

Mannville School

AERR (2016-2017) 3 Year Education Plan (2017-2020)



Overview

1. Vision, Mission, Mantra
2. School Profile
3. Looking Back: Our Reflections
4. Looking Ahead: Our Goals

Vision, Mission, Mantra

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

Mission: Mannville School engages and empowers a community of continuous learners by creating opportunities for maximizing student growth, and leadership, in a safe and caring environment.

Mantra: Learning and Leading

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 a healthy breakfast and lunch programs, leadership opportunities and community volunteer opportunities. Staff 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 daily, as well as a pre-order Hot Lunch program on Tuesday through Thursday (through our School Council) during the school year.

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

We are pleased to have a revitalized Learning Commons that is 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, and developing personal knowledge to support student learning in truth and reconciliation.

Staffing:

- teaching staff of 14.55 FTE
- support staff of 5.75 FTE

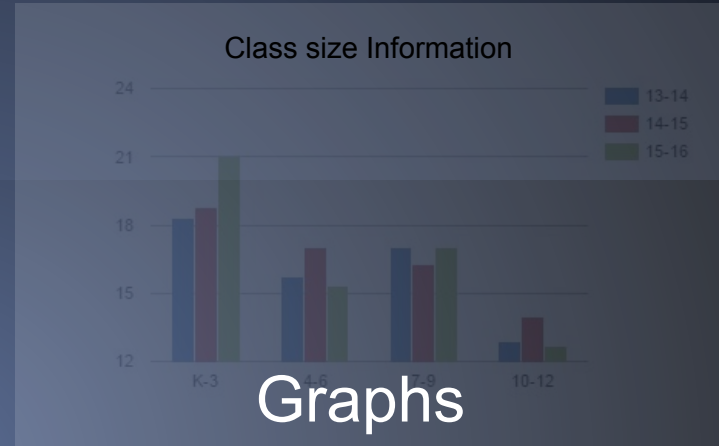
Student enrolment of 212 students:

K-3: 80

4-6: 46

7-9: 45

10-12: 41



Graphs

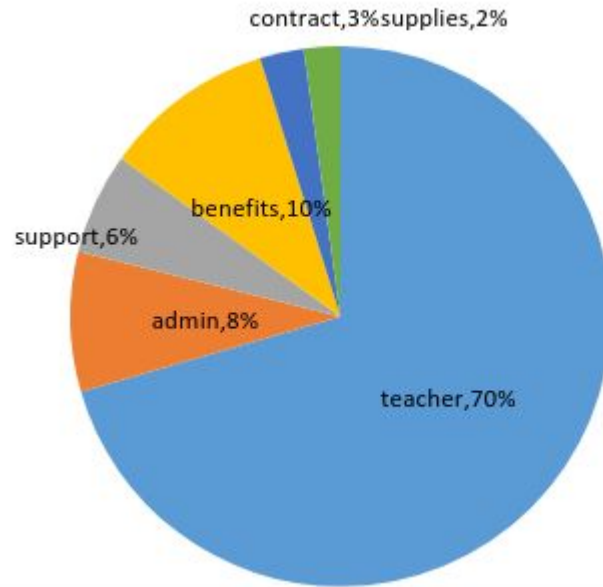
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School Profile

2016-2017 MANNVILLE SCHOOL BUDGET



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 (CTS), Green Certificate, Registered Apprenticeship Program (RAP), and 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 2016/2017

Measure Category	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	Safe and Caring	88.3	87.1	86.6	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	66.0	61.2	58.8	81.9	81.9	81.5	Very Low	Improved	Issue
	Education Quality	90.9	88.3	85.1	90.1	90.1	89.6	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	0.1	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	91.7	94.7	81.9	77.9	76.5	76.1	Very High	Maintained	Excellent
	PAT: Acceptable	78.0	69.0	70.3	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	12.1	12.9	12.1	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.2	85.3	74.0	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.3	17.6	9.2	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	41.7	36.8	43.1	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	*	33.3	33.3	62.3	60.8	60.8	*	*	*
	Transition Rate (6 yr)	73.5	86.5	84.1	57.9	59.4	59.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	87.5	85.7	81.9	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	82.2	79.5	79.0	83.7	83.9	83.6	Very High	Maintained	Excellent
	Parental Involvement	89.8	82.9	83.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.4	78.1	76.5	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Areas of Improvement

Mannville School demonstrated improvement in 6 areas:

- Safe and Caring
- Educational Quality
- PAT Acceptable
- Work Preparation
- Citizenship
- School Improvement

Positive Growth

Mannville School was reported as *Acceptable* or *Above* in 12 areas

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

Strengths (Levels of Excellent) included: Safe and Caring, Education Quality, Drop Out Rate, High School Completion Rate (3yr), Transition Rate (6yr), Work Preparation, Citizenship, Parental Involvement, and School Improvement!

Areas of Focus

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

- Program of Studies
- PAT Excellence level
- Diploma Exam Participation Rate (4+ exams)

APORI Results - Parent Data - 2016/2017

Grade 4-12

12 parent responses

- 100% of parents were satisfied or very satisfied that
 - Their child can access student assessment services for learning needs, in a timely manner
 - they were satisfied with the opportunities their child had to learn about computers.
- 100% felt the quality of education was maintained or improved!

APORI Results - Parent Data - 2016/2017

- 89% of parents are very satisfied or satisfied with the opportunity to be involved in their child's education at our school
- Out of 9 responses, 78% are very satisfied or satisfied with the child learning the necessary skills, knowledges and attitudes for their lifetime.

Looking Back - PAT/DIP 2016/2017

Areas of strength:

PAT:

- Poetry/Narrative questions/Identifying and interpreting ideas and details/Informational Text (ELA 6)
- Patterns and Relations (Math 6)
- Knowledge based questions (Science 6 and 9)

Looking Back - PAT/DIP 2016/2017

Areas of strength:

DIP:

- Form Literal Understandings (ELA 30-1/30-2)
- Probability (Math 30-2)
- Out of 9 students, 3 achieved excellence and 6 acceptable (Chem 30)
- Understanding and Analysis (Social 30-2)

Looking Back - PAT/DIP 2016/2017

Areas for growth:

PAT:

- Synthesizing Ideas (ELA 6)
- Ideas and Details/Synthesizing Ideas (ELA 9)
- Number and Operations (Math 6)
- Number, Patterns and Relations, Shape and Space (Math 9)
- Social 6 and Social 9 had many borderline areas.
- Knowledge based questions (Science 6 and 9)

Looking Back - PAT/DIP 2016/2017

Areas for growth:

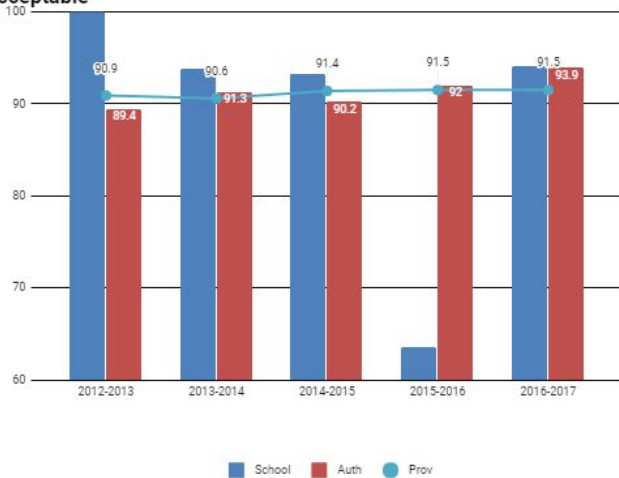
DIP:

- Assess and Form Generalizations (ENG 30-1/30-2)
- Infer, Apply and Analyze - Construct meaning and engage contextual knowledge (ENG 30-1/30-2)
- Understanding and Analysis - Related Issue 3 (Soc 30-2)
- Relations and Functions (Math 30-2)

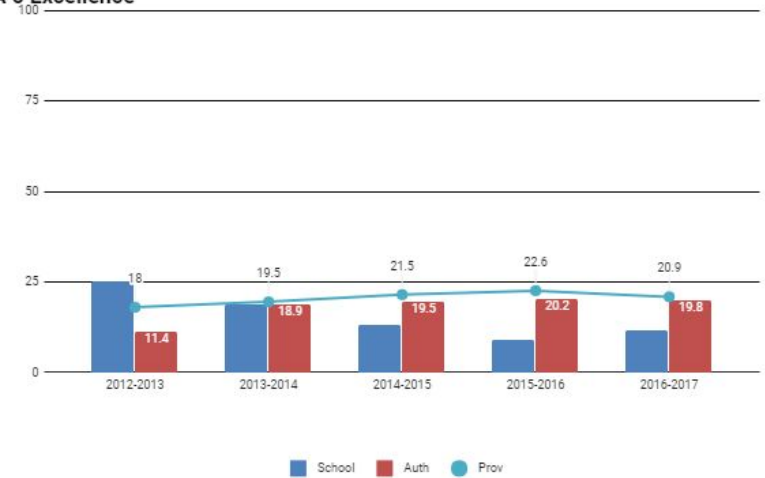
Looking Back - PAT 5 Year Trend

ELA Gr. 6

ELA 6 Acceptable



ELA 6 Excellence



ELA Gr. 9

ELA 9 Acceptable

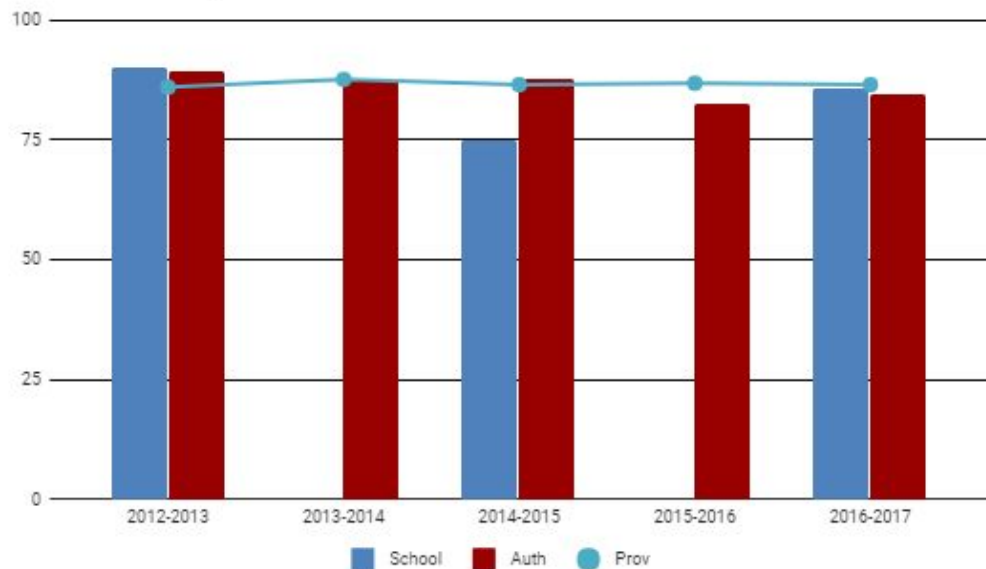


ELA 9 Excellence



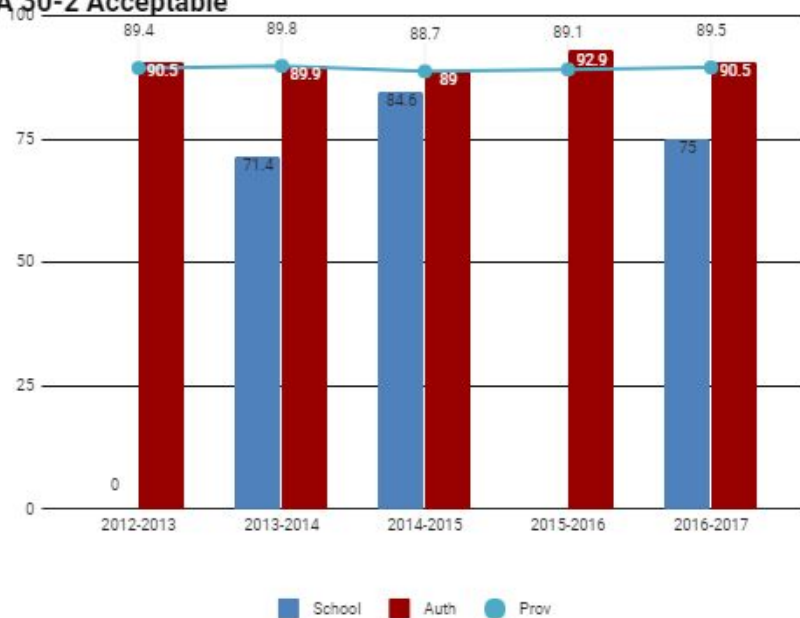
English 30-1

ELA 30-1 Acceptable



English 30-2

ELA 30-2 Acceptable

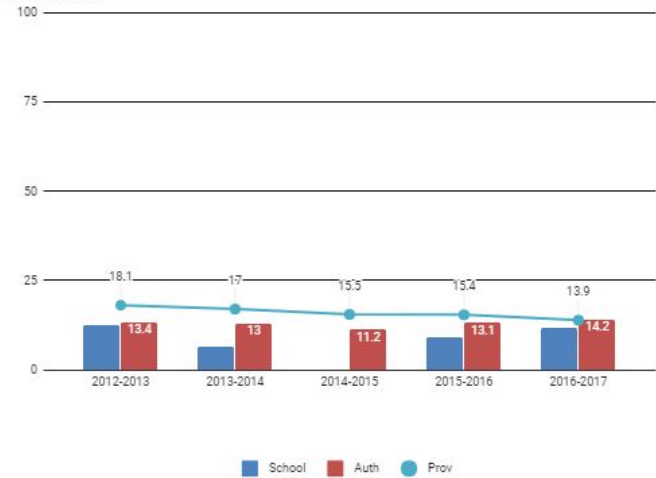


Math Gr. 6

Math 6 Acceptable

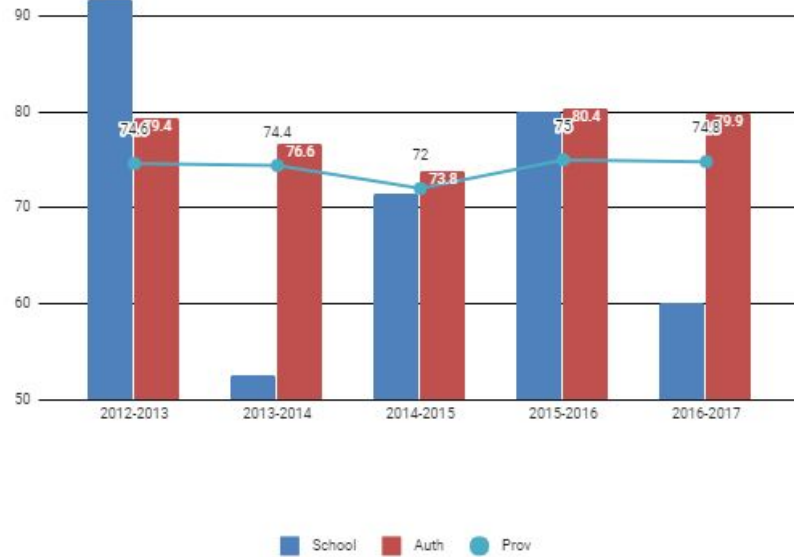


Math 6 Excellence



Math Gr. 9

Math 9 Acceptable

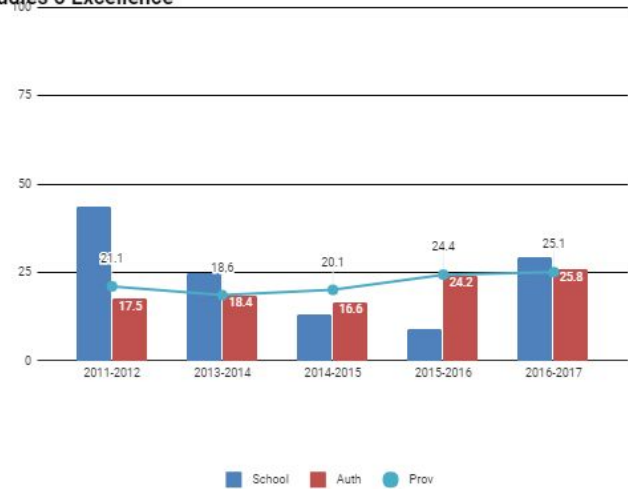


Social Studies Gr. 6

Social Studies 6 Acceptable

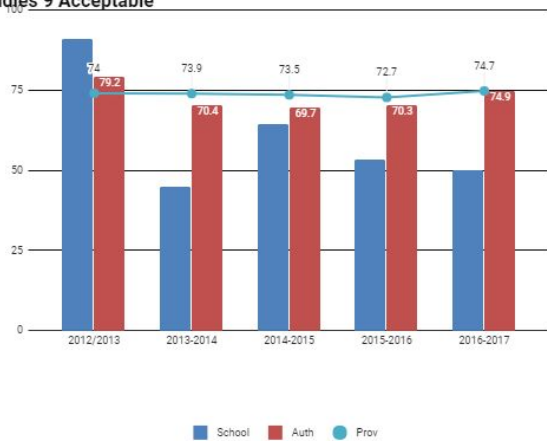


Social Studies 6 Excellence

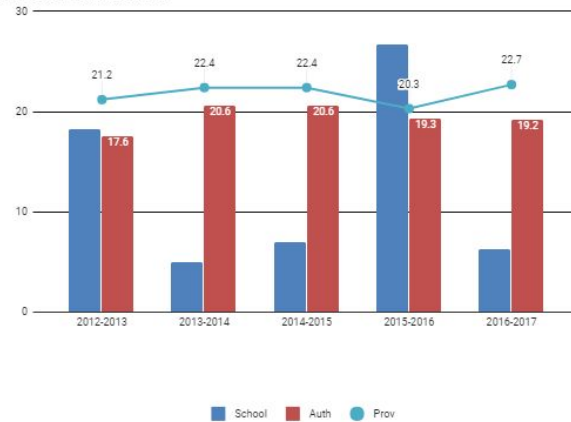


Social Studies Gr. 9

Social Studies 9 Acceptable

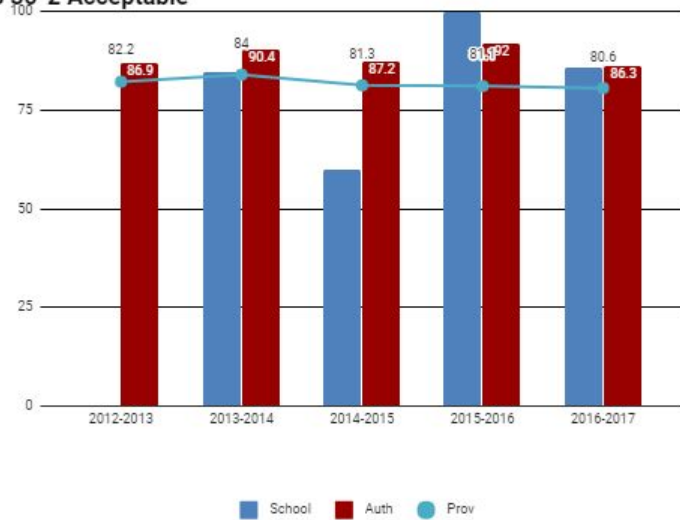


Social Studies 9 Excellence

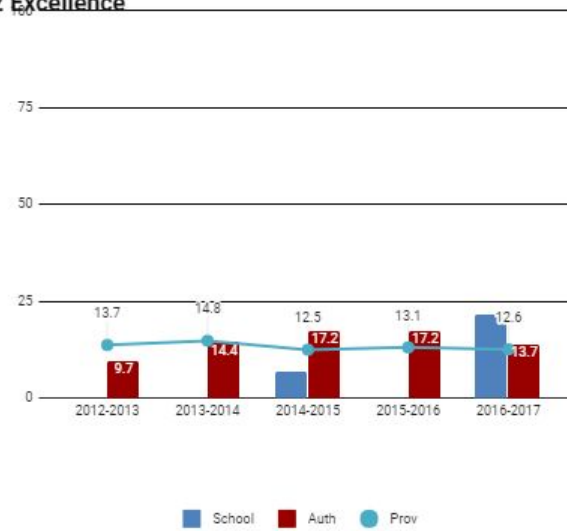


Social Studies 30-2

SS 30-2 Acceptable

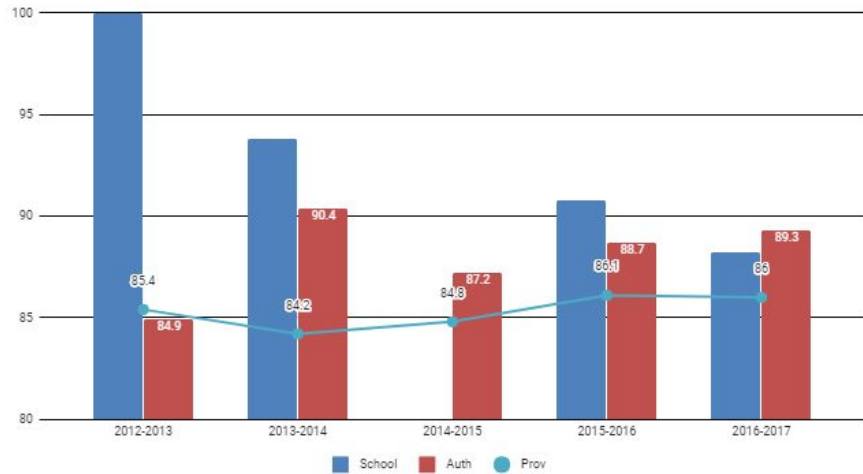


SS 30-2 Excellence

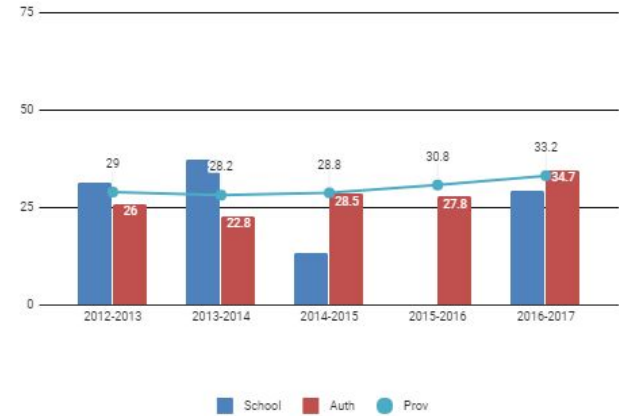


Science Gr. 6

Science 6 Acceptable



Science 6 Excellence

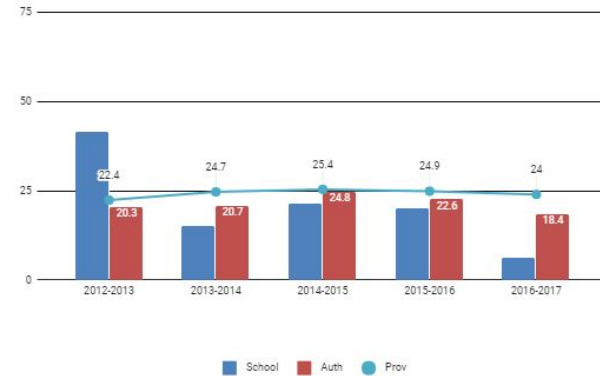


Science Gr. 9

Science 9 Acceptable

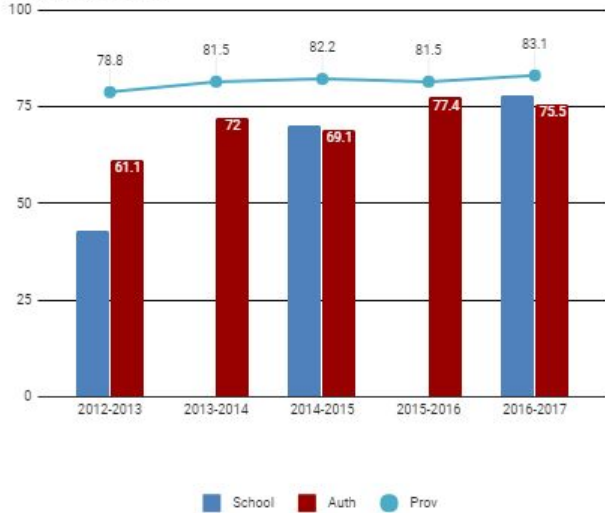


Science 9 Excellence

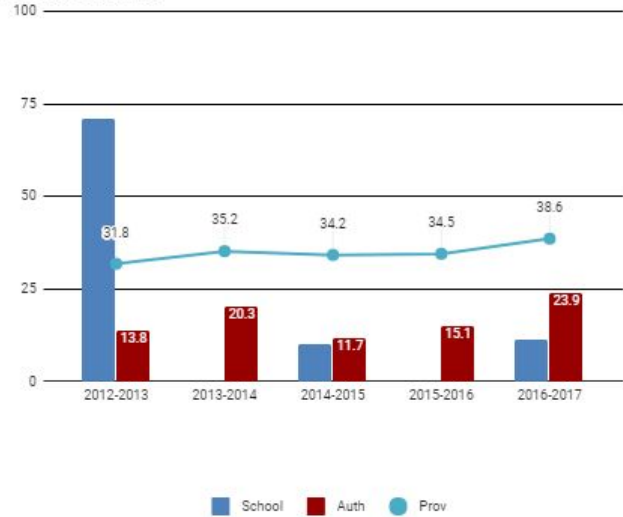


Chemistry 30

Chem 30 Acceptable



Chem 30 Excellence

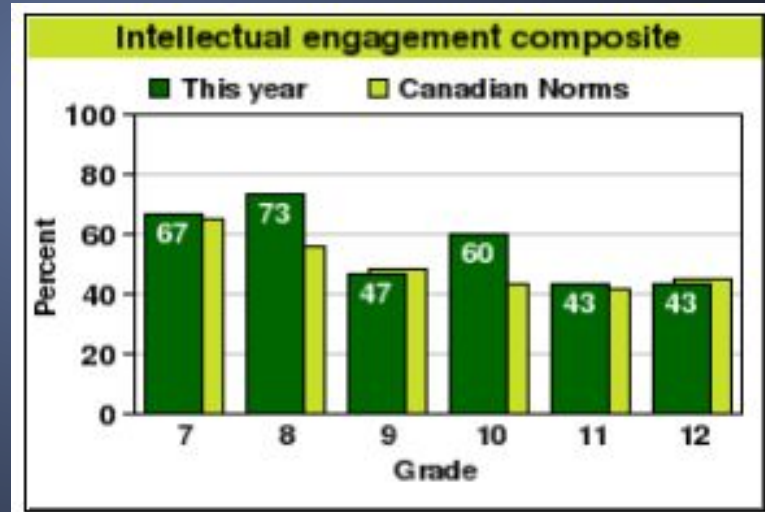


Looking Back "TTFM" 2016/2017

Tell Them From Me Student Survey

- 55% of students in this school are intellectually engaged. The Canada norm for these grade levels is 50%.

- 57% of the girls and 53% of the boys in this school were intellectually engaged. The Canada norm for girls is 51% and for boys is 48%.



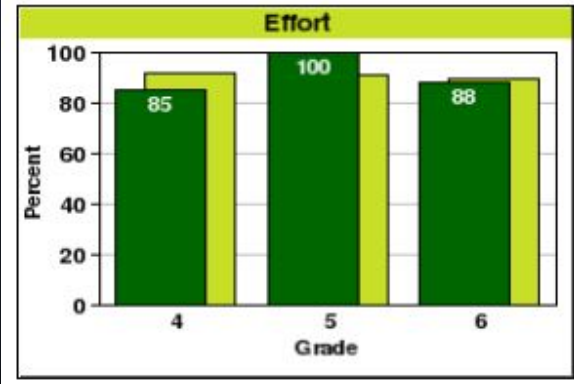
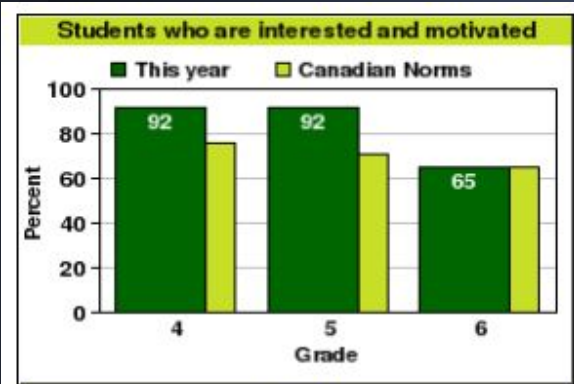
grade 7: 12
grade 10: 15

grade 8: 16
grade 11: 14

grade 9: 17
grade 12: 15

Looking Back "TTFM" 2016/2017

Tell Them From Me Student Survey



Students who are interested and motivated in their learning.

- 81% of students in this school were interested and motivated; the Canada norm for these grades is 71%.
- 84% of the girls and 78% of the boys in this school were interested and motivated. The Canada norm for girls is 74% and for boys is 68%.

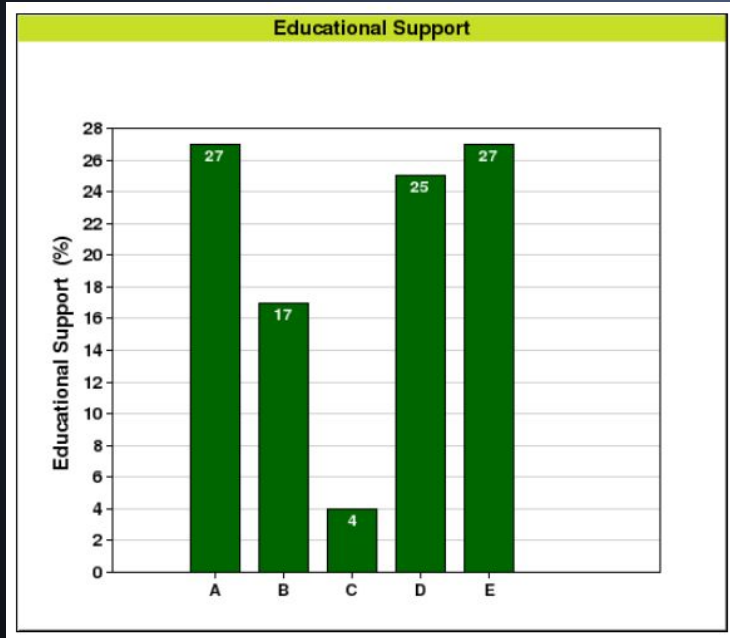
Effort Students try hard to succeed in their learning.

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

• grade 4: 13 • grade 5: 14 • grade 6: 16

Looking Back "TTFM" 2016/2017

Tell Them From Me Student Survey



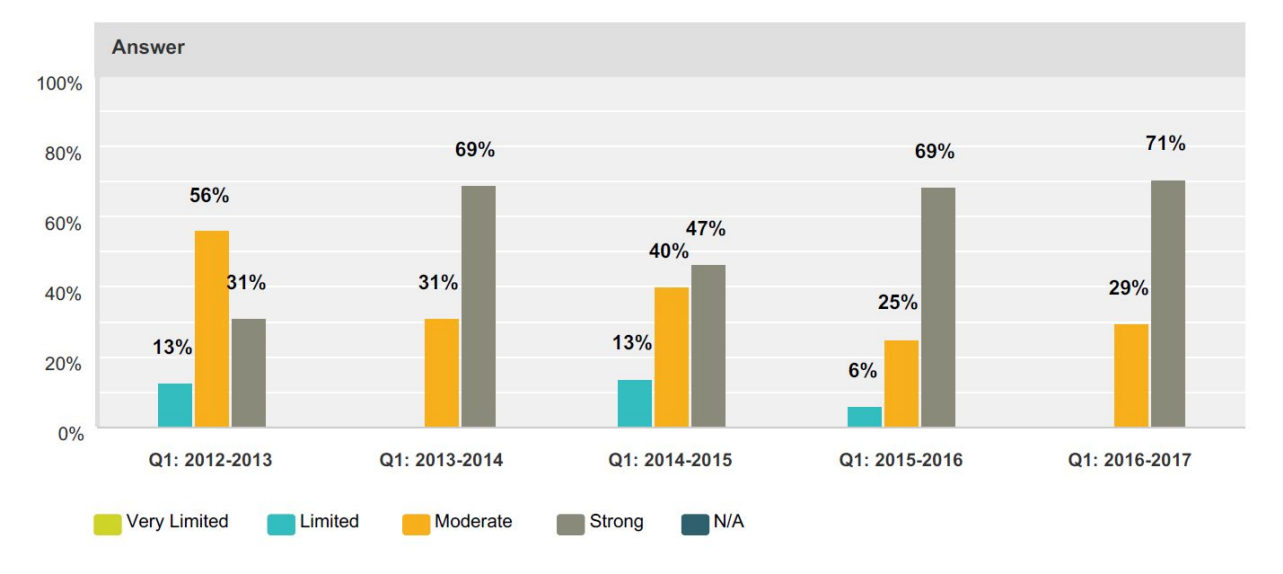
Students were asked about how they are able to access educational supports.

- Teacher help at recess/lunch time (A)
- Homework assistance after school (B)
- Peer tutoring from another student ©
- Extra work to be done at home (D)
- Lunch and Learn (E)

Grades 7-12

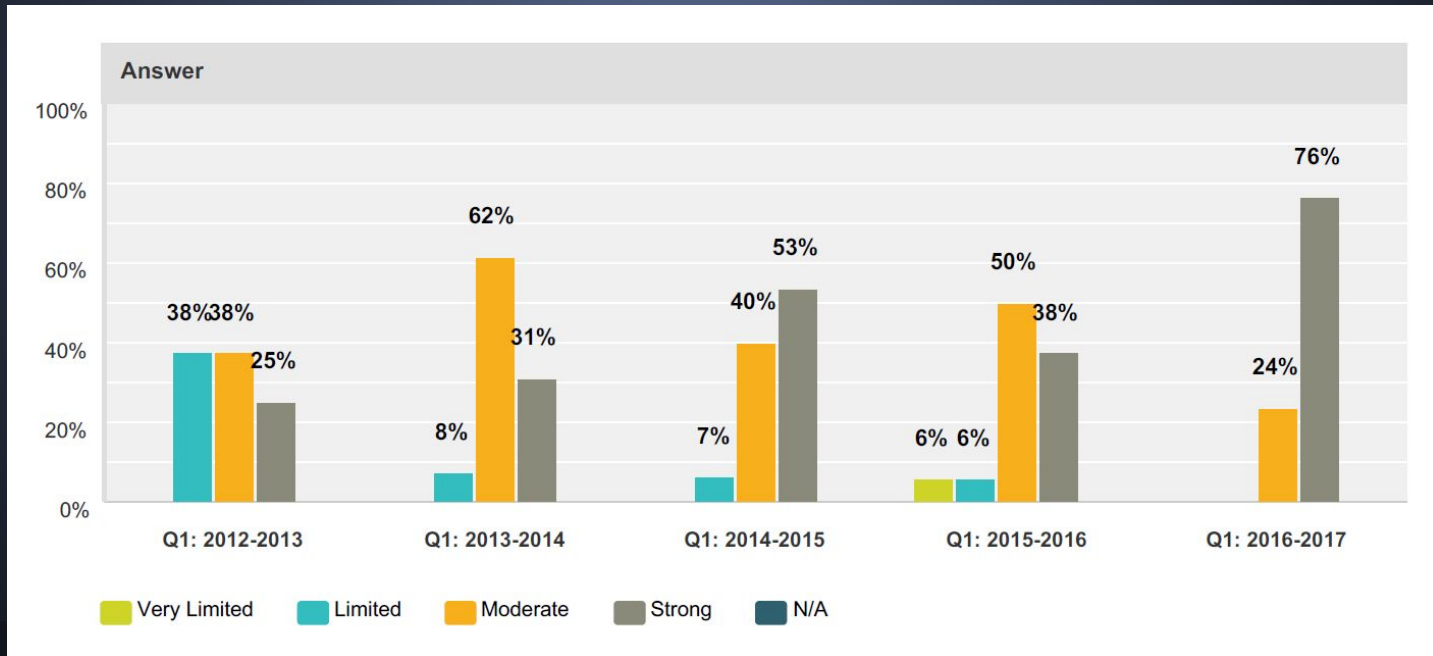
Staff Professional Growth Survey 2016-2017

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



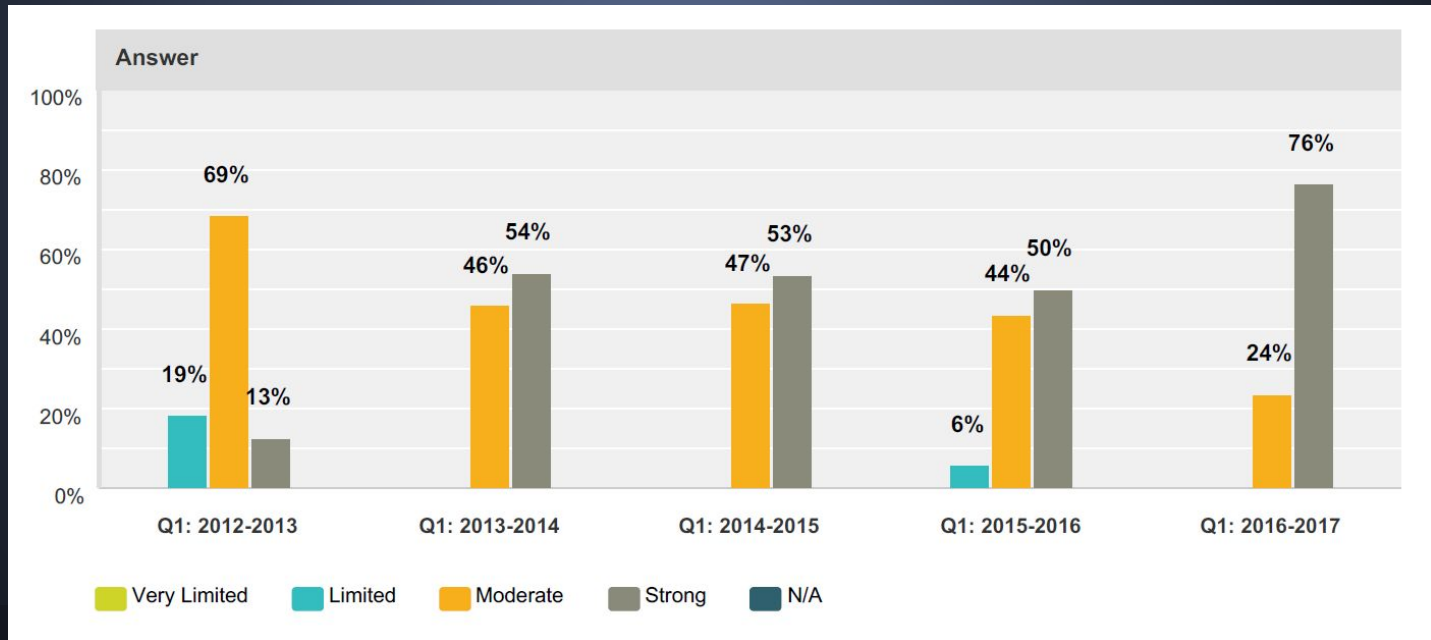
Staff Professional Growth Survey 2016-2017

Q12: To what extent did your collaborative team time focus on examining student work to inform your practice?



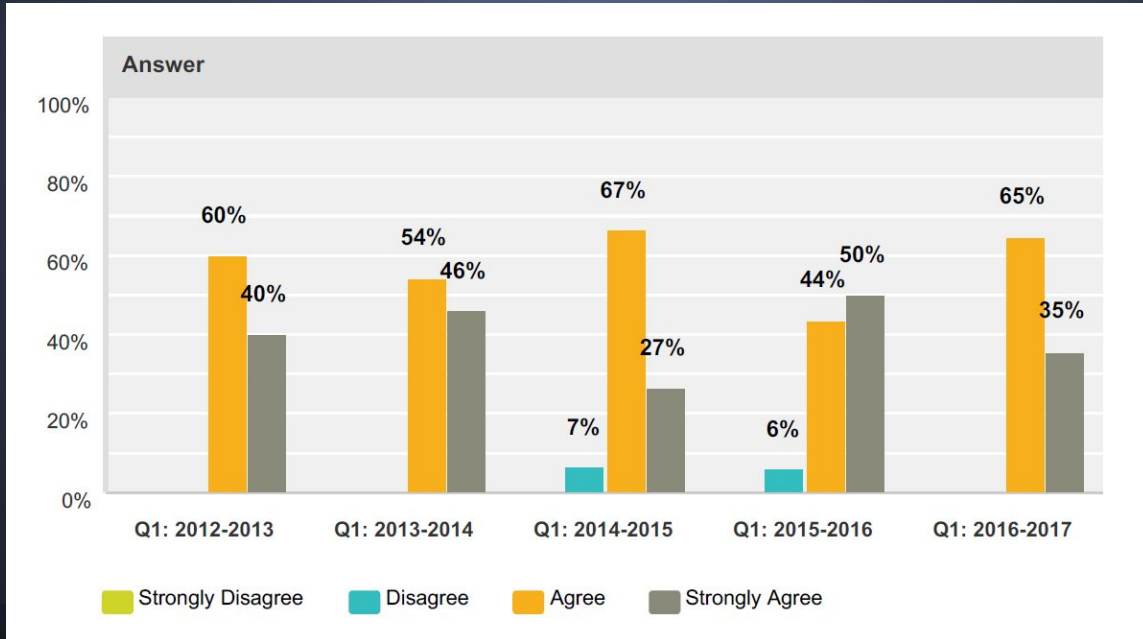
Staff Professional Growth Survey 2016-2017

Q13: To what extent do you feel data about student learning is informing the focus of professional learning at your school?



Staff Professional Growth Survey 2016-2017

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



Overall School Priorities 2017-2020

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 2017-2020

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 2017-2020

Implementation of RTI:

We are committed to developing a strong RTI foundation. Our goal is to continue 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?



2017-2020 Strategies

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

School Strategies:

Leadership Programming (Gr. 6/7/8/9 Leadership classes)

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)

First Nations, Metis, Inuit:

School wide cultural event (Community Engagement/Leadership)

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

2017-2020 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, MHP, Staff Professional Growth)

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

Professional Learning - 7 Habits training for staff (Stephen Covey)- (Staff Professional Growth)

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

2017-2020 Strategies

BTPS Goal #3: Positive, high quality learning and working environments

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 2016/2017

- Positive school culture has increased and students, staff and parents are reporting the difference in the school
- School strategies centered around creating a clear focus and direction for staff and the community, and this is showing improved results as well.
- Our APORI reported maintenance and growth in many areas that we are very proud of!
- More input from parents at School Council has been appreciated and attendance has begun to increase.
- Mannville School mantra is complete and will help continue to guide the school in "Learning and Leading."



We have many extra-curricular activities and sports teams that support a variety of student interests and talents. NASP was a widely received addition to the school extra curricular line up!



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



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



Community "experts" are invited into the school to share their knowledge with students. Flexibility in CTF Programming has developed creativity and interest in various areas, for our students in grades 5-9.



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.



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



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



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

