École Manachaban Middle School

Rocky View Schools

Ecole Manachaban Middle School

2011-2015 School Education Plan
May, 2014
Year Four

MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to enhance the implementation of Universal Learning Environments, by employing strategies that focus on building student-centered learning, flexible, accessible tools and spaces and targeted learning supports, our school uses multiple pathways. There are a variety of ways with which we continue to try to achieve a universal learning environment for the 2014-15 school year.

Our Learning Centre and Learning Commons continue to expand the role they play in the day-to-day operation of our school. Students and staff continue to learn how to use this space to their best advantage. Our school is becoming more flexible in the ways it is addressing the changing needs of our students. The Learning Centre/Learning Commons is one strategy to implement a universal learning environment.

While we provide much flexibility through our learning centre, we also provide targeted instruction. One of the strategies in achieving this over the next year will be a targeted numeracy block. The numeracy block has as its goal the solidification of basic numeracy concepts and the building of computational fluency. This will be achieved in a block that is likely offered three times in the 6-day cycle. In this block targeted activities will take place to achieve and reinforce essential outcomes for the grade. Groupings will be flexible and students are able to move into different groupings depending on their mastery of skills in the numeracy block. In theory, a student can move to higher or lower groupings as needed.

On the instructional strategy side we have had all grade 5 & 6 teachers participate in inquiry workshops where they learn how to use the inquiry approach in a variety of ways. We will continue to support teacher participation in workshops and RVS institutes of inquiry. As well, we will continue to work with our teacher coaches. The coaches are teachers who collaborate in classes to support differentiation. One of the concerns, however, is that funding has been reduced at the time of writing this report. This will be revisited once the budgets are finalized in September of 2014.

We believe that the strongest and most effective strategy for achieving a universal learning environment is that inclusion will take place when appropriate and alternate environments, such as the learning centre, will be used when appropriate. It will be our staff, in consultation with students and parents, which will determine what the environment for a particular student will be. We will continue to use the *Intentional Non-Learner* strategy, when students neglect to hand in work despite contact with students and their parents.

Environmental stewardship is an important aspect to our culture and we have a considerable amount of staff members who are a part of our Green Team, participating in the Action Cohort on the Environment since the beginning. Our staff also has worked with ACEE for the past 4 years. We continue to explore field studies that allow access to the "outside of classroom" world. This trend is present in all grades and ranges from individual presentations in classes to targeted field study experiences (Leadership conference, Odyssey of the Mind, Finding Kind Presentation, Roots of Empathy program, Healthy Relationships program, Boys and Girls' Club work, Clinics for Band

students) to overnight experiences (Camp Kindle, Band Camp, Drumheller, Frank Slide, Quebec and potentially the SALTS/Bamfield trip next year) that all of our grades have. Additionally, we have teachers applying to special opportunities (for example the trip to Waterton Park with Mme. Ashley's class this year and Mme. White's class next year) The WILD program will see its first implementation in grade eight next year. This environmental inquiry program is an initiative that integrates all core subject areas, the environment and the outside world into one classroom approach. We are keenly aware that students in the middle grades have a need to be active and to move and try to accommodate for this need whenever we can. Movement breaks, walking trips to the ranch, the WILD program on and off-site physical activity days and numerous field study trips are signs that we see a Universal Learning Environment as one that goes beyond the walls of our classrooms and our school.

Sincerely,
Thomas Elbel

SCHOOL PROFILE
School Name: Ecole Manachaban Middle School
Principal: Thomas Elbel
Assistant Principal: Penny Beaudry (until July 2014); Gerry Gaudet (as of August 2014)
Address: 724 Chiniki Drive, Cochrane, Alberta, T4C 1Y4
Phone: 403-932-2215
Fax: 403- 932-6761
Email: telbel@rockyview.ab.ca
Website: http://manachaban.rockyview.ab.ca/
Twitter: twitter@manachabanms

School Profile:
Grade Configuration: 5 to 8
Student Population: 443
No. of Teachers: 22
No. of Support Staff: 8.7
Caretaking Staff: 2.3

École Manachaban Middle School

Vision:
Engage. Explore. Excel. *(Academics)*
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 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 responsibilities 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 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.

Version française: Draft copy

Vision
Engager. Explorer. Exceller. *(Scolaire)*
Respecter. Comprendre. Croître. *(Interpersonnel)*

Notre mission est…	Notre communauté scolaire croit…
…de se respecter et s'accepter et de respecter et accepter les autres	…dans la promotion des relations bienveillantes les uns envers les autres, et envers notre communauté et l'environnement.
... pour tous les individus à réussir grâce à l'engagement.	…a répondre aux besoins individuels des apprenants grâce à des approches pédagogiques différenciées.
.... d'apprendre par l'exploration et des expériences.	… à fournir aux apprenants d'avoir accès à l'engagement, les expériences d'apprentissage exploratoires qui favorisent la pensée critique et créative.
... de développer une communauté connectée des apprenants.	…que le développement d'une base solide dans les compétences et les attitudes, aide aux élèves à devenir des apprenants et des collaborateurs de succès.
... à faire des choix qui soutiennent la citoyenneté informée et engagée.	…que la responsabilité académique et sociale promeut l'excellence que la communauté scolaire veut voir dans les élèves.
... d'atteindre des niveaux plus profonds de compréhension et de responsabilité.	…que nous devons offrir un enseignement de haute qualité et une expérience culturelle bien arrondie.
... de fournir une évaluation variée,	…que les pratiques d'évaluation sont équilibrés et développé par

précise et continuelle.	"Understanding by Design", et la planification UDL.
... à utiliser la technologie pour améliorer l'apprentissage dans notre monde qui est en évolution constante.	…que la technologie doit être intégrée à soutenir tous les apprenants d'une manière significative et équilibrée.

Unique Features of our school include:

• Dual track school – almost 50-50 in terms of student distribution; projections indicate that this balance will lean to an increase in our French Immersion population in the future

• Excellent choice of exploratory courses

• Hockey Program from grade 6 to 8 where minimal enrollment is met

• Fantastic location for connections to nature – our location allows for frequent access to the Cochrane Ranche area

• Our reporting of student achievement is largely on-line, reporting both formative and summative information in a continuous manner

• High level of parent support and engagement

• We encourage students to bring the technology that works for them and support those who might not be able to do so with a "studio" approach to access

• Outstanding, caring staff who are committed to environmental stewardship.

• Encouragement and support of teachers teaming, collaborating and having a focus on core teaching of their homeroom classes where possible

• Experiential learning is a focus, particularly in the domain of learning in our community and bringing the community into our school

• Many learning spaces have walls that open to the neighbouring classroom to facilitate collaboration and teaming

• Continuous innovation in the areas of instructional pedagogy (Received Grant for innovation and are in the process of creating the WILD program for grade 8) and use of spaces.

Quotes from Parent Advocates

"There are such changes that happen as children move up grades. Not only do our kids seem to be growing up faster, they are also required to mature earlier and face many pressures that weren't so visible or didn't even exist when we were the same age. In trying to help my daughter navigate these trickier, grown-up waters, I have been very grateful for the support that is provided for her, and for me, through the teachers and staff at Manachaban. We have been met with patience, understanding, and many opportunities for discussion when concerns arise. The staff really takes the

time to strategize with students - helping calm the waters that can so often be turbulent during those junior high years." - Grade 6 parent

"When we came from our elementary school I honestly couldn't believe it could get any better, however, the principal and all the staff at Manachaban to my pleasure proved me wrong. All staff (even the one's that do not have direct contact with my daughter) went above and beyond the call in welcoming her and making her feel comfortable in a new environment. They continue to always assist and set her up for future success. I feel extremely blessed and fortunate to have such wonderful caring people working with my daughter and being such a special part of our lives." - Angela

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 resiliency.
Academic resilience means that students in our school achieve their best. 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 great emotional and physical changes at this age, second only to the changes between the ages of one and three years. 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?
To answer this question we asked students who have recently joined the Manachaban family. Their responses provide a glimpse into what makes Manachaban a great place to learn.

➢ *"It is easy to make friends, people are nice and understanding. Our breakfast program is great. The learning centre and study skills class helps us to get our work done." - Julie*

➢ *"Our work is challenging, staff will help you out if you need it. Manachaban is just a great school and I like coming here." – David*

➢ *" I am an outdoorsy kind of guy and I like learning about our world. We go outside a lot which is good; we even eat lunch outside!" - Macaulay*

➢ "Things are stable here. We don't have much vandalism. The adults here are easy to get along with and they like kids."-Tony

➢ "This is my favorite out of the four schools I have been in. People are very friendly. The layout of the school is smaller and I like the size, I love how this school is very environmentally friendly."- Emily

➢ "I have been to 7 schools and I like Manachaban. It is a bright and fun school. The staff works hard to make sure you understand." - Teanna

➢ "The teachers make it so that I can understand; they take the time to really get to know you." - Brayden

➢ "Things here are relaxed. The flexible space really works for me, like the break-out space and the learning commons. I feel less stressed at Manachaban. I like how things are "do-able"." – Emily

➢

We have also continued to work on numerous strategies that were identified last year some make our school good, other make it a great place to be. As in years past we have listed below some of our areas that are good and great:

- Great: Out of classroom experiences for students continue to increase.(Grade 5 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, possible addition of the WILD program 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 portable technology access like MacBooks and/or Google Chromebooks; 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. 30 Chromebooks have been purchased in the 13-14 school year and we plan to continue to increase the level of technology

- 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 2nd Annual Environmental Fair on June 20th .

- Great: Transition to Learning Commons is well under way.

RECENT ACHIEVEMENTS

There have been many accomplishments in our school this year. One that stands out is the implementation of the evidence summary. I am proud of our staff of how flexible and persistent they were in continually working on making the portal and the evidence summary work. From time taken in September to learn the new document and to provide divisional feedback on what worked and what did not, I think this is the one accomplishment that our entire staff embraced and made work.

More significantly however, I think we need to focus here on what was accomplished for the students in our building and sometimes beyond. Additionally, we worked on providing much needed movement for our students throughout the day. From DPA (Daily Physical Activity) periods, special themed physical education classes at Christmas, Halloween and during the Olympics, the Active Living Day and many class based field studies and overnight trips in all grades, we have made the students' experience at Manachaban one that is as active as we can make it. Complementing the active approach to learning, we have continued to provide healthy snacks in our tuck shop (we tried to sell Sushi for three months) have continued to provide breakfast everyday to any students who wanted to take advantage of it and have kept our Nutrition Break between periods two and three and our parent driven hot lunch once a week.

We have continued to build strong allies in our community partners and have expanded the workplace learning opportunities for our students. The Boys and Girls Club continues to offer clubs such as chess and the girls' group at lunch time, Big Brothers and Sisters provide the Healthy Relationship programs to our grades 5s and 6s. We have also sent students to the Construction Fair in Calgary, have brought in French Immersion specific programs, such as the O'Canada theatrical presentation that was sponsored by Canadian Parents for French (which was established by one of our staff members this year), and have also had National Geographic Explorer John Dunn with us to present Arctic Light, a presentation about the Ellesmere Island. We offered Poetry workshops to all classes from Kris Demeanor, Calgary's Poet Laureate. Our band program offered a band camp, participation in the divisional band festival and sectionals for our music students. We had world class Decidedly Jazz Dance Company present the history of Jazz to our grade 5 and 6 students. We had presentations from Junior Achievement to our grade 7 students, had the grade 8s engaged in a stock challenge and have sent them also to financial literacy workshops at Mount Royal University. We co-operated with Cochrane High School in supporting a family in need with long term support at Christmas time, had one of our grade 5 classes support a school in Uganda, and had another grade 5 class win an all expense paid trip to Waterton National Park for an Eco Field Study in June. We had the grade 6 classes go skiing to Canada Olympic Park in Calgary. Our grade 8 students volunteered at Elizabeth Barrett in a Today We Play day. Our grade 6 teaching team participated in two inquiry institutes that the division offered and our Green Team expanded and participated in RVS' Action Cohort on Environmental inquiry, resulting in our first Ted Talk. We organized a Science Fair that all students had the opportunity to participate in and offered Environmental Stewardship options that resulted in "No Idling" signs in our parking lot.

We also have moved to providing report cards that are sent home to parents via email as PDFs, resulting in over 8000 sheets of saved paper, from this initiative alone. In addition to all these activities, we have offered many, many field study trips in support

of the learning that has gone on in classrooms. We have also begun to plan and implement the WILD (Wisdom through Inquiry Learning & Doing) program that will see its launch in the 2014-15 school year. Our CDA has organized a body image presentation that was accessible to everyone in the community. Also our staff has identified a need to focus on numeracy instruction that addresses computational fluency and mastery of foundational mathematical skills though the implementation of a Numeracy Block in the coming school year. As if this was not enough our staff is organizing another Environmental Fair for the end of June where students form our school and anybody else in the community can present their environmental issue or focus. It promises to be another great day. While this is a good indication of how active our school and staff is, it is not an exhaustive list of what happens at our school inside of the school year. Manachaban, our school, is a vibrant, alive, active, well-rounded and community-minded learning community!

PRIORITY AREAS OF FOCUS
Focus Area #1: Instructional Approach/Pedagogical Practice

Renovations in the summer of 2013 provided an opportunity for teaming at the grades 6 and 8 level. Teaming has allowed flexibility in the use of space and differentiation in the learning environments available to students. We will continue this focus to extend student options for self-referral to the learning commons. While this is likely to happen with our grade 8 students, other students do not always identify this as an option to them.

During the 2013-14 school year administration participated in many school visits and learning walks. Our intention is to extend and support this for of professional learning to the teachers at Manachaban. We will support this by encouraging teachers to assess opportunities to see other classrooms in session, both within Manachaban and at other schools. Our intent is to have ongoing reflection and dialogue between teachers on student engagement and pedagogical practice.

Grade team planning is an expectation at Manachaban. In order for collaborative planning to fully become part of our culture we need to provide time for teachers to meet and work towards further common assessments and projects. While many teachers have participated in RVS planning opportunities with district teachers, our focus continues to be one of creating consistency of opportunities for all students at each grade levels. For all students we will strive for learning experiences that include inquiry and project-based learning that is targeted and specific in scope. We also strive to ensure learning experiences for students are intentional and balanced to meet the needs of all students. This focus area speaks to enhancement of a Universal Learning environment at Ecole Manachaban Middle School.

Focus Area #2: Communication of Student Learning

While our focus was for teachers to use to new evidence summary effectively this year, our next logical extension is for grade levels to come to a common understanding regarding the competencies and how to assess these skills in real time

and on a regular basis. Reporting on the competencies need to be very individualize, unique to each child. Some teachers are very skilled at reporting in this way and we hope to have them support us as we move to having all teachers report in this way.

Student involvement in the communication of learning and the assessment conversation also is a focus piece. Our intention is to have increased student voice in the varied methods of communicating student learning. For the upcoming year we will ask that there be purposeful time spent on the goal setting part of the evidence summary for students. We want students to be engaged in their learning and to learn to reflect and set meaningful targets for themselves. Consistency of reporting in an effective and meaningful way on an on-going basis is the overarching target for communication of student learning at Manachaban.

With an eye on the future, we also are planning to build skills with our staff in the use of the many and varied tools available to our learning community on the Google drive /platform. Our focus on building teacher capacity with Google tools is to set the groundwork for further differentiation and also to prepare teachers to support their students in our move to portfolios in the 2015-16 school year. We will ask teachers to share and use their newly acquired skills with their student this year to solidify learning.

Focus Area #3: Targeted and Proactive Response and Intervention

Our first strategy to address this priority area begins in the spring of 2014. At this time we will have transition meetings that address each child at each grade from grades 4 (our grade 5s in the fall) to our grade eights (grade nine students at CHS in the fall). The information shared at these meeting is essential to building personalized learning as the teacher is then able to develop a sense of their incoming class profile. Additionally, in August, we will provide teachers with time to complete file reviews for each student. Our staff plans to have a good sense of their students before the school year begins. This is the approach to student profiles that we will support in 2014-5, along with the addition of information in the Power School database as it becomes available. The outcome will be an overall class profile for teacher use in planning and differentiation.

A strategy that we will continue to work on is our method of supporting students who have identified learning needs. We will continue to have teachers take responsibility for IPP documentation. The next step will be to engage students and parents in the goal setting and reflection on progress. We have designated funding to support a French Immersion teacher in the learning coach role. This will allow for response to the needs of FI students requiring additional support or extension of the curriculum.

In supporting social and emotional needs of our students, Manachaban has had the good fortune of being able to train our learning support team, through their Community of Practice (2012-2014) in the *Teachability Factor* by Dr. Gordon Neufeld.

The next step will be to encourage our certified staff's participation in this training. We have also committed to participation in the *Roots of Empathy Program* at the grade five team. We hope to initiate an action research project to gauge the impact of this program on our students to determine if we will continue with this learning past 2014-15.

Finally, we are in the process of completing the SOS-Q with students and anticipate having the results in late June. This will assist teachers in classroom profiles and mapping. We will continue to look at ways to engage and build relationships with all students, but particularly those identified as less connected to our school community. From this foundational assessment, we will begin discussions with staff on the potential of looping with the same students for grades five and six.

Focus 4: Varied Learning Experiences: Personalized and Experiential

For many years Manachaban has had a strong focus and set priority on global stewardship. While stewardship continues to be very important, we have come to realize that what is best is to focus on experiential learning opportunities and personalized learning that meets the needs of our students and the community of Cochrane.

As we continue to develop our universal learning environment for students, we will have a targeted literacy and numeracy focus in the coming year. We have set aside three hours per six days, to focus on the literacy and numeracy needs of our students. This time will address foundational skills in both writing and math. As a result, we have decreases the options offered from three to two per term for our students on the English side in grade seven and eight. Option time will remain the same for our French Immersion students. We anticipate dedicating professional learning time and budget support to working out the logistics of this response to intervention in order to personalize learning based on individual need. At the moment, common core time will allow for teachers at a grade level to address literacy and numeracy skills with the support of administration and the resource team. Parent and community volunteers may also be participants.

Manachaban will continue to build teacher capacity and understanding of inquiry and project based learning that is targeted, specific, intentional and balanced. Staff will be offered and supported in their participation in RVS training related to this focus. Beginning in September, we will pilot an experiential, outdoor/nature based homeroom program for grade eight students who have selected to learn in this way. The lens for learning will extend Manachaban's long time priority of environmental and global stewardship. In all classes, and for all students, we will continue to advance our work on student connections to our community and world in a multidimensional frame that furthers the mind + body + spirit connection for our students. Extensive field studies which connect students to the tangible and career opportunities will be

encouraged and supported, as we believe in sustainability, civic engagement and global stewardship.

GOAL ONE: LEARNERS HAVE THEIR INDIVIDUAL NEEDS MET

Outcome	RVS Performance Measure	Strategies
		DETAILED 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.	♦Healthy Relationships ♦Program with Boys and Girls Club ♦EMMS Girl's and Boy's Lunch Clubs ♦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 and 6 ♦In-class discussions on bullying and mutual respect (and resource for teachers) ♦Interacting 7/8's with younger grades to take leadership roles for example: work at Elizabeth Barrett volleyball instruction and Gr 8 speaking to 5 and 6s during advisory. ♦Hour Zero Compliance ♦Transition Process with Grade 4's ♦Grade 8's – transition to CHS online process ♦Grade Team Meetings
	• (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.	♦Bus supervision, ♦Bus misconduct reports ♦Communication between bus drivers and administration ♦Student focus groups on bus conditions
	• (RVS) Percentage of staff, parents and students who express they feel valued as a member of the learning community.	♦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 e-mails to parent community ♦Student Recognition /Awards – these will be reviewed in June and September ♦Gr. 8 Parent Farewell Planning team ♦Welcome phone calls in Sep/Oct ♦Website ♦Newsletter ♦PowerSchool ♦Agendas of parent council ♦Student/parent focus groups ♦School Council ♦PowerSchool Parent Portal
	• (RVS) Percentage of staff and parents who agree that social/emotional supports are accessible, appropriate, and beneficial for student(s).	♦CDA (Individual and Group Parenting Workshops, Healthy Relationships program, Teen mentoring, Grandparent program, Adult mentors) ♦Cops 4 Kids – schedule for 2014- ♦RCMP Liaison Officer ♦Increase continual, embedded technology safety and etiquette instruction ♦Passport to the Internet ♦Study Hall access for students ♦COPE referrals ♦Weekly SRG ♦Work with District (Psychologist, FSLW) ♦Resource team for programming ♦E lstr ♦Chess club ♦File review of all students ♦ "Build It group" ♦FSL and school psychologist presentations ♦Learning coaches
		DETAILED STRATEGIES
Learning is universally	• (RVS) Percentage of parents and	♦Learning Centre move; promote student self-referral

accessible.	students who agree students have equitable opportunities to be successful.	♦Learning option block ♦Learning Support in Library ♦Student Centered Coaching Model to be further developed ♦Class Profile mapping of PAT's and AB gov't standardized testing ♦ Academic support at lunch hours ♦Mathletics ♦Junior Achievement ♦Other Community Partnerships
	• (RVS) Percentage of staff who understands and implements Universal Design for Learning.	♦PL Days ♦Differentiated Instruction focus and UBD template use for planning. ♦Focus on UDL via Action research Projects ♦Support of IPP process for teachers as lead
	• (RVS) Percentage of students who agree digital technology enhances their learning at school.	♦Action research projects ♦Moodle use and training ♦Google Docs ♦Mathletics ♦iPods/iPads/Computers ♦CTS Options ♦Personal Devices ♦On-line Studies ♦Tech Thursdays focus on Google tools and organization
	• (RVS) Percentage of staff and parents who agree that students with Individual Program Plans (IPP) achieve their learning goals.	♦Learning Centre and Resource Staff ♦IPP Development day in June ♦SRG weekly meetings Consultation with School Psychologist Learning Support Team ♦Reviews with students and parents and Resource team ♦Breakfast Program ♦PL Days ♦Cobbs *Raising the Dough* Program
		DETAILED STRATEGIES
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).	♦Healthy Relationships Program ♦Mathletics
	• (AE) Overall teacher, parent and student satisfaction with the quality of basic education.	♦Communication: Newsletter set-up according to goals ♦Communication of new evaluation summaries ♦Computational Fluency ♦Interviews, e-mails, updates, websites
	• (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.	♦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 ♦PL time for team planning and reflection
		DETAILED STRATEGIES
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.	♦Class placements ♦Classroom teacher communication strategies ♦Parent participation in meetings (IPP, etc.) ♦E-mail communication to parents ♦Twitter use – need to increase ♦Student Goal setting ♦Analysis and use of RVS and APORI survey results
	• (RVS) The percentage of parents who agree they have been involved purposefully in their child's learning with the school.	♦Field trip volunteers ♦Expert visits in the class ♦Parent-staff meetings and interactions ♦School Council ♦Walk-a-thon ♦Terry Fox Fundraiser ♦SEP Consultations ♦Parent Focus Groups
	• (RVS) Percentage of staff and parents who agree the school accesses services in the community to support student learning.	♦Cochrane Mental Health ♦ Gordon Townsend School ♦FSLW ♦Grandparent program

♦Liver Foundation course
♦School – Nurse interaction
♦Food for thought Breakfast Program
♦COBBS Raising the Dough
♦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 Support

(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.	**DETAILED STRATEGIES**
.	• (RVS) Percentage of teachers, parents and students who feel students have a strong sense of ownership for their learning.	♦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 supported ♦Use of personal electronic calendars & digital daytimers/agendas for grades 7/8 ♦websites maintained ♦Weekly parent emails ♦Continuous online reporting ♦Financial literacy ♦Junior Achievement ♦Construction Fair
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.	**DETAILED STRATEGIES** ♦Fair Marks Policy ♦Responsible Electronic Device Policy ♦Increase Monitoring of attendance and lates with follow-up ♦Agenda updates ♦Healthy Relationships – Health Program ♦Grandparent Program ♦Kool Kids Liver Program
	• (RVS) Percentage of staff and parents agree that students are critical, creative and complex thinkers.	♦Inquiry, Project and Performance Based Learning ♦Science Fair (ditto) ♦Green Team ♦Environmental Fair ♦Online units, projects and enrichment assignments
	• (RVS) Percentages of students that teachers observe as proficient in using 21st C competencies in their learning.	♦Learning what they are and what they look like in the classroom – use of Superintendent's working committee continua ♦21 C skill posters used in all classrooms ♦ evidence summary comments ♦Student PowerSchool Logins
	• (RVS) Percentage of staff and students who agree their school/the jurisdiction operates successfully as a 21st Century learning culture.	♦Fair Marks Policy ♦Summative Assessments Work on PL Days ♦Tech Thursdays ♦Google Docs use ♦Access to reliable technology – allows for exploration
Learners demonstrate global stewardship.	• (AE) (RVS) Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	**DETAILED STRATEGIES** ♦Leadership classes will be termed (7's) and year round (8's) ♦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 3 years have participated in Cenovus Education Leader Training ♦Action Research on Environmental Projects
	• (RVS) Percentage of staff, parents and students who agree students understand, adapt to, and participate in our local and	♦Current Events projects in Social Studies ♦Students responses to evolving needs ♦Healthy Relationships

global society.	⬧Kool Kids Liver Program ⬧Fundraisers for local, provincial and global initiatives
• (RVS) Percentage of staff, parents and students who agree students, the school, and the jurisdiction model practices that contributes to environmental sustainability.	⬧Green team initiatives Waste reduction – Audit #3 ⬧WE-Day participation including ongoing global water initiatives ⬧Garden Project- milk weed for monarch butterflies ⬧Building a repository of environmental teaching supports ⬧Outdoor Education Car Pooling ⬧Development of the "WILD" class

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

GOAL THREE: INSTRUCTIONAL DESIGN CHALLENGES AND ENGAGES THE LEARNER

Outcome	*RVS Performance Measure*	*Strategies*

		DETAILED 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.	⬧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) ⬧Literacy and Numeracy Blocks
	• (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.	⬧Wiki and blogs use ⬧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) ⬧CORE Resource- to in-service staff ⬧Technology feedback loops are created (video, peer edit via Google Docs)
	• (RVS) The number of online courses completed by Grade 4-12 students.	⬧Use of Moodle/Wiki and other technologies to create differing pathways ⬧A+ certification
	• (RVS) Percentage of staff, parents and students who agree students have access to multiple learning pathways.	⬧GLA ⬧Inquiry based projects ⬧Summative assessments work ⬧PowerSchool ⬧Work/assignment samples ⬧Increase school community awareness of this
	• (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.	⬧GLA ⬧PAT results

		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.	⬧Balanced Assessment Summative/Formative Split – Fair marks policy ⬧Continued meaningful infusion of technology via the Learning Coach ⬧Inquiry units ⬧Environmental fair
	• (RVS) Percentage of staff, parents and students satisfied with their ability to access, understand and use assessment information to improve learning.	⬧PowerSchool & outcomes based assessment (rubrics, returned assignments, re-submitting) ⬧E-mail to parents through PowerSchool and other means ⬧Continue emailing report cards ⬧Website ⬧Inquiry projects ⬧Move away from report cards to ongoing online reporting ⬧Parent Portal access percentage
	• (RVS) Percentage of teachers, parents and students who agree instruction meets the individual learning styles of students.	⬧Differentiation on a classroom and school level ⬧Increased use of moodle.wiki blogs in classes (needs to be expanded) ⬧Google Sites for learner portfolios ⬧Hands-on activities ⬧Students need explanations in different ways – eg. Differentiation

		DETAILED STRATEGIES

Instructional design enriches the learning experience.	• (RVS) Percentage of teachers who agree they use inter-disciplinary practices.	⬧Inquiry and Project based approach ⬧Research projects ⬧Support 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 and teachers designate their own core and timetable
	• (RVS) Percentage of staff, parents and student who agree they have access to authentic learning experiences.	⬧Field Trip 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 ⬧Environmental Fair ⬧Guest Speakers (some teachers more than others) ⬧Outdoor Education (i.e., Cochrane Ranch)
	• (RVS) Percentage of parents and students who agree that their child/their teacher's classroom practice reflects critical, creative and complex thinking.	⬧Literacy meta-cognitive Strategies ⬧Literacy/Numeracy block ⬧Meta-cognitive strategies in the classrooms ⬧Awareness building of their learning style ⬧Student goal-setting on evidence summary ⬧Learner Profile (expand from 2 teachers to more) ⬧Reading comprehension strategies ⬧Project based learning ⬧Differentiated instruction

		DETAILED STRATEGIES
Instructional practices empower learners. Learning Walk	• (AE) Percentage of Grade 12 students/FNMI self-identified students eligible for a Rutherford Scholarship.	⬧Studio approach to technology
	• (AE) High school to post-secondary transition rate of students/FNMI self-identified students within six years of entering Grade 10.	⬧Opportunity to team teach
	• (RVS) Percentage of schools meeting or exceeding prior level of achievement expectations.	⬧Focus on areas that need strengthening ⬧Use of RVS Satisfaction and APORI results to identify continuous growth
	• (RVS) Percentage of parents and students who believe teachers inspire students to learn.	⬧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.	**DETAILED STRATEGIES** ♦SMARTBOARD use revisit training and resources ♦Student owned devices are encouraged at the school ♦Tech Thursdays ♦Google Docs Implementation (needs to be expanded) ♦Increase tools and variety of tools available (iPODS, Macs, PCs) ♦Students bringing their own devices ♦Screen-free lunch ♦Parent Focus Groups – on technology
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.	**DETAILED STRATEGIES** ♦iPod cart ♦projects ♦Studio Approach ♦Outdoor Education focus ♦Cochrane Ranche useage ♦Posters with rubric
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. • (RVS) Percentage of staff that have completed online professional learning opportunities.	**DETAILED STRATEGIES** ♦Create transparency by sharing SEP process and gathering active feedback form staff ♦Continue to share RVS plan with staff ♦Encourage and support goals that allow to answer all three (3YP, SEP, TPGP) plans ♦Continue to share RVS plan with staff ♦Learning Coach ♦Tech Thursdays (to be expanded) ♦RVS PL – Summative Task Collaboration ♦C of Ps ♦Possible middle schools collaboration ♦Technology Committee identifies opportunities for staff
Leadership capacity is built across the jurisdiction.	• (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. • (RVS) Percentage of staff and students who agree they have had an opportunity to influence leadership at their site/school/jurisdiction. • (RVS) Percentage of staff retained five or more years after beginning their employment with RVS.	**DETAILED STRATEGIES** ♦Sharing of successes and challenges with school community ♦Newsletter ♦Effective School Community communication strategies (Email, Website, Twitter, classroom communication) ♦Access to PowerSchool ♦Leadership classes for grades 7 (term) and 8 (year long) ♦Committee re-establishment (Budget, Technology) ♦Me to We Day and strategies throughout the year.

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

PROFESSIONAL LEARNING PLAN
Professional Learning Plan

Date	Activity/Topic/Strategy	Sustainability Strategies	Support Staff or Certificated	Proposed Budget
June (2014)	Transition Meeting Class Mapping – Patterns – Who are the learners that I have in 2014-15 SOSQ – deconstruction Initiate TPGP process and goal setting for support staff	Teacher Mtgs (incoming and outgoing) CoSL – Class profile creation Setting yearlong expectations for things such as homework. (Collaborative time)	Certified	$ 600
August 27	Electronic Student Portfolio - Google Doc Determine categories: Numeracy/Literacy/Social Meaningful student goal setting	Staff learning on how to maximize and leverage the possibilities of Google and its tools. Planning a process to accomplish goal setting throughout the year Setting common expectations for the year, dates for updating, gathering students each morning, Setting yearlong expectations for things such as homework. (Collaborative time)	All Staff Certified staff	Guest: Scott Mahan Guest: Nancy Lake
August 28	Evidence Summary ULE - TPGP	Common vocab and understanding to develop consistency Plan for your progress on the continuum; define goal and determine groupings in the school	Certified	
August 29	Literacy and Numeracy planning	Instructional strategies for teaching numeracy/mental math	All Staff	Guest: Rosalind Carson $500
August 26	Class Mapping (Continue work from June)	Staff to ensure they have access and have read transition notes CUM file review Mapping the students in the class	Certified	
September	RVS – EC – Menu: Making Student Learning Visible CORE	Build capacity of staff who will work with students to share their learning with the world Increase staff capacity in the use of this resource	One teacher per grade, Certified All staff	None. Sub costs covered by Learning Dept. Invite Nancy Lake in for training
October 14	Teacher Web Presence SARR results analysis ULE/EP	Update your webpage In grade teams determine areas of growth Time to work on Portfolio or ULE – revisit TPGP	Certified All staff Certified	Suzanne Greenland to lead
Nov 10 C of P	EP/ULE C of P at Manachaban	Time to work		

Dec. 1	First Aid Certification Google Doc work time	Best practices and updating towards TPGP	Support staff and certified staff	$800
	Mandt Training for Non First Aid participants			Janet Greaves
Mid-year	RVS – EC – Menu: Learning Stories Video Workshop	Mac book tools to create the learning story, build capacity for digital evidence and assessment	One teacher per grade, Certified	Sub costs for participants
March 16	Student start up of Google sites/docs, exemplars of teachers' portfolios	Foundations and guidelines set for student input on Google site portfolios Increased understanding and capacity of staff	Certified and resource assistants	
	ULE	Present growth in groupings	Certified	
	Curriculum Redesign	As information is presented, staff dissemination		
June (2015)	Transition Meeting Class Mapping	Teacher Mtgs (incoming and outgoing) CoSL – Class profile creation SOSQ – deconstruction Initiate TPGP process and goal setting for support staff	Certified All Staff	
TBA	Cross-School Champion Teams	Invite participation of 2-3 teachers	Certified	None. Sub costs covered by Dept. of Learning
TBA	Instructional Design Institute	Invite participation of 2-3 teachers	Certified	None. Sub costs covered by Dept. of Learning
TBA	Site Visits	Administration and key lead teachers	Certified	Sub release for participants (about 2 days each)
TBA	Learning Walks	Administration, new and mentor teachers to participate in learning walks with a partner school	Certified	Internal Coverage + 2 days sub release for each participant

BUDGET HIGHLIGHTS

	2012/13	2013/14	2014/15
Certificated Staff	21.08	21	21.35 (tbf)
Support Staff	7.9	7.75	7.9 (tbf)
Services & Supplies	$212581	213,639	159,720 (tbf)
Other			
Contingency	65000	60000	40000 (tbf)
TOTAL EXPENDITURES	2,812,820	2.757,000	2.800,237 (tbf)

SCHOOL FEES

<div align="center">

Draft - MANACHABAN MIDDLE SCHOOL
FEE SCHEDULES – 2013-2014 & 2014-2015

</div>

Course	2013-2014 Fee	2014-2015 Fee (Proposed)
Art 7 – Intro to Drawing (T1)	$15 (included sketchbook)	$15
Art 7 – Intro to Art (T3)	$10	$10
Art 7 – Sculpture (T2)	$10	$10
Art 7 – Painting (T3)	$10	$10
Art 8 – Drawing & Painting (T1)	$15 (included sketchbook)	$15
Art 8 – Multicultural Art (T2)	$10	$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 – Digital Photography (T2)	$5	$30 (to include cost of iPhoto album)
Drama 7 - Intro to Drama (T1)	$10	$10
Drama 8 – Intro to Shakespeare (T3)	$10	$10
Fashion 7 – Basics (T1), Intermediate Sewing (T2)	$20/course + materials as required	$20/course + materials as required
Fashion 8 – Special Project (T2)	$20 +	$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	$15/course/term
FSL 7 & 8	$10 for full year	$10 for full year
Hockey 5, 6, 7 & 8 (Term 1 & 2)	$180	$200 (due to increases in rink rental costs, may be less if we decide to only have one class instead of two)
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	$15 for full year or $5/term

Leadership 8		
Learning Support	No fee charged	N/A
Outdoor Ed 7 – Spring Experiences (T3)	$15 + trip costs	$15 + trip costs
Outdoor Ed 8 – Happy Trails (T1), Winter Experiences (T2), Water World (T3)	$15/course + trip costs	$ 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	$150 Camp Kindle or Frank Slide
Grade 6 Camp Kindle Trip (3 days, 2 nights)	$222	$ 222
Grade 7 Royal Tyrell Museum Trip (2 days, 1 night)	$65	$65
Grade 8 Quebec Trip (6 days, 5 nights including airfare, accommodation and RVS insurance)	$2020	$2020
Outdoor Education – Grade 8 Rock Climbing Kananaskis Peter Lougheed Prov. Pk Nakiska	 $20 $50 $10 $48-73	 $20 $50 $10 $48-73
Grade 8 Junior Achievement Workshop at MRU	$5	$5
Grade 6 Skiing at C.O.P (Bussing Only)	$6	$6
Grade 83 & 85, 61 & 62 Snowshoeing Trip	$15	$15
Grade 5 to Telus Spark	$18	$18
Grade 7 & 8 Band Camp (2nights, 2 days)	$225	$225
Grade 71 & 72 to Mt. Yamnuska	$14	$14
Grade 6 to Calgary Zoo & Telus Spark	$23	$23
Grade 7 Science Presentations	$5	$5
New Courses for 2014- 2015		
Golfing 8		To Be determined
Cardio Cross Fit 7		
World Class Games 8		
Pistco CO_2 Cars Racing Option		
Art 7 – Visual Journals	new	$15
WILD program grade 8		$500

2011-2015 SCHOOL EDUCATION PLAN (Year Four) 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	X	April & May Staff meetings, Aril & May team meetings, May 16th PL day.
School Council	X	May 26th, 2014 & throughout the year as changes are proposed and developed. As plan was not finalized in the April School Council Meeting, signature was obtained with the understanding that changes may need to be made based on the May 26th feedback from council.

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.

_____   May 20th , 2014
_____
        Principal Signature   **Date**

_____   May 26th, 2014
_____
    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**