

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification			
Name of School Division St. James Assiniboia	Name of School École Robert Browning	Name of Principal Manuel Gomes	Date (yyyy/mm/dd) 2016/06/14

School Profile <i>(Complete the following using FTE as of Sept 30th.)</i>			
Number of Teachers 27	Number of Students 389	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? École Robert Browning is a bilingual setting where we respect ourselves and others. We accept responsibility for our actions and our learning.			Year Revised 2015

SCHOOL REPORT – 2015/2016

School Priorities
1. Literacy
2. Numeracy
3. Sustainable Development
4.
5.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2013/14, 2014/15, 2015-16).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By June 2016, 100% of students will demonstrate computational fluency at their particular grade level through the use of skilled mental math strategies and be able to apply this knowledge to various applications	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. Teachers have also started tracking student progression in Math through the Math Passport and Google document. Several teachers met with Dianne Soltess to explore our goals in numeracy. Based on our experiences this year, we have determined the need to establish a Vertical Numeracy Committee for the 2015-16 school year.
2. By June 2016, 100% of students will see themselves as readers and writers, in both English and French, and will achieve their reading and writing goals for the year.	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 struggling students in order to keep them progressing. Staff will continue to work with students and review progress regularly. Reading levels were tracked on the Literacy Board (Google Doc). A Vertical Literacy Team was established and met once this year. Plans are in place to continue meeting in the new year.
3. By June 2016, 100% of students will have had regular authentic learning opportunities that touch on ESD themes and that integrate UDL "Block One" principles such as respecting and valuing diversity, developing self-concept and engaging in a democratic classroom/school.	Participation in school activities / projects created an awareness of global citizenship for all our students. . Financial support to our global project "Free the Children" and "Growing Opportunities" has grown over the course of two years. Students are also encouraged to participate in various school activities to create awareness of ESD topics. "Les 8 fantastiques" are a group of students that meet regularly to discuss activities like Earth Day, litterless lunches Pink Day, etc. Staff have begun to address the 5 Cs throughout the curriculum. Ecole Robert Browning received the Action Eco-Globe Status this year for our continued efforts in this area.

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 and divisional priorities and the overall needs of our students in the school

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 student profiles addressing the needs of our students. Our priorities are based on those discussions which included the class review process. Teachers were involved in goal setting and the creation of action plans, indicators of success and discussing the data used to evaluate the goals. Teacher input was also requested on the final draft. Administration and Staff also reviewed the Community Survey. This provided teachers with a perspective on areas where the community sees our successes and areas in need of attention.

How often did you meet?
 Goals were reviewed during staff meetings. Teachers worked in groups to review the accomplishments from the previous year and goals for the next year. Teachers worked in focus vertical groups to provide ideas on these goals.

What data was used?
 Provincial data, report card data, reading board data, math passports, work samples, observations, walkthroughs, day to day student work, French Program Review.

Other highlights?
 School priorities will be shared with our Parent Council in the fall.

School Priorities

1. Numeracy
2. Literacy
3. Oral French/Français oral
- 4.
- 5.

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 June 2017, 100% of students will demonstrate an improved problem solving ability by showing	Identify students' learning gaps and misunderstandings through profiles Plan to support low-achieving students Professional Development for teachers	Resources available for all (struggling and non-struggling) students Gaps have narrowed or struggling students meeting outcomes	Report card data Provincial data Observations Daily classroom work

<p>growth in at least two out of three areas of the problem solving assessment rubric.</p>	<p>Purchase student and teacher resources Infusion of Technology Resource/PIA/Coach support in classrooms Practice facts/ Continue to promote fact fluency Optimal Learning model Goal Setting Revisiting Class Profiles mid-year Infuse citizenship in problem solving and throughout the numeracy curriculum Implement open ended tasks, and rich problem solving activities to promote student engagement, perseverance, and help consolidate prior knowledge</p>	<p>Students are showing new thinking strategies for problem solving ie: critical thinking skills and students demonstrating their learning in a variety of ways (concretely, pictorially, symbolically and verbally). Students are using the student rubric when working and are able to communicate the steps taken in their work</p>	<p>Continuum Walkthroughs Conversations, observations and product Common assessments, rubrics, criteria Class reviews Student samples Portfolios Math Passports PLCs Vertical Numeracy Committee</p>
<p>2. By June 2017, 100% of students will have improved their reading and writing skills in both languages by achieving their individualized goals.</p>	<p>Engage students in reading and writing process through choice Students write for a purpose Develop: ideas organization vocabulary voice conventions sentence fluency Regie Routman – consider the Optimal Learning Model, Daily reading & writing Different types of writing: persuasive/narrative/informational - authentic Theme based projects/Deeper Learning Progressions Daily 5, Café, Cross-curricular writing opportunities, Guided Reading, Common sound families, standardize site words (for writing and reading) The use of citizenship for written and oral production in both languages. Ex: Celebrate Aboriginal Day /Indigenous Perspectives Day Use Treaty Kit across grade levels Continue to celebrate le Festival du Voyageur Create a Mini-Folklorama at school, integrating Music & Phys-Ed - this supports deeper learning/project-based approach</p>	<p>Students are meeting outcomes Students are working independently Students use resources effectively Spelling and editing have improved The use of conventions has improved Students exposed to various genres of texts Students are using planning & self-assessment strategies. Learning targets are met during daily work Anecdotal Data from coach, PIAs, Vertical Teams and other support staff's observations Common tracking and feedback system is used for common errors (i.e. Roy Lyster research, etc.) Through curricular outcomes all students will be involved in the planning, and execution of: Festival du Voyageur Mini-Folklorama Aboriginal Day/Indigenous Perspectives Day Guests will present at school events Students are aware of the diverse populations in their community, city, province and country. Students identify themselves as bilingual/plurilingual learners</p>	<p>Provincial data Report card data Student Samples Walkthroughs Observations Continuum (writing) Reading scores between reporting periods Anecdotal Data during PLCs, vertical & school wide meetings Writing samples Common criteria Common rubrics Observations of various events Teacher and student surveys Conversations Student reflection PLCs Vertical Literacy Committee</p>

	<p>Invite diverse guests to increase awareness</p> <p>Involve The Integrate Arts through cultural projects</p> <p>Increase book collection to include various multicultural themes</p>		
<p>3. By June 2017,</p> <p>a) 100% of students will have made measurable progress in their ability to accurately incorporate new French oral expressions and vocabulary in daily practice (instructional and non-instructional times) based on age appropriate speaking continuums</p>	<p>Recorded daily announcements in French/students making announcements</p> <p>Continue Public speaking including Concours d'art oratoire, TUSC</p> <p>Celebrations of Learning</p> <p>School events and concerts</p> <p>Display of students' French work on bulletin boards</p> <p>Cultural activities</p> <p>School-wide motivational system for speaking in French</p> <p>Cross-level speaking partners/buddies</p> <p>School-wide expressions used (Expression of the Week, Word of the Day...)</p> <p>Goal setting for speaking french during class time as well as outside of the classroom (recess, etc.)</p> <p>Speaking continuum (ACPI, BEF)</p>	<p>Improved language proficiency</p> <p>Developed confidence in French language skills</p> <p>Engaged in learning and using French</p> <p>Motivation in participating in the French community</p>	<p>Observations</p> <p>Conversations</p> <p>Surveys</p> <p>Student Reflection & Goal Setting</p> <p>French Review</p>
4.			