

SCHOOL REPORT

2015/2016 & PLAN 2016/2017

Manitoba Education and Advanced Learning is reviewing the current school and school division reporting and planning process; therefore the reporting and planning for the 2015/2016 school year will be a year of transition as changes to the process and templates may be forthcoming.

- 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 Advanced Learning 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 Sansome	Name of Principal Mr. Kyle Lizotte	Date (yyyy/mm/dd) 2016/09/30

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 19	Number of Students 292	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? No
What is your mission statement? Sansome School promotes learning within a challenging, safe and supportive environment.			Year Revised 2015-2016

SCHOOL REPORT – 2015/2016

School Priorities
1. Literacy
2. Numeracy
3. Social Justice/Critical Thinking
4.
5.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2012/13, 2013/14, 2015/16).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By June 2016, all students will have further developed their writing abilities by thinking critically and sharing their thoughts.	<ul style="list-style-type: none"> • Students are developing clearer more detailed writing, which continues to communicate their messages with more and more clarity and greater depth. Students' writing is now: • Focusing on personal connections

	<ul style="list-style-type: none"> ● Consists of both shared and independent writing ● Shared and celebrated ● Published and they are challenged to do more ● Being shared with other classes <p>Kindergarten</p> <p>Grade 1 Students are preparing for writing by discussing their ideas. Students are creating and revisiting “I can” writing statements in order to think more critically about what good writing entails.</p> <p>Grade 2 Students are thinking critically about their writing. They are making sure they have a beginning, middle, and end. Students are sharing their writing with each other. Students are also critiquing other students’ writing: three things the author did well, three things the author could improve on.</p> <p>Grade 3 The optimal writing model was used to advance student’s writing skills. They are able to express their ideas in written form with greater clarity and detail for their audience. Students are able to write for different purposes. With support, students wrote authentic text in the content areas to make cross-curricular connections, use criteria and the writing process. Students are able to complete the writing process to publish their work (rough draft, edit, revise, final publishing). Published work is in classroom library</p> <p>Grade 4 Students have used the optimal writing model to create genuine pieces about topics that interested them. Students worked on editing and revising their own work for content, as well as peer, teacher, and even parent conferencing. Students were involved in creating rubrics and standards for themselves, allowing them to think critically about their own writing abilities and process.</p> <p>Grade 5 The optimal writing model was used with each writing attempt so the students could move fluidly and confidently to final product. Making connections (to self, to another written piece, to the world) in their writing was a focus. Students focus on persuasive writing in order to understand multiple perspectives of a topic.</p>
<p>2. By June 2016, all students will have increased their proficiency to think critically while analyzing and developing problem solving skills.</p>	<p>All students are using real world problems to apply math skills with greater proficiency and clearer expression</p> <p>Grade 1 Students are using math journals to think more critically and to reflect on math strategies.</p> <p>Grade 2 Students are discovering there are a number of different ways to solve the same problem.</p>

	<p>Grade 3 Students are using flexible number and operations thinking more independently when solving word problems.</p> <p>Grade 4 Students worked on open ended and non-routine problems that allowed them to work at a level that was both challenging and instructional. Open ended and non-routine problem solving also allowed for use of creative and differentiated strategies.</p> <p>Grade 5 Ten problem solving strategies were introduced and practiced at the beginning of the year, a new one each week. The goal was to enable the students to be able to quickly and precisely identify the most efficient strategy in our daily problem solving sessions, and to successfully apply the strategy, and to solve and record their thinking. Throughout term 2 and part of term 3 grade 5 students completed a problem of the day in order to discuss/share/teach each other different strategies of answering the questions.</p>
<p>3. By June 2016, students will recognize the difference they can make in their world (locally, nationally, and globally) through critical reflection on current issues meaningful to students.</p>	<p>Accomplishment Statements:</p> <ul style="list-style-type: none"> ● Students took part in “Student Vote” to engage with the national discussion on the nature of what Canada should be. ● Students had the opportunity to use TIA sessions to explore their learning about culture, different places, and different ways of thinking. ● Cross-grades 1-3 have the opportunity to participate in “Interest Groups”. 7 different interest groups are created and run in 7 different classrooms allowing students to choose a room that interests them. ● Green Smiles Environment Club ● Christmas around the World ● Inclusive Classrooms ● Restitution (classroom read aloud - social responsibility) ● Vermicomposting ● Social Justice Club (Me to We bracelets) ● Social Contracts ● Money for Owls/ Dr. Duncan (awareness) ● Guidance lessons re: Exceptional needs ● Roots of Empathy ● Mindfulness/Mind-up ● Safe Schools ● Youth Forum ● AAA programs -Don Amero (resiliency and supporting community) ● Respecting Diversity (UDL) ● Social Work: Social skills groups ● Cancer Care

	<p>Grade 1 Students have created a mural of a clean and not clean environments. Students have created promises to the earth to help make the world a better place. Students have brought awareness to others by singing in an assembly about environmental issues.</p> <p>Grade 2 Students are learning through the Seven Teachings how to respect others, themselves, and property. Students are aware that treating each other in this way, contributes to making their community, and the world, a better place to live in.</p> <p>Grade 3 Through a “mock” election students learned about the power of their voice in decision making. Student diversity was celebrated as Grade 1 to 3 kids were provided an opportunity to connect with peers in different grades, that they share common interests with, through specially organized activity days.</p> <p>Students reflect more openly, and more critically on the day-to-day social and emotional problems they encounter at school. More students are solving some of these problems independently.</p> <p>Grade 4 Students have a voice in their classroom. They know that their thoughts and opinions matter and can influence the world around them.</p> <p>Grade 5 Social justice begins right where we are. We learn that respecting diversity starts here and now, and we learn what that means and how that looks and feels. By incorporating meaningful sharing circles and respectful reflection, we realize that we can make a difference in how our own community feels. We are constantly talking about how our actions have a major impact on many things in the world. Ties in nicely with our ‘Weather’ unit (global warming) and a lot of our history lessons (battles and struggles when settling Canada). Most importantly is our discussions after recess issues/poor sportsmanship/etc...</p>
4.	
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SCHOOL PLAN – 2016/2017

Planning Process

<p>List or describe factors that influenced your priorities.</p> <ul style="list-style-type: none"> • Divisional Strategic plan • Manitoba Education 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. • Data from a variety of sources including: student assessments, staff feedback, report card data, consultation with divisional coordinators
<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved?</p> <ul style="list-style-type: none"> • Parent Council was consulted to assist in determining school priorities. • 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.
<p>How often did you meet?</p> <ul style="list-style-type: none"> • Staff, students, and parents/caregivers met with school administration to express their priorities approximately 25 times, in various collaborative settings, throughout the year.
<p>What data was used?</p> <ul style="list-style-type: none"> • Writing samples • Classroom formative assessments • Coordinator Meetings • Classroom Profiles • ME Priorities • Divisional Strategic Plan
<p>Other highlights?</p>

School Priorities
1. 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.
2. To ensure that all students develop the concept of open-ended problem solving with students and strengthen automaticity with operational fact recall.
3. Wellness: to improve and nurture the physical and mental health of the Sansome community.
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?
1. By the end of the school year, students will develop and use the skills of good writing to demonstrate their thinking, deepen their understanding and communicate their ideas across multiple content areas. Students with basic to limited understanding of the writing process will be provided with strategies and support to organize ideas, build fluency, and communicate thinking with greater effectiveness.	<ul style="list-style-type: none"> ● Collect and analyze school wide writing samples and compare to school wide continuum of beliefs. ● Continue to expand classroom libraries with excellent literature representing a variety of genres that support student connections and critical thinking. ● Continue to refine the use of the Optimal Learning Model with an emphasis on purposeful authentic writing for a specific audience. ● Increase the opportunity for students to publish and share their writing beyond the classroom. ● Utilize the Literacy Coach to support school wide reading and writing initiatives and data collection that supports future instruction. 	<ul style="list-style-type: none"> ● Student writing is authentic and unique to them. Students to chose to write frequently for a variety of reasons and personalize their craft. ● A collection of writing samples is created and compared to our writing continuum and report card data to ensure consistency. ● Celebration of student writing is frequent, authentic and clearly observable in the school environment (walls, library, classrooms) and beyond. Student work is published, valued and shared. ● Language rich classroom libraries with a wide variety of reading genres will continue to be a focus and supplemented throughout the year. ● The efforts of the Literacy Coach will be reflective of our goal and strategies. ● Professional dialogue will be intentional and purposeful around reading and writing to ensure clarity and consistency in assessment and instruction. 	<ul style="list-style-type: none"> ● School wide writing samples will be collected from each term to assist in reporting and instructional planning. ● Student writing portfolios will be updated and shared with receiving teachers. ● School wide reading assessments will be completed and results utilized for both reporting and instructional planning. ● Time at staff meetings will have been dedicated to support the assessment and instructional planning of improved literacy skills for all students. ● The Literacy Coach will have been used in a purposeful manner that supports students, staff and our divisional plan.
2. By the end of the school year, all students will see themselves as mathematical problem solvers, making sense of problems and	<ul style="list-style-type: none"> ● Staff will engage in conversations about shared beliefs about teaching and learning mathematics. ● Support the implementation and use of the 	<ul style="list-style-type: none"> ● Meeting time will be dedicated to explore effective resources, have conversations about shared beliefs 	<ul style="list-style-type: none"> ● Evidence of these discussions will be reflected within our staff meeting notes and professional

<p>discussing their strategies to reach a solution.</p>	<p>Kindergarten enhancement assessment.</p> <ul style="list-style-type: none"> • Staff will work with our Numeracy Coach to develop and implement daily routines that support student's ability to communicate both thinking and reasoning through the use of open-ended problems. • Spend time exploring the recently developed open-ended problem-solving resource designed by our divisional coordinators. • Collect and compare grade level samples using a common problem to initiate the development of a school-wide problem-solving continuum. • Staff will work with the Numeracy Coach to develop mental math strategies to support basic number fact recall. • Teachers will use game-based resources to engage students in basic fact and mental math practice. 	<p>and plan for the implementation of effective mathematical instruction and consistent assessment.</p> <ul style="list-style-type: none"> • Common assessments will occur with and across grade levels to initiate the creation of a developmental continuum. • Formative assessments will provide the opportunity for students to utilize open-ended problem solving strategies. • The efforts of the Numeracy Coach will be reflective of our school goals and strategies. 	<p>development sessions.</p> <ul style="list-style-type: none"> • Our Numeracy Coach will have supported our teachers in the areas of routine problem solving and mental math instruction. • Common grade level assessments will have occurred and compared within and across all grade levels.
<p>3. By the end of the school year, all students will have had the opportunity to increase their understanding of the meaning of Sustainable Happiness and respecting the importance of being aware of themselves and the needs of others.</p>	<ul style="list-style-type: none"> • Opportunities will be provided for students to gain an understanding of their own emotional well-being. Some possible activities include: <ul style="list-style-type: none"> - Yoga - Mindfulness and the Mind-Up Curriculum - Nutritional Goals at home and school - Physical Fitness and Literacy at home and school - The Arts • Staff will continue to incorporate Restitution philosophies throughout the school. • Opportunities will be provided for students to gain an understanding of the wellness of others. Some possible topics, discussions and activities include: <ul style="list-style-type: none"> - Sustainable Living - Digital Citizenship • Staff will help students develop awareness and knowledge of their own needs and the needs of others using available resources, ESS specialists and will take advantage of professional development 	<ul style="list-style-type: none"> • Student clubs such as Social Justice and Green Smiles will continue to encourage student leadership in Sustainable Happiness related activities throughout the school. • Each classroom will have participated in a curricular connected project that is related to social justice and/or global awareness. • Staff will initiate a variety of wellness events. • We will dedicate time at assemblies and cross grade groups to explore ways students can make a difference and establish connections within their school and beyond. • Our school will register with We Act and utilize their resources to plan school-wide activities that focus on social justice. 	<ul style="list-style-type: none"> • Students will report feeling better about themselves and their overall physical and mental health. • Our school blog will contain posts about ongoing events, assemblies, presentations and activities that promote the education of Sustainable Happiness. • Students will have contributed a summative creation that expresses their awareness and growth in the area of Sustainable Happiness. • Participation will be inclusive and observable for both staff and students. • TTFM Survey Data will be collected at the beginning and end of the school year. • We will have successfully applied to the Eco-Globe School program and advanced along the continuum towards becoming a

	opportunities.	<ul style="list-style-type: none"> • Our school will participate in the Tell Them from Me Safe School Survey • Students will participate in the divisional Youth Forum and share their commitments and results with others. • Posts within our community blog and newsletter will promote healthy and active lifestyles. 	"Transformational School" within our community.
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