

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification				
Name of School Division St. James Assiniboia School Division		Name of School Bruce Middle School	Name of Principal Walter Lipinski	Date (yyyy/mm/dd) 2016/06/29

School Profile	(Complete the following using FTE as of Sept 30 <sup>th</sup> .)					
Number of Teachers	22	Number of Students	272	Grade Levels	6,7,8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? YES
What is your mission statement? To provide a positive and safe learning environment which encourages continuous growth.						Year Revised 2016

SCHOOL REPORT – 2015/2016

School Priorities
1. Literacy
2. Numeracy
3. Social Justice/Sustainability
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, a minimum of 80% of students will be “meeting” expectations for reading comprehension.	<ul style="list-style-type: none"><li>Upon analyzing report card data, we found that year-end results show:<ul style="list-style-type: none"><li>To be updated once we have JUNE 2016 report card results.</li></ul></li><li>Pre-assessment results were analyzed throughout the year (in October and May) and responsive instruction addressed student strengths and needs.</li><li>Teachers worked collaboratively in small grade level partnerships to develop common criteria for ‘meeting’ expectations.</li><li>Collaborative work between the resource teacher, classroom teachers, the Reading Clinician and Curriculum Coordinator throughout the year addressed instructional interventions for students who were well below grade level expectations.</li><li>Student personal choice reading was increased with daily independent reading in most classrooms.</li><li>Future work will involve teachers in further developing criteria for student reading comprehension expectations in a whole school collaborative process.</li><li>Teacher professional development related to comprehension instruction included professional reading and workshops. Implementation of current instructional strategies was evident in teaching and learning. All staff took part in professional development to develop a common language, assessments and comprehension processes, strategies and expectations. ELA teachers were trained in how to use running record assessments (Fountas &amp; Pinnell) to collect data that will inform teaching &amp; learning.</li></ul>

2. By June 2016, a minimum of 80% of students will demonstrate a good-excellent range of understanding of mental math and estimation strategies appropriate to each grade level's curriculum expectations	<ul style="list-style-type: none"><li>• Upon analyzing report card data, we found that year-end results show:<ul style="list-style-type: none"><li>◦ To be updated once we have JUNE 2016 report card results.</li></ul></li><li>• Common, co-created rubrics and criteria were developed at the school and divisional level and referred to for evaluating student work in the area of problem solving.</li><li>• Ongoing common teaching plans addressed varied problem-solving strategies throughout the school year.</li><li>• Grade 6 team worked with coordinator support to develop common teaching strategies and assessments.</li><li>• All math teachers participated in middle year's math PD organized and led by our middle year's math leaders.</li><li>• Differentiated problem solving tasks were developed and used with students.</li><li>• Students are provided with personalized mathematical 'tools' to support problem solving (i.e. Kahn Academy, IXL, iPad Math Apps)</li></ul>
3. By June 2016, a minimum of 95% of students will participate in social justice or sustainability themed experience.	<ul style="list-style-type: none"><li>• 98% of students participated in school and divisional initiatives related to sustainability, safe schools, bully prevention, and the experiences related to the themes of social justice during the 2014- 2015 school year.</li><li>• Our "Green Team" planned and led many activities and awareness campaigns about ESD including earth day activities, a clean air challenge, supporting our recycling program (recycle everywhere) and school wide assemblies about the importance of living in a sustainable way.</li><li>• We Day initiatives involved student-led groups tasked with selecting and leading one local and one global action and planning for involving whole-school participation. Initiatives were supported in classroom learning environments, involved technology and were connected to meaningful reading and writing tasks. Topics were included in school assemblies and involved parents/families and the community. (CMHR, Cancer Care, MS Research, Winnipeg Harvest, Ronald McDonald House Charities, United Way, JDRF, 24 Hour Famine)</li></ul>
4.	
5.	

SCHOOL PLAN – 2016/2017

<b>Planning Process</b>
<p>List or describe factors that influenced your priorities.</p> <ul style="list-style-type: none"><li>• St. James-Assiniboia Strategic Plan<ul style="list-style-type: none"><li>◦ Further development of literacy and numeracy initiatives.</li></ul></li><li>• The goals stated are reflective of our school beliefs and current school and divisional data results.</li><li>• Guiding influences include:<ul style="list-style-type: none"><li>◦ 'Key Actions for Improving Student Engagement' document published by Manitoba Education,</li><li>◦ The Manitoba Report Card Policies and Guidelines</li><li>◦ Manitoba Education Curriculum and Assessment documents.</li><li>◦ Manitoba Education Learning Profiles</li></ul></li></ul>
<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved?</p> <ul style="list-style-type: none"><li>• Teacher input included conversations during team and staff meetings, department specific work in literacy, numeracy<ul style="list-style-type: none"><li>◦ At various times in the year, staff reflected on current year school goals and data results from student learning evidence. Staff worked through Bruce Wellman's Got Data process after each reporting period, including the Provincial Assessment results. From these experiences, work with staff and grade level leaders continued with the work of drafting our school plan for 2016-17.</li></ul></li><li>• Grade Level Team Leaders have been actively engaged in creating literacy and numeracy plans that reflect areas of teaching and assessment that need improvement.</li><li>• Parent Council members were informed of school goals, results and future plans; suggestions for action were incorporated.</li><li>• Safe schools student committee, MSIP committee and informal conversations with students in small groups informed decisions</li></ul>

How often did you meet? <ul style="list-style-type: none"><li>• Informal conversations took place from February to June 2015.</li><li>• Formal meetings were held<ul style="list-style-type: none"><li>○ On each Divisional in-service day</li><li>○ At various third Tuesday PLC meeting times.</li><li>○ Team Leader Meetings were held once per cycle all year to review our priorities and discuss potential areas for improvement.</li></ul></li></ul>
What data was used? <ul style="list-style-type: none"><li>• Divisional Strategic Plan</li><li>• Bruce School Assessment Plan</li><li>• Classroom profiles</li><li>• Staff evaluations</li><li>• Student academic achievement data (report card and provincial assessment results)</li><li>• Informal communication from parents and community members.</li><li>• School-based common assessments in literacy &amp; numeracy.</li><li>• Feedback from parent surveys and discussion with parent council was used to ensure the voice of the community is reflected in this document.</li><li>• Tell Them From Me survey responses.</li></ul>
Other highlights?

School Priorities
1. Literacy
2. Numeracy
3. Social Justice/ Sustainability
4. Mental Health
5.

School Plan			
Expected Outcomes	Strategies	Indicators	Data Collection
What specifically are you trying to improve for student learning? (observable, measurable)	What actions will you take?	How will you know that learning is improving?	By what means will you collect evidence of progress toward learning?
1. By June 2017, students will use the skills of good writing and reading comprehension strategies across multiple content areas to critically articulate thinking, deepen understanding and communicate ideas.	<ul style="list-style-type: none"><li>• Initiate the collaborative development of a school-wide literacy belief statement.</li><li>• Purposeful, authentic reading and writing experiences are embedded in all content areas.</li><li>• Purchase updated reading materials for the library and classroom libraries.</li></ul>	<ul style="list-style-type: none"><li>• Student writing is authentic and unique to them.</li><li>• Students choose to write frequently for a variety of reasons.</li><li>• Conventions and form are used appropriately to ensure clarity of message.</li></ul>	<ul style="list-style-type: none"><li>• Report Card and Provincial Assessment data</li><li>• Student reading interest inventories gathered in September as pre-assessment to gauge interests, reading habits and behaviours.</li></ul>

	<ul style="list-style-type: none"> <li>• Update the library learning space to include an epic Lego Wall and a student graffiti wall.</li> <li>• Engage in conversations about shared beliefs about teaching and learning for reading and writing.</li> <li>• Dialogue during grade level meeting time with intention and purpose around literacy and numeracy plans on a regular basis.</li> <li>• Use Literacy Progressions (Fountas &amp; Pinnell) to help guide professional conversations and planning for the instructional needs of students.</li> <li>• Work with our Literacy coach to develop daily literacy routines to be implemented school wide.</li> <li>• Work with our Literacy Coach to implement new resources and strategies that will strengthen literacy instruction and support.</li> <li>• Explore high quality print and online resources as recommended by the Literacy Coach and Coordinator team.</li> <li>• Give priority to authentic reading/writing experiences on a regular basis.</li> <li>• Provide time, choice and structure for students to explore and read independently on a daily basis across multiple content areas through fiction and non-fiction texts.</li> <li>• Implement regular reading conferences, using The Daily Five model, and inventories to inform teachers of student reading progress, interests, competencies and instructional needs.</li> <li>• Implement strategic comprehension instruction including a balance of whole class, small group, and partners interacting with each other before, during and after reading.</li> <li>• Use a wide variety of texts to model and support classroom instruction of reading and writing.</li> <li>• Reflect on the physical classroom environment and make any necessary changes to ensure philosophical beliefs about literacy and learning are in harmony.</li> <li>• Classroom libraries will be accessible to all students and will contain a rich collection of diverse literature.</li> <li>• Plan and implement activities that explore and promote the four practices of the new ELA curriculum.</li> <li>• Grade 6 &amp; 7 Teachers will continue to pilot the new ELA Curriculum, attend ongoing ME Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Students are more engaged and interested in using the library learning space, including the lego and graffiti walls.</li> <li>• Students select and interact with a variety of texts for a variety of purposes (personal enjoyment, curiosity, information)</li> <li>• Students become proficient in the use of a variety of reading and writing strategies.</li> <li>• Students demonstrate that they can visualize while they read, identify connections, determine importance from text, make inferences, draw conclusions and summarize.</li> <li>• Students understand themselves as readers, where they fall on the reading progressions, where they need to go next.</li> <li>• Students demonstrate more confidence when reading, interpreting and communicating information from non-fiction texts.</li> </ul>	<p>Student.</p> <ul style="list-style-type: none"> <li>• Extensive use of the learning library.</li> <li>• September and May comprehension assessments (Fountas &amp; Pinnell). Collation of results analyzed and student achievement plotted on results matrix.</li> <li>• Formative comprehension assessment information collected on a regular basis (observations, conversations, checklists/notes, etc.)</li> <li>• Students will use common criteria to self-assess, make goals and monitor progress (rubrics, checklists, reflections).</li> <li>• Reading logs and journals.</li> <li>• Variety of personal responses to texts (including conversations and multiple questioning techniques).</li> <li>• Reading conferences to assess student processes for understanding text.</li> <li>• Co-created rubrics, checklists and established criteria used as references for feedback, student self-assessment and progress monitoring.</li> </ul>
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	<p>Development sessions; implement new curricular strategies; and share experiences/new learning with all staff.</p> <ul style="list-style-type: none"> <li>Continue to review and analyze report card data sets and provincial assessment results, ongoing, using Bruce Wellman's <i>Got Data</i> process.</li> <li>Continue to implement ongoing school wide Administrator Walkthroughs as an opportunity for progress monitoring on school literacy plans.</li> </ul>		<ul style="list-style-type: none"> <li>Use of ME Language Arts curriculum pilot rubrics, references, checklists.</li> </ul>
<p><b>2. By June 2017, students will improve performance and develop confidence in their ability as mathematical thinkers through problem solving, engaging mathematics tasks, and cross curricular connections through multiple content areas.</b></p>	<ul style="list-style-type: none"> <li>Initiate the collaborative development of a school-wide numeracy belief statement.</li> <li>Dialogue during grade level meeting time with intention and purpose around literacy and numeracy plans on a regular basis.</li> <li>Timetabling will foster co-teaching opportunities across one or more math classes to allow teachers to differentiate strategies and activities.</li> <li>Use ME mathematics resource documents to support programming, planning and assessment.</li> <li>Implement timely, ongoing formative/diagnostic assessments to help inform next steps in planning.</li> <li>Work with our Numeracy coach to develop daily numeracy routines to be implemented school wide.</li> <li>Work with our Numeracy Coach to implement new resources and strategies that will strengthen numeracy instruction and support.</li> <li>Give priority to the mathematical practices, including problem solving, and reasoning.</li> <li>Embed purposeful, authentic numeracy related experiences in all content areas.</li> <li>Make connections between multiple content areas and the opportunities to think mathematically and to see the mathematics.</li> <li>Explore high quality print and online resources as recommended by the Numeracy Coach and Coordinator team.</li> <li>Select learning tasks that provide multiple entry points.</li> <li>Plan and implement activities that promote positive dispositions towards the study of mathematics, including curiosity, self-confidence, flexibility, perseverance and the connections to multiple content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Using multiple forms of representations to make sense of and understand mathematics.</li> <li>Describing and justifying their mathematical understanding and reasoning with drawings, diagrams, and other representations.</li> <li>Making choices about which forms of representations to use as tools for solving problems.</li> <li>Presenting and explaining ideas, reasoning, and representations to one another in pair, small-group, and whole-class discourse.</li> <li>Listening to, commenting on, and questioning the contributions of their classmates.</li> <li>Making sure that they understand and can explain the mathematical basis for the procedures that they are using.</li> <li>Using tools and representations as needed to support their thinking and problem solving.</li> <li>Students can see the connections of mathematics within and across multiple content areas.</li> <li>Students are able to think mathematically, and demonstrate fluidity and flexibility with numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Report Card and Provincial Assessment Data</li> <li>Student use of common criteria to develop goals, articulate learning targets, self-assess, and monitor progress (rubrics, checklists, reflections). Students will conduct self-assessments and refer to language of common criteria to monitor progress.</li> <li>Pre-Assessments provide evidence of strategies students are using before instruction across various computations/estimations.</li> <li>Formative assessment data will include effective, timely and specific descriptive feedback to students during instruction and information will inform next steps in teaching.</li> <li>Common assessments (summative) incorporating mental math strategies practiced will occur a minimum of once per term. Learning evidence will be used in PLC's to inform next steps for instruction in the area of mental math and estimation strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>Review and analyze report card data sets and provincial assessment results, ongoing, using Bruce Wellman's <i>Got Data</i> process.</li> <li>Implement ongoing school wide Administrator Walkthroughs as an opportunity for progress monitoring on school numeracy plans.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate increased confidence in their thinking and knowledge of mathematical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Use of ME provincial mathematics documents including, mathematics profiles, curriculum essentials, grades at a glance, and glance across the grades.</li> </ul>
3. By June 2017, students will participate in social justice or sustainability themed experience.	<ul style="list-style-type: none"> <li>Students complete a teacher and student generated survey related to school attitudes and experiences related to school safety, themes of social justice and sustainability. (September 2016)</li> <li>Results will inform staff and students of current status regarding school safety concerns and areas of strengths and interests.</li> <li>Data will be analyzed and programming is planned accordingly in response to the data.</li> <li>Post-survey will be created in May 2016.</li> <li>We Day initiatives involve student-led groups tasked with selecting and leading one local and one global action and planning for involving whole-school participation. Initiatives are supported in classroom learning environment, involve technology and are connected to meaningful reading and writing tasks. Topics are included in school assemblies and involve parents/families and the community.</li> <li>When appropriate, learning experiences include real-life connections to meaningful sustainable living and social justice issues and involves students in related actions.</li> <li>Family / community initiatives are planned and implemented to improve relationships and increase community spirit for students and staff.</li> <li>School wide events such as Remembrance Day ceremony, Success Assemblies, ESD assemblies and events, and parent/ community events including</li> </ul>	<ul style="list-style-type: none"> <li>Students are actively involved in school and divisional initiatives related to sustainability, safe schools, bully prevention, and the experiences related to the themes of ESD and social justice.</li> <li>Increased family/ community involvement in school activities and committees.</li> <li>Students are meaningfully engaged in learning in a variety of school clubs, committees and classroom experiences. Students can articulate real-life connections to content area learning that relate to the themes of social justice and school safety.</li> <li>Student voice is included in school event planning and there is an increase in student-led experiences throughout the year.</li> <li>Students indicate they feel safe during school and they indicate positive connection to the school experience.</li> </ul>	<ul style="list-style-type: none"> <li>Using TTFM survey data for assessment of attitudes and beliefs about school safety, sustainable living and social justice initiatives.</li> <li>Survey results (Fall 2016 and Spring 2017)</li> <li>Attendance at school events, parent council meetings, and committee gatherings.</li> <li>Student reflections and Parent/ community feedback</li> <li>Local and Global actions</li> <li>Student involvement in a variety of school events throughout the year</li> <li>The establishment of a student leadership group who will plan and implement most of our school events.</li> <li>Teacher and student record keeping of participation and actions related to safe schools, sustainability and social justice experiences.</li> <li>Youth Forum Report on student engagement in social justice, ESD and Leadership activities</li> </ul>

	student-led portfolio nights and other events that incorporate a broad representation of student input and involvement.		
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