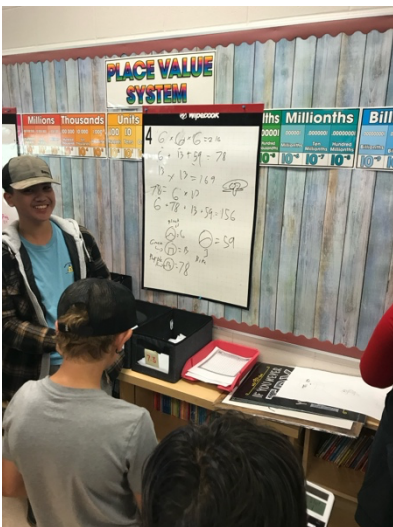




Mitford School

School Education Plan 2024/25



October 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



At Mitford School we celebrate a school family where students care, connect, belong, and grow together. Our success with building that vision has provided us with a strong foundation to create a strengthened learning environment. We have enacted a more targeted instructional approach with multiple forms of assessment to improve student learning outcomes and achievement. We are building upon our strengths to make a real difference with student progress in terms of literacy and numeracy in relation to the expected learning outcomes.

To continue to have a meaningful impact on the literacy and numeracy progress of students, multiple sources of data were collected to guide our next steps and develop a plan to adapt instruction and target identified needs. We are continuing extensive professional learning on new research-based approaches in literacy and numeracy, and we are bringing those new universal strategies and practices into every classroom. This includes daily focused instructional blocks after lunch to universally target literacy and numeracy outcomes identified as areas of need. We continue to collect data yearly to monitor student progress and adjust our teaching practice and curriculum focus as determined by student need. A home reading program for students was launched last year as we strive to foster a greater love of reading with the support of families at the grade 5 level and in grade 6 by November 2024.

Making learning visible by providing multiple opportunities for students to share their learning with their peers, families and the school community is another focus of our school. This has been achieved through opportunities for students to share in person when families are invited into the school including 'Experience Mitford' and the 'Gallery Walk of Indigenous Learning', and daily through my Blueprint, a digital portfolio where families can share in the learning of their children.

The Calls to Action from Truth and Reconciliation are an important focus of the Mitford School community. Our focus continues to be on learning and embracing Indigenous ways of knowing and working to infuse that within our daily instruction within every classroom while honouring our neighbors in Stoney Nakoda. We invited and welcomed Stoney Nakoda Knowledge Keepers to work with our school community over the past year, beginning with a traditional pipe ceremony. We look forward to deepening this connection and relationship. There is much more work to do, but it is important to note the Indigenous teaching methods we are exploring align perfectly with current best practice for teaching and learning.

We will continue to consult and partner with our school community as we move forward with our next year of school improvement planning. Mitford School is excited to have added a second French Immersion cohort this school year that will continue to grow as a new and exciting part of our school culture and identity. We have a wonderful school community, and we are committed to seeing it strengthen and develop in its capacity to *Care, Connect, Belong and Grow Together; Se Soucier, Se Connecter, Appartenir et Grandir Ensemble*.

Assistant Principal – Brandon Nordoft

Principal – Peter Fultz

School Profile

<p>Principal: Peter Fultz</p> <p>Assistant Principal(s): Brandon Nordoft</p> <p>Website: https://mitford.rockyview.ab.ca/</p>	<p>Mission: At Mitford, our Circle of Strength is to care, connect, belong, and grow together.</p> <p>Vision/Purpose/Beliefs: Mitford’s four core values are caring, connecting, belonging, and growing.</p> <p>Our Circle of Strength nurtures our students and community by fostering whole-child development and lifelong learning.</p>
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Total Number of Students: 411

Grades Served: 5-8

Total Number of:

- Classroom Teachers: 17.02
- Learning Support Teacher(s): 1.3 FTE
- Learning Assistant(s): 5.8 FTE
- CDA(s)/Guidance Counsellor(s): 1.0 FTE
- Learning Commons Facilitator(s): 0.5 FTE
- Office staff: 1.86 FTE
- Caretaking staff: 5

School Diversity Profile

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

Notably, 6 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 6 per cent of our school population. The most common first languages for these students are Ukrainian, Russian, Tagalog, French, Spanish and Nakoda.

As an inclusive school, we welcome 15 per cent of our students who have significant learning needs, 13 per cent of those being mild to moderate and 2 per cent with severe learning needs.

Additionally, our school enjoys many strengths that serve to support every student. The successful implementation of PBIS (Positive behaviour Intervention Supports) Tier 1, 2, and 3 has created a significantly positive impact on school culture.

There are many additional positive and unique features of the Mitford School community including: a shared community with students from Stoney-Nakoda , One-to-One student technology, daily Focus Blocks with targeted literacy and numeracy instructional support, small group literacy intervention and support, robust CTF course offerings, a large variety of athletic teams and student clubs, a vibrant student leadership program, a strong band and music program, a school-wide focus on mental well-being and social emotional supports, various connections to community programs and groups , and we embrace an Eco-friendly approach as a school community. In addition, Mitford’s school identity and opportunities now

includes French Immersion and the P3 Hockey Academy. Mitford strives to foster a school culture and identity that offers something for every learner.

Student Feedback from Spring 2024

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

- 89% of students identify as progressing, advancing, or mastering with their ability to think critically.
- 92% of students identify as progressing, advancing, or mastering with their ability to collaborate with others.
- Students feel safe and supported by staff and peers, which reflects the fostering of a positive and welcoming school culture.

What do students think could be worked on or improved?

- Additional time for Daily Physical Activity.
- Continue to increase hands on learning opportunities and learning by doing.

Parent Feedback from Spring 2024

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

- Quality of teaching and learning was highlighted as a strength.
- Overall positive school culture including house teams and processes in place to support behavioural concerns.

What do parents think could be worked on or improved?

- Continue to focus on and further develop critical thinking skills of students.
- Strengthen frequency of communication between homeroom teachers and student families.

RVS Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 5-8	EICS Math Assessment 2024	Green - 52.76% Yellow - 14.70% Red - 32.55%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 5-6.	Groupe Beauchemin+	72.4%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 5 – 8.	BAS	87.3%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment for Grade 7.	RVS Writing Assessment	59.0%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	Tier 1 93% Tier 2 56% Tier 3 38%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	50%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	68%

What does this data tell us is going well?

- A solid percentage of grade 7's met grade level expectations on the RVS writing assessment.
- There was significant improvement in the percentage of students reading at or above grade level in English and French.
- Our tier 1, 2, and 3 PBIS implementation has positively impacted the school community and expectations from our behaviour matrix are ingrained with both students and staff leading to a safe environment within the school.

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

- Student attendance is a concern as it negatively impacts students' ability to learn and show their learning and progress.
- To increase fidelity for our tier 2 and 3 implementation of PBIS.

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.	56%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	51%
The average score for relevance, rigor and effective learning time.	65%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	79%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	Gr 5+6=NA Gr 7+8=48%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	67%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	65%

What does our data indicate is going well?

- We have well rounded, open-minded students who are self-aware, healthy and have purpose in their lives.

What does our data tell us could be improved on?

- The motivation and interest level in school outcomes of our students is low. Having positive homework and study behaviours could also be improved.

Alberta Education Assurance Measure Results

What does our data indicate is going well?

- Education Quality has improved significantly from the perspective of all stakeholders.
- Student engagement has improved in the past year.

What does our data tell us could be improved on?

- Parental involvement continues to be an area of concern requiring further efforts to engage parents with their child’s learning as well as in the life of the school community.

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 5231 Mitford School

Assurance Domain	Measure	Mitford 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	87.8	80.3	81.9	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	72.3	71.0	77.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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
	PAT6: Acceptable	n/a	53.7	53.7	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	9.0	9.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: 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	93.2	80.5	82.5	87.6	88.1	88.6	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	79.4	77.5	81.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.5	68.3	73.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	65.7	75.8	74.7	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Note: Six parents completed the survey in 2024.

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 literacy and numeracy rates by 20% over the next three years.

School Goal 1: By June 2025 our student literacy and numeracy rates will improve by 10% for all grades.

Data that informed this goal:

June 2024 BAS Results (Grade 5-8)

- 87.3% Meeting or Exceeding Expectations

June 2024 GB+ Results (Grade 5 French Immersion)

- 72.4% Meeting or Exceeding Expectations

June 2024 Writing Assessment Results (Grade 7)

- 59.0% Meeting or Exceeding Expectations

September 2024 EICS Numeracy Assessment Results (Grades 5-8)

- Green - 52.76%
- Yellow - 14.70%
- Red - 32.55%

Connection to the practice guide(s):

Instruction and Assessment Practice Guide pg. 9 - When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate, and engage parents, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes.

Inclusive Education Practice pg. 12 - A Multi-Tiered System of Supports (MTSS) is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem-solving and decision making is practiced across the universal, targeted, and intensive tiers for supporting all students.

Professional Learning Practice Guide pg. 14 - Professional learning done with intention is a powerful tool for building teacher practice and collective efficacy within RVS. Professional learning that is data

driven, coordinated, and monitored for impact at the school and district levels builds our collective capacity as a learning organization.

Strategies:

- Ongoing Literacy, Numeracy and Assessment Professional Learning Communities to build and strengthen teacher capacity and enhance teacher efficacy.
- Learning Support teacher time allocated to targeted support for students identified as approaching expectations.
- Home Reading Initiative in collaboration between home and school to advance reading comprehension through daily practice while fostering a love of reading.
- Further implement 'Thinking Classroom' instructional strategies and approaches to target numeracy outcomes that require attention.
- Make data informed decisions on next steps and actions to adjust instructional focus to be implemented within daily instruction including the Mitford daily literacy/numeracy Focus Block.
- Building more observational, conversational and performance assessments into teacher practice to better reflect student achievement.
- Infuse Indigenous teaching methods that are congruent with the more balanced approach to assessment.

Measures:

- Running records on an ongoing basis when a student shows that it is needed.
- BAS literacy assessment data for Grades 5-8, Writing Assessment Data for Grade 7 and 8, and GB+ literacy assessment for Grade 5 and 6 French Immersion students.
- EICS Numeracy Assessment data for Grades 5-8
- Alberta Education Assurance data on Education Quality

Parents can:

- Grade 5 parents can continue to support the home reading program
- Grade 6 parents can support the home reading program commencing in November 2024.
- Access online numeracy resources provided by the school to support student learning.
- Stay connected with the teacher regarding student progress through my blueprint digital portfolio and the public portal.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Literacy and Numeracy Focus Blocks continue with targeted instructions from baseline numeracy and literacy data. 	<ul style="list-style-type: none"> • Literacy resources are being acquired to augment the Grade 5 Home Reading Initiative, to begin Grade 6 Home Reading, and build classroom libraries in Grade 7 and 8
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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: continue to develop student confidence to better foster and enhance strong abilities with critical thinking and collaboration.

School Goal 1: By the end of the school year, the percentage of students that express confidence in their ability to think critically and work collaboratively with others will increase by 10%.

Data that informed this goal:

- Alberta Education Assurance Measures for education quality is 93.2 %
- The average score for relevance, rigor and effective learning time from our school survey is 65%
- Student Self-Assessment indicated that 89.1% of students viewed themselves as ranging from progressing to mastering as critical thinkers.
- Student Self-Assessment indicated that 92.8% of students viewed themselves as ranging from progressing to mastering as being collaborative.

Connection to the practice guide(s):

Instruction and Assessment Practice Guide pg. 5 - To move learning forward, students and staff take risks, persevere when things are difficult, and understand that mistakes are a part of the learning process. “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015)

Inclusive Education Practice Guide pg. 9 - Build Capacity – All stakeholders have ongoing responsibilities, opportunities, relationships, and resources that develop, strengthen, and enhance their understanding, skills, and abilities to create flexible, physically, and emotionally safe and responsive learning environments.

Professional Learning Guide pg. 10 - Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. RVS supports collaborative and collective inquiry through a number of professional learning opportunities and initiatives aligned with our vision, division goals and school education plans.

Strategies:

- Continuing to implement and embed the principles and practices of a ‘Thinking Classrooms’ approach to learning across the curriculum and within Focus Blocks.

- Infusing Indigenizing teaching methods within daily instruction.
- Connecting Careers to the soft skills associated with an instructional approach across the curriculum including 'Thinking Classrooms'.
- Students and families accessing and building reflections within myBlueprint to foster metacognition amongst students.
- Embed weekly communication between students, teachers, and families regarding student progress, work completion and upcoming learning tasks through the Friday Flex email.

Measures:

- Student focus groups on critical thinking and collaboration.
- Student and parent survey on critical thinking and collaboration.
- ourSCHOOL results in relation to relevance, rigor and effective learning time and in relation to the percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.
- The Alberta Education Assurance Measures for education quality.

Parents can:

- Engage with their children and their learning through myBlueprint.
- Share their voice via Alberta Education and RVS surveys.
- Actively participate in the Experience Mitford showcase of learning in April 2024.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Student and staff survey on critical think and collaboration skills. • Teachers widely use a 'Thinking Classrooms' approach with standing WipeBooks to expand students skills with critical thinking and collaboration. 	<ul style="list-style-type: none"> • The survey will be completed before Christmas break
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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: increase the sense of caring and belonging in an inclusive school environment for all students?

School Goal 1: We will maintain and strengthen our PBIS Tier I Fidelity and improve our Tier II and Tier III Fidelity Inventory (TFI) by 10% to continue to foster and amplify a greater sense of belonging within a safe and caring learning environment.

Data that informed this goal:

- Current (2023/2024) Tier 1 TFI Assessment score of 93%
- Current (2023/2024) Tier 2 TFI Assessment score of 56%
- Current (2023/2024) Tier 3 TFI Assessment score of 38%
- Use of common language from our school's PBIS Matrix
- Use of visual supports to scaffold PBIS Matrix practices
- Mitford's student reporting problems and concerns data
- Dossier behaviour data tracking

Connection to the practice guide(s):

Instruction and Assessment Practice Guide pg.5 - To know and understand our students, class reviews are completed to support planning for instruction. Foundational strategies for inclusion are found in the Inclusive Education Practice Guide and are used by staff.

Inclusive Education Practice Guide pg. 13 - 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.

Professional Learning Practice pg. 5 - By approaching existing problems of practice across the jurisdiction with curiosity and the lens of a growth mindset grounded in data, our learning organization will meet the shared goals set out in the Education Plan.

Strategies:

<ul style="list-style-type: none"> • Engaging our school in House Team assemblies using games, challenges, and recognition opportunities celebrating our PBIS engagement. • Continue to deepen PBIS within our school culture through revamped school-wide expectations lessons and frequent review and reinforcement that includes student focus groups. • Engage teachers with collaboration on classroom expectations with the support of the PBIS behaviour coach 		
<p>Measures:</p> <ul style="list-style-type: none"> • School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory. • Student and parent PBIS matrix focus groups. • Behaviour tracking through the Dossier behaviour Tracking module • Mitford Reporting Problems and Concerns Form data. 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Attend our school PBIS assemblies. • Attend our school council meetings to learn about our PBIS progress. • Reinforce PBIS language at home. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Student focus groups are being formed to gather feedback on school-wide PBIS expectations. • The student 'Reporting problems & Concerns' form is continuing to be widely used by students as a means to communicate issues or concerns when they arise. • Staff are now widely using the Behaviour Tracking system to identify behaviour trends and locations to address concerns. 	<ul style="list-style-type: none"> • No adjustments currently
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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 Mitford School



Principal signature on behalf of students and teachers of Mitford School

