SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification

Name of School Division	Name of School	Name of Principal	Date (yyyy/mm/dd)
St. James-Assiniboia	Brooklands	Rex Ferguson-Baird	2016/06/18

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

Number of Teachers	16	Number of Students	205	Grade Levels	K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes

What is your mission statement?	Year Revised 2006
Brooklands School is committed to providing our students with a safe, nurturing and academically challenging environment. Our school promotes respect, responsibility and development of life skills.	

SCHOOL REPORT – 2015/2016

School Priorities

1. Literacy: strengthening students' understanding in the areas of authentic and purposeful writing

2. Numeracy : strengthening students' understanding in the area of mental math

3. Sustainable Living : to strengthen student understanding of their role in the areas of social justice, sustainability and environmentalism

4. Cultural Proficiency : to increase the cultural proficiency - strengthen student engagement through a better understanding of the indigenous experience and the newcomer experience in Canada

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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 students will demonstrate growth in their reading and their writing.	At three points during the year a school wide writing assessment was done by the principal and the literacy support teacher. Results were analysed by the vertical team of teachers and target areas were selected for the following term. Comparisons of student writing have been used to establish writing benchmarks. The selection of grade level median samples has occurred. Lists of strengths and areas for growth of these samples have been generated by grade level teams. These samples will be used to create a base line from which further strategies will be discussed to improve student writing. Student writing was visible throughout the school in authentic and purposeful ways (eg. Student created descriptions of common items, procedures and art work). Multiple samples of purposeful writing are evident in each of the classrooms. (ex. Shared writing flip charts, smart board note pages, thank you letters).

	Walk through observations caught students creating unique and original writing samples.
	Students able to demonstrate a high level of engagement with the text they are writing, reflected in an increase in students choosing 'Work on Writing" as their first selection during Daily 5 routines.
	Teachers toured each other's classrooms and provided objective feedback to each other.
	All teaching staff have participated the 'Reading/Writing Connections' Regie Routman in Residence professional development program.
	Reading/Writing and PD sessions were incorporated into staff meetings as well as PD Tuesday times.
	Staff used their common prep/PLC time to reflect on their teaching strategies and the Optimal Learning Model. The Optimal Learning Model was implemented across various curricula.
	Ongoing review of student reading levels occurred during PLC times and in the vertical school team.
2. By June 2016, 100% of students will demonstrate growth in their problem solving ability, their operations and basic numeracy concepts.	Variety of student numeracy samples collected for formative assessment. Co-created rubrics, checklists and established criteria used as references for feedback, student self-assessment and progress monitoring. Numeracy portfolios with student work samples, document student goals, self-reflections and accomplishments in numeracy topics (September –June). Teacher training occurred in Mathematics Numeracy Itinerant Resource Teacher assisted in classrooms and delivered PD for teachers. PD occurred between both Brooklands and Stevenson School teams. Student math work was visible throughout the school in authentic and purposeful ways. Multiple samples of purposeful math concepts are evident in each of the classrooms. Walk through observations found students doing purposeful and meaningful math work. Staff used their common prep/PLC time to reflect on their teaching strategies and the Optimal Learning Model. The Optimal Learning Model was implemented across various curricula including mathematics. Ongoing review of student math gains occurred during PLC times and in the vertical school team.
3. By June 2016, 100% of students will be introduced to their role in the areas of sustainability and environmentalism.	Recorded solid waste and recycling levels have maintained their current levels. A Green Team attended the Youth Forum. A 'litter less lunch' week occurred in January.
4. By June 2016, 100% of students will be exposed to citizenship and responsibility teachings using the Seven Teachings model.	Concepts of the Seven Teachings will be apparent in classrooms. Each classroom has a Seven Teachings Co-constructed belief statements and values lists evident in the classrooms. Students will be able to express the teachings and what they represent. As a part of the Outdoor Classroom, smudging and the Seven Teachings were taught to all students and staff. Author Joe McLellan spent a week long residency sharing stories and teachings with all students and staff during the Outdoor School. Community programming connected to the teachings and after school/evening sessions were offered to the school families. Attendance at afterschool programming will be monitored.

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SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.

The goals at Brooklands School are selected through a process of reviewing provincial and divisional priorities, school community surveys, student academic needs and staff professional development needs.

Describe the planning process and the involvement of students, staff, families and the community.
Who was involved?

Our current planning cycle was refreshed in September 2015 with a school/community PATH where various stakeholders (all staff members, several parents, all support staff (psychologist, social worker, SLP, reading Clinician) attended and participated) were invited to participate in Vision setting. The group refined and created goals for the school community. The staff were invited to review student reading levels and assessments of all students and determine what needs existed during this time frame. Our school/community survey was then used to collect more data about the needs/expectations of the parent community. School priorities were consensually selected and finalized in the Spring of 2016. The priorities have been reviewed annually and continue.

How often did you meet?

The most recent PATH took two sessions to complete; one session to review dreams and celebrate achievements and one to plan goals. Our PATH is reviewed at each staff meeting and Parent Advisory meeting.

What data was used?

During the PATH process, relevant data on attendance trends, neighbourhood census data, student reading levels, and our most recent school/community survey. Current research from Richard Allington, Regie Routman and ASCD was discussed and reviewed as well. Teaching staff had an opportunity to review the Strategic Plan of the school division.

Other highlights

The inclusion of parents and ESS staff was found to be quite beneficial to the process. Hearing a variety of perspectives was good for our discussions and planning process.

School Priorities

1. Literacy: strengthening students' understanding in the areas of authentic and purposeful writing

2. Numeracy : strengthening students' understanding in the area of mental math

3. Sustainable Living : to strengthen student understanding of their role in the areas of social justice, sustainability and environmentalism

4. Cultural Capacity : to strengthen awareness and respect for the multicultural fabric of our school community

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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?
1. By June 2017, 100% of students will demonstrate growth in their reading and their writing.	Collaborative school-wide beliefs related to reading & writing instruction are created/revisited to ensure clarity of instructional goals for students.	Audience and purpose is clearly defined in writing tasks	Variety of student writing samples collected for formative assessment (shared writing

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Collaborative development of/ reference to developmental writing continuums to create/revise grade level quality criteria for student writing (Bonnie Campbell-Hill/ School based).

Writing characteristics (traits, quality criteria) are developed and defined in student language. Writing expectations are co-created with students and are essential elements of writing discussions and lessons.

A wide variety of literature is used to model and support classroom instruction of reading & writing. Reading and Writing connections are supported through the use of "mentor texts" used to teach forms, genre, author/ illustrator craft and text features.

Students interact with each other frequently to explore and share ideas before, during and after writing.

Frequent opportunities for the students to observe and interact with the "Teacher as a reader & writer". During demonstrations, the teacher purposefully models writing processes in strategic "think alouds".

Engaging shared and interactive writing experiences (whole class or small group, with the teacher at the helm) scaffold writer's development of the craft.

Time, choice and structure are provided for students to explore and write independently.

Effective, frequent writing conferences and "check-ins" with students to support and provide timely feedback to the writer(s) focused on accomplishments and suggestions for next steps (related to the criteria).

Celebration of student writing is frequent, authentic and clearly observable in the classroom environment (walls, classroom library etc.). Student work is published, valued and shared.

Teacher professional development related to reading & writing instruction includes:

Students select appropriate writing topics that include meaningful details central to the theme

Student writing is authentic and unique to them. Students chose to write frequently for a variety of reasons and personalize their craft.

Organization of writing is logical to ensure clarity of the author's message (form and genre features used correctly, engaging lead, satisfying ending)

Student's use of language engages the reader and further enhances the message (word choices, literary devices, sensory details, sentence fluency)

Students understand themselves as writers and published authors, able to communicate thoughts and ideas with confidence and ease.

Conventions and form are used appropriately to ensure clarity of message.

Walk through observations will observe students using IPICK strategies to select good fit books and CAFÉ strategies to improve reading.

Student book bags will contain books that are appropriate to their reading levels.

Students able to demonstrate a high level of engagement with the text they are reading.

Professional dialogue (during PLC and staff meeting time) will be intentional and purposeful around reading and writing.

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samples, independent writing samples at various stages of the writing process).

Writing conference conversations and student observations.

Co-created rubrics, checklists and established criteria used as references for feedback, student self-assessment and progress monitoring.

Writing portfolios with student writing samples document student goals, self-reflections and accomplishments as a writer (September –June).

Student reading data will be tracked on a reading wall.
Additional data will be added to the reading data (attendance, at-risk, newcomer status, new to the school, ESS interventions).

	• Professional reading, discussion, practice of new strategies and teacher observations, • Collaborative analysis of student work, interpretation of student writing to plan and adjust instruction. • Collaboration with Resource and ESS staff – consultation during teacher PLC times and in class sessions. Reading & writing PD sessions will be incorporated into staff meetings as well as PD Tuesday times. Staff will use their common prep/PLC time to reflect on their teaching strategies and the Optimal Learning Model. Ongoing review of student reading levels will occur during PLC times. Teachers will reflect and review successes and difficulties with their PLC and with the vertical team. Staff book study on Hattie, Fisher, Frey Visible Learning for Literacy. Literacy Team will meet monthly to review progress and discus next steps.		
2. By June 2017, 85-95% of students will demonstrate a year's growth from their own individual pre-assessment in the area of mental math related to basic facts: Specifically: Kindergarten - numbers before, after and between a given number 1 - 10. Grade 1 - compatible number pairs for 5 and 10 and doubles facts Grade 2 - addition and subtraction facts to 10 Grade 3 - addition and subtraction facts to 18	Create a 'data wall' using the "mental math targets" for recording if they are above or below the line Form a pre-assessment tool for all grades (All the Facts) Develop and share the criteria for success (what does automaticity look like/sound like at each grade level?) Use common mental math and estimation rubrics/criteria for 4,3,2,1 to use when evaluating work throughout the year Teach appropriate mental math strategies Provide opportunities for students to share their strategies Make Mental math a daily routine/focus in the classroom Implement the use of Reflex Math in Gr. 4/5	Use mental math vocabulary in both oral and written work (when appropriate) Represent mental math strategies using models and pictures/diagrams Articulate mental math strategies for determining answers to basic facts Demonstrate an increased number of known facts Apply their knowledge of basic facts in problem solving situations and to work with larger numbers	Pre-assessments (based on the previous grade-level expectations) will be done at the beginning of the year. (note:this will not be appropriate for kindergarten students) Formative assessment information will be collected on a regular basis (observation checklists/notes, etc.) Meaningful and engaging summative assessments will be developed and implemented Students will use the common criteria to self-assess.

Grade 4 multiplication and division facts: squares, multiplying by 0, 1,2,3 and 5 (and the inverse division facts) Grade 5 - multiplication and division facts to 9x9	Provide opportunities for meaningful practice EVERY DAY (games, problem solving, Mental Math Toolbox, etc.) without resorting to traditional timed tests such as 'mad minute' Design and implement intervention strategies for struggling students. Glynis has resource teacher binder, NIRT developing intervention strategies to be used in the class Train in Reflex Math for Grades 4/5 Staff book study on Hattie, Fisher, Frey Visible Learning for Numeracy. Numeracy Team will meet monthly to review progress and discus next steps.		
3. By the end of 2017, 100% of our students will become informed and responsible citizens and will contribute to the social well-being of the world around them.	Promote sustainable operational practices Celebrate Earth Day Promote litter less lunches throughout the year Contribute to local initiatives Communicate sustainable practices with the community Make curriculum link infused in all subjects Make use of technology to inform students of new initiatives and success in this area Partner with our Parent Council to address outdoor space	More students supporting local charities More students engaged in litter less lunches Reduced use of consumable products and increase recycling More student voice Increase knowledge of sustainability	Data collected in classrooms/lunchrooms will show increase in recycling Observations Positive School survey
4. By June 2017, 100% of our students and staff will have strengthened their awareness and respect of cultures within our school community.	AAA programming will continue to be provided to students in grades 1-5 Divisional coordinators invited to assist with and plan programming and present relevant PD to staff Partnership with NEEDS Inc. will be continued to supply supports for newcomer students and families Staff will attend and apply relevant PD Clear expectations to respect all cultures Transparency of cultural instruction throughout curriculum	Respect and acceptance of all cultures Teachers will share traditions and customs from students with other staff members Students taking part in cultural programming and arts (dance and visual art) Coordinators, teachers, and NEEDS staff working together to create cultural learning experiences for students Teachers learning and sharing Treaty Education resources	Attendance and output in AAA programming and activities Social media sharing of applied learning Class reviews-student needs inventory Cultural activities will be evident throughout the school PD opportunities for staff attended and applied

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	Vocabulary in different languages will be shared by students and staff	Teachers will attend and apply relevant cultural PD	
	Treaty Education will be explored across grade levels		
	Relevant cultural artists will be invited for performances including a multi-cultural dance residency		
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