



Mannville School

AERR (2014-2015) Education Plan (2015-2018)



Overview

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2. School Profile
3. Looking Back: Our Reflections
4. Looking Ahead: Our Goals
5. Our Celebrations

Vision, Mission, Mantra

Vision: Mannville School empowers students to be caring, responsible, and active global citizens with a passion for learning.

Mission: Mannville School is committed to maximizing student learning, in a safe a caring environment supported by a highly effective team.

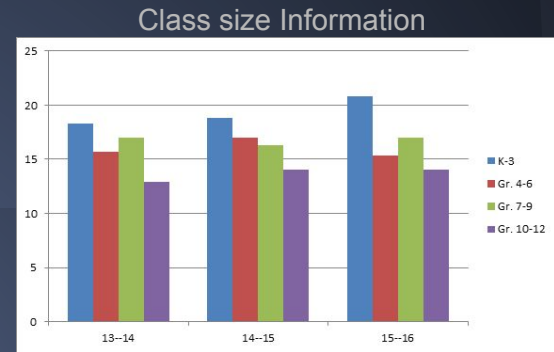
Mantra: PAWS for Pride

We pause to be proud of ourselves; our efforts, our actions, our achievements and our community

School Profile

Demographics:

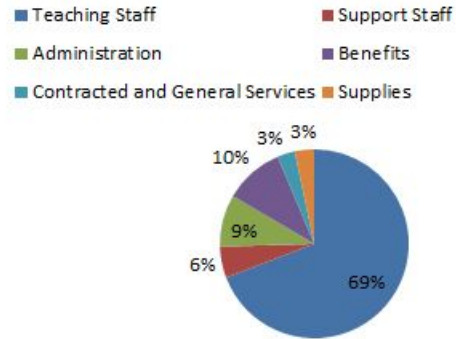
- teaching staff of 14.3 FTE
- support staff of 6.0 FTE
- programs include Core academic subjects, 6+1 Writing Traits, Guided Reading, swimming (gr. ECS-6), leadership (gr. 6-12), outdoor education, construction, Career and Technology studies, art, technology courses, Mennonite German language programming, Green Certificate, Registered Apprenticeship Program (RAP), work experience
- some course instruction is conducted through Students Online, Video Conferencing, and through BTPS' partnership with Lakeland College
- Various extracurricular events and programs (athletic, academic and artistic)
- enrolment of 224 students from ECS to grade 12 with single classes for each grade in 2015-2016



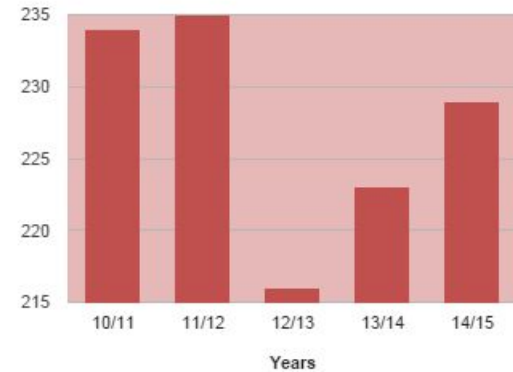
School Profile

School Enrolment

2014-2015 Mannville School Budget



School Budget



Looking Back - APORI 2014/2015

Measure Category	Measure Category Evaluation	Measure	Mannville School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	83.0	89.7	87.7	89.2	89.1	88.9	Intermediate	Declined	Issue
		Program of Studies	50.1	65.1	69.5	81.3	81.3	81.2	Very Low	Declined Significantly	Concern
Student Learning Opportunities	Issue	Education Quality	81.3	85.7	84.4	89.5	89.2	89.5	Low	Maintained	Issue
		Drop Out Rate	0.3	0.0	0.1	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	59.4	84.2	87.6	76.4	74.9	74.6	Low	Declined	Issue
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	72.5	69.4	79.8	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	10.8	12.5	16.6	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	72.9	73.2	79.5	85.2	85.5	84.6	Very Low	Maintained	Concern
		Diploma: Excellence	8.3	2.4	4.0	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	32.4	52.6	52.8	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate	71.4	60.9	74.9	61.2	60.9	61.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	81.4	86.9	78.7	59.8	59.2	59.0	Very High	Maintained	Excellent
		Work Preparation	75.6	84.2	79.8	82.0	81.2	80.4	Intermediate	Maintained	Acceptable
		Citizenship	73.3	84.2	82.2	83.5	83.4	83.1	Intermediate	Declined	Issue
Parental Involvement	Excellent	Parental Involvement	83.2	85.0	81.7	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Concern	School Improvement	68.6	82.7	79.6	79.6	79.8	80.1	Low	Declined Significantly	Concern

- Maintained in most measures
- Acceptable or above in 6 areas
- Strengths: Drop Out Rate, Rutherford Scholarship Eligibility Rate, Transition Rate (6yr)
- Continued areas of focus: Program of Studies, Diploma Acceptable, School Improvement, Parental Involvement

Looking Back - PAT/DIP 2014/2015

Areas of strength:

PAT:

- Informational based questions (ELA)
- probability (Math)

DIP:

We have continued to maintain a high level of acceptable achievement over the past 5 years in ELA 30-1 and 30-2 as well as SS 30-1 and 30-2.

Looking Back - PAT/DIP 2014/2015

Areas for growth:

PAT:

- narrative/poetic (ELA)
- basic facts (Math)

DIP:

We continue to achieve slightly below the provincial average in Math 30-1 and 30-2 and Biology 30.

Looking Back “TTFM” 2014/2015

Tell Them From Me Student Survey

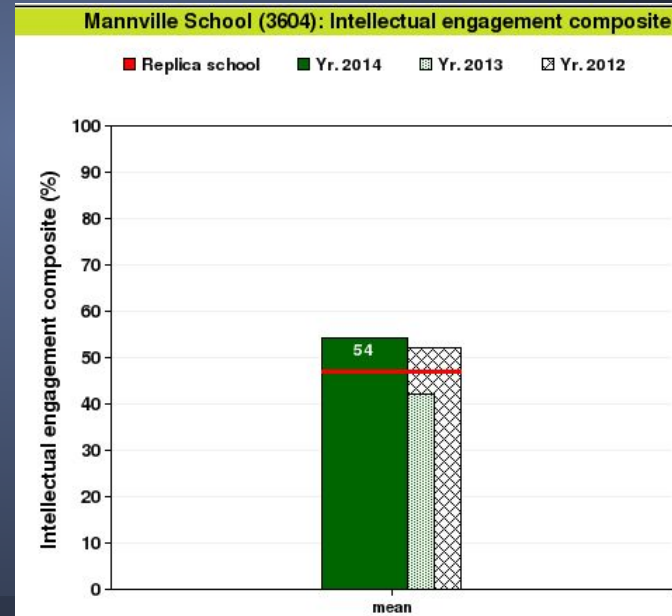
- 54% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 50%.

- 51% of the girls and 57% of the boys in this school were intellectually engaged. The Canadian norm for girls is 51% and for boys is 48%.

grade 7: 17
grade11: 9

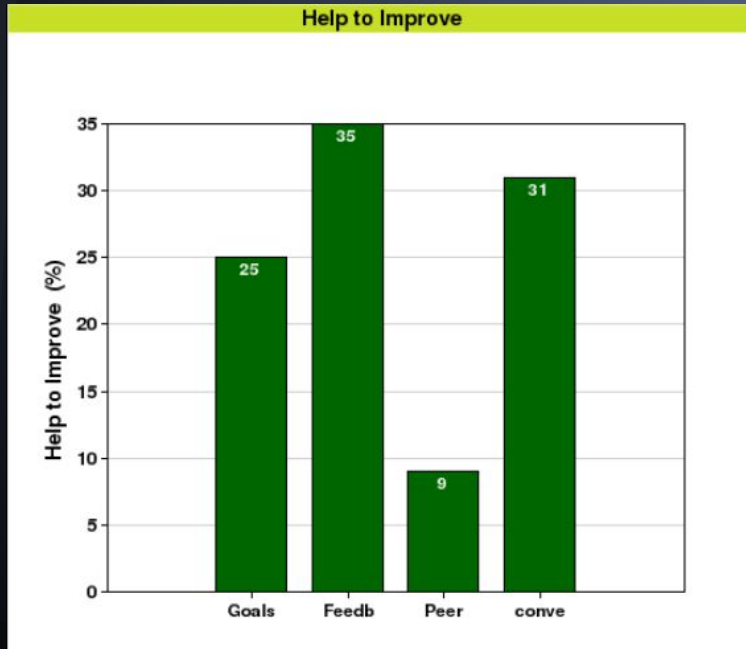
grade10: 16
grade 9: 14

grade 8: 14
grade12: 10



Looking Back “TTFM” 2014/2015

Tell Them From Me Student Survey

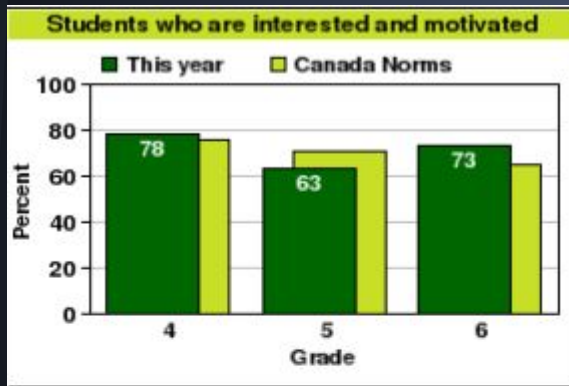


Students were asked: "Which of the following strategies are being used to help you improve your work/learning? "

- Clear Learning Goals (Goals)
- Feedback (Feedb)
- Peer Assessment (Peer)
- Helpful conversations with teachers (conve)

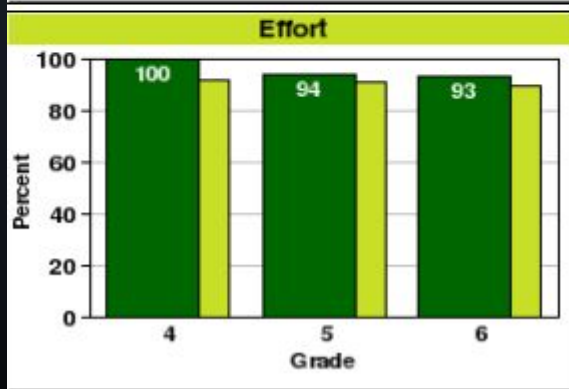
Looking Back “TTFM” 2014/2015

Tell Them From Me Student Survey



Students who are interested and motivated are interested and motivated in their learning.

- 71% of students in this school were interested and motivated; the Canada norm for these grades is 71%.
- 91% of the girls and 54% of the boys in this school were interested and motivated. The Canada norm for girls is 74% and for boys is 68%.



Effort Students try hard to succeed in their learning.

- 96% of students in this school tried hard to succeed; the Canada norm for these grades is 91%.
- 100% of the girls and 92% of the boys in this school tried hard to succeed. The Canada norm for girls is 93% and for boys is 89%.

- grade 4: 18 • grade 5: 14 • grade 6: 15

Looking Back - 2014/2015

Staff Professional Growth Survey

Q5: I provide timely, specific feedback to students through conversations and anecdotal comments based on criteria.

86% of teachers agreed or strongly agreed

Q8: Based on the following definition, I feel my students are intellectually engaged in learning: “Intellectual engagement refers to an absorbing, creatively energizing focus requiring contemplation, interpretation, understanding, meaning-making and critique which results in a deep, personal commitment to explore and investigate an idea, issue, problem or question for a sustained period of time” (Friesen, 2007).

93% of teachers agreed or strongly agreed

Looking Back - 2014/2015

Staff Professional Growth Survey

Q14: Staff professional learning at my school influenced my implementation of new teaching practices this year.

100% of teachers agreed or strongly agreed

Q17: Conversations during collaborative team time this year were focused and purposeful.

100% of teachers agreed or strongly agreed

Q18: I feel comfortable and capable in adapting our school improvement strategies to meet the needs of my curricula.

100% of teachers agreed or strongly agreed

Looking Back - Parent Data - 2014/2015

APORI Results

- 48% of parents from grade 4-12 (27) who responded, felt satisfied with the variety of subjects available to their children in our school.
- 88% of grade 4-6 parents (8) who responded, were satisfied with the opportunities their child had to learn about computers.
- 50% of grade 7-9 parents (6) who responded, were satisfied with the opportunities their child had to participate in physical education at the school.
- Unfortunately we have no data from our grade 10-12 parents, as fewer than 6 responded, so no data is presented.

Overall School Priorities 2015-2018

Parental and Community Involvement:

We are dedicated to finding more ways to engage our parent community to becoming involved in our school. This involvement may include but is not exclusive to supporting curricular areas through volunteering, supporting our extra curricular pursuits, and attending school based functions and evenings. We plan to employ new strategies this year such as a volunteer calendar, inviting “experts” and opening the school gymnasium after hours more often, to attract more parents to become involved in school activities, and look forward to working with our Parent Advisory Council in this regard.

Overall School Priorities 2015-2018

Celebrations of Learning:

We will work to make student celebrations of learning a priority at our school this year with one evening being held for k-12 students during the second reporting period. Authentic audiences drive our students to engage in the learning process, while producing final demonstrations of learning excellence. We look forward to the high quality projects that students will be creating this year.

Overall School Priorities 2015-2018

Implementation of RTI:

We are committed to developing a strong RTI foundation. Our goal is to achieve this by providing support to teachers through scheduling of common learning time where they can provide interventions to small groups of student across grades. This pedagogical shift will be supported by the implementation of a literacy and numeracy focus. Students will be provided with the opportunity to have access to a flexible, learner-centred, space for collaboration and inquiry.

2015-2018 Strategies

BTPS Goal #1: *Students are intellectually engaged in their learning.*

School Strategies:

Leadership Programming (Gr. 6/7/8/9 Leadership classes) and Gr 7-12 S.U.

Student leadership group to discuss TTFM survey results and inform decision-making (Leadership)

Student Exhibitions/Innovation Week (Stakeholder/Community Engagement)

Student inquiry based projects (Engagement/Community)

Use of Tell Them From Me Survey to measure students' intellectual engagement (Research and Evidence)

FNMI:

School wide cultural event (Community Engagement/Leadership)

Professional Development for Staff : ATA/ Teacher Convention (Lifelong learning)

2015-2018 Strategies

BTPS Goal #2: *All learners' needs are met.*

School Strategies:

Guided Reading K-6 (Resources, Staff Professional Growth)

Response to Intervention - Implementation of Tier 1 (Time, Staff Professional Growth)

IL teacher to work with all teachers to create universally accessible learning environments (FSL, VIBE, LST, Staff Professional Growth)

Implementation of Google Apps for Education and digital citizenship education (Resources)

Professional Learning Significant 72 Resources- (Staff Professional Growth)

Using AIMS assessment to track student progress in reading (Research and Evidence)

2015-2018 Strategies

BTPS Goal #3: *Instructional Design enables students to attain the 21st century competencies*

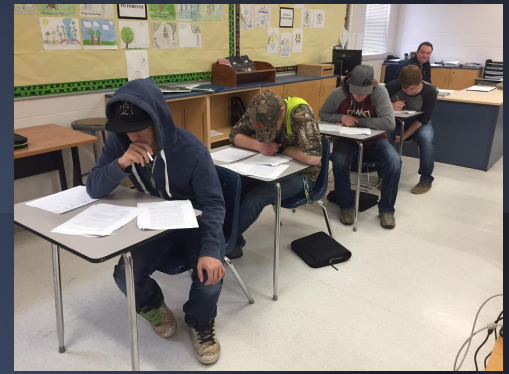
School Strategies:

All teachers will collaboratively design inquiry-based projects designed to engage students in the 21st century competencies (Staff Professional Growth, TES team, Time)

Peer Instructional Coach has daily planning time to support staff members with instructional design (Leadership, Staff Professional Growth, Time)

Invitations extended to parents and community members to serve as experts in the classroom (Stakeholder and Community Engagement)

Celebrations 2014/2015



- High elementary participation rate at parent-teacher interviews
- High completion rate and low drop out rate for our high school students
- Continuously maintaining student enrolment

Celebrations 2014/2015

We have many extra-curricular activities and sports teams that support a variety of student interests and talents.



Celebrations 2014/2015

Student mental health is important at Mannville School!



Celebrations 2014/2015

Students and staff are involved in community events and activities such as volunteering at the hospital, bottle drives, highway cleanup.



Celebrations 2014/2015

The pancake breakfast welcomed many families into the school and was a huge success, raising much needed and appreciated funds for the local foodbank.



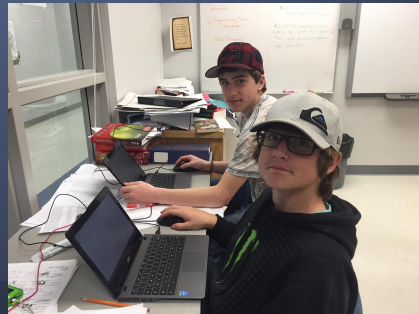
Celebrations 2014/2015

Students have opportunities to attend conferences including HASS (Healthy Active School Symposium), WE Day, and Leadership.



Celebrations 2014/2015

There are many school wide events, and opportunities for student leadership throughout the year, to build a positive school culture from K-12.



Celebrations 2014/2015

Students have opportunities to visit alternate environments to support their learning!

