



École Manachaban Middle School

School Education Plan 2024/25



October 2024



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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

As we begin a new academic year, we also enter the second year of our four-year School Education Plan (SEP). This plan aligns with divisional and provincial education strategies while focusing specifically on our unique learning community. You'll find detailed information in the attached document.

Education is a shared journey. At École Manachaban, we are dedicated to unlocking each student's potential, fostering a love for learning, and equipping them for success in a dynamic world. Our comprehensive Education Plan outlines our goals and strategies to ensure every student thrives.

Key components include:

- *Advancing Literacy Skills: How might we improve student literacy by 10% over the next two years?*
- *Building Future-Ready Students: How might we integrate exposure to diverse careers and post-secondary opportunities across all classes?*
- *Creating Inclusive Learning Environments: How might we enhance the use of Positive Behavioral Interventions and Support (PBIS) to foster inclusivity for all students?*

Your active participation is vital to our success. I encourage you to share your feedback and ideas, which are essential for shaping our school's future. Please stay tuned for upcoming meetings and events where we'll discuss our Education Plan and how we can collaborate to achieve our goals. Together, we can make a meaningful difference in our students' lives.

Thank you for trusting us with your children's education. Together, we will make a difference.

Warm regards,

Brenda Valerio, Principal

Jen Yersh, Assistant Principal

Réal Cyr, Assistant Principal (effective January 2025)

School Profile

<p>Principal: Brenda Valerio</p> <p>Assistant Principal(s): Jen Yersh, Réal Cyr</p> <p>Website: https://manachaban.rockyview.ab.ca</p>	<p>Mission:</p> <p>Engage. Explore. Excel. (<i>Academics</i>)</p> <p>Respect. Understand. Grow. (<i>Interpersonal</i>)</p>
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Total Number of Students: 520

Grades Served: 5 to 8

Total Number of:

- Classroom Teachers: 22
- Learning Support Teacher(s): 2
- Learning Assistant(s): 5
- CDA(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 4 (shared with the Tri-Schools)

School Diversity Profile

As with all Rocky View Schools, École Manachaban Middle School reflects a rich and diverse learning community.

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

English as an Additional Language learners represent 7 per cent of our school population. The most common first languages for these students are Tagalog, Ukrainian, Japanese, Spanish, and French)

As an inclusive school, we welcome 4 per cent of our students who have significant learning needs.

Additionally, our school is dual track, offering French Immersion and English language programs. Beyond that, optional programming includes grade 8 WILD (Wisdom, Inquiry, Learning, Doing), emphasizing outdoor learning, and a hockey program for students in grades five to eight (provided by P3 Sports).

Student Feedback from Spring 2024

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

- People in the school are mostly nice and kind
- Teachers help us when we need it
- We have lots of clubs and teams
- We have a tuck shop and a breakfast program

What do students think could be worked on or improved?

- More playground equipment outside
- The hallways are very crowded and pushy
- More help in the Learning Hub (lots of students but only one teacher)

Parent Feedback from Spring 2024

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

- Good communication from teachers and admin
- Students like going to school
- Lots of opportunity to join clubs and teams

What do parents think could be worked on or improved?

- More support for students who are struggling
- More in class support
- Smaller class sizes

RVS Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 5-8	ECIS Math Assessment 2024	N/A 2024
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 5 – 6.	Groupe Beauchemin+	42%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 5 – 6.	BAS	67%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 7.	RVS Writing Assessment	87%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	30%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	60%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	64%

What does this data tell us is going well?

- Grade 7 Students are mostly meeting or exceeding writing assessment outcomes
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What does this data tell us could be improved or worked on?

- Positive Behavior Interventions and Supports implementation can be improved
- Reading achievement could be improved for grade 5 and 6 students
- Regular attendance needs to be improved

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	58%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	52%
The average score for relevance, rigor and effective learning time.	6.3/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	74%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	73%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	6.4/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	61%

What does our data indicate is going well?

- Students are motivated to pursue post-secondary education
- Students are participating in activities of choice, are healthy and have goals for themselves.

What does our data tell us could be improved on?

- Students need support with regulation and focus
- Students need support with positive homework and studying behaviors

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Manachaban Middle 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	82.0	80.4	81.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	70.3	71.5	71.4	79.4	80.3	80.9	Low	Maintained	Issue
	PAT6: Acceptable	n/a	60.0	60.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	8.9	8.9	n/a	18.0	18.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.6	82.0	84.2	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.0	81.6	82.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	73.2	76.5	76.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.4	70.4	69.9	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- Parental involvement, though still low, has been improving year over year

What does our data tell us could be improved on?

- A greater understanding of education quality and educational opportunities need to be shared with parents and students
- Creating a welcoming, caring, respectful and safe learning environment needs to be a priority

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: improve reading comprehension through classroom intervention?

<p>School Goal 1: By June 2025, the number of grade 5 & 6 students reading at or above grade level will improve by 5%.</p>
<p>Data that informed this goal:</p> <p>BAS results (grade 5 & 6): 67% of students are reading at or above grade level in English</p> <p>GB+ results (grade 5 & 6): 42% of students are reading at or above grade level in French</p>
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> Inclusive Education Practice guide page 4 – sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social- emotional, mental health and behaviour needs of all students; and consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy Instruction and Assessment Practice Guide page 10 – teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported and used to guide instruction to support learning for all learners PL Practice Guide page 9 & 10 – Principles of Professional Learning
<p>Strategies:</p> <ul style="list-style-type: none"> Team/collaborative review of reading assessment data Focus on reading strategies within all classes Home Reading Program Implementation of evidence-informed instruction of reading practices (guided reading, science of reading) Professional Learning for staff on literacy instruction across subject areas
<p>Measures:</p> <ul style="list-style-type: none"> Benchmark Assessment Systems (BS) Groupe Beauchemin (GB+) Teacher observation
<p>Parents can:</p>

<ul style="list-style-type: none"> • Read with their children • Promote a routine at home that integrates time for reading • Model reading behaviours 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • We need a baseline reading level for all students for intervention purposes 	<ul style="list-style-type: none"> • We will fully assess grade 5 reading comprehension levels using GB+ and BAS
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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: purposefully integrate exposure to different careers and post-secondary opportunities across all classes.

<p>School Goal 1: By June 2025, the percentage of grade 7 and 8 students planning to pursue a trade or go to college or university as measured by the OurSchool survey will increase by 5%.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> • OurSchool survey results 2024 Grade 7: 76% of students want to pursue post-secondary education Grade 8: 69% of students want to pursue post-secondary education
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • Instruction and assessment practice guide page 7 -keys to designing learning opportunities: engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; move beyond classroom walls • Inclusive Education Practice Guide page 14 - provide explicit academic, social emotional and behavioural curricula that are relevant, meaningful and represent the diversity of all students and tap into learners’ motivations, strengths, and talents • PL Practice Guide pages 9 & 10 – Principles of Professional Learning
<p>Strategies:</p> <ul style="list-style-type: none"> • All teachers will purposefully integrate at least one career connection/education opportunity in each of their classes • On Field Trips, students will inquire about the career paths of the facilitators of the field trips with prepared questions • CTF teachers will ensure that the career education component is purposefully highlighted and that students have the opportunity to explore multiple careers through these classes
<p>Measures:</p> <ul style="list-style-type: none"> • OurSchool survey results
<p>Parents can:</p> <ul style="list-style-type: none"> • Have conversations at home about careers and post-secondary education

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- Share their own education/career journey with their children

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Reflections on Careers are starting in Flex classes and Health Classes • Creating a google form to collect data from students throughout the year 	<ul style="list-style-type: none"> • We will point parents to resources that they can use to support conversations at home • Looking to share the practice guide (when it comes out) with teachers
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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: increase consistency in school-wide expectation as we foster inclusive learning opportunities for all students at Manachaban?

<p>School Goal 1: By June 2025, the school-wide score on the PBIS tiered fidelity inventory (TFI) will increase by 20%.</p>
<p>Data that informed this goal:</p> <p>TFI score 2023-2024: 30%</p>
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • Inclusive Education Practice Guide – page 13 - set and teach school-wide behavioral expectations and acknowledgement • Instruction and Assessment Practice Guide page 10 – teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported and used to guide instruction to support learning for all learners • PL Practice Guide – page 9 and 10 - Principles of Professional Learning
<p>Strategies:</p> <ul style="list-style-type: none"> • PBIS school team meets monthly to revise and guide implementation • Set dates for PBIS assemblies and direct instruction (minimum 2x/month) • Use of the matrix during student office referrals and teacher conversations • Ongoing discussions re: PBIS at staff meetings
<p>Measures:</p> <ul style="list-style-type: none"> • PBIS Tiered Fidelity Inventory
<p>Parents can:</p> <ul style="list-style-type: none"> • Ask their children about Manachaban School-wide expectations • Have conversations about PBIS assemblies • Have regular conversations about what is going well, and what could be improved with regards to students being Respectful Responsible and Kind

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Staff have created videos for school wide expectations • Google Classroom resources continue to grow (input from staff) • We believe we need more cross-grade connection 	<ul style="list-style-type: none"> • Buddy classes implemented for PBIS work in December and January
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

- The parents represented by School Council are very happy with the education and opportunities that our students are receiving at Manacahaban. The school and staff continually go above and beyond for our students even when resources and support for them to do so is limited.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School



Joy Eaton

2024/25 School Council Chair

Principal signature on behalf of students and teachers of École Manachaban Middle School



Brenda Valerio