

**École Manachaban
Middle School**



Rocky View Schools

Ecole Manachaban Middle School

2011-2014 School Education Plan

May 15, 2013

Year Three

“Our school’s vision of a Universal Learning Environment.”

A universal learning environment is one where access to learning is facilitated for all the learners in a school. Their individual abilities, disabilities, needs or learning styles would, in an ideal case, have no impact on their ability to learn to the best of their respective potential, as the ULE would be flexible enough to accommodate them. The range of access includes consideration of physical spaces, as well as instructional approaches, groupings and flexibility of in-school environments that make access to learning a possibility for all of our learners, both children and adults. In the vision that is specific to our school community, we imagine a flexible workspace where students receive instruction, inquire into and explore the questions they have, and work on authentic projects and learning tasks that see them become competent students, who understand who they are as learners and are able to direct their life long journey as learners. We see the entire school as this environment and attempt to erase the limitations that a classroom-to-classroom perspective may bring.

We continue to change our building to meet this vision and make it reality. Three sets of classrooms, four in each set, will be combined so that the learning space can become one that accommodates various size groupings. Our transformation from traditional library to learning commons continues. The centre block of our school will be a space where learners come to further meet their individual needs, be that a space that suits their learning style or a place where they are able to receive the appropriate resources. Not only have we changed the physical space of what used to be a library, but we also have begun to provide resources, such as a digital repository of fiction that students can sign out using their own device. Additionally, we are moving our learning centre next to the learning commons. This means that our school will have at its centre a space that allows flexible programming, instruction and learning space and support for students. In the ideal scenario, students will be able to move back and forth from their classroom and the learning commons to address their educational needs.

On the instructional approaches side we continue to emphasize the project and inquiry approaches to learning. This continued emphasis will be result in the expansion of our learning coach position. We hope to have a coach for both English and French staff and students. The coach will rotate and have 6-week cycles of collaboration, implementation and evaluation. Our strategies for inclusion of the entire school community continues to grow. We have held a focus group for parents and students and see us continuing to approach our very helpful parent body for input on issues that affect them as well.

A universal learning environment at Manachaban is one that is continually adapting to the needs of all who learn within its community.

Sincerely,
Thomas Elbel

SCHOOL PROFILE

School Name: Ecole Manachaban Middle School

Principal: Thomas Elbel

Assistant Principal: Penny Beaudry

Address: 724 Chiniki Drive, Cochrane, Alberta, T4C 1Y4

Phone: 403-932-2215

Fax: 403- 932 06761

Email: telbel@rockyview.ab.ca

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

Twitter: twitter@manachabanms

School Profile:

Grade Configuration: 5 to 8

Student Population: 451

No. of Teachers: 20.5

No. of Support Staff: 7.4

Foundational Statements:

Engage. Explore. Excel. (Academics)

Respect. Understand. Grow. (Interpersonal)

Mission/Beliefs/Principles:

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 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	...that assessment practices are balanced and developed

varied, accurate, and continuous.	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.

Unique Features of our school include:

- Dual track school – almost 50-50 in terms of distribution
- Excellent choice of exploratory courses
- Hockey Program from grade 5 to 8
- Fantastic location for walks into nature – our location allows for frequent walks into the Cochrane Ranche area
- Excellent Parent support
- Manachaban has continued to welcome new students over the past year.
- We encourage students to bring the technology that works for them and support those who might not be able to do so.
- Very targeted approach to balanced and online continuous assessment practices.
- Outstanding, caring staff who are commitment to environmental stewardship.

Quotes from Parent Advocates

Dear Manachaban,

I have been thinking back on child’s time at Manachaban. My child started at Manachaban just as we had to endure some challenges. Through all of this, Manachaban has been there to assist us through these difficult times. Not only to help transition after these difficult events, but also to assist my child in staying on track academically.

And today, I was informed that the school is assisting us on another manner. I don’t know how to thank you for everything you have done. I am eternally grateful and feel very fortunate that my child is at Manachaban. I commend all of the staff. You truly are a unique community. My deepest thanks.

Sincerely,
Grade 8 parent

How do we define success for our students?

Success for us means that students in our school feel confident about themselves in who they are. As in last year’s SEP, we continue to believe this and continue to work on achieving this measure of success. One of the pillars of middle school philosophy is the development and strengthening of resilience. The age group of 10 to 13 year olds is all about building resilience. There are two major subgroups to resilience. Both are important contributing factors in determining student success. The two areas are: Academic and social resilience.

Academic resilience means that students in our school achieve the best they can be. Frequent engaging project work supported by many field trips, real life experiences, exploratory courses, fostering of environmental awareness and stewardship and strong relationships amongst staff and students result in authentic learning and are foundational conditions that will lead to academic resilience and academic success. Social resilience means that students successfully navigate the changing patterns of social interactions that are so frequently found within this age group. Students experience the greatest emotional and physical changes at this age, second only to the changes between the ages of 1 and 3. The difference here is that students are very conscious of those changes. What is often lacking, and what we strive to provide, are knowledge, skills, strategies and attitudes that allow for successful navigation of these uncharted waters. Ultimate success then means that students, to the best of their ability, achieve growth in both academic and social resilience and their competence within those areas.

What makes our school good and how do we know?

Our school is great and we know this because our students are happy to come to school. Students, staff and visitors smile and greet each other. We understand that mistakes are learning opportunities and that forgiveness is a powerful skill. We know that we are great because visitors can sense that we are a welcoming and caring place of learning on their first visit. We have had families wanting to join our school community from beyond our boundaries. Some families purchase homes in our area specifically so that their children can attend Manachaban Middle School.

In order to answer this question we have solicited input from parents, students and staff last year. We have considered the many conversations we have throughout the year and have collected evidence that allows us to make a reliable judgment about how good our school is. While some of the evidence indicates that we are good, there is also evidence that we are great at numerous aspects. As we continue in our efforts to move from good to great we have added evidence and indicators:

- Good: Our PAT results have shown improvement in some areas over the past year.
- Great: Out of classroom experiences for students continue to increase. (Grade 5 Frank Slide overnight trip, grade 6 outdoor school, grade 7 Drumheller Tyrell Museum overnight experience, Grade 8 Quebec trip, Grade 7 and 8 Financial Literacy programs, numerous trips in the Outdoor Education programs, Addition of Cochrane Ranch as an Outdoor Teaching Space, whole school Walk-a-thon, Terry Fox Fundraiser, Whole school Active Living Day, Grandparent program, High School Mentors, Adult Mentors, mediation with CDA, Grade 6 Liver Foundation Program, Theatre performances, Expert visits to classes and more).
- Great: Being responsive to student and community needs. (Food for Thought breakfast program, technology access, Healthy Relationships Program, CDA provided Neufeldt Parenting Series, Continued focus on becoming a Universal Learning Environment by changing the structures of classrooms, team teaching approach)
- Good and getting great: Meaningful infusion of technology into daily instruction. All classrooms have Smartboards and our daily rounds indicate that this technology is used by all, albeit at differing levels. We continue along the journey of making technology as accessible as we can and continue to add technology with Casino and school funds.)
- Great: Parent Participation (Tuckshop, Hot Lunch, Fundraising, School Council, Parent Volunteer Registry, Fieldtrips, in class expertise from parents, volunteers in class)
- Great: Staff is caring, knowledgeable and has a broad range of experience.

- Great: Celebrate Student Success both in and out of the classroom. Evening of Excellence and 21st Century Competencies recognition in grade 5 classes.
- Great: Our yearly cycle includes repeated reflection and reporting about our SEP. We publish an annual results report in October and review the SEP with staff, parents, sister schools and central office administration each year.
- Great: Staff are keen on becoming an environmental leader amongst RVS schools. They have organized the 1st Annual Environmental Fair on June 3rd.
- Great: Transition to Learning Commons is well under way.

RECENT ACHIEVEMENTS

The focus of Manachaban Middle School on environmental stewardship continues to grow and is considered an achievement at our school. In the 2012/13 school year we sent four staff members to the three day Cenovus Environmental Leadership Workshop. Upon their return, as a staff, we made the commitment that all students would participate in one environmental project embedded into the curriculum. We further committed to highlighting all of these learning activities in our environmental fair in June 2013. There have been many spin-offs that have come out the leadership training. There has been a Community of Practice to continue the staff learning and collaboration, Manachaban teachers are all developing skills and commitment of embedding environmental study in many curricula, we have received grant funding to support materials needed to see projects through to completion, and we continue to look for ways to further improve. Our environmental focus is a true model of cyclical improvement. Finally, the biggest achievement has been the increased commitment to student empowerment and understanding of each person's role and importance in the natural world.

The process of becoming a truly universal learning environment is an area of achievement for Manachaban this year. Students and differentiation of learning has a long legacy at Manachaban Middle School. *Action on Inclusion* has helped our school move towards a more flexible and inclusive model to best meet the needs of our students. One of the first changes we implemented this year was to ask homeroom teachers to "own" the Individual Program Plans (IPP) for the students in their class. This was a new procedure, but it did lead to an increased focus on strategies for all students in an inclusive environment. Teachers have also expressed an interest in team teaching in the future. We have used capital funding to prepare our school to more flexible by creating a variety of learning spaces. The presence of a learning coach has been a means of collaborating to best meet the needs of all students in the classroom. The learning coach position is one we look forward to expanding in the coming years. One teacher at Manachaban was success in her application for the RVS Innovation grant. Her classroom has become a model of the studio approach to learning. The grant enabled the purchase of a variety of devices to support the many varied needs of students at different times. Access to technology to support learners is available to students when and if they need it. The studio approach is one we are planning to expand in the upcoming year to ensure that universal access to supports is available to learners throughout our school.

The continued evolution of our Learning Commons has been an achievement this year. We are providing essential conditions and infrastructure to align our building to our culture of inclusion. The learning commons has seen significant change this year. The furniture purchased has provided flexible groupings for students, parents and staff to meet many different needs. Students are able to "check out" digital devices that they need for learning on short term basis. The traditional book and kits continue to be vetted and our library technician continually directs teachers and students towards on-line/CORE resources to support the curriculum. We have begun to populate our on-line library with digital titles available to students anytime, anywhere. Infrastructure changes are occurring that will further enable self-directed learning. Our learning commons is in the center of our school and as such is evolving to be the hub of diversified learning. At any given time there can be whole class instruction side by side with small collaborative groups from a different grades and individual students working in quieter work spaces in the commons. The infrastructure changes will facilitate the movement of key staff to the learning commons, including resource teachers, learning coaches and information specialists. This will allow for student support by the "experts" as students feel they need it. It is our vision that the learning commons is a place students can use when they feel the need and a place they can direct themselves to facilitate their learning.

The approach taken at Manachaban this year towards action research was with the needs of the adult learner to self-select areas of study and our students at the forefront. In June 2012, teachers and support staff familiarized themselves with the cyclical action research model proposed by the ATA. From there we identified main areas that staff were interested in focussing on for this year. Our largest cohort selected metacognitive strategies in literacy instruction across the curriculum as their area of focus. We had a cohort of support staff and teachers participate in the "Power to Teach" video study of Dr. Gordon Neufeld. Our environmental leaders also had an action research project on embedding environmental study in the curriculum. We had a smaller cohort work on blending technology in the curriculum with a strong focus on math instructional planning. Our greatest achievement in using this model was that many staff members took on the role of learning leaders and teacher researchers. Along the same theme of this achievement, this year we have two teachers participating in the Principal Leadership Program, two teachers begin to pilot the learner profiles for our school and also a teacher who has been accepted into a Master's Program at Royal Rhodes University with a focus on environmental education. Engaged staff who are lifelong learners model this practice to our children and expand their skills to best meet the needs of our students.

PRIORITY AREAS OF FOCUS

Focus Area #1: PAT results

While we had some solid results in the PATs we are also aware that some results did not meet our expectations. While this was the first year in a few that this was the case we are monitoring the achievement results for the coming PAT results closely. In addition, our analysis with our grade 6 team revealed instructional strategies that we believe will lead to better results in this year's exams.

Focus Area #2: 21st Century Balanced Assessment & Reporting Practices

New Report Card:

The new K-8 RVS report card will begin its implementation in Sept. 2013. Manachaban will be part of this process. A clear understanding of the new method of reporting and communicating student learning is essential. Our teachers have expressed the need to have collaborative time to align assessment practices and documentation of student learning, strengths and areas for growth. The alignment of assessment practices is also expected to extend into the Power School Teacher Grade Book. Additionally, teachers will need professional learning opportunities focused on the assessment and reporting of the 21 C. competencies. Allocation of school-based professional learning will be provided to ensure growth in this area of focus. Manachaban is in the process of coordination of professional learning with other schools implementing the new report card in the fall of 2013.

Summative Common Tasks:

In our last cycle of AISI we have focused on the development of common summative tasks and performance indicators across grade teams and grades that link to outcomes of the program of studies. We will need to continue this work to insure that our assessments focus on the big outcomes in the program of studies. As well, this will require time for staff to meet and insure that assessment across grades is as consistent as possible.

21st Century Competencies:

Another aspect of assessment in the 21st century are the indicators of the 21st century learner that we have begun to embrace. Our grade 5 team has begun to recognize these competencies in a formal way and we will move this practice to grade 6 next year. Our “1st Annual Evening of Excellence” also recognizes these competencies for grades 7 and 8. In concert with recognizing the 21st century competencies we continue to grow our own ability to recognize, foster and support the integration of the competencies into the every day fabric of our school.

Intentional Inclusion of students in the Assessment conversation:

From our parent focus group on assessment we have begun to have intentional and targeted conversations with students about their achievement. We encourage students to check their powerschool account at school and also ask them if they are happy with their achievement and what might be done to improve if they are not. This will also increase their understanding of how their achievement is arrived at.

Focus Groups:

Increase use of parent focus groups to understand RVS Satisfaction survey results will be one area of focus to allow us to gauge parental perceptions and at the same time have their input be validated.

Focus Area #3: Instructional Practices

Capital renovations, partially completed in the spring of 2013, have created learning spaces conducive to team teaching. To ensure collaboration time for teachers who are ready to participate in team teaching, we will be providing time during professional learning days. We would also encourage team teaching partners to consider documenting the process of teaming as part of continued action research on the impact team teaching can have on student learning. Grade team partners will be expected to develop and use common rubrics for learning outcomes and 21 century competencies. Common release time for teachers to assess student work will support this collaboration. Learning walks into these collaborative spaces may create the momentum needed to expand team teaching in the next few years. Resource allocation to support improved instructional practices include the financial commitment to outfitting classrooms with a complement of technological tools for student use further capital renovations, and professional learning time for grade teams to collaborate and plan.

Manachaban Menu of Instructional and Social Emotional Practices:

We are bringing this Menu of practices to our staff and will begin to use it as a minimum standard of recommended and proven practices that form the foundation of what Manachaban is as a school.

Personalized Learning Experiences

Teachers will begin to work with students to develop individual learner profiles in the coming year. Profiles will highlight strengths, areas for growth and learner preferences. Teachers will use profiles to design learning tasks and experiences that complement the class profile. Resource allocation for this focus will come from access to the learning coach and in the form of time resources for those teachers who participate in the process. We would like to move from two class profiles complete (2012-13) to 4 or more class profiles complete (2013-14). Teacher skills with creating and implementing IPPs for their students will continue. Support for this will be provided as part of the transition process at the end of the

school year and in sub release time for resource teachers to support teachers who are developing skills in this requirement. Requests for further capital funds to modify classroom spaces will continue in the upcoming year. Manachaban is using current capital funding to join classrooms of teachers who are prepared to team teach and work with the learning coach to support personalized learning. Building modifications include break-out spaces that offer alternative learning environments for learners.

Focus Area # 4: Learning Coach

Budget allocation for the learning coach position is 0.1 FTE. While this support is appreciated, it is difficult to gain “traction” when the person assigned only has 3 of 36 periods in a six day cycle to devote to this important work. Part of our learning support teacher allocation will be directed to the learning coach position. Further to the time commitment, the learning coach model Manachaban will follow in the upcoming years will be based on the work of Deborah Sweeny and her book, Student-Centered Coaching. Sweeney’s model will facilitate the focus on evaluation of learning outcomes, curriculum alignment and documentation of the impact of coaching on student and teacher learning. Manachaban learning coach cycles will be 4-6 weeks in duration with one teacher or a team of teachers.

Focus Area #5: Global Stewardship

Manachaban has made many gains in the practice of environmental sustainability over the past few years. It is a priority to our learning community to continue in this direction. A challenge is the possible changes in staffing. While we would find it difficult if key leaders in the school were to leave our school, we want to get to the point that we have truly transformed in this domain. Our focus will be to create sustainability on global awareness for all students that is tangible throughout the school, beyond a few classrooms. To accomplish this focus we will provide staff with one full day of training on how to embed environmental outcomes further into curriculum. We will also expand our school leadership program to include an option at the grade 7 level on environmental leadership. The environmental fair Manachaban is hosting in June 2013 will become an annual event and welcome other schools to learn from our journey towards sustainability, civic engagement and global stewardship.

GOAL ONE:

LEARNERS HAVE THEIR INDIVIDUAL NEEDS MET

Outcome

RVS Performance Measure

Strategies

Learners feel safe and valued within RVS' learning community.

- (AE) (RVS) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- (RVS) Percentage of parents and students satisfied that students are safe on the bus, show respect for one another, and are treated fairly while riding the bus.
- (RVS) Percentage of staff, parents and students who express they feel valued as a member of the learning community.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program	<ul style="list-style-type: none"> -Healthy Relationships Program with Boys and Girls Club -Student Mediation -Communication b/w staff and parents -Increase and formalize the Communication b/w Admin and teachers about students of concern -Leadership Program to be a year round option in grade 8 and termed in grade 7 -Agenda Preamble Review in class in grades 5 ad 6 -In-class discussions on bullying and mutual respect (and resource for teachers) -Interacting 7/8's with younger grades to take leadership roles -Hour Zero Compliance -Transition Process with Grade 4s - Grade 8s – online process - Grade 7/8 Team Meeting
Effective and ongoing supervision of student environments	<ul style="list-style-type: none"> - Bus supervision, - Bus misconduct reports - Communication between bus drivers and administration
Inclusive and transparent communication with whole school community	<ul style="list-style-type: none"> - Students and Parents are a part of decision making for SEP -Experts/Volunteer registry- we will try this again this year. (Exists but is underutilized) - Open discussions with parents about their children's learning - School and Teacher websites, weekly e-mail to staff -Update Emails to parent community - Student Recognition/Awards – these will be reviewed in June and September - Farewell - Welcome phone calls in Sep/Oct - Website - Newsletter - PowerSchool - Agendas of parent council - Student/parent focus

	groups - School Council - PowerSchool Parent Portal
<ul style="list-style-type: none"> (RVS) Percentage of staff and parents who agree that social/emotional supports are accessible, appropriate, and beneficial for student(s). 	Comprehensive Academic and Social Student Support Program - CDA (Individual & Group Parenting Workshops Healthy Relationships Program Teen mentoring Grandparent program Adult mentors) - Cops 4 Kids – to happen again in 13-14 - Increase continual, embedded technology safety and etiquette instruction - Study Hall concept - COPE challenges - Weekly SRG - Work with District (Psychologist,FSLW) - Resource team for programming - E Istr - File review of new students - “Build-It” Boys Group

Learning is universally accessible.

SUMMARY STRATEGY	DETAILED STRATEGIES
<ul style="list-style-type: none"> (RVS) Percentage of parents and students who agree students have equitable opportunities to be successful. 	Comprehensive Academic and Social Student Support Program - Learning Centre move - Learning option block - Learning Support in Library - Student Centered Coaching Model to be further implemented - Blueprint mapping of PATs - Lunch Hours - Mathletics - Junior Achievement - Rogers “Raising the Grade” - Other Community Partnerships
<ul style="list-style-type: none"> (RVS) Percentage of staff who understands and implements Universal Design for Learning. 	Student Centred Coaching Lead Teacher -PL Days - Differentiated Instruction focus and UBD template use for planning. - Focus on UDL via Action research Projects - Teacher lead action research (self-selected)
<ul style="list-style-type: none"> (RVS) Percentage of students who agree digital technology enhances their learning at school. 	Action Research Projects - Action research projects - Moodle use and training - Google Docs - Mathletics - iPods/iPads/Computers - CTS Options - Personal Devices - On-line Studies - Tech Thursdays –need to bring back in 13-14
<ul style="list-style-type: none"> (RVS) Percentage of staff and parents who agree that students with Individual Program Plans (IPP) achieve their learning goals. 	Comprehensive Academic and Social Student Support Program - Learning Commons and Centre Staff - IPP Development day in June - SRG weekly meetings - Consultation with School Psychologist

	- Learning Support Team - Reviews with students and parents and resource team
--	--

Resources and programs ensure all learners succeed.

- (AE) Overall percentage of students/FNMI self-identified students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).
- (AE) Overall percentage of students/FNMI self-identified students who achieved the acceptable standard on diploma examinations (overall results).
- (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10.
- (AE) Overall teacher, parent and student satisfaction with the quality of basic education.
- (RVS) Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program	- Healthy Relationships Program - Athletics
Comprehensive Academic and Social Student Support Program Coaching Lead Teacher	- Communication: newsletter set-up according to goals - Computational Fluency - Interviews, emails, updates, websites,
Coaching Lead Teacher Comprehensive Academic and Social Student Support Program	- Assessment work (Report Card, Online reporting, Powerschool work with parents, student and staff, summative tasks, GLA documents) - Intentional Non-Learner strategy - Pyramid of Intervention - Tutorials - Learning Block option – FI & English

Parents and community partners play a purposeful and sustained role.

- (AE) (RVS) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- (RVS) The percentage of parents who agree they have been involved purposefully in their child's learning with the school.
- (RVS) Percentage of staff and parents who agree the school accesses services in the community to support student learning.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program	- Class placements - Classroom teacher communication strategies - E-mail communication to parents - Twitter use – need to increase - Analysis and use of RVS and APORI survey results
AISI Coaching Lead Teacher Comprehensive Academic and Social Student Support Program	- Field trip volunteers - Expert visits in the class, - Parent-staff meetings and interactions - Walk-a-thon - Terry Fox Fundraiser - 3 YR Consultations - Parent Focus Groups
Comprehensive Academic and Social Student Support Program	- Cochrane Mental Health - Children's Hospital - FSLW - Grandparent program - Liver Foundation course - School – Nurse interaction - Food for thought Breakfast Program

	<ul style="list-style-type: none">- Healthy Relationships Program- School Resource Officer- Experts in the classroom- Right to Play support from Manachaban- Food Bank- Mentors from Cochrane High School- Build-It group- COPE Program
--	--

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

GOAL TWO:

LEARNERS ARE SELF-DIRECTED, INNOVATIVE, ECOLOGICALLY INTELLIGENT AND ENTREPRENEURIAL

Outcome

RVS Performance Measure

Strategies

Learners direct and feel ownership for their learning.

- (AE) Annual dropout rate of students/FNMI self-identified students aged 14 to 18.
- (RVS) Percentage of teachers, parents and students who feel students have a strong sense of ownership for their learning.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program - Learning Coach	Real Life applications and Connections to school work is made by teachers using inquiry and project-based approaches. (Financial Literacy program, Hay maze - environmental projects, Water Projects) Varying degrees of independence of work is created - Mathletics - In-Class differentiation - Use of student profiles - Grade 7/8 Tutorials - Study Hall concept - Consistent Use of Agendas in grades 5 and 6 - Student owned devices are encouraged - Use of personal electronic calendars & digital day timers for grades 7/8 - web sites (keep working and become more consistent) - Weekly E-mails - Continuous online reporting

Learners demonstrate 21st C competencies.

- (AE) Overall teacher and parent agreement that students are taught (modeled by all school staff) attitudes and behaviours that will make them successful at work when they finish school.
- (RVS) Percentage of staff and parents agree that students are critical, creative and complex thinkers.
- (RVS) Percentages of students that teachers observe as proficient in using 21st C competencies in their learning.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program	- Fair Marks Policy - Responsible Electronic Device Use Policy - Increase Monitoring of attendance and lates, with follow-up - Agenda updates - Healthy Relationships - Health Program - Grandparent Program - Kool Kids Liver Program
Research projects Teacher Comprehensive Academic and Social Student Support Program	- Inquiry, Project and Performance Based Learning - Green Team - Environmental Fair - Online units, projects and enrichment assignments
Research Projects Teacher Comprehensive Academic and Social	- Learning what they are and what they look like in the classroom – use of Superintendent's

Student Support Program	working committee continua - Student PowerSchool Logins
Research Projects – Action Field Trips Students in Community	- Fair Marks Policy - Summative Assessments Work on PL Days - Tech Thursdays - Google Docs use - Access to reliable technology allows for exploration

- (RVS) Percentage of staff and students who agree their school/the jurisdiction operates successfully as a 21st Century learning culture.

Learners demonstrate global stewardship.

- (AE) (RVS) Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program	- Grade 7/8 Mentors - Leadership classes will be termed (7s) and year round (8s) - Fundraisers – Walk-a-thon, student project connected - Participation in decision making such as Grade 8 Farewell and school decisions. - Outdoor Education options – no trace hiking - 3 teachers for past 2 years have participated in Cenovus Education Leader Training - Action Research on Environmental Projects
Comprehensive Academic and Social Student Support Program	- Current Events projects in Social Studies - Students responses to evolving needs - Healthy Relationships - Kool Kids Liver Program - Fundraisers for local, provincial and global initiatives
Comprehensive Academic and Social Student Support Program	- Green team initiatives Waste reduction – Audit #3 - WE-Day participation including ongoing global water initiatives - Garden Project started (Spring 2013) - Building a repository of environmental teaching supports - Outdoor Education Car Pooling

- (RVS) Percentage of staff, parents and students who agree students understand, adapt to, and participate in our local and global society.

- (RVS) Percentage of staff, parents and students who agree students, the school, and the jurisdiction model practices that contributes to environmental sustainability.

**GOAL
THREE:**

**INSTRUCTIONAL DESIGN CHALLENGES AND ENGAGES THE
LEARNER**

Outcome

RVS Performance Measure

Strategies

Learning occurs any time, any place, any path, any pace.

- (AE) Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- (RVS) Percentage of staff, parents, and students who agree student learning is extended beyond the regular school day through their teacher's use of digital resources.
- (RVS) The number of online courses (full or partial) completed by Grade 4-12 students
- (RVS) Percentage of staff, parents and students who agree students have access to multiple learning pathways.
- (RVS) Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are above grade standards in Language Arts and Math.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program	- Wide variety of options offered (Art, Music, Band, OE, Drama, FSL, Hockey, CTS, Leadership, Foods, Fashion, Yearbook, Woodwork, IT Support, Learning Centre Options, foreign language and culture and clubs) - Use of fitness centre as a teaching station - Intramural and team programs - Guest speakers/Visitors - Presentations - Walk-a-thon - Field Trips/Outdoor Focus - Grade 5 Track Day - Inquiry and UbD units (eg. Movie on Impact of Social Environment)
Action research projects by staff	- Wiki and blogs - Mathletics Google Docs/Apps (needs to be expanded to include more staff) -New Website –Continue to increase teacher online presence - Encouraging students to bring their own devices eg. (Agenda, remind101.com App) - Action research projects - Technology feedback loops are created (video, peer edit via Google Docs)
Action research projects Staff	- Use of Moodle/Wiki and other technologies to create differing pathways - Action Research
Action research projects	- GLA - Inquiry based projects - Summative assessments work - PowerSchool - Work/assignment samples - Increase school community awareness of this
Action research projects Comprehensive Academic and Social Student Support Program	- GLA - PAT results

SUMMARY	DETAILED STRATEGIES
---------	---------------------

Instructional design engages each learner.

- (RVS) Percentage of teachers that incorporate the tenets of RVS' Learning Model so that all learners are engaged through a variety of strategies, settings, and formats.
- (RVS) Percentage of staff, parents and students satisfied with their ability to access, understand and use assessment information to improve learning.
- (RVS) Percentage of teachers, parents and students who agree instruction meets the individual learning styles of students.

STRATEGY	
Action research projects Tech Thursdays Learning Coach	- Balanced Assessment Summative/Formative Split – Fair marks policy - Continued meaningful infusion of technology via the Learning Coach - Inquiry units - Environmental fair
Power School Lead teacher Inclusive and transparent communication with whole school community Learning Coach	- Power School & outcomes based assessment. (rubrics, returned assignments, re-submitting) - E-mail to parents through PowerSchool and other means Website - Inquiry projects - Move away from report cards to ongoing online reporting - Parent Portal access percentage
Action research projects	- Differentiation on a classroom and school level - Increased use of moodle.wiki blogs in classes (needs to be expanded) - Hands-on activities - Students need explanations in different ways – i.e. differentiation

Instructional design enriches the learning experience.

- (RVS) Percentage of teachers who agree they use inter-disciplinary practices.
- (RVS) Percentage of staff, parents and student who agree they have access to authentic learning experiences.
- (RVS) Percentage of parents and students who agree that their child/their teacher's classroom practice reflects critical, creative and complex thinking.

SUMMARY STRATEGY	DETAILED STRATEGIES
Comprehensive Academic and Social Student Support Program Administration support Learning Coach	- Inquiry and Project based approach, - Research projects - Staff teach more than one discipline through subject integration - Timetable provides opportunity for longer class time. - Professional Learning time (visitation, C of P , time to work at central on projects) - Flexible timetable for teachers to share assessment (not there yet but working on that)
Comprehensive Academic and Social Student Support Program	- <u>Fieldtrip</u> experiences - Classroom learning experiences are designed with the current year's learners in mind, reflective of their interests, learning styles, strengths and weaknesses - Environmental projects Guest Speakers (needs to be expanded) - Outdoor Education (i.e., Cochrane Ranch)
Learning Coach	- Literacy meta-cognitive action research - Meta-cognitive strategies in the

	classrooms - Awareness building of their learning style - Learner Profile (expand from 2 teachers to more) - Reading comprehension strategies - Project based learning - Differentiated instruction
--	--

Instructional practices empower learners.

- (AE) Percentage of Grade 12 students/FNMI self-identified students eligible for a Rutherford Scholarship.
- (AE) High school to post-secondary transition rate of students/FNMI self-identified students within six years of entering Grade 10.
- (RVS) Percentage of schools meeting or exceeding prior level of achievement expectations.
- (RVS) Percentage of parents and students who believe teachers inspire students to learn.

SUMMARY STRATEGY	DETAILED STRATEGIES
	- Studio approach to technology
	- Opportunity to team teach
Action research projects Comprehensive Academic and Social Student Support Program	- Focus on areas that need strengthening - Use of RVS Satisfaction and APORI results to identify continuous growth
Action research projects TPGPs	- Teachers are learners themselves - Timetable recognizes teacher strengths and passions and need for change

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

**GOAL
FOUR:**

**LEARNING ENVIRONMENTS ENABLE THE ACQUISITION OF 21ST
CENTURY COMPETENCIES**

Outcome

RVS Performance Measure

Strategies

Learners use digital technologies to enhance learning.

- (RVS) Percentage of staff that use digital technology as an instructional tool.
- (RVS) Percentage of staff and students who agree they have access to digital technology at school.
- (RVS) Percentage of parents and students who agree teachers use digital technology to actively engage students.

SUMMARY STRATEGY	DETAILED STRATEGIES
Action research projects Tech Thursdays	- SMARTBOARD use (needs to be expanded) - Apple TV - Student owned devices are encouraged at the school - Tech Thursdays (needs to be formalized and reinforced) - Google Docs Implementation (needs to be expanded)
Dialogue with division staff and other middle schools	- Increase tools and variety of tools available (iPODS, Macs, PCs) - Students bringing their own devices - Determine how were going to structure technology at the school (Studio etc.)
Action research projects	Parent Focus Groups – on technology (Google Docs need to expand)

Operational efficiencies accelerate innovation, research and organizational development.

- (RVS) Percentage of staff who agree available resources stimulate innovation.
- (RVS) Percentage of staff who agree Education Centre departments effectively support schools in building 21st Century learning environments.

SUMMARY STRATEGY	DETAILED STRATEGIES
Action research projects C of Ps Possible Middle Schools collaboration	- iPOD cart - projects - Studio Approach - Innovative Technology Grant Classroom - Outdoor education focus

Learning is generative, responsive and multi-dimensional.

- (RVS) Percentage of staff that aligns their individual growth plans to RVS' Three Year Plan.
- (RVS) Percentage of staff that believes their C of P aligns to RVS' Three Year Plan.
- (RVS) Percentage of staff that believes professional learning has positively impacted their instructional effectiveness and student learning outcomes.

SUMMARY STRATEGY	DETAILED STRATEGIES
Inclusive and transparent communication with whole school community	- Create transparency by sharing SEP process and gathering active feedback form staff - Continue to share RVS plan with staff
Action research projects Administration support Transparency and Conversation	- Encourage and support goals that allow to answer all three (3YP, SEP, TPGP) plans - Continue to share RVS plan with staff
Action research projects C of Ps Mathletics	- Learning Coach Tech Thursdays (to be expanded) - PL Days – Summative Task Collaboration - C of Ps - Possible middle schools collaboration

Leadership capacity is built across the jurisdiction.

- (RVS) Percentage of staff that have completed online professional learning opportunities.

Action research projects Mathletics Workshops	Technology Committee identifies opportunities for staff (to be expanded)
---	--

- (AE) Overall 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.

SUMMARY STRATEGY	DETAILED STRATEGIES
Inclusive and transparent communication with whole school community	- Sharing of successes and challenges with school community - Newsletter - Effective School Community communication strategies (Email, Website, Twitter, classroom communication) - Access to PowerSchool

- (RVS) Percentage of staff and students who agree they have had an opportunity to influence leadership at their site/school/jurisdiction.

Comprehensive Academic and Social Student Learning & Support Program Provision and Encouragement of staff and students to take advantage of leadership opportunities.	- Leadership classes for grades 7 (term) and 8 (yearlong) - Committee re-establishment (Budget, Technology) - Me to We day and strategies throughout the year.
---	--

- (RVS) Percentage of staff retained five or more years after beginning their employment with RVS.

--	--

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

PROFESSIONAL LEARNING PLAN

Date	Activity/Topic/Strategy	Sustainability Strategies	Support Staff or Certificated	Proposed Budget
August 28	▪ Environmental Leadership Off-site	Curriculum integration and capacity building	All Staff	▪ \$1000
August 29	Assessment Alignment Term 1	Collaboration of teachers in the designation of learning outcomes in power school so that there is alignment in both categories and tasks, time to develop learning outcomes in “kid-friendly language”, clear targets, and common rubrics	Certified Staff	\$100
November 8	Communication of Student Learning Assessment of 21 C. Competencies	Practice and Modeling expectations of communication of student learning Increase teacher comfort and knowledge of 21 C. competencies, continuums, and language for reporting	Certified Staff	\$200

	Neufeld: Continuing Education RVS Action Cohort on Environmental Stewardship and Living Sustainably	Reviewing Materials and discussion Q/A to implement the course materials (i.e. Alpha children)	Support Staff All staff	\$60 (materials)
February 14	Assessment Alignment Term 2 Neufeld: Continuing Education	Collaboration of teachers in the designation of learning outcomes in power school so that there is alignment in both categories and tasks, time to develop learning outcomes in "kid-friendly language", clear targets, and common rubrics. Reviewing Materials and discussion Q/A to implement the course materials (i.e. Power to Teach)	Certified Staff Support Staff	\$100
March 14	Assessment Alignment Term 3 Neufeld: Continuing Education	Collaboration of teachers in the designation of learning outcomes in power school so that there is alignment in both categories and tasks, time to develop learning outcomes in "kid-friendly language", clear targets, and common rubrics. Reviewing Materials and discussion Q/A to implement the course materials (i.e. Power to Teach)	Certified Staff Support Staff	\$100
May 16	Assessment Sharing and Evaluation Alignment (Celebration)	Teachers will bring summative tasks to share as well as student exemplars to have discussion on the evaluation process and create banks of digital exemplars.	All Staff	\$200

Other, if applicable

Feb. 2014	▪ <i>First Aid</i>	<i>Updating required certification</i>	First Responders and PE teachers	▪ \$ 800 (Shared with RVS)
June 2014	▪ <i>IPP Transition</i>	<i>To support students in the transition process by meeting with current and upcoming staff who work with the student.</i>	All Staff	
August / Sept.	▪ <i>Learning Coach Training</i>	<i>Book study: D. Sweeney, Student Centered Coaching</i>	Learning Coaches	▪ \$150

BUDGET HIGHLIGHTS

BUDGET HIGHLIGHTS

We are maintaining our population at approximately 450. We anticipate a slight increase in student population, as this has been the trend over the past two years. With an increase in numbers in the FI grade 5 classes we may even see another staff member added. We also anticipate a return to 4 grade 8 homerooms from the 5 we have had in the 2012/13 year. We anticipate the ability to maintain our school technologist time to 0.75 FTE from the centrally funded 0.5 FTE.

	2011/12	2012/13	2013/14
Certificated Staff	20.248 FTE	21.08 FTE	21 FTE
Support Staff	7.40 FTE	7.857 FTE	7.75FTE
Services & Supplies	\$184,996	\$212,581	\$123,000 (this will still change)
Other			
Contingency	\$20,000	\$65,000	\$0
TOTAL EXPENDITURES	\$2,561,690	\$2,812,820	\$2,757,000

As the budgeting process was late this year I know there will still be changes to the table above.

SCHOOL FEES

**Draft - MANACHABAN MIDDLE SCHOOL
FEE SCHEDULES - 2012-2013 & 2013-2014**

Course	2012-2013 Fee	2013-2014 Fee (Proposed)
Art 7 – Intro to Drawing (T1)	\$15 (included sketchbook)	\$15
Art 7 – Intro to Art (T3)	\$10	
Art 7 – Sculpture (T2)	\$10	\$10
Art 7 – Painting (T3)	\$10	
Art 8 – Drawing & Painting (T1)	\$15 (included sketchbook)	\$15
Art 8 – Multicultural Art (T2)	\$10	
Band 6, 7 & 8	25.00 Course Fee \$210.00 Instrumental Rental Fee (includes \$50 caution fee) \$30 Percussion Fee	25.00 Course Fee \$210.00 Instrumental Rental Fee (includes \$50 caution fee) \$30 Percussion Fee
CTS 7 & 8 - Multimedia – Podcasting (T1)	\$10	
CTS 7 & 8 – Multimedia – Digital	\$5	\$30 (to include cost of

Photography (T2)		iPhoto album)
CTS 7 & 8 – Multimedia – Claymation (T3)	\$15	
Drama 7 - Intro to Drama (T1)	\$10	
Drama 8 – Intro to Shakespeare (T3)	\$10	
Fashion 7 – Basics (T1), Intermediate Sewing (T2)	\$20/course + materials as required	
Fashion 8 – Special Project (T2)	\$20 +	
Foods 7 & 8 Gr. 7 courses: Basics (T1), Baking (T2), Meal Planning (T3) Gr. 8 courses: Canadian Heritage Foods (T1), International Cuisine (T2), Healthy Decisions (T3)	\$15/course/term	
FSL 7 & 8	\$10 for full year	
Girls Empowered	No fee charged	
Hockey 5, 6, 7 & 8 (Term 1 & 2)	\$180	\$200 (due to increases in rink rental costs)
Foreign Language & Culture 7 – Introduction (T1)	No fee charged	
Foreign Language & Culture 8 – German (T1), Russian (T1), Italian (T2) & Japanese (T3)	No fee charged	
Leadership/Yearbook 7 & 8	\$15 for full year or \$5/term	
Leadership 8		
Learning Support	No fee charged	
Outdoor Ed 7 – Spring Experiences (T3)	\$15 + trip costs	
Outdoor Ed 8 – Happy Trails (T1), Winter Experiences (T2), Water World (T3)	\$15/course + trip costs	
Woodwork 7 – Basic Tools (T1)	\$15	
Woodwork 7 – Solid Stock (T2)	\$20	
Woodwork 7 – Rocket Building (T3)	\$20	
Grade 5 Frank Slide Trip (2 days, 1 night with subsidization from walkathon proceeds and school council)	\$70	
Grade 6 Camp Kindle Trip (3 days, 2 nights)	\$222	
Grade 7 Royal Tyrell Museum Trip (2 days, 1 night)	\$65	
Grade 8 Quebec Trip (6 days, 5 nights including airfare, accommodation and RVS insurance)	\$2020	
Outdoor Education – Grade 8 Rock Climbing Kananaskis Peter Lougheed Prov. Pk Nakiska	\$20 \$50 \$10 \$48-73	

Grade 8 Junior Achievement Workshop at MRU	\$5	
Grade 6 Skiing at C.O.P (Bussing Only)	\$6	
Grade 83 & 85, 61 & 62 Snowshoeing Trip	\$15	
Grade 5 to Telus Spark	\$18	
Grade 7 & 8 Band Camp (2nights, 2 days)	\$225	
Grade 71 & 72 to Mt. Yamnuska	\$14	
Grade 6 to Calgary Zoo & Telus Spark	\$23	
Grade 7 Science Presentations	\$5	
New Courses for 2013- 2014		
Golfing 8		To Be determined
News at Nine! 7 & 8		
Cardio Cross Fit 7		
World Class Games 8		
Wakey, Wakey Eggs and Bacey!		
Pistco CO ² Cars Racing Option		
Art 7 – Visual Journals	new	\$15

2011-2014 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 and June 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.

Principal Signature

Date

School Council Chair Signature

Date

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

Superintendent of Schools

Date