

report

to the community



Buchanan School buchanan@sjasd.ca

2019-2020

The Early Years (K-5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration of subject matter and hands-on activity-based approaches to learning.

Last Year's School Accomplishments (2018-2019)

Students have shown personal growth and success in reaching their literacy goals.

- ✓ Students interacted with text in a variety of forms including non-print text (images).
- ✓ Students used different sources of text (digital, video, printed and images) to evaluate the validity of digital information.
- ✓ Students have a common language in reading and writing (strategies and vocabulary) and have established the reading and writing connection.
- ✓ Students set personal and achievable goals in reading and writing throughout the year.
- ✓ Benchmark reading levels were tracked and reading progress (word recognition and comprehension) was monitored throughout the year.
- ✓ Interventions were provided through Reading Recovery and Resource support.
- ✓ Primary students focused on letter sounds and phonemic awareness. Student word work was embedded in shared reading and writing activities.
- ✓ Students focused on writing for an audience. Student writing has shown increased complexity in terms of details, vocabulary, sentence structure and fluency.
- ✓ Students worked on connecting reading and writing across all curricular areas.
- ✓ The four practices of the new ELA Curriculum were implemented in all classrooms K-5.
- ✓ Writing samples were analyzed throughout the year and term and year-end "I Can" statements were formulated K-5.
- ✓ Writing samples will be collected for each individual student and will track student progress K-5.
- ✓ "Book Talks" were used to highlight literature and launch theme studies.

Students have demonstrated an increased ability to interact with numbers resulting in strong sense of number which in turn leads to strong problem solving skills.

Our Vision Statement

To provide students with the tools they require to become responsible, capable, creative, life-long learners and good citizens.

Our Mission Statement

The Buchanan Team is dedicated to academic excellence, respect for individual rights and differences, and the development of students' potential so they can take their place in society as responsible citizens.

School Profile

Number of teachers: 19
Number of students: 255
Grade levels: K-5

School Highlights

Or These include:

- Multi-age Classrooms
- Exceptional Needs Inclusion
- Full day Kindergarten
- Gr. 1-5 Choir
- Recorder and Orff Club
- Indigenous Education Programming
- The Winnipeg Jets Hockey Academy
- Gr. 3 Learn to Play Hockey Program
- Special O
- The Integrated Arts (TIA)
- Student Leadership

Extra-curricular Activities

Large variety of activities and opportunities:

- Cross Country
- Volleyball
- Team Handball
- Basketball

- ✓ Students K-5 have worked with representing number and operations with number
- ✓ Students have worked on developing firm number sense.
- ✓ Students have demonstrated critical thinking skills when problem solving in understanding the problem and selecting strategies to use to solve the problem.
- ✓ Students demonstrate and explain their thinking orally, visually, in writing or through an algorithm, while making connections to the problem.
- ✓ Students demonstrated and communicated mathematical thinking and solved problems in different ways: building, calculating, discussing, and drawing.
- ✓ Students understand that the same problem can be solved in different ways.
- ✓ Students have shown greater independence when planning and solving problems.
- ✓ Students have been able to solve more complicated problems
- ✓ Students have communicated mathematical thinking orally, visually and in writing using everyday language, grade appropriate mathematical vocabulary, and a variety of representations and connections.
- ✓ Students share their thinking with peers to support small group problem investigations.
- ✓ Math problems were analyzed and rubrics were developed.
- ✓ Number concepts and problem solving data were analyzed (informal assessments, report card data, and grade 3 provincial results).
- ✓ Assessment “Math Mats” were developed for each grade level and will be used to track individual student progress K-5.
- ✓ A Family Math Evening was held where families could play a variety of math games and activities.

A Quick Snapshot of the Classroom

Literacy: Balanced Literacy programming with a School-wide focus on Literacy Across the Curriculum. Regie Routman strategies from “Connecting Reading and Writing”, “Writing for Audience and Purpose”, “Reading to Understand” and “Literacy Essentials” will be evident in each classroom. The new ELA curriculum will be implemented with a focus on the practices of “Language as Power and Agency”, Language as Sense Making, “Language as Exploration and Design” and “Language as System”.

Numeracy: School-wide focus on Number related to number sense, problem solving and communicating thinking in Math in a variety of ways. Number Talks will be a regular part of the math routines.

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline. The goal setting process begins in early Spring and includes input from students, teachers, parents and the community. Goals are developed around student data and student learning needs. Our mission and vision statement remain as our focus.

This Year’s School Goals and Priorities (2019-2020)

1. **By June 2020 100% will demonstrate enhanced reading comprehension and writing by making the reading and writing connection.**
100% of Grade 3 students will be meeting Reading and Writing expectations on the Provincial Report Cards 2019
 - Students will learn how to read, evaluate and interact with a variety of text
 - Students will use different sources of text (digital, video, printed) to evaluate validity of information.
 - Students will set personal and achievable goals in reading and writing throughout the year.

- 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.
- Intercultural understanding, empathy, and mutual respect will be fostered.
- Students will be able to see their personal growth through reading/writing conferences.
- Students will demonstrate enjoyment and engagement in their reading and writing.
- Students will establish the reading and writing connection and demonstrate higher level skills such as inference, synthesis, and generalizations.
- Students will make text to text comparisons and world to self connections
- Cross-curricular “Book Talks” will continue to be a vehicle to deepen learning around real life issues, real life comparisons, or to uncover bias.
- 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

Language as System (Conventions)

- Student writing will engage the audience. Writing will show increased complexity in terms of details, vocabulary, sentence structure, written voice, fluency, and craft.

Students will be able to make connections of reading and writing (literacy) to all content areas through cross- curricular teaching.

- Classroom libraries will be accessible to all students and contain a rich collection of culturally diverse literature, including published student work.
- Rich text will be used in all classrooms K-5 for shared reading and writing experiences.
- ELA assessments will include observation data and conversation data in addition to final products.
- Traveling writing portfolios will be expanded and follow students from grade to grade.

2. **By June 2020, 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. Numbers will be composed and decomposed in a wide 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 expectations in applying estimation strategies in a problem solving context.

- **Number Strand**

Counting

Operations with whole numbers (addition, subtraction, multiplication, division)

Representation of whole numbers

Understanding and Development of Mental Math Strategies

- **Patterns and Relations**

Patterning and Algebraic Thinking

Variables and Equations

- Open ended problems will be modelled through daily routines (vertical work spaces, number lines, manipulatives)
- The Optimal Learning Model (Guided Math) will be an instructional strategy in all classrooms K-5.
- Number Talks will promote student discussion and oral communication of math understandings.
- Random student groupings will enhance students’ confidence and risk taking abilities
- Math strategies will be shared and celebrated
- Numeracy rich literature will be shared to provoke conversations and talks around number
- Questioning techniques will scaffold student thinking and understanding

- The value of the process (including errors and learning from the error) rather than the final answer will be highlighted.
- Problem of the Month display will show student work samples and progression from grade to grade.
- "Math Mats" with curricular exemplars will be used to track individual student progress.
- Rich cultural literature will be used to provoke conversations around number.
- Math problems will contain a diverse cultural flavor.
- Students will be encouraged to be risk takers and to persevere with problem solving.