

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification

Name of School Division St. James-Assiniboia	Name of School Linwood	Name of Principal Mrs. K. McDonald	Date (yyyy/mm/dd) 2016/06/27
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School Profile

(Complete the following using FTE as of Sept 30th.)

Number of Teachers 12	Number of Students 190	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? To provide a safe and caring environment in which students become accountable, life-long learners who demonstrate respect and co-operation, and take responsibility for their own learning.			Year Revised 2007

SCHOOL REPORT – 2015/2016

School Priorities

1. Literacy
2. Numeracy
3. Citizenship

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.

Expected Outcomes

Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.

1. By June 2016, 100% of our students will show increased capacity to read and write non-fiction texts across curricula.

Students are able to identify what good readers/writers do and apply this to their own reading/writing with increased frequency
 Students had opportunities for both shared and independent non-fiction reading and writing for a variety of audiences and purposes across curricula.
 Students demonstrate the ability to select "good fit" books.
 Students had opportunities to see the impact their writing can have beyond the walls of the school.
 Students are able to communicate their thoughts and ideas with growing confidence

2. By June 2016, 100% of our students will show increased capacity to use higher order thinking skills when solving mathematical problems.

Students have shown increased ability to solve "open" problems.
 Students articulate their problem solving strategies using models, pictures/diagrams and/or vocabulary.
 Students demonstrate an increased repertoire of problem solving strategies.
 Grade-appropriate problem solving strategies have been shared with families (blog posts, newsletters, portfolios, "I can" statements)

<p>3. All students will continue to be involved in exploring issues of social justice and active citizenship.</p>	<p>Students received instruction on using the WITS program. They continue to work towards increased independence when problem solving with peers.</p> <p>Students demonstrate an understanding of digital citizenship through appropriate use of technology</p> <p>Student leaders have been involved in planning for environmental stewardship initiatives and providing modeling and support for participation by student body. (ie-plastic bag challenge, composting, Earth Day, Outdoor Challenge)</p> <p>Students had opportunities to contribute to their local and global community through multiple initiatives (ie-nature playground planning, Entrepreneurial Adventures, Giving Tree Club)</p> <p>All students in Grades 4 & 5 explored active democratic citizenship through participation in the Student Vote program</p>
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SCHOOL PLAN – 2016/2017

<p>Planning Process</p>
<p>List or describe factors that influenced your priorities. Division strategic plans, school goals, assessment data, staff initiatives and goals, parent organizations, school based administration plans, staff and student surveys, feedback from all stakeholders.</p>
<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Plans were developed through input from the division's strategic plans (once yearly with division senior management and reference to final written copy). School goals (school based leadership team consisting of PIA, student services and PD representative 3x annually, division coordinators as required). Parent Council 1x annually, and revised as needed (ongoing), staff initiatives and goals (ongoing), Parent organization, school administration plans (ongoing), assessment data analysis (3x annually), results from the community survey data (survey conducted every second year, revised and planned with parent organization and staff along with survey data and results), educational changes (ongoing), and feedback from parents and staff (ongoing).</p>
<p>How often did you meet? Division strategic plans with senior management - annually. School based leadership team – formally 3x annually. Revisions ongoing. Parent Council – formally 1x annually. Ongoing review. Staff initiatives ongoing. Assessment data analysis – 3x annually with all teaching staff. Division coordinators as required. Community survey – 1x every second year. Ongoing feedback from all stakeholders (staff, students, parents, coordinators, division, province).</p>
<p>What data was used? School based report card data, provincial assessment data, surveys, a variety of formative student assessment data</p>
<p>Other highlights?</p>

<p>School Priorities</p>
<p>1. Literacy</p>
<p>2. Numeracy</p>
<p>3. Mental Health</p>

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
<p>1. By June 2017, 100% of our students will benefit from balanced literacy instruction to show improvement in the areas of comprehension, communication, and critical thinking</p>	<p>Literacy instruction reflects current pedagogy and includes high-yield instructional strategies.</p> <p>Success criteria will be written in student friendly language (“I Can” statements).</p> <p>Students will set personal goals and reflect on their own development as readers and writers throughout the school year.</p> <p>Teachers will develop a timeline for implementing explicit writing instruction that:</p> <ul style="list-style-type: none"> • Provides students many opportunities to communicate their understanding with others • Ensures students have clearly defined audience and purpose for writing tasks • Includes opinion, informational and narrative texts • Uses the Optimal Learning Model to deliver instruction of writing and incorporates cross curricular connections • Uses mentor texts to support the reading/writing connection • Incorporates critical thinking skills • Uses professional resources including: Regie Routman’s <u>Reading/Writing Connections</u> and <u>Writing Essentials</u>, Lori Jamison’s <u>The Write Genre</u> and Lucy Calkins’ <u>Writing Pathways</u> <p>Teachers will develop a timeline for implementing explicit instruction of reading comprehension that:</p>	<p>Student writing will be collected and used to provide evidence of growth.</p> <p>Students' communication skills will be assessed using a variety of tools including school-wide writing assessment implemented at three key periods during the year (October, February, May). Teachers will work in both grade level and vertical teams to analyze these samples to determine “typical” writing which will be discussed, identifying strengths and needs in writing, and used to plan future instruction.</p> <p>Students' comprehension and critical thinking skills will be assessed using a variety of tools including:</p> <ul style="list-style-type: none"> -Reflection journals -Responsive writing - "I Wonder Centers" <p>Students are able to articulate their metacognition skills, they will identify what good readers/writers do and apply this to their own reading/writing.</p> <p>Students will demonstrate the ability to select “good fit” books and will use them during independent reading time.</p>	<p>Growth Portfolio</p> <p>On-demand samples</p> <p>Report card data</p> <p>Provincial assessment data</p>

	<ul style="list-style-type: none"> • Provides students many opportunities to learn and apply comprehension strategies • Incorporates critical thinking skills • Utilizes shared reading experiences to improve students skills with making connections to self, text, others, and the world • Balances whole group/small group instruction and independent practice • Uses mentor text to support the reading/writing connection • Uses Debbie Miller’s <u>Reading with Meaning</u> as a professional resource <p>Technology is used to enhance the learning (Reading A-Z, Book Creator, Tumblebooks, iPads, Twitter, Blogs, Instagram, Discover Education)</p>	<p>Students at all grade levels view themselves as capable writers and as published authors. Students are able to communicate their thoughts and ideas with confidence.</p>	
<p>2.By June 2017, 100% of our students will show improvement in their ability to persevere in problem solving and show an increased appreciation for the role making mistakes plays in learning.</p>	<p>Teachers will engage in conversations about shared beliefs about teaching and learning mathematics.</p> <p>Teachers will gain a greater understanding of the Eight Actions for Effective Mathematics Teaching and Learning by participating in PD activities that focus on the implementation of these practices</p> <p>Teachers will elicit, value and celebrate varied approaches and solution paths that students take to solve mathematical problems, explain their thinking, and critique the arguments of others.</p> <p>Teachers will select tasks that provide multiple entry points and be provided with a variety of resources with which to do so.</p> <p>Teachers will continue to clearly define and communicate grade appropriate problem solving strategies for students and their families.</p>	<p>Students will recognize high quality work</p> <p>Students will show improvement when solving a variety of closed and open-ended problem solving tasks and to persevere in exploring and reasoning through tasks.</p> <p>Students show increased appreciation for the role making mistakes plays in learning.</p> <p>Students will explain their thinking to communicate problem solving strategies using models, pictures/diagrams, or vocabulary.</p> <p>Students will demonstrate an increased ability to communicate their thinking using mathematical language and visuals to support their understanding.</p>	<p>Report card data Provincial assessment data Common assessment data</p>

	<p>Teachers will infuse digital learning (Smartboards, iPads)</p> <p>Teachers will collaborate to use the "Manitoba Report Card Grade Scale Mathematics Achievement Profiles" Problem Solving Rubric for each grade level which matches the provincial report card ratings (1, 2, 3, 4)</p> <p>Teachers will work in collaborative teams to develop common assessments to be used formatively at two set points during the school year (October and February); commit to their use, and analyze and apply the results to advance student learning and improve instruction.</p> <p>Teachers will refine common summative assessments and continue implementing in June as one measure of student progress.</p>	<p>Student work samples collected throughout the year will show growth in the student' ability to engage with open-ended tasks and an increased willingness to share multiple solutions that stretch their thinking and deepen their understanding.</p>	
<p>3. By June 2017, 100% of students will demonstrate increased positive mental health practices by participating in school wide and classroom based safe and caring school initiatives.</p>	<p>Teachers will lead school wide initiatives that include:</p> <ul style="list-style-type: none"> • Construction of classroom belief statements • Restitution strategies are shared with students • Continued use of WITS program to empower students with conflict resolution skills • Cross grade buddies • Kids in the Know • Seven Sacred Teachings • Class meetings/sharing circles • Outdoor Education Initiative • Global School Play Day • Kindness Challenge <p>Designated classrooms will receive targeted instruction with specific programs such as:</p> <ul style="list-style-type: none"> • Roots of Empathy • Mind Up • Zones of Regulation • TTFM Survey 	<p>Students will participate in strategic initiatives to improve their ability to:</p> <ul style="list-style-type: none"> • Communicate care and concern for others • Identify their own emotions • Initiate and sustain positive relationships • Set and pursue personal goals • Recognize and value the experience of joy • Make decisions that demonstrate respect for self and others 	<p>Entry and Exit survey (teacher version K-2 and both teacher and student version Grades 3-5)</p> <p>Anecdotal evidence</p>