

Mid-Year Report School Development Plan Muir Lake School

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EVERY CHILD LEARNS,
Every Child Succeeds



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1. Preamble:

In the 2020-2021 School Development Plan, Muir Lake School looked at the various assurance elements as outlined in Parkland School Division's Education Plan and collaboratively developed a plan that addresses school improvement and in particular, school improvement in student achievement using a variety of different measures.

As mentioned, this plan is an extension of the [Parkland School Division Education Plan](#), which sets out educational priorities and assurance elements within the domains of education, while outlining the Division's Vision, Mission, Values, Ultimate Goal and Priorities.

More specifically, in creating this plan, Muir Lake School is focusing on Student Achievement as the primary focus for school improvement. Standardized test results in CAT IV testing and Provincial Achievement results are primary benchmarks for continuous improvement.

Further, in addition to our outlined strategies, there continues to be a focus on literacy and numeracy in all grades so that we may encourage continued student growth and learning. Literacy benchmarks were established using Fontal & Ponnell (F & P) benchmarking and MIPI (Math Intervention Programming Instrument) which was administered ubiquitously across grades at Muir Lake School.

Finally, Muir Lake School is formalizing our assessment practices in our Junior High School by formally testing all students in all four (4) core subjects approximately every six weeks. This allows teachers to see where students are at in their studies, and then to respond quickly if certain problems or gaps in learning present themselves after the summative assessments are administered.

Coupled with all of the above, Muir Lake School will be using APORI data from stakeholder satisfaction surveys (qualitative survey) and Thought Exchange data (qualitative survey) to further determine the amount of progress being made in the realm of school improvement.

Additionally, the school has identified two (2) supplemental areas of focus that complement our primary focus: 1. Indigenous Ways of Knowing and 2. Assessment Feedback. We view these areas as adding to student achievement and being essential for enhancing student success at Muir Lake School and moving towards a culture of improvement and excellence.

2. Overview of Assurance Elements and the Strategies/Benchmarks for School Improvement:

Out of the [5 identified elements](#) that provide assurance, Muir Lake has identified Student Growth and Achievement as our primary focus for school improvement. Embedded within this element, there are three (3) sub-categories that further focus our school improvement efforts:

SGA.SA (Student Achievement) - Primary Focus

SGA.AF (Assessment Feedback)- Supplementary Area of Focus

SGA.IWK (Indigenous Way of Knowledge) - Supplementary Area of Focus

The following shows Muir Lake School's explicit strategy for improving Student Growth and Achievement in our School Development Plan and the metrics we are using to measure success:

Assurance Element	Domain-Specific Element	Benchmark	Strategy	Timeline
SGA -Student Growth and Achievement	SA - Student Achievement	1. CAT IV - grades 2 to 9	1. Creation of Summative exam schedule for grades 7 to 9.	Sept 2020
		2. MIPI grades 2 to 9	2. Communicate summative expectations to both students and parents.	Ongoing
		3. Pass/Failure rate of each summative assessment round	3. Communicate any failures with summatives to parent as quickly as possible.	Ongoing
		4. PAT Achievement Test results	4. Add additional instructional time for Math and LA in Junior High School. Ensure the timetable allows for daily instruction of Math	Sept 2021
		5. APORI student, parent and staff survey	5. Create and execute LLI groupings and interventions for Division I and II	Ongoing
				Sept 2020

		<p>6. F & P Benchmarking</p> <p>7. Thought Exchange data</p>	<p>6. Implement ubiquitous phonics and grammar program for Division 1</p> <p>7. Add additional EA time (0.5 FTE) to kindergarten for explicit and target instruction for occupational and speech therapies</p> <p>8. Professional Learning for staff surround the science of successful learning</p> <p>Professional Reading:</p> <p>Make It Stick: The Science of Successful Learning by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel</p>	<p>Mar 2021</p> <p>Jan 2021</p> <p>March PD day</p>
SGA -Student Growth and Achievement	AF - Assessment Feedback	<p>1. Pass/Failure rates for summatives are communicated with parents in a timely manner.</p> <p>2. Student progress is regularly communicated with parents.</p>	<p>1. Teachers report summative failures to administration team within 1 week of assessment administration.</p> <p>2. Teachers communicate concerns to parents after each summative assessment.</p> <p>3. Grade Book to go live to parents</p>	<p>Ongoing, every six (6) weeks</p> <p>Ongoing, every six (6) weeks</p> <p>Nov 2020</p>
SGA -Student Growth and Achievement	IWK - Indigenous Ways of Knowledge	<p>1. Completed Professional Development for teachers pertaining Indigenous</p>	<p>1. Professional Development workshop presented to staff by traditional knowledge keeper, Mrs. Joyce Hunt</p>	<p>Mar 05 PD day</p>

		World Views and embedding it into curriculum		
		2. Whole school activity pertaining to Indigenous Education and National Aboriginal Peoples Day	2. Special activities planned for National Aboriginal Peoples Day. This is a school wide activity that incorporates dream catcher teachings and making a dream catcher as well soap stone carving of traditional animals and what the significance of each animal is in Aboriginal cultures	June 2021

3. Observations and Commentaries on Benchmarks and Strategies:

1. For our F & P Benchmarking, our data shows that there are gaps in reading levels and approximately 45% of our students were below expected achievement level based on their age and grade level. This gap was significant at the junior high level with an identified gap of approximately 75% below expected achievement level.
2. MIPI Snapshot has shown that approximately 65% of our students in grades 2 to 9 were in the “Requires Attention” or “Might Require Attention” range. Our grade 2 students tested the strongest with approximately 50% of students achieving the “Does Not Require Attention” level.
3. Across Division I, the CAT IV tests demonstrated that these students were showing the greatest gaps in learning with approximately 50% of students testing below average Canadian norms. We attribute this gap to in-person learning stopping last March, followed by summer break. There are approximately 5 months where students have not been in in-person learning environments.
4. Conversely, students in Division III did significantly better on the CAT IV assessments compared to the MIPI and F & P, testing well within Canadian norms, showing expected scores for their grades (overall).
5. Using the same resources in Division I to support phonics instruction and grammar (writing) is HIGHLY favoured by Division I teachers and parents. This has created a common language and common approach to reading and writing. Teachers feel that this has advanced learning and overall literacy in Grades K to 3.
6. Summative exams have enabled teachers to quickly diagnose problems and to respond to problems and issues accordingly. With this formalized assessment, concepts are re-tested on a continual basis which requires students to circle back to their learning

(retrieval practice) at multiple points throughout the year. Parents appreciate the timely feedback and see if there are problems with learning right away.

7. Timetable reconfiguration has allowed for DAILY math instruction. Teachers and parents are pleased with this change (informal feedback).
8. We were able to add an additional 0.5 Educational Assistant to Kindergarten. This express purpose of this position is to provide dedicated support for speech and occupational needs in the kindergarten classroom.

4. Concluding Comments:

Muir Lake's primary goal is to improve Student Growth and Achievement as identified in the assurance elements found in the education plan for Parkland School Division.

Through careful and deliberate assessment practices, with a focus on choosing the appropriate metrics to measure success, we are confident that we will see our students achieve even greater success.

Naturally, if you have any questions regarding our School Development Plan, please feel free to contact the school and speak to one of the Administration Team.

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