

SCHOOL REPORT 2017/2018 & PLAN 2017/2018

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 **2014/2015 School Report on Outcomes and 2015/16 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 2017/2018 and PLANNING 2017/2018

Identification			
Name of School Division Turtle River	Name of School Parkview	Name of Principal Lauren Frohwerk	Date (yyyy/mm/dd) 2018/09/28

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers: 3	Number of Students 33	Grade Levels K-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No?
What is your mission statement? Parkview strives to create a positive, welcoming learning environment that engages all students through teaching approaches that are based on the individual needs of all learners to ensure success for all students.			Year Revised 2018

SCHOOL REPORT – 2016/2017

School Priorities
1. Positive School Climate
2. Student Engagement
3. Literacy
4. Numeracy
5. Mental Health

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2012/13, 2013/14, 2014/15).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. Positive School Climate All students will feel safe and welcome in the school and their classrooms. The school and classrooms will be a positive place and will encourage students to interact in a positive and cooperative manner and show pride in their learning.	By June 2018 there was an increase in positive student behavior and school climate. In June we found the number of incident reports had decreased and staff observed more positive and encouraging student behavior. There were fewer incidents at recess that required staff intervention and principal intervention. Staff noted that there were fewer phone calls home to discuss behavior or issues with disrespect.
2. Student Engagement Students will be actively engaged in their learning and indicate a strong interest to continue their learning.	Through observation and assessment of student understanding it was agreed that this goal was continuing to be achieved. Engagement (attendance) is slowly improving in the high school. Implementing more Career courses, Apprenticeship program and creating a more flexible timetable have helped high school students achieve at school and meet colony expectations.
3. Literacy	Students will have three reading assessments done in the 2018-2019 school year to track their progress. Students who are struggling will be placed in the LLI program and have a reading intervention each day. Students will have levelled books to read at home. Students will work on improving their writing skills by completing more specific writing tasks in all classes. Students are learning writing mechanics and basic grammar skills to help improve their writing. Middles years (Grade 5-8) students created an interactive notebook in ELA to help with grammar, writing mechanics, reading comprehension and poetry rules and strategies.

Parkview students will steadily improve reading fluency and comprehension. Parkview students are working towards improving writing skills.	
4. Numeracy Parkview Grade 3 and Grade 7 students will be more successful on the provincial math assessments.	Math classes will be split into smaller groupings to provide more focused instruction. Teachers are using JUMP Math and delivering interactive lessons. This year staff attended a Guided Math PD in August and has started implementing it into the classrooms in September. The middle years classroom has dedicated an entire math slot to help improve problem solving and mental math skills. Students will try more hands on learning with the math games and STEM activities.
5. Mental Health	Improve understanding of wellness for both students and staff.

SCHOOL PLAN – 2017/2018

Planning Process

List or describe factors that influenced your priorities.

All Students are EAL
Division priorities
Student Behavior
Assessment of Student learning

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

Who was involved?

The principal attended division planning meetings and discussed division priorities. The principal then shared the information with the staff in the building. At the start of 2016-2017 the staff discussed school goals and priorities at a staff meeting. The staff decided to keep the school goals and work towards achieving them. The principal plans to attend the division planning meetings and continue to keep her staff informed and up to date with division plans.

How often did you meet?

Last year the staff met three times throughout the year to discuss the school goals and progress that was achieved. This year (2017-2018) the staff plans to meet at least three times to discuss and evaluate the school goals.

What data was used?

Staff observation records
Formal assessment records
Incident reports
Attendance reports
Formal testing scores (Fountas and Pinnell, Jump Math , Observation Surveys)

Other highlights?

School Priorities

1. Positive school climate

2. Increased Student Engagement

3. Literacy

4. Numeracy

5. Mental Health

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. Positive School Climate BY June 2019, Students in Grade 7-12 will have a 2% improvement in the identified positive school climate indicators. (participation in group activities, reduction in bullying, feeling safe when attending school, positive teacher-student relationships and feelings of positive learning climate.)	Frequent classroom discussions about school expectations Staff wellness activities Entire school activity days with a team building focus Weekly paired reading activities (K-8 cross grade interactions) Lessons on positive relationships and bullying in health class Increased teacher interaction with students during breaks Increased communication to parents and community.	All students and will feel safe and welcome in the school and their classroom. The school and classrooms will be a positive place and will encourage positive student interaction.	Observation by staff Incident reports School climate surveys completed in October and May Discussion and feedback from staff, students, parents and community. Reports on number of instances of German speaking by students each day
2. Increased Student Engagement By June 2019, students in grade 7-12 will report a 2% improvement in the following 5 identified academic engagement indicators (academic engagement, valuing school outcome, having positive relationships, improved graduation rates, and students reporting high levels of interest and motivation)	High school attendance will be consistent Formative teacher assessment of student learning will indicate that students are progressing in their learning. Staff observation of students at work will demonstrate that students are more independent and take more initiative for their learning. Creating a more flexible timetable and a teacher on site offering courses High graduation rates Communicating with the colony of important days for students to be at school	Monthly staff meetings Continue professional development in the area of universal design Formal testing (Fountas & Pinnell, Grade 7/8 Provincial assessments, Grade 12 Provincial Exams) Monthly attendance reports Completion of assignments on time. Lower frustration when completing assignments	Test scores from formal testing Assessment of student work Monthly progress reports Staff observation of student engagement Observation by staff Maplewood attendance reports
3. Literacy By January 2019, 50% of ALL mid- grade 8 students will meet expectations in all three sub-competencies, in expository writing.	Monthly Book Reports (5-8)(Reading Comprehension) & Class Novel Study Reading Groups Implementing a Writer's Workshop and display writing samples Purposeful writing across all subjects Staff PD opportunities PLC support	Reading levels will steadily improve Students will be able to answer questions about what they have read. Cross curricular assignments Students will improve their writing ability and be able to demonstrate different types of writing.	Fountas and Pinnell reading assessments completed 3 times per year Grade 8 Provincial ELA scores
4. Numeracy By January 2019, 40% of ALL grade 7 students will meet mid- grade 7 performance in all five sub-competencies in number sense and number skills.	Decrease number of grades in a math class (K-2, 3-4, 5-6, 7-8) Increase math time in the time table Dedicate time specifically for mental math and problem solving (grade 5-8) Guided Math JUMP Math assessments Pacing guides mRLC STEM activities & hands on math centers	Improved problem solving ability Use of math vocabulary Demonstrating concepts in a variety of ways. Improvement on unit test scores	Grade 3& 7 Provincial Math scores mRLC quizzes
5. Mental Health By June 2019, 85% of Grade 7-12 students will show improvement in wellness.	Staff and students will discuss the importance of wellness and how to improve wellness. Students and staff will discuss a wellness topic every Wednesday. Examples of topics include healthy living, exercising, importance of sleep, bullying, mindfulness, etc.	Improved understanding of wellness and the importance of wellness. Improved attendance Healthy school environment	Staff and students working in small groups Students working with peers of all ages Observation by staff