

# SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

<b>Identification</b>			
Name of School Division St. James Assiniboia	Name of School École Assiniboine	Name of Principal Sandra Melo	Date (yyyy/mm/dd) 2016/06/15

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 18	Number of Students 280	Grade Levels k-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? no
What is your mission statement? At École Assiniboine our purpose is to grow as respectful, responsible, active life-long bilingual (French & English) learners.			Year Revised 2012

## SCHOOL REPORT – 2015-2016

<b>School Priorities</b>
1. Literacy
2. Numeracy
3. French Oral Production
4.
5.

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes (2012/13, 2013/14, 2014/15).	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
1. 90% of students will have developed a greater repertoire of strategies in Mental Math by June 2016	Data analysis and a collaborative approach has enabled staff to plan for all students. Using various strategies, building on students' strengths, having high expectations and believing all students can succeed has helped students reach personal goals. Professional development in this area helped staff focus on meaningful learning. Critical thinking skills is embedded in all areas of the curriculum.
2. 80% of students will have enhanced French writing skills by the end of 2016	Data shows that most students reached their personal goals in this area. They were exposed to various genres of texts and given some choices of reading materials. Specific plans were developed and resources were allocated to the "at risk" students in order to keep them progressing. Staff will continue to work with students and review progress periodically.
3. To increase the usage of the French language during non-instructional time to "often" in all areas of school to at least 80% by the end of 2016-17 school year	Participation in school activities / projects both in and out of school during non-instructional time provided students with the opportunities to use French in non-academic settings. This resulted in students having Improved language proficiency; identifying themselves as bilingual learners, developing confidence in French language skills, engaging in learning and using French and having more motivation when participating in the French community.
4.	

5.

**SCHOOL PLAN – 2016/2017**

**Planning Process**

List or describe factors that influenced your priorities.  
 Factors are provincial data, report card data, divisional and provincial priorities and the overall needs of our students

Describe the planning process and the involvement of students, staff, families and the community.  
 Who was involved?  
 Discussions occurred throughout the year in regards to the needs of our students and how we can best address them through the use of the Got Data process and through meetings with Coordinators and Numeracy Coach. Our priorities are based on those discussions which included the class review process as well. Teachers had an opportunity to view the goals and add the action plans, indicators of success and what data will be used to evaluate the goals. Teacher input was also requested on the final draft. The priorities were shared in our June newsletter.

How often did you meet?  
 Goals were reviewed after each reporting periods during staff meetings and during some PLC time. Teachers worked in groups to review the accomplishments from the previous year as well as discuss the priorities for the next year. The staff also dedicated part of a PD day for this process.

What data was used?  
 Provincial data, report card data, reading board data, work samples, and observations, day to day student work

Other highlights?

**School Priorities**

1. Numeracy
2. Literacy
3. French oral production
- 4.
- 5.

**School Plan**

<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 the end of June 2017, 100 % of students will increase students’ problem solving skills	Identify students’ learning gaps and misunderstandings Plan to support low-achieving students Professional Development for teachers Purchase student resources- manipulatives	Resources available for struggling students Gaps have narrowed or struggling students meeting outcomes Students are showing new thinking strategies for problem solving	Report card data ITunes monthly problems Observations Classroom work

<p>through the use grade level appropriate strategies.</p>	<p>With Numeracy Coach-Use Divisional Grade level problem solving course on iTunes U and Develop open ended problems Resource/PIA support in classrooms Teachers will continue PD in PRIME Order French problem solving resources for Grades 4/5 Use “ A pas geant” for pre and post assessments to guide teaching Optimal Learning model for numeracy Use new assessment in Numeracy shared by Numeracy coach to plan for gaps in learning</p>	<p>Students will be able to solve real world problems independently. Teachers will use PRIME training in class Monthly school-wide assessments will indicate improvement</p>	<p>Continuum Walkthroughs Conversations Common assessments Class reviews</p>
<p>2. By the end of June 2017, 100% of will increase literacy skills through the use of grade level appropriate strategies in the areas of reading and writing.</p>	<p>Reading: Focus on increased Guided reading in all grades Increase fluency through the use of Precision Reading, Use Literacy Coach to work on reading for meaning Use coordinator to continue support in French literacy development</p> <p>Writing: Engage students in writing for a purpose Develop: ideas     organization     vocabulary     voice     conventions     sentence fluency Optimal Teaching Model (Reggie Routman) Guided practice using the different genres of writing Use common assessment and created rubrics that are common in grade level</p>	<p>Students are meeting outcomes in reading and writing Students are working independently Students use resources effectively Spelling and editing have improved The use of conventions has improved Students are using planning strategies. Students are writing for relevant and meaningful purposes</p>	<p>On demand writing samples Provincial data Report card data Exemplars Walkthroughs Observations Reading and writing continua</p>
<p>3. By the end of June 2017, 100% of students in Grades 3-5 will use French oral language strategies to enhance French reading comprehension.</p>	<p>Guided reading will be used in Grades 3-5 Reading buddies will continue to develop French oral language With the help of coordinator, students will use the Touchstones program to develop oral language strategies and comprehension of text Classes will use strategies such as Daily 5 with a specific focus on academic vocabulary and Reciprocal Reading to increase French language usage and to make meaning of text</p>	<p>Improved language proficiency Students will be at appropriate reading level by the end of the year with regards to comprehension Students will be able to express what they have learned orally when talking about text</p>	<p>Observations Use appreciation scale provided in school questionnaire Student reflection Walk-throughs</p>
<p>4.</p>			
<p>5.</p>			