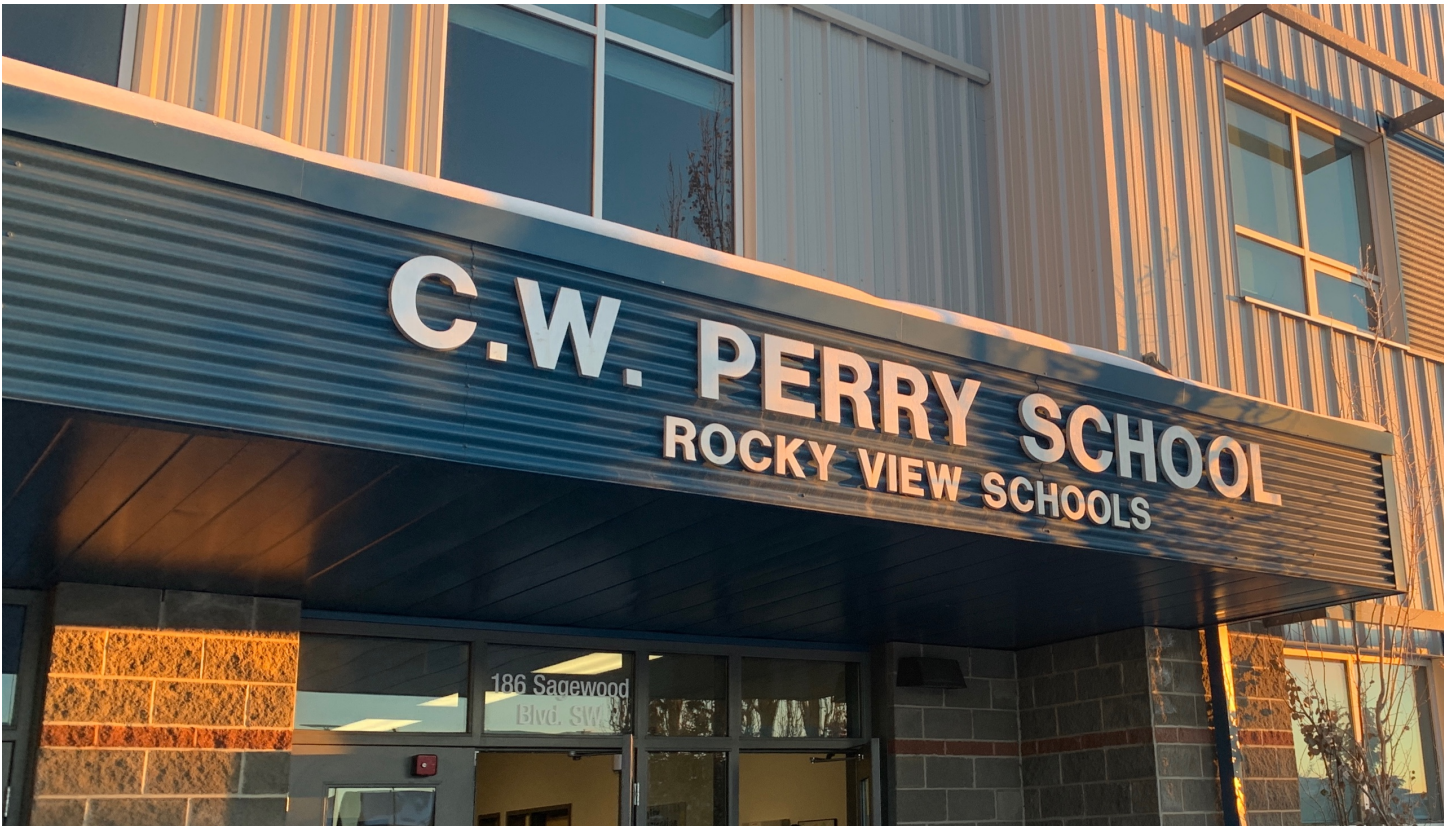




C. W. Perry Middle School

School Education Plan 2023/24

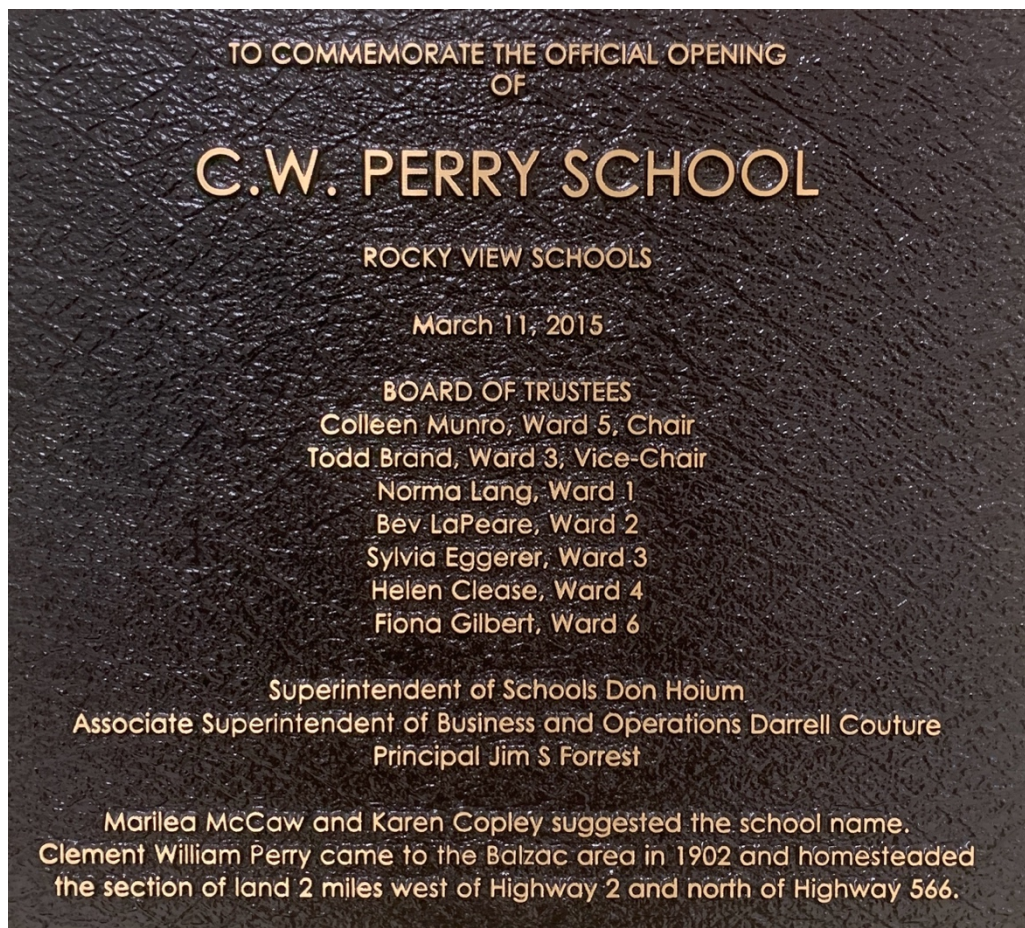


March 15, 2024



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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

This is not only an exciting time of growth and change for C.W. Perry, but also a time of transition for Rocky View Schools. This year marks the first year of our new divisional four-year education plan. As a division we've looked back on past initiatives, challenges, and success and forward towards innovative strategies that support and encourage students to achieve their very best.

Here at C.W. Perry, our task has been to take those divisional initiatives, filter them through our unique learning community, and commit to means and measure that will drive learning both in these walls and beyond. Those initiatives and commitments are reflected in the following pages.

Our education plan is meant to be a living document that is updated and reflected upon throughout the year. These reflects will from and inform our approaches as we move forward. A crucial part of that reflect is our parent voice. To that end, we value and encourage your feedback as we create this learning community together.

For almost 10 years now, C.W. Perry has been a community cornerstone. We have and will continue to reflect the diversity and cultural richness that makes Airdrie a special place to raise and family and achieve one's goals.

As always, we look forward to seeing you at volleyball games, basketball, and other sporting events, drama productions and music concerts, at our showcases of learning, and other opportunities to be a part of the action.

All the very best,



Jim Reilly, Principal



Jessi Sachs-Cardinal, Assistant Principal

School Profile

<p>Principal: Jim Reilly</p> <p>Assistant Principal: Jessi Sachs-Cardinal</p> <p>Website: https://cwperry.rockyview.ab.ca/</p>	<p>Mission: CW Perry leads to empower all to respect, connect, and achieve.</p> <p>Vision/Purpose/Beliefs: Together, as Spartans, we are a respectful community that empowers leaders through unique and inspiring experiences, while promoting inclusivity, resilience, and academic excellence.</p>
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Total Number of Students: 538

Grades served: 5-8

Total Number of:

- Classroom Teachers: 19
- Learning Support Teacher: 1
- Learning Assistants: 6
- CDA(s)/Guidance Counsellor: 1
- Learning Commons Facilitator: 1
- Office staff: 2
- Caretaking staff: 4



School Diversity Profile

As with all Rocky View Schools, C.W. Perry reflects a rich and diverse learning community.

Notably, 5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 13 per cent of our school population. The most common first languages for these students are Punjabi, Urdu, Tagalog, and Russian.

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

Additionally, our school offers rich and varied complementary courses including woodworking, band, technology, fine arts, hockey, performing arts, foods, and other student driven courses. Extracurricular opportunities including inclusive sports, leadership, drama, diversity, and outdoor education opportunities. We are also very proud to be able to offer a full complement of student supports through Rocky View's Stepping Stones to Mental Health program

Student Feedback from Spring 2023

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

- 70% of students in grades 6 – 8 report that they value the contributions all people make to society (RVS Education Plan Survey, 2022)
- 83% of students in grades 6 – 8 report that they are learning the skills they will need to be successful in the next grade; 85% of grade 5 students report that they are learning useful things at school. (RVS Education Plan Survey, 2022)
- 80% of students in grades 6 – 8 expect to do well in school and that they are supported to do their best in school. (RVS Education Plan Survey, 2022)
- 87% of students in grade 5 and 80% of students in grades 6 – 8 report that they know how to make a positive impact on others. (RVS Education Plan Survey, 2022)
- 74% of students in grades 6 – 8 and 78% of students in grade 5 report that they receive help with their learning when they need it. (RVS Education Plan Survey, 2022)

What do students think could be worked on or improved?

- 62% of students in grades 6 – 8 and 50% of students in grade 5 report that they do not consistently set goals for their learning with their teacher. (RVS Education Plan Survey, 2022)
- 54% of students in grades 6 – 8 do not feel confident about their ability to overcome obstacles and challenges. (RVS Education Plan Survey, 2022)
- 51% of students in grades 6 – 8 report that they do not consistently use reading as a method to learn.





Parent Feedback from Spring 2023

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

- 91% of parents report that people of all cultures, identities and backgrounds are accepted and valued at C.W. Perry and 84% report that their child is provided opportunities to learn about global diversity and world views. (RVS Education Plan Survey, 2022)
- 75% of parents report that their child has opportunities to be creative at C.W. Perry (RVS Education Plan Survey, 2022)

What do parents think could be worked on or improved?

- Many parents are not confident that their child can express themselves through writing or can learn by reading. (RVS Education Plan Survey, 2022)
- 45% of parents report that their child cannot reliably use numeracy skills to solve real life problems. (RVS Education Plan Survey, 2022)
- Parents report that their child should be provided more opportunities to demonstrate their learning in different ways. (RVS Education Plan Survey, 2022)
- 72% of parents report that their child does not consistently set goals for their own learning. (RVS Education Plan Survey, 2022)

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	33%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	79%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	N/A
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	N/A
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	60%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	91%

What does this data tell us is going well?

- Our team is supporting students with exceptional learning needs to meet their individual program goals.
- Many of our students are able to read grade-level texts.

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

- Many of our students need to develop and improve numeracy skills.
- 40% of C.W. Perry students missed 10% of the year or more.

Alberta Education Assurance Measure Results

Assurance Domain	Measure	C.W. Perry 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	77.6	81.0	81.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	70.1	70.8	72.6	80.3	81.4	82.3	Low	Maintained	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	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	65.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	8.5	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	80.7	82.8	83.9	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	77.2	77.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	68.6	73.2	73.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	72.9	69.4	71.3	79.1	78.8	80.3	Low	Maintained	Issue

What does our data indicate is going well?

- 73% of parents who responded to the Alberta Education Assurance survey report that there are many opportunities for parent voice and involvement in their child's education at C.W. Perry.
- 78% of parents, school, and staff believe that C.W. Perry provides a Welcoming, Caring, Respectful, and Safe Learning Environment.

What does our data tell us could be improved on?

- Students, Parents, and Staff report that they do not have the access to all the supports and services that they need.
- Students, Parents, and Staff report that they would like for students to have more engaging learning opportunities.

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: Improve student numeracy skills and remove barriers to student success?

School Goal 1: Increase our baseline numeracy measures to reflect 50% of our students being at or above grade level by June 2024		
Data that informed this goal: Pervious year's Math Intervention/Programing Instrument (MIPI) reflected 33% of students performing at grade level. As this was the first year using this measure and it was administered at the beginning of the school year, we wonder if a more balanced assessment schedule will reflect different results.		
Connection to the practice guide(s):		
Strategies: <ul style="list-style-type: none"> School wide numeracy blocks Thinking Classroom strategies Connecting numeracy activities through real-world activities and cross curricular learnings 		
Measures: <ul style="list-style-type: none"> Ongoing feedback and reflection Math Intervention/Programing Instrument Provincial Achievement Tests (Grade 6 only) 		
Parents can: <ul style="list-style-type: none"> Monitor progress via Power School Communicate with classroom teachers regarding progress and reasonable expectations Support strong study habits and strength-based positive supports 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> Numeracy progress is more challenging than Literacy as it's harder to recognize opportunities outside of regular math curriculum 	<ul style="list-style-type: none"> Identify a key Numeracy specialist and define role similarly to Literacy Specialist

	<ul style="list-style-type: none"> • MIPI results did show an improvement over last year, as suspected 	
March 15	<ul style="list-style-type: none"> • Implemented numeracy lead working with all grade 7 and 8 classes and select grade 5 and 6 • Thinking Classroom professional learning is ongoing across disciplines 	<ul style="list-style-type: none"> • Each grade level to create progress monitoring document to help guide instruction and supports

Outcome: Students are numerate and literate.

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

How Might We: Improve student literacy skills and remove barriers to student success?

School Goal 2: Increase base line literacy measures at each grade level by 10% by June 2024.
Data that informed this goal: Baseline assessments such as Fountas and Pinnell Benchmarking show 78% of students at or above grade level
<p>Connection to the Instruction and Assessment Practice Guide: “Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning.”</p> <p>Connection to the Inclusion Practice Guide: “Principles of inclusive learning environments: Anticipate, Value and Support Learner Differences; Hold High Expectations for All Learners; Use a Strength-Based Approach to Meeting Learner Needs; Remove Barriers Within Learning Environments; Build Capacity; Collaborate for Success.”</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Multiple entry points for texts and ways to show understanding • School wide literacy block • Targeted supports through both classroom teacher and learning support services
<p>Measures:</p> <ul style="list-style-type: none"> • Ongoing assessment and reflection • Dynamic Indicators of Basic Early Literacy (DIBELS) assessments – MAZE and Oral Reading Fluency • Fountas and Pinnell Benchmarking • Provincial Achievement Exam (Grade 6 only)

Parents can: <ul style="list-style-type: none"> • Provide opportunities at home for reading in areas of interest • Monitor progress via Power School • Communicate with classroom teachers regarding progress and reasonable expectations • Support strong study habits and strength-based positive supports 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Specific literacy blocks with a dedicated literacy specialist guiding practice both in class and supporting teacher practice has been very valuable • Recognized the need to expand and reinforce this work at grade 5 and 6 levels 	<ul style="list-style-type: none"> • Formalize literacy supports and access to instruction at grades 5 and 6 to mirror those offered for 7 and 8
March 15	<ul style="list-style-type: none"> • Created diagnostic assessment protocol implemented with all grades 	<ul style="list-style-type: none"> • Will start targeted instruction within the classroom and specialized small-group interventions

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: Model and support an approach to student learning based on natural curiosity and a strength-based attitude towards taking safe risks and trying new experiences?

School Goal: Improve the overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school to reflect at or above provincial average by June 2024.

Data that informed this goal: Our previous years' AEAMS survey results show an average of 10% below provincial averages on several measures that reflect this outcome.

Connection to the Inclusion Practice Guide: “In RVS, we aim to answer these queries from a place of curiosity and a growth mindset. We will use our collective wisdom, strengths, talents, and passions to develop cultures of collision and innovation, where the why, wonder, challenges and constraints of our work become the tipping points for new ideas, solutions, and limitless possibilities.”

Strategies:

- Use design thinking processes to create, iterate, teach, and learn
- Provide robust, researched, and focused professional learning opportunities to build teacher and leader efficacy in bringing inclusive education to life within the structures, routines and learnings of schools and classrooms
- Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social- emotional, mental health and behaviour needs of all students; and
- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy

Measures:

- Ongoing reflection and student feedback
- AEAMS measures
- Rocky View Student and Parent satisfaction measures.

Parents can:

- Encourage involvement in school-based and extracurricular events
- Monitor progress through Power School and communicate concerns and successes

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Much of this work is aligning with the PBIS goal (see below) • We still of opportunities to reinforce Spartan Strong model along with previous Vision and Mission statements. 	<ul style="list-style-type: none"> • Make Spartan Strong and Vision/Mission statements more visible throughout school
March 15	<ul style="list-style-type: none"> • This work continues to align with the PBIS implementation and structures 	<ul style="list-style-type: none"> • Continue school-based strategies



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: Implement a Positive Behavioral Interventions and Supports (PBIS) model to support and foster student resiliency and a sense of well-being?

School Goal 1: Establish a support model based on Positive Behavioral Interventions and Supports and establish a baseline tier-fidelity inventory to measure growth and assess areas of need.

Data that informed this goal: Successful implementation and other RVS Schools and Divisional direction and supports.

Connection to the Inclusion Practice Guide: “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.”

Strategies:

- Focus on building and nurturing positive relationships schoolwide.
- Design and structure of the physical learning environments to optimize student success for all.
- Design differentiated instruction to intentionally make learning engaging, meaningful and effective for all students
- Explicitly teach social-emotional skills as part of curriculum and the routines, structures of the school.
- Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and
- consistent consequences along a continuum.
- Positive acknowledgement, reinforcement through descriptive feedback.
- Fair and predictable consequences, including clear and helpful feedback.
- Collect and use data to make decisions and measure effectiveness.
- Collaborative team planning and monitoring.

Measures:

- Reflecting and feedback once our Tiered Fidelity Index is established

Parents can:

<ul style="list-style-type: none"> • Support students to actively seek supports when confronted with difficult situations • Communicate concerns and success 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Our PBIS implementation is well underway with a strong committee formed, a connection with divisional supports and a Professional Learning session with all staff. 	<ul style="list-style-type: none"> • Continue moving forward and build on the momentum already created.
March 15	<ul style="list-style-type: none"> • Norms and understandings have been created and shared with staff. 	<ul style="list-style-type: none"> • Adjustments will be made and then shared with parents and students for further feedback.



School Council Review

Presentation of School Education Plan

School council comments:

- Feeling positive about this year's Education Plan
- Looking forward to supporting C.W. Perry

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of C. W. Perry School



Renee Groves-Miller, Chair CW Perry School Council

Principal signature on behalf of students and teachers of C.W. Perry School



Jim Reilly, Principal C.W. Perry School