

Ecole Manachaban Middle School

2015 - 2019 School Education Plan

May, 2016

Year Two



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure that students are literate and numerate and are building 21st C competencies, this year our school has put in place specific strategies to address these school and board goals.

Manachaban had begun examining numeracy through a more detailed perspective over two years ago. We continue to support staff and students by having built in numeracy blocks and by providing resources to address numeracy in a concrete way. Building on the beginnings of two years ago, we have implemented learning groups of teachers with our Math lead teacher. Last year, grade seven teachers had the opportunity to collaborate with our lead teacher. We will continue to support this practice this year with a different grade team. We continue to encourage teachers to join other classes during the coaching and collaboration periods we have implemented as part of our normal scheduling.

Also, while literacy results have traditionally been strong for our school, we have brought more intentional focus on supporting literacy in our French Immersion program. French Immersion programs have changed over the last decade in a direction that makes the programs more reflective of the general school population rather than an elite or selective program. As a result, the need for learning support in French Immersion has continued to grow. To answer this growing need we have set aside the equivalent of half a teaching position to support the French Immersion struggling learner.

Our work in developing the 21st century competencies has also been ongoing for the past two years. Teachers have used the language of competencies in their classrooms and have begun to reflect to students the importance of competencies. To foster growth of these competencies in students we will use a digital portfolio this year that is based on these competencies. Additionally, we have added a goal page on the digital portfolio. The plan for this, is to have students reflect regularly when assessed work is returned or when students are asked to reflect on their ability to meet the competency requirements. The competency continua will serve as an underlying foundation for that work with students.

Ecole Manachaban continues to grow and expand in its ability to work with students in new ways of thinking and working and in new ways of using tools, such as the digital portfolio. While we add new strategies and goals for ourselves as a learning community, we also hold strong to our values of creating a caring and safe school that values all learners for who they are as people by continuing our focus on mental health.

Sincerely,
Thomas Elbel

SCHOOL PROFILE

School Name: École Manachaban Middle School

Principal: Thomas Elbel

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School Profile:

Grade Configuration: Grades 5 to 8, English and French Immersion

Student Population: 447

No. of Teachers: 23

No. of Support Staff: 8

Unique Features of our school include:

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

Quotes from Parent Advocates

“My two children attend Manachaban Middle and absolutely love the experience they have everyday at school. They are engaged, excited, challenged and supported on a daily basis. All staff starting from the top down enrich them at an individual basis and create optimal learning environments for them to personally succeed. They love all the extra programs, activities and clubs that are offered too. As a parent I can't ask for anything more for my kids' education.” – Dawn-Marie C.

“All three of our children have attended École Manachaban Middle School over the past 7 years. The environment at Manachaban allows for the student's unique and individual personalities to be celebrated through its teachers and the varied programs. As parents, we have consistently trusted the high caliber of professional administration and teaching staff. The friendliness of the staff created an approachable and very attentive learning environment for our children that has allowed them to excel.” – Ron W.

RECENT ACHIEVEMENTS

Ecole Manachaban offers much to its students. Our school is an active, involved and vibrant place for students to learn. Our staff endeavors to offer many additional educational experiences that make the school experience one that is not just bound to the classroom.

One of the many success stories in our school is the WILD program. It is now in its second official year and support for the program remains strong. The program offers learning in the outdoors as much as possible, while balancing that with strong in class, project-based instruction. We have nominated the program for a Cochrane Community Award and it has also been recognized by the RVS board of trustees as a program of exemplary practice. Students and parents alike recognize the importance for students to be outside and to get to know their immediate environment well. We continue to offer this program and the waiting lists of the past two years, continue to materialize for the third year coming up.

Another area of success has been the staff's work on numeracy. Not only did the staff over the last two years engage in intentional examination of numeracy at our school, but over the last year they implemented many effective strategies in promoting numeracy at Manachaban. On the one side of the spectrum, teachers are regularly part of other teachers' classes to support students further. As professionals, they have also continued to grow from each other's expertise. The grade seven math teachers have collaborated to align teaching practices and assessments with the grade eight math lead teacher. We supported this teacher led initiative with 10 substitute days. We continue also to offer extension opportunities for students in our school, like the Mathematica competition. This year again, 120 students participated in this competition. For the first time we also held "Pi Day", an internationally recognized celebration of the number Pi. Students were engaged in problem solving, crafts and a memorization contest at lunch time that celebrated the number Pi. We endeavor to keep building a strong numeracy program that draws on many strategies to have students become numerate. We also understand and endorse that mathematics be taught explicitly by mathematics teachers and that while we as a school encourage project based learning, we recognize that numeracy is developed through strong instruction, practice and application.

Our third area of celebration for the 2015-16 school year, is the formation and evolution of our leadership program. Our leadership teachers formed a student council, a group that took on the development of school spirit and support. This enthusiastic group of students from all grades, developed the spirit cup and offered many fun and helpful activities throughout the year. The student council created activities that promoted a positive self-concept through acts of kindness, organized recognition of our bus drivers, raised funds and supplies for the needy at Christmas time and many more activities. They also continued to be the driving group behind the year book. One of the last activities for the year is a market fair in support of wildfire victims in Fort McMurray. The event takes place on June 23rd and will feature a market and silent auction in direct support of some of the schools in Fort McMurray. It is an amazingly strong and positive force in our school. We continue to evolve the program, next year we will have representatives from each classroom to participate in the leadership process with our student council.

PRIORITY AREAS OF FOCUS

As we enter the 2016-17 school year and Year Two of the current Four-Year Plan, École Manachaban looks to continue to focus and refine the major strategies identified in Year One.

Supporting All Learners

At École Manachaban, we support of our mandate to see all of our learners be successful during their time here. Academically, we look to strengthen our supports for students in Literacy and Numeracy. We have shifted our teacher support time to help support teachers in Literacy and Numeracy instruction. Additionally, we have provided extra teacher time to enhance our supports for our French Immersion learners. Outside of academic supports, we also will strive to continue supporting our students so that they are prepared for learning. Maintaining initiatives such as our Breakfast Program and mentoring partnerships with Big Brothers Big Sisters are key to reaching our student population in a meaningful way.

Continuing Our Work Around Assessment

Over the last several years, École Manachaban has been at the lead in implementing the components of Rocky View Schools' Communication of Student Learning. We have used our knowledge of formative and summative assessment to successfully engage students and families around the Evidence Summary, Three-Way Conferences, and the online Parent Portal. After much internal work in the last school year building consensus, we are excited to be implementing individual student Digital Portfolios for each of our students. These portfolios will capture artifacts of students' learning, and more importantly, allow for a place for students to reflect on this learning and how these artifacts show individual growth in the 21st century competencies.

Project Based Learning

Over the last two school years, École Manachaban has had an intentional focus on balancing our foundational work in literacy and numeracy with more inquiry-influenced project based learning. We have worked to define project based learning, identify and highlight existing examples in our own practice, and create conditions for teachers to collaborate to plan new projects for their students. In the coming year, we look to further this work by embedding common preparation time for teachers when possible to collaborate. We encourage and support our teachers to participate in divisional initiatives that involve project based learning and seek out professional learning opportunities, both within the division and externally to grow our skillsets and proficiency with this style of teaching and learning. By aligning these strategies, we are confident that our students will be more engaged in their learning by participating in authentic and meaningful learning tasks.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending) 	<ul style="list-style-type: none"> ▪ Enhance Numeracy and Literacy supports through embedded lead teacher coaching time and professional learning. ▪ Provide additional supports for French Immersion learners. ▪ Continue focus on Project Based learning as an instructional strategy. ▪ Promote Financial Literacy through community partnerships (ie Junior Achievement Program, Mount Royal University).
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Implement meaningful Digital Portfolios as a means of capturing growth across 21st century competencies. ▪ Use, "I can...." statements to promote self-reflection and metacognition around 21st century skills. ▪ Purposefully integrate 21st century competencies in Project Based Learning approach.
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ Clearly communicate student learning and develop a clear and regular process for setting future learning goals (ie Parent Portal, weekly class emails, school newsletters, digital portfolios, formative assessment practices). ▪ Increase student engagement and ownership of learning through implementing Project Based Learning. ▪ Increase staff capacity in instructional design by participating as RVS Design School and supporting individual teachers to take instructional design opportunities offered by the Learning Department.

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

GOAL: LEARNERS ARE ENGAGED

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Provide a variety of engaging programming alternatives to students (ie WILD, CTF options, PE Enrichment, Fine Arts). ▪ Utilize the rich natural environment of Cochrane Ranche as a multi-faceted learning space. ▪ Dedicate professional learning time to collaboration for the development of Project Based Learning activities. ▪ Invite real-world expertise and leverage current events to make learning more relevant for students.
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Support teachers in shifting practice toward Project Based Learning through professional learning opportunities. ▪ Enhance metacognition through the use of multiple platforms (portfolios, blogs, journals). ▪ Use student Diversity Profiles to help plan instruction. ▪ Provide choice in student programming and demonstrations of learning. ▪ Provide opportunities to showcase learning beyond the classroom. ▪ Utilize off-campus field studies to enhance learning.
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Engage in a variety of community based initiatives (ie weed pull, mock council, mentorship). ▪ Engage parents and community partners through multiple platforms (PowerSchool, Twitter, school newsletters, weekly teacher emails). ▪ Actively encourage parent participation in student learning (volunteering, guest speaking, chaperoning). ▪ Continue mentorship partnerships at the tri-school site with Elizabeth Barrett and Cochrane High School. ▪ Continue to promote community partnerships (ie Boys and Girls Club, Town of Cochrane Youth Council).

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

GOAL: LEARNERS ARE SUPPORTED

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> ▪ Continue to enhance professional learning around mental health awareness, healthy relationships and resiliency ▪ Provide opportunities for students to explore noncurricular interests (ie grandparent group, special interest clubs) ▪ Establishment of a Mentorship Hub with Elizabeth Barrett and Cochrane High School ▪ Support students outside of instructional time (ie Breakfast Program, homework study groups, Boys and Girls Club Mentoring, Lunch time clubs) ▪ Administer Student Orientation to School Questionnaire to identify trends in students' connection to school as well as students who are at-risk for being disconnected from school and use this data to inform interventions ▪ Creation of a Breathing Space – similar to the CHAT program at Cochrane High School ▪ Implementation of the Digital Portfolio
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ▪ Promote the Learning Centre as a hub for student support on an as-needed basis ▪ Provide access to educational technologies that remove barriers to learning ▪ Structure learning in accessible and open-ended ways through Project-Based Learning ▪ Provide extension opportunities such as Mathmematica Competition ▪ Continue to promote teachers learning from teachers in the school. ▪ Continue the renovation of instructional spaces to meet the needs of all learners.
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ Provide opportunities for student leadership and student-directed initiatives ▪ Instructional design enables student choice ▪ Incorporate regular reflection and goal-setting as part of the learning cycle through digital portfolio

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

BUDGET HIGHLIGHTS

	2014/15	2015/16	2016/17
Certificated Staff	23.42 FTE	21.00 FTE	21.947 FTE
Support Staff	8.0 FTE	6.486 FTE	8.8 FTE
Services & Supplies	\$122,440	\$84,420	\$0 (still tbd)
Other	n/a	n/a	n/a
	\$21,220	~ \$30,000	Carry over expected to be about: \$30,000
Contingency			
TOTAL EXPENDITURES	\$ 2,979,621	\$2,668,550	\$2,767,947

2015-2019 SCHOOL EDUCATION PLAN (Year Two) 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"/>	Jan 4 th , Feb 1 st , Mar 7 th , Jun 6 th
School Council	<input checked="" type="checkbox"/>	April 25 th , May 30 th

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 24th, 2016

Principal Signature

Date



May 25th, 2016

School Council Chair Signature

Date

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

July 26, 2016

Superintendent of Schools

Date