

SCHOOL REPORT 2017/18 & PLAN 2018/2019

- 1) Please use this template to complete your **2017/2018 School Report on Outcomes and 2018/2019 School Plan**.
- 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.
- 4) For inquiries to Manitoba Education and Training regarding School Reporting and Planning, contact Tia Cumming <Tia.Cumming@gov.mb.ca> or 204-945-8417.

SCHOOL REPORTING 2017/2018 and PLANNING 2018/2019

Identification

Name of School Division St. James – Assiniboia	Name of School Athlone School	Name of Principal Jonathan Baker	Date (yyyy/mm/dd) 2018/06/30
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School Profile

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

Number of Teachers 13.8675 (FTE)	Number of Students 229	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No?
What is your mission statement? To provide students with the tools they require in order to become responsible, capable, creative, life-long learners and good citizens.			Year Revised

SCHOOL REPORT – 2017/2018

School Priorities

1. Literacy – Reading Skills (SDA students)
2. Literacy – Writing Skills
3. Numeracy – Problem Solving
- 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 the end of June 2018, 90% of students will score a 3 or 4 on June Report cards in Problem Solving	Working in collaboration teachers developed an instructional focus to direct teach and model problem solving strategies Students were regularly exposed to open –ended and closed problems Improvement in two areas was particularly noted: <ul style="list-style-type: none"> In students' ability to explain their thinking and their work In students' demonstration of stamina and persistence to find a solution and be able to write a statement about it. Teachers appreciated and made use of the inservice time they were given as a staff to mark the problems together to ensure consistency in grading.
2 .By June 2018, 100% of students will have demonstrated a year's growth in writing from the beginning of the school year using the assessment from the school's writing continuum and the school –wide writing samples.	Used inservice day and staff meetings to implement grade level writing samples analysis. Reflected on and revised school-wide writing beliefs at the beginning of the school year. Literacy Committee continued to meet and offered support to classrooms. Opportunities for PIA to support and co-teaching. Worked in learning sprints on specific skills

	<p>Meet/share in grade groups and vertical teams during PLCs, 3rd Tuesdays and Staff meetings.</p> <p>Words Their Way assessments were done twice a year.</p>
<p>3. By June 2018, 100% of our SDA (Self-declared Aboriginal) students' reading benchmark score will have grown at least one grade level.</p>	<p>AAA support EA supported students during second and third terms. Data was submitted to ESS at the end of each of these reporting periods.</p> <p>Very targeted Learning Sprints of specific skills.</p> <p>Students receive regular practice using daily guided reading; re-reads with reading buddies; partner reads; home reading; reading with volunteers</p> <p>There was direct teaching and modelling of decoding skills and min-lessons on reading strategies; comprehension; phonological awareness</p> <p>Part of Literacy Committee's monthly meetings was set aside to discuss the targeted SDA students</p> <p>School continued to maintain its Classroom Literacy binders and School Reading Wall as a way to keep track of progress</p>
<p>4.</p>	
<p>5.</p>	

SCHOOL PLAN – 2017/2018

Planning Process

List or describe factors that influenced your priorities.

Report Card data indicated that a focus in Problem Solving should remain a priority

Students scoring Proficient (4) or Very Good (3) in
Grade 1: 77%
Grade 2: 55%
Grade 3: 60%
Grade 4: 66%
Grade 5: 60%

Report card data showed that writing should continue to be a priority

Report Card data indicated: Grade 1 (13% decrease between students demonstrating proficiency in reading compared to writing)
Grade 2 (0% difference between students demonstrating proficiency in reading compared to writing)
Grade 3 (12% decrease between students demonstrating proficiency in reading compared to writing)
Grade 4 (9% decrease between students demonstrating proficiency in reading compared to writing)
Grade 5 (11% decrease between students demonstrating proficiency in reading compared to writing)

First Term Report Card data indicated students in Grade 3 (86%), Grade 4 (91%); Grade 5(88%) proficient in their reading skills.

However the same report card data indicated that SDA students in those grades are: Grade 3 (33%); Grade 4 (29%); Grade 5(43%) proficient in reading, indicating a need to close that significant gap.

With support of an AAA grant and support EA, targeted 12 SDA students were targeted from March to June. All 12 made gains in their reading level scores, from 0.2 – 2.2, with the average jump being 0.75 of a grade level.

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

Who was involved?

Parents were provided with opportunities to provide input at Parent Council meeting

Discussions occurred during grade group discussions during staff meetings.

Used staff meetings and PD Tuesdays in May and June to work on goal setting for next school year.

Teachers met in their weekly PLCs

Planning was finalized in June.

How often did you meet?

May Staff meeting

June staff meeting

Teachers met in PLCs in May and early June

What data was used?

Report card data, student reading levels from Athlone Reading Wall, Words Their Way Spelling Assessments; School-wide writing analysis (Nov./Mar.), classroom assessments, Grade 3 Provincial assessment, teacher observations

Other highlights?
 PIA worked using a co-teaching model and helped with assessments/running records; phonemic awareness; literature circles etc..
 AAA EA worked with targeted SDA studnets on reading skills, word awareness, and phonological awareness.

School spent an inservice where staff analysed student problem solving skills, in a similar manner to the previous few years, school –wide writing analyses.

School Priorities
1. Numeracy -Problem solving skills
2. Literacy – writing skills
3. Literacy – Reading scores of SDA students
4.
5.

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?
By the end of June 2019, 90% of students will score a 3 or 4 on June Report cards in the area of Problem Solving with a focus on communication (pictorially, symbolically, words)	<ul style="list-style-type: none"> Students will understand what the problem is asking. Students will be able to interpret the problem and choose a strategy. Students will need an understanding of the various strategies. Teachers and students will use the rubrics to assess their understanding. Students will be able to clearly detail how they solve the problem, including the steps taken. 	<p>Direct teaching and modelling of problem solving strategies.</p> <p>Math Talks Mini-lessons on the various strategies (eg. Work backward; logical thinking; make an organized list; use a table; guess/check; draw a picture; act it out)</p> <p>Regular exposure for students to open-ended and closed problems.</p> <p>Teaching of basic facts and daily facts practice</p> <p>Use of Hands On Problem Solving</p> <p>Use of I tunes U problems for practice</p> <p>Standardizing the assessment across the grades/classrooms.</p> <p>Provide opportunities for students to share and learn from each other</p> <p>Provide a wide range of tools/manipulatives to accommodate different learning styles.</p> <p>Having time, as a staff to mark the problems, to ensure consistency in grading.</p> <p>Use sentence frames for beginning communication</p>	<p>Report card data</p> <p>Classroom assessments</p> <p>Student conferences and interviews.</p> <p>Observations of students collaboration; work; performance on tasks</p> <p>School wide analysis of problem solving problems (2x year)</p>

<p>By June 2019, 80% of students will have demonstrated a year's growth in writing from the beginning of the school year using the assessment from the school's "I Can Statements" and the school – wide writing samples.</p>	<p>The quality of students' writing will increase.</p> <p>Students will expand the use of descriptive language.</p> <p>Students will improve their abilities to share their ideas and to listen to others' ideas.</p> <p>Students will improve their abilities to ask questions.</p> <p>Students will increase their banks of sight words.</p> <p>Students will improve their abilities to access words from sources such as word wall; thesaurus.</p> <p>Students will demonstrate an increased knowledge of spelling strategies.</p>	<p>Teachers will provide a wide range of pre-writing experiences to build vocabulary.</p> <p>(eg. whole group conversations; shared reading of literature; hands on experiences; using pictures/videos; brainstorming)</p> <p>Teachers will provide a variety of tools/strategies during writing (eg. Graphic organizers; personal dictionaries; word walls; conferencing.)</p> <p>Teachers will celebrate completion of student writing.</p> <p>Teachers will look at other school's writing continuums and/or Bonnie Campbell Hill Writing Continuum for guidance on what is reasonable</p> <p>Teachers will develop/use grade level "I Can" statements to support writing analysis and review each grade levels' statements to see if they flow together cohesively.</p> <p>Teachers will collaborate on the selection/development of student exemplars/rubrics</p> <p>Literacy Committee will work together to help decide what are typical samples for school's On Demand Writing Analysis (one per term)</p>	<p>Report card data</p> <p>Classroom assessments</p> <p>School-wide comparison of writing samples.</p> <p>Writing assessments based on writing continuum</p> <p>Individual student writing folders containing their progression of writing samples</p> <p>Words Their Way Spelling Assessment (x2 Nov. and June)</p>
<p>By June 2019, 100% of our SDA (Self-declared Aboriginal) students' reading benchmark score will have grown at least one grade level</p>	<p>Students will improve their use of strategies to make sense of text.</p>	<p>Direct teaching and modelling of decoding skills.</p> <p>Mini-lessons on reading strategies; comprehension; phonological awareness.</p> <p>Students will receive regular practice using daily guided reading; re-reads with reading buddies; partner reads; reading with volunteers; home reading</p> <p>Literacy Committee will highlight best practices; good resources; lesson ideas etc.. to entire staff on a monthly basis.</p> <p>School will continue to maintain its Classroom Literacy binders and School Reading Wall as a way to track levels throughout the year.</p> <p>Teacher will share other assessments on specific SDA students that speak to important subskills.</p>	<p>Report Card Data</p> <p>Grade 3 Provincial Assessment Data</p> <p>Classroom assessments</p> <p>Reading Wall/Literacy Binders</p> <p>Running Records</p>
<p>4.</p>			
<p>5.</p>			

