

# Mannville School

AERR (2017-2018) 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 (part of the Alberta School Nutrition Funding), as well as a pre-order Hot Lunch program on Monday through Friday (organized by our School Council) during the school year.

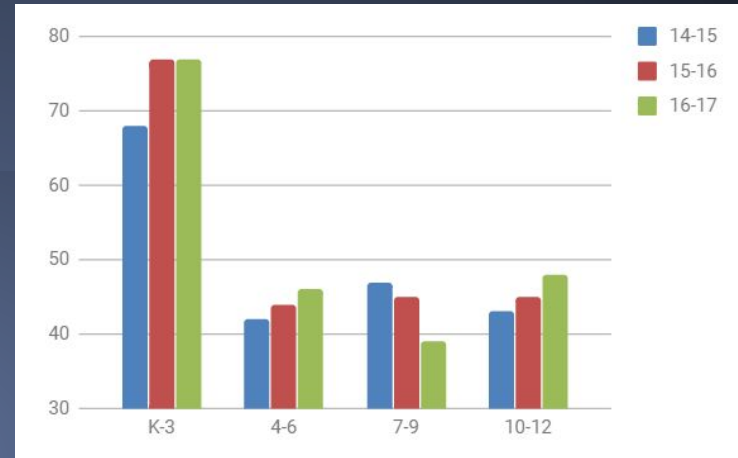
Students are offered many extra-curricular opportunities which are academic, athletic and arts based.

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 15.31 FTE
- support staff of 4.5 FTE

Class size Information



## Student enrolment of 210 students:

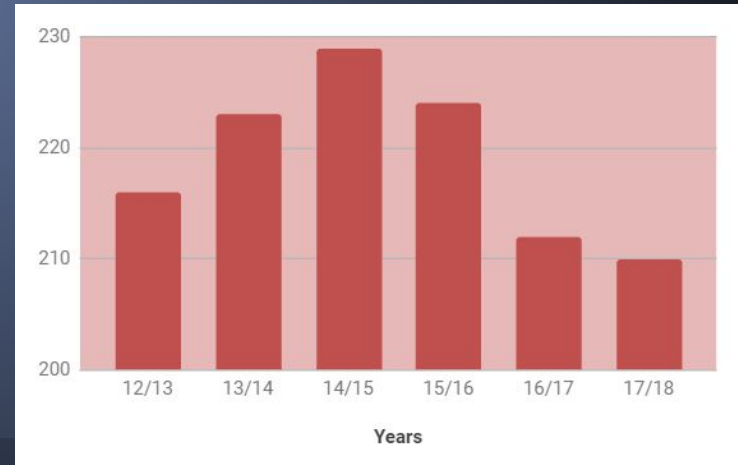
K-3: 77

4-6: 46

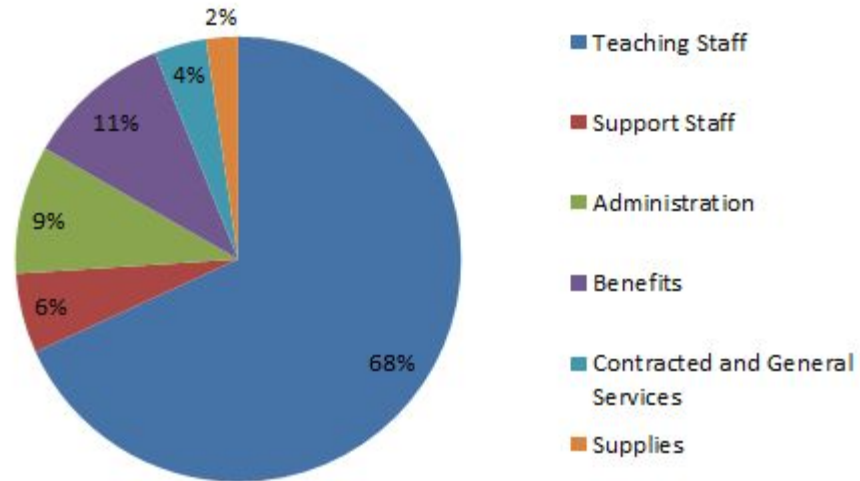
7-9: 39

10-12: 48

School Enrolment



# School Profile



# 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 2017/2018

## Accountability Pillar Overall Summary 3-Year Plan - May 2018 School: 3604 Mannville School



| 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                                       | <a href="#">Safe and Caring</a>                            | 87.2             | 88.3             | 86.1                | 89.0           | 89.5             | 89.4                | High               | Maintained  | Good       |
|   | <a href="#">Program of Studies</a>                         | 62.9             | 66.0             | 59.1                | 81.8           | 81.9             | 81.7                | Very Low           | Maintained  | Concern    |
| Student Learning Opportunities                                | <a href="#">Education Quality</a>                          | 89.6             | 90.9             | 86.8                | 90.0           | 90.1             | 89.9                | Very High          | Maintained  | Excellent  |
|   | <a href="#">Drop Out Rate</a>                              | 0.0              | 0.0              | 0.1                 | 2.3            | 3.0              | 3.3                 | Very High          | Maintained  | Excellent  |
|   | <a href="#">High School Completion Rate (3 yr)</a>         | 86.5             | 91.7             | 84.7                | 78.0           | 78.0             | 77.0                | Very High          | Maintained  | Excellent  |
| Student Learning Achievement (Grades K-9)                     | <a href="#">PAT: Acceptable</a>                            | 78.0             | 69.0             | 70.3                | 73.4           | 73.6             | 73.2                | Intermediate       | Maintained  | Acceptable |
|   | <a href="#">PAT: Excellence</a>                            | 12.1             | 12.9             | 12.1                | 19.5           | 19.4             | 18.8                | Low                | Maintained  | Issue      |
| Student Learning Achievement (Grades 10-12)                   | <a href="#">Diploma: Acceptable</a>                        | 82.2             | 85.3             | 74.0                | 83.0           | 82.7             | 83.1                | Intermediate       | Maintained  | Acceptable |
|   | <a href="#">Diploma: Excellence</a>                        | 13.3             | 17.6             | 9.2                 | 22.2           | 21.2             | 21.5                | Intermediate       | Maintained  | Acceptable |
|   | <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | 43.3             | 41.7             | 38.5                | 55.7           | 54.9             | 54.7                | Low                | Maintained  | Issue      |
|   | <a href="#">Rutherford Scholarship Eligibility Rate</a>    | 58.3             | *                | 33.3                | 63.4           | 62.3             | 61.5                | n/a                | Improved    | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | <a href="#">Transition Rate (6 yr)</a>                     | 53.7             | 73.5             | 79.9                | 58.7           | 57.9             | 59.0                | Intermediate       | Declined    | Issue      |
|   | <a href="#">Work Preparation</a>                           | 67.9             | 87.5             | 82.9                | 82.4           | 82.7             | 82.4                | Low                | Declined    | Issue      |
|   | <a href="#">Citizenship</a>                                | 76.2             | 82.2             | 78.4                | 83.0           | 83.7             | 83.7                | Intermediate       | Maintained  | Acceptable |
| Parental Involvement  | <a href="#">Parental Involvement</a>                       | 83.9             | 89.8             | 85.3                | 81.2           | 81.2             | 81.0                | Very High          | Maintained  | Excellent  |
| Continuous Improvement  | <a href="#">School Improvement</a>                         | 82.7             | 86.4             | 77.7                | 80.3           | 81.4             | 80.7                | Very High          | Improved    | Excellent  |



# Areas of Improvement

Mannville School demonstrated improvement in School Improvement and Parental Involvement which were are targeted areas, so we are proud of these results!

# Positive Growth

Mannville School was reported as *Acceptable* or *Above* in 10 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. Citizenship
9. Parental Involvement
10. School Improvement

Strengths (Levels of Excellent) included: Education Quality, Drop Out Rate, High School Completion Rate (3yr), 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
- Safe and Caring

# APORI Results - Parent Data - 2017/2018

Grade 4-12

10 parent responses

- 100% of parents were satisfied or very satisfied that
  - Teachers care about their child
  - Their child is safe at school
  - Their child is treated fairly by adults at school.
- 100% felt the quality of education was maintained or improved, and that their child finds school work challenging.

# APORI Results - Parent Data - 2017/2018

- 90% of parents are very satisfied or satisfied with opportunities for help from teachers, programs and services, and assistance with problems not related to school work.
- 100% of parents agree that their child is encouraged to try their best at school
- 100% are very satisfied or satisfied with the opportunity to be involved in their child's education at our school

# Looking Back - PAT/DIP 2017/2018

## Areas of strength:

### PAT:

- Literary devices, meaning of text, and synthesizing information (ELA 6)
- Shape and Space (Math 6)
- Skill based questions (Science 6)
- Government and Economy (Social Studies 6 and 9)

# Looking Back - PAT/DIP 2017/2018

## Areas of strength:

### DIP:

- Form Literal Understandings (ELA 30-1/30-2)
- Transformations, trigonometry (Math 30-1)
- Out of 11 students, over half reached standard of excellence (Bio 30)
- Understanding and Analysis (Social 30-1/30-2)

# Looking Back - PAT/DIP 2016/2017

Areas for growth:

PAT:

- Inferences/Text Organization/Meaning (ELA 6)
- Inferences/Ideas and Details/Synthesizing Ideas (ELA 9)
- Number and Operations (Math 6)
- Number, Patterns and Relations, Shape and Space (Math 9)
- Skills and Processes (Social 6)
- Knowledge based questions (Science 6 and 9)



# Looking Back - PAT/DIP 2016/2017

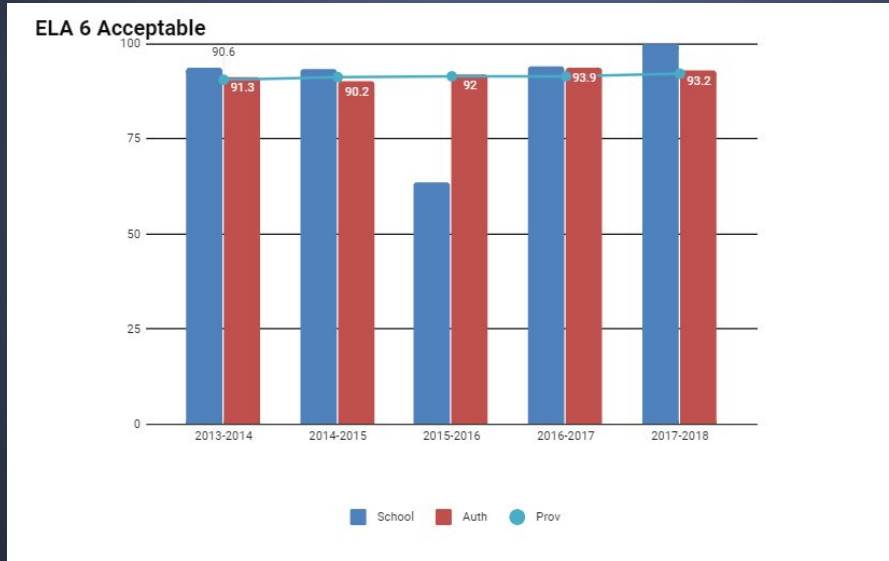
Areas for growth:

DIP:

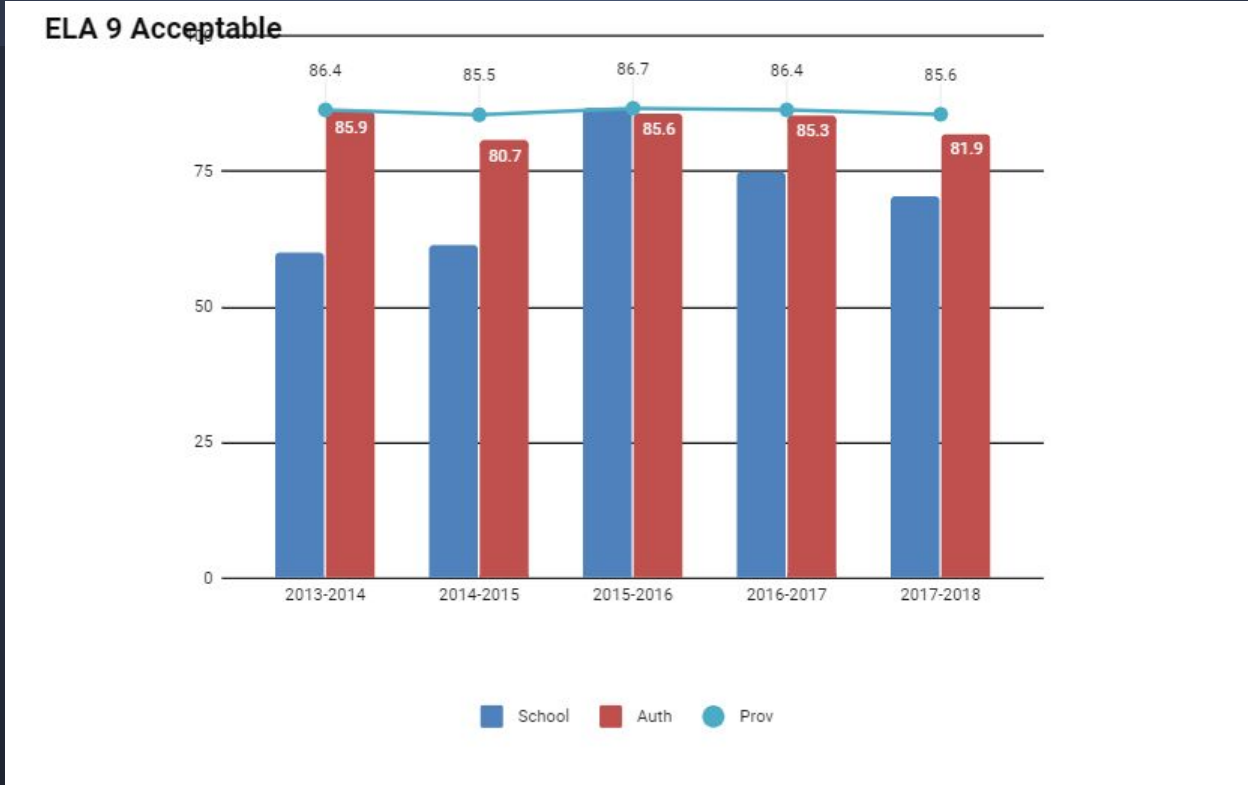
- Written Response (ENG 30-1/30-2)
- Written Response (Soc 30-1/30-2)
- Relations and Functions (Math 30-1)

# Looking Back - PAT 5 Year Trend

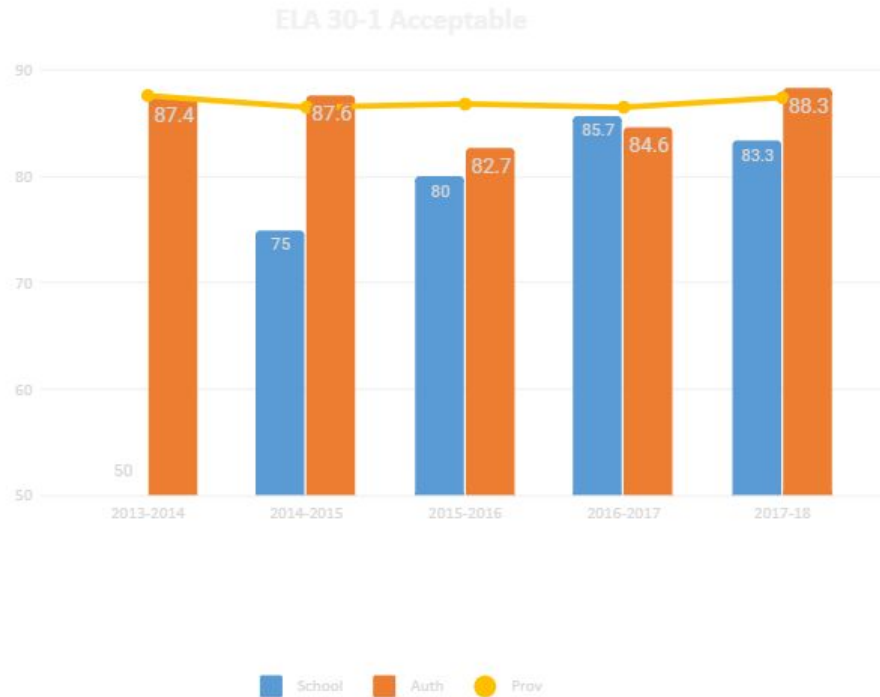
## ELA Gr. 6



# ELA Gr. 9



# English 30-1

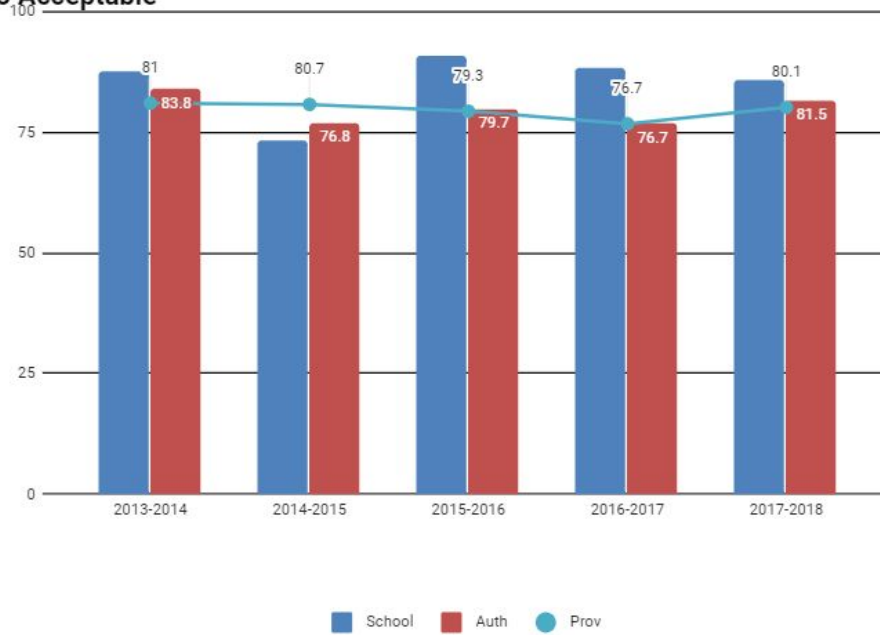


# English 30-2



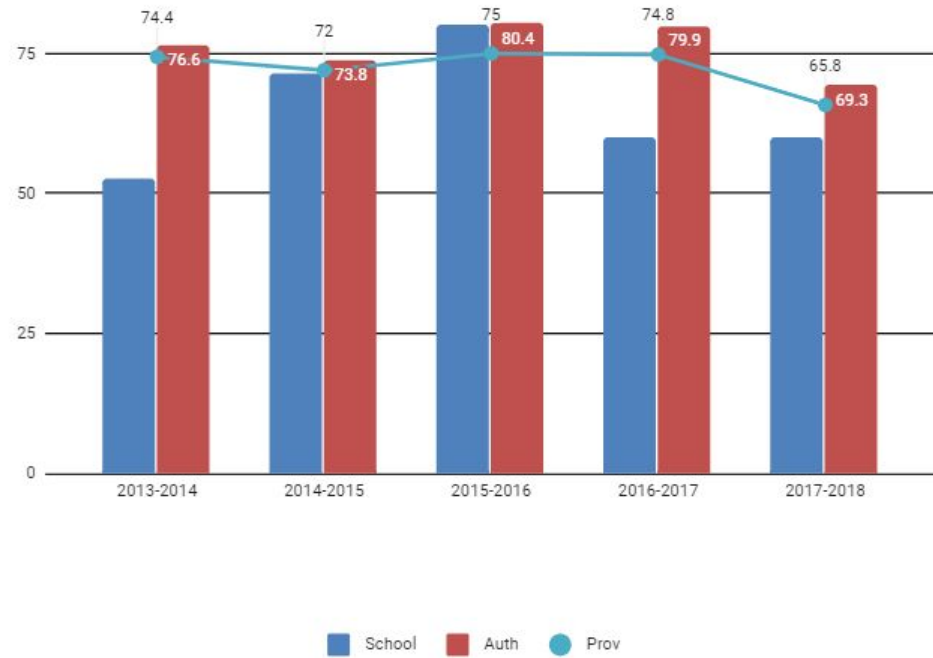
# Math Gr. 6

## Math 6 Acceptable



# Math Gr. 9

## Math 9 Acceptable



# Social Studies Gr. 9

## Social Studies 9 Excellence



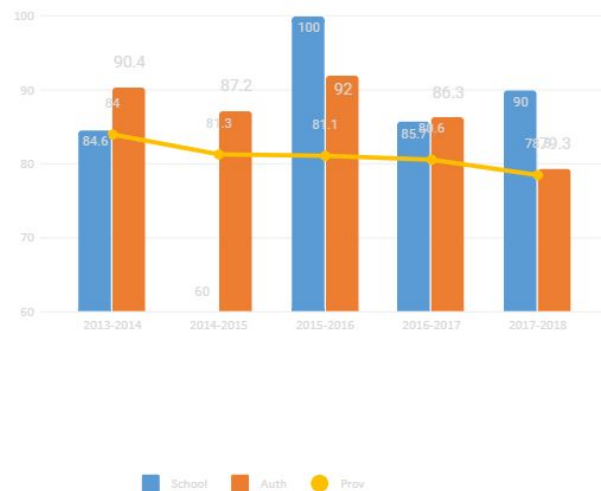


# Social Studies 30-1/30-2

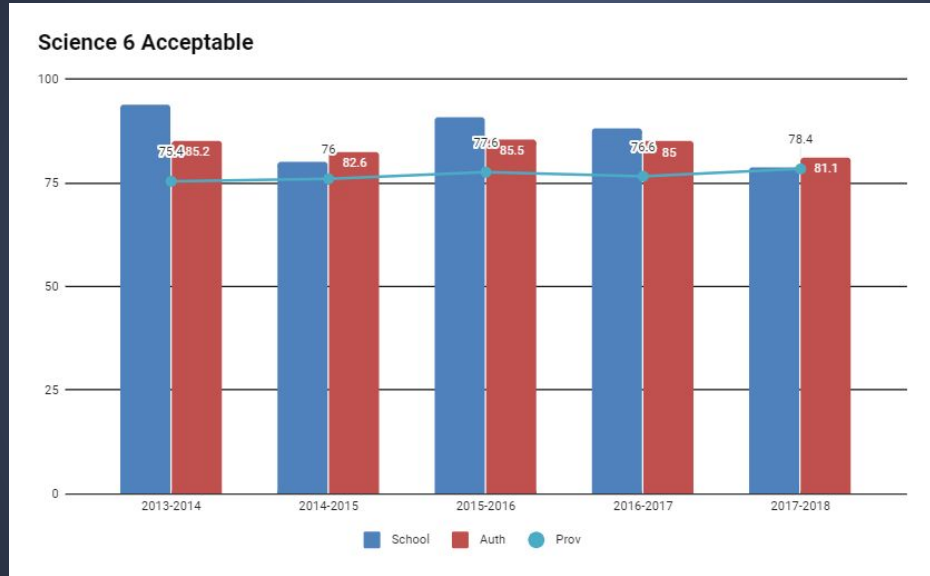
## SS 30-1 Acceptable



## SS 30-2 Acceptable



# Science Gr. 6

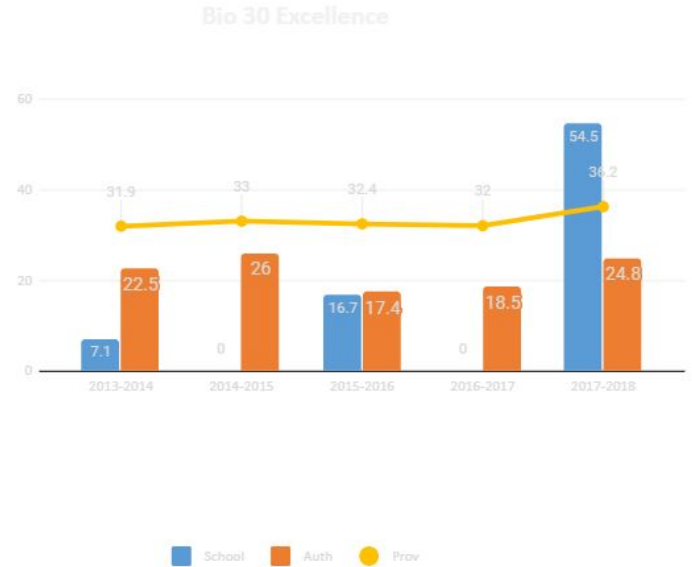
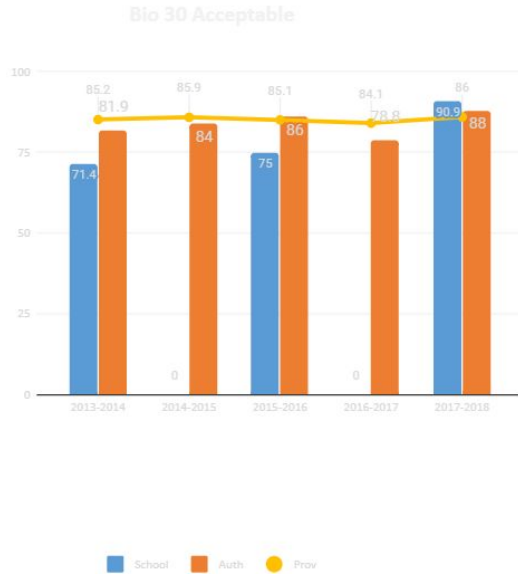


# Science Gr. 9

## Social Studies 9 Excellence



# Biology 30



# Looking Back "TTFM" 2017/2018

## Tell Them From Me Student Survey

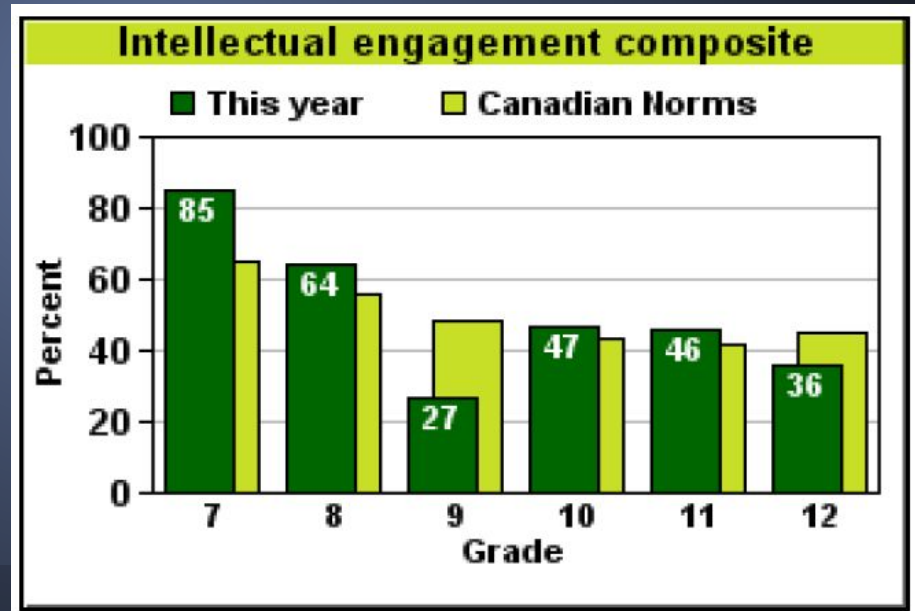
- 50% of students in this school are intellectually engaged. The Canada norm for these grade levels is 50%.

- 52% of the girls and 51% of the boys in this school were intellectually engaged. The Canada norm for girls is 51% and for boys is 48%.

grade 7: 13  
grade 10: 15

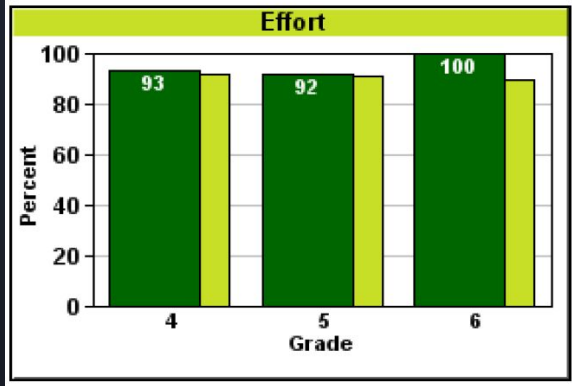
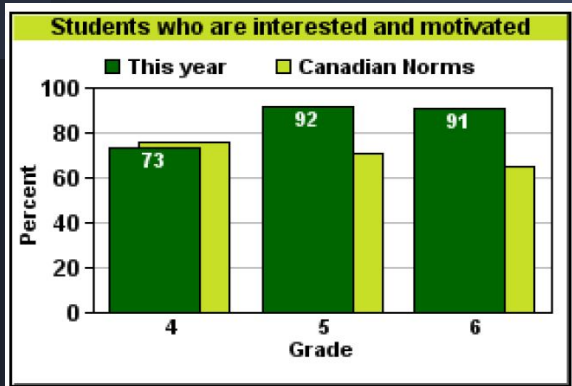
grade 8: 11  
grade 11: 13

grade 9: 15  
grade 12: 10



# Looking Back "TTFM" 2017/2018

## Tell Them From Me Student Survey



Students who are interested and motivated in their learning.

- 84% of students in this school were interested and motivated; the Canada norm for these grades is 71%.

- 89% of the girls and 79% 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.

- 95% of students in this school tried hard to succeed; the Canada norm for these grades is 91%.

- 100% 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%.

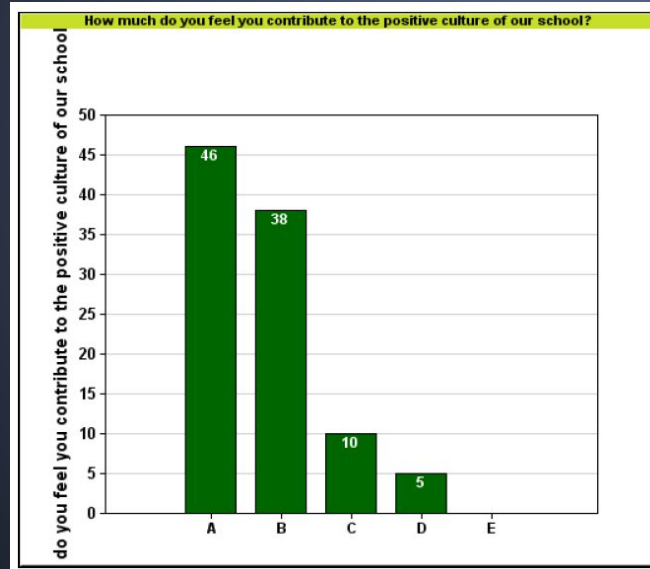
• grade 4: 17 • grade 5: 12 • grade 6: 14

# Looking Back "TTFM" 2017/2018

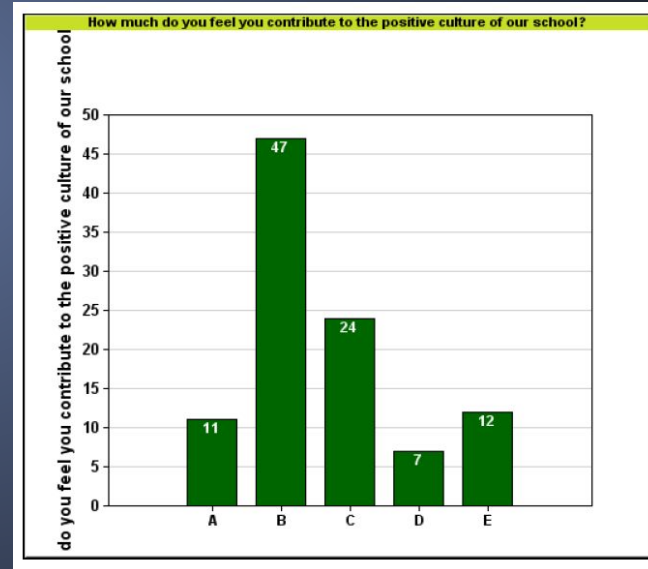
## Tell Them From Me Student Survey

Students were asked about how they contribute to the positive culture of our school.

- 100% (A)
- 75% (B)
- 50% (C)
- 25% (D)
- 0% (E)



Grade 4-6



Grade 7-12

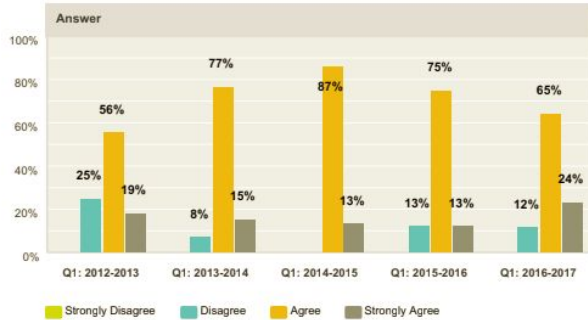
# Staff Professional Growth Survey 2017-2018

Q9/14: Staff professional learning at my school influenced my implementation of new teaching practices this year.

Staff Professional Growth Survey

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

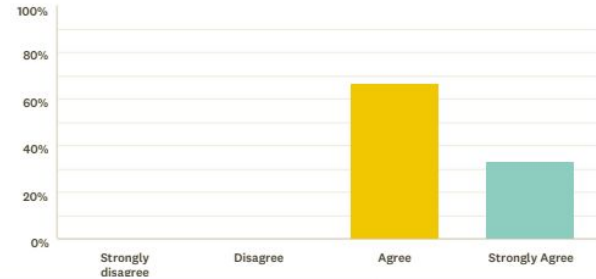
Answered: 77 Skipped: 2



BTPS Teaching Staff Education Plan Survey 2017-2018

**Q9 Staff professional learning at my school influenced my implementation of new teaching practices this year.**

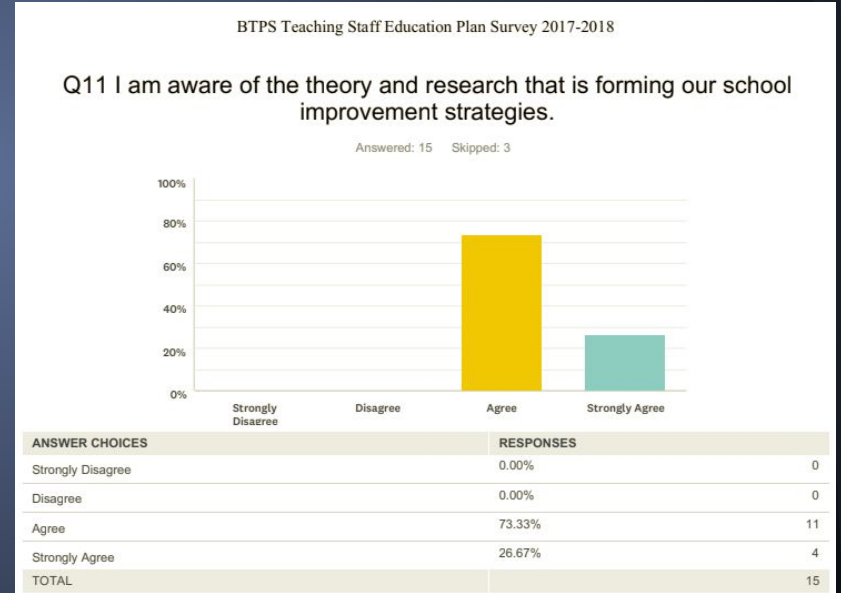
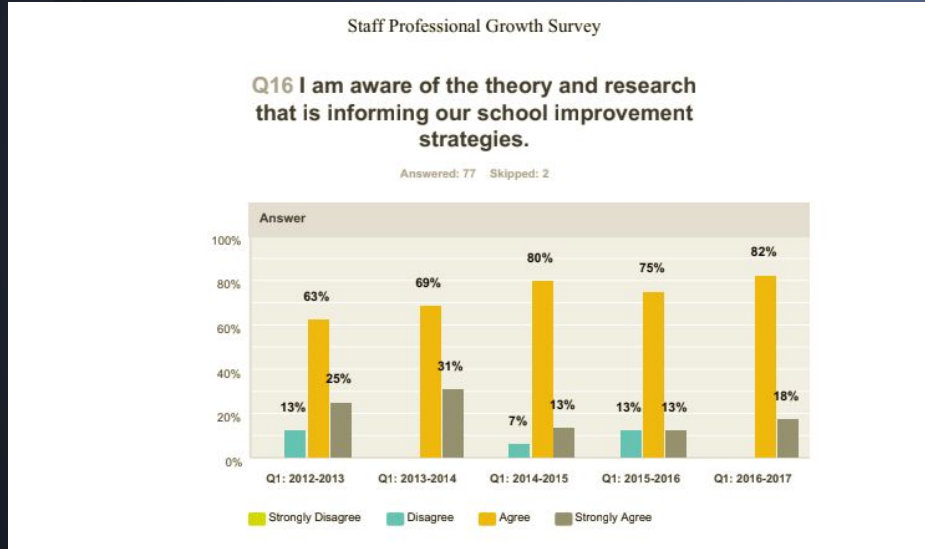
Answered: 15 Skipped: 3





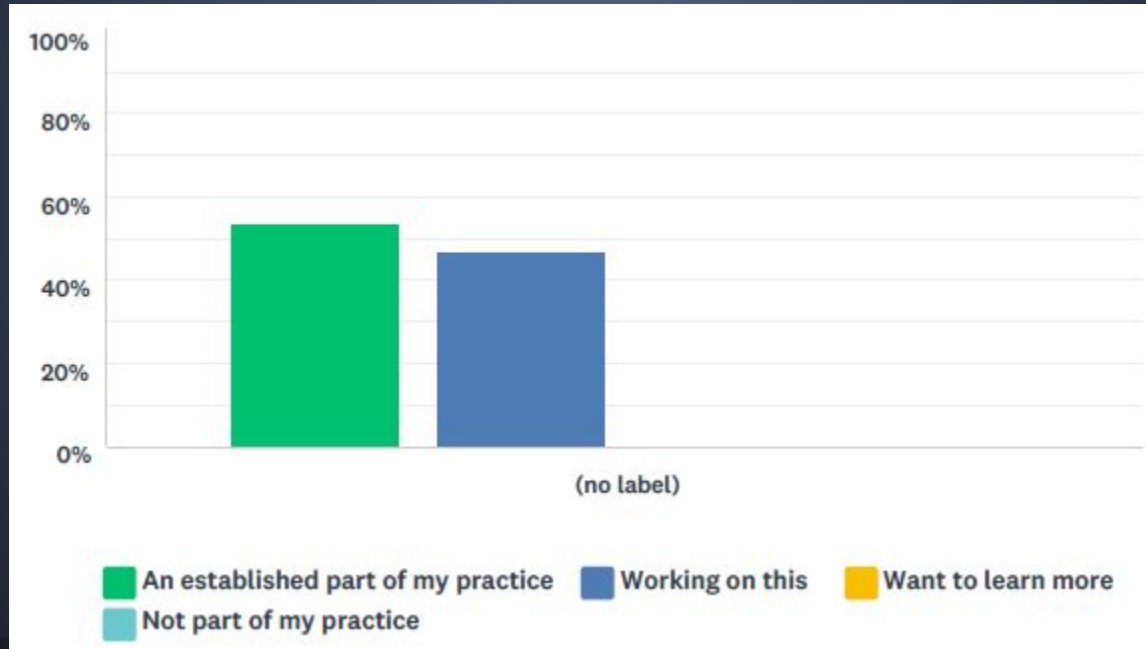
# Staff Professional Growth Survey 2017-2018

Q16/11: I am aware of the theory and research that is informing our school improvement strategies.



# Staff Professional Growth Survey 2017-2018

Q18: I utilize a variety of resources to design authentic, student driven learning tasks that build deep understanding.



# Staff Professional Growth Survey 2017-2018

Q25: My instructional design supports a differentiated, universally accessible learning environment.



# 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 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.

We have added scheduled RTI blocks to our time table (1/day) for our jr high, in addition to our elementary programming.

# 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:

## Elementary Leadership Teams (Leadership)

Student Council (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/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 I (Time, Staff Professional Growth)

ILL 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 Mathematics in 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)

Optimal Learning 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 2017/2018

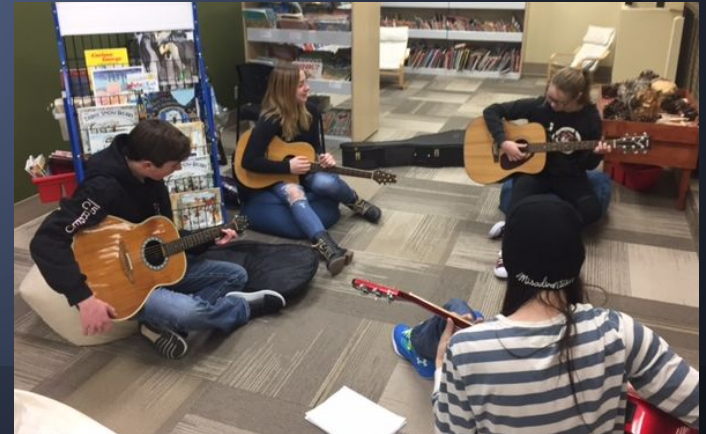
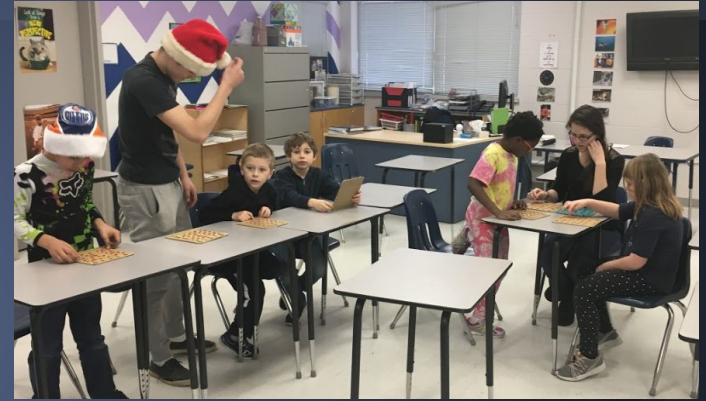
- Positive school culture has increased and students, staff and parents are reporting the difference in the school
- School strategies centered around creating a clear focus and direction for staff and the community, and this is showing improved results as well.
- Our APORI reported maintenance and growth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



We have many extra-curricular activities and sports teams that support a variety of student interests and talents. More students make it their goal to be able to attend provincials for our athletic programs.



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 learn about First Nations, Metis and Inuit history and teachings.



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.

