

Muir Lake School Development Plan 2023 - 2024





A Message From Our Leaders

School Principal

Welcome to our development plan!
The plan was created in collaboration with our school community stakeholders.
The plan is a map of where we came from to where we would like to go.
The goal is to improve our school. Our goal is to improve on our achievements and learn from some of the challenges that we faced.
Please take the time to review the plan and collaborate with us to guide the future of Muir Lake School.

Mr Fuñe

School Council Chair

My name is Amber Dory I am the chair of school council. I have been involved with the school council for five years. Last year and this year being chair. As our amazing school grows I hope to have more parents join in our meetings at school council. It's a way to stay informed on what's happening at our school. We have the option to meet in person and virtually as well. Welcome to new staff, students and parents we truly have a remarkable school.

Mrs Dory



Muir Lake Community School

Muir Lake Motto: Every child learns, every child succeeds.



VISION:

Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.

MISSION:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

VALUES:

- Learning opportunities that are:
 - Purposeful,
 - Essential,
 - Relevant,
 - Authentic, and
 - Responsive,
- Excellence in achievement,
- Trustworthy, respectful relationships, and
- Resilience with self-awareness.

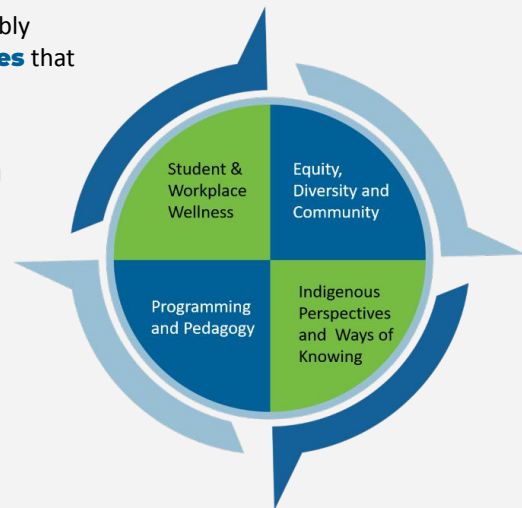
Wherever possible, our outcomes and strategies are demonstrably well-considered in alignment with the four **Enduring Priorities** that guide our planning:

I **Indigenous Perspectives and Ways of Knowing**

E **Equity, Diversity and Community**

P **Programming and Pedagogy**

W **Student and Workplace Wellness**





Muir Lake Community School



School Development Plan 2023-2024

There are 532 students registered from kindergarten to grade 9 with an additional 23 students that are registered the Nature enrichment program. At Muir Lake School, “Every child learns, every child succeeds” is the cornerstone of our philosophy of education. As part of Parkland School Division, we assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success

School Council Chair
Mrs. Amber Dory

Date

Principal
Mr. Andy Fuñe

Date

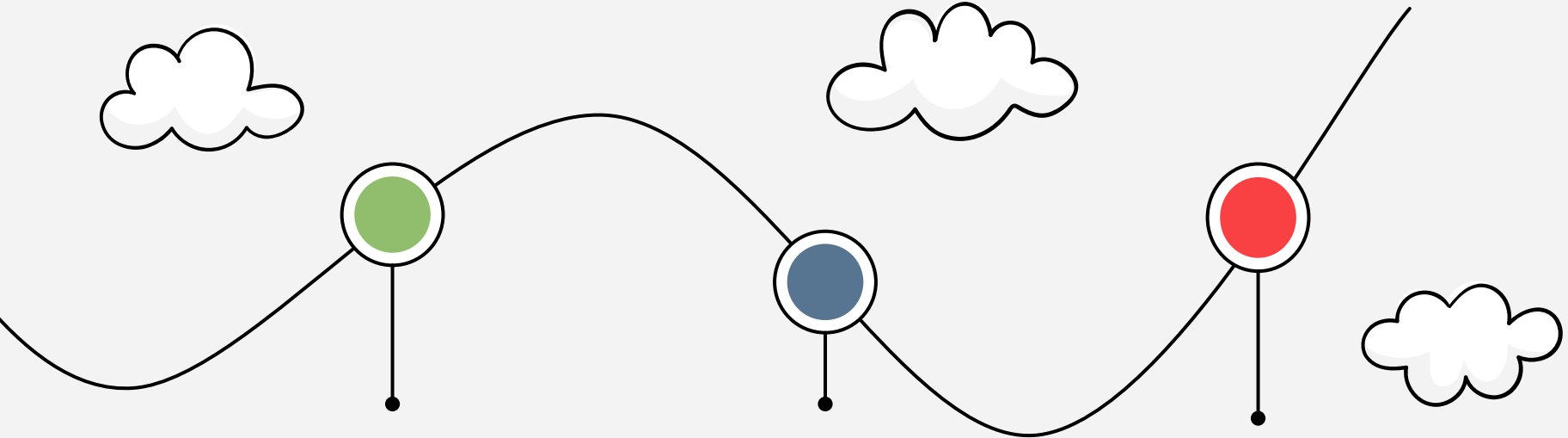
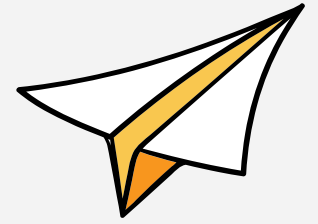
Assistant Principal
Miss Tracey Gilmour

Date



Our School History

Muir Lake School has a long, varied history and remains the heart of our community.



1914

The first Muir Lake School opened on the Gamble homestead with 9 students.

1981

The third Muir Lake School opened in the present location.

2023

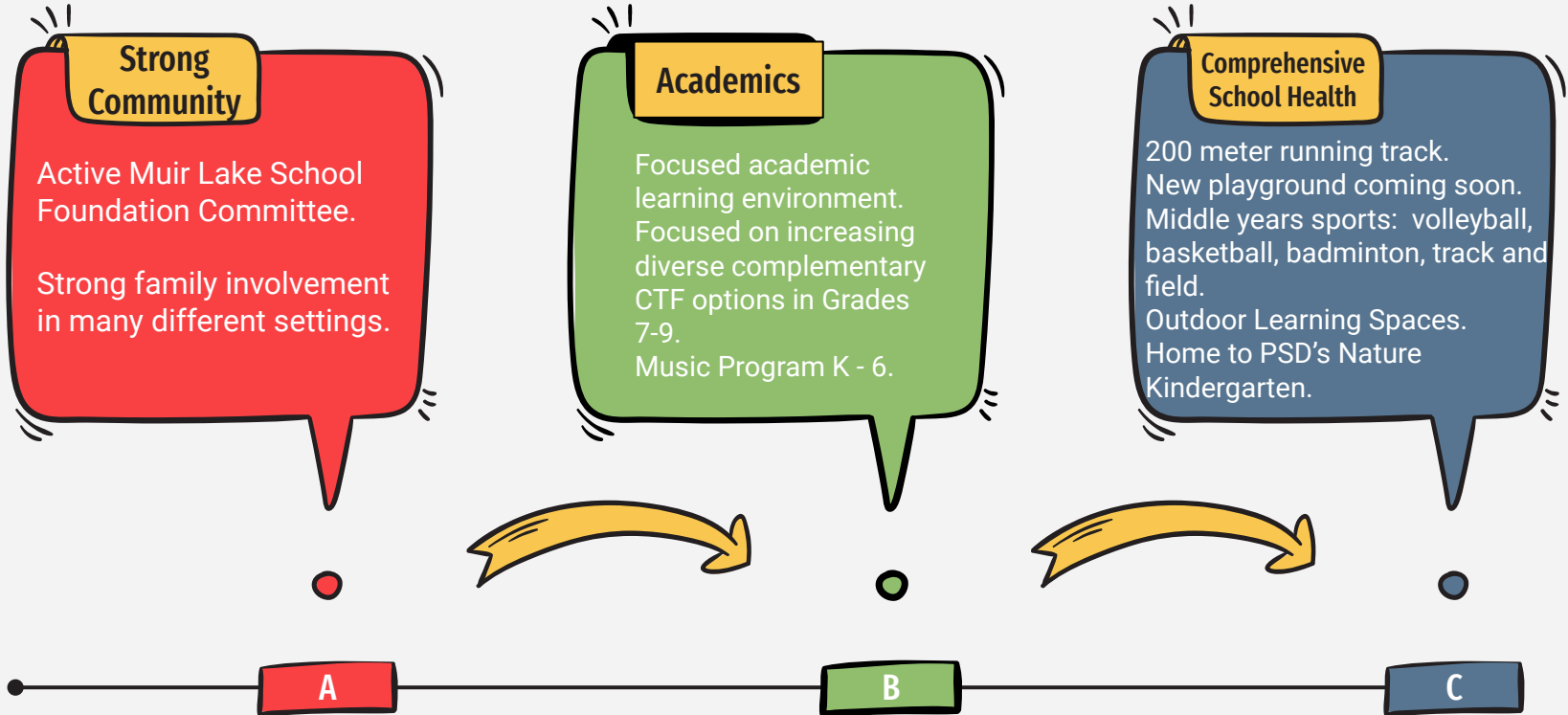
532 students.
Exterior building renovations.
Outdoor classroom space ongoing development.



Our School Context



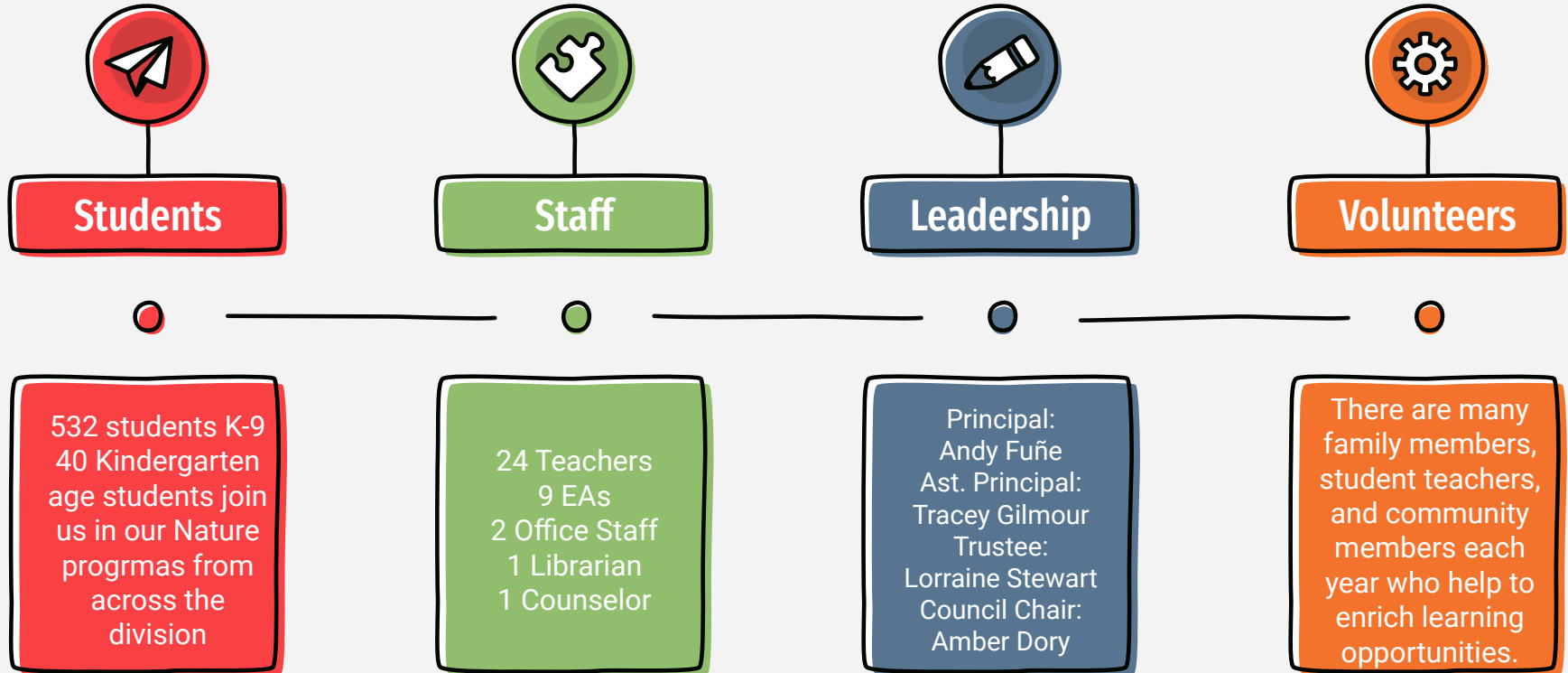
As a school community we strive support students in their holistic growth and development.





Who We Are At Muir Lake

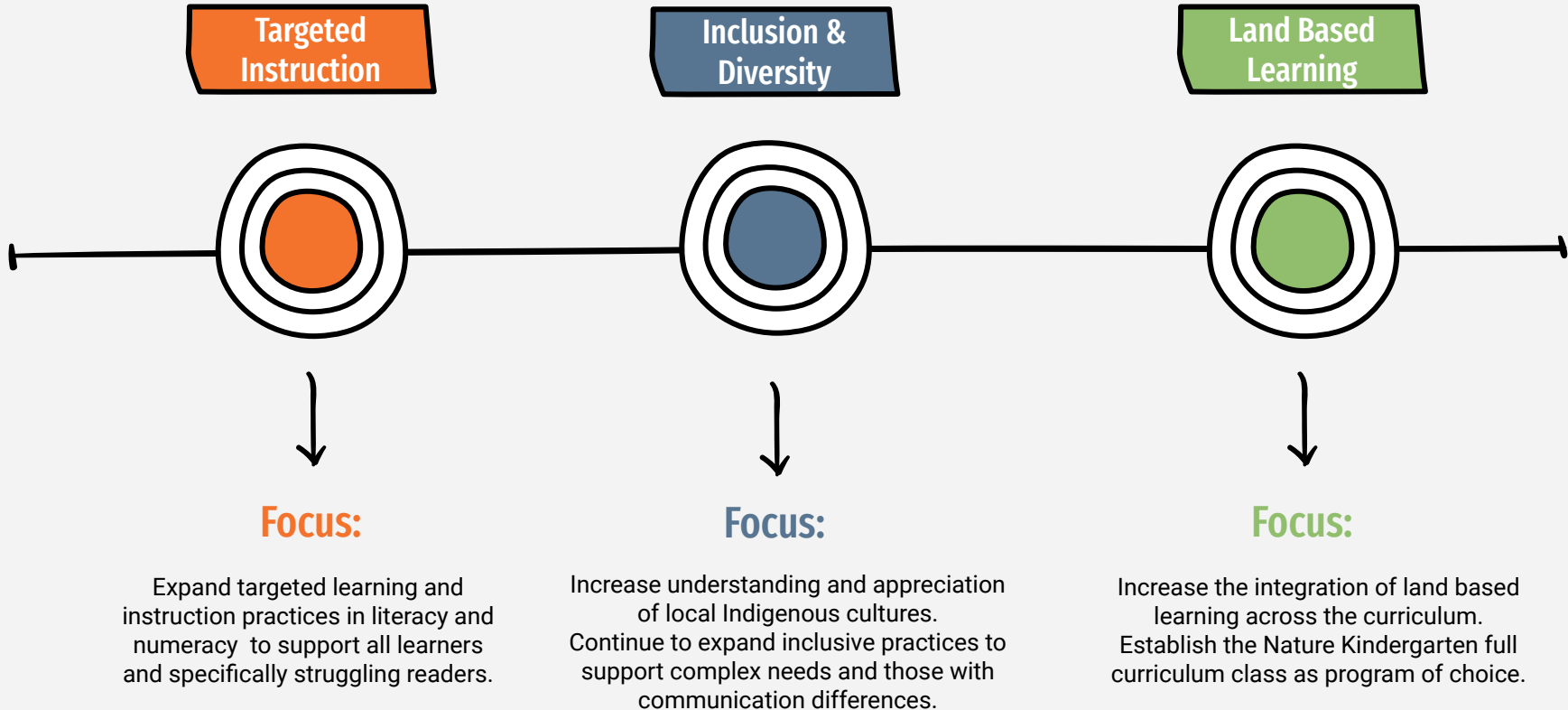
All school stakeholders have an important role and voice in informing our school development plan.





2023 - 2024 School Goals

School goals are informed by the Parkland School Division Education Plan, the school's assessment data, the local school community context, and feedback from our stakeholders.





Why These Goals Are Important To Muir Lake School

Our 2022-2023 goals form the basis of our ongoing work together.



Targeted Instruction

Where we are now:

Writing Rubrics have been introduced at each grade level.

There is now consistency of language in feedback and reporting.

The school has a consistent understanding of grade level descriptors and standards.

Intervention programming for literacy has focused on targeting specific skill gaps and has introduced a phonemic and phonic based programming to complement the existing LLI program.

In Numeracy, foundational skill trajectories were introduced to address gaps in learning to identify specific and targeted supports.

Where we are going:

Enhance practice in targeted literacy and numeracy instruction.

Increase capacity to support students with reading disabilities and struggling readers through targeted instruction.

Inclusion & Diversity

Where we are now:

Unconscious bias has been a focus for staff PD to help develop a staff understanding of what this is.

A twice weekly Smudge is being facilitated for all students wanting to participate.

School counselor hours have been increased to support the mental health needs of students.

We have seen a decline in School Council participation and, therefore, family voice.

Where we are going:

Specific student learning activities will be planned to increase awareness and appreciation of all local cultures, specifically Indigenous cultures within our community.

We have an increasing number of non-verbal students. We will increase staff capacity to use augmentative and alternative communication and language acquisition.

Increase family and community participation in School Council so that family voice can be increased and inform school direction.

Land Based Learning

Where we are now:

We have a rich but underused outdoor learning space for education and physical activity which can support Comprehensive School Health.

There is an increasing number of staff using the outdoor environment to support learning. We have an extensive professional learning library and bank of resources to support land-based learning.

Where we are going:

Provide specific opportunities for professional learning on land based learning activities that can support the wider curriculum and Comprehensive School Health.

Nature Kindergarten will offer a full curriculum program for the first time. Progress data will be carefully monitored to ensure that students achieve at least in line with other kindergarten programs.



Achieving Our Goals

A strategy roadmap for achieving our goals.



Targeted Instruction

Inclusion & Diversity

Land Based Learning

Enhance the use of writing rubrics so that termly goals and expectations are clearly identified. Use writing rubrics to set individual student informed writing targets. Students know their targets and respond to them in regular writing tasks.

Increase school wide understanding and knowledge of all cultures reflected within our school community through planned activities and cultural celebrations.

Plan for optional but specific land based professional learning that links to the wider curriculum.

Expand the use of anecdotal tracking of foundational numeracy skill trajectories to identify skill gaps and targeted support. Common framework is already developed.

Plan and implement specific Indigenous culture experiences and learning activities that reflect the local context.

Collaborative Kindergarten time with regular and Nature Kindergarten staff to ensure that Nature students achieve in line with regular kindergarten students.

Develop understanding and capacity to identify struggling readers and those with reading disabilities. Support students with data driven targeted instruction and intervention programming..

Increase staff understanding of non-verbal learners and language acquisition with the use of Emergent Literacy programming to target supports for complex needs learners.

Invite local Indigenous community members to share land based learning skills that have cultural significance within our community.

Division Principal / Facilitator consultation for best practice in literacy and numeracy targeted instruction.

Review barriers to School Council participation. Plan for and conduct activities that will increase participation.

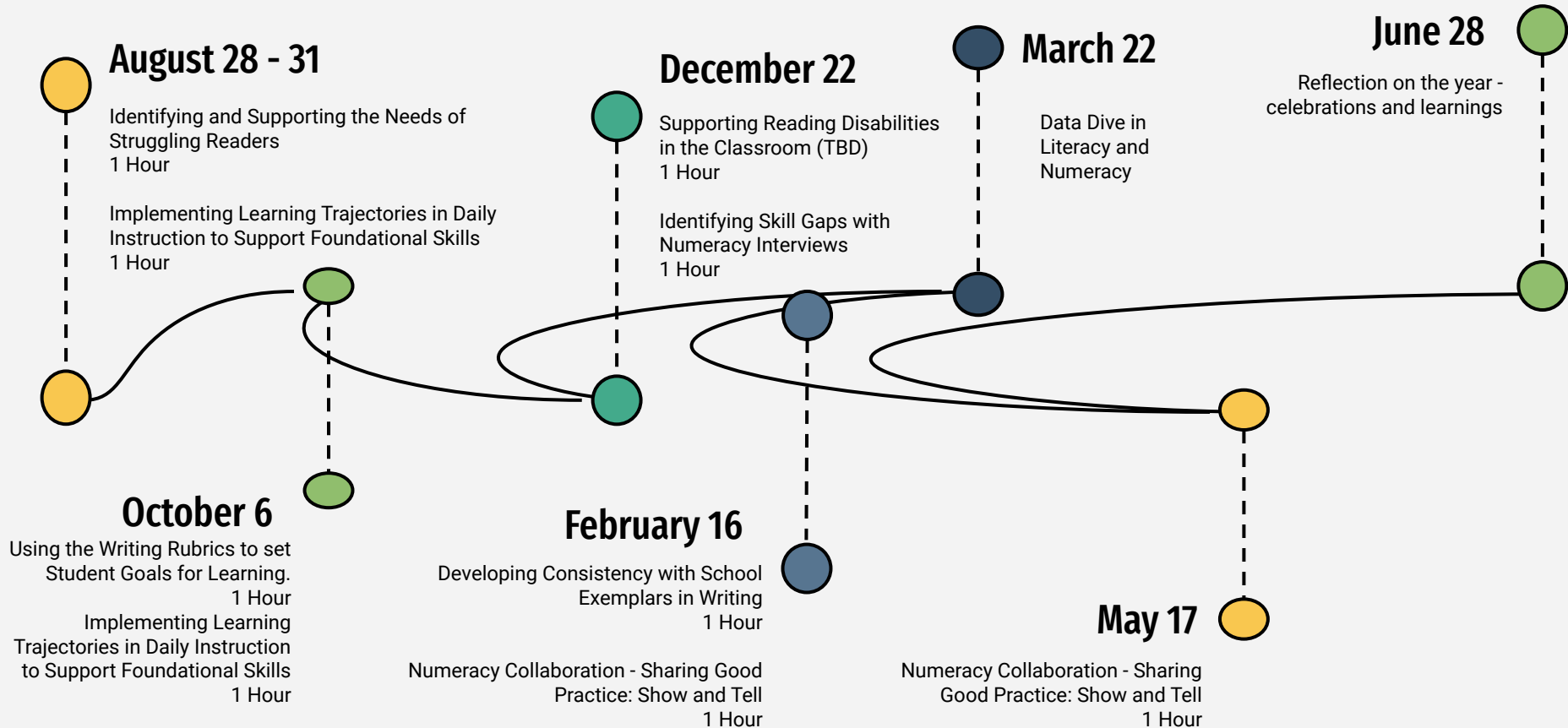
Encourage the use of the land based learning resource library to expand professional knowledge and skills.



Professional Learning - Targeted Instruction



Plans will be reviewed and adapted based on staff and student needs throughout the school year.

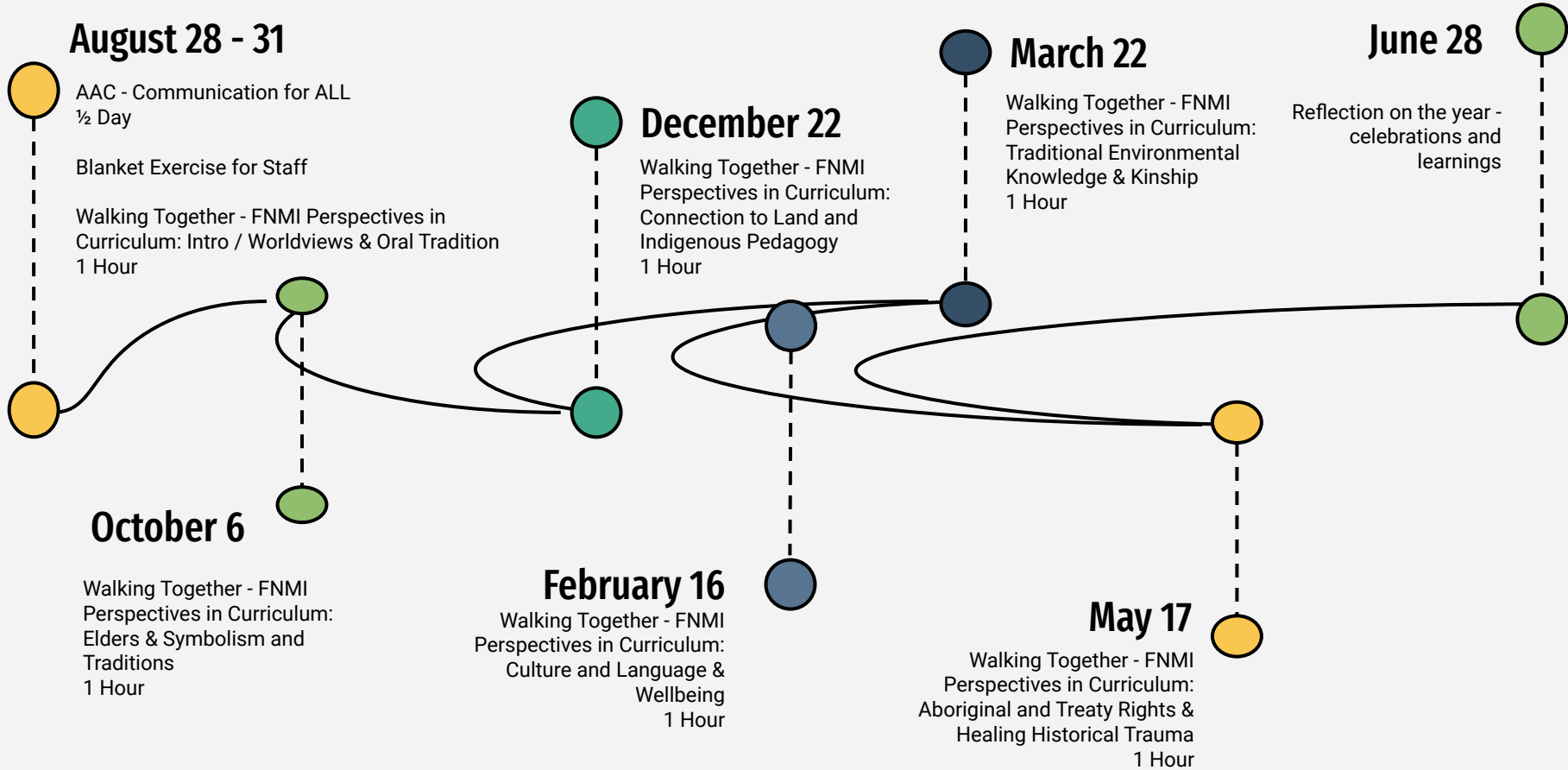




Professional Learning - Inclusion and Diversity



Plans will be reviewed and adapted based on staff and student needs throughout the school year.

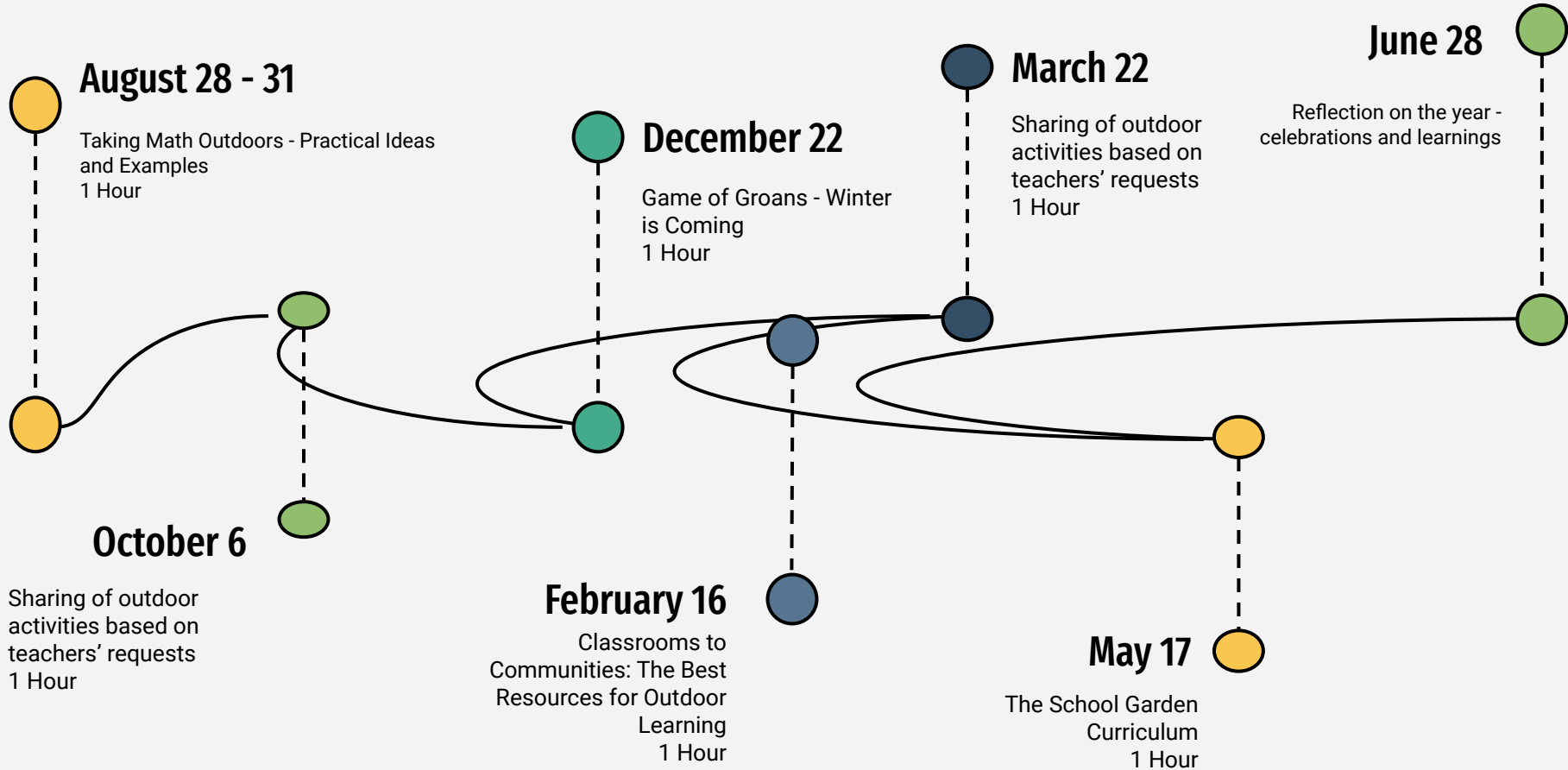




Professional Learning - Land Based Learning



Plans will be reviewed and adapted based on staff and student needs throughout the school year.





Measures of Success

A variety of formal, informal, qualitative and quantitative data is used to measure our success in addressing our enduring priorities and, ultimately, our school motto: Every child learns, every child succeeds.

Targeted Instruction

Inclusion & Diversity

Land Based Learning

Baseline

- Brigance & phono/phonic screening (K)
- LeNS (Gr.1 - Gr.2)
- CC3 (Gr.1 - Gr.5)
- F&P (Gr.1 - Gr.6)
- RCAT (Gr.7 - Gr.9)
- Spelling Inventory (Gr. 3 - Gr.9)
- Writing (K - Gr.9)
- Numeracy Screen (Gr.1 - Gr. 7)
- MiPi (Gr.8 - Gr.9)
- Numeracy Benchmark for all At Risk

- Survey to gauge staff confidence in complex needs programming, specifically in literacy and communication.
- Staff planning session to determine what cultural activities we can offer and where we need external support from the Indigenous community. (eg smudge, blanket exercise)
- Previous year admin collected data on microaggression and unconscious bias to be analysed to inform school planning.

- Brigance & phono/phonic screening (NK)
- Meet with teachers involved in the previous year's land based learning work to determine what was useful and plan for future professional learning.
- Local Indigenous community members will be invited to plan for land based learning skills that they deem to be appropriate and culturally significant.

End of Year

- Brigance & phono/phonic screening (K)
- LeNS (Gr.1 - Gr.2)
- CC3 (Gr.1 - Gr.5)
- F&P (Gr.1 - Gr.6)
- RCAT (Gr.7 - Gr.9)
- Spelling Inventory (Gr. 3 - Gr.9)
- Writing (K - Gr.9)
- Numeracy Screen (Gr.1 - Gr. 7)
- MiPi (Gr.8 - Gr.9)
- Numeracy Benchmark for all At Risk

- Survey to gauge staff confidence in complex needs programming, specifically in literacy and communication.
- Pre-planned cultural activities that celebrate school relevant cultures (specifically local Indigenous cultures) will be completed.
- Admin will track data on referrals regarding microaggressions and unconscious bias.
- Increased confidence in students to celebrate different cultures.

- Brigance & Phono/phonic screening (NK) will be inline with regular kindergarten data.
- Interested teachers will highlight what teaching and learning they have linked to land based learning.
- Students will have had experienced with land based learning skills that are considered by local knowledge keepers to be appropriate and culturally significant.