

SCHOOL REPORT 2015/2016 & PLAN 2016/2017

- 1) Please use this template to complete your **2015/2016 School Report on Outcomes and 2016/17 School Plan**.

(Note: The web survey offered in previous years is suspended during the review.)

- 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 2015/2016 and PLANNING 2016/2017

Identification			
Name of School Division St. James Assiniboia School Division	Name of School Lincoln Middle School	Name of Principal Heather Palmer	Date (yyyy/mm/dd) 2016/06/05

School Profile			
<i>(Complete the following using FTE as of Sept 30th.)</i>			
Number of Teachers 28	Number of Students	Grade Levels 6-8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Our purpose is to provide each student with the opportunity to become a responsible, creative, life-long learner.			Year Revised 1999

SCHOOL REPORT – 2015/2016

School Priorities	
1.	Actively involving students in the planning and assessment of their own learning.
2.	Improving learning opportunities for educators.
3.	Strengthening links and communication among schools, families, and communities.
4.	Strengthening school planning and reporting.
5.	Strengthening our understanding of social responsibility and sustainable development.

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 see themselves as readers and writers and will achieve their reading and writing goals for the year. Those that are unable to attain this goal will be supported through the use of differentiated instruction and leveled assessments to track and encourage growth in English Language Arts.	<ul style="list-style-type: none"> Critical thinking lessons, discussions, and assessments were conducted each term. Teachers used classroom based tasks and Thinking Wall lessons (surface thinking, below the surface, and core thinking) to help students understand what constitutes a deeper, critical response. Many summative assessment tasks were submitted through Showbie this year, making both the writing piece and marking rubric available for viewing. Fountas and Pinnell reading assessments were conducted each term with students below grade level (as referenced in our staff generated Benchmark Steps document) and data has been tracked using our Lincoln Class Data Profiles spreadsheet. Paper copies of the F&Ps are included in ELA portfolios passed on to next year's ELA teachers. Each teacher, student and parent can clearly see and share student progress in their reading level. Year End Final Assessments are in place in grades 6-8, and will allow next year's teachers to gauge student needs and abilities, using a common assessment task. Year end assessments and various assessments throughout the year (one per term) were created collaboratively and are common amongst the grade levels. ELA portfolios will be sent to next year's teachers (either at LMS or to the high school). Teaching staff and administration used PD time to draft and discuss literacy beliefs in order to write school-wide literacy goals for next year and to guide our instruction, assessment and purposeful inclusion literacy across all content areas.

<p>2. By June 2016, 100% of Lincoln Middle School students and staff will have assisted in planning and participating within a variety of curricular integrated learning experiences based on the Deep Learning initiative and the principles of Education for Sustainable Development. Greater focus will be given to increasing staff awareness of themes inherently found within the New Pedagogies of Deep Learning initiative.</p>	<ul style="list-style-type: none"> • Our Student Voice Team collaborated online and in person with both students and organizing staff to initiate and implement a variety of grade level and school wide activities. • Daily sustainability practices continued to grow with a greater focus placed on recycling resources, and promotion of environmentally friendly fair trade items. • Our staff meetings and in-services included time devoted to collaboration amongst staff to discuss and organize Deep Learning resources and strategies to further integrate Deep Learning. • A committee comprised of coordinators, administrators and classroom teachers met several times throughout the school year to develop school wide Deep Learning experiences. • Within classroom activities and school wide initiatives, students provided proof of participation within their ongoing classroom activities through the use of blogs and student advisory time participation. • The Lincoln School blog provided write-ups, videos and photographs describing the various events that occurred based on Deep Learning initiatives and ESD principles. • Examples of resources used to implement Deep Learning activities were shared at staff meetings, professional development sessions, and shared collaboratively for new and returning staff members. • Student understanding and opinions of sustainability issues and school wide initiatives within our school were tracked and reported using the Tell Them From Me Survey.
<p>3. By June 2016, 100% of students will demonstrate computational fluency at their particular grade level through the use of skilled mental math strategies and be able to apply this knowledge to various applications. Those that are unable to attain this goal will be supported through the use of differentiated instruction and leveled assessments to track and encourage growth within their understanding of number and number concepts.</p>	<ul style="list-style-type: none"> • All math teachers have worked with our math department head and divisional coordinators several times throughout the year to build an understanding of effective instructional strategies for concrete, pictorial, and symbolic understanding of numeracy outcomes. • All teachers have started implementing shared activities from the Mental Math 2014-2015 PD days for each grade level and the Box Cars and One-Eyed Jacks mental math professional development meetings to strengthen numeracy skills in students. • A repository of applications has been shared and made available to assist students in practicing their basic facts, such as Reflex Math, Sumdog, XtraMath and Mathletics. • A common assessment tool has been used to assess basic facts and follows the same guidelines across grade levels to ensure consistency in our data. • Small group pull-out options have been made available for students not making progress in their basic facts by the second term. • Teachers have implemented activities that focus on a concrete, pictorial, and symbolic level of understanding with a more mindful understanding of the 'grades at a glance' documents and how strategies build from grade level to grade level. • A mental math continuum showing the types of mental math strategies with grade level examples were made this year and distributed to all of the math teachers. Each grade level will assess common strategies and report on these strategies using the provincial report card. • Student memberships have been purchased to Mathletics, an online database to support differentiated instruction strategies and flexible groupings in math. • The math department has met both as grade level teams and as a school team whole staff at least 2 times during the year to share instructional strategies, goals and develop a common understanding of methods and language. • Common assessments have been used within each grade level team throughout the year. • Data discussions based on common assessments, divisional data and provincial data will be encouraged to support current and future numeracy planning and program implementation.
<p>4.</p>	
<p>5.</p>	

SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.

- Divisional Strategic plan
- ME Priorities
- Responsibility of educating our students in regards to global citizenship and improved quality of life for all, both locally and globally.
- Role-modelling continuous learning.
- Fostering increased student self-awareness and enhanced communication with parents/caregivers pertaining to student achievement through the use of digital portfolio development, student-led sharing opportunities and online assessment tracking resources.

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

Who was involved?

- Parent Council was consulted to assist in determining school priorities.
- Students were consulted via MSIP discussion, individually online using Tell Them from Me Surveys and within grade group meetings led by school administration.
- Data from student surveys, provincial reporting and in-school diagnostics were shared with staff to determine next steps in instruction and school wide planning.
- Relief time was utilized to release teachers for planning purposes.

How often did you meet?

- Staff, students, and parents/caregivers met with school administration to express their priorities approximately 25 times, in various collaborative settings, throughout the year.

What data was used?

- Student surveys, community surveys, staff survey, a variety of assessment practices, and community connections.
- Student self assessments
- Report card data
- Student Engagement Data
- Divisional Strategic Plan
- ME Priorities
- MSIP involvement

Other highlights?

School Priorities

1. To challenge all students to demonstrate computational fluency at their particular grade level, specifically for mental math. This inherently includes consistent basic fact recall in various applications.
2. To ensure that all students see themselves as both readers and writers and that they are able to set and achieve their literacy goals for the year.
3. To engage all students in learning experiences enriched with the classroom dimensions and competencies of Deeper Learning.
4. Strengthening links and communication among schools, families, and communities.
5. To infuse Education for Sustainable Development themes within all curricular content areas which promote positive choices in support of personal and global improvement.

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?

<p>1. By June 2017 all students will demonstrate an increased achievement level in reading comprehension, critical thinking, and written expression. A school-wide Literacy Belief will be developed, implemented and revisited.</p>	<ul style="list-style-type: none"> • Daily reading all year round. • Students will have regular opportunities to collaborate, share, and reflect on student writing pieces • Critical thinking skills will be further developed using a common assessment tool (new rubric coming from the division) • Initial F&P assessments will be done Sept - Nov and again before term 2 reports. • Every classroom will contain a classroom library based on the subject or subject areas taught in that classroom, by the end of October 2016. Department heads are responsible for ensuring libraries are in place and offering support to classrooms that still require support in obtaining materials. • A defined amount of time , each day, will be dedicated to silent reading. (Options...steal 1-2 minutes from each class (not sure if this is even allowed) to chunk off a dedicated time for daily reading without affecting any programs or preps; steal a few minutes from agenda time for same outcome?) • Every classroom will have a dedicated space for a word wall. • Our students will demonstrate improvements in their ability to edit written compositions for proper use of conventions. • Students will have an accurate picture of their own reading level. • Reading and writing connections will be emphasized across curricular areas. • All readers and writers will be provided with additional supports using UDL and RTI service delivery models. • Professional Development will be provided to explain the fundamentals and benefits of UDL and RTI. • Establish a common meeting time within each grade level to support planning, assessment and best practice of literacy instruction. 	<ul style="list-style-type: none"> • Every student will participate in at least one common English Language Arts assessment each term within each grade level that will focus on reading strategies, writing traits, and critical thinking skills. Use of the "What in the World?" monthly news edition will be used as a support tool. • Teachers will address the need for improved use of conventions through a variety of mini lessons. • Students will be expected to conference regularly with peers and staff to revise their writing using various revision and editing resources (checklists, divisional rubrics, etc.) • Teachers will use a common writing continuum (for example Bonnie Campbell Hill) and common Divisional rubrics to indicate their student's ability to communicate their ideas and utilize appropriate writing conventions. • Common rubrics created at each grade level will be made available digitally for students and parents to view and refer to throughout the writing process. • Students will be introduced to, and utilize a variety of online applications such as blogging sites, Edmodo, Showbie and a variety of current applications to further enable their ability to collaborate and share their writing process experiences. • Students will be able to communicate the purpose of the "Daily 5" literacy practices and will enthusiastically view themselves as a reader and writer. • Every student will be assessed using the Fountas & Pinnell Benchmark Assessment System (3-8) at various times throughout the year to determine their level of reading comprehension and fluency, and to measure growth for further goal-setting. 	<ul style="list-style-type: none"> • Critical thinking assessments will occur each term to identify student needs and track student progress. • Student writing samples will be housed digitally within their Showbie accounts along with marking rubrics and self-reflections. • Formative assessments will be collected in a variety of formats and used to identify student needs and guide classroom instruction. • Student assessment of reading fluency and comprehension will be completed using the Fountas & Pinnell Benchmark Assessment System (3-8). These assessments will occur for everyone in term 1 and for students below grade level in term 2 and 3. The data collected will be shared with others using our electronic student data sheet to support instruction within and beyond the ELA classroom. • Each grade will develop and implement multiple common assessments that incorporate literacy, critical thinking, and writing skills. • Students will share their writing using a variety of online collaboration tools to share, revise and critique their own creations and that of those around them (blogging, edmodo, Showbie). • An ELA portfolio which houses common assessments and F&P Benchmark results will be collected and passed along to the receiving teacher at the end of the school year. • Time will have been allotted towards the development of literacy belief statements.
<p>2. By June 2017, all students will have the opportunity to increase their awareness of social, environmental, and economic issues through a variety of curricular-integrated learning experiences that impact the quality of life, both locally and globally.</p>	<ul style="list-style-type: none"> • In September an Environmental Review of the school will be completed to determine specific areas of the school where our environmental impact can be reduced. • A minimum of three areas identified will be selected as a school wide focus for a measurable impact reduction by June. • In September and June, all students and staff will participate in a community clean-up to start up and wrap up our Sustainable Development activities. • Operate a Greenhouse Club that promotes the interconnectedness of our students with the environment. • Encourage, promote and communicate routine sustainable practices such as litterless lunches, active transportation and sustainable happiness frequently throughout the year. • Student Voice will be tasked with promoting sustainability and 	<ul style="list-style-type: none"> • A staff and student created survey will be utilized to establish an understanding of our community's understanding of sustainability and establish purposeful and measurable goals. • By June a measurable reduction in our school's environmental impact and increased awareness of sustainable actions will be recorded. • Recycling, garbage and energy consumption data will be requested from divisional maintenance department to examine and identify the impact of our 	<ul style="list-style-type: none"> • An Environmental Review document will be created and utilized similar to the exemplar provided by the provincial Eco-Schools program as referenced at: http://bit.ly/1UityG8 • An initial review of waste generated and energy consumed will occur, Based on future data specific strategies will be identified and implemented. • Fundraising, donation drives and initiatives that promote ESD as inspired by our divisional Youth Forum, We Day and various local organizations will occur each term

	<p>elements of social justice and student activism within the school as a part of their ongoing mandate.</p>	<p>actions.</p> <ul style="list-style-type: none"> The Greenhouse Club will continue to expand and ensure our greenhouse becomes more relevant and purposeful within our school community. Student Voice will plan in partnership with all staff and students to implement experiences that are connected to provincial curriculum and promote social justice as inspired by our participation in We Day and various school wide presentations. 	<p>throughout the year</p> <ul style="list-style-type: none"> Information and accomplishments will be shared with our school community through the use of our school blog, the divisional "Contact" newsletter and the year-end Youth Forum event.
<p>3. By June 2017, all students will demonstrate improved numeracy achievement and engagement in the areas of mental math, problem solving and overall conceptual understanding for each grade level.</p>	<ul style="list-style-type: none"> Students will increase their understanding of numeracy, by using a variety of tools and strategies, such as manipulatives, games and technology. Students at all grade levels will demonstrate automaticity with knowledge of basic facts from 1-12 and square numbers (with bases 1-12) without the assistance of a calculator. Students at all grade levels will determine an answer using effective strategies as outlined in our mental math continuum. Students at all grade levels will be able to accurately order and compare fractions, decimals, and percentages. Students will be able demonstrate an understanding of integers. Specifically: <ul style="list-style-type: none"> Grade 6 students will be able to compare and order integers. Grade 7 students will be able to add and subtract integer values. Grade 8 students will be able to solve integer problems using all four number operations. Students at grades 7 and 8 will accurately solve two-step equations using algebraic strategies. Grade 6 students will solve algebraic equations using substitution strategies. 	<ul style="list-style-type: none"> Students will refer to specific mental math strategies when discussing solving strategies. These mental math strategies with examples were distributed to the teachers during the 2015-2016 year and are grade specific. Classrooms are organized in a manner to facilitate shared learning in groups that support the use of activities, games and manipulatives to enhance the understanding on specific skills and concepts. Teachers will be provided with opportunities to learn how to use games and manipulatives more efficiently to improve students' understanding of mathematical ideas. Teachers will also be supported with learning how to substitute learning responses, observations and students' discussions for assessment purposes. Teachers new to teaching math will work informally with the math department head several times throughout the year to build an understanding of effective instructional strategies for concrete, pictorial, and symbolic understanding of numeracy outcomes. Our Math Department Head will continue to attend divisional numeracy meetings and share both materials and instructional practices during professional development sessions. Teachers will be encouraged to implement these shared activities into classrooms to strengthen numeracy skills in students. The Math Department Head will continue to use the iTunesU course to communicate the types of resources (manipulatives, games and books) that are available for teachers to use with their students. These resources will be used consistently by all of the teachers and students. A repository of applications will be made 	<ul style="list-style-type: none"> Basic fact automaticity for students in grades 6, 7, and 8 will be tracked and updated throughout the year. Data will be shared using our school wide data collection spreadsheet in June so that basic fact data transitions with the students from year to year. Data collected, in the form of learning responses, will be used to track individual student progress in their basic facts, concepts and problem-solving applications. Data collected in the basic facts applications, such as "XtraMath" will be used to track individual student progress in their basic facts. Common assessments within each grade level will be revised to include performance-based tasks that reflect content knowledge, application and critical thinking. Report card data will be reported based on a mental math continuum and a common mental math scoring rubric. Data will be passed on from grade level to grade level, showing achievement and progress. Transitional data from elementary schools and within Lincoln will reflect student's abilities across the five main mathematical concepts.

		<p>available to assist students in practicing their basic facts, namely an application called "XtraMath" that will be consistently used at all grade levels.</p> <ul style="list-style-type: none"> • Small group options will be made available for students not making progress in their basic facts by the second term. Grade 8 focus groups will continue to be made available for those students benefiting from additional small group work. • Teachers will continue to implement activities that focus on a concrete, pictorial, and symbolic level of understanding with a more mindful understanding of the 'grades at a glance' documents and how strategies build from grade level to grade level. • Each grade level will assess common mental math strategies and report on these strategies using the provincial report card. • Math teachers at all grade levels will implement an element of cyclical teaching in the format of "Throwback Thursdays" model to review completed concepts and ensure stronger concept retention. • Our math department will meet as grade level teams at least 2 times during the year and as an entire department 2 times per year to share common instructional strategies, develop common assessments and ensure consistency in grading student achievement. • Common assessments will be developed and used at each grade level within each term to track growth and support future planning. A cumulative common assessment will be completed at the end of the year to support student transition into the next grade. • A greater emphasis will be placed on transitional data at the grade 6 levels in regards to the information we receive from their grade 5 schools. • Data discussions based on common assessments and provincial report card data will occur to support current and future numeracy planning and program implementation. 	
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5.			