

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 Lakewood School	Name of Principal Mrs. L. White	Date (yyyy/mm/dd) 2016/09/09

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 15	Number of Students 189	Grade Levels Kindergarten to Grade 5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? "Lakewood will promote learning as a lifelong goal by encouraging children to try their best in their school work and to become caring and responsible citizens. Lakewood students and staff will work together as a team to provide a safe and respectful community to help reach our goals."			Year Revised 2013

SCHOOL REPORT – 2015/2016

School Priorities
1. Literacy / Technology / Assessment
2. Numeracy / Technology / Assessment
3. Social Justice / Equity
4.
5.

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, 90% of all students in Kindergarten to Grade 5 will meet or exceed their personal writing goals (a level 3 or 4 on the provincial report card).	<p>*The Kindergarten teachers, Grade 1 teachers, Grade 2/3 teachers, and the Grade 4/5 teachers established PLC's that met regularly throughout the school year to focus on maximizing student writing achievement (through shared learning, examining student writing over time to assess progress, to measure student writing against year-end criteria, and to determine instructional next steps).</p> <p>*Common criteria were developed to describe what good writers can do at each grade level.</p> <p>"I Can" statements were developed for each term at each grade level.</p> <p>*Students used the "I Can" statements successfully when writing and revising.</p> <p>*Writing assessments were implemented at all levels in October 2015, March 2016, and May 2016.</p> <p>*Students' personal stamina increased as a result of having daily opportunities to write across the curriculum.</p>

	<p>*Students learned how to self-monitor, set their own writing goals, and self and peer assess their writing.</p> <p>*Students shared their writing in various ways and for a variety of authentic purposes and audiences throughout the school year (e.g. Students used Kidblogs to share their writing on-line).</p> <p>*Report card data showed that 84% of students in Kindergarten to Grade 5 have a good to very good understanding (a level 3 or 4 on the provincial report card) of the writing process.</p>
<p>2. By June 2016, 90% of all students will be able to demonstrate their mathematical knowledge, processes and strategies, and communication and reasoning with an increased confidence, accuracy and efficiency when problem solving (refelctive of their personal goals).</p>	<p>*Daily problem solving routines were implemented to allow students the opportunity to explore, practice, and strengthen their problem solving skills.</p> <p>*Math Talks were also implemented to promote the use of dialogue and conversation to explore mathematical thinking.</p> <p>*Math teachers met in grade level partnerships throughout the school year with the goals of reviewing and analyzing common problem solving assessments, to determine student gains made as a result of focused problem solving instruction, and to determine instructional next steps.</p> <p>*Students demonstrated an in-depth understanding of mathematical skills, processes, and strategies.</p> <p>*Students can communicate their thinking using mathematical language.</p> <p>*Students can solve a variety of problems accurately and efficiently.</p> <p>*Students have developed the stamina and confidence to persevere through problem solving tasks.</p> <p>*Students can identify authentic, real world connections to mathematics within and across the curricula.</p> <p>*Report card data showed that 86% of students in Kindergarten to Grade 5 have a good to very good understanding (a level 3 or 4 on the provincial report card) of problem solving.</p>
<p>3. Because regular attendance is critical to students' success in school, our goal is to decrease the number of unexcused absences / lates by 10% during the 2015-2016 school year as measured by comparing the percentage of unexcused absences / lates in September 2015 and May 2016.</p>	<p>*The importance of Lakewood's expectation of regular daily attendance was communicated to students, parents, and the community (class meetings, newsletter articles, blog posts, parent meetings, etc.).</p> <p>*Attendance was monitored daily.</p> <p>*Students who were chronically absent / late were identified and a plan to improve attendance was developed.</p> <p>*Attendance coaches were determined. Coaches monitored individual student attendance daily.</p> <p>*Early morning wake up calls were provided daily for specific students.</p> <p>*Contact with relatives and/or emergency contacts were made in the evenings to determine the whereabouts of students and their families.</p> <p>*Morning activities that developed punctuality and promoted positive social interactions and student engagement were planned (Intramural basketball, juggling club, Orff club, marathon club).</p> <p>*Opportunities for positive interactions with parents/guardians to discuss issues around attendance were created.</p> <p>*Ways to combat barriers that influence regular school attendance were implemented.</p> <p>*Information on the impact of poor attendance in the early years was shared with parents.</p> <p>*Data was collected and attendance was analyzed.</p>

	<p>*The data showed that there was not a 10% decrease in unexcused absences / lates across all grade levels during the 2015-2016 school year.</p> <p>*It became evident from the data that there are families in our school community, despite all of our extra efforts, that continue to keep their children home from school or bring them to school late on a regular basis.</p>
4.	
5.	

SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.

Provincial and Divisional initiatives (SJASD Strategic Plan), academic needs of Lakewood School’s student population, report card data outcomes, Provincial Assessments, teacher input, parent input, and current research were the primary sources that determined our priorities.

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

Who was involved?

Staff meet as a group to review the current goals and to plan for upcoming goals at multiple points in time throughout the school year. Parents are provided with opportunities to provide input. Goals and accomplishments are publicized on our school website. Initiatives presented by senior administration and coordinators have also been considered.

How often did you meet?

The Lakewood Staff meets monthly at staff meetings, PD Tuesdays and formally / informally throughout the school year. Parent Council meets regularly throughout the school year and are given opportunities to provide feedback and make suggestions.

What data was used?

Lakewood School’s Report Card Data outcomes, Provincial Assessments, Assessment Data, and Community Survey Results.

Other highlights?

School Priorities

1. **Literacy / Assessment / Technology**

2. **Numeracy / Assessment / Technology**

3. **Mental Health & Wellness / Quality Daily Physical Education**

4.

5.

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, 90% of all students in Kindergarten to Grade 5 will continue to meet and/or exceed their personal writing goals (a level 3 or 4 on the provincial report card).</p>	<ul style="list-style-type: none"> *Continue to work with grade level partners with a focus on maximizing student writing achievement – through shared learning, examining student writing over time to assess progress, to measure student writing against year-end criteria, and to determine instructional next steps. *Continue to collaborate with our Early Years ‘Family of Schools’ to examine common writing samples and to determine instructional next steps. *Implement the “School-wide On-Demand Writing Assessment.” *Analyze the “School-wide On-Demand Writing” samples (What do the students know? What do they need to know? What demonstrations, support, and guidance do they need to move forward? How will they and we know when they have learned it?). *Continue to compose collaboratively with students – ‘Shared Writing.’ *Allow 20-30 minutes minimum for daily sustained time to write. *Focus on vocabulary development and word work in meaningful writing contexts with opportunities for authentic application. *Explore and share authentic spelling strategies. *Students will continue to be taught how to self-monitor and set their own writing goals. *Students will learn to appreciate writing for the purpose of self-reflection. *Teachers will collaborate with the Literacy Coach to develop instructional goals for students. *Benchmarks will be established for what a successful exiting writer looks like and can do at each grade level. “I Can” statements will be reviewed, updated and posted for each grade level. *Students will continue to be taught to use the “I Can” statements when writing and revising in order to assess their own writing progress. *Students will notice the craft of good writing and apply it to their own writing. *Find creative ways to celebrate and share student writing. *Celebrate every child’s accomplishments, no matter how small. 	<ul style="list-style-type: none"> *Cross-grade groups of students will be collaborating in writing for authentic purposes and audiences. *Students will be comparing and discussing samples of their writing in terms of strengths, needs, and goals. *Students will be setting personal writing goals and will regularly revisit and reassess their goals as required throughout the school year. *Students will be writing daily across the curriculum. *Teachers will be listening to students’ ideas, explanations, and attempts to solve problems in their writing. *Students will become self-determining writers – writers that can use what they know about writing and apply it to different contexts (e.g. applying the qualities of effective writing to all genres and forms). 	<ul style="list-style-type: none"> *Analysis of “School Wide On-Demand Writing Samples” *Analysis of report card data in November 2016, March 2017, and June 2017

<p>2. By June 2017, 90% of all students will demonstrate their mathematical knowledge, communication and reasoning with increased confidence in their ability to learn and use mathematics in real world situations and open-ended problem solving tasks.</p>	<p>*Daily math problem solving activities and routines across all four math strands (i.e. Number, Patterns and Relations, Shape and Space, Statistics and Probability).</p> <p>*Problems for each grade level (routine and non-routine) will be administered in October 2016, February 2017 and May 2017. Results will be reviewed, analyzed, and used as benchmarks to guide teacher planning and to determine student gains made as a result of focused problem solving instruction.</p> <p>*Math investigation activities will be completed where appropriate. Students will be given time to explore, share and try a variety of strategies. The instructional focus will be on open-ended problem solving tasks and hands-on learning experiences.</p> <p>*Students will be taught how to explore several solutions and challenge their thinking about authentic real world problems and share their learning. Modelling and scaffolding of the strategies to solve problems will be implemented in order to develop deeper learning.</p> <p>*Students will be taught how to use manipulatives, 'hands-on' approaches & technology-enhanced tools and applications in order to increase student engagement while problem solving.</p> <p>*Time and structure will be provided for students to think, understand problems, and reflect on the problem solving processes and to celebrate individual student learning.</p> <p>*Students will be given real life problem solving opportunities to create their own problems and share their learning with others within their school and community.</p> <p>*Work with colleagues, divisional coordinator and school-based numeracy coach to make connections between disciplines and develop resources for best practice and instruction.</p> <p>*Teachers will familiarize themselves with the resources, tasks and assessments available in the Divisional iTunesU course.</p> <p>*Reflex Math will be implemented at the Grade 4/5 level in order to develop student's fluency with their basic math facts in addition, subtraction, multiplication and division.</p>	<p>*Students will expand their knowledge, reasoning and ability to communicate mathematically through open-ended problem solving tasks.</p> <p>*Students' mathematical thinking and communication will be enhanced through the use of games, manipulatives, and technology-enhanced tools and applications.</p> <p>*Students will identify and apply authentic, real-world connections to mathematics within and across the curricula.</p> <p>*Common grade-level group opportunities for leveled, targeted and enhanced interactions, as well as common assessments to guide future teaching and learning, will be established.</p> <p>*Students will present and explain ideas, reasoning and representation to one another in pairs, small-groups and whole-class discussions.</p>	<p>*Provincial Report Card Data – June 2016, November 2016, and March 2017</p> <p>*Provincial Grade 3 Assessment Data</p> <p>*School-Based Problem Solving Common Assessments (Pre/Post)</p> <p>*Informal Assessments – documentation of learning through discussions, conversations, observations, anecdotal records, demonstrations, work samples, photos, video journaling, etc.</p>
<p>3. By June 2017, all students will have received daily Physical Education classes and/or "active learning" classes.</p>	<p>*Kindergarten to Grade 3 classes will be scheduled for an additional "active learning" period in a gym slot, where the homeroom teacher will join the Phys. Ed. Teacher to make efforts to connect literacy with movement.</p> <p>*Group lessons will be designed with the intent of using the outdoors whenever possible.</p> <p>*Indoor lessons will focus on specific activities that allow for large numbers and maintenance of safety (ie. Yoga, speed stacking, dance, etc.).</p>	<p>*Kindergarten to Grade 3 students will be scheduled for an additional Phys. Ed. Class and they will coordinate times where they can join each others' classes.</p> <p>*Grade 4/5 classes will coordinate times where they can join each others' classes.</p> <p>*Students will take part in a variety of play-based learning activities designed to focus on health and wellness.</p>	<p>*Students will record experiences and/or self-assess in their journal in each of their "active learning" periods.</p> <p>*Teachers will record qualitative data of student involvement and different observable patterns throughout the process.</p>

	<p>*An open invitation will be extended to all teachers and classes to join their 'buddies' or others on the days that they do not have a scheduled Phys. Ed. Class.</p> <p>*Administration, Guidance, Resource, Music and Phys. Ed. will make efforts to support each class in achieving the goal.</p> <p>*The book <u>Well Aware: Developing Resilient, Active, and Flourishing Students</u> by Patrick Carney will be read by all teaching staff, discussed, and used to plan school-wide positive mental health activities for all students throughout the school year.</p>	<p>*Students will experience an enhanced sense of community through routine large group gatherings.</p> <p>*Teachers will refer to Pembina Trail's "Active Start" program, and any other existing resources, for ideas to incorporate movement into their school day.</p> <p>*Teachers will work together to monitor each child and support all of their students as they learn how to develop healthy lifestyles (ie. Food, water, rest, positive self-talk, reduced screen time, outdoor living, etc.) and healthy relationships with self and others.</p>	
4.			
5.			