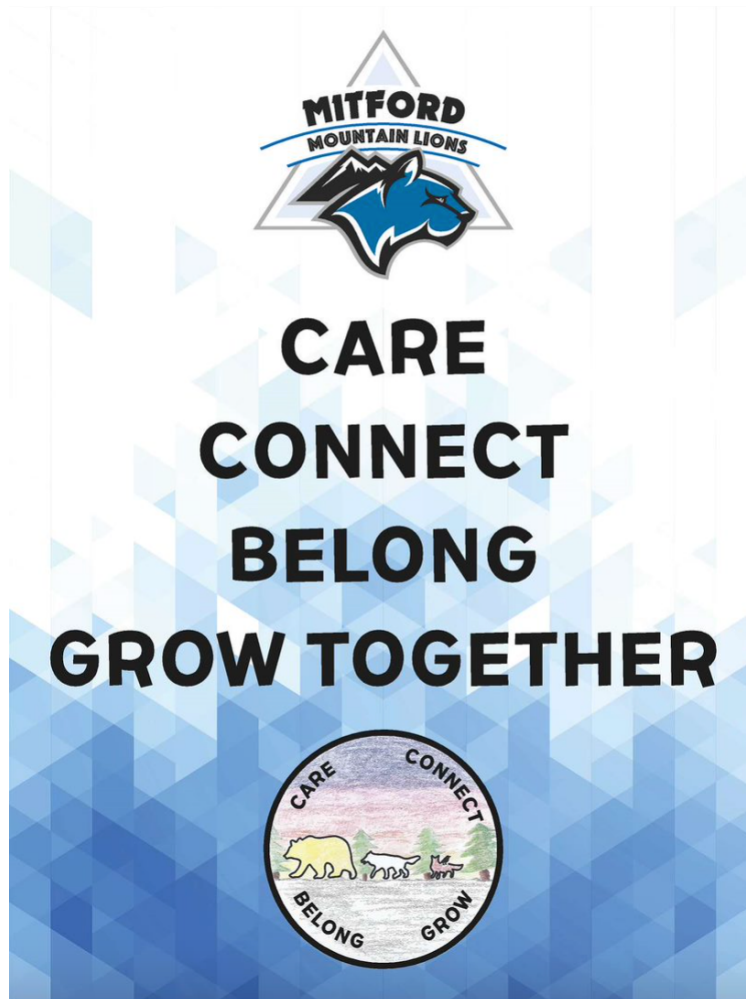




# Mitford School **INNOVATORS BY DESIGN**

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**ROCKY VIEW  
SCHOOLS**

February  
2023

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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.

## SCHOOL ADMINISTRATION MESSAGE

At Mitford School we continue to foster a community where students care, connect, belong, and grow together. Our success with building that vision has provided us with a strong foundation to respond to the learning disruption that resulted the pandemic and impacted learner's progress. We are building upon our comprehensive understanding of where students are in terms of literacy and numeracy in relation to the expected learning outcomes.

To have a meaningful impact on the literacy and numeracy progress of students multiple sources of data were collected to inform our next steps and develop a plan to adapt instruction and target identified needs. We embarked on extensive professional learning of new approaches in literacy and numeracy and brought those new universal strategies and practices into every classroom. The support for literacy also included targeted small group instruction for learners that would most benefit from that additional support. We will continue to collect data yearly to both monitor student progress and adjust our teaching practice and curriculum focus as determined by student need. A home reading program for Mitford School students is also in development as we strive to foster a greater love of reading with the support of families.

Making learning visible by providing multiple opportunities for students to share their learning with their peers and the school community is another focus of our school improvement. This has been achieved through special sharing events within the school such as our Alien Invasion, and on a daily basis through myBlueprint, a digital portfolio where families can share in the learning of their children. In the Spring we will be hosting "Experience Mitford", an evening where the community will be invited into the school and students will have the opportunity to showcase their learning and again making their learning visible.

The Calls To Action from Truth and Reconciliation are an important focus of the Mitford School community. We will continue to reach out to our Stoney Nakoda neighbors in the hope of forging a strong friendship of mutual respect and understanding. At this time our focus has been 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. There is much more work to do, but we are committed to responding to the Calls To Action.

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 see where the upcoming boundary accommodation review will take our school community as RVS works with stakeholders to see how Cochrane can best adjust to the growth being experienced. We have a wonderful school community and we are committed to see it strengthen and develop in its capacity to care, connect, belong, and grow together.

## SCHOOL PROFILE

<p><b>Principal:</b> Peter Fultz</p> <p><b>Assistant Principal:</b> Brianna Storey</p> <p><b>Website:</b> <a href="https://mitford.rockyview.ab.ca/">https://mitford.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> At Mitford, our Circle of Strength is to care, connect, belong, and grow together.</p> <p><b>Beliefs:</b> 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>
<p><b>Total number of:</b></p> <p>Teachers: 16                      Support Staff: 8                      Students: 325</p>	<p><b>Grades Served:</b> 5-8</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> <li>• identified with specialized or exceptional needs: 19%</li> <li>• who are English Language Learners: 6%</li> <li>• who self-declare as First Nations, Inuit or Metis: 8%</li> <li>• students reading at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 5: 74%</li> <li>○ Grade 6: 49%</li> <li>○ Grade 7: 35%</li> <li>○ Grade 8: 38%</li> </ul> </li> <li>• performing mathematics at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 5: 22%</li> <li>○ Grade 6: 31%</li> <li>○ Grade 7: 18%</li> <li>○ Grade 8: 6%</li> </ul> </li> <li>• with writing skills at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 5: N/A</li> <li>○ Grade 6: N/A</li> <li>○ Grade 7: N/A</li> <li>○ Grade 8: N/A</li> </ul> </li> </ul>	<p><b>Unique features of our school</b></p> <ul style="list-style-type: none"> <li>• Shared community with students from Stoney-Nakoda</li> <li>• PBIS School</li> <li>• STEAM based programming</li> <li>• Literacy Supports using LLI</li> <li>• Robust CTF course offerings</li> <li>• One-to-One student technology</li> <li>• Large variety of athletic teams and student clubs</li> <li>• Vibrant student leadership program</li> <li>• Strong band and music program</li> <li>• School-wide focus on mental well-being and social emotional supports</li> <li>• Connections to community programs and groups</li> <li>• Eco-friendly approach</li> <li>• Shared community and school site with Cochrane Christian Academy</li> </ul>

**Students Insights to guide our plans and goals for the 22-23 year**

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

- Students report that people in our school community are helpful, and are nice to each other
- Students feel that the new cell phone policy has made a positive impact on student interactions
- Students enjoy the opportunity to participate in sports/physical activities, house teams, and in student clubs

What do students think could be worked on or improved?

- Students want more opportunities to be active outdoors and indoors during the school day
- Students find the hallways congested and crowded
- Students wants smaller class sizes

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

- Teachers can look for opportunities to take learning outside when feasible
- Increase teacher presence in hallways during transition times at lockers
- Hold assemblies and leadership events

**Parents Insights to guide our plans and goals for the 22-23 year**

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

- Our school environment and staff create a welcoming, supportive, and friendly place
- Communication from the school is consistent, clear, and informative

What do parents think could be worked on or improved?

- Create more diversity in student awards to recognize fine arts and CTF accomplishments
- Balance the use of laptops and screens for learning with opportunities to be active and learn in 'hands-on' ways

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

- Implement a home reading program
- Have teachers communicate with parents about student learning via PowerSchool, Google Classroom, and provide informal progress updates via email

**Staff Insights to guide our plans and goals for the 22-23 year**

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

- Staff appreciate the time to conduct student assessments and the support from the Learning Supports team to meets the needs of students
- The PBIS Matrix has made a positive impact on relationships between staff and students

What do staff think could be worked on or improved?

- Continue to work on providing universal supports for the diverse learning needs in our classrooms
- Students require foundational skill development in literacy and numeracy

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

- Teachers participate in classroom profiles with the learning support team to plan for the diverse needs of students in their classes
- Implement purposeful strategies in the classroom to support students who are below grade level in literacy and numeracy



**RVS Four Year Plan [Survey Results](#)**

What does the survey indicate is going well?

- People of all cultures and identities are accepted and valued at Mitford School
- Students expect to succeed at Mitford School, with almost 90% of students reporting that they know can do well in school and that people can help them to do their best
- Students feel their schoolwork is meaningful, with the large majority reporting that they always or often learn useful things at school, learn what they need to be successful, and that learning is fun

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

- A high percentage of parents indicate that their children need further development of numeracy skills to solve real-life problems
- A high percentage of parents indicate that their children need further development literacy skills to learn through reading

In response to the survey, we can:

- Continue to build a positive school culture where students feel safe, cared for, and supported
- Through collaboration and professional learning, continue to develop teacher efficacy in numeracy and literacy instruction

**RVS Assurance Model**

	Data Source	2021/22
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	46%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.07%
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	66%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	92%
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	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	93%

## Alberta Education Assurance Measures Results

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

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	83.5	87.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.5	89.9	73.8	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	74.6	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.5	n/a	n/a	20.6	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	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.6	92.6	84.0	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	92.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.3	88.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.6	82.5	77.4	78.8	79.5	81.5	Low	Maintained	Issue

Based on the data above, what do you think is going well?

- Students, parents, and teachers are very satisfied that students model the characteristics of active citizenship.
- Students, parents, and teachers agree that students are engaged in their learning at school.

Based on the data above, what do you think could be worked on or improved?

- Students and parents are not satisfied with the overall quality of basic education.
- Parents are not satisfied with parental involvement in decisions about their child's education.

Based on the data above, what actions could our school take to do better?

- Provide targeted and purposeful professional learning to teachers that supports the development of fundamental literacy and numeracy skills for all students in the classroom.
- Provide parents with multiple ways to engage in their child's education through 3-way conferences, SSP meetings and reviews, showcases of student learning, and school council.

## PROTOTYPE PLANS

How might we use data sources to inform instructional practice and engage students to further develop literacy and numeracy skills?

What Priority Areas Does It Address?

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

- Student BAS assessments conducted in September by all homeroom teachers in Grades 5-8
- Student MIPI assessment conducted in September by all math classes in Grades 5-8
- Staff input and collaboration on both the Literacy and Numeracy professional learning communities
- Mitford student, parent, and staff Insight surveys
- Student and parent goal-setting in collaboration with teachers during 3-way conferences
- Classroom profiles

### End Goals

- Improve student reading levels in the spring BAS assessments for Grades 5-8
- Changes in teacher instructional practice show a positive impact on students meeting or exceeding outcomes in ELA and Math for Grades 5-8 as measured by PowerSchool data
- Positively impact the student and parent feedback regarding the overall quality of basic education within the Alberta Education Assurance Measures survey results

## PROTOTYPES

**Name:** Adapting Instructional Practices for Literacy

**Scope:** Teachers work collaboratively in grade teams and PLCs to implement purposeful instructional strategies to build foundational literacy skills for students. Multiple data sources are used to select purposeful strategies and update progress.

**Indicator of Success:** Upon reassessment throughout the school year, data and comparisons will show indicators of growth based on the individual student's September evaluation.

**Description:** In September, teachers met with each of their students to evaluate their reading levels via the Benchmark Assessment System (BAS) to get a snapshot of their starting point for reading. Teachers use this information to build targeted support for students who require extensive reading intervention along with ensuring literacy instructional strategies are being applied across the subject areas.

**Prototype Iterations:** We have the resources to do the BAS testing and use the Words Their Way spelling program. Attendance has been a major hurdle with students and teachers completing and

keeping up with all assessments. Moving forward we will implement the Words Their Way program across the grade levels.

**Winter Learnings:** The Words Their Way program is in place in ELA classes for all students in Grades 5, 7 and 8. In Grade 6, targeted supports are underway for small groups of students, working with a levelled phonics program. We will form two LLI groups for students in Grades 7 and 8 in March, based on BAS test scores.

**Spring Learnings:**

## PROTOTYPES

**Name:** Adapting Instructional Practices for Numeracy

**Scope:** Teachers work collaboratively in grade teams and PLCs to implement purposeful instructional strategies to build foundational numeracy skills for students. Multiple data sources are used to select purposeful strategies and update progress.

**Indicator of Success:** Differentiated materials are available for varied abilities so that students feel they can achieve success in math. Students can initiate work on their own, independently complete work, as well as support their peers. Students feel excited about math and can self-adjust which questions they complete based on their abilities. Students will improve their ability to persevere, and problem solve more independently when working in Math. Teachers will monitor student achievement and growth in PowerSchool and programs such as Mathletics.

**Description:** In September, teachers administered the MIPI to assess students in Mathematics. In response to the results, teachers are emphasizing basic math facts (addition, subtraction, multiplication, division) during class instruction and with targeted practice resources. Teachers are using *Thinking Classrooms* strategies, such as vertical surfaces and individual whiteboards, to engage students in multiple ways of expressing mathematical knowledge.

**Prototype Iterations:** The Implementation of the MIPI has provided additional rich assessment data for teachers to triangulate with other sources. This data provides a means for teachers to better inform and target their instruction to better meet the needs of students to further their numeracy confidence and skill level. What has been tricky is the ongoing challenge posed by attendance challenges due to illness as we continue to emerge from the pandemic. Moving forward teachers will continue to persevere with adapting instructional approaches to support students.

**Winter Learnings:** Strategies from the Thinking Classrooms PLC are being used in all math classrooms. Teachers have been provided 'Wipebooks' to support students working collaboratively on problem solving activities in mathematics. Teachers continue to commit to using new strategies as their PLC comes to a close mid-February.

**Spring Learnings:**

## PROTOTYPE PLANS

How might we engage students and parents in decisions about and celebrations of student learning?

### What Priority Areas Does It Address?

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

- Student and parent engagement in 3-way conferences October 25 and 27, 2022
- Student, parent, and teacher engagement in Student Success Plan (SSP) meetings
- Teacher and administrator collaboration in the Assessment Professional Learning Community
- Student and teacher collaboration to design an “Experience Mitford” evening that celebrates learning in Spring of 2023
- Collaboration between school council and administration to brainstorm ways to increase parental engagement in the school community

#### End Goals

- Parents indicate an improvement in their participation in decisions about their child’s education as measured by the Alberta Education Assurance Measures survey
- An increased participation rate from 2021-22 in 3-way conferences held in October 2022 and March 2023, measured by Conference Manager bookings
- Re-instate our showcase of learning, in Spring 2023 - after a multi-year hiatus
- A higher percentage of parents participate in School Council meetings and events

### PROTOTYPE

**Name:** Three-way Conference Design

**Scope:** Implementing a new structure to three-way conferences that sets purposeful goals and celebrates student strength in collaboration with the student, parent, and teacher.

**Indicator of Success:** Three-way conferences provide students, parents, and teachers an opportunity to set goals and celebrate areas of strength and success. Parents and students can see multiple teachers to increase their ability to participate in decisions about students’ learning.

**Description:** In October, two nights of 3-way conferences were held. Parents and students were able to book conferences with up to two teachers. Teachers used a goal-setting reflection tool, completed prior to the conference by students, to inform the conversation and set both academic and personal goals for the year.

**Prototype Iterations:** Parents and staff appreciated the opportunity to see more than the homeroom teacher. This gave parents an early opportunity to become involved in their student’s learning in multiple core subjects. Teachers had a high participation rate for conference bookings. The goal-setting form was at times tricky to fit into the limited time. A digital version may be more efficient.

**Winter Learnings:** The move to allow booking with more than one teacher was well-received and will be maintained. The goal setting document opened opportunities for strength based, positive dialogue. Moving forward, using a digital version may help streamline the process for greater efficiency.

**Spring Learnings:**

## PROTOTYPE

**Name:** Experience Mitford – Celebration of Student Learning

**Scope:** An evening in the spring of 2023 designed for our school community to make visible and celebrate the diverse learning that students have engaged in throughout the school year, and to inspire excitement about future learning from younger peers to older peers.

**Indicator of Success:** At Experience Mitford, students can demonstrate learning authentically, with every student having at least one item to showcase, with the goal of 75% of students attending to showcase work. From the parent perspective, an indicator of success is good parent turnout (ie. at least 30 to 40% of parents attending) with parents having the opportunity for meaningful conversations with students about their work.

**Description:** The event would be held in the evening, from 6-8PM. Student showcase possibilities: Foods CTF appetizers, physical projects on display, computer slideshows of athletics in the gymnasium, videos showing performances or presentations, students can man their 'stations' or circulate as well. Band students can perform in small pairs or trios throughout the school, artwork hung around the school. Allowing the element of choice for students to showcase work that THEY are proud of, not just teacher recommended projects, will hopefully enhance engagement.

**Prototype Iterations:** Staff are excited to renew this celebration of student learning. We have set the date of May 31, for this event. In order to access a wider audience, we are pairing 'Experience Mitford' with our open-house for new students and families. Planning is underway in grade teams to select student work/activities for the showcase event. As this event occurs towards the end of the year, it is tricky to reflect on progress as we are still in the planning stage.

**Winter Learnings:** Grade teams have begun to plan and select possible examples of student work to showcase in May. This will be a focus in monthly grade team meetings. Planning will continue throughout the late winter/early spring.

**Spring Learnings:**

## PROTOTYPE

**Name:** Revisioning Student Awards for Inclusion

**Scope:** Moving beyond traditional academic and athletic awards (recognized in each academic term and at year-end ceremony) to recognize and celebrate achievement connected to PBIS, leadership/community service, and areas of passion and interest to students.

**Indicator of Success:** The Term and Year-End awards maintain current awards but add recognition for student achievement in CTF and Fine Arts courses and PBIS school-wide expectations. Students will be recognized each term for their achievements as they change CTF courses through the year.



**Description:** The 'Foundations Award' recognizes students' passion, commitment, and leadership in various CTF and Fine Arts courses. The 'Mitford Matrix Award' recognizes a student in each term who embodies the PBIS expectation of being safe, responsible and respectful.

**Prototype Iterations:** The new awards were added smoothly to Term 1 awards. The assembly for Term 1 will be organized to include the new awards and be mindful of maintaining efficiency to hand them out to students in a timely manner during the ceremony.

**Winter Learnings:** The Term 1 awards were held in early December, and the new awards were added successfully to the program. Students in grades 5-8 attended the ceremony, with many parents also in attendance. In Term 2, the same format will be maintained, and in Term 3 additional awards for sports and citizenship will be added.

**Spring Learnings:**

## PROTOTYPE PLANS

How might we move forward on truth and reconciliation to provide opportunities for all students to demonstrate and recognize Indigenous ways of knowing?

What Priority Areas Does It Address?

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

- Staff feedback to move forward in our learning and resource sharing from professional learning events in 2021-22
- Students illustrating their learning of Indigenous perspectives

### End Goals

- Providing common purpose to guide teachers and students with levelled learning
- Students can share and showcase learning that clearly demonstrates Indigenous ways of knowing.
- Collaborative planning with Morley Community School staff to plant the seeds of relationship and community amongst the schools
- Connection and bonds of friendship are forged and developed between the Mitford and Morley Community School.

## PROTOTYPES

**Name:** Making Indigenous Ways of Knowing Visible in our School Community

**Scope:** Engaging students through the Indigenous perspective and ways of knowing with learning made visible within myBlueprint posts while also sharing student learning that exemplifies Indigenous ways of knowing into the Taste of Mitford prototype.

**Indicator of Success:** In multiple classrooms, we are working to weave Indigenous ways of knowing into multiple disciplines. We are working on framing issues through an Indigenous lens across the content areas. We aim to make learning Indigenous ways authentic and exploratory, and less about lesson plans and official days/months of recognition - being educational, not just informational.

**Description:** At Mitford, we explore Indigenous perspectives and make them visible in our community in some of the following ways: class discussions, Social Studies topics and current events/debates, novel studies in Language Arts, environmental topics in science, visits from Knowledge Keepers, bulletin boards displays in classrooms and hallways.

**Prototype Iterations:** Staff and students continue to explore Indigenous Ways of Knowing in their day-to-day activities and learning. In March, all Mitford staff will participate in a PL session with Cindy Stefanato, Director of Indigenous Learning, on the importance of Truth and Reconciliation. We continue to build a repertoire of authentic ways to include Indigenous perspectives in all content areas.

**Winter Learnings:** In January discussion began about how to recognize and honor truth and reconciliation on National Indigenous People's Day in June. A committee has formed to begin planning how Mitford can meaningfully recognize this day through varied whole-school activities.

**Spring Learnings:**

## PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans

### Driving Questions

- How might we use data to inform and monitor the impact of instructional practice?
- How might we increase collective teacher efficacy by using instructional design practices to develop literacy and numeracy skills in the classroom?
- How might we move forward on truth and reconciliation within our school community to better represent and recognize Indigenous ways of knowing in the classroom?

### Learning Outcomes

- Teachers can utilize data to identify areas of need in literacy and numeracy instruction, targeting these areas with intentional instructional approaches and classroom routines.
- Teachers can build professional capacity to develop instructional design practices into meaningful and impactful classroom routines
- Teachers can create a learning environment where Indigenous perspectives are embraced and embedded throughout all aspects of student learning

### Strategies

- Teachers meet as literacy and numeracy PLCs to gather student data, examine results, determine next steps, and set common instructional practices to target areas of student need in literacy and numeracy
- Teachers collaborate in school-based PLC Book Clubs (*Breathing New Life Into Book Clubs* (2019) or *Building Thinking Classroom in Mathematics* (2021)) with the intent of building collective efficacy to address the learning needs of students
- Teachers build on the repertoire of Indigenous resources provided in 2021-22 professional learning sessions with Donna Ross
- Teachers will provide opportunities for students to demonstrate and celebrate their learning of Indigenous perspectives

## BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
<b>Certificated Staff</b>	\$1,116,236	\$1,244,629	\$1,730,052
<b>Support Staff</b>	\$359,314	\$352,883	\$453,885
<b>Services &amp; Supplies</b>	\$123,701	\$117,869	\$142,053
<b>Other</b>	\$0	\$0	\$0
<b>Contingency</b>	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$1,485,360	\$1,911,531	\$2,325,990

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: December 19, 2022 and February 7, 2023

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> <li>• The focus on literacy and numeracy is essential to support students with developing the skills for grade level achievement.</li> <li>• Parents have a role to play to support learning at home in partnership with the school.</li> <li>• The value and importance of establishing a strong and vibrant relationship with Stoney Nakoda.</li> </ul>
<p>What questions did they have?</p> <ul style="list-style-type: none"> <li>• How quickly can a meaningful and effective home reading program in partnership with families begin at Mitford School?</li> <li>• How can numeracy be supported at home and school?</li> <li>• How can Mitford expand upon opportunities to connect with Knowledge Keepers from Stoney Nakoda?</li> <li>• How can families and schoolwork together to better support students most impacted from disrupted learning.</li> </ul>
<p>What did they find tricky?</p> <ul style="list-style-type: none"> <li>• Time, money, and adequate resources to implement and support what is needed for students.</li> <li>• Prioritizing needs with what is realistic and possible.</li> </ul>
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> <li>• Choosing to become more involved through volunteering in support roles at the school.</li> <li>• Learning how to support their children with learning at home.</li> </ul>

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



**Principal Signature**

March 30, 2023

**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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**School Council Chair Signature**

March 30, 2023

**Date**