

## 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](http://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](mailto: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 Phoenix School	Name of Principal Linda Daniels	Date (yyyy/mm/dd) 2016/06/16

School Profile	(Complete the following using FTE as of Sept 30 <sup>th</sup> .)		
Number of Teachers 13	Number of Students 166	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Phoenix School’s mission is to develop each student’s potential as a kind, empathetic citizen who values acceptance, and inclusion of others. The school will nurture life-long learners who are team players in a global community.			Year Revised 2016

SCHOOL REPORT – 2015/2016

School Priorities
1. Reading comprehension in the area of non-fiction resources / materials
2. Math problem-solving with non-routine problems
3. Increasing student knowledge and awareness of local environmental issues and initiatives
4. Indigenous people and treaty education instruction
5. Continue Mental Health awareness & Restitution

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 that every student be able to achieve a rating of 3 on the report cards in the areas of reading comprehension and critical thinking	<ul style="list-style-type: none"><li>Improvement in student performance on the provincial report card in the areas of reading, listening, and viewing has been achieved</li><li>Students have demonstrated their ability:<ul style="list-style-type: none"><li>to synthesize information from a variety of texts,</li><li>to make inferences</li><li>and logical predictions</li><li>to make connections to self and other texts and the broader world</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ to pose deeper level questions about events and characters and their actions</li> <li>○ and to be able to reflect and respond</li> </ul>
2. By June, 2016 that all students be able to independently problem solve to determine an appropriate solution utilizing the strategies taught at their grade level	<ul style="list-style-type: none"> <li>● All students have demonstrated a competent standard of achievement in the common assessments and their report card ratings demonstrate their competencies with the strategies relevant to their grade level</li> </ul>
3. To increase every students' knowledge and awareness of endangered animals by June, 2016	<ul style="list-style-type: none"> <li>● A pre and post assessment instrument have been implemented to evaluate student progress and growth.</li> <li>● Students are able to identify some endangered animals.</li> <li>● Students understand the criteria for an animal's appearance on the list of endangered animals.</li> <li>● Students understand some specific planetary conditions which precipitated this development for specific animals.</li> <li>● Students understand the impact of the human population on habitats and animals in our environment.</li> </ul>
4.	
5.	

#### SCHOOL PLAN – 2016/2017

<p><b>Planning Process</b></p> <p>List or describe factors that influenced your priorities.</p> <p>The school's priorities were determined utilizing a variety of factors such as: divisional initiatives, academic needs of the students as determined through analysis of various students' assessments and through professional dialogue, as well as reflections on current research information and practices. The school will also continue the path forward on its sustainability goal focusing on environmental issues. For several years the school has emphasized social justice issues. The goals from the social justice goals have been achieved and social justice is integrally incorporated into the school environment.</p> <p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved?</p> <p>All staff members are involved in the process of developing the school goals and in determining the quality and rate of the implementation process with each of the school goals. The goals are shared regularly with Parent Council and with the parent community and their input is always welcomed.</p>
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<p>How often did you meet?</p> <p>The staff met regularly throughout the school year to engage in these discussions and evaluations relating to school goals and their implementation. The actual formulation of the current school goals was conducted over a three-month period with several meetings and groups discussions.</p>
<p>What data was used?</p> <p>Classroom profile data was utilized as well as the analysis of common assessment tools. Report card data and analysis was also utilized to inform our instructional practices and to determine the progress of the school goals. Provincial assessment data at grade 3 was utilized to inform instruction and provide additional data for the school goals. As well, student performance on informal questionnaires helped to determine student knowledge and progress.</p>
<p>Other highlights?</p> <p>Phoenix School will continue its work with Restitution and the development of social skills. In addition, the students will be working on indigenous people curriculum, treaty education and culture.</p>

<b>School Priorities</b>
1. Reading comprehension with non-fiction materials
2. Math problem-solving with non-routine problems
3. Local environmental issues and endangered species
4. Restitution
5. Positive Mental Health
6. Indigenous people concepts, culture and treaty education

<b>School Plan</b>			
<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. By June, 2017, 80% of the students will achieve a rating of 3 on the report card in comprehension of non-fiction texts.	<ul style="list-style-type: none"> <li>to integrate cross-curricula reading in Science, Social Studies and Language Arts subject areas</li> <li>to establish a P.I.A. in Language Arts</li> <li>to designate I Love to Read Month as a school-wide activity to focus on non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in student performance on the provincial report card in the areas of comprehension and critical thinking in Language Arts, Knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Report card data rating of 3 in Language Arts (comprehension and critical thinking), in Social Studies (Knowledge and Understanding), in Science</li> </ul>

	<p>material supporting the sustainability goal which has been established for the 2016-17 school year</p> <ul style="list-style-type: none"> <li>• Literacy Coach will work in the classrooms in a co-teaching capacity focusing on literacy centres emphasizing non-fiction texts</li> <li>• Inservice days and PD Tuesdays be devoted to literacy topics <ul style="list-style-type: none"> <li>○ To continue with the analysis of running records which was begun with last year's literacy goal</li> </ul> </li> <li>• To apply for innovative grants to support the acquisition of appropriate non-fiction instructional practice resources and release time: <ul style="list-style-type: none"> <li>○ Val Rollins, Marge Lauder, Miranda Turabian will prepare and write the Innovative Grant deadline, April 22/16</li> </ul> </li> <li>• To collaborate with the librarian to further support instruction on non-fiction materials / books: <ul style="list-style-type: none"> <li>○ Concepts to be addressed will be table of contents, bibliographies, glossaries, indexes, etc.</li> </ul> </li> <li>• To utilize technology to study non-fictional texts</li> </ul>	<p>Understanding in both Science and Social Studies.</p> <ul style="list-style-type: none"> <li>• Students have demonstrated their ability: <ul style="list-style-type: none"> <li>○ to synthesize information from a variety of non-fiction text</li> </ul> </li> <li>• to read and comprehend charts, diagrams, graphs, surveys, and pictures as they relate to the information in the non-fiction texts</li> </ul>	<p>(Knowledge and Understanding)</p>
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	<ul style="list-style-type: none"> <li>• To develop note-taking and summarizing abilities in the writing component of non-fiction instructional practices</li> <li>• To meet with grade level colleagues to develop common assessment criteria</li> </ul>		
2. By June, 2017 80% of students will be able to achieve a rating of 3 on the report card in the area of problem solving	<ul style="list-style-type: none"> <li>• To establish a P.I.A. in math</li> <li>• To emphasize non-routine problems</li> <li>• To develop perseverance utilizing the 3 read approach to problem solving</li> <li>• To post problem solving strategies within the classroom</li> <li>• Numeracy Coach will work in the classrooms in a co-teaching capacity focusing on math centres emphasizing non-routine problem solving</li> <li>• To further develop math talks with students in order to stress the diversity of methods of solving problems</li> <li>• To track the math performance of students prioritized by the Math Enhancement Program and address their needs in a similar fashion as reading weaknesses are addressed</li> <li>• To apply for a grant to support relief time to connect strategies with resources and / or to provide time to observe other math classes (at other schools as well)</li> </ul>	<ul style="list-style-type: none"> <li>• All students will achieve a rating of 3 on the report card in the area of problem solving</li> <li>• All students will demonstrate a competent standard of achievement in common assessments which have been developed by the school division</li> </ul>	<ul style="list-style-type: none"> <li>• All students will achieve a rating of 3 on the report card in the area of problem solving</li> <li>• All students will demonstrate a competent standard of achievement in the common assessments</li> </ul>

3. By June 2017 the students will increase their knowledge and awareness of local environmental issues and initiatives	<ul style="list-style-type: none"> <li>• To develop a pre and post survey instrument to demonstrate success</li> <li>• To designate Spirit Week as a vehicle for fundraising for the environment</li> <li>• To organize intermediate students to present information on environmental charities for Spirit Week in March 2017</li> <li>• To designate I Love to Read Month as a school-wide activity to focus on non-fiction material supporting the sustainability goal of local environmental issues and initiatives</li> <li>• To invite speakers to the school to present to students such as: Nature Conservancy, Friends of Lake Winnipeg, Ducks Unlimited, Manitoba Forestry, Living Prairie Museum, etc.</li> <li>• To implement field trips such as Oak Hammock Marsh, Fort Whyte Alive, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• A pre and post assessment instrument has been implemented in order to evaluate student progress and growth.</li> <li>• Students will be able to identify local environmental issues and initiatives</li> <li>• Students will understand the criteria for these local environmental issues</li> <li>• Students will understand some specific planetary conditions which precipitated this development of environmental concerns</li> <li>• Students will understand the impact of the human population on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• A pre and post assessment instrument has been implemented in order to evaluate student progress and growth.</li> </ul>
4.			
5.			