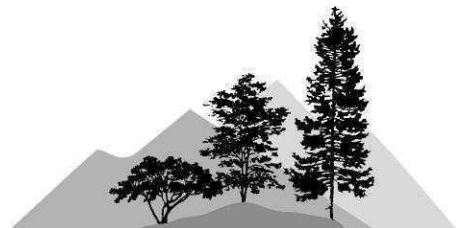


2024-27 THREE YEAR SCHOOL EDUCATION PLAN

PIONEER MIDDLE SCHOOL

"Come grow with us! Ensemble on ira loin!"



School Education Plan

Principal: Patrick Wilbur

School Council Chair: Laura Henning

2024-2025 SCHOOL YEAR

SCHOOL PROFILE

As part of the Wild Rose School Division, Pioneer Middle School serves the needs of approximately 300 grades 6-8 students in Rocky Mountain House, Alberta.

We offer programming in both English and French immersion with a nationally recognized Band program. Embracing the middle school concept, Pioneer puts the well-being and growth of the whole child at the forefront of all we do. We put a strong emphasis on literacy & numeracy while providing students with a broad range of experiences in athletics, music, outdoor education, robotics, culinary arts, business, and woodworking.

Mission

Pioneer Middle School is a professional learning community with high expectations, committed to ensuring that all students achieve academic, social, and emotional success and growth within a safe, caring, healthy and positive environment.

Vision

Come grow with us!
Ensemble on ira loin!



Beliefs

All students will learn and grow academically, socially, emotionally, and physically.

MOVING FORWARD WITH SCHOOL IMPROVEMENT

Inquiry Question

Goal: To make the school a healthier place to learn and work.
Inquiry Question: How might teacher collaboration in planning and assessment improve student learning?

This marks the first in a number of years where we have advanced our inquiry question from a focus on relationship building towards a more academic-based field of inquiry. The school climate has improved remarkably in the past five years to being a student-centred, safe & caring learning environment. While continuing to maintain that positive climate, it is time to build a culture of learning. Our field of inquiry will now focus on the question: “How might teacher collaboration in planning and assessment improve student learning?”

This question arises as we see a significant amount of natural collaboration amongst teachers. The school would like to help foster and grow this collaborative spirit in order to improve student achievement.

In terms of the creating and fostering Positive Learning Environments, the school will continue to maintain the Wellbeing ring of the PLE framework, with an increased focus on the Learning Design ring, particularly on “Connected Outcomes” and “Balanced Assessment” before moving on “Personalized Learning” and “Purposeful Instruction.”

Fostering and promoting teacher collaboration will be achieved through the Collaborative Response Model embedded into our weekly timetable. These weekly professional learning grade-level team meetings will provide a structure to allow the school to formally support and encourage teachers to work together to improve student achievement.

Additionally, the school will provide professional learning opportunities in both literacy and numeracy. Our “Layers of Reading” program will continue from last year and develop into the “Layers of Writing” program. Thereby continuing to add literacy tools to teachers’ toolboxes. Both literacy and numeracy skills will also be added to through our Literacy and Numeracy Champions, who will be providing on-demand professional development opportunities for their colleagues.

In addition to these school-identified improvement initiatives, the school will also engage in division-identified initiatives around indigenous education, as well as supporting the rollout of new curriculum. Time will also need to be allocated for occupational health & safety training, individual professional growth, and organizational purposes.

IMPROVEMENT STRATEGIES

SCHOOL IMPROVEMENT STRATEGIES

School Priority	Timeline	Responsible	School Strategies
Teacher Collaboration	Weekly CRM Meetings	Administration	Embed weekly CRM time into timetable.
		Administration	Develop rotation of CRM focus (e.g. 6 week rotation with specified topics each of the 6 weeks).
		Teachers	Attend weekly meetings and engage in activities.
Literacy	August 27	Teachers	Layers of Writing #1 and Impact on Handwriting
	September 20	Teachers	Layers of Writing #2 (Word Study)
	October 11	Teachers	Layers of Writing #3 (Sentence Structure)
	October 25	Teachers	Layers of Writing #4 (Paragraph Structure)
	November 8	Teachers	Layers of Writing #5 (Text Structure)
	January 14*	Teachers	Layers of Writing #6A (Putting it All Together - part A)*
	January 21*	Teachers	Layers of Writing #6B (Putting it All Together - part B)*
	Monthly	Lit. Champions	Short PD Sessions at Monthly Staff Meetings
	Ongoing	Lit. Champions	On-Demand 1-on-1 and small group sessions
	Ongoing	Lit. Champion	Using F&P results, utilize our Literacy Champion to provide pull-out and push in programing for students on modified programs.
	Daily	Lit./Num. EA	Using RCAT results, utilize our Literacy & Numeracy EA to provide pull-out and push in programing for struggling students.
Number Fluency	Ongoing	Num. Champion	Using Math Screener results, utilise our Numeracy Champion for pull-out and push-in individual and small group interventions for students modified prog.
	Ongoing	Lit./Num. EA	Using Math Screener results, utilize our Literacy & Numeracy EA to provide pull-out and push in programing for struggling students.
	Ongoing	Administration with Teachers	Development of specific Tier 1 & 2 Teaching & Learning Techniques will be focussed on through 6-week CRM rotation.
Relationships & School Culture	September	Administration	Develop and utilise Pioneer Ambassador program to support PRIDE activities.
	Ongoing	Staff	Continue to infusion of the Panther PRIDE acronym into daily interactions between peers and teachers.
	Ongoing	Staff	PRIDE recognition cards for daily student recognition.
	Ongoing	Staff	Monthly draw(s) for awards (minimum 4:1 ratio)
	By Term	Administration	Noon and After-School Extra-Curricular Clubs & Activities for Students
	By Sport	Admin./Athletic Dir.	Recognise student achievement in academics and PRIDE character traits at term-end assemblies Celebrate extra-curricular with pep rallies

*1-Hour After School PD Sessions

DIVISION-BASED SCHOOL IMPROVEMENT STRATEGIES

Division Priority	Timeline	Responsible	School/Division Strategy
PowerSchool	September	All Teachers	Continue transition to paperless report cards by ensuring PowerSchool Gradebook is up-to-date.
Indigenous Educ.	August 30 September 20 October 11 October 25	All Staff All Staff Teachers All Staff	Land-Based World View Indigenous Learning TBD Social Justice Issues Indigenous Land-Based Learning (Math & Science) Intergenerational Trauma
PLE	August	All Teachers	Teachers will require refresher in the PLE framework.
PGP	Ongoing	All Staff	Teachers require 2 full days to dedicate to their own Professional Growth Plans.
OH&S	November 8	All Staff	All staff will require up to 4 hours to complete the WRSD Public SchoolWorks OH&S training modules.
New Curriculum	Ongoing	Teachers	Introducing new curriculums.
Org. Time	Ongoing	Staff	Teachers require the gift of time in order to maintain wellness. This means allocating time on non-instructional days for teacher organizational activities.

Measures

Success of strategies will be measured through surveys of students, parents, & staff, observational data from stakeholders, and school-based quantitative data. Survey instruments will include the provincial Assurance Measures and a school-based survey.

- Grade 7 “Safe & Caring” Student detail measures from Assurance Measures survey.
- Board survey of parent and student satisfaction.
- Student Achievement
 - RCAT results every 10 weeks.
 - Beginning and End of Year HLAT results.
 - Beginning and End of Year math screener results.
 - Grade 6 PAT results.
 - Grade Level of Achievement (GLA)

Implementation

PROFESSIONAL DEVELOPMENT PLAN

Date	Plan	Staff in Attendance				
		A T A	E A	L C F	F W W	A S II
August 20-21	Administrators' Summer Conference					
August 22-23	Optional Summer Institute - Aug. 22 Adrienne Gear in DV - Non Fiction Reading & Writing Power Grades K-8 - Aug. 23 Adrienne Gear in RMH - Non Fiction Reading & Writing Power Grades K-8 - Supporting Individuals through Valued Attachments (SIVA) - Aug 22 First Aid Training (South) Hybrid Model - 1 day in person/pre-learning online - Aug 23 First Aid Training (North) Hybrid Model - 1 day in person/pre-learning online					
August 27	First Day for Teachers and ASII's 9:00 - Teacher Meeting 10:00-12:00 - Layers of Writing #1 & Impact on Handwriting PM - Timetables to Michelle and Professional Discretion - PGP, OH&S, Collab. Prep., etc.	✓				✓
August 28	School Based Day AM - PowerSchool Task Comments	✓				✓
August 29	1st Day for EAs, FWW, FWWA, LCF	✓	✓	✓	✓	✓
August 30	- Optional: RCAT Implementation Webinar 9:00 Organizational Staff Meeting 1:00 Land-Based World View Indigenous Learning TBD	✓	✓	✓	✓	✓
September 20	School Based Day 9:00-11:45 - Layers of Writing #2 (Word Study) - TBD - Transition Meetings 1:00-3:30 - Indig. Ed.: Social Justice TBD	✓	✓	✓	✓	✓
October 11	School Based Day 9:00 - 12:00 - Indigenous Land-Based Learning (Math & Science) 1:00-3:30 - Layers of Writing #3 (Sentence Structure)	✓				
October 25	School Based Day 9:00-11:45 - Layers of Writing #4 (Paragraph Structure) 1:00-3:30 - Indigenous Learning Intergenerational Trauma TBD	✓	✓	✓	✓	
November 8	School Based Day - AM - Layers of Writing #5 (Text Structure) - PM - Public School Works	✓	✓	✓	✓	✓
November 29	School Based Day	✓	✓	✓	✓	
January 14	Layers of Writing #6A (Putting it All Together) (3:45-4:45)	✓				
January 21	Layers of Writing #6B (Putting it All Together) (3:45-4:45)	✓				
January 31	School Based Day	✓				✓
February 20 & 21	South Teachers' Convention (ATA)	✓				

March 7	School Based Day •	✓	✓	✓	✓	
April 22	7/8 School-Based Day 6 SS Possible New Curriculum Sessions Potential Implementation for Sept. 2025 - Grade Levels TBD	✓				
May 16	School Based Day •	✓	✓	✓	✓	
June 6	School Based Day Transition Focus	✓	✓	✓	✓	✓
June 26	Organizational Day	✓				✓

- ATA=Certificated Teachers; EA=Educational Assistants; LCF=Learning Commons Facilitator; FWW=Family Wellness Worker; ASII=Admin. Assistants.
- ___ (blank) Staff is not scheduled to work this day.
- ✓ Staff is working in the school.
- **Teacher Growth Plan time will be given during school-based PL times throughout the year instead of full days. This time should be roughly equivalent to 2 full days.
- **All schools will include in their school professional learning plan, opportunities for staff to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- **With uncertainty around New Curriculum Implementation please leave the days that are possible for the applicable grade levels at your school. These possible times are set aside for cross division preparation and collaboration.

School Education Plan Creation

Each of the following groups were included in the development of the School Education Plan.

Staff

- Planning meetings were held in the winter and spring of 2024 where staff reviewed existing data, discussed the challenges the school faces, and developed a framework of goals and strategies to address them. Using this framework, staff developed a number of goals and strategies. Teachers specifically requested training in teaching reading in the middle years.

Students

- Student input into the plan was informal.

School Council / Community

- School Council input was sought through regular monthly meetings. Improvement strategies were specifically discussed at the June meeting where parents expressed the need for ongoing information on extra-curricular events and for teachers to keep PowerSchool information up to date.

Ongoing monitoring and evaluation of progress of the plan will take place throughout the year.

Staff

- Staff will have input at monthly staff meetings as we will revisit the plan at the beginning of each. Staff will also utilize time during non-instructional days throughout the year to have staff re-work the plan as necessary.

Students

- Student input will be sought at 10 week intervals throughout the year.

School Council / Community

- The plan will be brought to School Council for input and updates at the beginning of the year, the middle of the year and the end of the year.

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

Principal

Date

School

We, the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

Teacher Representative

Date

Chair, School Council

Date

Approved: _____
Superintendent of Schools or Delegate

Date