



Springbank Middle School

**INNOVATORS BY DESIGN**

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**ROCKY VIEW  
SCHOOLS**

March  
2022

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## FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

### CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

### ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

### NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

## PRINCIPAL'S MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school continues to focus on providing inclusive learning, building school culture, and creating positive, safe spaces. As challenging as it has been through the pandemic, our school staff have been making every effort to engage students both in their studies, and in helping to build school community. A blended on-line/in-person program delivers uninterrupted academic studies in flexible learning spaces, our house teams continue to build positive relationships, and our CARE program provides a solid foundation for character development.

Working collaboratively as a team, staff and students, along with parents (albeit from a distance during these times) help to maintain our 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."

Surveys indicate a positive trend in many areas; we have much to celebrate during a difficult phase in our world. The information gathered from surveys, along with literacy and numeracy assessments, helps us to see where we are doing well and what actions we can take to improve. We will remain focused on a student-centric learning environment with the end goal of developing students who are autonomous and independent. Real-time reporting, myBlueprint student portfolios, literacy and numeracy initiatives and a wealth of complementary courses such as shop, coding/robotics, STEAM (Science, Technology, Engineering, Arts, Mathematics), visual arts and band/music programs all add to our students' educational growth plan.

We appreciate our parents & volunteers who put great effort into helping SMS be a great place for all and we look forward to the coming days as our doors progressively open to parents, guardians, community members, and experts. It truly takes a village.

Mary Magee, Principal

Stacy-Ann Pothier, Assistant Principal

## SCHOOL PROFILE

<p><b>Principal:</b> Mary Magee</p> <p><b>Assistant Principal:</b> Stacy Pothier</p> <p><b>Website:</b> <a href="https://springmd.rockyview.ab.ca/">https://springmd.rockyview.ab.ca/</a></p> <p><b>Address:</b> 244235 Range Rd 33 Calgary, AB T3Z 2E8</p>	<p><b>Mission:</b> “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.”</p> <p><b>Beliefs:</b> 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. The motto of our school is “We CARE” (Considerate, Accountable, Resilient, Empathetic)</p>
<p><b>Total number of:</b></p> <p>Teachers: 24                      Support Staff: 14                      Students: 537</p>	<p><b>Grades Served:</b> 5-8</p>
<p><b>Percentage of students:</b></p> <ul style="list-style-type: none"> <li>• identified with specialized or exceptional needs: 1%</li> <li>• who are English Language Learners: 3%</li> <li>• who self-declare as First Nations, Inuit or Metis: &lt;1%</li> <li>• students reading at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 5: 90%</li> <li>○ Grade 6: 95%</li> <li>○ Grade 7: 86%</li> <li>○ Grade 8: 93%</li> </ul> </li> <li>• performing mathematics at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 5: 92%</li> <li>○ Grade 6: 97%</li> <li>○ Grade 7: 91%</li> <li>○ Grade 8: 92%</li> </ul> </li> <li>• with writing skills at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 5: 90%</li> <li>○ Grade 6: 95%</li> <li>○ Grade 7: 80%</li> <li>○ Grade 8: 90%</li> </ul> </li> </ul>	<p><b>Unique features of our school?</b></p> <ul style="list-style-type: none"> <li>• Dual track, English and French Immersion</li> <li>• Music program for Gr. 5, Band for Gr. 6-8</li> <li>• Art program - includes drawing, painting, sculpting, and stop-motion animation</li> <li>• Exceptional shop program</li> <li>• Rural setting, mountain view</li> <li>• Global Sports Academy Hockey Program</li> <li>• Across the field from École Elbow Valley Elementary allowing for inter-school activities</li> <li>• House Teams (school culture &amp; community)</li> <li>• Strong athletic program</li> <li>• Coding/Robotics program</li> <li>• STEAM</li> </ul>

***What parents say about our schools?***

- *“SMS has created a vibrant community where children have a chance to grow and thrive as learners, make positive impacts as community members, and learn to be positive and impactful global citizens. SMS has provided our children with ample opportunities academically, socially, emotionally, and mentally. Through the plethora of learning opportunities and willingness of the teachers to adapt to the educational needs of the class, our children have been able to grow and develop as lifelong learners while finding their own unique learning styles and who they are as a student. The experiences of house teams, sports teams, and school events have given our children a chance to connect with their peers while building their character, sense of community, and compassion. We sincerely appreciate the dedication to the students on every level. Springbank Middle School has created a positive learning community, where children feel valued as an integral part of their learning and community.” N.P.*
- *“Even prior to our family attending SMS, we had the opportunity to connect with both our daughter’s teacher and school administration. Our experience to date has been nothing short of exceptional. Our daughter remains excited and feels continually engaged by the staff and curriculum at SMS. We appreciate and value the experience that our children have the opportunity to be a part of.” R.R.*

## THIS YEAR'S LEARNINGS

### Students Insights

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

- I am learning new ways to overcome problems and am learning interesting concepts; most that will help me later in life.
- I feel that my learning needs are met because I am doing well in school. If I am not I would have places like the Hub or Flex room where I can go to get extra help.
- I think my learning needs are met, I think SMS does a really good job at making sure everyone understands a concept and I think there are lots of opportunities for students in every class to get the help they need. A particular example of this would be my fifth-grade math class. At that point I was slightly ahead in my math learning and was able to work on advanced math worksheets once I finished my other work. Another example that is slightly more recent, would be my current math class where I am offered the ability to do 'challenge' questions when I am doing practice work. I think these sorts of things are awesome for helping kids understand the concepts and making sure that everyone is being challenged in healthy ways.
- I really love house teams and spirit week. I feel that it really brings different people together. When competing like Fire against Wind in house team challenges I really bond with my classmates in Fire that I wouldn't usually hang out with.
- I think our school is actually doing really well when it comes to school spirit and culture. I think the activities we do include all of the school for the most part and I think it is definitely fun to participate in these sorts of things throughout the year.

What do students think could be worked on or improved?

- I feel that sometimes the classroom gets too loud for me to focus I also feel that the class should have more stand up desks and wobbly chairs. I also feel that I work best when I have had exercise so more breaks would be more needed.
- More group projects would be nice it helps me be a leader and builds skills with working with new people.
- Learn new things and have hands on activities. I personally work better if i can get my hands on things and do them myself.
- I think we could include group projects into our assignments. I think its good to work with others to get more ideas and spread of knowledge.
- Though I've found learning at SMS relatively good, I think there could be some room for improvement when it comes to making learning more fun. Some things have been made less interesting and I think people should be having more fun when doing school work so that kids feel less burnt out and that they are learning in a much more interesting way.
- I think the school is doing a great job in adding fun activities and lots of things such as the gotchas. People look forward to house team events and spirit week and I think its great how the school has added fun activities.

In response to what students think, what actions could our school take to do better?

- You can give us more time and split work into more parts so it's easier to do things and more group work.
- I think we could ask students what they would want to do and make more things like school dances.



- I really want extra challenges to make school a bit more difficult, especially in math. This would make school more fun as well!
- Each class could make a House challenge and we exchange them.
- I think adding more variety in house challenges would be awesome, though there is variety now, almost all of the challenges we do are related to sports, whether its spirit week, house challenges, extracurricular etcetera, there is not many things for the kids who have a stronger sense in the 'brains'. I can really only think of a few house challenges that we've done that don't include sports and for extracurriculars, there is none. The only really 'Clubs' for people who don't want to be in athletics would be Battle of the Books and in prior years cooking club and shop.



## Parents Insights

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

- The forum and cafeteria spaces are used well in multiple ways.
- Students are given opportunities to show what they know in a variety of ways.
- School is extremely supportive. Transition from elementary school was a concern but we are pleased with the support and attention our child has received; she is excited about reading lists and spelling.
- Student leadership is evident. Leadership group is very involved in school; they do fun and useful stuff – it is visible.
- House Teams are going well.
- Engagement in school events, like the school food drive.
- Like the GSA (Gay Straight Alliance) and what they talk about, how many show up, and how they treat each other.
- House Teams integrated into everything the kids do. It continues to engage them even when they come home. “I do this for my team.”
- English and French groups feel more united, possibly because of House Teams?

What do parents think could be worked on or improved?

- Longer eating time for lunch.
- Scheduled reading, not just casual, increase the number of books available both leveled and not.
- Students feeling comfortable asking questions of all staff. Some staff seem intimidating. I encourage my kids to self-advocate. Some teachers are good with self-advocacy. It is hard for students to ask for that help if you are a shy kid. Some teachers are less aware about how hard it is for kids to ask for help.
- Rules around Covid are tough and being restricted is tough. Looking forward to change post Covid.
- Before the pandemic, we got more of a look at what different grades were doing. Perhaps more in newsletters or at School Council.
- Difficult to translate where to help my child, would like to know where my child stacks up among classmates, even having an idea of what an average child would do. Where do I need to focus with my kids?

In response to what parents think are actions our school could take to do better?

- Look for a balance.
- GSA offered at a younger grade.
- Once Covid rules lift, positive pairing with grades 5 & 8 students.
- Change the entrance to the school so that visitors have to pass through the office.
- More public speaking opportunities for students.

## Staff Insights

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

- Staggered recess, less conflict.
- School is very clean, custodians are doing great work.
- Collaborative response to literacy is going well.
- School-wide literacy and numeracy assessments helping to inform practice, instruction and further assessment.
- House Teams are improving school culture/community.
- Monitor outside Learning Commons – great for communication.
- Relationship between school and bus drivers is good.

What do staff think could be worked on or improved?

- Staggered recess makes clubs trickier to plan.
- More clubs run by teachers (build relationships) – would need some open spaces for this.
- CARE posters – time to revamp with student and staff input.
- Space for Learning Assistants to put materials.

In response to what staff think, what actions could our school take to do better?

- Continue to improve bulletin board use.
- When Covid is over, recommence school-wide assemblies.
- Lockers for staff in staff room.
- Continued expansion of flexible learning spaces.
- Build 2nd display case for items to purchase, e.g. school gear.

## RVS Education Plan Survey Results

Link to [RVS Survey Results](#)

What does the survey indicate are things that are going well?

- Connecting to passions, interests and people – more respondents agree.
- Learning engagement - Gr. 6-8 students reported Often: 55.4% and Always: 24.6%.
- Learning choice (i.e. I have choices in how I learn) Highly rated by students.
- School work is meaningful to our students.
- Students demonstrate ownership for their learning.
- Students expect to succeed in school.
- Learning environment – students feel that they are getting the help they need (higher % than RVS).
- Goal-setting – students set their own goals for learning (50% agree vs 40% RVS).

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

- School work is meaningful – parent response is lower than student response, improve communication around real world applications.
- Knowledge and understanding of variety of cultures.
- Knowledge and understanding of global diversity.
- Service projects, community and global.

In response to the survey what actions could our school take to do better?

- Promote learning about different cultures – cultural celebrations/festivals.
- Invite people from various cultures in to teach us. Cultural awareness day.
- Ensure parents have full access to PowerSchool information, particularly teacher comment section.
- More parent information nights around a variety of topics eg. Resiliency, Digital Citizenship.
- Expand community and global service opportunities for students.

**RVS Assurance Model**

	Data Source	2020/21	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	73.37%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	1.49%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	90%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	100%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in <b>English language arts and mathematics</b> .	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering		N/A	N/A
Division 2 Emerging to Mastering		100%	100%
Division 3 Emerging to Mastering		92%	92%
Division 4 50 per cent +		N/A	N/A
First Nation, Metis, Inuit: Emerging to Mastering		100	100
English Language Learners: Emerging to Mastering		100	100
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	94%	

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

- Excessive absences due to health are low, even during a pandemic
- All students are involved with using myBlueprint portfolios
- 100% of Div. 2 students are meeting expected learning outcomes in English language arts and mathematics

What do you think could be worked on or improved?

- Individual Program Plan (IPP) successes could improve
- Improve overall attendance rates

What actions could our school take to do better?

- Create IPP goals that are achievable
- Expand flexible workspaces for students
- Ensure access to Learning Support and Child Development Advisor

## Alberta Education Assurance Measures 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	85.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.5	67.0	67.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	88.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	23.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.6	80.5	80.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.6	76.0	72.9	79.5	81.8	81.4	n/a	n/a	n/a

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

- Citizenship – Significant improvement. As we continue to build awareness of global citizenship, students become more aware of their role as a contributing member of society
- Education Quality – Professional Learning continues to be crucial as we continue to lead in cutting edge learning strategies, preparing students for the future
- Providing a welcoming, caring, respectful and safe learning environment

What do you think could be worked on or improved?

- Although improvements can be seen in most areas, SMS is still slightly lower than the provincial average in a few areas
- Citizenship has improved but needs to increase further
- Parental involvement could be expanded

What actions could our school take to do better?

- Build awareness and expand citizenship initiatives
- Continue staff professional learning around literacy and numeracy
- Adopt a more collaborative and proactive lens to teaching skills and solving problems
- Create additional opportunities for parents to engage with our school activities
- Celebration of learning day/evening

## PROTOTYPE PLANS

**How Might We Continue to Build School Culture?**

**What Priority Areas Does It Address?**

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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### Sources of Input

- Students, staff, and parents will contribute collaboratively to creating House Teams, House Team activities, events and community service projects.
- Our progress will be evaluated through the participation levels indicated through bead collection, school council feedback, staff participation in all levels of House Team Activity and on the School Culture Committee and through the RVS survey.
- SOSQ results will also be looked at as a means of assessing inclusive school culture.

**End Goals** (What will you work to produce/impact/influence and how will you measure? Be specific)

- To create a welcoming and inclusive school culture, measured through participation in House Team event and activities.
- To provide opportunities for student contribution to the school community, the wider Springbank community and globally, measured through the number of projects undertaken. (Veterans Foodbank, Cochrane Activettes, cards for Armed Forces and seniors etc.)

### PROTOTYPES

**Name:** House Teams

**Scope:** All members of the Springbank Middle School community are affiliated with a House Team. House Teams members are afforded multiple opportunities to participate in or lead activities or events designed to build morale, to promote inclusion, and to demonstrate leadership through becoming citizens connected to the school, to the wider Springbank community, and globally.

**Indicator of Success:** Student and staff participation levels are indicated by the numbers of beads awarded to each team, the numbers of community outreach projects undertaken, the numbers of Team challenges and activities provided throughout the year.

**Description:** Students and staff are members of a house team and have the opportunity to earn beads for various activities (academic, social, sports, citizenship). The House Teams are Rock, Wind, Water and Fire. Each team has teacher sponsors and team captains. Throughout the school year, students and staff create and participate in a variety of projects, challenges, and activities.



**Prototype Iterations:**

1. House team challenges, events, activities, and community service projects: Students and staff are enthusiastic about participating in the events, activities, and community service projects. Covid is a tricky factor in the planning of these events. Moving forward, continue to plan around Covid protocols and/or elimination of restrictions.

**Fall Learnings:** Staff and students are flexible and adaptable. They rise to the challenge and participate in ways that were not foreseen before Covid. The protocols provide guidance that we have learned to work with to have activities and events that are fun and safe.

2. House Team Captain leadership opportunities: Team captains have had multiple opportunities to provide leadership to their team members. It has been tricky to plan regular Team Captains Meetings that worked with teacher supervision schedules. In the future, see if key House Team committee members can have a common day without supervision to free up time to participate in the meetings.

**Fall Learnings:** Students have benefited from the opportunities provided for leadership. We are working on how to have regularly scheduled meetings and how to provide this prospect to more students.

3. Bead collection system (both physical and digital). The digital bead collection system was new this year and has been helpful in awarding beads in the moment, both in class and during events and activities. The tricky thing has been the location of the bead display system. While in the hallway, it was open to bead loss. While located in the office students have to enter the office to put beads in the jars. Moving forward, finding a secure location for the bead display.

**Fall Learnings:** Having multiple ways to collect beads has been helpful. Finding a secure location that is readily accessible to students is a challenge.

## PROFESSIONAL LEARNING PLAN

### Driving Questions

- Which strategies are most effective in building strong relationships with and between students?
- How do we create an involved and engaged community of learners?
- How do we include Indigenous ways of knowing and doing in our daily practice?

### Learning Outcomes

- All learners at SMS can find and utilize seating, tables, digital spaces and/or areas that inspire them to learn.
- Staff are comfortable using digital tools to make learning visible.
- The cafeteria becomes a flexible learning space with a Science/STEAM area and multi-purpose room.

### Strategies

- Kerri Woods: Positive Behaviour Intervention Strategies (intro) August
- Ross Greene: Understanding challenging behaviour and lagging skills October
- Sherri Black: Positive Behaviour Intervention Strategies January
- Meghan Hole: Social Thinking January

## PROTOTYPE PLANS

**Targeted Learning (Staff & Students):** How might we diversify instruction & assessment to allow students to reach maximum potential?

**What Priority Areas Does It Address?**

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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### Sources of Input

1. Student – focus groups
  2. Literacy Team – guiding staff members
  3. Teacher garnering insights through surveys discussions, etc
  4. Parents – Focus groups & school council
  5. Learning Support and Learning Assistants
  6. Rocky View Literacy/Numeracy Teams
- Our progress will be evaluated through achievement levels indicated by completion of the reading and numeracy assessments, school council feedback, grade team explicit teaching, communication of specific feedback to parents and growth in student and staff learning.

### End Goals

Reading Assessments:

- Communicate student results on the RVS reading assessment tool with parents, staff and students. Compare reading assessments and growth between November and April.
- Use the data from reading assessments to support student learning and focus on reading skills and strategies and communicate with parents and staff.
- Data from PAT results.

Numeracy Assessments:

- Introduce the MIPI (Math Intervention/Programming Instrument) to Math Teachers.
- Complete the MIPI with all students from grades 5-8.
- Communicate student results on the MIPI to parents, staff, and students.
- Use the data from the MIPI numeracy assessment to support student learning and target numeracy skills.
- Data from PAT results.

## PROTOTYPES

**Name:** Communication of Student Results in Literacy

**Scope:** As all students at Springbank Middle School are assessed using the RVS reading comprehension tool, it is imperative to communicate this information to parents, staff and to students. Teachers will assess the data and relay this information to parents through PowerSchool and a letter.

**Indicator of Success:** Language Arts teachers create PowerSchool assignments with a comment for each student based on the reading strategies that were assessed and a letter is sent to parents to inform them that the assessment information is in PowerSchool.

**Description:** In November and April, all students at Springbank Middle School will be assessed for reading comprehension using the RVS reading comprehension tool. In January, teachers will communicate student results to parents.

**Prototype Iterations:**

- **Letter sent to parents regarding student reading assessments.** The teacher will be supplied with a template to use to communicate reading assessment results with parents. They will be able to personalize the letter after having guidelines on which information to communicate. The trick is making sure these all go out within a set timeline. Going forward this type of communication will become second nature and a part of CoSL.

**Fall Learnings:** Time was supplied through the use of homeroom half days to complete the reading assessments. The use of technology to individually record each student worked for most students at Springbank Middle School. Some students were required to complete the assessment with a teacher. Teachers also used the week of Jan 3-7 to enter assessment comments in PowerSchool and send letters to parents.

- **Using reading assessment data to plan for learning.** Teachers had a half day professional learning opportunity on January 6, 2022, to work collaboratively in grade teams to plan for targeted learning for reading. Teachers will use Literacy Blocks, Learning Strategies Blocks, Learning Hub, Literacy Team and Learning Support Team to focus on student reading skills. The tricky part of this is supplying workable schedules with extra staff available for Literacy and Learning Strategies Blocks. Administrators, Literacy and Learning Support teams are on hand to provide support. Moving forward, schedules will continue to provide staff for these blocks of time.

**Fall Learnings:** All members of the Springbank Middle School community are collaborating in our literacy initiative. Time has been given to teachers, support staff and students to focus on building literacy skills during a 15-minute literacy block, a learning strategies block and planned blocks of time to administer the RVS comprehension reading assessment for every student.

**Name:** Class Reviews

**Scope:** All homeroom teachers will participate in a class review with the Learning Support Team, CDA and administrators. These will take place during a regularly scheduled time, with a sub supplied for the home room teacher.

**Indicator of Success:** Each teacher will have the chance to speak to the Learning Support Team, view the class from a positive, competency or ability viewpoint and speak about the needs that must be addressed with a goal of differentiating learning.

**Description:** Guide the teachers' understandings of each class through a guided meeting with administrators and the Learning Support Team. The meeting will focus on positives and the success of the classroom and how this can support the areas of learning for students. The meeting will take a global and targeted view of strengths and needs.

**Fall Learnings:** Teachers appreciate the opportunities to share the celebrations of the learning taking place in their classrooms and to have a dedicated time to target learning needs as a whole and for individuals. It has been tricky to have consistent blocks of time due to staff shortages. The class reviews compliment Springbank Middle School's commitment to a collaborative response for literacy.

**Name:** Numeracy Assessment Using MIPI (Math Intervention Programming Instrument)

**Scope:** All students at Springbank Middle School will be assessed using the MIPI before the end of January 2022.

**Indicator of Success:** Teachers indicate that all students have completed the assessment.

**Description:** All math teachers have been requested to complete the MIPI with the classes they teach. This is to take place during the month of January. When complete, the numeracy team (teachers) will meet to discuss next steps in using the data.

**Fall Learnings:** Teachers had a PL on January 6, 2022 to locate the MIPI and learn how to administer it to their classes. Some have already begun to use the assessment tool as of January 12, 2022. (All students were assessed by Feb. 10)

**Name:** Incorporating Indigenous Learning into daily practice.

**Scope:** Teachers access professional learning that brings Indigenous ways of knowing into their teaching and learning practice.

**Indicator of Success:** Lesson planning includes Indigenous ways of learning as a focus.

**Description:** Teachers participated in professional learning in September to build capacity in this area.

**Fall Learnings:** This continues to be an area of growth for the learning community at SMS.

## PROFESSIONAL LEARNING PLAN

### **Driving Questions**

- Once we have the reading assessment data and the MIPI numeracy assessment data, what are the next steps we take to diversify learning and teaching to meet individual needs?
- How do we make learning visible to the SMS community?
- How can we work collaboratively as teams to capitalize on the expertise we have in the building?
- How do we include Indigenous ways of knowing and doing in our daily practice?

### **Learning Outcomes**

- Grade teams build action plans to address needs in literacy that have been identified through individual reading assessments. All teachers are literacy teachers.
- Reading assessments results are communicated to parents and students, using individualized letters or an assignment on PowerSchool.
- All students are using myBlueprint as a portfolio and have a variety of learning samples entered to share with their parents.
- Grade teams utilize the Literacy blocks (15 min) and Learning strategies blocks (1 per 6-day cycle) which have been incorporated into each classroom schedule.
- The MIPI is administered to all students from grades 5-8.
- Indigenous ways of knowing and doing are incorporated into lesson planning.

### **Strategies**

- Literacy Assessment: class 'picture' to see students' needs - September
- myBlueprint - September
- Collaborative response for literacy: Flipgrid and One Note using technology to make learning visible with literacy assessments + refresh on reading assessments - October
- Review the data from November assessments and create a team action plan to meet learning needs. (First week of January)
- Next steps: Using the data to diversify and plan for individual needs – April
- All students are assessed in Numeracy using the MIPI.
- Indigenous Learning Professional Learning: September

## PROTOTYPE PLANS

How Might We create positive flexible spaces in which our students learn and/or interact?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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### Sources of Input

- Office referrals
- Parent/Teacher/Student satisfaction surveys
- Observations
- Student Advisory groups, Team Captains, Leadership options
- Use of digital platforms (spaces)

- **End Goals** Students have wider peer groups and are comfortable engaging with others at different grade levels.
- Students are aware of the impact of their own participation and behaviour on house teams and others.
- Students feel welcomed and engaged in clean, modern, and comfortable spaces that encourage learning and collaboration.
- Students have flexible learning spaces, both physical and digital, to make learning visible.

## PROTOTYPES

**Name:** Hallway TV's, Forum Windows, Bulletin Boards and Display Cases

**Scope:** Continuous, school wide

**Indicator of Success:** All bulletin boards are in use. The TV displays a variety of school news and photos. The main display case is scheduled, and different classes, grades, programs, and options have access to display items relevant to school, learning and culture. A third TV has been added to the lower floor, in the lower main entrance.

**Description:** Bulletin boards and display cases contribute to the learning and the interactions of students through making learning visible, inviting engagement in learning, school events and activities and highlighting leadership, citizenship, and accomplishment. TV's display the learning, accomplishments, and celebrations of the school, as well as information for students that assists with engagement, organization, and inclusion.



**Name:** Upgrading spaces and encouraging use of these spaces (cafeteria and front entrance)

**Scope:** Ongoing, entire school community

**Indicator of Success:** Spaces are warm and welcoming, students are using them regularly

**Description:** The goal is to renew the main entrance with furniture that invites students to engage collaboratively and begin work on the decommissioning and renovation of the old cafeteria area.

**Prototype Iterations:**

1. Administrative team to meet with Justin Heeks and Collette Winter to discuss construction options and/or limitations as well as the development of the cafeteria space considering the utilization and programming for a multi-use, adaptable extension of the school. It is currently being used as a multi-use area for PE, STEAM, and limited larger group presentations. It has been tricky to use with the railing and kitchen area still there. Moving forward we will engage the student body, staff, and parents in a process to gain information about their vision for the space.
2. The school committee for positive flexible spaces is working on choosing and purchasing furniture and adding plants to the front entrance. The committee has investigated buying silk plants that do not require maintenance for this area. Covid protocols for furniture and understanding how this area could be used has been challenging. Moving forward we will present a proposal for the use of casino funds to purchase new furnishings for this area.
3. Digital spaces to make learning visible, such as myBlueprint and Flipgrid, are explored and implemented.

**Fall Learnings:** Due to the protocols for Covid, use of more flexible spaces is challenging and encouraging students and staff to meet, collaborate and engage as learners in these areas is not recommended at this time. Focusing on bulletin boards and installing a new hallway TV has been more successful. Currently we have two hallway TV's and are working on installing a third on the lower floor of the school.

## PROFESSIONAL LEARNING PLAN

### Driving Questions

- How can we provide a variety of flexible learning spaces that invite students to engage actively in their own learning?
- How can we use digital spaces such as myBlueprint, Flipgrid and others to make learning visible?
- How do bulletin boards and hallway T.V.'s contribute to school culture and learning at SMS?

### Learning Outcomes

- All learners at SMS can find and utilize seating, tables, digital spaces and/or areas that inspire them to learn.
- Staff are comfortable using digital tools to make learning visible.
- The cafeteria becomes a flexible learning space with a Science/STEAM area and multi-purpose room.

### Strategies

- New Website - September
- Hybrid tools for Learning: Owl, Jamboard, Google slides – September
- Flipgrid and One Note - October
- Meetings with the planning/operations team to discuss the cafeteria renovation.
- Purchase of new furniture for the front entrance of the school and for the renovated cafeteria.

## BUDGET HIGHLIGHTS

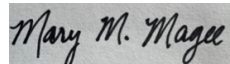
	2019/20	2020/21	2021/22
<b>Certificated Staff</b>	2,510,936	2,506,457	2,659,044
<b>Support Staff</b>	225,065	252,646	273,272
<b>Services &amp; Supplies</b>	100,000	190,195	161,450
<b>Other</b>			
<b>Contingency</b>	N/A	N/A	N/A
<b>TOTAL EXPENDITURES</b>	2,836,001	2,949,298	3,093,766

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: April 6, 2022

What resonates with parents? What inspired them? <ul style="list-style-type: none"> <li>• The school spirit has increased a lot. Students seem to be more engaged. It is more alive.</li> <li>• Collaboration with high school is appreciated.</li> </ul>
What questions did they have? <ul style="list-style-type: none"> <li>• Can we bring back a math competition? And science?</li> <li>• School dances?</li> </ul>
What did they find tricky? <ul style="list-style-type: none"> <li>• To stay on top of all the kids stuff. PowerSchool, Google, MyBlueprint, etc.</li> <li>• PowerSchool is tricky to dig into, eg. comments</li> </ul>
How can parents play a more active role in its implementation? <ul style="list-style-type: none"> <li>• Participate in parent information nights</li> <li>• Continue to volunteer. Create in-school parent volunteer opportunities</li> </ul>

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.



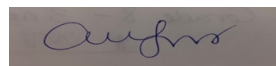
April 6, 2022

**Principal Signature**

**Date**

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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April 6, 2022

**School Council Chair Signature**

**Date**