



Mannville School

AERR (2015-2016) Education Plan (2016-2019)



Overview

1. Vision, Mission, Mantra
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: Under Construction...

Mantra: Under Construction...

School Profile

Mannville School is a K-12 school located in the town of Mannville, just north of Highway 16 with strong ties to the agriculture, oil industry and community. Approximately half of our students are transported to school on one of four bus routes, while the other half walk, drive or are dropped off by parents.

Mannville School has created a safe and caring environment through initiatives such as Healthy Schools and leadership programming, and is committed to inspiring excellence, and success in our student population. Our school houses the Head Start preschool program, Before and After School Care program, as well as a school VIBE coach and FSL support worker. Students have access to a free Breakfast program on Monday, Wednesday and Friday of each week, as well as a pre-order Hot Lunch program on Tuesday through Thursday during the school year.

Students are offered many extra-curricular opportunities which are academic, athletic and arts based.

We are pleased to be in the process of transitioning our library into a Learning Commons that will be a welcoming, diverse learning space, based on student, staff and community input. Staff continue to work towards incorporating First Nations, Metis and Inuit learning into their lessons.

Staffing:

- teaching staff of 14.6 FTE
- support staff of 5.0 FTE

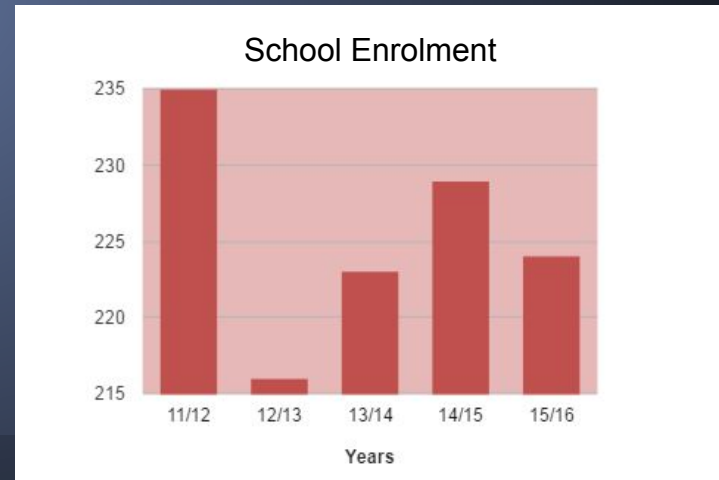
Student enrolment of 215 students:

K-3: 79

4-6: 44

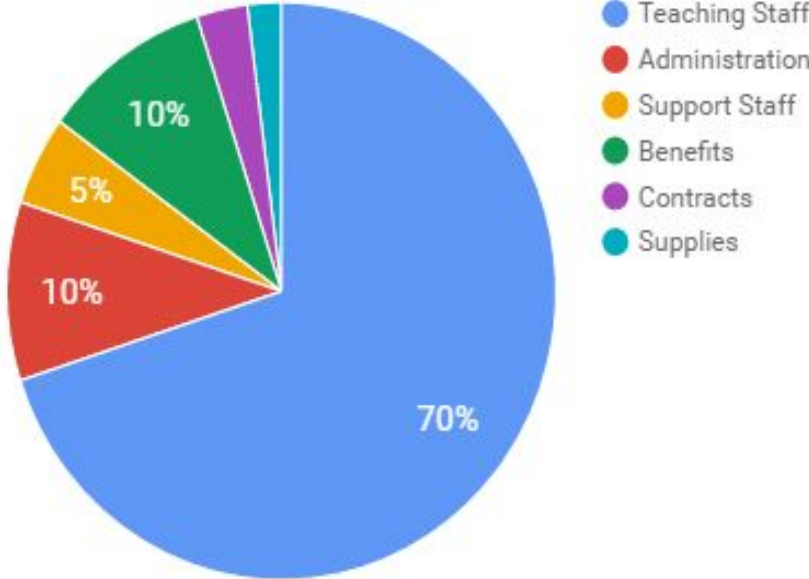
7-9: 44

10-12: 48



School Profile

Mannville School Budget 2015-2016



Programming

- Programs include Core academic subjects, 6+1 Writing Traits, Daily 5, Guided Reading, swimming (gr. ECS-6), babysitting course (gr. 6), leadership (gr. 6-12), Career and Technology Foundations (CTF) (gr. 5-9), First Aid/CPR (gr. 10), Career and Technology studies, 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)

Looking Back - APORI 2015/2016

Measure Category	Measure Category Evaluation	Measure	Mannville School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.1	83.0	86.8	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	61.2	50.1	61.1	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	88.3	81.3	82.1	90.1	89.5	89.5	High	Improved	Good
		Drop Out Rate	0.0	0.3	0.2	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	94.7	67.7	83.7	76.5	76.5	75.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	69.0	72.5	79.2	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	12.9	10.8	15.8	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	86.2	72.9	73.1	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	13.8	8.3	4.2	21.0	21.0	20.5	Intermediate	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	36.8	36.9	53.1	54.6	54.4	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	33.3	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	86.5	79.8	72.6	59.4	59.7	59.3	Very High	Maintained	Excellent
		Work Preparation	85.7	75.6	78.3	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	79.5	73.3	79.7	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Excellent	Parental Involvement	82.9	83.2	80.9	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	78.1	68.6	73.4	81.2	79.6	80.0	High	Maintained	Good

Areas of Improvement

Mannville School demonstrated improvement in 7 areas:

- 2 moved from maintained to improved
 - Education Quality, Diploma Excellence
- 1 moved from declined to improved
 - High School Completion Rate (3yr)
- 2 moved from declined to maintained
 - Safe and Caring and Diploma Exam Participation Rate
- 2 moved from declined significantly to maintained
 - Program of Studies and School Improvement

Positive Growth

Mannville School was reported as *Acceptable* or *Above* in 11 areas

1. Safe and Caring
2. Education Quality
3. Drop out Rate
4. High School Completion Rate
5. Diploma Acceptable
6. Diploma Excellence
7. Transition Rate (6yr)
8. Work Preparation
9. Citizenship
10. Parental Involvement
11. School Improvement

Strengths (Levels of Excellent) included: Drop Out Rate, High School Completion Rate (3yr), Transition Rate (6yr), Parental Involvement

Areas of Focus

There are areas that Mannville School can and will continue to focus on improving. These include:

- Program of Studies
- PAT Acceptable/Excellence levels
- School Improvement
- Parental Involvement

Looking Back - PAT/DIP 2015/2016

Areas of strength:

PAT:

- Poetry/Narrative questions (ELA)
- Value placement, ordering integers, fractions and patterns (Math)

DIP:

- Math 30-2 acceptable or exceeding standard
- ENG 30-1: strengths are poetry, self-portraits and constructing meaning from novels.
- SOC 30-1: strong in questions relating to being a citizen, individual and equity

Looking Back - PAT/DIP 2015/2016

Areas for growth:

PAT:

- Text organization/synthesizing ideas with informational text (ELA6)
- Ideas and Details/ Text Organization/ Synthesizing Ideas (ELA9)
- Algebra/ Congruence of Shapes/ Transformations/ Percent (Math9)
- Question involved with Determining/ Forms of Given Power/ Linear Equations (Math6)

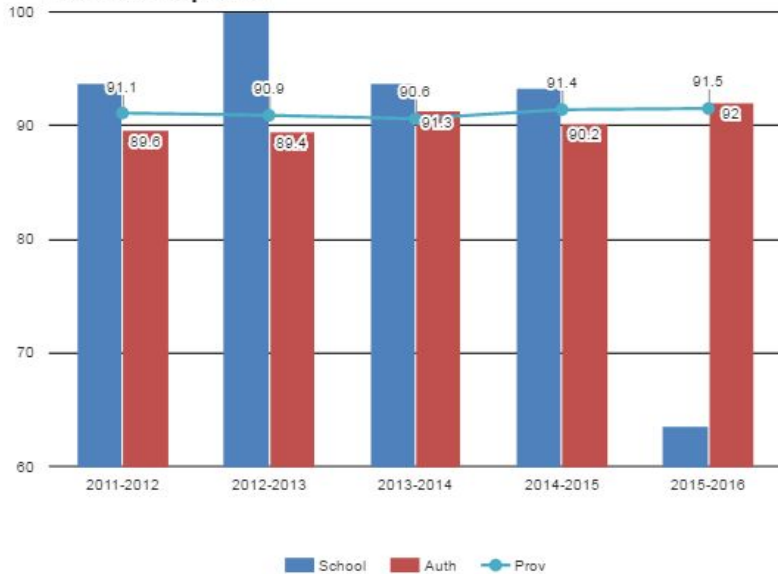
DIP:

- Relating text to poetry/ Constructing meaning from content and context/Connecting self to modern plays (ENG 30-1)
- Inference and Interpretation (ENG 30-2)
- Relations and functions (Math 30-2)

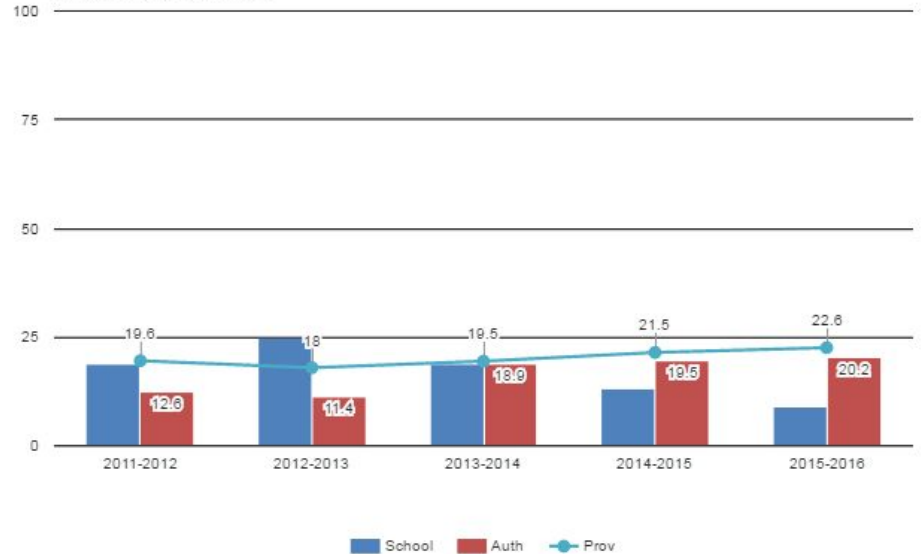
Looking Back - PAT 5 Year Trend

ELA Gr. 6

ELA 6 Acceptable



ELA 6 Excellence

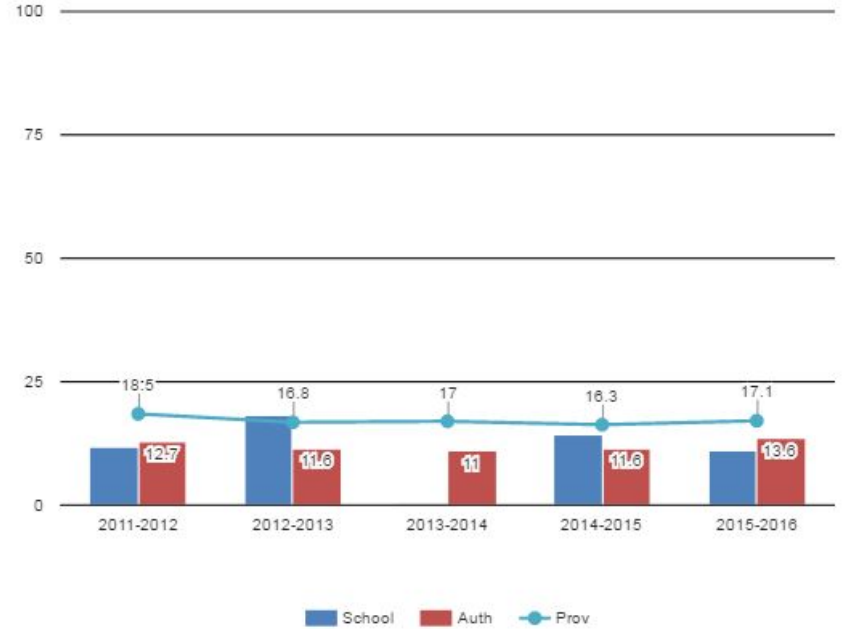


ELA Gr. 9

ELA 9 Acceptable

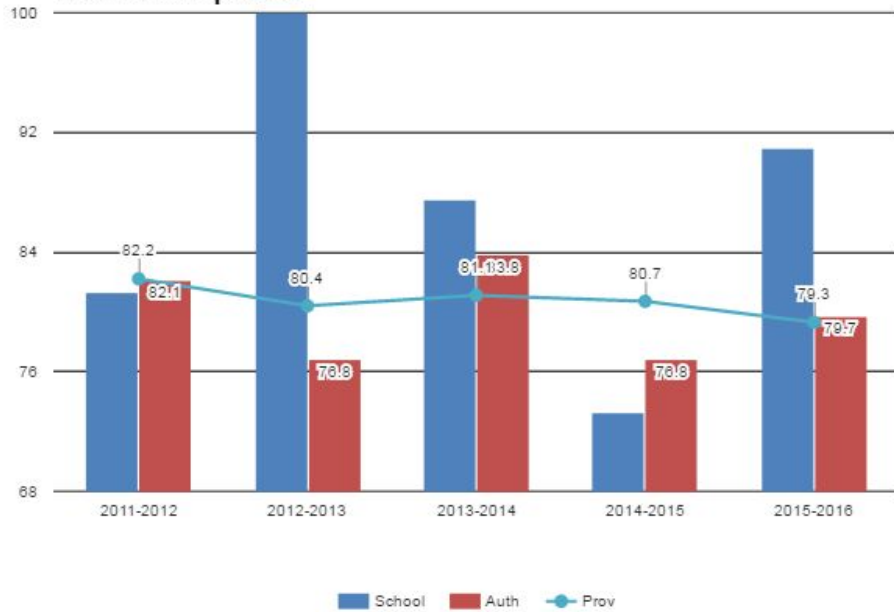


ELA 9 Excellence

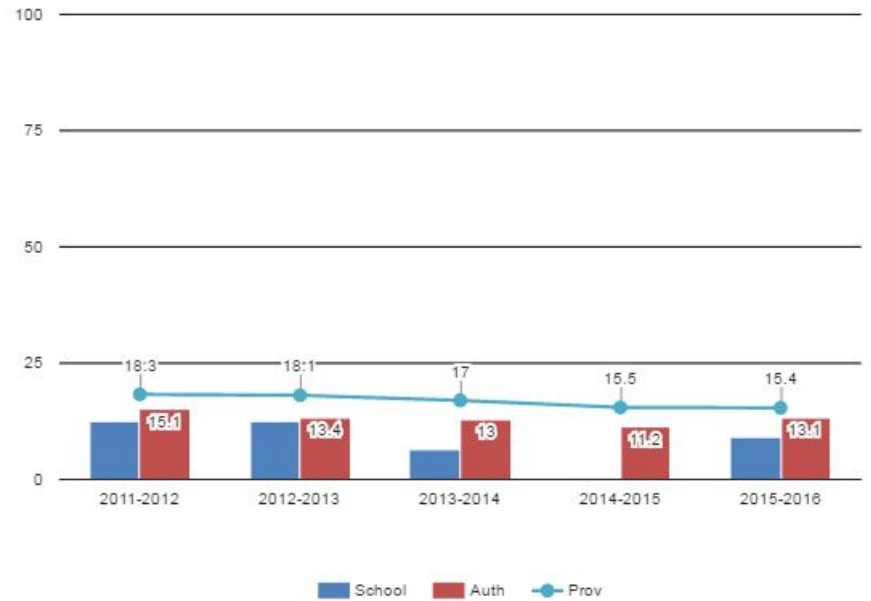


Math Gr. 6

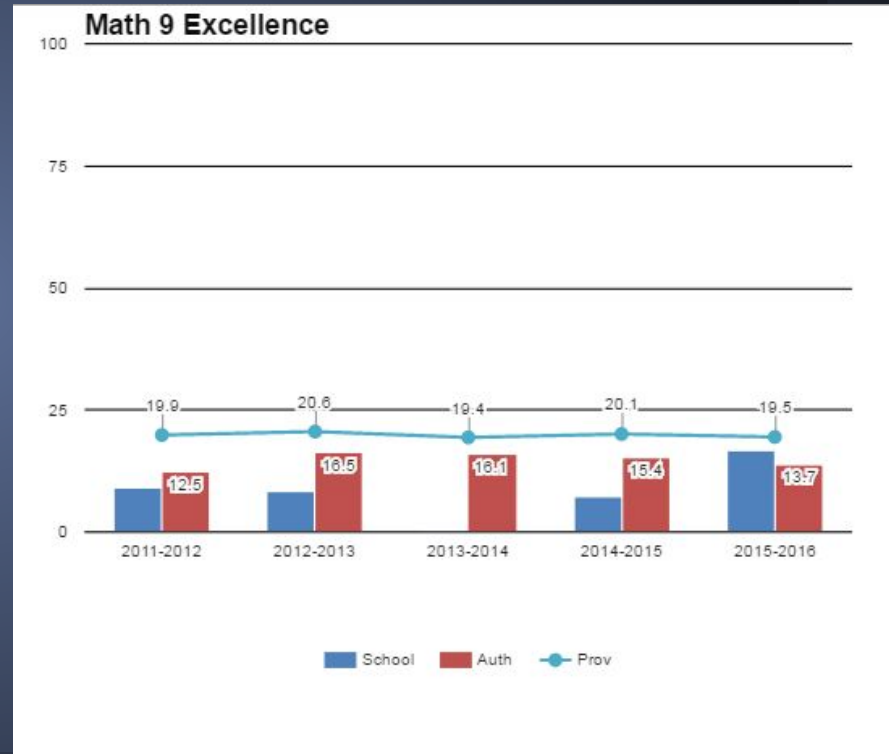
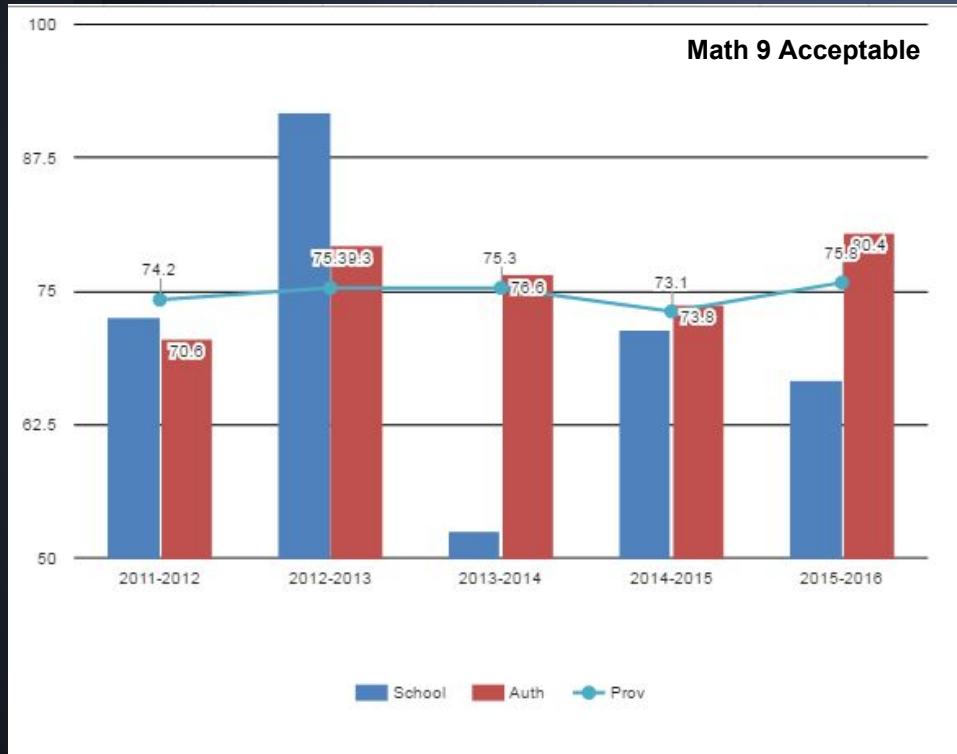
Math 6 Acceptable



Math 6 Excellence

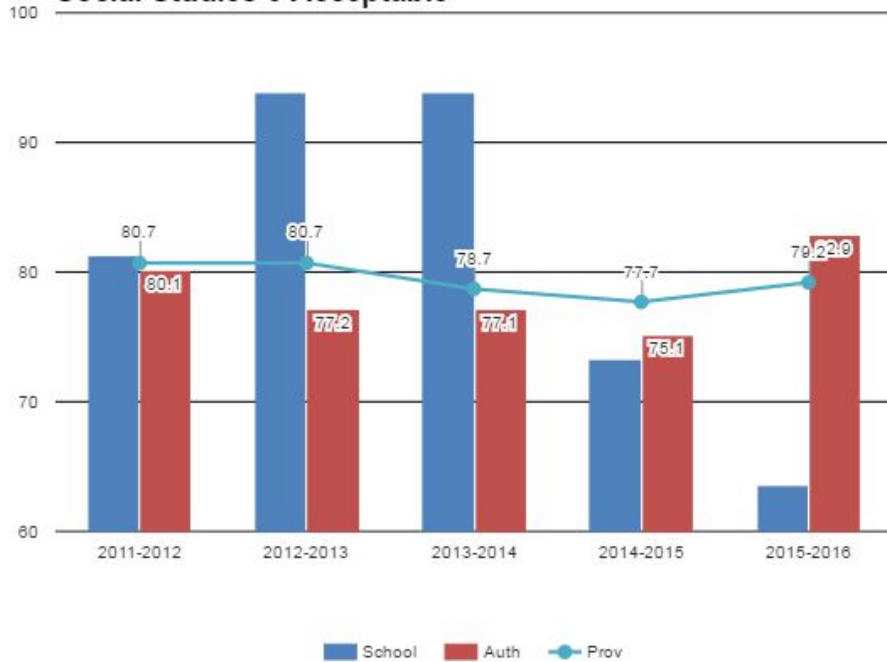


Math Gr. 9

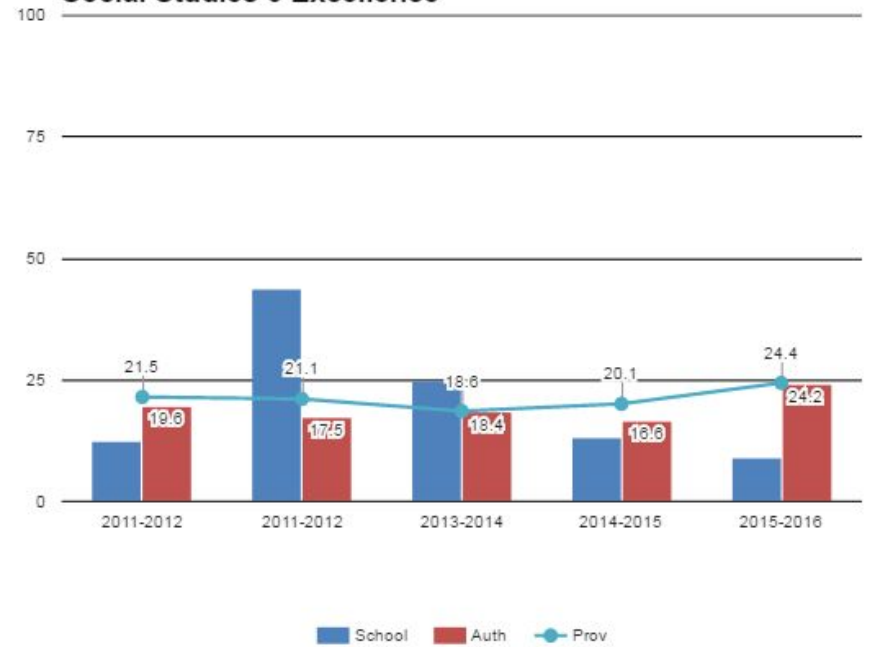


Social Studies Gr. 6

Social Studies 6 Acceptable

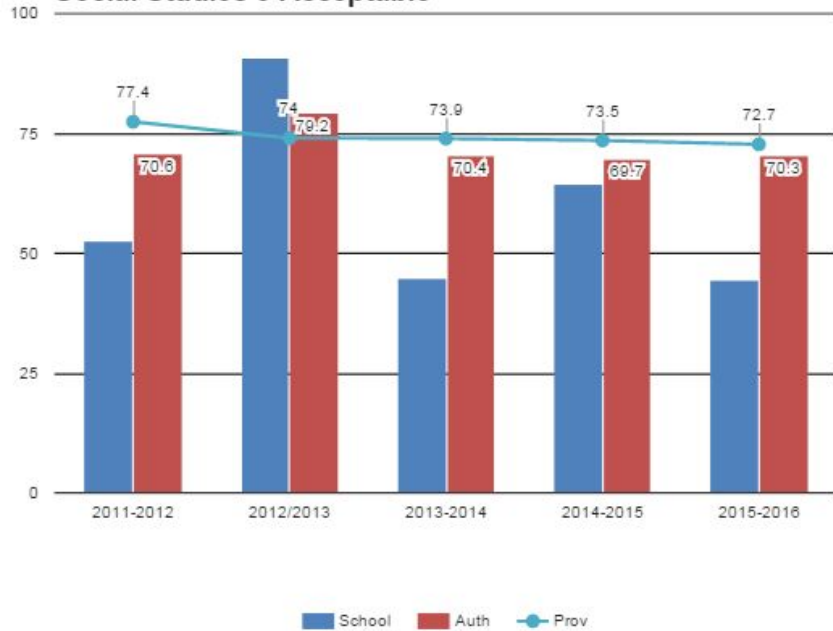


Social Studies 6 Excellence

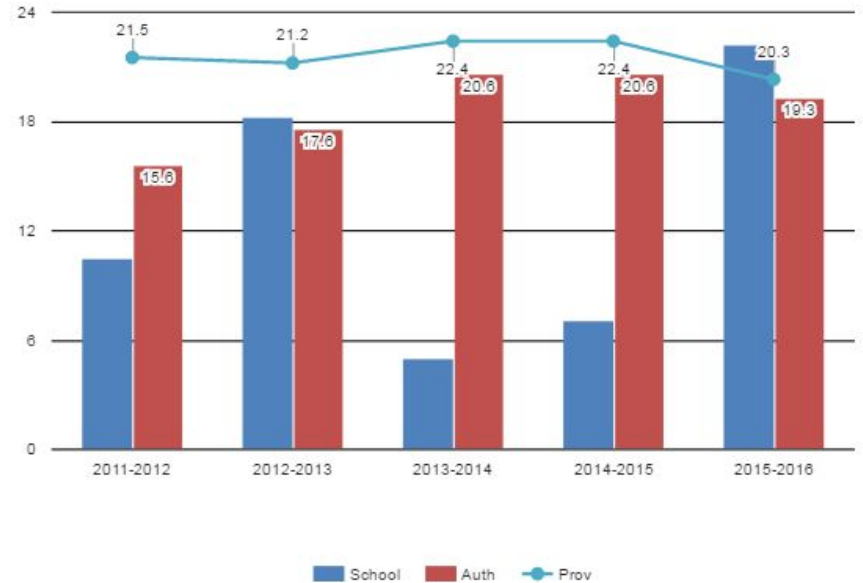


Social Studies Gr. 9

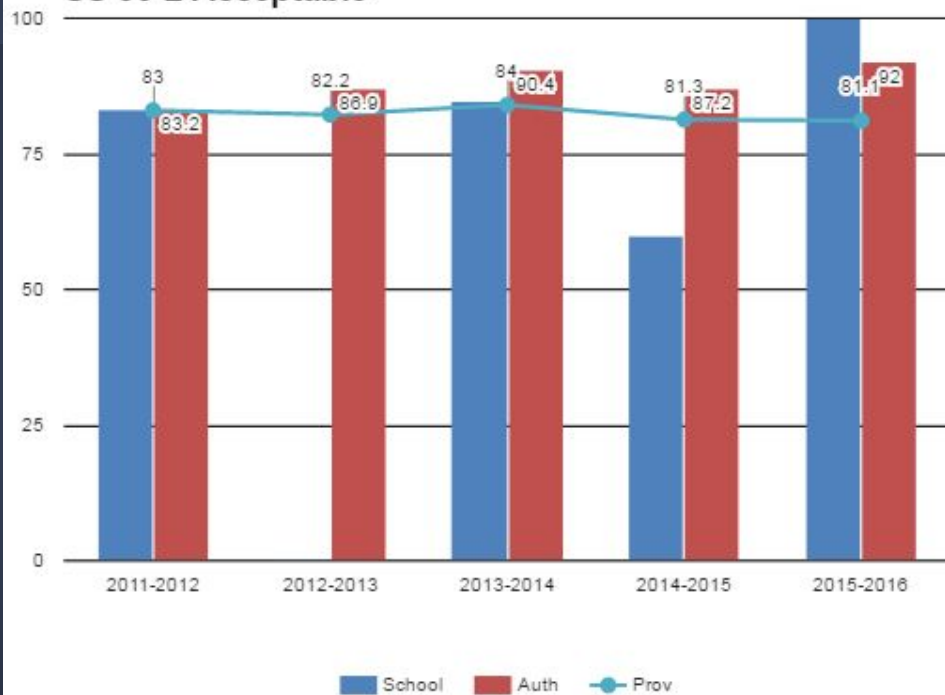
Social Studies 9 Acceptable



Social Studies 9 Excellence

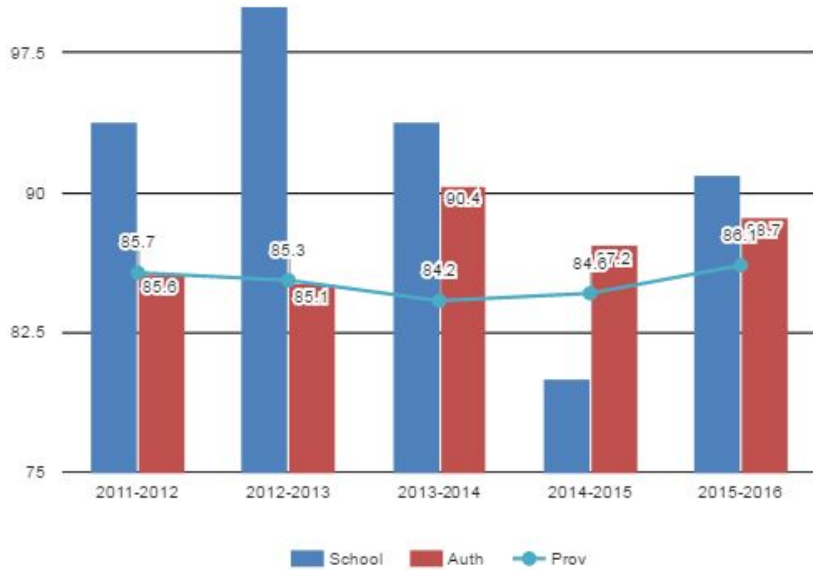


SS 30-2 Acceptable

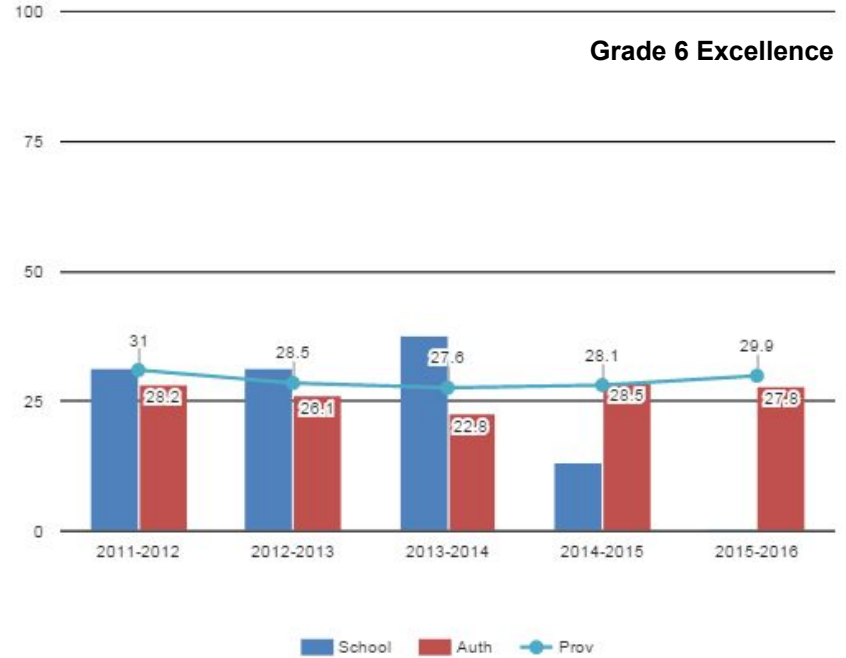


Science Gr. 6

Science 6 Acceptable



Grade 6 Excellence

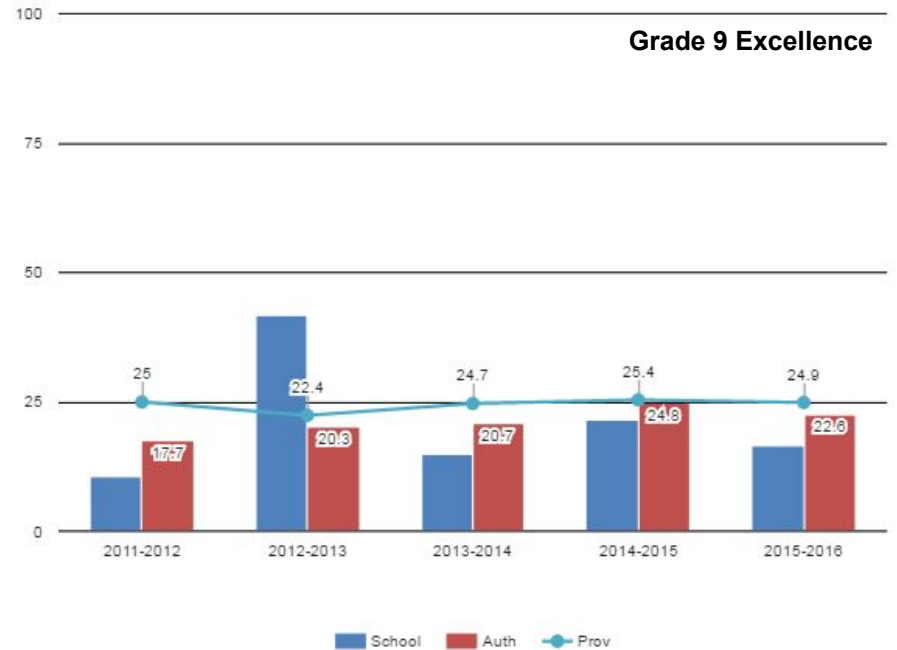


Science Gr. 9

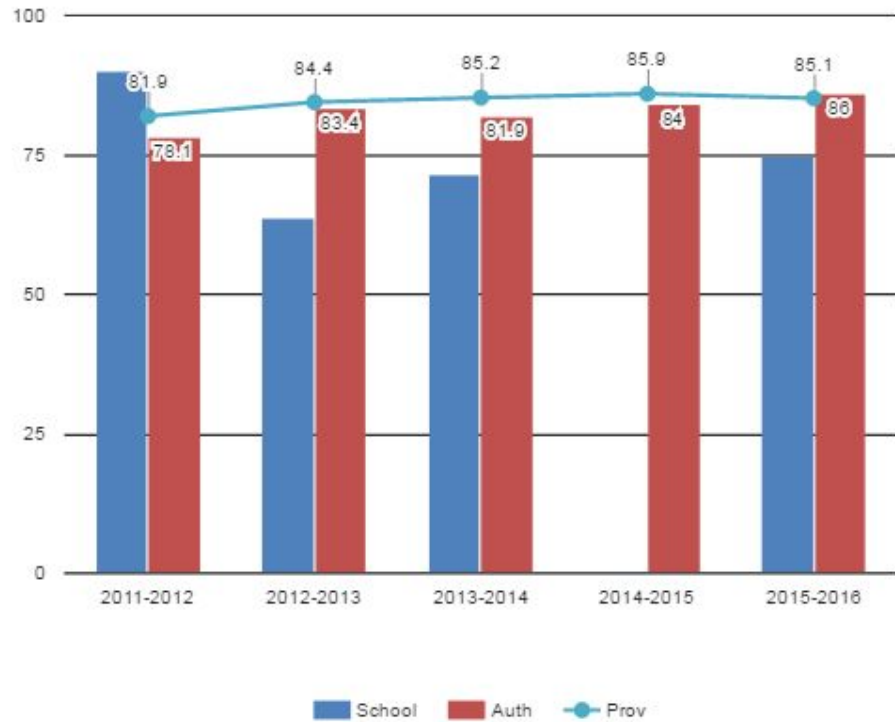
Science 9 Acceptable



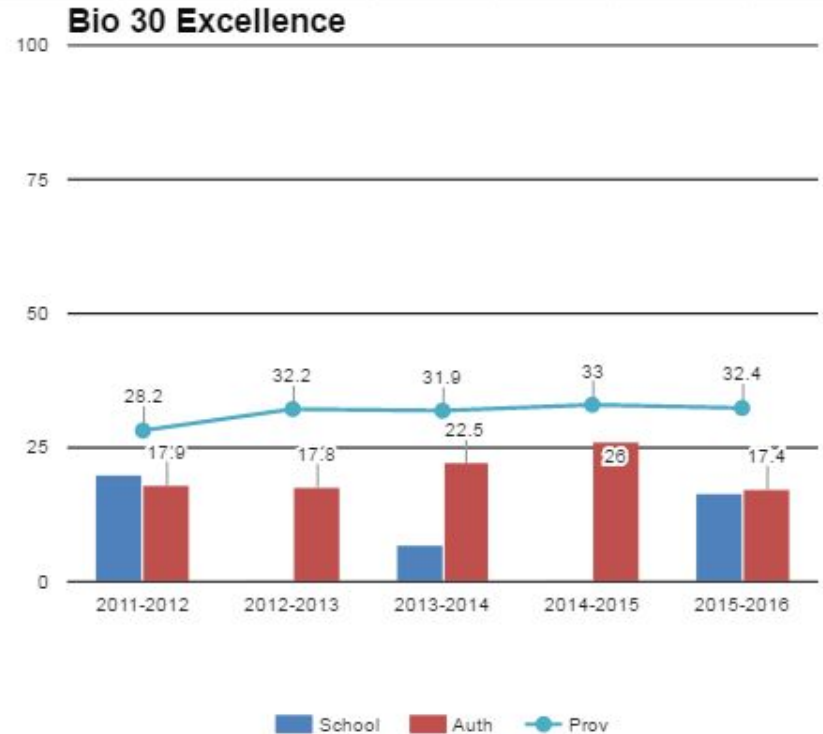
Grade 9 Excellence



Biology 30



Bio 30 Acceptable



Bio 30 Excellence

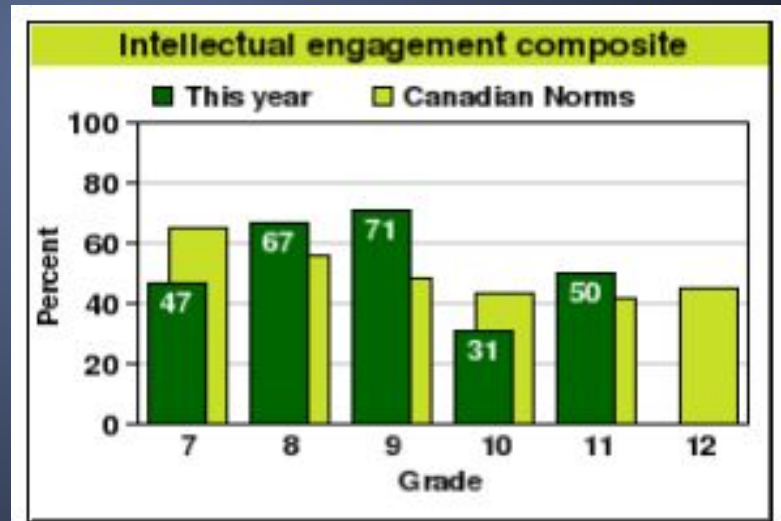
Looking Back “TTFM” 2015/2016

Tell Them From Me Student Survey

- 47% of students in this school are intellectually engaged. The Canada norm for these grade levels is 50%.

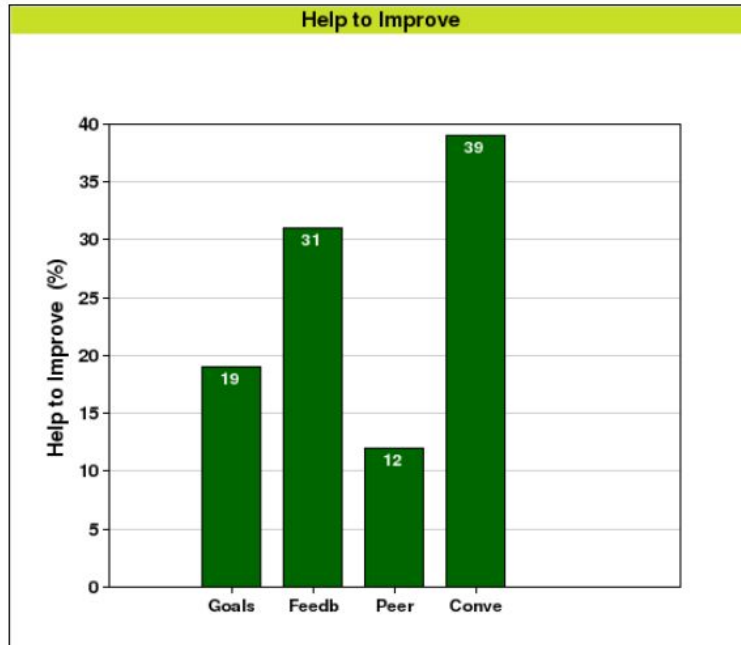
- 48% of the girls and 47% of the boys in this school were intellectually engaged. The Canada norm for girls is 51% and for boys is 48%.

grade 7: 17 grade 8: 15 grade 9: 17
grade10: 17 grade 11: 14 grade12: 10



Looking Back “TTFM” 2015/2016

Tell Them From Me Student Survey



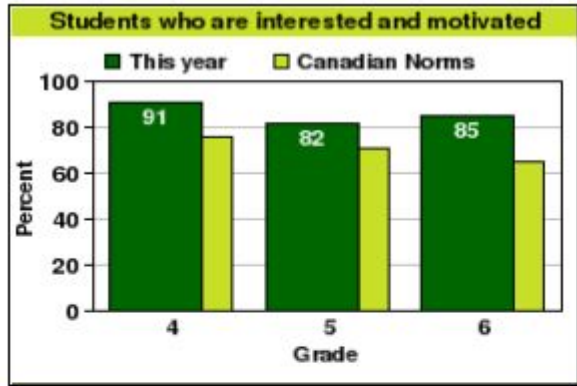
Students were asked: "Which of the following strategies are being used to help you improve your work/learning? "

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

Grades 4-12

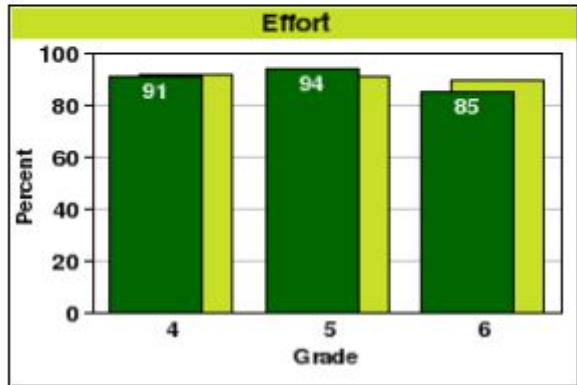
Looking Back “TTFM” 2015/2016

Tell Them From Me Student Survey



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

- 85% of students in this school were interested and motivated; the Canada norm for these grades is 71%.
- 86% of the girls and 85% of the boys in this school were interested and motivated. The Canada norm for girls is 74% and for boys is 68%.



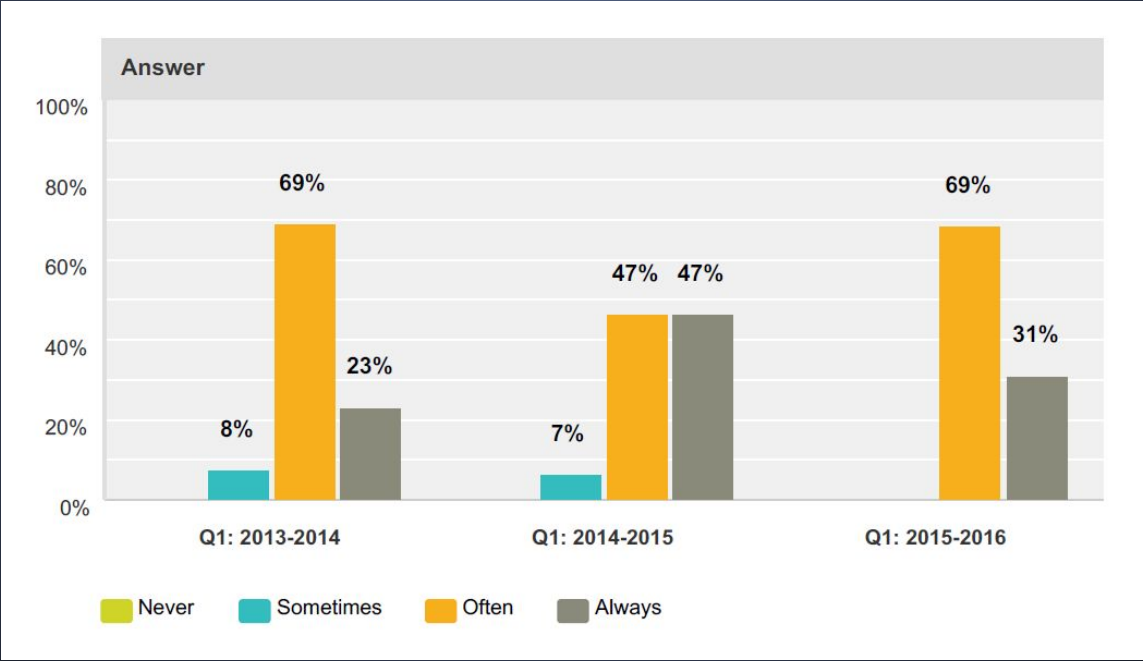
Effort Students try hard to succeed in their learning.

- 90% of students in this school tried hard to succeed; the Canada norm for these grades is 91%.
- 86% of the girls and 95% of the boys in this school tried hard to succeed. The Canada norm for girls is 93% and for boys is 89%.

- grade 4: 12 • grade 5: 17 • grade 6: 14

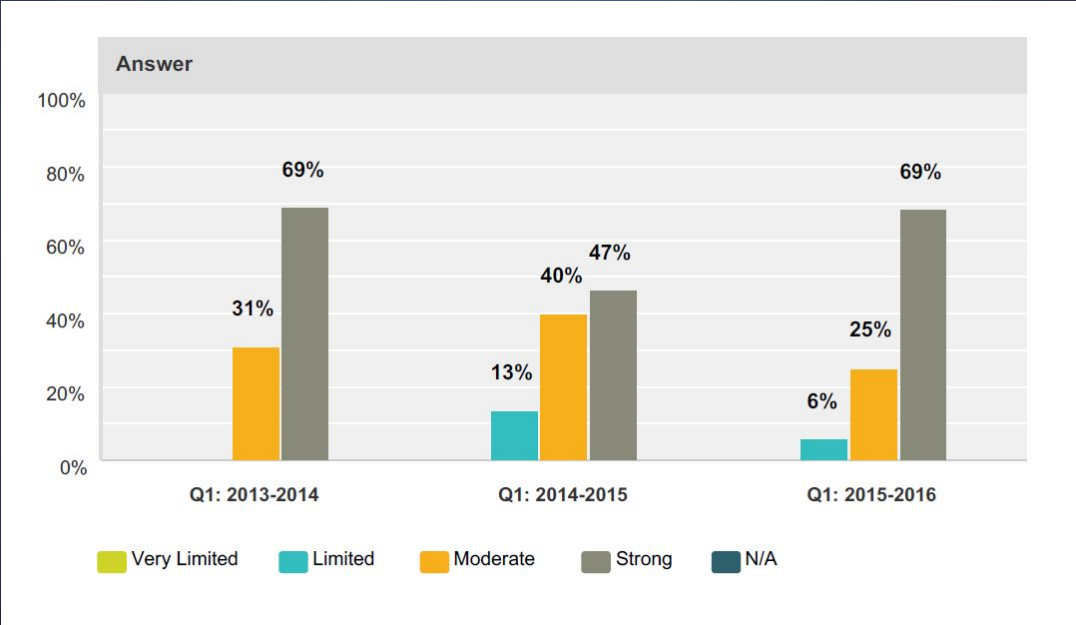
Staff Professional Growth Survey 2015-2016

Q4: I use the results of formative assessment to adjust instruction.



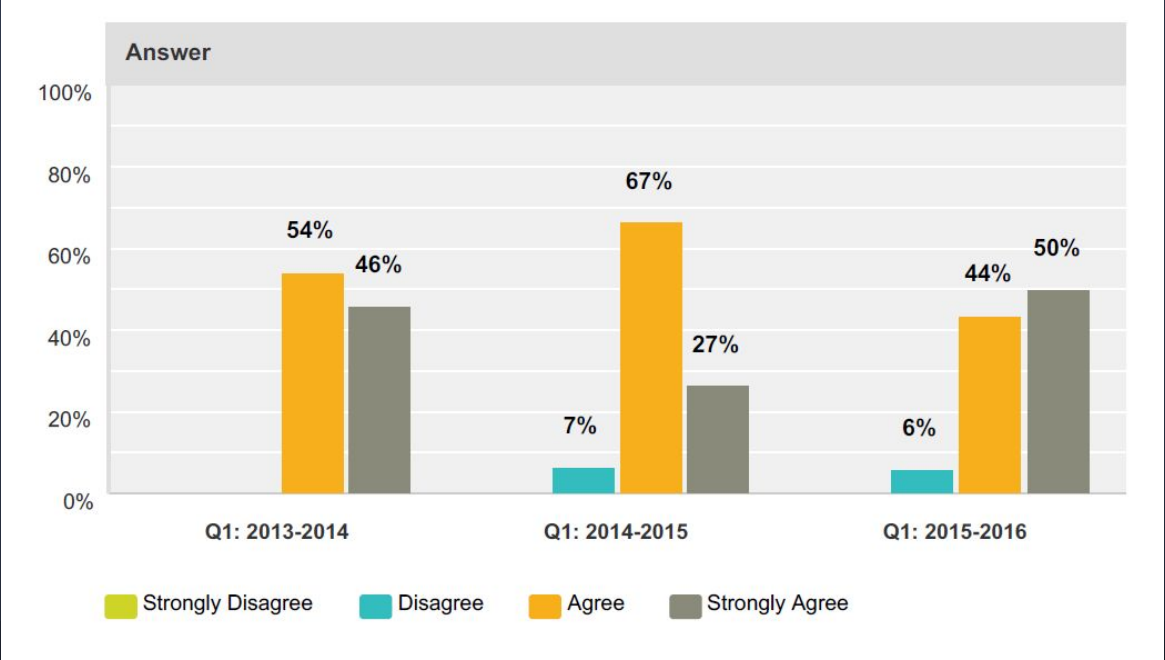
Staff Professional Growth Survey 2015-2016

Q10: To what extent do you feel clear expectations for the implementation of school improvement strategies are shared and understood by all staff members?



Staff Professional Growth Survey 2015-2016

Q20: I recognize the need for change and am willing to commit the time and energy needed to make change happen at my school.



APORI Results - Parent Data - 2015/2016

Grade 4-12

28 parent responses

- 89% of parents agreed or strongly agreed that
 - teachers care about their child.
 - they were satisfied with the opportunities their child had to learn about computers.
- 85% were satisfied with the opportunities to participate in physical education.

Grade 7-9

9 parent responses

- 89% were very satisfied or satisfied with the variety of subjects available at school.
- 100% agreed or strongly agreed that their child is learning what they need to know.
- 89% agreed or strongly agreed that
 - their child can easily access programs and services at school to get help with schoolwork
 - when their child needed it, teachers are available to help them

Grade 10-12

7 parent responses

- 100% agreed or strongly agreed that
 - their child clearly understands what they are expected to learn at school.
 - they were satisfied with the quality of teaching at school
- 86% agreed or strongly agrees that when their child needed teacher help, it was available to them.

Overall School Priorities 2016-2019

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 will continue developing our school mentor/volunteer list, opening the school gymnasium/learning commons after hours more often, encourage parents to become involved in school activities, and continuing to nurture the positive relationship with our School Council in these regards.

Overall School Priorities 2016-2019

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 2016-2019

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.

Essential Conditions

Mission:

Buffalo Trail Public Schools is committed to *maximizing student learning*, in a safe and caring environment, supported by a highly effective team.

Essential Conditions:

As a jurisdiction we believe that teacher effectiveness has the greatest direct impact on *maximizing student learning*. BTPS is involved in a number of initiatives therefore, it is vital to our success that we ensure these initiatives support teacher effectiveness. The *essential conditions* for increasing teacher effectiveness and *maximizing student learning* are shown on the next slide and are indicated as part of our school's strategies.

Essential Conditions

Essential Conditions for increasing teacher effectiveness and maximizing student learning:



Essential Conditions

Leadership: How are current and future leaders being developed and supported?

Research and Evidence: What data, including current research and evidence is being collaboratively and systematically collected and analyzed to inform progress towards targets?

Resources: How are human and material resources being employed?

Time: How is adequate time being provided for implementation?

Support Services: How are support services being used effectively?

Staff Professional Growth: How are the needs of the teacher, school, system and province being addressed through professional learning?

Stakeholder and Community Engagement: How are stakeholders being engaged?



Progress - 2016/2017

EVIDENCE OF LEARNING:

(Leave until Feb 2016)

2016-2019 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)

Student Involvement at School Council Meetings (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 : School Professional Learning Days/ATA/ Teacher Convention (Lifelong learning)

2016-2019 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 - Starting a Movement (Tom Hierck)- (Staff Professional Growth)

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

2016-2019 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)

Career and Technology Foundations (CTF) implementation for grades 5-9 to engage students in learning based on their career ambitions, interest, skill development for CTS and 21st century needs (Student and Community Engagement)

Celebrations 2015/2016

- Positive school culture is felt, and discussed as such, at School Council meetings.
- High completion rate and low drop out rate for our high school students
- Maintaining student enrolment
- Students (and parents) feel that they are safe at school, and can get help when needed.
- High parent, student and community attendance at school functions (Welcome Breakfast, fundraisers, assemblies, parent-teacher interviews, Celebration of Learning, Remembrance Day ceremony)



Celebrations 2015/2016

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



Celebrations 2015/2016

Student mental health is important at Mannville School! VIBE, FSL, LST, and other services are appreciated and supported throughout the school.



Celebrations 2015/2016

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



Celebrations 2015/2016

Community “experts” are invited into the school to share their knowledge with students.



Celebrations 2015/2016

Community Partnerships are an integral part of the school culture. Accelerated Reading, and It Can't Happen to Me are two of the major events sponsored by locals.



Celebrations 2015/2016

Random Acts of Kindness are completed by student groups throughout the year.



Celebrations 2015/2016

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



Celebrations 2015/2016

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

Students enjoyed sharing their talents during a school Student Showcase.



Celebrations 2015/2016

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

