



W.G. Murdoch School

October 2023

# School Education Plan 2023/24



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# 2023 – 2027 Four-Year Education Plan

## Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

## Administrators' Message

*PASSION. BELONGING. SUCCESS.*

These are the pillars that guide the teaching and learning at W.G. Murdoch School.

At our school, we believe that when we support students in exploring their **passions** and interests, we are building future-ready students. It is nearly impossible these days to anticipate what kinds of opportunities will be available to our future graduates and so, in addition to getting them over the finish line of high school, we recognize that to be healthy and happy adults our students will need to do the things they love. Perhaps their passions will simply be pleasant pastimes, but how wonderful if they can be parlayed into careers! For this reason, we are seeking out mentors and experts within our school community, but also in the larger community of Crossfield to support us in this work.

When we create inclusive, engaging, healthy learning opportunities for all students, we foster **belonging**. Through our work with Positive Behavior Intervention Supports (PBIS), Murdoch students know that Trojans are respectful, safe, and responsible as they move through their days. We all want to belong and feel safe, and so we celebrate and respect our differences, and value individuals for how they enrich our lives with their own.

Finally, **success** comes from advancing students' numeracy and literacy skills. From the practical to the theoretical, students need to be able to receive and express information effectively. The school must, therefore, provide explicit instruction in these areas and ensure there are a variety of opportunities to explore and practice these skills across all subject areas. When students are given voice and choice in how they demonstrate their understanding they develop true mastery of the material.

We are very proud to be leading this learning community.

Warmly,



Karen Fillier  
Principal

&

Gwen Dawes-Harker  
Assistant Principal

## School Profile

<p><b>Principal:</b> Karen Fillier</p> <p><b>Assistant Principal:</b> Gwen Dawes Harker</p> <p><b>Website:</b> <a href="http://murdoch.rockyview.ab.ca">http://murdoch.rockyview.ab.ca</a></p>	<p><b>Mission:</b> Passionate people existing in a culture of belonging, striving for success.</p> <p><b>Beliefs:</b> Passion. Belonging. Success.</p>
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**Total Number of Students:** 396

**Grades Served:** 6-12

**Total Number of:**

- Classroom Teachers: 16
- Learning Support Teacher(s): 2
- Learning Assistant(s): 3
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 3

### School Diversity Profile

As with all Rocky View Schools, W.G. Murdoch reflects a rich and diverse learning community.

Notably, 6 per cent of our students self-identify as Indigenous students.

As an inclusive school, we welcome 20 per cent of our students who have significant learning needs.

Additionally, our school offers a variety of clubs, athletics, fine arts, and options.

## Student Feedback from Spring 2023

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

- Teachers care about quality of education, good at their job, kind, caring
- Teachers care about the welfare of students
- Having spares in grades 11 & 12 has helped managed the workload
- Increase in school spirit in second semester (leadership activities)
- Consistency of the high school staff
- Concession is much better
- Toast Fridays
- Sports (coaching staff)
- Band trip
- Community
- Sense of Belonging
- School Spirit
- Sports Programs
- Custodial staff - thorough, friendly, positive presence

### What do students think could be worked on or improved?

- More consistency in teaching staff (there has been a lot of turn over).
- School culture, especially with how we choose to treat each other, needs to be improved (particularly with middle school students).
- Sometimes we don't know what events are happening at school.
- We need to make students care about the school.
- Writing final exams in preparation for diplomas.
- Preparing for life after high school (post-secondary, etc.)
- Air conditioning/fans.
- Clearer expectations for behavior.
- Have more options that support trades.
- Let middle school students take shop and foods.
- Bring back design studies.
- Have Languages options available.
- Discipline structure needs to be adjusted. Harsher punishment for misbehavior. (This came up a lot!)
- More freedom for high school students. Some believe the blanket rules for the whole school tell the older students that the adults don't trust them. They really dislike the hall passes and having to sign out.
- Some thought classes were too long.
- Timetable - no more split (MS vs HS, don't like different bell times), not in favour of tumbling blocks for next year (will affect work availability and some people want spares in the morning because they don't work well in mornings). Students wish they had a say in that decision.
- Better relationships - students sense tension between teachers and Administration. Leadership (administration) is not seen as positive in community and within school.
- Middle school students seem out of control - disrespectful, inappropriate behaviours, sense of entitlement.

## Parent Feedback from Spring 2023

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

- Some teachers take the time to really connect with kids.
- The kids seem to have friends and feel comfortable with other kids.
- My child is doing well in class.
- The scheduling and activities available for students are positive.

### What do parents think could be worked on or improved?

- Room for growth in school supports of students.
- Greater communication with parents and collaboration to support students.
- More option courses and budget to fine arts.
- Increase number of options available for high school.
- Provide transportation for Mechanics at Ford.
- Communication and timeliness of discipline are needed, along with communication surrounding this.
- Clearer rules regarding completion of work and due dates along with consequences for not completing.

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grades 6 – 9.	MIPI	56%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grades 6 – 9.	BAS	39%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	NA
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	8 HS 30 level CTS credits
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	2
School-wide score on Positive Behavior Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	Tier 1 16%
Percentage of students who are absent less than 10 per cent during the school year.	Dossier Data	90%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	43%

**What does this data tell us is going well?**

- Regular attendance rates continue to increase.
- Students are beginning to demonstrate interest in taking part in dual credit opportunities.

**What does this data tell us could be improved or worked on?**

- Increase our Tier 2 Fidelity Inventory score.
- Increase the percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 6 – 9.
- Increase percentage of students who read at or above grade level on the Benchmark Assessment System (BAS) Grades 6 – 9.
- Increase the number of students who successfully achieve in dual credit opportunities.



# Alberta Education Assurance Measure Results

## Alberta Education Assurance Measures Results

Assurance Domain	Measure	W. G. Murdoch 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	77.4	81.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	75.6	79.9	79.5	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	89.8	91.3	92.0	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	91.3	95.7	91.9	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	71.2	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.2	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	88.0	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	11.2	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.6	85.7	85.5	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.8	84.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.4	77.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.7	77.6	83.5	78.8	79.5	81.5	High	Maintained	Good

### What does our data indicate is going well?

- A high number of W.G. Murdoch students complete high school within a 3-5 year period.
- Our school community wants to be involved and is supportive of the school.

### What does our data tell us could be improved on?

- Quality leading and teaching and a clear School Education Plan that is in alignment with Rocky View's Division Education Plan.
- Clear and timely communication within the school and the greater community will create increased opportunities for collaboration and enhance school culture.
- Communication of student learning will be an ongoing process involving all the key stakeholders: students, parents, teachers, support staff, administrators, division support teams and community members.

## Advancing students numeracy and literacy skills



### Outcomes:

Students are numerate and literate.

Students are actively engaged in meaningful and relevant learning.

**How Might We:** improve student literacy rates by 30% over the next three years.

<p><b>School Goal One:</b> To address our pillar of SUCCESS in Literacy, there will be an increase of 10% of students reading at or above grade level on the Benchmark Assessment System (BAS) by June 2024.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>The June 2023 Benchmark Assessment System (BAS) results indicate that 39% of middle school students are reading at or above grade level.</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p><b>Instruction and Assessment Guide:</b> Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria. Page 6.</p> <p>Authentic learning experiences and experiential learning are built into all subject areas and programs. Page 7.</p> <p><b>Inclusive Education Practice Guide:</b> Instruction and assessment are differentiated in response to students’ strengths, needs and prior learning. Page 7.</p> <p><b>Professional Learning Practice Guide:</b> Staff knowledge, skills and attributes are enhanced through ongoing professional learning. Page 8.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Teachers will examine data from June and form inter-class groups for intervention which will happen during scheduled literacy block.</li> <li>Teachers will create differentiated learning and assessment tasks based on class reviews and learner profiles.</li> <li>Humanities teachers will identify and deconstruct related curriculum expectations and cross-curricular connections and associated success criteria.</li> <li>Math/Science teachers will actively teach the literacy skills associated with each discipline and develop strong subject specific vocabulary.</li> <li>Students receive 15 minutes of daily, explicit literacy instruction which is built into the schedule.</li> <li>Possible staff book study: Notice and Note by Kyleen Beers and Robert E. Probst or Reading Non-Fiction: Notice and Note Stances, Signposts, and Strategies by Kyleen Beers and Robert E. Probst.</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>June 2024 classroom running records.</li> </ul>

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<ul style="list-style-type: none"> <li>• June 2024 Fountas and Pinnell’s Benchmark Assessment System (BAS) results.</li> <li>• Anecdotal notes, observations, and conversations.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Regularly check Power School, and initiate communication with teachers.</li> <li>• Offer a literacy-rich environment and be a strong model for reading.</li> <li>• Talk about school and current events.</li> <li>• Model good literacy behavior by regularly reading yourself.</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Discussed with staff at meeting on November 14. BAS baseline assessments for grade 6 students have been completed and data was examined by teachers on <b>DATE</b>. Goals and strategies are aligned with needs as demonstrated through data and observations.</li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments needed at this time.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

**How Might We:** strategically develop opportunities for students to explore a variety of career pathways?

<p><b>School Goal 1:</b> To address our pillar of PASSION, we will intentionally build experiences for every student to explore at least three career paths by June 2024.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Feedback from School Council and families about the desire/need for better post-secondary and career preparation.</li> <li>• Students and families desire increased access and opportunities for students to work integrated learning experiences and to experiences that bolster their hands-on learning in career related skill development.</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p><b>Instruction and Assessment Guide:</b> Off campus/trade related learning opportunities includes occupational preparation and helps to further develop a students’ awareness of essential employability skills. Authentic learning experiences and experiential learning are built into all subject areas and programs. Page 7.</p> <p><b>Inclusive Education Practice Guide:</b> School and system staff, families and community partners are committed to ongoing and meaningful collaboration to support the success of all learners. Page 9.</p> <p><b>Professional Learning Practice Guide:</b> As an organization passionate about students and their learning, the ongoing pursuit of knowledge is essential. Page 5.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop a Living Library of community members who are willing to share and help students explore their talents, interests, skills and knowledge in career-related areas. A Living Library is a catalogue of knowledgeable guests with specializations or areas of expertise to support teaching and learning in the classroom.</li> <li>• Seek out partnerships and collaborations with community and post-secondary resources such as the Crossfield Agriculture Society, Olds College, etc.</li> <li>• Staff will explicitly seek guest speakers in all curricular courses to share information and insights related to their career and to build broader understandings and connections to potential future careers.             <ul style="list-style-type: none"> <li>○ When did you learn what you wanted to be?</li> </ul> </li> </ul>

- What were you like as a student?
- What was your favorite subject?
- Where did you go to school?
- What high school courses did you need?
- Who else/what other careers do you work with?
- Explore the development of an Immersive Extended Learning Experience (IELE) - an educational undertaking that provides students with an intensive, interactive, and often extended duration opportunity to deeply engage with a particular subject or field of interest. This type of experience typically goes beyond the traditional classroom setting, allowing students to immerse themselves fully in practical learning and develop a comprehensive understanding and insights of a specific topic or skill.
- During all field trips, teachers will facilitate the exploration of careers while also targeting the specific curricular reasons for the excursion.
  - How can we explore careers at the site of the fieldtrip?
  - Is there architecture, science, history, art, etc. We can learn about on location?
  - Student complete field trip reflections – what careers did you see, or hear that connect to you?
  - Explore the development of an Immersive Extended Learning Experience (IELE) - an educational undertaking that provides students with an intensive, interactive, and often extended duration opportunity to deeply engage with a particular subject or field of interest. This type of experience typically goes beyond the traditional classroom setting, allowing students to immerse themselves fully in practical learning and develop a comprehensive understanding and insights of a specific topic or skill. Students select course in CTF or CTS.
  - During the week they:
    - Learn and explore.
    - Create a product.
    - Physically interact with the career area.
  - The teacher is the facilitator, not the expert. We will draw on experiences from the community.
- Create a school timetable schedule that provides all WGM students multiple opportunities to experience trade-related (Career and Technology Foundations (CTF) and Career and Technology Studies (CTS)) courses.
- Develop an In-house Career Preparation course cluster for all students in grades 10, 11, and 12.
- Host information sessions, workshops, and post-secondary fairs such as ELAA, to showcase the different pathways and options available.

**Measures:**

- By January, the school will have a plan for gathering data and baseline information on individual student’s knowledge, skills, aptitudes, and career-related areas of interest.
- By the end of June, the school will have a Living Library.
- By the end of June all students grade 10-12 will have achieved at least 3 credits in the Career Preparation course clusters.
- Anecdotal feedback from staff students and parents and in the Assurance measures.

**Parents can:**

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- Sign up to become a “book” in our Living Library to share your own passions, skills, knowledge, and talents with our teachers and students.
- Discuss your own career pathway with your child(ren), including:
  - When did you learn what you wanted to be?
  - What were you like as a student?
  - What was your favorite subject?
  - Where did you go to school?
  - What high school courses did you need?
  - Who else/what other careers do you work with?

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• As discussed with staff at meeting on November 14th. Planning is underway.</li> </ul>	<ul style="list-style-type: none"> <li>• This goal is a complete revision.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

**How Might We:** Effectively meet the needs of the diverse range of learners at our school?

<p><b>School Goal One:</b> To address our pillar of BELONGING, there will be an increase of 10% of students with Individualized Program Plans (IPPs) who are achieving their learning goals.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• In June 2023, Dossier data indicated that 43% of students on IPPs achieved their goals.</li> <li>• Anecdotal notes, observations, conversations.</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p><b>Instruction and Assessment Guide:</b> Authentic learning experiences and experiential learning are built into all subject areas and programs. Page 7. Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills, and attitudes pertaining to expected outcomes. Page 9.</p> <p><b>Inclusive Education Practice Guide:</b> Inclusive education is a continuous search to find new and better ways of supporting diversity and human differences...and removing barriers so that all students are engaged with social and academic learning opportunities. Page 7.</p> <p><b>Professional Learning Practice Guide:</b> Staff knowledge, skills and attributes are enhanced through ongoing professional learning. Page 8.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• WGM will develop our learning support processes to ensure that all students are being provided with learning opportunities that make them feel successful.</li> <li>• Teachers will use the collaborative problem-solving (CPS) form with fidelity to explore strategies to support students and seek support from our school-based and/or divisional learning support teams.</li> <li>• We will work as a staff to ensure that Individual Program Plans (IPPs) are updated, accurate, appropriate, and achievable.</li> <li>• Parents will participate in goal development and reviews.</li> <li>• High school students will participate in goal development.</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Student achievement on Individual Program Plan goals.</li> </ul>

<ul style="list-style-type: none"> <li>• Collaborative Problem-Solving (CPS) forms, Matrices, and Behaviour Support plans are in place and followed with fidelity.</li> <li>• Teacher can articulate the process for seeking progressive supports for students.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Participate in the development of meaningful Individualized Program Plan goals and support students in these goals at home.</li> <li>• Participate in the review process with teachers.</li> <li>• Review Matrices and Behaviour Support Plans, as applicable, and offer suggestions.</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Discussed with staff at meeting on November 14th. All IPP goals have been completed and reviewed by teachers on November 20th. Goals and strategies are aligned with needs as demonstrated through data and observations.</li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments needed at this time.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## School Council Review

### Presentation of School Education Plan

**School council comments:**

- The three goals make sense for our community.
- More 'discipline' is not to be overlooked for classroom disruptions.
- Preparing the students for the future is very important and they will need extra help and guidance in this area.
- Increasing literacy achievement is a high priority. 10% improvement may be difficult to achieve in one year.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of W.G. Murdoch School**



Jeffery Wasylucha  
Chair



Krista White  
Vice-Chair

**Principal signature on behalf of students and teachers of W.G. Murdoch School**



Karen Fillier  
Principal