



École Manachaban Middle School

School Education Plan



May 2022

Manachaban school was named by the original inhabitants of the area after Manachaban Hill, where it sits. The word '**Manachaban**' refers to the place where the First Nations peoples cut their bows and arrows.

We acknowledge that our school is on Treaty 7 territory, the traditional territories of the Blackfoot Nations, including Siksika, Piikani, and Kainai, the Tsuut'ina Nation and Stoney Nakoda First Nations. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

TABLE OF CONTENTS

FOUR YEAR PLAN: INNOVATORS BY DESIGN	3
PRINCIPAL'S MESSAGE	4
SCHOOL PROFILE	5
THIS YEAR'S LEARNINGS	6
Students Insights	6
Parents Insights	8
Staff Insights	9
RVS Education Plan Survey Results	10
RVS Assurance Model.....	11
Alberta Education Assurance Measure Results	12
 ACTION PLANS	 13
PROFESSIONAL LEARNING PLAN	20
BUDGET HIGHLIGHTS	21
SCHOOL COUNCIL REVIEW	21



FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators,

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

To achieve our plan, we will:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially, and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

PRINCIPAL'S MESSAGE

Our learning community worked collaboratively to create this Four-Year School Education Plan and we continue to work together, to review and revise this plan, and to actualize it over the next year. We embrace challenges and are agile as we respond to them in a way that continues to focus on our goals. Some of the things we have had to change in our school and in our teaching approaches and platforms over the past 2 years have had positive and negative effects on our focus and goals towards continued improvement. However, we are happy to be able to continue with our work and see the growth in our learners and learning community.

To achieve our Four-Year School Education Plan, Innovators by Design, our school focus is on **inclusion, student, and parent engagement, making learning visible and instructional practice**. Having an inclusive school and inclusive learning environments is an important aspect of our school. By looking at the data gathered from parents, staff, and students from the 5 dimensions of the Alberta Education Inclusive Schools Indicator, the Alberta Education and Rocky View Schools (RVS) assurance measures and the RVS School Education Plan survey, we can see that Manachaban is an inclusive school, and this is one of our many strengths. However, there are a few areas that we will be addressing to improve. As an intentional practice, to increase the engagement of parents, we have been and will continue to include parents in the decision-making process by getting their input through one-to-one conversations, online surveys, focus groups and school council meetings. It is important to have parents meaningfully involved in their child's learning and we will continue to focus on this and create opportunities to support this happening. From the above-mentioned data sources as well as the School Orientation to School Questionnaire (SOS-Q), we have been able to determine areas of need in the affective domain of our students. The areas that came up as a concern and where we have been focusing on to support are with our students' internal resiliency and self-confidence. These will be shared in this document. To address this and increase student engagement, we have and will continue to support and implement programs, flexible learning spaces and leadership opportunities to meet the needs of all students and encourage positive interactions. Meeting the needs of all students in inclusive learning environments while giving students hands-on authentic and meaningful learning opportunities is of outmost importance. Making learning visible is another area we are focusing on in this four-year plan. We are doing this by celebrating student learning through using MyBlueprint as a portfolio of student learning, celebrations of learning, by hosting student led 3-way conferences, presentations on the school large

screens in hallways and through social media awareness. We have our character education program and recognition of academic achievement tied to the virtues of a Warrior in which we celebrate many students regularly throughout the year who receive a Warrior certificate and whose pictures are displayed on our screens for the month following. In the area of instructional practice, we have been diversifying instruction and assessment practices to allow every student to reach their maximum potential. We are doing this through purposeful professional development and working collaboratively as a staff. This year we are focusing on outcomes-based assessment, using MyBluePrint, incorporating Indigenous ways of knowing and doing into our learning and building our literacy learning supports to better reach students who are struggling with their reading and writing.

Let's stay positive and work together to be the best school we can be! Go Warriors!

SCHOOL PROFILE

Principal: Brenda Valerio

Assistant Principal: Jennifer Yersh

Website: <https://manachaban.rockyview.ab.ca/>

Vision – Mission – Guiding Belief

Engage. Explore. Excel (Academic)

Respect. Understand. Grow. (Interpersonal)

Our mission is	Our school community believes...
...to respect and accept each other.	...in fostering caring relationships towards each other, our community, and the environment.
...for all individuals to succeed through engagement.	...in meeting learners' individual needs through differentiated instructional approaches.
...to learn through exploration and experiences.	...in providing learners with access to engaging, exploratory learning experiences that foster critical and creative thinking.
...to develop a connected community of learners.	...that developing a solid foundation in skills and attitudes helps students become successful learners and collaborators.
...to make choices which foster informed and engaged citizenship.	...that academic and social responsibility promote the excellence Manachaban strives for.
...to reach deeper levels of understanding and responsibility.	...that we must provide high quality instruction and a well-rounded cultural experience.
...to provide assessment that is varied, accurate, and continuous.	...that assessment practices are balanced and developed through "understanding by design", and UDL planning.
...to use technology to enhance learning in our continually changing world.	...that technology should be integrated to support all learners in a balanced, meaningful way.

Grades Served: 5-8

Total number of:		
Teachers: 28	Support Staff:10	Students: 554

Unique features of our school?

- English and French Immersion Programs
- Grade 8 Wisdom Inquiry Learning Doing (WILD) Program in FI and English
- P3 Hockey Program Grade 5-8
- Strong student leadership
- Quality Daily Physical Education and Daily Physical Activity (4/5 Days)
- Breakfast and snack program

Percentage of students:

- identified with specialized or exceptional needs: 16%
- who are English Language Learners: 1%
- who self-declare as First Nations, Inuit or Metis: 5%

What parents say about our school?

“My son does not struggle with school but anytime he has needed support with assignments, tests, catch up for absences, etc. He has always been very well supported.”
 ~Parent of a grade 8 French Immersion student.

“My son really enjoys going to Manachaban. It all comes down to the teachers that you have. The teacher’s commitment to the students is exemplary as well as their attitude with them. When you start with that good of a foundation, the whole school benefits.”
 ~Parent of a grade 8 English student

THIS YEAR’S LEARNINGS

Students Insights

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

- The breakfast program
- Teachers and staff are friendly and kind
- Having the CHAT room available for students who need it
- Doing fun projects in class
- Having their own lockers
- Sports programs (PE and teams)
- Teachers making things fun
- Library helpers
- P3 hockey program
- Games clubs, art club
- Student council
- The school’s GSA
- How much we practice safety measures makes them feel safe
- Being with friends at lunch

- Feeling included
- Making friends
- Increased confidence
- Having the tuck shop
- Library is well stocked and a nice place
- Flexibility of timing
- Allowed to wear hats
- Being able to go off campus at lunch (grade 7 and 8)
- Having the ability to use fidgets and other self-regulating tools in class
- Having short Fridays
- Teachers make learning easy to follow and grasp and give help when needed
- Spirit week and other school events and activities
- Having access to resources and tools such as technology, markers, whiteboards
- Classroom routines are established and flow well
- Problem solving approach used to address/solve issues and challenges
- Having different teachers for different subjects
- The support available at the school
- Great learning assistants
- Starting at 9 AM
- Option choices
- Morning announcements are fun and keep us in the know of what is going on

What do students think could be worked on or improved?

- More outdoor play structures and nice areas to hang out at recesses
- Lunch recess on Fridays
- Smaller classes
- Upgrade sports equipment
- Having hot lunches
- Going back to moving from class to class and teachers staying in their classes
- Have an indoor recess option
- Being able to travel throughout the school during breaks
- Longer and fewer periods
- Shorter and more periods
- More clubs, sports, and leadership opportunities for Grade 5s
- Healthy snacks at the tuck shop
- Supervision at lunch
- Different spot for buses
- Better wi-fi throughout the school
- Take care of the field
- Having an emotional support animal working in the school
- Having the vending machine back
- More universal bathrooms
- Hallways are too crowded
- Morning recess being outdoor
- Have a grade 5-8 Wild program
- More access to 3D printers
- More music and drama opportunities
- More outdoor learning opportunities
- Lower tuck shop prices
- Having windows and ones that can open

- Better air in classrooms
- Full size lockers for all students
- More outside gym equipment
- More fieldtrips

In response to what students think, what actions could our school take to do better?

- Changing back to pre-covid movement between classes
- Start a Hot Lunch program again
- Create more leadership opportunities for students
- Increase the time of the Friday break to incorporate a lunch recess
- Look into our Wi-fi and add boosters or another router in areas that do not get a good signal
- Create a more effective supervision schedule for breaks and recesses
- Work with parent council to add more play structures and natural learning spaces
- Work with RVS to make sure the field is being maintained well
- Create school wide sports days or have active living days back
- Look into giving students the opportunity to go outside for their morning recess break. Especially Grade 5s and 6s.
- Having full school assemblies and creating opportunities for students to mix with each other cross graded
- Start buddy reading programs with EB as well as younger/older students here
- Fundraising for a new playground or more play structures

Parents Insights

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

- Teacher support and commitment to students is exemplary
- Teachers set students up for success
- Respectful two-way communication with Administration
- Many opportunities for students to participate in Sports and Clubs.
- Opportunities for students to participate in co-curricular activities like Mobile Escape rooms and Trickster Theatre
- School spirit days are appreciated
- Response to the Covid Pandemic was as good as could be expected
- Teachers and staff set up safe and secure learning environments
- Excellent support for students with learning challenges
- Concerns are handled appropriately in a timely manner
- Great option choices and selection
- Great student-teacher relationships, which makes it easy for students to ask for help and support

What do parents think could be worked on or improved?

- Parents have apprehension about the implementation of the new curriculum
- Parents are unsure of if/how they can help-out in the school, post Covid.
- Parents would like increased communication.
- Additional typing skills being taught (option perhaps?)
- Additional programs to support students around the topics of substance abuse and self-harm (RCMP, Wise-Guys)
- More one to one teacher access
- Additional homework and assignments should be sent home for students to stay on track with curriculum
- More consistency with expectations in the classroom (varies from teacher to teacher)
- Weekly hot lunch program
- More consistency with how frequently PowerSchool gets updated by teachers.

- Have teachers consistently use tools like Google Classroom so students can remain on top of their work, even while at home.
- More coding/STEM programming

In response to what parents think what are actions could our school take to do better?

- Better communication about school district initiatives and curriculum implementation.
- Implement consistent classroom expectations, especially at lunch and breaks
- More communication from School Council
- Implement a Hot lunch program with parent volunteers
- Continue working with RCMP and other support groups to have presentations and supports offered for students re: substance abuse, self-harm, and mental health.
- Work with teachers to ensure consistent and timely PowerSchool updates.
- Continue to update option choices to reflect interests and needs of students

Staff Insights

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

- Supporting and finding ways to work with students with severe mental health needs
- Using various forms of assessment
- Working with outcome-based learning
- Connecting with students
- Making learning fun
- The daily schedule
- Feel supported with professional learning opportunities and PDLC support
- Collaboration with colleagues for planning is meaning full
- Students are respectful, social and kind

What do staff think could be worked on or improved?

- Incorporating indigenous ways of knowing
- Incorporating different cultures into our learning
- Using MyBlueprint and other useful technologies with students
- Greater emphasis on recycling and the environment
- Support with keyboarding skills and digital literacy
- Have standard literacy and numeracy testing
- Full time tech support
- More regular opportunities to collaborate with colleagues
- Consistent technology and cell phone rule enforcement

In response to what staff think, what actions could our school take to do better?

- Add in a typing component to Study Skills option
- Focus on digital literacy in all classes that use technology
- Next year there will be standardized numeracy and literacy assessment implemented which we will be part of
- More support for teachers and students to use MyBlueprint in meaningful ways, as it is an expectation for all students to be using it
- Develop environmental stewards with a staff/student lead recycling team ie. green team
- Look at more environmentally friendly options for snacks and breakfast program
- Consistent intervention with cell phones and technology by all
- Implement programs that encourage diverse groupings of students ie. reading buddies and mentorship opportunities

RVS Education Plan Survey Results and Analysis

https://rockyviewschools.sharepoint.com/sites/myRVS_Administrators/Ed%20Plan%20Surveys/Forms/AllItems.aspx?id=%2Fsites%2FmyRVS%5FAdministrators%2FEd%20Plan%20Surveys%2FManachaban%20Middle%20School%2Epdf&parent=%2Fsites%2FmyRVS%5FAdministrators%2FEd%20Plan%20Surveys

Outcome 1.1: Students engage in real-world, hands-on learning experiences that matter to them	Students	Parents	Staff
<i>Students engage in real world, hands-on learning experiences</i>			
<i>Students feel their voices count</i>			
<i>Students feel their schoolwork is meaningful</i>			
Outcome 1.2: Students demonstrate ownership of their learning	Students	Parents	Staff
<i>Students understand how they learn best</i>			
<i>Students expect to succeed in school</i>			

Outcome 2.1: Students are literate, numerate and acquire core competencies	Students	Parents	Staff
<i>Students agree they are literate and numerate</i>			
Outcome 2.2: Students meet high expectations and learning outcomes, tailored to their individual capabilities	Students	Parents	Staff
<i>Students set learning goals with their teacher</i>			
<i>Students get help they need in school</i>			

Outcome 3.1: Students are healthy, safe, resilient and value diversity, culture, and traditions	Students	Parents	Staff
<i>Students have opportunities to learn about other cultures and people</i>			
<i>Students feel they can overcome obstacles (area of strength)</i>			
<i>Students live a healthy lifestyle (area of strength)</i>			
Outcome 3.2: Students make positive differences in their life, school, community, and the world	Students	Parents	Staff
<i>Students make a positive difference in their school and community</i>			
<i>Students participate in fundraising, volunteer activities and community services projects</i>			
<i>Students understand the importance of digital citizenship</i>			

Legend	
	= positive results from the 'Always' and 'Often' choices combined which are >5% when compared to the overall RVS results for that group and/or total number over 80%
	= equal or similar results from the 'Always' and 'Often' choices combined and compared to the Overall RVS results for that group
	= negative results from the 'Always' and 'Often' choices combined which are >5% when compared to the overall RVS results for that group and/or total number is under 50%

Students at Manachaban responded positively and are satisfied with their opportunities in all outcomes except for one of the outcomes in 3.1 regarding their participation in fundraising, volunteer activities and community service projects. This could be in direct correlation to our inability to offer many of these opportunities during the two years of Covid-19 restrictions. Parents are generally positive and satisfied with the opportunities their children have in all of the outcomes with two outcome areas they feel not satisfied in. These two areas are in the help their students get at school and the opportunities for their children to participate in fundraising, volunteer activities and community service projects. This could also be in direct correlation to our inability to offer many of these opportunities during the two years of Covid-19 restrictions and having to move from in school to online learning multiple times over the past two years. Staff had some areas of concern for all areas of Outcome 1.1, and also with students setting goals with their teacher and with students making a positive difference in their school and community.

RVS Assurance Model

	Data Source	2020/21	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	87%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	2 %	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	98%	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	65%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 2 – Grade 5 and 6 Emerging to Mastering		98%	97%
Division 3 – Grade 7 and 8 Emerging to Mastering		93%	92%
First Nation, Metis, Inuit: Emerging to Mastering		87%	86%
English Language Learners: Emerging to Mastering		93%	93%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	89%	

<p>What do you think are some things that are going well?</p> <ul style="list-style-type: none"> • Most students attend school regularly • IPP goals are being met • Most students are achieving emerging to mastering in ELA and Math • 93% of English language learners are achieving emerging to mastering • Over 85% of Students that identify as First Nations, Metis and Inuit are achieving emerging to mastering
<p>What do you think could be worked on or improved?</p> <ul style="list-style-type: none"> • The percentage of students using MYBluePrint • Professional learning opportunities for teachers
<p>What actions could our school take to do better?</p> <ul style="list-style-type: none"> • Ensure that the professional learning opportunities for teachers is meaningful and will contribute to their ongoing growth. • Continue supporting staff and students using MyBluePrint as a tool to document and reflect on their learning. This is a school initiative we are focusing on to help students understand themselves as learners, be able to articulate their learning and share in 3-way conferences and fully understand where they are achieving and how they are being assessed.

Alberta Education Assurance Measures Results

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

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	86.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	74.6	80.2	77.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	77.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.1	86.3	83.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	68.8	77.3	74.1	79.5	81.8	81.4	n/a	n/a	n/a

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

- student learning engagement
- the quality of education we provide
- having a safe and caring culture at the school

What do you think could be worked on or improved?

- parental involvement
- citizenship development
- stewardship opportunities

What actions could our school take to do better?

- creating more opportunities for parents to be meaningfully involved in the school and in their child learning
- creating more opportunities for students to engage in activities to promote citizenship and stewardship at the school, in the community and globally.



ACTION PLANS

How Might We? Ensure that all students continuously develop skills in literacy and numeracy?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff
- Students
- Parents

End Goals

- We are working towards improving students' literacy and numeracy skills through a variety of different classroom strategies, interventions and supports at home.
- Teachers will continue to assess Literacy and numeracy through in-class benchmark assessments.

PROTOTYPES

Name: Content Area Literacy

Scope: Grade 5-8

Indicator of Success: Student success in content area reading and teachers being able to identify literacy needs in their content and applying effective strategies to support this learning

Description: Monthly literacy interventions are shared by the literacy lead teacher to focus on for the month. This will help to increase teacher's knowledge and understanding of literacy learning in the capacity they teach. This also helps them build on the 'toolbox' of effective literacy learning strategies they can incorporate into their daily teaching and learning.

Prototype Iterations: Our lead literacy teacher started implementing this focus on a monthly literacy learning strategy in November 2021. She supplied teachers with ideas and resources of how best to use this strategy in their classrooms and how this can help support literacy skills with their content area.

to identify which students would benefit from LLI support quickly, in order to get the LLI groups started quickly. The literacy lead teacher also made herself available to come in and be literacy learning coach if she had the time in her schedule to do this.

Winter Learnings: Keeping on top of this monthly has been a challenge due to the limited amount of lead literacy teaching time. However, there has been some progress in helping teachers understand how they can support literacy learning in their content area. Teachers and learning assistance have been positive and open to this type of support and sharing of ideas. At our May PL day teachers will be sharing some of the most effective strategies and stories of success with this prototype.

Name: LLI Groups

Scope: 5-8 students identified by their teachers as requiring literacy support in English.

Indicator of Success: Testing of students before and after LLI program.

Description: Students were identified by teachers as requiring testing and possibly LLI supports. These

Prototype Iterations: First, it took a bit of time to get the LLI program and testing started. Once started, the students participating saw improvements. It is tricky to get the students participating willingly when the support blocks are available, as some of those blocks fall during PE or options.

Fall Learnings: In the fall, we learned that it is important to have teachers work together to identify which students would benefit from LLI support quickly, in order to get the LLI groups started quickly.

Winter Learnings: One of the future benefits of the benchmark testing starting next year is that we will be able to identify students who need support right away and will have a starting place for their support.

Name: Home Reading Program

Scope: Grades 5-6 students in both ENG and FI programming

Indicator of Success: teacher assessments in class.

Description: Starting in the fall of 2022, students in grades 5 and 6 will have access to a selection of books that they can take home to read at home with parents.

Prototype Iterations: This is a new prototype which we will be implementing in the fall. Discussions and research into best practices are underway.

Fall Learnings: n/a

Winter Learnings: We have just started to look at how we will be launching this initiative. Teachers worked together as grade and language teams to order appropriate books for their classrooms. We have decided not to barcode these books, and each teacher will be coming up with their own system for the home reading program.

How Might We? use appropriate universal and targeted strategies and supports to address students' diverse needs?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff
- Students
- Parents

End Goals

- Teachers will employ a variety of strategies (both universal and targeted) in order to address student needs. These include but are not limited to: student voice and choice, showing learning in different ways, manipulatives and hands on material, adapted classroom environments, and targeted support in the HUB.
- Small group rotations, Learning Assistant support, and support in the learning HUB will all be options that can be accessed by students.
- The school will continue to offer clubs, sports, GSA, Friendship Groups, CHAT, and Learning Commons support to all students, addressing the Social Emotional needs of our students.
- This will be tracked through regular conversations with students, staff and parents.

PROTOTYPES

Name: Understanding and supporting the social emotional needs of our student population

Scope: Grade 5-8

Indicator of Success: School Orientation to School Questionnaire (SOS-Q) Results and Analysis

Description: The SOS-Q is given to all our Grade 5-8 students to complete in late fall. This past year it was administered the first week of December 2021. This questionnaire adds an affective dimension to student assessment to increase the school's awareness of students' emotional needs. This captures the social emotional variables related to students' comfort and bond with school including socialization with teachers and peers, perceived self-confidence in own their abilities and progress and the ability to be resilient and adapt to challenges. The SOS-Q helps us gather data to better understand our students and their social emotional needs. It helps to identify potentially 'at risk' students positioned low on the SOS scale and develop customized interventions. We can sort the data in many ways to give us the best picture of specific populations in the school all the way down to individual students.

Prototype Iterations: This information supports our growing emphasis on incorporating student socio-emotional components into our practice to increase engagement and achievement. Drive, motivation, and confidence in oneself are essential for students to fulfil their potential. The SOS-Q data helps us to identify students who show a lack of engagement with school and work with them before the disengagement takes a firm root.

Fall Learnings: SOS-Q is administered to all students who have consent to complete this questionnaire. Our results show that self-confidence and internal resiliency are the lowest areas for our grade 5- 8 students and areas we are focusing on to support. Over 50% of our grade 7 and 8 students and 27% of our grade 6 students scored well below average or below average in Internal Resiliency. This is their perceived ability to resist anxiety and maintain internal emotional and mental balance. 40% percent of our grade 6 students, 20% of our grade 7 students and 29% of our grade 8 students scored well below average or below average in Self Confidence. 25% percent of our grade 8s scored well below or below average in Utility of School. Our grade 5 students overall scored in the range of average to well above average. The areas where our students scored mostly in the average, high average and well above average was in Safe and Caring, Peers, and Extra-Curricular (grades 7 and 8 only).

Winter Learnings:

The results are collected and analyzed to identify areas of concern at a school, grade, classroom and individual level. From there strategies are implemented to support the identified areas of need at a universal level in the school and classrooms, as well as individual. Some of the strategies that are being implemented are:

- The school CHAT room and program
- Flexible areas in the school for learning and to help with emotional regulation
- Additional Child Development Advisor (CDA) time
- Once a week divisional middle school counsellor working with identified classrooms with specific needs as well as small groups of students with similar needs
- Extra-curricular opportunities (Sports teams, before and after school clubs ie. running club)
- Leadership opportunities within the school (Tuck shop helpers, games club leaders, library helpers, etc.)
- Our Gay Straight Alliance (GSA) which meets once a week and supports diversity and inclusion of all
- Our student council that meets once a week and plans activities and events to help promote a fun and positive school culture
- Our school learning support team supporting identified students
- Attendance success meetings and supports to get students to school regularly
- A focus on social thinking and support to help identified students through specialized social thinking learning activities
- Working closely with our RCMP school Liasson officer who presents to students and parents as well as supports administration working with students and parents when required.
- The learning HUB, a learning environment with extra supports in place to address student needs

- Our school and divisional resource team that consists of admin, learning support teachers, learning assistants, school learning specialist (RVS), school SLP (RVS), Family School Liasson (FSL) and school Psychologist (RVS)

How Might We? Apply foundational knowledge about First Nations, Métis and Inuit into our teaching and learning?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff
- Students
- Parents

End Goals

- Teachers will increase their knowledge about First Nations, Métis and Inuit so that they can apply it in the classroom.
- Teachers will intentionally implement Indigenous ways of knowing and doing in their classrooms.
- Many teachers had this as a goal in their TPGP; as they reflect on their progress, we can assess the areas of strength and the stretches that still need to be addressed.

PROTOTYPES

Name: Professional Learning for all staff to support learning about First Nations, Metis and Inuit ways of knowing and doing.

Scope: all Manachaban Staff

Indicator of Success: Reflection/discussion/TPGP goal achievement

Description: All staff participated in two Professional Learning Workshops: Finding Our Way in Indigenous Education—Connecting Our Hearts and Minds and Indigenous Content in the New Teaching Quality Standard—Moving from Inspiring to Requiring. These sessions provided lots of information and resources, and allowed teachers and staff to meet collaboratively to discuss how they could incorporate Indigenous content and ways knowing and doing moving forward.

Prototype Iterations: In the beginning, the focus was on increasing the knowledge base that staff has with regards to First Nations, Metis and Inuit ways of knowing and doing. Then, staff was faced with a trickier part—they needed to figure out how to turn knowledge into action. Staff worked in grade teams to come up with plans that would allow them to continue to grow in this domain.

Fall Learnings: In the fall, the focus was to increase knowledge by having professional learning activities available to staff.

Winter Learnings: In the winter, staff worked in grade teams to come up with ways to consolidate and apply knowledge. Some grade teams chose to continue their learning with book studies.



How Might We? Provide meaningful opportunities for parental and community involvement in the school.

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff
- Students
- Parents

End Goals

- To increase student engagement and success by increasing meaningful parental involvement into their child's learning and the school
- To be an inclusive school according to the Alberta Education Inclusive School Indicators
 - To establish Inclusive values and principles
 - To build inclusive learning environments
 - To provide support for success
 - To organize learning and instruction
 - **To engage with parents and the community**

PROTOTYPES

Name: Engaging with Parents and the Community

Scope: All stakeholders

Indicator of Success: Alberta Education Inclusive Schools Indicators survey results from Dimension 5, number of parents viewing and engaging in their child's MyBluePrint and 3-way conferences, volunteer participation and number of parents who attend council.

Description:

Our results in this Dimension 5 of the Alberta Education Inclusive Schools Indicator show that stakeholders value collaboration and demonstrate pride in our community and feel as a learning community we do this well. However, we can improve in this dimension by providing opportunities for increased meaningful parental and community involvement in the school. Parents would like more consistent communication from their child's teachers and the school.

Prototype Iterations: Teachers are encouraged to communicate weekly with parents to keep them informed of the weekly learning as well as any relevant school or classroom information. Teachers have also been directed to have an online presence so that if a child is away, they can still access learning through google classrooms. This has also been a way for parents to stay informed of the learning their child is engaged in. Administration tried to have a monthly communication home to all parents to also keep them informed of school information and events. Through this communication parents are also often invited to give feedback via email response or completing short surveys addressing issues and helping with school decisions. School council is also an important source of feedback and input. School council meets monthly and has a healthy turnout to most meetings.

Fall Learnings: Parents have been engaged in completing surveys and communication concerns or giving feedback to their teachers and the school administration. All homeroom teachers send a weekly communication to parents with information that they feel is useful for parents to have. We have transitioned to a 3-way conferencing format for our former traditional run parent teacher interviews. This change was made to incorporate the student's voice and engage the student and parents in conversations about the students learning. Using the MyBluePrint (MBP) application supports student reflection and student sharing for these conferences and throughout the year. Parents can access work and reflection in their child's MBP portfolio.

Parents and community members were not allowed to be in the school during the fall month due to COVID-19 restrictions. This impacted the ability to fully engage parents in their child's learning and in the school community. Parents felt left out and less connected to the school due to these restrictions.

Winter Learnings:

Parents and community members have been allowed to be in the school and we have been taking advantage of this by having guest speakers, parent volunteers on fieldtrips, our school RCMP liaison officer in doing presentations for classes and for our school council meetings. We have been engaging students with seniors in our Grandparent program which has been successful even though we are still doing it virtually. School council is working with the school to create a magnet with the school's 10-month calendar with important contact information and website URLs. Our school council has begun planning to reincorporate a hot lunch program (healthy hunger) for the next school year. Teachers and staff are now able to plan for parent volunteers in their classrooms and in the school. We are brainstorming meaningful ways to involve parents and the community in the school. We will be looking at creating 'classroom rep' positions to add to our representation of parents and specific classrooms at school council meetings to help give better input into decisions.

How Might We? Engage students in the outcomes-based assessment process by reflecting and sharing their individual learning journey?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input Sources of Input

- Staff
- Students
- Parents

End Goals

- Students will be working towards using MyBlueprint on a regular basis in order to communicate learning, areas of strength, and stretches.
- We would like parents to be comfortable accessing both PowerSchool and MyBlueprint in order to access information about their child's learning.

PROTOTYPES

Name: My Blueprint online portfolios

Scope: 5-8 students, staff and parents

Indicator of Success: Consistent use of MyBlueprint by students and staff to document learning, goals, areas for improvement and other areas of interest. We will also be looking at levels of Parental usage of my blueprint. We would like MyBlueprint to be the vessel for communicating learning during 3-way conferences.

Description: Students are beginning to use MyBlueprint to document their learning, improvement, and goals. We would like to see this become a regular practice in all classrooms. We also are working on communicating with Parents in order to help them learn how to access MyBlueprint and interact with their child/children.

Prototype Iterations: (What is working? What has been tricky? What will we do moving forward?)

Fall Learnings: During the fall, the learning was focused on teachers improving their knowledge of how to use MyBlueprint. Teachers attended PL sessions offered by RVS and began creating their classes and experimenting with the platform.

Winter Learnings: During the Winter, the focus shifted to students increasingly using MyBlueprint. Some teachers and students find it difficult to find the time to incorporate MyBlueprint, but as everyone becomes more comfortable with it, this should improve.

Name: Showcasing Learning

Scope: 5-8 students

Indicator of Success: Students will successfully demonstrate their learning in different showcases where parents, staff and other students can come together and celebrate the learning that has taken place. Student learning will be showcased on the big screens throughout our school to share their experiences with the larger school community. A sure sign of success is watching students stop and watch the presentations and positively comment on them with pride and excitement.

Description: These different events focus on different areas of the curriculum. It allows students to work towards a hands-on celebration of learning that can be shared with the Manachaban community. The Environmental Fair is put on by grade 8 WILD and encompasses learning about the land and environment that has happened throughout the year. The Escape room is an Evidence and investigation (science) culminating activity that puts grade 6 science learners to the test. Trickster Theatre is working with our grade 5 and 6 Drama students to apply and consolidate the learning that has taken place for them this year. We have installed 4 large screens throughout the school that display presentations with a lot of photos and visuals of student work and students engaged in learning tasks and school activities and events.

Prototype Iterations: These activities were very hard to do in the fall, as Covid restrictions limited what schools could do. Moving forward throughout the year, teachers were able to plan activities that allowed for guests and interactions between students. Students, Parents and Staff are excited to have some of these activities start back up. The showcasing of student work on the big screens has helped to keep us all informed and celebrating student work and engagement throughout the year.

Fall Learnings: In the fall, these types of events were not possible due to Covid restrictions. The screens provided a way of sharing what was happening in the school and celebrate student successes, achievement and learning in a safe and engaging way.

Winter Learnings: As restrictions were lifted, teachers were able to plan interactive activities again. We are looking forward to these activities in May and June. The screens continue to provide a way of sharing what is happening in the school and celebrate student successes, achievement and learning in a safe and engaging way. Now that more people can be in our school they get to a larger audience.



PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we ensure all students continuously develop skills in literacy and numeracy?
- How might we use appropriate universal and targeted strategies and supports to address students' diverse needs
- How might we apply foundational knowledge about First Nations, Metis and Inuit into our teaching and learning?
- How might we engage students in their assessment of learning and have them reflect and share their individual journeys?

Learning Outcomes

- To apply foundational knowledge about First Nations, Metis and Inuit into teaching and learning
- To support student reflection of their learning

Strategies

- MyBlueprint professional learning opportunities throughout the year as a whole school, grade teams and one to one support and sharing.
- Whole school professional learning workshops focused on foundational knowledge of First Nations, Metis, and Inuit and how we can apply that to our teaching and learning.
- Outcome based assessment professional learning on-going throughout the year as whole school, grade teams and individual learning and sharing opportunities.
- Getting on-going input from all stakeholders for planning and decision making
- Literacy lead teacher to support reading intervention and classroom literacy learning
- LLI literacy intervention
- Increase literacy collection in classrooms and learning commons
- Grade 5 and 6 home reading programs starting
- Improve Learning commons services and accessibility
- Support content area reading
- Increase in the number of students using myBlueprint to set learning goals, reflect and share their learning journey
- 3-Way conference approach to discuss student learning with parents with the student sharing their learning
- Digital displays of student learning throughout the school

2021-22 Professional learning focused on our action plan and our guiding questions:

- September 2nd – Intro into myBlueprint addressing Making Learning Visible, how might we engage students in the outcome-based assessment process by reflecting and sharing their learning journey?
- October 8th PL focused on assessment practices- deep dive into AP360, balanced assessment/triangulation of data, myBlueprint and 3-way conferencing addressing Making Learning Visible, how might we engage students in the outcome-based assessment process by reflecting and sharing their learning journey? And Inclusion, how might we use appropriate universal and targeted strategies and supports to address students' diverse needs?
- November 15-19 grade team collaborative learning with Jen M RVS Learning specialist focused on outcome-based assessment from our guiding question under Making Learning Visible, how might we engage students in the outcome-based assessment process by reflecting and sharing their learning journey?
- Jan 31 – two workshops- *Finding Our Way in Indigenous Education: Connecting Hearts & Minds* and *Indigenous Content in the new Teaching Quality Standard: Moving from Inspiring to Requiring*. facilitated by the ATA focused on the area and guiding question, Instructional Design/Inclusion, how might we apply foundational knowledge about First Nations, Metis and Inuit into our teaching and learning?
- March 7 PL focus on addressing diverse needs in the classroom. The area and guiding question are, Inclusion/Instructional Design, how might we use appropriate universal and targeted strategies and supports to address students' diverse needs?
- April 4 PL focused on team dynamics, inclusive school indicator data collection and delving into what we value as a learning community and how that fits into our school education planning. Updated our action plans regarding the school education plan and how they align with our values and our inclusive school indicators.
- May PL – sharing experiences from this year on how our school education plan and action plans have been actualized in their classrooms. Celebrate!

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	1,987,433	2,079,699	2,121,088
Support Staff	459,077	367,860	364,926
Services & Supplies	46,079	93,351	150,352
Other			
Contingency			
TOTAL EXPENDITURES	2,492,589	2,540,910	2,636,366

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: April 25, 2022

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> Manachaban is committed to creating inclusive learning experiences for all students. We embrace diversity, the importance of cultural competency, gender equity and respect for all human rights. The diverse needs of students are being met by differentiated instruction, assistive technologies, consistent structure of school routines and practices, a safe and positive learning environment, and embedded positive behaviour supports in the classroom and school wide.
<p>What questions did they have?</p> <ul style="list-style-type: none"> How can we help foster a love for learning within our students, so that they remain motivated? How can we continue to make learning fun and hands on while connecting it to the real world?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> Parents would like more communication from the school and full transparency. Parents would like opportunities for increased meaningful parental and community involvement in the school.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> Parents would like the opportunity to volunteer at the school and on Field Trips, to work with teachers and students.

This School Education Plan was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.



Principal Signature

May 2, 2022
Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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School Council Chair Signature

May 2, 2022
Date