

Mike Mountain Horse School



2019/20 Three Year Education Plan

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens

Lethbridge School District Priority: Achievement.

PROVINCIAL GOALS

Alberta's students are successful.
 Alberta's system supports FNMI student success
 System is inclusive
 Quality teaching and school leadership.
 System is well managed.

OUTCOMES:

Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
 Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
 First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
 Teachers are highly skilled in all areas of the Teaching Quality Standard.
 Support staff possess the knowledge, skills and attributes to support student success

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
 Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
 Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes

Goal	Study/Resources	Strategies	Measures
Explore current & best practices in relation to numeracy instruction	Jenn Giles Dan Finkel Marilyn Burns Jay Bright	Jenn Giles – PL – Oct. 15 th Engagement Time – numeracy focus in some groups Teacher observations of numeracy practices in other classrooms MIPI implementation 4 & 5	Survey – what has changed in your math practice? MIPI assessment
Continue with and enhance best literacy practices with a particular focus on: writer's workshop <i>conferencing</i> and <i>revision</i> processes explicit vocabulary instruction reader's workshop & book clubs for differentiation	Calkins workshop videos Book clubs/literature circles – Harvey Daniels Beck & McKeown – vocab Bev Smith	Dedicate these foci at various staff meetings and site-based PL days Teacher observations of writer's workshop, book clubs in other classrooms Exploration of book clubs available through the district resource centre Purchase of more literature for book clubs	Survey – regarding conferencing, revision Student samples of work Observation of book clubs/lit circles taking place

Lethbridge School District Priority: Innovation

OUTCOMES:

Students demonstrate the attributes of innovation, creativity and critical thinking.

Learning is process-based supported by instructional practices that engage students in creative and critical thinking

All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating

Performance Measures

Opportunity for students to receive a broad program of studies,

Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Goal	Study/Resources	Strategies	Measures
<p>Continue with a focus on Project-Based Learning with a particular emphasis on:</p> <p>Effective student collaboration</p> <p>Feedback processes that lead to high quality products</p> <p>STEAM unit development</p>	Jaclyn Vasko – PBL Consulting	<p>Vasko – focus on feedback processes that lead to high quality products Oct. 24th</p> <p>Vasko – focus on creation of new PBL units Oct. 25th – STEAM focus</p> <p>3 mornings for grade level teams to develop/enhance PBL units</p> <p>Tuning Protocols – designate various staff meeting/site PL time for feedback to one another on PBL development</p> <p>Student collaboration video by Stephanie Daniels within an inquiry-based setting</p>	<p>Reflection feedback processes/quality of student products</p> <p>Creation & implementation of STEAM units</p> <p>Reflection/feedback on effective student collaboration</p>
<p>Learning Commons – technology-based maker station centres will run throughout the school year</p>	<p>Sarah Renner</p> <p>Jesse Sadlowski</p>	<p>Set up Maker Stations and allow students to experiment/create with materials – ozobots, osmos, cubelets</p> <p>Purchase additional i-pads for student use</p> <p>Community Foundations Grant—Maker Space materials</p>	<p>Student feedback (survey format – develop with Sarah Renner)</p>

Lethbridge School District Priority: Inclusion

OUTCOMES:

Schools are welcoming, caring, respectful and safe learning environments.

Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

Improvement on the continuum of the Indicators of Inclusive Schools.

Students model the characteristics of active citizenship.

Goal	Study/Resources	Strategies	Measures
Develop a common understanding & philosophy of what inclusion means at MMH	Shelly Moore AB Ed inclusive library videos Jody Carrington FNMI Liaison Immigrant Services	Videos @ staff meetings Carrington book study	Staff survey
Establish diverse programming & barrier elimination for students exhibiting exceptional needs at MMH	Shelley Moore Alberta Ed Inclusive library resources	Exemplars of student programming available & reviewed at staff meetings Discussion of student needs at staff meetings Learning Team Meetings – strategy discussion and program development Sub time available for some teacher/EA teams requiring additional time to plan for and debrief student learning	Program plans for students well developed Individual success shown for students with exceptional needs (according to goals developed on personal ISPs)

School Priority: Curiosity, creativity, & innovation

Outcomes:

A culture of curiosity, creativity and innovation permeates the school community

Performance Measures

Through best and well researched teaching practices, students will demonstrate curiosity, creativity and innovation on a consistent basis.

Teachers will collaborate to plan and enhance lessons and units of study that foster curiosity, creativity and innovation.

Goal	Study/Resources	Strategies	Measures
In what ways can we create a culture of curiosity, creativity and innovation within the school to develop active classrooms where student agency and genuine engagement within learning occur?	The Curious Classroom (Daniels) Making Thinking Visible (Ron Ritchhart) Emma Seppala – Stanford research – fun, joy, passion awe Stephanie Harvey – inquiry based classrooms	Engagement Teams – teacher collaboration Release time to develop PBL units Tuning Protocols – PBL units Generative Dialogue – individual teachers, engagement teams & students	Generative dialogue with students – questions in relation to curiosity, creativity & innovation Effective PBL units planned and delivered to students Effective & productive teacher collaboration (site based & engagement time)

Accountability Pillar Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 6457 Mike Mountain Horse School



Measure Category	Measure	Mike Mountain Horse 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	89.8	87.5	91.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.4	84.6	85.2	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	96.8	91.1	92.8	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	82.6	70.1	80.1	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	85.1	85.0	86.2	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.6	75.5	81.7	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.5	83.9	84.9	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Highlights

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We are very pleased to see that continuous improvement improved significantly. We have worked diligently as a staff to make learning effective and engaging for students, and are happy to see that parents and students feel the same way.

Challenges to Address

Challenges

We will continue to work toward and improve all areas of the accountability pillar. Student learning and school community is of utmost importance to us.

School Reserves

Total reserves as of Aug. 31, 2019: \$ 40,000.00

Planned use of reserves	
1. Lap top carts and lap tops	\$ 40,000.00
2.	\$
3.	\$
4.	\$
Total	\$ 40,000.00

School Generated Funds

Fund balance as of July 31, 2019: \$ _____

Funds are carried over for:\$45,962.44	
Field Trips	\$ 10,000.00
Sports equipment	\$ 3000.00
Travel deposits	\$
Other equipment and furnishings	\$ 15,000.00
Other (specify) School Clothing Staff Fees	\$ 500.00 \$1600.00
Fundraising activities	\$ 15,000.00