

WHITESHELL SCHOOL DISTRICT PLAN – 2017-2018

School Division Priorities

- 1. Academic Achievement (Learning)**
Literacy and numeracy skills development, character and values coaching, fostering a global outlook, , providing rich, diverse programs
- 2. Instructional Excellence (Teaching)**
Student -first thinking, differentiation, pedagogical excellence, data informed instruction, measured achievement
- 3. Culture of Kindness (Respect and Cooperation Persist)**
We are positive, team focused, courteous and respectful;engage often and effectively with students, staff, parents and community
- 4. Safe Schools (Healthy, Functional, Sustainable)**
Safe, healthy, sustainable, functional schools; independence through attraction of families and students

School Division 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 you are making progress? | Data Collection How will you collect evidence of progress? |
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| 1. Academic Achievement (Learning) Literacy and numeracy skills development, character and values coaching, fostering a global outlook, , providing rich, diverse programs <ul style="list-style-type: none"> Children in our Early Childhood programming will enter formal schooling more socially, developmentally, and school-skills ready. Collaborative planning between elementary staff and ECE staff will be increased. Younger students will show confidence, comfort level and interest in engaging with books More learners experience personal growth and achievement with a specific focus on numeracy and literacy. Students have greater access to learning outdoors and related learning spaces. Students exhibit greater independence and leadership through choice and opportunity. Students have increased opportunities to connect to future career pathways that support their transition to post-secondary life. Students have a knowledge and awareness of the histories of aboriginal peoples. | <ul style="list-style-type: none"> ECDI funding will be redistributed to have the greatest impact on learning The structure of leadership in early childhood programming will be reorganized for efficiency and greater emphasis on direct childhood development School readiness assessment tool will be developed using EDI results and anecdotal observations. ECE team review of planning tools and data Multiage engagement and co-learning initiatives will be increased between schools Increased early childhood professional development Increased focus on 'love of learning' initiatives Release time will be used to increase vertical grade level collaboration and planning Early numeracy and literacy diagnostics will be introduced to baseline students' current achievement levels Reading levels will be assessed at three intervals beginning each September for all students 1-8 ; guided reading and running records will be continued and tracked Reading / writing continuums will be reviewed and developed 'Buddy Reading' will be used for modeling / developing habits Clinical support and interventions will be reviewed for effectiveness Kindergarten reporting will be reviewed and modified as an effective instrument for reporting and communication Mid-term reporting / feedback for learners 1-12 will continue Multiple forms of reading and writing will be covered through all subject areas Outdoor learning will make better and more frequent use of | <ul style="list-style-type: none"> An assessment tool will be developed More formalized expected outcomes will be clearly shared and valued Higher levels of multigenerational literacy initiatives will be in place Students will achieve better grades. Concrete data sets will be available for annual teachers' collaborative analysis Positive teacher, student and parent feedback Increased attendance and engagement at ECE events and parent programs Higher scores on Provincial Math and ELA Assessments Improvement in grade level assessment scores Student assignment completion rate will increase. Students will be better prepared for class (90% of students will be prepared 90% of the time) Follow up reading assessments will indicate growth in the areas identified as weaknesses and targeted by the intervention programs. Teachers will note improvement in student work involving reading tasks. More students reading at grade level expectations Students will demonstrate an increase in confidence with the English language in all subject areas. Increased usage of mathematical vocabulary Students will spend more time learning outside Specific learning outcomes will be shared for | <ul style="list-style-type: none"> School readiness assessment EDI results and observations. Reading assessment 3x per year Parental surveying Attendance results Student portfolios Support referrals Provincial Assessment data Reported Outcomes Classroom observations Anecdotal information will be recorded for students receiving additional reading interventions Teacher observation of the student's difficulty/success EAL assessments Outcome clusters Course registrations Career and life experience field trip excursions Implemented TTFM survey Google classroom Feedback on home reporting |

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| | <ul style="list-style-type: none"> garden and other outdoor learning spaces Outdoor Education planning will be designed with learning outcomes in mind Comprehensive review of outdoor ed programing k-12. Form an essential question around how to connect our school curriculum to the surrounding environment Choice and independence will continue to inform the Nutrition Activity Break (NAB) development More opportunities for student leadership will be introduced Career exposure, life-skill development education will be increased Increased Aboriginal education resources and curriculum | <p>learning outdoors.</p> <ul style="list-style-type: none"> A reduction in truancy will be noted in NAB More student-led programming will exist. Each student will have a 'live' career planning path heading into high school. Medical career pathway and coursework will be established Increased involvement and knowledge of Aboriginal culture | |
| <p>2. Instructional Excellence (Teaching) Student -first thinking, differentiation, pedagogical excellence, data informed instruction, measured achievement</p> <ul style="list-style-type: none"> Teachers develop purposeful play-based learning in JK and SK Teachers continue to have access to ongoing professional development Staff plan for outdoor learning with specific curricular outcomes in mind Teachers use data as a systematic approach to planning, instruction and reporting Teachers use technology in pursuit of pedagogical best practice Parental engagement in the learning process will be increased Parents will have the appropriate tools to support home learning Students have more exposure to career related "Discovery Days" for all learners | <ul style="list-style-type: none"> Continue to improve play based learning in Kindergarten PD for Maple Wood grade book use Increased administrative time for the purpose of observing, supporting and modeling for teachers Increased professional development Data driven lesson planning Professional dialogue and learning around reading assessment practices Ongoing, literacy-focused professional development Focus on differentiated instruction, increased student participation, parental engagement with home reading PLC "Math Expressions" by Kathy Marks-Krpan will continue Lesson planning with math communication as the focus of instruction PLC group continue to focus on guided math, small group instruction and use of manipulatives in the classroom K-6 continues to focus on open ended questioning PLC targeting improvement in reading comprehension PD focused on outcomes, backward design, universal design and differentiation and learning outdoors to meet individual learning needs Learning Outdoors will target specific curricular outcomes Introduction of systematic data informed instruction Adopt appropriate grade level math assessment tools for MB Curriculum Use Google classroom to post/organize homework and assignments Send home interim mark reports as a cumulative assessment update between formal reporting periods. Parental education will be implemented to increase parents' awareness of how to support home learning Students have access to non-traditional career opportunities via special presentations and increase field trips | <ul style="list-style-type: none"> Increased dialog and writing evidenced within math classes Increased professional development requests in target areas 'Words Their Way and Mathletics' will be used systematically in grade 1-8 Less direct teaching and more listening and facilitation by teachers in math classes Higher scores on Provincial Math Assessments Students will achieve better grades. Teachers will note improvement in student work in the areas targeted. Communication strategies – hard conversations book study Maple Wood grade book use Efficient and effective use of established PLC time to work in Numeracy and Literacy Parents will be more engaged with teachers in positive ways, focused on student learning success Students and parents are active in career path planning and relevant course selections | <ul style="list-style-type: none"> Observations by peer teachers, and administrators Report card data Provincial Assessments Classroom observations Grade level math assessment tool use Implemented TTFM survey Google classroom Home reporting Parental feedback Student surveys Post-secondary study and trades path selections Attendance in volunteer credit options and career related coursework Participation rates in volunteer credit options, tech education courses, and career presentation workshops |
| <p>3. Culture of Kindness (Respect and Cooperation Persist)</p> | <ul style="list-style-type: none"> Explore the middle school approach Improve Restitution with a needs directed behaviour | <ul style="list-style-type: none"> Positive and happy dialog Co-determined code of conduct expectations | <ul style="list-style-type: none"> Anecdotal observation of teacher, staff and student |

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| <p>We are positive, team focused, courteous and respectful;engage often and effectively with students, staff, parents and community</p> <ul style="list-style-type: none"> • Our learning and working environments are welcoming, inclusive, safe and healthy • Restitution focuses on teaching learners to self-correct, avoid repetition of mistakes and seek positive solutions to real and perceived problems. • All stakeholders (students, parents, teachers, community members) are committed to supportive communication, participation and engagement that enhance education and development of all learners. | <p>assessment and follow up</p> <ul style="list-style-type: none"> • Revisit current code of conduct and revise as appropriate • Strengthen home-school communication by using Google classroom, web based announcements, interim report marks. • Improve Restitution with a needs directed behavior assessment and follow up. • Staff appreciation and socialization events and opportunities • Revisit current code of conduct and revise as appropriate | <ul style="list-style-type: none"> • Learner Profile reinforcing signage • Increase in student resiliency • Greater problem solving and self-regulation amongst student body • Emotional coping strategy learning • Fewer behavior incidents • Positive, more frequent communication • Opportunities for sharing learning • Monthly assemblies • Greater, more meaningful PAC and parent community involvement • 24 Hour communication response • Newsletters | <p>practice and changes in practice where applicable</p> <ul style="list-style-type: none"> • Responses from each group through our meetings and survey results • Observations of student performance and understanding • Implemented TTFM survey • Google classroom • Home Reporting • Newsletters |
| <p>4. Safe Schools (Healthy, Functional, Sustainable) Safe, healthy, sustainable, functional schools; independence through attraction of families and students</p> <ul style="list-style-type: none"> • We build upon existing strengths that cultivate a culture of inclusivity, equity, respect and belonging for all community members. • We value and support sustainability as an approach to all aspects of life and learning. • Systematic safety inspections beyond legal mandates will increase safety and decrease incidents of injury and damage | <ul style="list-style-type: none"> • Sustainability audit at Schools • Medical Presentations program • Institution of International Students program • Continuous development focuses on natural pest and weed controls, eco products, gravity fed watering systems etc. • Recycling facilities are in place in every classroom, corridor and public space in schools • Industrial Arts and Art classes have been challenged to consider up cycling and recycling materials • Community gardens will flourish • Students and community members engage together to plant seeds under hydroponic lights prior to ground thaw • Annual Harvest Dinner established as tradition • Outdoor education programming will receive continuous improvement to offer environmental conservation and water stewardship focus • Community service engagement higher and gaining traction in pocket areas • Continued success of NAB program • Continued training for “Super Squad” – student leaders for conflict resolution – offering to more grade levels • Increased field trips to promote altruism and provide greater global perspective and understanding of personal responsibility and social accountability • Form a committee committing to ideals of sustainable living Perform an audit using resources such as: A Guide for Sustainable Schools in Manitoba and various other MB Ed • Increased staff training for existing mentorship program • Increased community activity events and strengthening of existing traditions • Monthly school assemblies to reflect student profile, values and beliefs | <ul style="list-style-type: none"> • Increase in comfort of staff when difficult conversations are necessary between staff and students or staff and parents • Visual aids that promote the values and beliefs of the schools are present and obvious • Reduction of student incident reports • Fewer school level grievances by staff members • Greater staff and student participation in extracurricular activities • Positive feedback from parents and guardians • Observation of more frequent positive interactions between all community stakeholders • Increased number of students involved in leadership activities, both directed and self-initiated • Students understanding of sustainable practices in energy production and consumption will improve across curricular subject areas • Field trips with life skills focus • Natural play spaces • More social justice learning opportunities • Higher participation rates in student clubs focused on ESD • Positive role modeling of desirable behaviors • An “assumption of positive intentions” will prevail • Greater inter-school activities and collaboration both professionally and socially • There will be a decrease in incident reports across the district | <ul style="list-style-type: none"> • TTFM surveys • District surveys • Reduction in student and staff absenteeism • Increase in school pride and unity within and across schools • Anecdotal feedback from community stakeholders • Parent and student feedback from future interactions with staff • Implemented TTFM survey • Google classroom • Home Reporting • Enrollment inquiries • Incident reports • Maintenance reporting |

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| | <ul style="list-style-type: none">• Increased service learning and leadership opportunities for students• Increasing the profile of mental health and wellness• Greater community outreach and engagement• Recycling facilities are in place in every classroom, corridor and public space in schools• Industrial Arts and Art classes challenged to consider up cycling and recycling materials• Teachers embedding sustainable development into the curricular subject areas• Institution of International Students program | | |
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