



MARWAYNE JUBILEE SCHOOL

MARWAYNE
JUBILEE
SCHOOL
2024/25
ASSURANCE PLAN



Message from the Principal

At Marwayne Jubilee School (MJS) our staff works together with our parents and community to provide the best possible learning environment for our students. Our mantra is "Engaging Minds, Creating Opportunities," which encapsulates our unwavering commitment to providing an exceptional learning environment for our students.

At MJS we firmly believe in the power of education to shape young minds, foster growth, and unlock countless possibilities. Our dedicated team of educators and staff members work tirelessly to create a stimulating and inclusive atmosphere where every student can thrive and reach their full potential.

We recognize that each student is unique, with their own set of talents, interests, and aspirations. With this understanding, we strive to offer a wide range of educational opportunities that cater to diverse learning styles, allowing students to discover their passions and explore various paths to success. Whether it be through academics, sports, arts, or extracurricular activities, we encourage our students to embrace their individuality and pursue their dreams with determination and enthusiasm.

However, our commitment to holistic development goes beyond academic achievements. We believe in nurturing well-rounded individuals who possess strong character, compassion, and a sense of responsibility towards their community. We instill values of integrity, respect, and empathy, encouraging our students to become active and engaged citizens who contribute positively to society.

In line with our mantra, "Engaging Minds, Creating Opportunities," we continuously strive to foster a culture of lifelong learning. We encourage curiosity, critical thinking, and a growth mindset among our students, equipping them with the skills and knowledge necessary to adapt and succeed in an ever-evolving world. We embrace innovation, leverage technology, and provide access to resources that enhance the learning experience, preparing our students for the challenges and opportunities of the future.

S. Mouland

ABOUT Marwayne Jubilee School

Mission:

We will provide an enthusiastic environment supported by our community partners to ensure all students maximize their academic and social skills.

- Education is a shared commitment. Parents are encouraged to be active partners in helping their children develop responsibility and enthusiasm for learning
- A variety of programs are offered in an environment that recognizes student achievement & rewards student successes at all levels of ability
- MJS staff provide instruction in an environment dedicated to helping students develop their skills & fulfill their academic potential
- Students realize that responsibility, accountability and cooperation are important for success in our challenging and changing world.

Mantra:

Engaging Minds, Creating Opportunities

School Profile:

MJS is a K-12 school that serves both in town and out of town students. We offer full courses to approx 200 K-12 students. We are very proud of all our Wildcats and we endeavor to support all of our students to achieve success in their academics, athletics and ultimately for their lives as lifelong learners.

Marwayne is a close knit small community 25 minutes north west of Lloydminster. The main industries are agriculture and oilfield. Marwayne is an affordable, family friendly community. There are many active clubs and organizations in Marwayne under the Marwayne Agriculture Society. Such as Marwayne Minor Hockey and Ball Associations, Figure Skating and Marwayne Dance Academy to name a few.

PRIORITY ONE: Supporting Learning Success for All Students



Outcome: Students are prepared for the life after K-12

Strategies

Support and expand programming and robust learning experiences - in the classroom, online and in the community.

Facilitate the application of foundational knowledge About all cultures including First Nations, Metis, and Inuit for all students.

School Actions

Current:

Collaborate with local businesses and industries to provide relevant career-related work experience/volunteerism.

Utilize community guest speakers to enrich students' learning and perspectives.

Cultivate cultural competency, empathy, and respect for diversity through inclusive practices and multicultural education.

Foster a growth mindset and resilience to help students navigate challenges and setbacks.

Offer college and university campus visits, virtual tours, and information sessions to expose students to higher education options.

Collaborate with local colleges and training programs to create pathways for students pursuing technical careers.

Foster relationships with local indigenous groups and facilitate

Measures


Provincial

- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

Local

- OurSchool Survey:
 - o Student Engagement
 - o Subject Scores
 - o Intellectual Engagement
 - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence

	<p>collaboration between students and teachers</p> <p>Student trips to Pow Wows at Frog Lake and Onion Lake</p> <p>Blanket Exercise with Grade 7 students annually</p>	
<p>Results and Key Insights</p>	<p>PAT and DIPLOMA Results coming fall 2024</p> <p>Grade 6</p> <p>Grade 9</p> <p>Grade 12</p>	
<p>Outcome: Students demonstrate strong numeracy and literacy skills.</p>		
<p>Strategies</p>	<p>Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.</p> <hr/> <p>Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.</p>	
<p>School Actions</p>	<p>Current: Implement evidence based intervention and support that address students' needs at their current level.</p> <p>Offer small group targeted instruction for specific students in both literacy and numeracy.</p> <p>Intentional focus on providing daily reading opportunities at all grade levels.</p> <p>Increase opportunities for teachers and staff to attend professional development that focuses on effective literacy and numeracy instruction</p>	

	<p>Analyze assessment data to identify areas of strength and areas that require additional support.</p> <p>Use data to identify students in need of intervention or enrichment and provide targeted instruction</p>	
<p>Results and Key Insights</p>	<p>Eye test 2023 Grade 1-4 Literacy and Numeracy Data here</p> <div data-bbox="342 575 1281 974" style="background-color: #2c3e50; color: white; padding: 10px;"> <p>What data tells us... </p> <ul style="list-style-type: none"> ○ If students demonstrate poor reading comprehension TARGET fluency ○ If students have poor fluency INTERVENE with decoding ○ If students demonstrate poor decoding skills TEACH more phonemic awareness <p>TIER 1 (universal instruction)- If most of class is below target- whole class instruction</p> <p>TIER 2 instruction- There are students with similar gaps in skills- small group instruction</p> <p>TIER 3 instruction- Huge gaps in learning- intervention needed- 1-on-1 instruction</p> </div> <p>2024 data will be available in the fall of 2024.</p>	
<p>Outcome: Students have opportunities for rich learning experiences from highly effective staff.</p>		
<p>Strategies</p>	<p>Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.</p> <hr style="border: 0.5px solid black; margin: 10px 0;"/> <p>Support strong digital citizenship through a technological rich infrastructure.</p>	
<p>School Actions</p>	<p>Current:</p> <ul style="list-style-type: none"> - Engage in ongoing research-based professional development: Provide educators with opportunities to participate in workshops, seminars, conferences, and online courses that are grounded in educational research. These learning experiences should focus on effective instructional and pedagogical 	

	<p>practices, offering practical strategies that teachers can implement in the classroom.</p> <ul style="list-style-type: none"> - Encourage collaborative lesson planning and observation: Foster a culture of collaboration among teachers, where they work together to design and refine instructional strategies based on research-backed practices. Encourage peer observations and provide opportunities for teachers to observe each other's classes and provide constructive feedback. - Mentor teachers and EA's connecting with beginning teachers and beginning EA's - Engage and collaborate with BTPS division wide grade/subject groupings - Collaborative time unprescribed for staff, allow sharing of professional practices 	
<p>Results and Key Insights</p>	<p>We have implemented Hegerty and Mathology. Hegerty is a phonological awareness tool to instruct students in literacy and Mathology is a math program that is aligned with the new Alberta curriculum. Teachers are collaborating to ensure consistency between grades.</p> <p>Our K-6 Teachers attended PD with Lana Lane for Literacy and Jackie Ratcovic for Numeracy.</p> <p>Our Jr/Sr teachers attended a morphology PD with Charlie Craig</p> <p>One teacher attended the ATLE conference and presented all things tech to our staff.</p> <p>Our key focus this year was looking at universal instructional strategies. How we use them in class and how to better engage students in learning.</p>	

Required Alberta Education Assurance Measures - Overall Summary

Spring 2024

School: 3808 Marwayne Jubilee School

Assurance Domain	Measure	Marwayne Jubilee 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
Student Growth and Achievement	Student Learning Engagement	76.2	77.3	80.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.8	72.0	77.4	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	Junior High School Completion	81.4	82.9	88.7	88.4	80.7	82.4	Intermediate	Maintained	Acceptable
	Junior High School Completion	90.4	88.3	89.5	88.1	88.6	87.3	High	Maintained	Good
	PATA: Acceptable	n/a	63.2	63.2	n/a	66.2	66.2	n/a	n/a	n/a
	PATA: Excellence	n/a	0.0	0.0	n/a	18.0	18.0	n/a	n/a	n/a
	PATA: Acceptable	n/a	73.4	73.4	n/a	62.6	62.6	n/a	n/a	n/a
	PATA: Excellence	n/a	14.1	14.1	n/a	15.5	15.5	n/a	n/a	n/a
	Pulsome: Acceptable	n/a	65.7	65.7	n/a	80.3	80.3	n/a	n/a	n/a
	Pulsome: Excellence	n/a	5.7	5.7	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	66.9	76.3	80.2	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (Welcoming)	73.0	80.0	82.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	65.5	64.5	70.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	58.6	73.2	76.4	79.5	79.1	78.9	Very Low	Declined	Concern

Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

PRIORITY TWO: Fostering Safe and Caring Learning Environments



Outcome: Students learn in inclusive spaces that are welcoming and caring.

Strategies

Ensure all students are valued, safe, and have their diverse needs met.

School Action

1. Provide targeted support for diverse learners: Identify students with diverse needs, English language learners, or gifted students. Offer specialized interventions, accommodations, and differentiated instruction to meet

Measures

Provincial

- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

Local

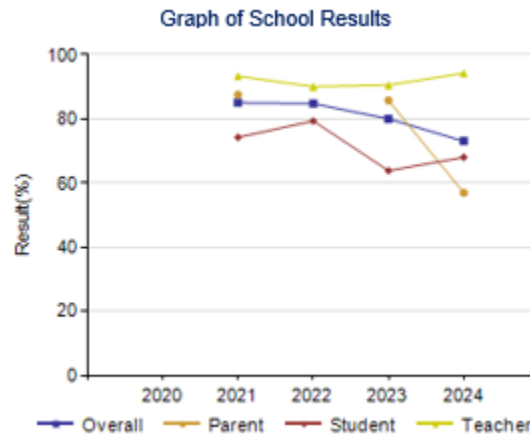
- OurSchool Survey:

	<p>their unique learning requirements. Collaborate with specialists, or our inclusive learning teacher to provide additional support.</p> <ol style="list-style-type: none"> 2. Establish a student support team: Form a multidisciplinary team comprising teachers, counselors, administrators, and support staff to address students' diverse needs. This team can collaborate to identify and provide appropriate interventions for students facing academic, social, emotional, or behavioral challenges. Regularly monitor students' progress and make adjustments to their ISP's as needed. 3. Enhance communication and engagement with parents and guardians: Establish open lines of communication with families to understand their perspectives and concerns. Provide opportunities for parent-teacher conferences, workshops, and involvement in decision-making processes. Create a supportive partnership between parents and the school to ensure that students' diverse needs are met both at home and in the classroom. 4. Professional development on diversity and inclusion: Provide ongoing professional development for teachers and staff on cultural competence, equity, and inclusive instructional practices. Equip educators with the knowledge and skills to create an inclusive classroom environment, address bias, and ensure that all students' voices are heard. 5. Increase the number of K-12 interactive activities. <ul style="list-style-type: none"> - Encourage more participation from our MJS High School Students 6. Increase school spirit days within our school calendar. 	<ul style="list-style-type: none"> o Social-Emotional o Classroom Context • Anecdotal Evidence
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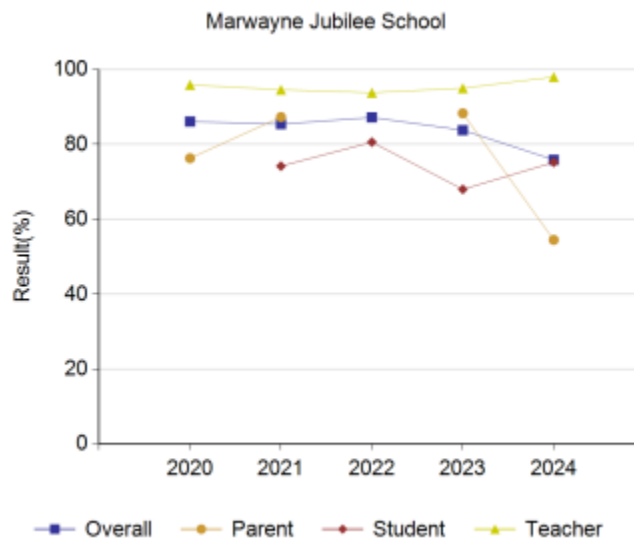
Results and Key Insights

Measure: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (organized by stakeholder).

Our student score went up slightly however, our parent score went down. **(Our Parent response is a concern at 56.9% we had 7 Gr 4, 7 and 10 parents fill the survey)**



Measure: Percentage of teacher, parent and student agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. **(Our Parent response is a concern at 54.5% we had 7 Gr 4, 7 and 10 parents fill the survey)**



Outcome: Students and staff health and wellness are supported.

Strategies

Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.

Provide student health and wellness support through a continuum of support model.

School Actions

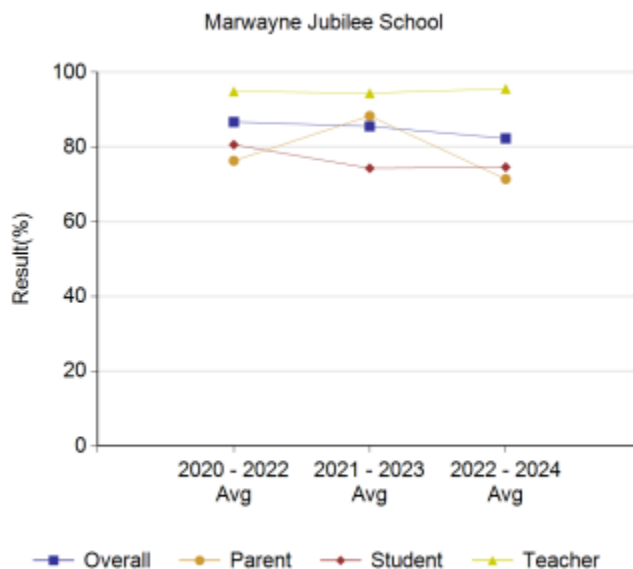
Provide daily physical education and movement for our students.

VIBE- provides growth mindset activities

Provide school activities that promote leadership opportunities in students and help build school spirit.

Results and Key Insights

Measure: Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school,



Our student percentage increased slightly this year from 74.3% to 74.6%. Our parent percentage decreased significantly from 88.3% to 71.4% (filled out by 7 parents)

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Assurance Domains: Learning Supports, Local and Societal Context, Governance.

<h2 style="margin: 0;">PRIORITY THREE: Building Strong Collaborations</h2>	
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<h3 style="margin: 0;">Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.</h3>		<p>Measures</p> <p>Provincial</p> <ul style="list-style-type: none"> • Parental Involvement <p>Local</p> <ul style="list-style-type: none"> • School Council Yearly Reports
<p>Strategies</p>	<p>Support and foster learning partnerships that enhance and strengthen learning opportunities.</p> <hr style="border: 0.5px solid black;"/> <p>Continue to enhance collaboration across the division, with communities and with parents/guardians.</p>	
<p>School Action</p>	<p>Current:</p> <p>Promote and increase students accessing RAP</p> <p>Continue to involve the community</p> <ul style="list-style-type: none"> - Advanced notice of sporting events and activities - Having our MJS events in the town newsletter <p>Develop a connection with the seniors in Marwayne- (crib, reading, kids teach seniors with tech)</p> <p>Have a Career Day- different career people come present to our students (welder, plumber, carpenter, police, nurse, farmer,</p>	

	<p>rancher etc..)</p> <p>Increase opportunities for parents to volunteer at MJS</p> <p>Communicate with parents with our monthly newsletter the Wildcat, on our website and on social media platforms.</p>																									
<p>Results and Key Insights</p>	<p>Measure: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education,</p> <p style="text-align: center;">Graph of School Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Graph of School Results</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>62</td> <td>43</td> <td>80</td> </tr> <tr> <td>2021</td> <td>58</td> <td>53</td> <td>65</td> </tr> <tr> <td>2022</td> <td>80</td> <td>57</td> <td>80</td> </tr> <tr> <td>2023</td> <td>72</td> <td>57</td> <td>90</td> </tr> <tr> <td>2024</td> <td>58</td> <td>41</td> <td>75</td> </tr> </tbody> </table> <p>This measure has decreased for both parents and teachers. This will be a priority for our MJS staff for the 2024/25 school year.</p> <p>Purposeful opportunities to include parents: Sept- Muffin Morning- Meet the teacher</p> <p>October & March- Parent Teacher Interviews MJS School Council- 4 meetings per year Access PowerSchool Conferencing regarding programming like ISP's Ongoing communication with specific classroom or subject specific teachers on a weekly basis.</p>	Year	Overall (%)	Parent (%)	Teacher (%)	2020	62	43	80	2021	58	53	65	2022	80	57	80	2023	72	57	90	2024	58	41	75	
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Assurance Domains Supports, Local and Societal Context, Governance.

