

SCHOOL REPORTING 2018-2019 and PLANNING 2019-2020

Identification

Name of School Division St. James-Assiniboia School Division	Name of School Buchanan	Name of Principal H. Hoch	Date (yyyy/mm/dd) June, 2019
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School Profile

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

Number of Teachers 18	Number of Students 261	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? "The Buchanan Team is dedicated to personal academic success; respect for individual rights; and celebrating diversity so our students grow as caring, responsible citizens."			Year Revised 2015

SCHOOL REPORT – 2018-2019

School Priorities

1. Literacy
2. Numeracy
- 3.
- 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 2019, 100% of students will demonstrate enhanced reading comprehension and writing through a school-wide, year-long, cross-curricular theme. By June 2019, 100% of Grade 3 students will be meeting expectations in the area of demonstrating comprehension when completing the 2019 Grade 3 Provincial assessment	Student progress was tracked throughout the year using formal and informal assessments (observations, discussions, conversations and reflections, student artifacts, writing exemplars, reading and writing continuums, benchmarks and "I Can" reading and writing statements). Triangulated evidence (Process and Product) was gathered, reported, and shared with parents. Data gathered will be used to inform instruction. Students not meeting expectations were identified and targeted interventions such as Reading Recovery, strategy specific focused reading groups, (Indigenous and students in CFS care were identified and their progress tracked and monitored.)
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<p>By June 2019, 100% of Grade 3 students will be meeting Reading and Writing expectations on the Spring Provincial Report Cards 2018</p>	<p>In-class Resource support through co-teaching was provided K-5. Authentic reading and writing experiences were implemented. Strategies outlined in “Literacy Essentials” were shared for explicit instruction in connecting reading and writing. The Optimal Learning model was implemented prior to writing. Shared reads and Shared writes were evident in classrooms K-5. The new ELA Curriculum was implemented K-5. Book Talks were an area of focus to extend teacher capacity and increase student engagement. Direct and specific feedback was provided to students in the areas of purpose, audience, and message. School-wide writing samples were collected twice during the year and assessed through Term 1 “I Can” and Year End “I Can” Statements K-5.</p>
<p>2. 100% of Grade 3 students will be meeting expectations in the area of understanding that a given whole number may be represented in a variety of ways 100% of Grade 3 students will be meeting expectations in the area of predicting an element in a repeating pattern. 100% of Grade 3 students will be meeting expectation in applying estimation strategies in a problem solving context.</p>	

SCHOOL PLAN – 2018-2019

<p>Planning Process</p>
<p>List or describe factors that influenced your priorities.</p> <p>Our school offers a wide variety of academic and co-curricular opportunities for students. Buchanan School offers full day, every day Kindergarten. Buchanan School offers a Multi-age learning experience with six grade 1/2/3 classrooms and three grade 4/5 classrooms. Exceptional Needs students are integrated and included in classroom communities K-5 with individualized academic programming as well as specialized programming such as physiotherapy, occupational therapy, music therapy. Exceptional Needs students are provided the opportunity to participate in Swimming, Special Olympics, and Bridge the Gap events. “The Integrated Arts” is a program offered to all students, K-5, which involves nine visits per year by different artists working collaboratively with teachers on curriculum based lessons such as storytelling, puppetry, dancing, visual art, aboriginal art, mosaic art, and film-making techniques. Literacy with ICT is another initiative at Buchanan School where technology is used to enhance and reinforce curricular outcomes as well as critical thinking skills with all students. Each classroom is equipped with 3-7 iPads to be enhance and support student engagement and learning. Buchanan School continued with the hockey skill development program. Fifty-five students in grades 3,4 &5 were involved with The Winnipeg Jets True North Hockey Academy and The Learn to Play hockey program. Buchanan School has a significant Aboriginal population and provides numerous Indigenous Educational opportunities focused on the Seven Major Teachings</p>
<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved? School Planning was initiated by the Planning Steering Committee (PIA; Resource/ Guidance; Classroom Teacher, and Administrator). Literacy and Numeracy data was examined by the Committee and reviewed with all staff. Literacy and Numeracy goals were developed based on the evidence (informal assessments, running records, report card data, Gr. 3 Provincial data, and EDI data).</p>
<p>How often did you meet? Literacy plans were developed by the Planning Steering Committee in March and received/ reviewed by staff in April 2018. Numeracy plans were developed in April and received / reviewed by staff in May 2019. Final plans are reviewed by the Planning Steering Committee and Staff in June 2018. School Plans are again reviewed with Staff and Parent Council in September and January.</p>

<p>What data was used? Community Survey, School Report Card data, Gr. 3 Provincial Assessment, EDI data, Running Records data, Formative and Summative data.</p>
<p>Other highlights? Buchanan School strives to ensure all children are prepared for learning. Students requiring breakfast and/or lunch are provided with healthy food items. School-wide healthy snacks are provided on a regular basis. Students in need are provided with mitts, hats, boots, and jackets for travelling to and from school in the cold winter temperatures.</p>

<p>School Priorities</p>
<p>1. Literacy Across the Curriculum with a deep focus on Reading Comprehension and critically connecting Reading and Writing</p>
<p>2. Numeracy- Number Sense/ Patterns and Relations</p>
<p>3.</p>
<p>4.</p>
<p>5.</p>

<p>School Plan</p>			
<p>Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)</p>	<p>Strategies What actions will you take?</p>	<p>Indicators How will you know that learning is improving?</p>	<p>Data Collection By what means will you collect evidence of progress toward learning?</p>
<p>1. By June 2020, 100% of students will show enhanced reading comprehension and written expression through the reading / writing connection. 100% of Grade 3 students will be meeting expectations in the area of demonstrating comprehension when completing the 2019 Grade 3 Provincial assessment. 100% of Grade3 students will be meeting Reading and Writing expectations on the Spring 2020 Report cards.</p>	<p>School and Division Literacy beliefs will be reflected in instructional practices.</p> <p>K-5 focus on the reading and writing connection (comprehension, oral language, and authentic writing experiences) Regie Routman Residencies- “Connecting Reading and Writing” / “Reading to Understand” and “Literacy Essentials” will be a continued focus for Staff P.D. and PLC meetings.</p> <p>Gr. 4 and 5s will focus on “The Reading Strategies” and “The Writing Strategies” –J. Serravallo to further establish the reading and writing connection and to explicitly teach higher level skills such as inference, synthesis, and generalizations.. Students will be asked to make text to text comparisons and world to self connections. The fall on-demand writing sample will ask students to make comparisons between themselves and others.</p>	<p>Student progress will be tracked throughout the year using formal and informal assessments (observations, discussions, conversations and reflections, student artifacts, writing exemplars, reading and writing continuums, benchmarks and “I Can” reading and writing statements).</p> <p>Triangulated evidence will be gathered and reported (Process and Product Value the goal/ persistence of the process rather than final product completing)</p> <p>Increased student engagement will result in increased achievement for all students.</p>	<p>Current Data: <u>Buchanan Gr. 3 Provincial 2018</u> Comprehension 60.9%</p> <p><u>Buchanan Gr. 3 Provincial 2017:</u> Comprehension:46%</p> <p><u>Buchanan Gr. 3 Provincial 2016:</u> Comprehension 67.5%</p> <p><u>Buchanan Gr 3 Provincial 2009-2015</u> Comprehension:57.1% Provincial: 56.6% Aboriginal: 50% Non-Aboriginal:60.5% CFS:30%</p>

New ELA Curriculum will be implemented with the following Practices targeted:

Language as Sense Making
 - learners are using and talking about a variety of strategies and processes to understand and create texts

Language as Exploration and Design
 - learners are using strategies, resources and sources to explore ideas deeper and extend thinking

Language as Power and Agency
 -learners will develop and use writing for a purposeful audience (announcements, assemblies, community bulletin boards)

Language as a System
 -learners will have opportunity to investigate, understand, and apply the ways in which language works

Big Picture Thinking will focus on “**Identity**” with the infusion of Indigenous culture in addition to other diverse cultures present in the school community. Elements of deep thinking and critical engagement will be implemented. Students will have opportunity to hear one another’s stories and recognize commonalities in shared humanity. “Intercultural understanding, empathy and mutual respect”- TRC (Reference: Block 1 of “The Three-Block Model of Universal Design for Learning” & “Ensouling Our Schools”- J. Katz)

Visual literacy will be included in what is understood as “text”

Cross-curricular “Book Talks” will continue to be a vehicle to connect reading and writing and to teach both reading and writing strategies.

Cross-curricular “Book Talks” will be a vehicle to deeper learning around concepts such as real life issues, real life comparisons, or to uncover bias.

Balanced Literacy Programming K-5

Data gathered will be used to inform instruction.

Assessment beliefs and common assessment practices K-5

Students not meeting expectations will be identified and targeted interventions will be in place through the RTI model. (Indigenous and students in CFS care will be identified and progress tracked and monitored.)

Reading comprehension and student writing will be assessed through use of rubrics, running records, reading continuums, writing continuums and “I Can” Statements. A common reading comprehension assessment piece will be developed for each grade level.

Established criteria for reading comprehension will be used to ensure low floor/ high ceiling with multiple entry points.

Report Card Data 2019: Term 2 (3s and 4s)
 Gr. 5 Reading 93%
 Gr. 5 Writing 92%

Gr. 4 Reading 84%
 Gr. 4 Writing 71%

Gr. 3 Reading 83%
 Gr. 3 Writing 71%
 Indigenous:
 Gr. 3 Reading **73%**
 Gr. 3 Writing **67%**

Gr. 2 Reading 62%
 Gr. 2 Writing 62%

Gr. 1 Reading 74%
 Gr. 1 Writing 64%

Report Card Data June 2018 (3s and 4s)
 Gr. 5 Reading 90%
 AAA Reading **70%**
 Division 93%
 AAA 75%
 JT Family 93%
 AAA 75%
 Gr. 5 Writing 77%
 AAA Writing **80%** (3s)
 Division 86%
 Division AAA 75%
 JT Family 86%
 AAA 79%

Gr. 4 Reading 86%
 AAA Reading **86%**
 Division 90%
 AAA 80%
 JT Family 91%

UDL and Differentiated Instruction to support the learning needs of all learners and to foster positive cultural identity. (J. Katz resources)

Use Knowledge Building Circles (discussion circles and the use of provocations)

Optimal Learning Model- to facilitate shared reading and shared writing include celebrations and conferencing (Resource: "Literacy Essentials" – R. Routman)

Use rich fiction and non-fiction texts (picture books, photography, and art work) to model read-alouds and think alouds (facilitate metacognition)

Literature Circles and Book Talks to discuss the characters, setting and theme as well as other story elements. Those elements will be connected to writing traits and serve as exemplars.

Use of On Demand writing samples to develop vertical benchmarks, to set instructional focus/ instructional targets, and to assess.

Cross curricular connections- connecting curricular outcomes based on theme work (Self and Cultural Identity).

Establish/Develop authentic projects and experiences

Development and use of a purposeful audience (announcements, assemblies)

Use of flexible groupings and cooperative learning experiences

Established PLC partners will participate in monthly PLC discussions. Common assessments will be developed by PLC

AAA 86%
Gr. 4 Writing 72%
AAA Writing **43%**
Division 81%
Division AAA 75%
JT Family 76%
AAA50%

Grade 3 Reading 72%
AAA Reading **50%**
Division 86%
Division AAA 68%
JT Family 83%
AAA 70%
Grade 3 Writing 64%
AAA Writing **30%**
Division 76%
Division AAA 51%
JT Family 96%
AAA 52%

Grade 2 Reading 68%
AAA Reading **44%**
Division 84%
Division AAA 75%
JT Family 79%
AAA68%
Grade 2 Writing 57%
AAA Writing **33%**
Division 78%
Division AAA 58%
JT Family 70%
AAA 50%

Grade 1 Reading 56%
AAA Reading **25%**
Division 76%
Division AAA 45%
JT Family 77%

	<p>groups. Teachers will develop a common Personal Growth Goal in the area of Literacy.</p> <p>Common grade level comprehension assessments pieces will be developed and trialed by grade level teams throughout the year. It is intended for these pieces to be added to the students' travelling portfolios K-5.</p> <p>Horizontal and vertical teams will collaborate and co-teach with guiding "Sprint" plans. Teams will design lessons around their Big Question.</p> <p>(Effect size of PLC collaboration on student learning)</p> <p>Co-teaching with grade level partner, PIA, and Literacy coach.</p>		<p>AAA 47%</p> <p>Grade 1 Writing 61%</p> <p>AAA Writing 25%</p> <p>Division 76%</p> <p>Division AAA 40%</p> <p>JT Family 76%</p> <p>AAA 53%</p>
<p>2. By June 2020, 100% of students will use flexible methods of calculation, in all operations, that involve composing and decomposing numbers in a wide variety of ways</p>	<p>Explicit teaching of composing and decomposing numbers</p> <p>Building a strong sense of number</p> <p>Modeling the use of open ended problems through daily routines</p> <p>Use of the Optimal Learning Model (Guided Math)?</p> <p>"Number Talks" staff will study strategies and use them in a "Try it"/ Apply it" manner.</p> <p>Co-teaching with Grade level partners and Numeracy coach.</p> <p>Use of random groupings to enhance students' confidence and risk-taking abilities</p> <p>Celebrating, sharing and discussing the strategies students successfully used</p> <p>Use of numeracy rich cultural literature to provoke conversations and talks around number.</p> <p>Use of culturally rich math problems.</p>	<p>Introduction of "Math Mats" as a method of assessment and targeted instruction</p> <p>Student progress will be tracked throughout the year using formal and informal assessments (observations, discussions, conversations and reflections, student artifacts, exemplars, Math-At-A-Glance continuums).</p> <p>Triangulated evidence will be gathered and reported (Process and Product)</p> <p>Students not meeting expectations will be identified and targeted interventions will be in place. (Indigenous and students in CFS care will be identified and progress tracked and monitored</p>	<p>Current Data:</p> <p><u>Understanding that a given whole number</u> Buchanan Grade 3 Provincial 2018 76.1%</p> <p>Buchanan Grade 3 Provincial: 2009-2015 60.8%</p> <p>CFS-20% Aboriginal- 50%</p> <p>Grade 3 Provincial - 2016 67.5%</p> <p>Grade 3 Provincial 2017 62%</p> <p><u>Patterns and Relations</u> Buchanan Grade 3 Provincial 2018 76.1%</p> <p>Buchanan Provincial 2009-2015 50.9%</p> <p>CFS-20% Aboriginal-34.1%</p> <p>Grade 3 Provincial 2016</p>

Shared Knowledge, use, and understanding of Number Talks

Use of good question techniques to deepen student thinking and understanding (scaffolding)

Teach the value of the process (including errors and learning from the error) rather than the final answer

Knowledge and use of flexible groupings, differentiated instruction, deep learning and UDL to address student learning needs and to foster perseverance.

Grade level partners will participate in PLC planning, targeted instruction, and assessment (rubrics, observations, conservations, products)

52.5%
Grade 3 Provincial 2017
62%

Equality
Grade 3 Provincial 2018
45.7%
Grade 3 Provincial 2017
43%
Grade 3 Provincial 2018

Mental Math
Grade 3 Provincial 2018
63.0%
Grade 3 Provincial 2017
68%
Grade 3 Provincial 2018

Report Card Data Term 2 2019 (3s and 4s)
Grade 5 Problem Solving 74%
Grade 5 Mental Math 86%
Grade 5 Knowledge and Understanding 84%

Grade 4 Problem Solving 82%
Grade 4 Mental Math 84%
Grade 4 Knowledge and understanding 92%

Grade 3 Problem Solving 73%
Grade 3 Mental Math 77%
Grade 3 Knowledge and Understanding 81%
Grade 3 Indigenous Problem Solving 60%
Mental Math 67%
Knowledge and Understanding 80%

Grade 2 Problem Solving 67%
Grade 2 Mental Math 67%
Grade 2 Knowledge and understanding 82%

Grade 1 Problem Solving 67%
Grade 1 Mental Math 83%
Grade 1 Knowledge and understanding 88%

Report Card Data June 2018

Grade 5 Problem Solving 87%
AAA 100%
Division 87%
AAA 75%
JT Family 88%
AAA 83%
Mental Math and Estimating 96%
AAA 100%
Division 87%
Division AAA 75%
JT Family 90%
AAA 88%
Knowledge and Understanding 98%
AAA 100%
Division 87%
Division AAA 80%
JT Family 94%
AAA 88%

Grade 4 Problem Solving 70%
AAA Problem Solving 57%
Division 77%
AAA 51%
JT Family 78%

			<p> AAA 73% Mental Math and Estimating 88% AAA 86% Division 84% AAA 64% JT Family 84% AAA 77% Knowledge and Understanding 91% AAA 71% Division 85% AAA 70% JT Family 90% AAA 77% </p> <p> Grade 3 Problem Solving 80% AAA 50% Division 75% AAA 44% JT Family 73% AAA 52% Mental Math and Estimating 72% AAA 40% Division 82% AAA 57% JT Family 80% AAA 61% Knowledge and Understanding 90% AAA 70% Division 87% AAA 67% JT Family 87% AAA 78% </p> <p> Grade 2 Problem Solving 74% AAA 60% Division 77% AAA 48% JT Family 80% AAA 70% </p>
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Mental Math and Estimating 67%
AAA 50%
Division 82%
AAA 60%
JT Family 78%
AAA 65%
Knowledge and Understanding 81%
AAA 80%
Division 88%
AAA 75%
JT Family 89%
AAA 87%

Grade 1 Problem Solving 72%
AAA 63%
Division 73%
AAA 57%
JT Family 74%
AAA 58%
Mental Math and Estimating 81%
AAA 56%
Division 83%
AAA 65%
JT Family 75%
AAA 47%
Knowledge and Understanding 83%
AAA 63%
Division 86%
AAA 65%
JT Family 82%
AAA 68%