

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification			
Name of School Division St. James Assiniboia	Name of School St. James Collegiate	Name of Principal Lorelei Steffler	Date 2016/05/10

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 33	Number of Students 484	Grade Levels 9-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Our mission at St. James Collegiate is to provide students with practical, academic, and citizenship skills to succeed with creativity, compassion and knowledge in the global community.			Year Revised 2013

SCHOOL REPORT – 2015/2016

School Priorities
1. All students will demonstrate greater achievement in literacy.
2. All students will demonstrate greater achievement in numeracy.
3. All students will demonstrate greater achievement through the use of technology.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2015/2016).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. Continue to implement a focused strategy for improving literacy across curriculum areas.	<ul style="list-style-type: none"> -E Credit plans continue to be developed for Grade 9 classes. - Graphic organizers have also been used to enhance student literacy in mathematics - Adapted and EAL resources have been purchased and used in all Humanities classes. Key vocabulary and concepts from grade 9 - 12 English classes have been identified. -EAL plans have been developed in conjunction with Resource and classroom teachers. -Continued development of the AP program in conjunction with Literacy goals including use of new resources. -Used Socratic for reviewing exam questions in Hairstyling. - Adapted and EAL science resources have been (and continue to be) sourced out. Key vocabulary and concepts from grade 9 and 10 Science courses have been identified.

	<ul style="list-style-type: none"> -Department members with cooperation from resource/guidance teachers have developed ALP's and E-credit learning plans for students at risk or below level. - Continue to incorporate more project-based learning/assessment opportunities – short stories, cartoon strips, essays/papers, research, project-based learning, etc. for students to communicate learning of all outcomes. -The mathematics department has developed glossaries of academic and subject specific terms that we use with the learners, especially with EAL students. -Teachers along with members of student services have developed E-credit plans for EAL students. -Students are responding to questions where explaining the process and outcome and describing the mathematical process are essential.
<p>2. Continue to implement a focused strategy for improving numeracy across curriculum areas.</p>	<ul style="list-style-type: none"> -Students are instructed in correct trade specific math skills and formulation using Metric and Imperial measurements. -Students also make connections from academic math to trade specific math, creating a deeper understanding of the importance of education. -Students in Futures in Business and Retailing used Math skills for completing daily reconciliations and percentages for mark-ups and mark-downs. -Geography - climate study encourages the development of numeracy skills. -Global Issues - personal water consumption studies are completed. -Social Studies/Geography - GDP rates related to life expectancy, HIV, birth and date rates, female literacy, resource consumption, overpopulation, quality of life impact on student numeracy skill development. -Students are required to use basic daily math skills for developing fitness plans, recording workouts, estimating daily caloric intake and expenditures and other activities in PE and health. - We continue to work at improving numeracy skills such as algebra, scientific notation, unit conversions, etc. in the grade 9/10 level. We begin the course or relevant unit with a short introductory unit/lesson reviewing these skills. -Develop and incorporate labs that focus on data collection and interpretation. Focus on common labs to be implemented at the grades 9/10 level. Professional Learning Community time has been utilized to work on common assessments and labs for the general science courses. Incorporation of technology is a focus. -Increasing the use of science data collection software (Vernier probeware, computer applications) and the interpretation of results obtained using the newly acquired vernier labquest interfaces. -Introductory units on basic skills: algebra, scientific notation, dimensional analysis (unit conversions), etc. still need to be developed. These skills are reviewed/introduced when required to achieve curricular outcomes. -Proper algebraic techniques are reviewed in Grade 9/10 physics units. Students are required to solve equations, rather than using the "magic triangle" (which is used only as an adaptation). -Numeracy is incorporated daily through the use of graphing, calculations, problem-solving, etc.

	<ul style="list-style-type: none"> -Continue to expand interventions in numeracy through the transitional math course. Students will continue to be identified prior to the start of the school year and encouraged to enroll in the class to help them be better prepared for their high school math experience. -Common assessments continue to be updated and revised. -Formative assessments continue to be used to identify areas that need to be focused on prior to summative assessments. -Increased focus on prerequisite math skills in the development of each unit. -Weekly mental math assessments to reduce dependency on calculators.
<p>3. Continue to implement a focused strategy for improving digital learning across curriculum areas.</p>	<ul style="list-style-type: none"> -Woods and Electronics are using Educannon and Screen Castomatic for delivering safety and instructional content. -Auto Body is in the process of creating a bank of websites to aid in student understanding of: Welding, Paint Formulas, Plastics Identification, Frame Dimension Sheets, and Auto Body Estimating. - Simulations/animations/videos to improve student understanding of science relationships have been incorporated. Students continue to use resources such as pHet, explore learning, T.I.G.E.R., crash course, Veritasium to discover relationships or deepen understanding of concepts. The use of the BYOD network will increase and students will have more access to these on-line resources. - We continue to incorporate digital learning tools to enhance lessons and increase engagement. Department members continue to be in serviced on the use of technology in the classroom. Vernier laqquest interfaces have been acquired and incorporated in the classroom. -Use of personal devices for formative assessment in the classroom through sites such as Socrative. -Use of personal devices for research and investigation of new curriculum content. Students are encouraged to investigate topics through Google. -A QR code Scavenger Hunt was completed by the Geography students. -Use of social networking platforms were used to establish a greater understanding of historical figures. -Students build and manage digital timelines - representing information, make critical choices and value judgments in relation to prominent historical periods. -Tiki Toki used in French class to build timelines - to indicate use of future and past verb tenses. -A new media literacy unit with a digital focus was continued in English30S. -MyScript Calculator has been used for struggling students as an adaptation. -Desmos online graphing calculator has been used to allow students the opportunity to investigate the characteristics of functions through discovery. - Completed QR code gallery walk incorporated into fitness lesson and substance abuse lesson. Students demonstrated subject understanding through a Google docs questionnaire. - In Wilderness Survival students created and presented PowerPoints on boating classes. - Video analysis of specific skills has been used to help identify areas of strengths and weaknesses (Ubersense)

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.
- Increased concerns related to the overall state of students’ mental health and wellness.

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

Who was involved?

- Tell Them from Me Survey – analysis by Dr. Ruth Hargraves was created and shared at a staff meeting
- Online Community Survey for parents 2015-2016
- Brooklands School EDI data presentation (R. Ferguson-Baird)
- Divisional EDI data presentation (D. Sagert)
- PLC and Departmental meetings, specific School Plan planning meetings led by school administration and team leaders.
- Data from provincial reporting and in-school assessments were shared with staff (Bruce Wellman model) 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 met to express their departmental and school based priorities approximately 20 times, in various collaborative settings, throughout the year.

What data was used?

- Student surveys, community surveys, a variety of assessment practices and community connections.
- Student self assessments
- Report card data
- Divisional Strategic Plan
- ME Priorities

School Priorities

1. To help all students achieve the academic preparation and success in numeracy required for their chosen path towards an immediate career or post secondary education.
2. To help all students and staff recognize the benefits of personal wellness, physical literacy and proactive interventions towards positive mental health. Meeting the basic needs of our student while promoting personal connectedness and involvement at the school level.
3. To develop a school wide culture that encourages reading and writing while identifying common strategies for use in all courses to help students become more effective readers and writers.
4. To emphasize comprehension skills, critical thinking skills, and reflection strategies across the curriculum.
5. To strengthen numeracy across the curriculum, particularly in science and math; working towards “thinking classrooms” with problem solving rich tasks.

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?
1. By June 2017, St. James Collegiate students will be involved in a school culture shift that encourages ALL of our students to see themselves as capable readers and writers. Those who are unable to attain this goal will be supported through the use of differentiated instruction and leveled assessments to track and encourage growth in their literacy skills across the content areas.	<ul style="list-style-type: none"> • Develop an assessment piece/skill continuum for each level to determine their progress and offer exemplars for teachers and students of at-level work. • Common academic language (starting with the grade 9s) & common skill expectations & identified strategies for addressing various forms of literature both reading and writing skills. • Create and distribute a readers' survey to all Grade 9 students to determine through their own thoughts and reflections how/if they identify themselves as readers and writers when they enter SJCI. • The collaborative development of a school-wide literacy belief statement will be initiated. • Staff will engage in conversations about shared beliefs about teaching and learning for reading and writing. • School teams will use the Literacy Progression as shared by the Literacy Committee 2016 to help guide professional conversations around literacy and reflect on areas to focus in on in the classroom. • Staff will work with their Literacy Coach to develop daily literacy routines that can be implemented school-wide. Explore high quality print and online resources as recommended by the Literacy Coaches and Coordinator team. • Evaluate curricular materials and resources to determine which materials best align with and promote students that are skilled, passionate, and critical readers and writers. 	<ul style="list-style-type: none"> • Students will improve over the course of the year/semester as we implement various strategies to improve their reading and writing experience as well as decode and think critically about what they are reading. • Students will be more engaged and active in their reading and their reading choices in the classroom. • The reader' survey will be given again at the end of the year and/or semester to determine if any progress has been made in the classroom to help Grade 9 students improve skills as well as with their own perception of themselves as readers and writers. • Student will have set goals and will be able to see their personal growth through reading/writing conferences. • Student writing is authentic and unique to them. Students chose to write frequently for a variety of reasons and personalize their craft. • Students understand themselves as writers and published authors, able to communicate thoughts and ideas with confidence and ease. • Conventions and form are used appropriately to ensure clarity of message. 	<ul style="list-style-type: none"> • Students will show improvement in their coursework and exams at the end of each semester. • Grade 9 students will provide anecdotal evidence through their surveys of their 'journey' as readers and writers. The hope that significant progress will be shown as they re-take the survey during the school year and rate themselves higher according to their experiences in Grade 9 at SJCI.

	<ul style="list-style-type: none"> • Engage in dialogue with colleagues who teach other grade levels to understand the curriculum from both horizontal and vertical perspectives. • Provide frequent opportunities for students to observe and interact with the ‘Teacher as writer and reader’. During demonstrations, the teacher purposefully models writing processes and comprehension strategies through ‘think alouds’. • Time, choice and structure are provided for students to explore and read independently on a daily basis. • Regular reading conferences and inventories inform teachers of student reading progress, interests, competencies and instructional needs. • Strategic comprehension instruction includes a balance of whole class, small group and partners interacting with each other before, during and after reading to become more competent, independent readers. • Purposeful, authentic reading and writing experiences are embedded in all content areas. (Reading/writing as a mathematician, scientist, historian etc.) • A wide variety of texts are used to model and support classroom instruction of reading and writing. Texts with current, relevant, credible and representative of many viewpoints and worldviews, including the ways of knowing of Indigenous people. • Writing characteristics (traits, quality criteria) are developed and defined in student language. Writing expectations are co-created with students and are essential elements of writing discussions and lessons. • Celebration of student work is frequent, authentic and clearly observable in the classroom environment. Student work is published, valued and shared. 	<ul style="list-style-type: none"> • Student will be empowered and know that their abilities to write, read and speak will offer them the greatest range of choices in their present and future lives. • Students will have had opportunities to read/write with power and agency in order to advocate for themselves, their communities, and the environment. • Classroom libraries will be highly visible, appropriately stocked and well-used. 	
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	<ul style="list-style-type: none"> • Reflect on the physical classroom environment and make any necessary changes to ensure philosophical beliefs about literacy and learning are in harmony. • Classroom libraries are accessible to all students and contain a rich collection of diverse literature, including published student writing. • Staff will visit http://www.mapleforem.ca/ to explore provincial documents related to the piloting and implementation of the new ELA Curriculum and EY, MY, and/or SY. • Teachers will work alongside provincial and divisional supports (Literacy coaches, coordinators) to explore and engage with the new ELA curriculum. 		
<p>2. By June 2017, all students will become confident in their ability to learn and use mathematics. They will view themselves as capable of using their growing mathematical understanding to make sense of new problems and connect ideas to real-world situations.</p>	<ul style="list-style-type: none"> • Pilot Mathletics in Grade 9 math classes. • Continued emphasis in Grade 9 math classes on: <ul style="list-style-type: none"> ○ Basic math skills ○ Mental math strategies ○ Writing in math ○ Talking in math, “thinking out loud” ○ Number Sense • Staff will engage in conversations about shared beliefs about teaching and learning mathematics. • All staff will gain a greater understanding of the Eight Actions for Effective Mathematics Teaching and Learning by reading the book <i>Principles to Actions, Ensuring Mathematical Success for All</i>, NCTM, 2014 • Teachers will give priority to the mathematical practices, including problem solving, reasoning, and constructing viable arguments in every aspect of classroom practice. • Teachers will plan and implement activities that promote positive dispositions towards the study of mathematics, including curiosity, self-confidence, flexibility, and perseverance. Possible resources to support this include Jo Boaler’s online math course, her website youcubed.org, or her book, <i>Mathematical Mindsets</i>. 	<ul style="list-style-type: none"> • Students will demonstrate computational fluency in all subjects with that requirement. • Students will show an increased ability to persevere in exploring and reasoning through tasks. • Students will show an increased ability for making sense of tasks without teacher support. • Students will present and explain ideas, reasoning, and representations to one another in pair, small-group, and whole class discourse. • Students will use multiple forms of representations to make sense of and understand mathematics. • Students will seek to understand the approaches used by peers by asking clarifying questions, trying out others’ strategies, and describing the approaches used by others. 	<ul style="list-style-type: none"> • Increase in Grade 9 credit attainment • Increased & maintained enrollment for students in AP math classes. • Increased success rates for students in AP math classes. • Students will show an improvement in their ability to persevere in solving problems and show how an increased appreciation for the role making mistakes plays in learning as demonstrated in daily work, assessments and the final exam. • Anecdotal notes and observations during the class. • Mathletics data • Comparisons to Grade 8 transitional data and Grade 9 data in mathematics. • School, divisional and provincial data tracking and analysis over the next 3 years.

	<ul style="list-style-type: none"> Professional Development activities will focus on the implementation of these practices. School teams will use the guiding questions as shared by the Numeracy Committee 2016 to help guide professional conversations around the Eight Actions and reflect on areas to focus on in the classroom. Staff will work with our Numeracy Coach to implement new resources and strategies that will strengthen numeracy instruction and support. Staff will work with our Numeracy Coach to develop daily numeracy routines in the fall that can be implemented school-wide. Teachers will elicit, value, and celebrate varied approaches and solution paths that students take to solve mathematical problems, explain their thinking, and critique the arguments of others. Teachers will select tasks that provide multiple entry points. Possible resources may include the divisional course, the Open Problem Solving course, 5 Practices for Orchestrating Productive Mathematical Discussions Professional Development sessions with Martha Koch, print resources may include: Good Questions for Math Teaching by Peter Sullivan and Good Questions, Great Ways to Differentiate Mathematics by Marian Small. Explore high quality print and online resources as recommended by the Numeracy Coaches and Coordinator team. Evaluate curricular materials and resources to determine which materials best align with and promote the Eight Actions for Effective Mathematics Teaching & Learning. Engage in dialogue with colleagues who teach other grade levels to understand the curriculum from both horizontal and vertical perspectives. Access the MB Dept of Ed Curriculum at a Glance and Glance Across the Grades documents to help in planning of lessons and units to increase the focus on connections among key mathematical ideas. 	<ul style="list-style-type: none"> Students will persevere in solving problems and realize that it's acceptable to say "I don't know how to proceed here" but that it is not acceptable to give up. Students demonstrate an increased appreciation for the role making mistakes plays in learning. All teachers will be familiar with the resources/tasks shared in the divisional course and will be implementing them frequently throughout the year. Teachers will be more familiar with high quality resources available and will be implementing activities from these research-based resources in their classrooms more frequently. Teachers and students will be celebrating and recognizing the importance of depth over speed and the mathematical process over the correct answer. Students will be engaged in creating their own problems. Students will demonstrate an increased willingness to engage in problem solving. Manipulatives and visuals will be incorporated throughout all classrooms for all students as a tool to deepen understanding. Student work samples collected throughout the year will show growth in students' ability to engage with open-ended tasks and an increased willingness to share multiple solutions 	
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	<ul style="list-style-type: none"> • Work in collaborative teams to develop common assessments to be used formatively; commit to their use, and analyze and apply the results to advance student learning and improve instruction. • Teachers will access and implement open-tasks as well as closed problem solving tasks. A divisional resource will be shared in the fall that can be used as common tasks across all schools in all grade levels. Teachers will use the tasks with their students to encourage perseverance as well as deeper thinking as they engage in learning through problem solving. • Teachers will use Box Cars and One Eyed Jacks resources as well as other game-based resources to engage students in basic fact and mental math practice. 	<p>that stretch their thinking and deepen their understanding.</p>	
<p>3. By June 2017, all St. James Collegiate students will have increased awareness of personal wellness and resiliency strategies.</p>	<ul style="list-style-type: none"> • All students will complete the Wellness Wheel questionnaire. • All students will be invited to participate in mindfulness based stress reduction activities. • Student services staff will endeavor to build partnerships with mental health and personal wellness agencies and organizations. • Staff will identify students that are lacking positive connections in the building. • Staff development on the topic of “How to Develop Resiliency in Students”. • Jimmies “Grade 9 Midnighter” will be planned for September 30th to help new students identify with what it means to be a “Jimmie” and connect to the school. • The SOURCES of Strength program will be explored at the staff level. (Step 1) • If successful at the staff level, we will then look to explore the possibility of training a group of students in the same program. (Step 2) 	<ul style="list-style-type: none"> • Student responses to the Wellness Wheel questionnaire. • Tell Them From Me survey results and ADSI results • Staff meeting/in-service on resiliency • Staff & students will have awareness and/or training in the Sources of Strength program, as well as an interest in continuing with and building upon this program in 2017-2018. • Short year end survey for all students on their personal wellness / resiliency to assist with staff with planning and improving upon this goal in the 2017-2018 school year. 	<ul style="list-style-type: none"> • Results for the Wellness Wheel questionnaire. • Results from the Tell Them From Me Survey. Compare to results from 2015-2016. • Results from the ADSI questionnaire. • Comments from staff on Exit Slips following PD sessions as well as a year end review of the cumulative efforts made towards this goal and its impact on students and staff. • Staff will feel more confident in their increased knowledge of personal wellness and resiliency as it pertains to both themselves personally as well as how it can be utilized with students.

