

# SCHOOL REPORT PLAN 2016/2017

Manitoba Education and Advanced Learning is reviewing the current school and school division reporting and planning process; therefore the reporting and planning for the 2015/2016 school year will be a year of transition as changes to the process and templates may be forthcoming.

- 1) Please use this template to complete your **2014/2015 School Report on Outcomes and 2015/16 School Plan**.  
  
(Note: The web survey offered in previous years is suspended during the review.)
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at <[www.edu.gov.mb.ca/k12/ssdp/index.html](http://www.edu.gov.mb.ca/k12/ssdp/index.html)>.
- 4) For inquiries to Manitoba Education and Advanced Learning regarding School Reporting and Planning, contact Tia Cumming <[Tia.Cumming@gov.mb.ca](mailto:Tia.Cumming@gov.mb.ca)> or 204-945-8417.

# SCHOOL PLANNING 2016/2017

## Identification

Name of School Division  
Seven Oaks School Division

Name of School  
Maples Met School

Name of Principal  
Matt Henderson

Date (yyyy/mm/dd)  
2016/10/14

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers	4	Number of Students	60
		Grade Levels	9-10
What is your mission statement? Our mission is to cultivate a safe and educative environment by which learners engage in critical issues of interest to them so that they can develop the skills and knowledge essential for affecting positive change through meaningful and informed action.			There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes  Year Revised 2016/17

## SCHOOL REPORT – 2015/2016

<b>School Priorities</b>
1. This is the first year for the Maples Met School. As such, there is no report from the previous year.
2.
3.
4.
5.

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes (2012/13, 2013/14, 2014/15).	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
1.	
2.	
3.	
4.	

**SCHOOL PLAN – 2016/2017**

<b>Planning Process</b>
List or describe factors that influenced your priorities.  Our faculty have heavy research interest in reconciliation, ecological literacy, and experiential education.
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Faculty met several times throughout the summer and fall months and began to design the school plan via a Google document and through faculty plans. The vision statement was sent out the family community for feedback.
How often did you meet? Weekly in-person or Google Hangout meetings.
What data was used?  No data as of yet.
Other highlights?

<b>School Priorities</b>
1. Create an environment where learners feel safe, welcome, and important and where reconciliation is a pillar to our strong community.
2. Create an environment where families are engaged in the development of learners.
3. Develop a school culture whereby faculty and learners are perpetually engaged in discussions related to how and why we learn and teach.
4. Develop sound assessment practices in order to assess projects, exhibitions, internships, and general student learning in meaningful ways.
5. Create meaningful connections with the wider community and develop an ecological literacy within our learning community.

<b>School Plan</b>			
<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. The ability to design and deliver outstanding exhibitions of learning.	Learners will be asked to offer four exhibitions per year. Advisors will coach learners through the process so that their final exhibition will hopefully be an autonomous activity. Advisors will provide a step-by-step methodology to help learners develop exhibition skills, while at the same time pulling some scaffolds away as skills develop.	We will be able to assess the quality of exhibition and the growth of the learner based on each exhibition, the depth of their content, their confidence, and their ability to communicate effectively.	Qualitative data will be collected throughout the process: during the preparation, during the exhibition, and in the post-exhibition reflection. Exhibition reflections will also be noted in end-of-term summative narratives.

<p>2. The development of soft skills related to working with adults within internships.</p>	<p>Learners will take part in a Learning Through Internship boot camps to prepare themselves for informational interviews, cold calls, shadow days, and eventual internship placements. Learners will participate in internships where they will gain interpersonal, organizational, and communication skills. This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.</p>	<p>Learners will display increased self-confidence, professionalism, and communication skills as evidenced through their internships (via on-site visits from the advisor, meetings with mentors, etc.). Soft skills will also be assessed through exhibitions, as we look for how communication and organizational skills have developed.</p>	<p>Data collection will come in the form of exhibitions, narratives, and meetings with mentors.</p>
<p>3. The development of thinking skills whereby learners will be able to observe a problem, ask a question, and propose an argument.</p>	<p>Through project-based learning, learners will be tasked with asking deep questions about the universe and human existence. Advisors will guide learners on how to probe deeper, use evidence to support arguments, and to pull the Manitoba curriculum and Big Picture learning goals into their projects.</p>	<p>Learners are able to engage in a body of knowledge to generate powerful questions. Learners are able to identify research problems. Learners are able to create meaningful arguments and offers solutions to problems. Learners are able to substantiate their arguments with sound logic and relevant primary and secondary research.</p>	<p>Project work, via learners exhibition, will be able to provide us with four snap-shorts per year as to the thinking and reasoning skills of each learner. Learner portfolios will also provide a demonstration of the learner's meta-cognitive thought on thinking, research, and communication.</p>
<p>4. The development of an ecological literacy and a positive attitude towards well being and mindfulness.</p>	<p>Learners will be engaged in a variety of experiences that will position them on the land and allow them to reflect on how they are related to all systems on Earth. Faculty will also ensure that ESD curricula are emphasized in group exploration and that individual inquiry is fostered. An ESD Hydro Grant will be sought to acquire equipment to be able to engage in multi-day field trips.</p>	<p>Ecological literacy will be assessed based on learner behaviour. (Do they conduct themselves with respect to the understanding that nature sustains all life on Earth.) As well, learners projects will focus on action that can be taken within their own communities to ensure enough for everyone, forever.</p>	<p>Learner projects will be assessed as to how they help create sustainable communities. In conjunction with projects, learner attitudes will be surveyed at the end of each term.</p>
<p>5. Learners will develop skills in mathematics and will develop a positive attitude towards learning mathematics.</p>	<p>Learners will be engaged in project-based and real-world experiences which are designed to ignite enthusiasm for mathematics. Ralph Mason, from the University of Manitoba, will also work with our faculty to help guide our exploration as math educators.</p>	<p>Through exhibitions, learners will demonstrate a proficiency with math skills and content while at the same time being able to connect it to their lives. Advisors will also apply consistent formative assessment practices as a means to assess for by learning.</p>	<p>Formative data will be collected in the form of exit slips and faculty check-ins. Learners will also be assessed based on quizzes and tests. Finally, data will be collected based on summative exhibitions.</p>