

SCHOOL REPORT 2018/2019 & PLAN 2019/2020

Manitoba Education and Advanced Learning is reviewing the current school and school division reporting and planning process; therefore, the reporting and planning for the 2019/2020 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 **2018/2019 School Report on Outcomes and 2019/20 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 2018/2019 and PLANNING 2019/2020

Identification			
Name of School Division Turtle River	Name of School Grass River	Name of Principal Krista Speiss	Date (yyyy/mm/dd) 2019/09/30

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 3	Number of Students 29	Grade Levels K-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes
What is your mission statement? Grass River School believes in a safe and caring environment in which staff and students are encouraged to play, work, grow, respect and achieve together.			Year Revised 2019

SCHOOL REPORT – 2018/2019

School Priorities
1. Literacy: Specifically comprehension, vocabulary development and quality writing.
2. Numeracy: Specifically concentrating on number skills and number sense.
3. Mental Health : Students will report low levels of anxiety and depression
4. School Climate: Students will report having a positive teacher/student relationship.
5. Student Engagement: Students will have the desire to graduate from high school.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2012/13, 2013/14, 2014/15, 2015/16, 2016/17, 2017/18, 2018/2019)	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By January 2019, one of our grade eight students will be meeting expectations in two sub-competencies in expository writing.	One of our grade 8 students was meeting 4 out of 6 sub-competencies in expository writing.
2. By January 2019, 50% of grade 7 students will meet mid-grade performance in three of the five sub-competencies in number sense and number skills.	75% of our students met two sub-competencies in number sense and number skills and 25% met four sub-competencies in number sense and number skills.
3. By June, 2019, 75% of grade 7 to 12 students will report low levels of anxiety and depression.	There was no observation or reported anxiety or depression.
4. By June 2019, 75% of K to 8 students will report having a positive teacher/student relationship.	Students completed an in-school survey and reported that they felt comfortable with speaking to 3 of the 5 staff members.

5. By June 2019, 75% of students in grades 7 to 12 will aspire to graduate from high school.

There was no student drop outs. There were three students doubled up on classes to graduate earlier. There were seven students that graduated making this the largest graduating class at Grass River.

SCHOOL PLAN – 2019/2020

Planning Process

List or describe factors that influenced your priorities.

- Provincial and divisional priorities.
- Increasing levels of anxiety were becoming apparent.
- Many students' reading levels fall below grade level and often display limited comprehension.
- Average numeracy levels are low in K-12; many students are not independent learners in math class.

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

Who was involved?

Staff met in June to discuss previous goals, successes and challenges. Staff also met in September to discuss new goals for the upcoming school year.

How often did you meet?

Staff met on a continuous basis throughout the year.

What data was used?

Student retention data from previous years, literacy and numeracy scores (F and P reading assessments, classroom tests and assessments, number of students who dropped out, provincial assessment results, teachers' and EAs' notes regarding observations and conversations

Other highlights?

School Priorities

1. Literacy

2. Numeracy

3. School Climate

4. Mental Health

5. Student Engagement

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. Literacy: By January 2020, 50% of all mid-grade 8 students will meet expectations in all three sub-competencies in expository writing.</p>	<ul style="list-style-type: none"> • More cross curricular writing activities. • Self-editing • Peer editing • Student/teacher conferencing • Increase in quantity and quality of writing activities occurring in the classrooms at all grades and levels. • Focus on non-fiction writing tasks • Support a variety of writing • Feedback is immediate, relative, and informative 	<ul style="list-style-type: none"> • Quality paragraphs with topic sentence, supporting details, and concluding sentence • Quality five paragraph essays. • Constructive feedback on all writing pieces. 	<ul style="list-style-type: none"> • Provincial grade 8 assessment • Student/teacher conferences •
<p>2. Numeracy: By January 2020, 45% of all grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills.</p>	<ul style="list-style-type: none"> • Extra math support will be offered at the end of the school day • Use of technology to increase engagement and motivation • PD for staff – Guided Math and MRLC math training • Pacing Guides • Increase time on math in class – higher than department of ed recommendations • Focus on critical thinking and skills • Higher level of thinking, questioning and learning • Relate problem-solving activities to colony life • More hands on activities • Market Place Math • STEM • GRASS method for problem-solving 	<ul style="list-style-type: none"> • Daily work • Unit quizzes • Projects 	<ul style="list-style-type: none"> • Unit assessments • Grade 7 Provincial assessments • mRLC assessments
<p>3. School Climate: By June 2020, students will have positive student/teacher relationships and feelings of a positive learning climate.</p>	<ul style="list-style-type: none"> • Teachers available before and after class to “visit” with students • Teacher involvement in group activities • Friendly morning greetings – beginning each day on a positive note • Communication with students outside of school • Ability to joke with each other 	<ul style="list-style-type: none"> • Students wanting to stay after class • Students coming to the car to greet the teachers. • Students offering to help without being asked 	<ul style="list-style-type: none"> • Survey • Daily observations and notes • Students staying to visit after school
<p>4. Student Engagement: By June 2020, students in grades 7 – 12 will report an improvement in the following 5 identified academic engagement indicators (academic achievement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and students reporting high levels of interest and motivation).</p>	<ul style="list-style-type: none"> • Consistent EA and EA support • EA available after TMO class to assist and mentor • Pre-teaching when necessary • Teachers greet students at the door • EA support • Students can take courses in any grade • Offering apprenticeship courses • Colony and school are working together to provide opportunities for credit for employment credits • Group work • STEM • Offer opportunity to take Trades courses 	<ul style="list-style-type: none"> • Daily conversations with EA • Communication with parents • Conversations among peers during class • Drop out numbers • Complete TMO course selections early • Attendance • Motivation to keep up with their studies 	<ul style="list-style-type: none"> • EA notes • Observation of student behavior • Students staying to visit after school • Students taking additional courses • Informal conversations
<p>5. Mental Wellness: By June 2020, 88% of grade 7-12 students will report low levels of anxiety and depression.</p>	<ul style="list-style-type: none"> • Weighted lap blankets for the younger students • Teachers available before and after class to “chat” with students • Students choose two staff members they would like to have as their “go to” person. 	<ul style="list-style-type: none"> • Conversations • Attendance • Motivation to keep up with their studies 	<ul style="list-style-type: none"> • Positive attitudes displayed • Teacher observation • Communication with parents • Student reports of upset tummies • Participation in class

