

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	Name of School Strathmillan	Name of Principal Sue Marlatt	Date (yyyy/mm/dd) 2016/05/23

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 28	Number of Students 341	Grade Levels K - 5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? YES
What is your mission statement? To create a nurturing environment, through the shared commitments of students, parents and staff, and produce responsible citizens who are life-long learners. We believe: <ul style="list-style-type: none"> a.) Students are more successful when the home and school work together. b.) Students are responsible for their behaviour. c.) Respecting and appreciating diversity enriches life. 			Year Revised 2004

SCHOOL REPORT – 2015/2016

School Priorities
1. Literacy
2. Numeracy
3. Mental Heath

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, 85% of students will use the skills of good writing across multiple content areas to critically articulate thinking, deepen understanding and communicate ideas. The 15% of our students with basic to limited understanding of the writing process will be provided with strategies to organize ideas, build fluency and communicate thinking.	<ul style="list-style-type: none"> - Report card data showed an average of 81% of students having a good to very good understanding of the writing process. - Literacy Leadership Team members mentored individual classroom teachers in order to lift the quality of writing instruction school wide. - Literacy Leadership Team members provided visitations for teachers and administrators from other schools (divisionally and outside the division) sharing best literacy practices. - Literacy Leadership Team presented to administrators from three school divisions about our literacy journey. - Teachers collected typical writing samples in January and June and documented strengths and next steps for writing instruction. - Teachers reflected on their physical classroom environment and made changes to ensure literacy beliefs and daily practice were in harmony. - Teachers actively participated in the Fourth Regie Routman Residency. - Teachers taught strategies for entering into, strengthening, and extending student writing. - Students explored digital tools to widen their audience for writing pieces. - Writing criteria is shared, co-created with students and put into student friendly language. - Students are beginning to use criteria independently to track individual progress.

<p>2. By June 2016, 85 % of our students will demonstrate good conceptual understanding, procedural fluency and communicate thinking creatively and confidently as mathematicians.</p> <p>The 15% of our students with basic to limited conceptual understanding will be provided with early intervention strategies to reduce math anxiety, build procedural fluency and improve math attitude.</p>	<ul style="list-style-type: none"> - Report card data showed 86% of our students demonstrated good to very good understanding of problem solving. - Teachers created numeracy beliefs aligned with the National Council of Teachers of Mathematics document - <i>Principles to actions: Ensuring mathematical success for all.</i> - Teachers used common problem-solving assessments created by Divisional Numeracy Coordinator. - Teachers co-planned, co-taught and co-assessed with IRT, Divisional Numeracy Coordinator and school resource team. - Vice Principal led discussions about math data, math instruction and highlighted resources during staff meetings and during math committee meetings. - Vice Principal created a chart system for tracking struggling learners listing supports in place to support student thinking. - Teachers discussed professional readings on mathematics instruction and analyzed assessment data during staff meetings, PD Tuesdays and/or common preps. - A successful Family Math Night occurred. This evening provided parents with the thinking behind each math game and/or activity. Copies of games were taken home. - Teachers have had professional learning opportunities with Divisional Numeracy Coordinator and divisional PD math workshops. - Teachers utilized resources, instructional strategies and assessment ideas from an iTunesU course developed by Vice Principal and by the Divisional Numeracy Coordinator.
<p>3. By June 2016, 100% of students will understand that positive mental health is the capacity to enjoy life, reach one's potential, meet challenges, be productive, and contribute to the community.</p>	<ul style="list-style-type: none"> - Students learned the importance of compassion and service to others through several social justice and sustainability events: <ul style="list-style-type: none"> - Sam's Christmas Food Drive – collection of 1539 non-perishable food items for the creation of hampers for the Sturgeon Heights Community - Waste Reduction Week - Plastic Bag Round-up - Vermicomposting - Selling of 313 Rafiki bracelets during winter concerts raised \$3130 for the Me to We Foundation - Selling of rain barrels – over \$1000 donated to Lake Winnipeg Foundation - Carnival of Hope (Entrepreneurial Adventure) raised close to \$3000 for Cancer Care Manitoba - Constable Buduhan presented to all students and interested parents regarding online safety. - Students participated in a variety of lessons, presentations and then demonstrated their writing skills to share their voices on subjects like Shoal Lake and Lake Winnipeg. - Teachers and students created classroom belief statements and held regular classroom meetings to discuss conflict resolution. - Mindful practices and calming techniques were built into regular classroom routines. - Guidance Counsellor facilitated special programs such as Gems and Kids in the Know - Student Stand Up Club focused on all aspects of student wellness – kindness, maintaining self-confidence, perseverance, anti-bullying initiatives etc. They attended three Safe School meetings at the Divisional Board Office. - Student Council presented at the Divisional Annual Youth Forum. - AAA Committee developed a school wide Diversity Day focusing on Indigenous education. - Teachers worked with Divisional Indigenous Educators to raise awareness of Indigenous education. - Teachers and students have explored the Seven Sacred Teachings and how these teachings relate to positive actions and citizenship. - Strathmillan's School Blog and Instagram account included many write-ups and photographs describing the various social justice and sustainability themes studied throughout the year.

SCHOOL PLAN – 2016/2017

<p>Planning Process</p>
<p>List or describe factors that influenced your priorities. Priorities are determined using a variety of factors including provincial priorities, divisional strategic plans and initiatives, academic needs of students as determined through analysis of assessments, report card data and through studying current research regarding best practices.</p>
<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved? All staff members are involved in the process of developing school goals and determining the quality and the rate of the implementation process with each goal. Data discussions took place during staff meetings and professional learning days. Our goals are also discussed with our leadership team and they were shared with our Parent Council.</p>
<p>How often did you meet? All staff met regularly throughout the school year to engage in several data discussions related to school goals and their implementation.</p>

What data was used?

- Typical writing samples
- Benchmark reading data
- Provincial assessment data
- EDI data
- Student self-reflections
- Report card data
- Writer's Notebooks
- Administrator Walkthroughs

School Priorities

1. Literacy
2. Numeracy
3. Mental Health

School Plan

Expected Outcomes

What specifically are you trying to improve for student learning? (observable, measurable)

1. By June 2017, 100% of students will develop a variety of crafting techniques by reading and analyzing rich literature to enhance their writing pieces across multiple content areas.

Strategies

What actions will you take?

- Teachers will:
- provide meaningful units of study to produce authentic, purposeful writing pieces
 - instruct students on how to read like writers, study model texts and experiment with different writing forms
 - increase the amount and quality of open, sustained discussion of reading content
 - create opportunities for students to interact with each other in pairs or in small groups with a shared focus on understanding text
 - use strategies for entering into, strengthening, and extending student writing
 - explore digital tools to develop skills and enhance students' digital literacy
 - analyze typical writing assessments by noticing and naming the craft
 - revisit our current list of "I Can Statements" and make changes as needed
 - lead students in self-assessment using "I Can Statements" and/or co-created writing criteria
 - co-plan and/or co-teach with resource teachers to provide strategies for students who struggle with literacy
 - share and discuss literacy articles and books
 - seek support from Literacy Leadership Team members for mentorship and/or assistance to enhance the craft of writing in classrooms

Indicators

How will you know that learning is improving?

- Students will:
- notice the craft of good writing in mentor texts and peers' writing and apply it to their own pieces
 - elaborate using meaningful details to communicate ideas
 - document writing from September to June in writer's notebooks
 - refer to co-created assignment criteria and feedback to self-assess their writing
 - know that their abilities to write, read and speak will offer them the greatest range of choices in their present and future lives

Data Collection

By what means will you collect evidence of progress toward learning?

- Typical writing samples
- Benchmark reading data
- Writer's Notebooks
- Co-created rubrics, criteria and feedback
- Student self-reflections
- Provincial assessment data
- Report card data

<p>2. By June 2017, 100% of our students will improve problem-solving skills through discussion-based opportunities, sharing solution strategies and writing about math understandings.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • engage in discussions, defend and justify their solutions • learn to represent math ideas using multiple forms such as drawings, diagrams, words, actions and manipulatives • learn to make connections between multiple representations • demonstrate their thinking through the use of technology, manipulatives or mathematical tools • listen to other students articulate their thinking • record their thinking by solving problems, keeping journals and completing projects • regularly use self-assessment skills to monitor and communicate their learning within the context of the Manitoba curriculum and/or Individual Education Plan. <p>Teachers will:</p> <ul style="list-style-type: none"> • deliver direct, explicit and systematic instruction that models problem-solving strategies and metacognition • promote math talk to clarify, restate, question and share understandings • purposefully plan to teach students to think and talk about their mathematical thinking • provide time for students to share their strategies and solutions in groups or with the class so students can see that there are often multiple ways to arrive at a solution • guide class discussions to maximize the potential to extend students' thinking and make connections to important mathematical ideas • model a positive disposition toward mathematics through being a strategic co-learner • provide real-world connections and applications of math in order to make math more relevant to the personal lives of students • use ongoing formative data and feedback, combined with targeted reteaching, to immediately address gaps in understanding • co-plan, co-teach and co-assess with numeracy coaches and school resource team • discuss professional readings on mathematics instruction and analyze assessment data during staff meetings, PD Tuesdays and/or common preps. 	<p>Students can confidently explain their thinking orally and in writing.</p> <p>Students can justify mathematical understandings and reasoning with drawings, diagrams and other representations.</p> <p>Students can move flexibly among representations and consider the suitability of using various representations when solving problems.</p> <p>Students believe they can help shape the thinking of others in supportive, collegial ways.</p>	<ul style="list-style-type: none"> • Instructional data observed and collected through Notability • School based common assessments • Provincial assessment data • Ed plans, IEP's and ALP's • Student self-reflections • School based report card data • Classroom Reviews/Profile Meetings • Administrator Walkthroughs
<p>3. By June 2017, 100% of students and staff will learn strategies to manage emotions and hold an optimistic, flexible and resilient attitude during challenging situations.</p>	<p>Teachers will create classroom belief statements/co-created learning goals and/or success criteria and refer to them throughout the year.</p> <p>Teachers will ensure positive character attributes are clearly articulated, consistently modeled and integrated into the instructional process.</p> <p>Teachers will provide a regular classroom meeting time (once a cycle) to prevent, manage and resolve conflicts.</p> <p>Teachers will use classroom time to discuss the issue of bullying, how to handle conflict and/or disagreements.</p> <p>Teachers will increase student engagement and student achievement by modeling and fostering a growth mindset and perseverance.</p> <p>Teachers will help students set and monitor personal goals related to classroom life.</p> <p>Teachers, educational assistants and/or lunch supervisors will be involved in a Restitution mentorship provided by Ruth Hargrave.</p>	<p>Students improve self-control and self-regulation skills decreasing conflicts.</p> <p>School and all classrooms uphold a culture of high expectations and the belief that all students can learn.</p> <p>Students' decision making strengthens and becomes more independent.</p> <p>Students develop positive social skills such as empathy, compassion, patience and generosity.</p> <p>Students learn the importance of compassion and service to others.</p> <p>Students develop a sense of belonging through co-curricular clubs, leadership roles and opportunities offered by various staff members.</p> <p>Students are knowledgeable about some of the social/environmental issues involving our local and</p>	<ul style="list-style-type: none"> • Report Cards (Learning Behaviours) • Tell Them From Me Survey Results • Classroom Profiles • Multiple Intelligences Inventory • Needs Inventory • Student writing and reflections • Behaviour referrals

	<p>Guidance Counsellor will facilitate special programs such as Gems, Roots of Empathy, Mind-Up Curriculum and/or Kids in the Know.</p> <p>Student Stand Up Club will focus on all aspects of student wellness – kindness, maintaining self-confidence, perseverance, anti-bullying initiatives etc.</p> <p>Student Council will focus on local and global charity initiatives. Members of this council will also present at the Divisional Annual Youth Forum.</p> <p>Student Green Team will focus on environmental initiatives such as daily composting, annual plastic bag collection and organizing presentations through the Green Action Centre.</p> <p>AAA Committee to continue educating students and staff about aboriginal culture through school-wide projects, guest performances, etc.</p>	<p>global communities. They display this knowledge through active participation, writing and/or speaking.</p>	
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