

Muir Lake School Development Plan 2024- 2025





A Message From Our Leaders

School Principal

Crafted in partnership with members of our school community, this plan serves as a navigational chart, tracing our journey from past milestones to envisioned destinations. Our aim is the enhancement of Muir Lake School. We aspire to build upon our successes and glean valuable insights from the hurdles we've encountered. We invite you to delve into the plan and join hands with us in shaping the future of Muir Lake School through collaboration."

Mr Fuñe

School Council Chair

I have had the pleasure of being the Chair of Muir Lake School Council since January 2024, alongside Melanie Wigston as Vice-Chair. I am looking forward to continuing the work we started throughout the 2024-2025 school year, refining our focus as a school council, continuing to learn in our council roles, and hopefully growing our regular roster of attendees. I am looking forward to talking with both new and returning staff and families joining us this year at our amazing school!

Tori Pudde



Muir Lake Community School



School Development Plan 2024-2025

There are 541 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
Tory Pudde

Date

Principal
Mr. Andy Fuñe

Date

Assistant Principal
Mrs. Oriana Leithoff

Date



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:

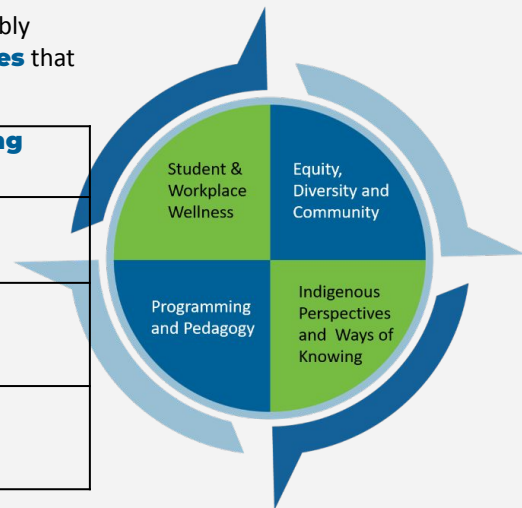
We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

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:

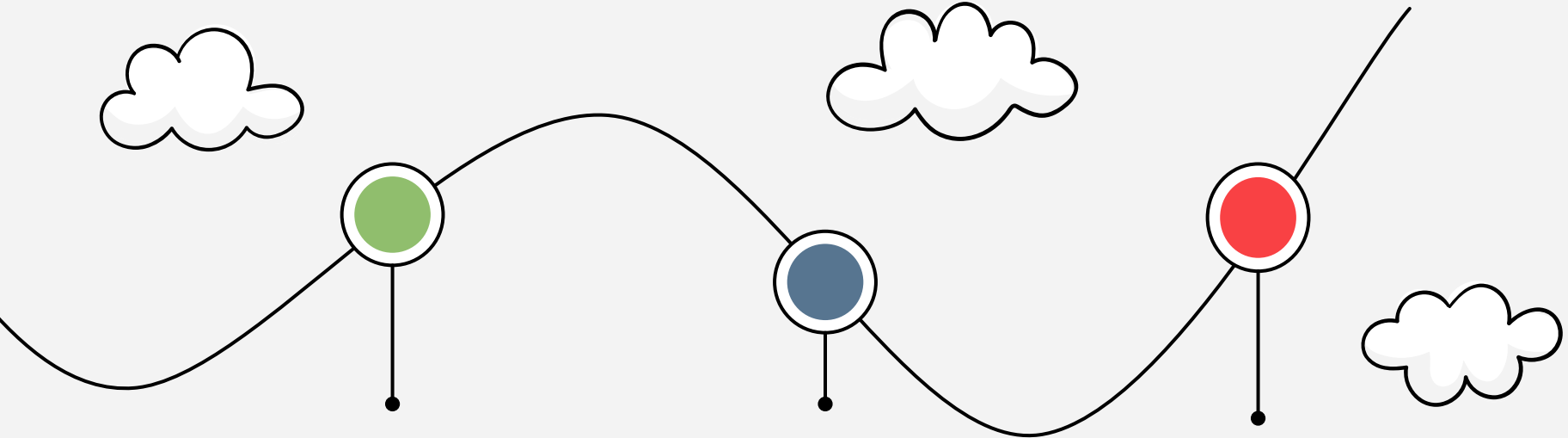
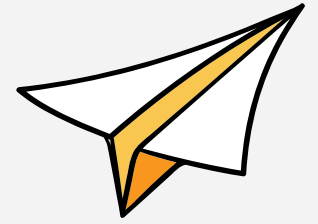
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|  | Indigenous Perspectives and Ways of Knowing |
|  | Equity, Diversity and Community |
|  | Programming and Pedagogy |
|  | Student and Workplace Wellness |





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.

2024

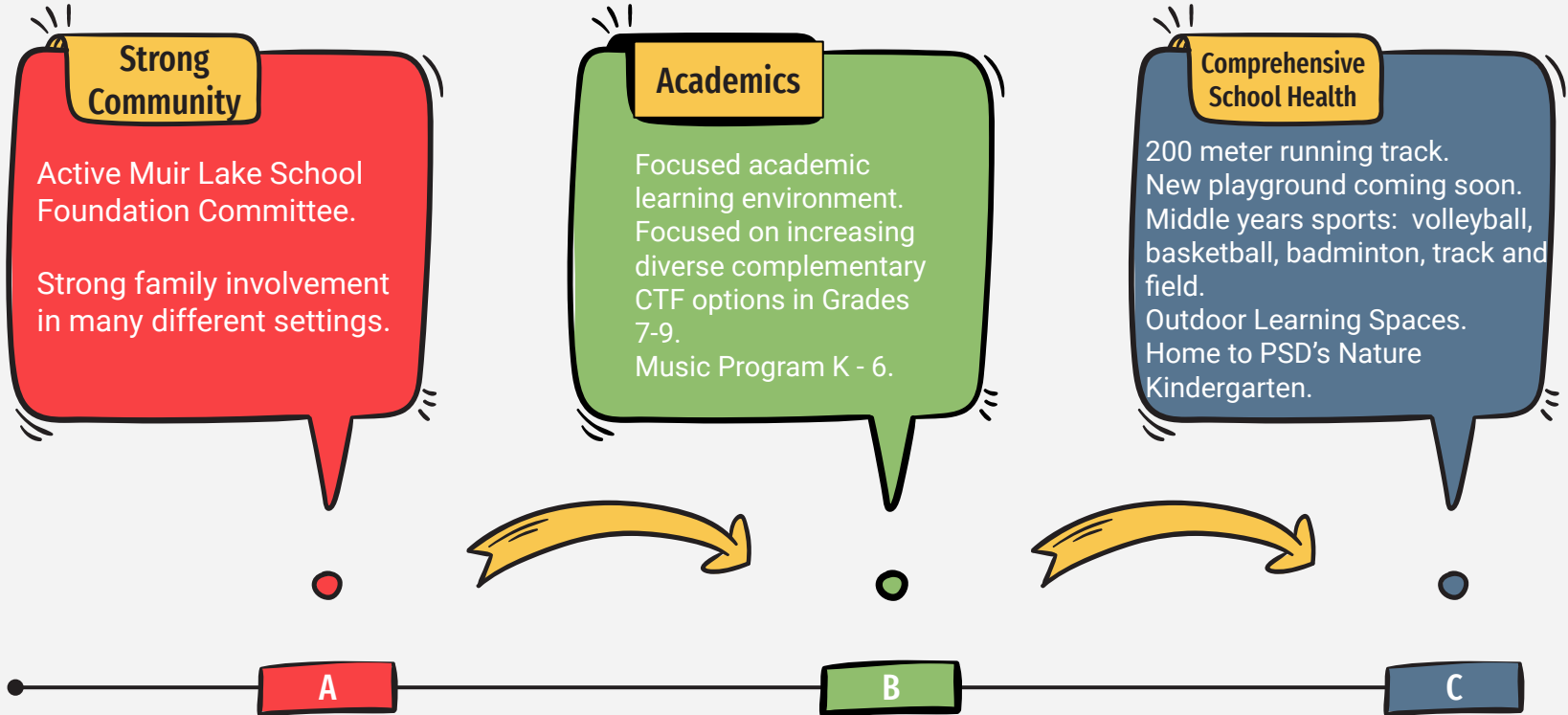
564 students.
Exterior building renovations.
Outdoor classroom space ongoing development.



Our School Context



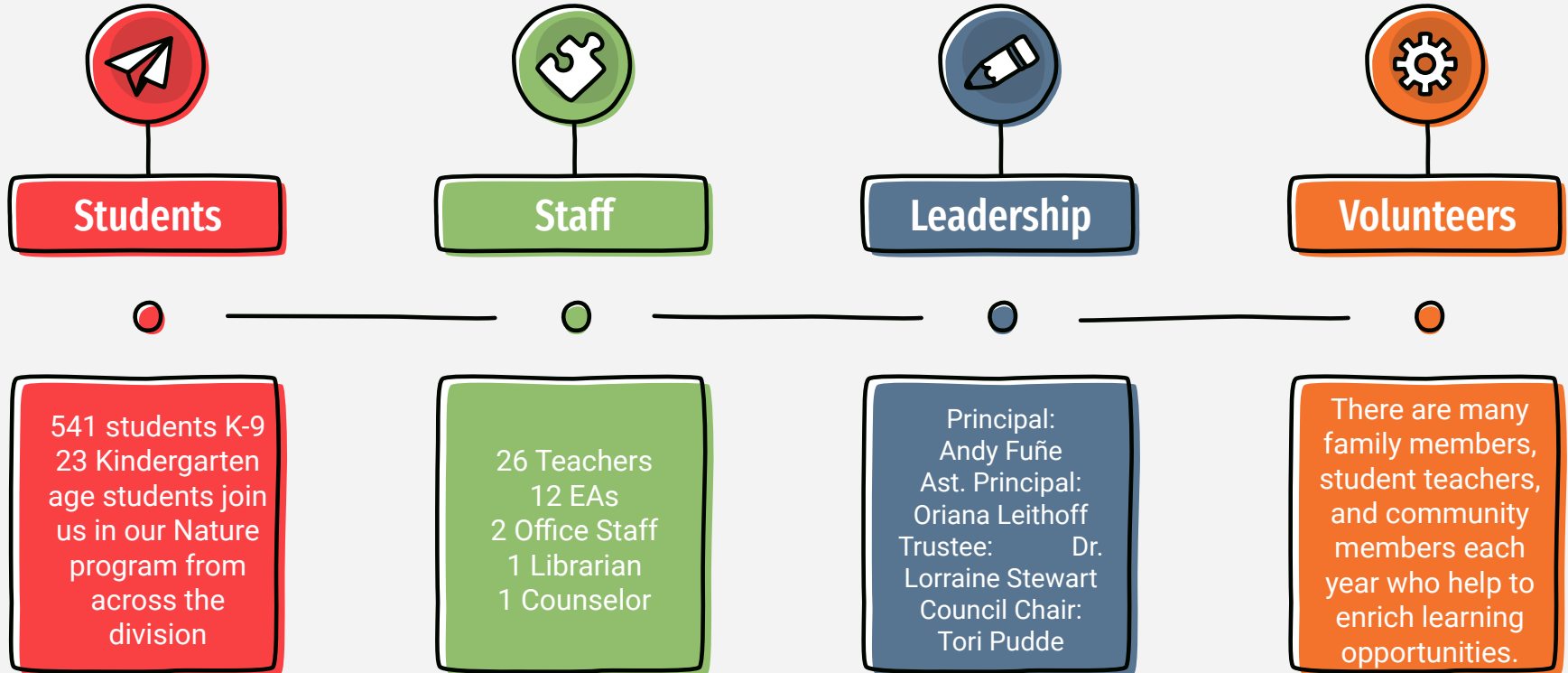
As a school community we strive support students in their holistic growth and development.





Who We Are At Muir Lake

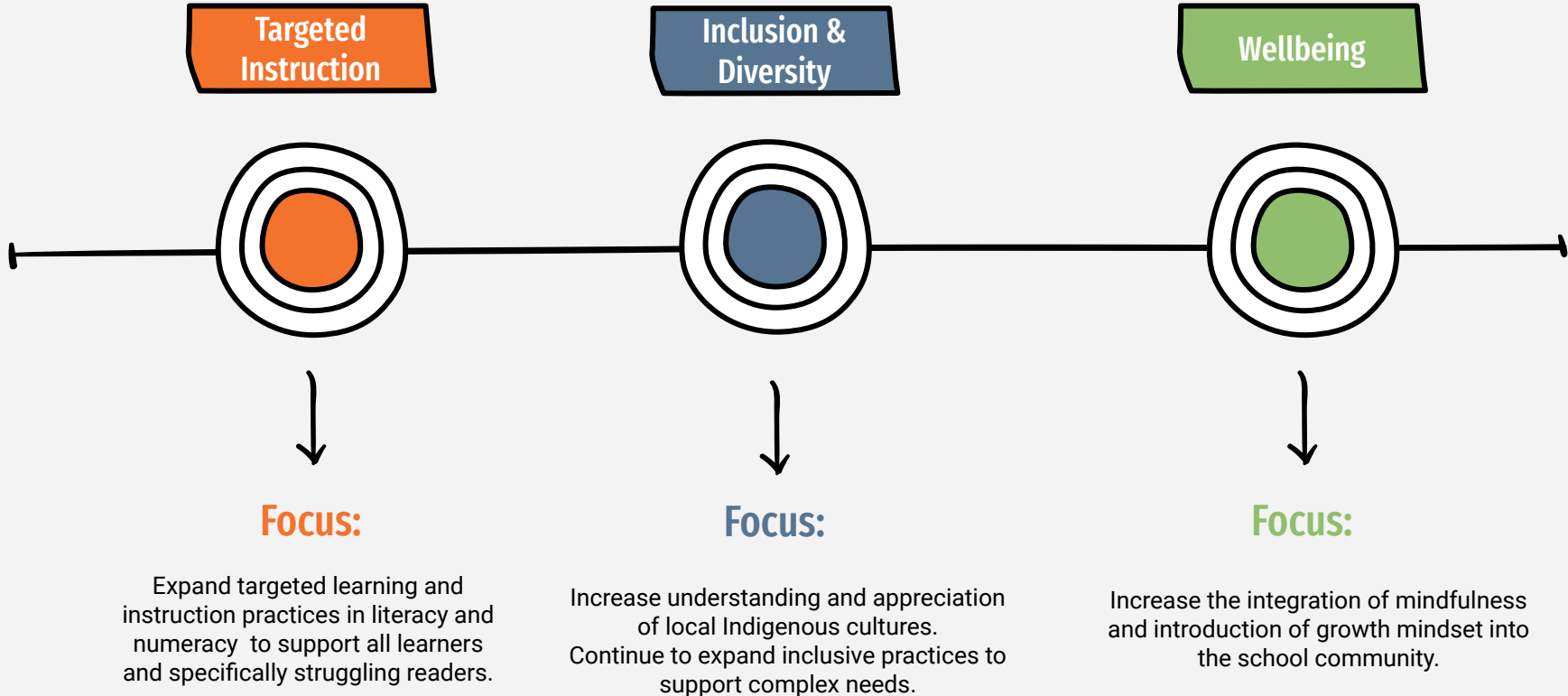
All school stakeholders have an important role and voice in informing our school development plan.





2024 - 2025 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 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 was 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 Assurance Survey participation, 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 complex needs students. We will increase staff capacity to support complex needs.

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

Wellbeing

Where we are now:

We have had an increase in mental health related issues with students and staff.

A number of measures including attendance and surveys show that we are faced with growing issues related to wellbeing.

Where we are going:

Provide specific opportunities for professional development on improving our people's knowledge in the area of mental health and resilience.

We will work with our counselor and division student services to achieve this goal.



Achieving Our Goals

A strategy roadmap for achieving our goals.



Targeted Instruction

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.

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

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

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

Inclusion & Diversity

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

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

Increase staff understanding of complex needs learners with the use of Emergent Literacy programming to target supports for complex needs learners.

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

Student and Staff Well-being

Plan for professional development that relates to resilience, mindfulness and growth mindset.

Collaboration with other division staff.

Invite different division staff to share resilience, mindfulness and growth mindset skills that can help our school community.

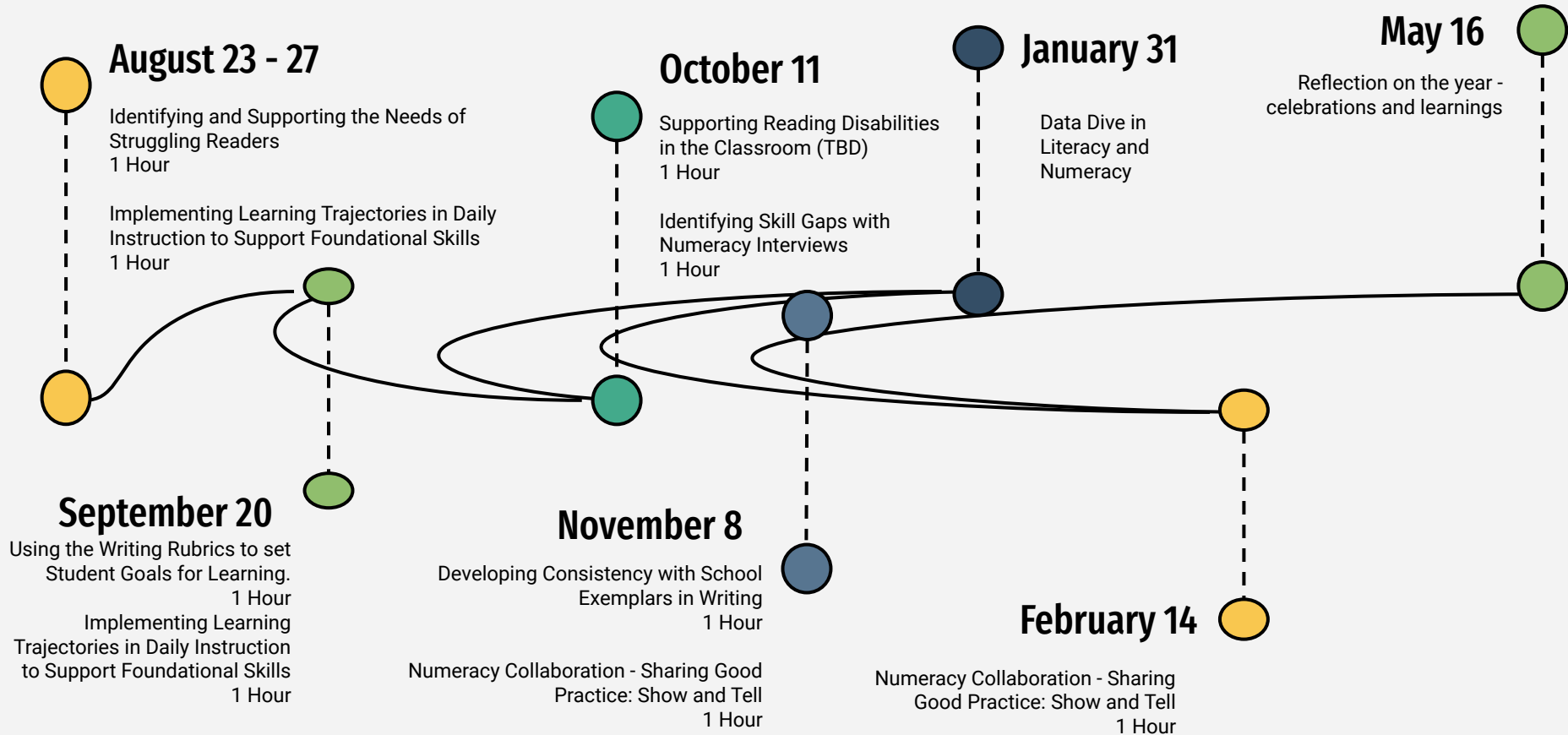
Encourage the use growth mindset to expand professional knowledge and skills.



Professional Learning - Targeted Instruction



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

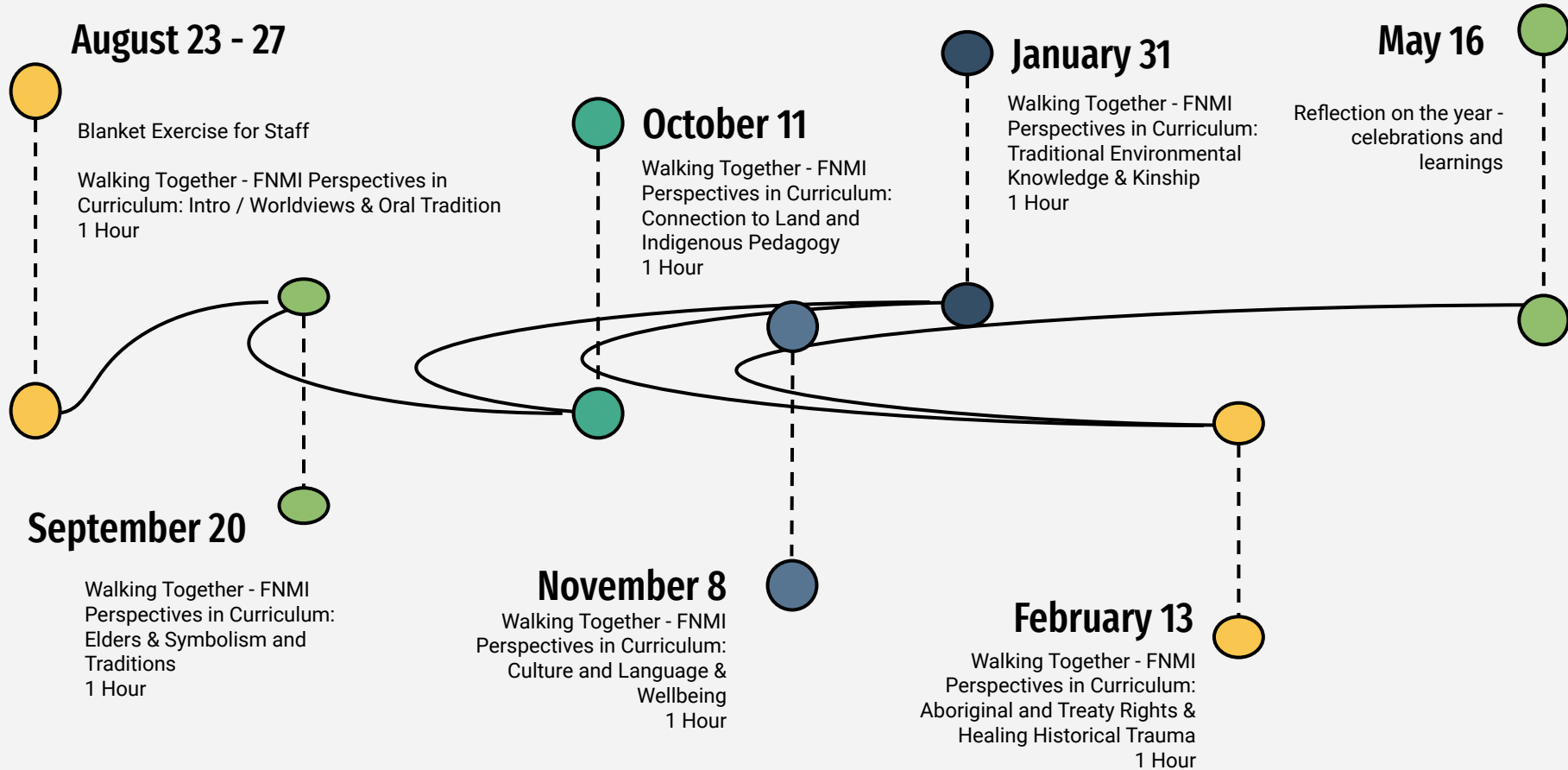




Professional Learning - Inclusion and Diversity



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

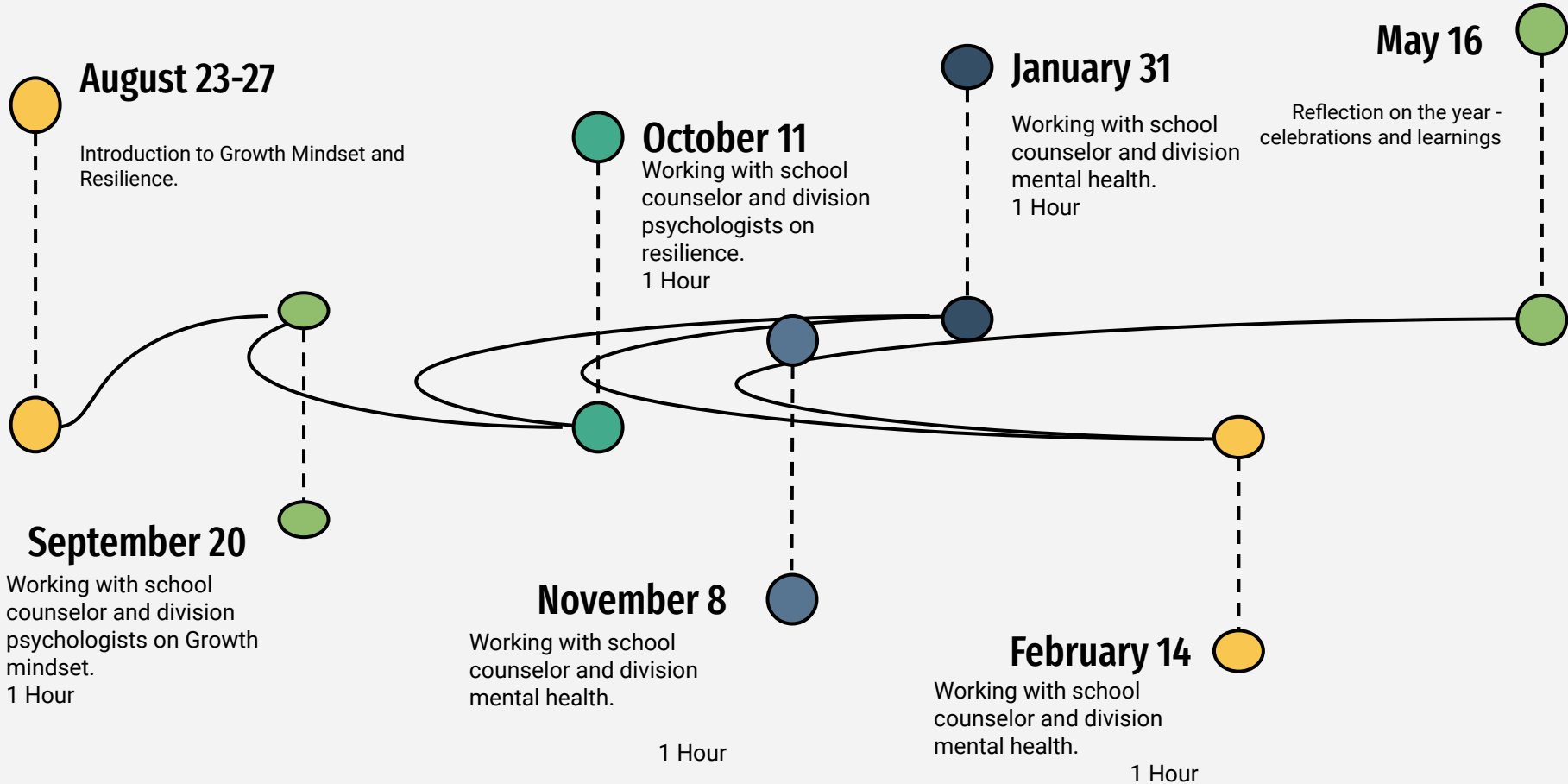




Professional Learning - Student and Staff Wellbeing



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

Student and Staff Wellbeing

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)
- Admin analyse and reflect upon previous incidents involving microaggression and unconscious bias to inform school planning.

- Survey for students regarding their wellbeing.
- Review previous guarding minds survey..

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.

- Survey for students regarding their wellbeing.
- Review current guarding minds survey..