

## SCHOOL REPORT 2015/2016 & PLAN 2016/2017

- 1) Please use this template to complete your **2015/2016 School Report on Outcomes and 2016/17 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 Training regarding School Reporting and Planning, contact Tia Cumming <[Tia.Cumming@gov.mb.ca](mailto:Tia.Cumming@gov.mb.ca)> or 204-945-8417.

# SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

## Identification

Name of School Division St. James-Assiniboia	Name of School Stevenson-Britannia	Name of Principal Jane Couch	Date (yyyy/mm/dd) 2016/06/06
-------------------------------------------------	---------------------------------------	---------------------------------	---------------------------------

## School Profile

*(Complete the following using FTE as of Sept 30<sup>th</sup>.)*

Number of Teachers 19	Number of Students 253	Grade Levels K - 5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Learning, Working, Succeeding Together in a Changing World			Year Revised 2015

## SCHOOL REPORT – 2015/2016

### School Priorities

1. Curriculum – To provide the supports and utilize the resources necessary for effective teaching and learning to meet individual student needs.
2. Culture – To continue to develop a positive and supportive school environment for students, families, and staff.
3. Community – To promote sustainable living principles in the school and local community.
- 4.
- 5.

### 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 believe they are readers and writers and will achieve their reading and writing goals.

- Students are engaged in reading and writing activities on a daily basis.
- Student reading and writing is evident in and out of the classrooms.
- Students are using effective strategies in reading and writing.
- Students are able to articulate their metacognition skills.
- Staff continued to utilize the ideas and theory in Regie Routman's 'Writing for Audience and Purpose'.
- Staff continued to plan and teach lessons, individually and/or with a co-teacher utilizing the OLM (Optimal Learning Model)
- Staff continued to use the CAFÉ menu to teach reading strategies
- Staff continued to build classroom libraries with quality literature, and included student-authored texts.
- Students demonstrate the ability to choose "good-fit" books
- Students participated in authentic writing with purpose, on-demand writing samples, and UDL integration
- Students received several books in a book giveaway to combat summer slide
- Students and staff participated in a book swap.
- A Little Free Library was installed on the school grounds.
- Student work with writing describing the work and/or the process, was displayed throughout the school.

	<ul style="list-style-type: none"> <li>- Student created rubrics were developed and used.</li> <li>- Staff worked daily with struggling readers in cross-grade/cross-classroom groupings, in addition to daily classroom instruction</li> <li>- Reading recovery was provided to struggling readers in grade one.</li> <li>- Divisional reading clinician worked with groups of students on phonological awareness.</li> <li>- School beliefs about literacy are evident physically and in practice. Staff worked together to develop our key beliefs and posted these throughout the school and on our blog, for our students and community to read.</li> </ul>
2. By June 2016, 100% of our students will demonstrate continuous growth in their application of number concepts through problem solving.	<ul style="list-style-type: none"> <li>- Staff worked with our divisional mathematics consultant to develop open ended, multiple entry point problem solving questions, which were given to students and student responses were analyzed by grade groups of teachers and used toward further planning.</li> <li>- Students were provided with ongoing and authentic opportunities for open-ended problem solving.</li> <li>- Students participated in daily focused mathematics activities</li> <li>- Staff members attended various professional development opportunities on numeracy and problem solving.</li> <li>- Ms. Math visited Stevenson to demonstrate/co-teach in several classrooms and model problem solving strategies and teaching suggestions.</li> <li>- Students are able to develop and articulate strategies to demonstrate their understanding of basic facts and problem solving strategies/process, and critical thinking.</li> <li>- Staff collaborated in PLCs, grade level preps, and co-teaching to strength and refine their skills.</li> <li>- A variety of additional mathematics resources were ordered to enhance problem solving instruction.</li> <li>- Staff selected and utilized appropriate math manipulatives and resources to meet students' needs.</li> <li>- Staff worked with the divisional NIRTS (Numeracy Intervention Resource Teachers) to plan for and implement instruction.</li> </ul>
3. By June 2016, 100% of our students and staff will have strengthened their awareness and respect of cultures within our school community	<ul style="list-style-type: none"> <li>- AAA programming (tipi teachings, 7 teachings, sharing circle, drumming) have been provided to students in grades K – 5.</li> <li>- Divisional Indigenous teachers and educational assistants have partnered with Stevenson-Britannia to plan with school staff and help provide Indigenous education to our students.</li> <li>- Staff attended and applied relevant professional development sessions.</li> <li>- All cultures are welcomed, respected, and valued at Stevenson-Britannia and this is taught to the students by staff, and by the students to others.</li> <li>- Our daily music listening program has highlighted cultural music.</li> <li>- A different version of O'Canada is played every day of the week.</li> <li>- Vocabulary in different languages is shared by students and staff.</li> <li>- Treaty Education was explored in grades 4/5.</li> <li>- Several cultural artists performed and shared with our students.</li> <li>- We purchased and installed a full size tipi on the school grounds. This tipi serves as an outdoor classroom and shelter for students on our playground.</li> <li>- Students took part in cultural programming.</li> <li>- Divisional coordinators and school staff worked together to create cultural learning experiences for students.</li> <li>- Staff have had the opportunity to share their traditions and customs with the students.</li> </ul>
4.	
5.	

**SCHOOL PLAN – 2016/2017**

**Planning Process**

List or describe factors that influenced your priorities.

School assessment data, school professional development priorities, students' needs

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

School staff was involved in planning sessions in PLC groups as well as several staff meetings throughout the school year. Parent Council was also given the opportunity for input through Parent Council meetings. All sources of information were compiled and goals were set in keeping with division priorities. Final school goals were shared with the community through the school website and school handbook.

How often did you meet?

School staff reviewed 2015-2016 school goals throughout the year at staff meetings through discussions on student achievement. We used an extended period of time at both the April and May staff meetings, as well as a half-day PD, working in our grade-level teams to write our goal summaries for 2015-2016 and identify priorities for 2016-2017. In addition, small groups of teachers and both administrators worked on refining both the summaries for 2015-2016 and the 2016-2017 school goals.

What data was used?

Report card data, classroom assessment data, teacher observation, responses on community survey from the previous year, school visitation/volunteer logs, substitute teacher feedback, student feedback

Other highlights?

### School Priorities

1. Literacy

2. Numeracy

3. EAL

4.

5.

### School Plan

#### Expected Outcomes

What specifically are you trying to improve for student learning? (observable, measurable)

1. By June 2017, 100% of our students will achieve their literacy goals.

#### Strategies

What actions will you take?

- Staff will continue to plan and teach lessons, individually and with co-teacher, utilizing the OLM (Optimal Learning Model)
- Staff will observe/reflect on lessons taught by grade level partners
- Staff will continue to use CAFÉ menu to teach reading strategies
- Continue to build classroom libraries with quality literature, and will include student-authored texts
- Students will be taught how to choose “good fit” books
- authentic writing with purpose, on-demand writing samples, UDL integration, library technician/staff as resource to support student interests/inquiry
- Teachers will work as a team to address the needs of struggling readers with daily, small group intervention.
- Buddy reading between classes
- Reading clinician support on phonological awareness
- Work with divisional literacy links staff

#### Indicators

How will you know that learning is improving?

- School beliefs about literacy will be evident, physically and in practice.
- Classroom libraries will be highly visible, appropriately stocked and well-used.
- Student reading and writing will be evident in and out of the classrooms.
- Students will be engaged in reading and writing activities on a daily basis
- Students using effective strategies in reading and writing
- Students are able to articulate their metacognition skills
- Students will demonstrate the ability to choose “good fit” books
- Growth folder with writing samples for each student will be developed at each grade level
- All students will demonstrate growth in reading and writing.

#### Data Collection

By what means will you collect evidence of progress toward learning?

- Student reading and writing will be evident throughout the school
- Report card data
- Reading and writing conferences
- Student self-evaluations and reflections
- Running records
- Teachers will report on student reading and writing levels.
- on-demand writing samples, blog posts/social media, representations
- authentic purpose, portfolio, on-demand writing, writing samples,
- On demand writing completed twice per year to track student progress and as an assessment for and of learning tool

<p>2. By June 2017, 100% of our students will demonstrate growth in their mathematical problem solving abilities.</p>	<p>Students will develop and articulate strategies to demonstrate their understanding of problem solving strategies/process, and critical thinking</p> <ul style="list-style-type: none"> <li>-Teachers will provide problem solving questions with multiple entry points so all students can participate, grow, and be challenged.</li> <li>-Staff will collaborate in PLCs, grade level preps, and co-teaching to strengthen/refine skills</li> <li>-Staff will select, order, and utilize appropriate math manipulatives and/or resources to meet their students' identified needs</li> <li>-Staff will engage the assistance of appropriate personnel beyond the classroom to meet the needs of students requiring services (numeracy coaches, mathematics coordinator)</li> <li>-Staff members will attend relevant PD</li> <li>-Inquiry-based mathematical pursuits will be encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>-All students will be assessed in mathematics and progress will be tracked and shared with staff.</li> <li>-Students are able to articulate their metacognition skills/problem solving skills</li> <li>- Students are provided with authentic opportunities for open-ended problem solving</li> <li>- Daily focused math activities</li> <li>- Staff participate in relevant PD.</li> <li>-Students are able to attempt a variety of different types of problem solving questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Class Reviews</li> <li>-Math data tracking shared</li> <li>-Report card data</li> <li>-Teachers will report on numbers of students' problem solving strengths and challenges.</li> <li>-On demand problem solving assessments completed twice per year to track student progress and as an assessment for and of learning tool.</li> </ul>
<p>3. By June 2017, 100% of all stage 1-3 EAL students will demonstrate progress in the acquisition of general English language proficiency.</p>	<ul style="list-style-type: none"> <li>- EAL students will be assessed and staged using the EAL assessment in September 2016 and May 2017.</li> <li>- EAL Ed plans will be created based on the EAL staging assessment that focuses on individual linguistic needs.</li> <li>- Staff will utilize a variety of learning strategies that are conducive to EAL.</li> <li>- all staff will participate in professional development to increase their knowledge and awareness of newcomers.</li> <li>- Teaching staff will utilize co-teaching time to support EAL learners.</li> <li>-Staff will provide students the opportunity to work at their own level and to their strengths.</li> <li>- Staff will scaffold their learning through working in pairs and in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of all EAL students will demonstrate progress on the EAL continuum.</li> </ul>	<ul style="list-style-type: none"> <li>- EAL intake will be completed on new EAL students before they begin school</li> <li>- Classroom teachers will complete the EAL staging assessment.</li> <li>- Classroom teachers will update EAL ed plan for the cumulative file at beginning and ending reporting period.</li> <li>- Classroom teachers will participate in class review meetings.</li> <li>- Report card data</li> </ul>
<p>4.</p>			
<p>5.</p>			