

OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS FROM NOV 2024
C. IAN MCLAREN SCHOOL

Key Insights for Engagement

Advance Stakeholder Engagement and Communications

Areas of Strength

- We launched the year with a we are all bucket fillers and “pawsitive influencers” theme this year
- Our student focused groups and clubs are essential to our school culture.
- We have a strong group of teachers that sit on our planning team to map out our learning journey.
- Together, staff work on various volunteer committees to provide positive experiences for our learners, for example: Literacy week, Cross-graded Cougar Family Teams, Terry Fox Day, Remembrance Ceremonies, School Musicals.
- We have a small parent council that attend regularly and engage in learning and special events.
- Parent Volunteers coordinate the school hot lunch program.
- Families join us for special assemblies and events such as the Halloween Parade, Remembrance Day, Sports Day, Family dance and grade six celebration.
- We continue to work with local agencies to support our community (McMann, Griffin Center, Triple P Parenting, Senior homes and Greater Family Resource Network).
- We continue to find ways to communicate with our families and wider community. (Facebook, Instagram, weekly emails, weekly teacher emails, myblueprint, communication meetings, etc.)

Areas for Growth

- Improve parent/family involvement.
- Improve communication with families.

Next Steps

- Continue to find ways to engage our families.
- Continue to find ways to communicate with parents (weekly teacher emails, weekly emails, Instagram, sign, school council has separate emails and Facebook, my blueprint etc.).

Key Insights for Engagement

Advance Continuous Improvement and Assurance

Areas of Strength

Areas for Growth

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| <ul style="list-style-type: none"> • We continue to meet weekly in our grade level PLTs to design learning. • CIM staff are very motivated to provide best practices within their classroom as well as to be aligned from a Kindergarten to grade 6 level. • Data drives our practice • Staff sharing wise practices at staff meeting and professional development days | <ul style="list-style-type: none"> • Look at our current reading programs and structures • Implement engaging learning cycles, especially around new curriculum. • Continue to involve parents in decision making and providing feedback loops • Continue to strengthen connections to parents |
| | <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to implement new curriculum and share best practices. • Continue to find ways to engage our families. |

Key Insights for Support

Advance Wellness and Wellbeing

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| <p>Areas of Strength</p> <ul style="list-style-type: none"> • The Students Matters group is passionate about the wellness and well-being of our students. They worked hard to support the school with several different initiatives. This year the students created a Don't Walk in the Hallways regulation station. • Student leaders continue to leave their mark and create student-led initiatives that support student wellness within our school. | <p>Areas for Growth</p> <ul style="list-style-type: none"> • Improve upon developing positive peer relationships, resilience, and competencies of Socio-Emotional Learning. |
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| <ul style="list-style-type: none"> Minds Matter is imbedded in our school and plays a critical role in supporting staff and students with understanding mental health and providing strategies to help regulate emotions. Lessons are developed intentionally to teach concepts such as integrity to all the students so that staff can focus on the concept in their health curriculums. | <p>Next Steps</p> <ul style="list-style-type: none"> Minds Matter: Continue to focus on the 5 competencies of Social Emotional Learning at the universal level (Self Awareness, Self, Management, Social Awareness, Relationship skills, Responsible Decision making). Continue to regularly strengthen trauma informed practices we already use, and to strengthen our understanding of trauma-informed learning through division PD and in-school PD. Continue to access support people (divisional learning support team, teacher advisory lead, psychologist, divisional lead teachers) to help address the complexities in our classrooms. Continue to create opportunities to support each other as a school community. |
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Key Insights for Support

Advance our Continuum of Supports

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| <p>Areas of Strength</p> <ul style="list-style-type: none"> CIM School is committed to student success through a strong continuum of supports that makes learning accessible and equitable for all. CIM school has structures that allow for staff to be supported (embedded LC time, Minds Matter Teacher time, embedded planning time, embedded time to meet with our behavior strategist and psychologist). embedded planning time, embedded time to meet with our behavior strategist and psychologist). | <p>Areas for Growth</p> <ul style="list-style-type: none"> Continue to develop tools in our toolbox to effectively address the complexities of the classroom |
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| <ul style="list-style-type: none"> School revisited our Conscious discipline Character Education development-we reviewed our commitments to learning the Engagement, Choices, Composure, Assertiveness, Consequences and Empathy along with the Super power | <p>Next Steps</p> <ul style="list-style-type: none"> Revisit our structures, and systems for supporting our complex learners. Revisit our spaces and identify any changes needed to support our learners Leveraging the behavior strategist to support our universal supports on our continuum. School is committed to maximize Conscious discipline structures and routines within the classrooms and go deeper in teaching the main principles and concepts. |
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| Key Insights for Success | |
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| Advance Innovation and Design | |
| <p>Areas of Strength</p> <ul style="list-style-type: none"> We are committed and dedicated to designing Learning for Transfer. We have created a design lab that allows for an opportunity for students to innovate, create and design. Teachers are learning my Blueprint to assist students with making learning visible and share out with families. After collecting student voice, we created an outdoor classroom that allows for outdoor learning. Teachers design authentic learning tasks. | <p>Areas for Growth</p> <ul style="list-style-type: none"> Improve student engagement and FLOW <p>Next Steps</p> <ul style="list-style-type: none"> Continue to design learning in an authentic way, using learning cycles, visible thinking routines, and conceptual learning strategies. |

Advance Learning that Transfers

Areas of Strength

- We are committed to designing learning in an authentic way.
- We are committed to learning and designing with the three principles in mind: teaching through a conceptual lens, students grappling with complex problems over time and students being agents of change.
- We are committed to implementing the new curriculum in engaging ways.
- Two of our staff members are on the divisional lead team for implementing curriculum.

Areas for Growth

- Commit to continuing to engage in Conceptual Learning and Learning for Transfer.
- Design learning for the new Social Studies Curriculum.

Next Steps

- In PLTs, continue to design learning for transfer, strengthen conceptual understanding, and revisit the learning cycles developed by the FSD lead team.
- Professional learning is based on a shared vision for deep and transferable learning, through collaborative structures and trauma informed practices.
- Continue to access divisional support, and lead teacher support as we design learning in new curriculum areas.
- Use services, supports and resources, collaborate between schools and utilize education partners in professional practices.
- Build capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum.

Advance Literacy and Numeracy

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| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement. • Designing for learning specifically in math that allows for the following math learning progression: concrete, pictorial and symbolic. • Two of our staff were lead teachers for development of new curriculum. • Teachers use the data that they receive from the wide range of assessments to guide their next steps. • Teachers work in their PLT to develop a response to interventions within their grade level teams | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Improve our literacy scores <hr/> <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Visit a couple of other schools who have a whole school approach to literacy and intervention • Formalize our data collection (digitally and create a data wall) • Imbed one time a month to discuss best practices in the classroom • Invite CRC during our professional development days to share current best practices around the Science of Reading • Create a common RTI time for the school |
| <p style="text-align: center;">Advance First Nations, Métis, and Inuit Student Success</p> | |
| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Focus on First Nations, Metis and Inuit outcomes in new curriculum. • We have deepened our cultural appreciation through our learning and understanding around the circle of courage, medicine wheel and 7 Grandfather teachings <ul style="list-style-type: none"> ◦ we are taking our own personal journey on what it means for all things to be in balance and harmony ◦ building understanding of indigenous ways of being and doing through an emphasis to learning through the outdoors and connecting with one another through circles. ◦ Advancing reconciliation through school wide participation in events such as Indigenous day wearing Orange Shirts for Every Child Matters Day, celebrating Metis month, implementing Indigenous traditional games day ◦ Learning about and participating in Indigenous Activities • Partnership with Millarville, Turner Valley, Oilfields, Stoney Nakoda and Chief Jacob Bear's Paw. • Staff are excited to take learning outside, and express gratitude for nature while outside learning. | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Move forward the Calls to Action for the Truth and Reconciliation Commission as relates to Education. • Continue to embed two-eyed seeing concepts within our school and within our units of study. • Continue to work closely with our Indigenous Divisional Indigenous Learning Coordinator. • Strengthen relationships with and reduce barriers between CIM and our Chief Jacob Bearspaw School Stoney Nakoda neighbours. |

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| <ul style="list-style-type: none"> • Staff embed Indigenous principles in their learning cycles. • Staff reach out for Divisional support as needed • Staff are committed to advancing Reconciliation and responding to the Calls to Action. | <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner • Continue to embed two-eyed seeing concepts within our school and within our units of study for example by valuing global Science and Indigenous ways of knowing. • Continue to work closely with our Director of Indigenous Learning and Equity, so that we move forward in a positive way. Consult with Charity Tegler as we plan our Indigenous ways of knowing, connect with Indigenous communities, Elders, and knowledge keepers. • Reduce barriers and deepening appreciation and understanding of our Stoney Nakoda Neighbours by participating in the Annual Pow wow hosted by Chief Jacob Bearpaw School, and by learning alongside Chief Jacob Bearpaw students and staff throughout the year during sports, a learning, and other opportunities. Continue to hold our collaborative meetings with the other FSD schools and Chief Jacob Bearpaw School, and our Stoney Nakoda neighbours. |
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Key Insights for Success

Advance Teaching, Learning and Leading

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| <p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none">• Staff attend system learning days where there is a three-year plan on learning how to teach for transfer: students form conceptual understandings; students are agents of their own learning; students work with complex problems over time.• Staff are learning how to design learning with a provocation, learning launches, creating guide to successes, engaging students with a critical challenge and including an overarching critical inquiry question to guide the learning.• Through shared leadership opportunities, and collaborative conversations across grade level teams, we will continue to discuss best practices and share PLT learning and successes.• Staff are engaged in the work of conceptual learning, learning for transfer, and new curriculum.• We have 2 lead teachers who are on the Lead Curriculum team that help support and guide the work. | <p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none">• Continue to explore wiser practices while we implement new curriculum.• Support our wide range of learners.• Continue to share and celebrate our learning story and journey. |
| | <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none">• Leverage the wisdom of lead teachers who led the assessment work at the divisional level.• Continue to revisit structures and systems within our classroom and school community to support our wide range of learners.• Continue to share and celebrate through weekly newsletters, Instagram, Facebook |