

# SCHOOL REPORTING 2017/2018 and PLANNING 2018/2019

<b>Identification</b>			
Name of School Division St. James Assiniboia	Name of School École Assiniboine	Name of Principal Sandra Melo	Date (yyyy/mm/dd) 2016/06/15

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 18	Number of Students 323	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? no
What is your mission statement? At École Assiniboine our purpose is to grow as respectful, responsible, active life-long bilingual (French & English) learners.			Year Revised 2012

## SCHOOL REPORT – 2017-18

<b>School Priorities</b>
1. Literacy
2. Numeracy
3. French Reading Comprehension
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. By the end of June 2018, 100 % of students will increase students' problem solving skills through the use grade level appropriate strategies	Data shows that students are still in need of further support about problem solving. In specific, they require specific attention to predicting elements, understanding symbols (equals). Understanding that a whole number may be represented in a variety of ways and using mental math strategies. These areas will continue to be the focus for the next year with evidence-based practices as methods to achieve success for all learners.
2. By the end of June 2018, 100% of will increase literacy skills through the use of grade level appropriate strategies in the areas of reading and writing	Data shows that most students reached their personal goals in this area. They were exposed to various genres of texts and given some choices of reading materials. Specific plans were developed and resources were allocated for students in order to keep them progressing. Staff will continue to work with students and review progress periodically using a variety of data sources while keeping in consideration our shared beliefs about literacy.

3. By the end of June 2018, 100% of students in Grades 3-5 will use French oral language strategies to enhance French reading comprehension by:	Data shows that students require ongoing support in the area of French reading comprehension. In particular, more work is needed on developing oral language to enhance making predictions and inferences, making connections and using vocabulary to express comprehension as well as to draw conclusions.
4.	
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**SCHOOL PLAN – 2018-2019**

<b>Planning Process</b>
List or describe factors that influenced your priorities. Factors are : provincial data, report card data, divisional and provincial priorities and the overall needs of our students
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Discussions occurred throughout the year in regards to the needs of our students and how we can best address them with the Learning Sprints, Co-teaching, the Got Data process and through meetings with Coordinators and Numeracy Coach. Our priorities are based on those discussions which included the class review process as well. Teachers had an opportunity to view the goals and add the action plans, indicators of success and what data will be used to evaluate the goals. Teacher input was also requested on the final draft. The priorities were shared in our October website post with the Report to the Community.
How often did you meet? Goals are reviewed frequently after each sprint and after each reporting period during staff meetings and during some PLC time. Teachers worked in groups to review the accomplishments from the previous year as well as discuss the priorities for the next year. The staff also dedicated part of a PD day for this process.
What data was used? Provincial data, report card data, reading board data, work samples, and observations, day to day student work
Other highlights?

<b>School Priorities</b>
1. Numeracy
2. Literacy
3.
4.
5.

<b>School Plan</b>
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<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?
<p>Problem solving and Mental Math 100% of all Grade 3 students will be meeting expectations in all 4 numeracy competencies by:</p> <ul style="list-style-type: none"> <li>• using +1/-1, subitizing, making tens and representing number</li> <li>• increasing their understanding of problem solving using prediction of elements in repeating patterns</li> </ul>	<p>Focus in Mental Math:</p> <ul style="list-style-type: none"> <li>• Improving automaticity of basic facts</li> <li>• Using thinking strategies</li> <li>• Improving Number Sense</li> <li>• “Trusting the count”</li> <li>• Recognizing representation of numbers (subitizing)</li> <li>• Making bench mark numbers, 10’s 100’s 1000’s</li> <li>• Representing numbers in a variety of ways</li> </ul> <p>Focus in Problem Solving:</p> <ul style="list-style-type: none"> <li>• Analyzing and predicting a pattern and verifying elements of the pattern</li> <li>• Knowing multiples of 2, 5, 10 (skip count)</li> <li>• Vocabulary- having a knowledge of ordinal and cardinal numbers in French and English</li> <li>• Identifying, creating, and extending a pattern and explaining the reasoning</li> <li>• Experimenting with patterning</li> </ul>	<p>Direct teaching and modelling of problem solving strategies.</p> <ul style="list-style-type: none"> <li>• Mini-lessons on the various strategies</li> <li>• Regular exposure for students to open-ended and closed problems.</li> <li>• Teaching of basic facts and daily facts practice</li> <li>• Use of open ended problems</li> <li>• Use of I tunes U problems for practice</li> <li>• Standardizing the assessment across the grades/classrooms.</li> <li>• Provide opportunities for students to share and learn from each other</li> <li>• Provide a wide range of tools/manipulatives to accommodate different learning styles.</li> <li>• Use learning sprints as a staff to problems, to ensure student growth is measurable</li> <li>• Math talks</li> <li>• Use scripted math language</li> <li>• Using centre-based learning to differentiate instruction for the differing needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Report card data</li> <li>• Provincial assessment data</li> <li>• Classroom assessments</li> <li>• Student conferences and interviews.</li> <li>• Observations of students collaboration; work; performance on tasks</li> <li>• Common assessment with placemats</li> <li>• Student reflection</li> </ul>

<p>Reading in French 100 % of students will improve their abilities when reading French texts by reflecting and setting goals, using strategy to make sense of text and by demonstrating comprehension when reading in French</p>	<p>Focus on Strategies in Literacy:</p> <ul style="list-style-type: none"> <li>• Optimal Learning Model: relevant and authentic reading and writing</li> <li>• Using strategies from CAFÉ</li> <li>• Using read-a-louds and think-alouds</li> <li>• Using the Reciprocal Reading</li> <li>• Reinforcing and recycling of vocabulary</li> <li>• Using decoding strategies such as chunking syllables, little words, sight words, word families, word endings, liaison, verbs, nouns and other word work to enhance understanding in the various components of reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will provide a wide range of meaningful experiences including questions for deeper learner to build vocabulary at the appropriate developmental level.</li> <li>• (eg. whole group conversations; shared reading of literature; hands on experiences; using pictures/videos; brainstorming)</li> <li>• Teachers will provide a variety of tools/strategies discussions and reading/writing (eg. Graphic organizers; personal dictionaries; word walls; conferencing.) from Renee Bourgoin’s work</li> <li>• Students will improve oral language through evidence based strategies and be able to talk about the text</li> <li>• Teachers will collaborate on the on creating/using deep learning rubrics that enhance student oral language development in reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Report card data</li> <li>• Provincial assessment data</li> <li>• Classroom assessments</li> <li>• Student conferences and interviews.</li> <li>• Observations of students collaboration; work; performance on tasks</li> <li>• Common assessment with placemats</li> <li>• Student reflection</li> </ul>
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