

Ecole Manachaban Middle School

2011-2014 School Education Plan

May 2012

Year Two



MESSAGE FROM SCHOOL PRINCIPAL

“How our school is building 21st C assessment practices into our classrooms and how we know it’s improving teaching and learning in our school.”

Last year’s message centered on the shift from how to make Manachaban, a good school, into a great school. We will continue this journey in the 2012-2013 school year.

Our focus on infusion of meaningful technology was a very successful strategy. Many classroom teachers were able to begin bringing platforms, like moodle, wikis and blogs, into their practice. Google Docs, while not yet used everywhere, has seen a significantly increased use in our school. We have added yet another computer cart of Mac Books (bringing the total to about 90 laptops) and have also begun to work with the IPOD cart that school council provided for us. The use of these technologies brings with it an ability to use “built-in” feedback loops (editing, spell checking, collaboration etc.) that all learners in our school can and should benefit from; they are the tools of the day.

Our students are bringing more personal devices to Manachaban, a practice that we actively encourage. This caused further focus on the development of solid digital citizenship. Our staff maintains an ongoing conversation with our student body that develops these skills. We will continue to see a structured approach to developing this 21st century skill. While technology and how to use it correctly is a big focus, relationships are at the fore of the middle school child. Our CDA, Ms. Greaves, has taken our relationship building to a new level. She has organized the Healthy Relationships program via the Boys’ & Girls’ Club here in Cochrane. In addition she has offered a Neufeldt training course for our parents. This was offered to families from as far away as Crossfield.

Our new vision and mission statement and an accompanying set of guiding beliefs has been established by our staff and school council. You will find it in this SEP. In response to the question at the beginning of this section it is important to note that our staff has identified current assessment practice as one of our guiding beliefs. Our school has a firmly rooted set of beliefs and practices based on proven assessment research and the divisional policy HK on student assessment. Teachers continue to fine-tune their assessment practices. We have made the shift from a school where assessment was summative only to a school where reporting on both formative and summative assessments happens as a normal daily occurrence. This is reported by teachers in PowerSchool and parents have the ability to check on grades and achievement, both

summative and formative, at any point in time. The grades are cumulative which allows students and parents to understand where their child's learning is at for the entire year.

The way we know that this is beginning to make a difference in the learning for students is that students are asking about the type of assessment. "Is this summative or formative?" they ask, in my mind a clear indicator of sharing responsibility and understanding of what the assessment is for, learning or achievement evaluation. At times students see the formative as "not counting" and this still needs to develop from an attitude that indicates that students don't need to do the work to one that has them realizing that formative work is what prepares you for success in the summative tasks.

Our focus on instruction needs to continue and assessment here again is crucial. Our staff understands the role assessment plays in determining instruction for students. Teachers regularly use exit passes and "no-hands" up questioning (the teacher will select students for a response rather than the students volunteering) and other current feedback techniques, such as mini whiteboards, to gauge the understanding of a class. This makes a difference in the instruction that follows. We are aiming at summative assessment showing the mastery of specific learning outcomes and skills (such as basic skills like sentence structure and multiplication tables).

We continue to move towards a seamless approach to assessment. Comments, which complement the grades, are often supplied by our teachers on many assignments, helping parents and students to take full part in the assessment process.

We will continue to refine the assessment practices at our school and have begun to focus additionally on clear targets and "I can" statements. We anticipate a report card that focuses on outcomes from the program of studies to further solidify our approach to assessment.

SCHOOL PROFILE

School Name:

Admin Team: Thomas Elbel, Principal

Penny Beaudry, Assistant Principal

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](https://twitter.com/manachabanms)

School Profile:

Grade Configuration: 5 to 8

Student Population: 451 (427 in 2012-13)

No. of Teachers: 20.5

No. of Support Staff: 7.4

Foundation Statements:

Ecole Manachaban Middle School

Vision:

Engage. Explore. Excel. (Academics)

Respect. Understand. Grow. (Interpersonal)

Our mission is	Our school community believes...
...to respect and accept each otherin 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 deep levels of	... that we must provide high quality instruction and a

understanding and responsibility.	well-rounded cultural experience.
... to provide assessment that is varied, accurate, and continuous.	...that assessment practices are balanced and developed through “understanding by design”, and UDL planning.
... to use technology to enhance learning in our continually changing world.	...that technology should be integrated to support all learners in a balanced, meaningful way.

Note: French Translation is currently being done.

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 on
- Fantastic location for walks into nature – our location allows for frequent walks into the Cochrane Ranch area
- Excellent Parent support
- Manachaban has been able to welcome new many students over the past year.
- We encourage students to bring the technology that works for them to school and support those who might not be able to do so.
- Very targeted approach to Balanced Assessment.

Quotes from Parent Advocates

“One of most positive things about Manachaban over the past 4 years, in my experience, is the amount of commitment the teachers have towards their students. There is an incredible amount of effort put towards creative learning opportunities. It started in grade 5 with the camp experience (science related), and peaked this year with the Quebec experience. I can't think of a better way to learn about Canadian history. These are only two examples, but there are numerous others. I appreciate the massive amount of extra work these field trips are, but I know they are the highlights of Manachaban for my kids. Thanks for all the extra hours over the years!”

S. M. (grade 7 & 8 parent)

“My eldest daughter entered grade five this year, making this a new experience for our family. The orientation for the grade five students, the day before school began, was a valuable way to ease the transition for both students and parents. Communication between the school, teachers and home was abundant and effective. I appreciate the staff design activities that are "hip" for their adolescent student body. The busking during Terry Fox week, the afternoon dance with an "awesome" d.j., spirit days, and the off-campus activity day are examples of connecting and spirit building with their young students. The student recognition ceremonies are a contemporary celebration with funky music and fun photos to honor students' in –school and out-of-school achievements. Something I must highlight is the relationship my daughter has with her teachers. She proudly admits she loves her teachers and they are "friendly, funny and nice." This connection is paramount and is the foundation of a great school experience.”

Sincerely,
T. L. (grade 6 parent)

*Our only comments would be to keep doing what you are all doing so very well.
Meg is so happy at Manachaban and has come on leaps and bounds.....she is more happy and confident than we have ever seen her.
We are totally overwhelmed by all the teachers kindness and outstanding support for her. Open invitations of offered help and support always - or just to have lunch and chat, taking the time to know her as an individual. We couldn't ask for more.
It's so reassuring to know that the school and members of staff care and take the time for our children so openly, honestly and 100%.
Meg feels so much more secure in her learning, knowing that there is always help at hand - particularly as it is offered with such understanding and kindness and given time with no limits from her teachers, truly amazing and outstanding!
She feels so confident to approach them with any problem, not matter how big or small.
Thank you for taking the time for her. For listening and understanding, having respect and value for her opinions and views as a young growing adult.
You all make the world of difference for the minds and well being of young people attending your school.
Thank you so much.*

J.C. and A. C. (grade 7 parents)

Good afternoon Mr. Elbel,

*I had to stop at your school today. As luck would have it, it was during the lunch break when the 'atmosphere' was in full swing. I was there to pick up an item from a member of your staff.
Upon entering the school, quite unexpectedly,
I was greeted by your support staff who physically got up to greet me; nonetheless with a smile on her face. As I was waiting for your staff member, I took a seat and witnessed a couple of kids coming into the office space, also with smiles on their faces.*

I feel compelled to pass on my positive encounter with you.

A.K. community member

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. 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 field trips, real life experiences,

exploratory courses 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 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. We have provided here a link to our most recent, complete Schools Annual Results Report (SARR) for your convenience: http://manachaban.rockyview.ab.ca/publications/assets-publications/Manachaban_SARR/view

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 over the past year. This has begun to be great in some areas, such as the FI Math and Science results.
- Great: We continue to successfully welcome new students into our Manachaban fold.
- Great: Out of classroom experiences and community embedded experiences for students.(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, 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 and more).

- Great: Being responsive to student and community needs. (Lunch tables, Food for Thought breakfast program, technology access, Healthy Relationships Program, CDA provided Neufeldt Parenting Series, Internet Safety Presentation, Cops for Kids presentation)
- Good and getting great: 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 have worked diligently on this by providing time for a technology coach on staff.
- Great: Parent Participation (Tuckshop, Hot Lunch, Fundraising, School Council, Parent Volunteer Registry, Fieldtrips, in class expertise from parents)
- Great: Staff is caring, knowledgeable and has a broad range of experience.
- Great: Celebrate Student Success both in and out of the classroom.
- 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, students and central office administration each year.

RECENT ACHIEVEMENTS

Our school continues to focus on instructional changes and growth. We have undertaken numerous initiatives that we are proud of in this area.

Teacher Collaboration with Muriel Clayton teacher Patti Ball.

Patti came to our school for a PL day to share her literacy strategies with staff at our school. Teachers from our school then went to see Ms. Ball's class in action at Muriel Clayton Middle School. As well, "I can Statements" were shared with our teaching staff. Penny Beaudry was instrumental in arranging these tremendous opportunities for our staff.

Inquiry Project and Titanic Project

Our grade 5 team embarked upon an inquiry unit that was guided by Barry Allan and our technology coach. The team is currently in the process of implementing their inquiry unit. This will serve as a model unit for other staff in our building.

The grade 8 ELA team created a thematic unit using UbD templates that centered on the 100th anniversary of the sinking of the Titanic. Activities for the students were created to keep in mind their learning styles and their interests. The culminating event was a great success that exceeded everyone's expectations.

Parent Learning Opportunities & Healthy Relationships

Our CDA, Janet Greaves, provided an 8 weeks parenting course in addition to introductory workshops on the work of Dr. Neufeldt. She is a certified trainer and worked with 12 families. She also organized the Healthy Relationships workshops for grade 5 and 6 classes with the Boys and Girls Club in Cochrane.

Meaningful Technology Growth

Our AISI initiative to have a technology coach on our staff worked very well. Given, that this was really a one year initiative only, we made much headway with the meaningful infusion of technology in our classes. This will not continue over the next year as the focus for AISI funds shifts to action research. While we will not be able to continue in the same way we do believe that we can build action research projects that may include a coaching component as well.

Mathematics Individualization Action Research Project

We have begun a short-term action research project (6 weeks) that focuses on two online Math programs (Pearson Success maker and IXL). The teachers have identified a group of students that might be suitable to work on either side of the achievement spectrum. As of May 7th we have obtained a license for IXL and a trial license for Success maker. Our goal is to see which, if any, gains have been made by the students, who had been identified as having learning gaps in the Math knowledge and if the students who might be considered as independent learners could advance at a faster pace. We will determine our results at the end of June.

French Immersion Strategy – "Le Français...La langue dans ma classe"

Our FI faculty has pointed out a need for students to increase the amount of French spoken during class. As FI staff we have developed a meta-cognitive strategy that brings parents and students into this conversation. We have begun to use this strategy since April 2012 and our preliminary findings are positive. We will continue to use this strategy to increase the amount of French that our students are speaking in class. Our

hope is of course that this will have a cumulative effect that is also reflected in our results during PATs. This may also become a short-term action research project.

CHALLENGES AHEAD

Issue: Our building

Our number one issue is the facility we are operating within. While having made many improvements over this year again, we appear to be fighting the same issue on many fronts. Our building is over-burdened by the demands that instructional approaches and our learning model places on us. Each classroom in our building is smaller than the average in RVS, because of the fact that they were created from an open concept, elementary school. This means that larger class sizes with larger middle school students are extra difficult to accommodate. Each classroom is maxed out when it comes to power outlets, placing additional challenges before us when it comes to using technology.

Instructionally speaking, we are at a max point as well. Breakout rooms or spaces, student gathering spaces, ability to add lockers and a gymnasium that can accommodate a tournament or a regulation basketball court are not part of our reality. It is important to note, that while these conditions are not essential to make instructional changes, they certainly do not help. The stress on building maintenance has increased, both because of the increase of population and because of the age of our building.

Trend: Inclusive Education

One of our challenges will be to further inclusive education in our school. Again, the physical plant presents limitations for this. Beyond the physical, however, we will need to adjust schedules and staffing so that a coaching model can be in place and at the same time support for students who need a smaller teacher-student ratio is also available. We are hopeful that the new funding formula will facilitate some of this. In conjunction, we need to continue to focus on building differentiation capacity in our staff. As on the student side of things we need to move to a differentiated, individualized approach to teacher professional learning that is also aligned with RVS learning model to build capacity within all staff, despite varied entry points.

Trend: Technology

RVS' divisional plan calls for one to one from grades 5 to 12. While we are working towards this plan by actively encouraging a "personally owned device" approach to technology, we are also receiving informal signals from parents and students that a full one to one approach may not be what our school community requires or wants. The wireless system is often at capacity as students bring their own devices, teachers also report that the filter issues have at times created barriers to making the use of technology as effective as it might be.

Trend: Enrollment

As a French Immersion school we face the challenges of having to accommodate two, often separate programs, within one building. As FI continues to increase we face additional challenges of non FI sibling enrollments, a factor that has come to the surface

clearly this year. Also as a FI school we seek ways to engage parents as equal partners in making French a part of the students daily experience beyond the classroom.

PRIORITY AREAS

Policy HK: Assessment and Communication of Student Learning

Manachaban is well situated in terms of policy HK. Our staff has embraced our fair marks policy both in spirit and practice and has applied it to the power school parent portal very effectively. Teachers provide comments on assignments in power school, they use formative assessment strategies on a regular basis. We continue to make gains in becoming a school that has soundly balanced assessment practices in place. We have received numerous inquiries from teachers at our school about the need to continue to issue formal report cards. They are questioning the issuing of report card at preset dates as it has become obsolete for a few of our teachers. We will continue to work on having teachers become more and more proficient in providing assessments that are instrumental in guiding instruction and learning and assess achievement. We see the time of providing periodic reminders to parents to check the power school portal and one printed record at the end of the school year to be very near.

Inclusive Education:

We will continue to allocate resources and time to create an as inclusive as possible model for education in our school. This will of course change from year to year as the needs of the students in our building changes. We have begun the conversations with our staff.

Meaningful Infusion of Technology:

We are attempting to increase the time of our school technologist from 0.5 to 0.75 FTE. This need has been identified for some time and is fully supported by our staff. As their expertise and breadth of technology widens in the classroom, they will need to have support when technology breaks down.

Instructional Approach:

We will continue to explore ways to make learning as differentiated for students as we can. This will include blended learning, inquiry and project-based learning. It will include continued support for accelerated and further support through online learning programs where appropriate. As administration we have begun to think about a “menu” type of approach to instruction. Some items on this menu are “must-do’s”; proven strategies that we know yield results in learning for all (UDL). Other items will be choice items that are supported by action research, TPGP and collaborative projects.

Our Building:

We will need to advocate for the maintenance of our plant, as it will likely have to house students and staff for a number of years to come.

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.
- (RVS) Percentage of staff and parents who agree that social/emotional supports are accessible, appropriate, and beneficial for student(s).

Summary Strategy	Detailed Strategies
Comprehensive Academic and Social Student Support Program	Healthy Relationships Program with Boys and Girls Club Student Mediation Communication b/w staff and parents, Leadership Program to be a year round option Agenda Preamble Review in Class In-class discussions on bullying and mutual respect Grade 8 Mentors Hour Zero Compliance Transition Process with Grade 4s – was reviewed
Effective and ongoing supervision of student environments	<i>Bus supervision,</i> <i>Bus misconduct report</i> <i>Regular classroom visits by admin</i> <i>Communication between bus drivers and administration</i>
Inclusive and transparent communication with whole school community	Students and Parents are a part of decision making for SEP, Experts Volunteer registry Open discussions with parents about their children's learning Recognition Assemblies – these will be reviewed in June and September
Comprehensive Academic and Social Student Support Program	CDA Parenting Workshops Healthy Relationships Program Teen mentoring Grandparent program Adult mentors Cops 4 Kids Continual, embedded technology safety and etiquette instruction

Learning is universally accessible.

- (RVS) Percentage of parents and students who agree students have equitable opportunities to be successful.
- (RVS) Percentage of staff who understands and implements Universal Design for Learning.

Comprehensive Academic and Social Student Support Program	Learning Centre Learning option block Learning Support in Library Coaching Model to be implemented in the next year
AISI Coaching Lead Teacher	AISI PL Days Differentiated Instruction focus and UBD template use for planning. Focus on UDL via Action research Projects

- (RVS) Percentage of students who agree digital technology enhances their learning at school.

- (RVS) Percentage of staff and parents who agree that students with Individual Program Plans (IPP) achieve their learning goals.

AISI – Action Research Projects	AISI research projects Moodle use and training
Comprehensive Academic and Social Student Support Program	Learning Centre and Resource Staff IPP Development day in August SRG weekly meetings Consultation with Brenda Lane Reviews with students, 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.

Comprehensive Academic and Social Student Support Program	Healthy Relationships Program Accelerated and Further Support Programs in Math
Comprehensive Academic and Social Student Support Program AISI Coaching Lead Teacher	Communication: newsletter set-up according to goals Communication: Computational Fluency
AISI Coaching Lead Teacher Comprehensive Academic and Social Student Support Program	Assessment work via AISI & AISI Coach Using the RVS GLA documents Intentional Non-Learner strategy Pyramid of Intervention Tutorials Learning Block option – FI & English

Parents and community partners play a purposeful and

- (AE) (RVS) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

Comprehensive Academic and Social Student Support Program	Class placements Classroom teacher communication strategies E-mail communication to
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sustained role.

- (RVS) The percentage of parents who agree they have been involved purposefully in their child's learning with the school.

	Twitter use 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 Begin use of Parent Focus Groups

- (RVS) Percentage of staff and parents who agree the school accesses services in the community to support student learning.

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 RVLC courses offered program Healthy Relationships Program School Resource Officer Experts in the classroom Right To Play support from Manachaban Food Bank Mentors from Cochrane High School
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GOAL TWO: LEARNERS ARE SELF-DIRECTED, INNOVATIVE, ECOLOGICALLY INTELLIGENT AND ENTREPRENEURIAL.

Outcome	RVS Performance Measure	Strategies	
Learners direct and feel ownership for their learning.	<ul style="list-style-type: none"> (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. 	General Strategy	Detailed Strategies
		AISI Coaching Lead Teacher Comprehensive Academic and Social Student Support Program	Real Life applications and Connections to school work is made by teachers. (Financial Literacy program, Hay maze Projects, Water Projects) Varying degrees of independence of work is created (i.e. gifted groups, Accelerated math Group) Use of student portfolios – growth and strengths Grade 7/8 Tutorials Consistent Use of Agendas in grades 5 and 6 Student owned devices are encouraged Use of personal electronic calendars – digital daytimers for grades 7/8
Learners demonstrate 21 st C competencies.	<ul style="list-style-type: none"> (AE) Overall teacher and parent agreement that students are taught 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. (RVS) Percentage of staff and students who agree their school/the jurisdiction operates successfully as a 21st Century learning culture. 	CDA Comprehensive Academic and Social Student Support Program	Fair Marks Policy Electronic Device Policy Acceptable Use Policy Family Handbook rewrite Agenda updates Healthy Relationships
		AISI research projects Teacher Comprehensive Academic and Social Student Support Program	Project and Performance Based Learning Destination Imagination Green Team
		AISI research projects Teacher Comprehensive Academic and Social Student Support Program	Learning what they are and what they look like in the classroom Metiri rubric use
		AISI research projects	Fair Marks Policy Summative Assessments AISi work on PL Days Tech Thursdays Google Docs use

Learners demonstrate global stewardship.

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

Comprehensive Academic and Social Student Support Program	H545 – ongoing activities Leadership classes will be year round Senate Fundraisers Participation in decision making such as Grade 8 Farewell Outdoor Education options – no trace hiking
Comprehensive Academic and Social Student Support Program	Current Events projects in Social Studies Students responses to evolving needs Healthy Relationships
Comprehensive Academic and Social Student Support Program	Green team initiatives Waste reduction – Audit #2

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 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.

General 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, foreign language and culture) Use of fitness centre as a teaching station Intramural and team programs Grade 5 Track Day Inquiry and UbD units
AISI research project Staff	Wiki and blogs Google Docs/Apps New Website – Increased teacher online presence Encouraging students to bring their own devices AISI research projects Technology feedback loops are created (video, peer edit via Google Docs)
AISI research project Staff	Use of Moodle and other technologies to create differing pathways AISI
AISI research projects	Working with GLA documents Summative assessments work
AISI research projects Comprehensive Academic and Social Student Support Program	

Instructional design engages each

- (RVS) Percentage of teachers that incorporate the

General Strategy	Detailed Strategies
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learner.

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.

AISI research projects Tech Thursdays	AISI – Balanced Assessment Summative/Formative Split – Fair marks policy Meaningful infusion of technology via the AISI
Power School Lead teacher Inclusive and transparent communication with whole school community	Power School & outcomes based assessment E-mail Website Move away from report cards to ongoing online reporting
AISI research projects	Differentiation on a classroom and school level Increased use of moodle.wiki,blogs in classes

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.

Comprehensive Academic and Social Student Support Program Administration support AISI	Inquiry and Project based approach, AISI research projects Staff teach more than one discipline Timetable provides opportunity for longer class time
Comprehensive Academic and Social Student Support Program	Fieldtrip experiences Classroom learning experiences are designed with the current year's learners in mind, reflective of their interests, learning styles, strengths and weaknesses
AISI	Meta-cognitive strategies in the classrooms Awareness building of their learning style Daily Five

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.

AISI 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
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- (RVS) Percentage of parents and students who belief teachers inspire students to learn.

AISI research projects TPGPs	Teachers are learners themselves Timetable recognizes teacher strengths and passions
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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.

General Strategy	Detailed Strategies
AISI Tech Thursdays	AISI SMARTBOARD use Student owned devices are encouraged at the school Tech Thursdays Google Docs Implementation
Dialogue with division staff and other middle schools	Increase tools and variety of tools available (iPODS, Macs, PCs) Determine how were going to structure technology at the school (Studio etc.)
AISI	AISI Parent Focus Groups – on technology (Google Docs)

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.

AISI projects C of Ps Possible Middle Schools collaboration	IPOD cart AISI projects Studio Approach(?)
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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.

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
AISI projects Administration support Transparency and Conversation	Encourage and support goals that allow to answer all three (RVS, TPGP, AISI) plans Share RVS plan with staff

- (RVS) Percentage of staff that believes professional learning has positively impacted their instructional effectiveness and student learning outcomes.

AISI projects C of Ps Accelerated math projects	AISI Coach Tech Thursdays PL Days – Summative Task Collaboration C of Ps Possible middle schools collaboration
AISI research projects Moodle math workshops Atomic Learning Access	Technology Committee identifies opportunities for staff

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

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.

Inclusive and transparent communication with whole school community	Sharing of successes and challenges with school community Effective School Community communication strategies
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 and 8 are yearlong Committee establishment (Budget, Technology) Me to We day

- (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.

PROFESSIONAL LEARNING PLAN

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff or Certificated</i>	<i>Proposed Budget</i>
August 29	<ul style="list-style-type: none"> ▪ <i>IPP Fair</i> ▪ <i>Introduction to ISTE NETS</i> 	<ul style="list-style-type: none"> ▪ <i>School wide reading and reviewing of IPPs in our school</i> ▪ <i>Professional Learning goals in TPGP</i> 	Both	▪ \$ see below
			Both	
August 30	<ul style="list-style-type: none"> ▪ <i>Action Research Questions and gathering base line data</i> 	<ul style="list-style-type: none"> ▪ <i>Scheduled time for collaboration</i> 	Both	▪ \$
November 12	<ul style="list-style-type: none"> ▪ <i>Moodle Course set up instruction</i> 	<ul style="list-style-type: none"> ▪ <i>Teacher Cohort support for trouble shooting and design</i> ▪ <i>Nancy Lake</i> 	Certified Staff	▪ \$
December 21	<ul style="list-style-type: none"> ▪ <i>Action Research Team Collaboration, goal setting moving forward</i> 	<ul style="list-style-type: none"> ▪ <i>Scheduled time for collaboration</i> 	Both	▪ \$
February 15	<ul style="list-style-type: none"> ▪ <i>Action Research Team Collaboration, goal setting moving forward</i> 	<ul style="list-style-type: none"> ▪ <i>Scheduled time for collaboration</i> 	Both	▪ \$
May 17	<ul style="list-style-type: none"> ▪ <i>Action Research Team Collaboration, goal setting moving forward</i> 	<ul style="list-style-type: none"> ▪ <i>Scheduled time for collaboration</i> 	Both	▪ \$

Other, if applicable

While the PL days will largely be free of cost, we have planned to provide additional time for collaboration with the approximately \$5000 that will remain from the AISI budget. We will use \$10000 for a 0.1 FTE and keep about \$5000 aside for fixed costs such as divisionally set meetings. It is our goal to have a set time for the additional collaboration time, for example, it might be every 4th Monday afternoon for a certain research team.

BUDGET HIGHLIGHTS

We have increased in population to 451 currently. We anticipate a slight reduction in student population due to the considerable number of out of area students who are now required to attend Mitford since we are at 98% capacity. Our hope is to be able to maintain staffing with the increase in enrolment. Should our enrolment not offset the increase in staffing costs we will apply to the board for contingency funding. We also anticipate a return to 4 grade 8 homerooms from the 5 we have had in the 2011/12-year. French Immersion will remain solid at 8 homerooms 92 in each grade). We are attempting to carry over additional funds that will allow us to increase our school technologist time to 0.75 FTE from the centrally funded 0.5 FTE.

	2010/11	2011/12	2012/2013
Certificated Staff	19.6 FTE	20.248 FTE	~20
Support Staff	8.01 FTE	7.40 FTE	~6
Services & Supplies	\$183,800	\$184,996	\$194,335
Contingency	\$34,000	\$20,000	\$0
TOTAL EXPENDITURES	\$2,455,580	\$2,561,690	~2,732,986
As student numbers fluctuate I still anticipate major changes to the budget for 2012/13.			

SCHOOL FEES

Manachaban Middle School - Fees Comparison Chart

Fees	2010-2011	2011-2012	2012-2013 (proposed)
Option Fees			
FSL – Gr. 7 & 8	\$10 for full year	\$10 for full year	\$10 for full year
Band – Gr. 6, 7 & 8	\$25 for full year	\$25 for full year	\$25 for full year
CTS – Digital Photography	\$15/term	\$5/term	\$5/term
CTS - Multimedia	\$15/term	\$10/term	\$10/term
CTS – Office Suite/World	\$10/term	\$10/term	Not offered
CTS – Yearbook/Desktop Publishing	\$15/term	\$15/term	\$15/term
CTS – iStuff	\$10/term	Not offered	Not offered
Art – Cultural Art	\$10/term	\$10/term	\$10/term
Fine Arts – Drawing & Painting	\$10/term	\$15/term	\$15/term
Fine Arts – Drawing	Not offered	\$15/term (included sketchbook)	\$15/term (included sketchbook)

Fine Arts – Painting	Not offered	\$10/term	\$10/term
Fine Arts - Sculpture	\$10/term	\$10/term	\$10/term
Drama– Masks & Makeup	\$5/term	\$10/term	\$10/term
Drama– Puppetry	\$10/term	\$10/term	\$10/term
Fine Arts –Sculpture	\$10/term	\$10/term	\$10/term
Drama – Theatre	\$10/term	\$10/term	\$10/term
Hockey Development Program	\$180/2 terms	\$180/2 terms	\$180/2 terms
Home Ec. – Fashion Basic Sewing Special Project Inter. Sewing	\$20/term	\$20/term	\$20/term
Home Ec. – Foods Baking Food Basics Meal Planning International Cuisine Decisions and Health	\$15/term	\$15/term	\$15/term
Industrial Arts – Wood Working - Basic Tools	\$15/term	\$15/term	\$15/term
Industrial Arts – Wood Working – Solid Stock	\$20/term	\$20/term	\$20/term
Industrial Arts – Rocketry	\$25/term	\$20/term	\$20/term
Outdoor Education – Fall/Spring/Winter Experiences or Water World	\$15/term	\$15/term	\$15/term
Student Development -Ethical Leadership	\$15/term	Not offered	Not offered

Student Development Leadership	-	\$5/term	\$5/term	To become a full year course at \$15/year
Student Development Passion Project	-	\$5/term	\$5/term	Not Offered
Other Miscellaneous Fees				
Lock		\$7	\$7	\$7
Yearbooks		\$25	\$30 (increased costs)	\$30 (increased costs)
Communication Skills Books			\$12	
Math Workbooks			\$10	
Field Trips				
Gr. 8 FI & FSL Quebec Trip (6 days, 5 nights)		\$2050 (+ travel insurance)	\$1825 (+ travel insurance)	\$1825 (+ travel insurance)
Gr. 5 Trip to Frank Slide (3 days, 2 nights)			\$100	\$100
Gr. 6 Winter Camp (4 days, 3 nights)			\$200	\$200
Gr. 7 Royal Tyrell Museum (2 days, 1 night)		\$85	\$125 (increased bussing costs)	\$125 (increased bussing costs)
Gr. 5 to Mitford for Quest Theatre			\$3.50	\$3.50
Gr. 6 Day Trip to Glenbow Museum			\$16	\$16
Gr. 8 Day Trip to Mount Royal		\$7	\$8	\$8

for Jr. Achievement Program			
Outdoor Education (Taylor)			
Sibbald Flats (Sept)		\$20	\$20
Rawson Lake		\$20	\$20
Nakiska (Jan)		\$46-\$71	\$46-\$71
Gr 7 to Pocaterra (Feb)		\$50	\$50
Gr. 8 to Hogarth Lakes (Feb)		\$50	\$50
To Elbow Valley/Bragg Creek		\$40	\$40
Gr. 8 Boat Races (June)			
Outdoor Ed (Macmillan)			
Barrier Lake & Canmore Nordic Centre	\$30		
(2 one day trips to each location)			
Band Camp (2 days, 2 nights)		\$200 (subsidized by Band Fundraising)	\$200 (subsidized by Band Fundraising)
Gr. 8 Gymnastics/Turf Program (At Spray Lakes)		\$25	\$25
Gr. 8 Director's Cut Workshops (In school)		\$21	\$21
Teams	Team fees set by RVSSA, school adds \$5 currently for uniform replacement		
Gr. 7 & 8 Track & Field			
Basketball – Jr. A Boys			
Basketball – Jr. B Boys			
Basketball – Gr. 6 Boys			
Basketball – Jr. A Girls			
Basketball – Jr. B Girls			
Basketball – Gr. 6 Girls			

Volleyball – Jr. A Boys			
Volleyball – Jr. B Boys			
Volleyball –Gr. 6 Boys			
Volleyball – Jr. A Girls		\$65	
Volleyball – Jr. B Girls			
Volleyball – Gr. 6 Girls			
Badminton			

2011-2014 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.

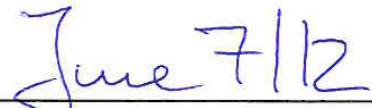
There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	April 1 st , April 13, May 18 th ,
School Council	<input checked="" type="checkbox"/>	May 1 st , June 7 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.



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

*(Signatures should be scanned in and inserted as a **.tiff** in the document.
Please note the resolution of a .jpeg is too low.)*