

# **ÉCOLE MANACHABAN MIDDLE SCHOOL**

**2015 - 2019 School Education Plan**

**May, 2017**

**Year Three**



## MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21<sup>st</sup> C competencies, this year École Manachaban Middle School will be using the RVS literacy and numeracy framework to guide our practice. Every teacher in our building is a literacy and numeracy teacher focused on supporting all learners needs to be literate and numerate. Literacy will be one of the focal points of the professional learning embraced during the school year. This professional learning has already started this spring, with the support of the RVS learning specialists who have worked with staff and administration to develop a comprehensive strategy to be implemented over the 2017-2018 school year.

École Manachaban Middle School also recognizes the importance of supporting the social/emotional needs of students to increase confidence in themselves. Self-confidence is one of the strongest indicators of future success. Using the data from the Students Orientation to Schools Questionnaire (SOS-Q) and the Individual Program Plans (IPPs), staff will provide supportive and engaging learning environments to ensure character development and academic success.

The Maker Space movement will be used to empower students to know they can make an impact on the world around them. Through the development of 21<sup>st</sup> Century Competencies, students will gain the knowledge that their actions can make a difference in their own lives and for those around them. Developing maker capacities around the building helps students to build character, gain creative confidence, to be more resourceful and activate their sense of agency. The staff at École Manachaban Middle School strive to support students to find the love of learning and to help provide them with a skillset to become contributing members of society who are fulfilled in their own lives with meaningful work and people to build solid relationships.

Anne Kromm, Principal

## **SCHOOL PROFILE**

### **School Name: École Manachaban Middle School**

Principal: Anne Kromm

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### **School Profile:**

Grade Configuration: 2017-18 – Grades 6 to 8; English and French Immersion

Student Population: 340

No. of Teachers: 18

No. of Support Staff: 7

### **Unique Features of our school include:**

- Dual-track school – nearly equal distribution of our students enrolled in French Immersion and English Programs
- Wide variety of exploratory option courses
- WILD (Wisdom, Inquiry, Learning & Doing) outdoor inquiry program available to Grade 8 English stream students
- Easy access to outstanding outdoor natural environments including Cochrane Ranche
- High level of parental support and engagement
- Continuous reporting of formative and summative assessment data, mostly online
- Classroom environments and teaching practices support collaboration for teachers and students

### **Quotes from Parent Advocates**

“Manachaban School has educated three of my children, and the fourth will be attending this year. We have been extremely pleased with the education our children have received, as well as the atmosphere at Manachaban- welcoming, nurturing, flexible, and communicative. Manachaban prepared my boys very well academically and socially for High School!” – Marla B.

“Manachaban school has offered both my children a creative learning environment, hands on teaching and a commitment to excellence. They have been able to advocate for their own learning, using break out spaces and teacher support, and grow as individual learners. It's been a pleasure to watch them both thrive and feel comfortable in their school community.”-Dawn-Marie C.

## **RECENT ACHIEVEMENTS**

We have many successes to celebrate at École Manachaban in our pursuit to deliver an excellent, well-rounded education for our students. Three that we would like to particularly highlight are our gains in Literacy, the Social/Emotional supports we provide for students, and our increased support for the French Immersion learner.

### **Strong Literacy Results**

As evidenced from our Provincial Achievement Test results, our students are trending upwards in terms of their performance on this indicator. Particular highlights include a very high rate of success in the Grade 6 English Language Arts measure, where over 92% of our students achieved the Acceptable Standard, with 55% hitting the Standard of Excellence. Similarly, the French Language Arts results continue to trend upward. This helps to confirm that we have a solid base of Literacy practices occurring at the school, keeping us well-positioned for this coming school year's implementation of the jurisdictional Literacy Framework at the Middle School level.

### **Social/Emotional Supports**

In recent years, we have noticed an increase in the level of need for social and emotional supports for our students. As a result of this need, our staff has embarked in recent years in increasing our knowledge base in this area, through targeted Professional Learning. We are now beginning to see the benefits of this increased focus on the non-academic needs of our learners. We administered the School Orientation to School Questionnaire, an instrument designed to measure students' connection to school, to all of our students. The results were positive overall, leading us to believe that for most of our students, their school experience is positive. We were also able to identify students who may be at-risk for current or future difficulties or drop-out, and strategize interventions for them, such as the creation of a partnership with Cochrane High School which allows our students to access their supportive CHAT room.

### **Additional Support for the French Immersion Learner**

French Immersion students presently make up approximately 55% of our student body, and the diversity of learner progressing through the program is evident. In response, we have worked hard to provide additional supports to allow struggling FI students to be successful. We have been able to dedicate Learning Support time specifically for FI students this year. This has allowed for a Learning Support teacher to work side-by-side and collaboratively with our FI teachers to help support and plan instruction, as well as push-in classroom support where the greatest needs exist. As our population will increasingly shift to see more FI learners in future years, this will remain an area for our school to prioritize.

## **PRIORITY AREAS OF FOCUS**

Looking forward to the 2017-18 school year, it will be one of transition as we transform from a Grade 5 to 8 configuration to a Grade 6 to 8 one. Continuing the work we've set out on in previous School Education Plans, our priorities will include Literacy, Instructional Design, and Social/Emotional Supports for our learners.

### **Literacy**

This year marks the implementation of the RVS Literacy framework at the Middle School level. We believe our school is well-positioned for success, as our recent Literacy indicators inform us that our students are performing well. We look forward to strengthening our skillsets in Literacy with increased professional learning, with a focus on incorporating evidence-based best practices more fluidly into our classrooms. We will invest resources into Professional Learning around Literacy, and provide and embed lead-teacher time to support our staff with this learning. We are making changes to our Learning Support model, and will more intentionally identify at-risk readers and streamline targeted interventions for them.

### **Instructional Design**

At École Manachaban, we strive to provide meaningful, engaging and real-world learning experiences for our students. To help us to continue to move forward to see this kind of learning become real in our classrooms, we will be increasing our own learning in this area, and providing more opportunities for our students to engage as well. One such area is with the Maker Movement. We are transforming our former computer lab into a Maker Space, where students can engage in hands-on, creative work and design. We will move forward to dedicating Professional Learning time to these ideas, and will be providing an option class for our Grade 7 and 8 students. It is hoped that as the year progresses, more students will be able to access this space and the type of design-thinking it leads to.

### **Social/Emotional Supports**

Providing social and emotional supports for our students continues to be an area of priority. We will continue to support students as they start their learning day with our Breakfast Program. We will strengthen relationships with our community partners and agencies, such as our Mentoring program partnership with Big Brothers Big Sisters. We continue to look at the physical space in our building and try to envision innovative ways to provide flexible learning spaces to meet our students' varied needs. One such endeavor is to continue to create Manachaban's own Cochrane Healing Arts Time space, modeled after Cochrane High School's award-winning CHAT Room, but geared toward the needs of the Middle Level learner.

## GOAL: LEARNERS ARE SUCCESSFUL

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Learners are literate and numerate.	<ul style="list-style-type: none"> <li>(AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams.</li> <li>(RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.</li> <li>(RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to strengthen and align Literacy practices with those identified in the RVS Literacy Framework.</li> <li>Enhance Literacy supports through embedded lead teacher coaching time and staff-wide professional learning.</li> <li>Identify struggling readers and provide intensive and structured supports.</li> <li>Provide additional learning supports for French Immersion learners.</li> </ul>
Learners build 21 <sup>st</sup> C competencies (skills and knowledge).	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</li> <li>(AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending)</li> <li>(RVS) Percentage of students, parents, and staff who agree that students are building 21<sup>st</sup> C competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Implement meaningful Digital Portfolios as a means of capturing growth across 21<sup>st</sup> Century Competencies.</li> <li>Use, "I Can..." statements to promote self-reflection and metacognition around 21<sup>st</sup> Century skills and knowledge.</li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>(AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10.</li> <li>(AE) Annual dropout rate of students/FNMI students aged 14 to 18.</li> <li>(AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship.</li> <li>(AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10.</li> <li>(RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.</li> <li>(RVS) Percentage of staff that use balanced assessment practices to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicate student learning and develop a clear and regular process for setting future learning goals.</li> <li>Increase student engagement and ownership of learning through the implementation of meaningful, real-life hands-on learning.</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL: LEARNERS ARE ENGAGED.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning.</li> <li>▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a variety of engaging programming alternatives to students (ie WILD, CTF options, PE Enrichment, Fine Arts).</li> <li>▪ Utilize the rich natural environment of Cochrane Ranche as a multi-faceted learning space.</li> <li>▪ Invite real-world expertise and leverage current events to make learning more relevant for students.</li> <li>▪ Use authentic learning projects to allow students to demonstrate their learning.</li> <li>▪ Dedicate Professional Learning to topics that promote engagement, such as Maker Spaces.</li> </ul>
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> <li>• (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.</li> <li>• (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Utilize divisional Learning Specialists to strengthen Instructional Design.</li> <li>▪ Enhance metacognition through the use of multiple platforms (portfolios, blogs, journals).</li> <li>▪ Provide opportunities to showcase learning beyond the classroom.</li> </ul>
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in variety of community based initiatives (ie weed pull, mock council, mentorship).</li> <li>▪ Engage parents and community partners through multiple platforms (PowerSchool Parent Portal, Twitter, newsletters, teacher communication).</li> <li>▪ Actively encourage parent participation in student learning (volunteering, guest speaking, chaperoning).</li> <li>▪ Continue mentorship partnerships at the tri-school stie with Elizabeth Barrett Elementary School and Cochrane High School.</li> <li>▪ Continue to promote community partnerships (ie Boys and Girls Club, Nan Boothby Public Library, Town of Cochrane Youth Council).</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> <li>(RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to learning environments that are designed to address students' social/emotional needs.</li> <li>Provide opportunities for students to explore noncurricular interests (ie grandparent program, GSA, special interest clubs).</li> <li>Establishment of a mentorship hub with Elizabeth Barrett Elementary School and Cochrane High School.</li> <li>Support students outside of instructional time (ie Breakfast Program, Boys and Girls Club Mentoring)</li> <li>Administer Student Orientation to School Questionnaire to identify trends in students' connection to school and use this data to inform interventions.</li> <li>Continue to enhance the Breathing Space.</li> <li>Form a partnership with Cochrane High School to allow students access to the CHAT Room.</li> </ul>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li> <li>(RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.</li> <li>(RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of flexible learning environments for students to access.</li> <li>Provide access to educational technologies that remove barriers to learning.</li> <li>Provide extension opportunities such as the Mathematica competition.</li> <li>Continue to promote a culture of learning among staff members.</li> </ul>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> <li>(RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for student leadership and student-directed initiatives.</li> <li>Instructional design enables student choice.</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

- Provide access to learning environments that are designed to address students' social/emotional needs.
- Provide opportunities for students to explore noncurricular interests (ie grandparent program, interest clubs)



## PROFESSIONAL LEARNING PLAN

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff or Certificated</i>	<i>Proposed Budget</i>
August 30	▪ Literacy	▪ Familiarity with RVS benchmarks		▪ \$1000
August 31	▪ Social/Emotional Needs	▪ Designing a Social/Emotional space		▪ \$ 500
November 13	▪ Literacy	▪ Literacy across content areas (support from Learning Specialists)		▪ \$ 500
March 12	▪ Literacy	▪ New Learning Support Structure		▪ \$ 500
May 18	▪ Instructional Design	▪ Investing in structures for Maker Space; jurisdictional supports		▪ \$ 1000

### **SchoolBundle Roll-out**

Administrator Debriefing	▪ March 19, 2018		
Public Website Development	▪ March 28-29, 2018	▪ TBA	
SGF Centralization and Ecommerce Development	▪ March 26-27, 2018	▪ Kelly McLean	
Staff Web Portal Introduction	▪ April 11, 2018	▪ 3:45 pm	
Onsite Support	▪ April 18, 2018	▪ 3	
0365 Training the Trainer Lead*	▪ TBA	▪ Suzanne Greenland	

## BUDGET HIGHLIGHTS

	2015/16	2016/17	2017/18
Certificated Staff	21.0 FTE	21.947 FTE	16.35 FTE
Support Staff	8.456 FTE	8.8 FTE	5.48 FTE
Services & Supplies	\$104 296	\$146 486	\$ 63 852
Other	n/a	n/a	n/a
Contingency	\$30 000	\$ 30 000	\$ 30 000
TOTAL EXPENDITURES	\$2 932 305	\$ 2 880 316	\$ 2 270 451

The contraction in our expenditures for the 2017-18 school year can be attributed to the reconfiguration of the school from a Grades 5-8 school up to the 2016-17 school year to a Grades 6-8 school for the 2017-18 school year and beyond. Our student population will decline from 445 (2016-17) to a projected 330 students (2017-18). We then anticipate modest annual growth as we begin to receive French Immersion students from two elementary feeder schools.

## 2015-2019 SCHOOL EDUCATION PLAN (Year Three) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	April, May Staff Meetings
School Council	<input checked="" type="checkbox"/>	April, May School Council Meetings

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

Anne Kroman  
Principal Signature

May 26, 2017  
Date

[Signature]  
School Council Chair Signature

May 26, 2017  
Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date