

Step 1	Identification			
	Name of School Division St. James Assiniboia School Division	Name of School École Robert Browning	Name of Principal Michelle Clarke	Date (yyyy/mm/dd) 2014/09/12

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 23	Number of Students 361	Grade Levels Kindergarten – Grade 5	
	What is your mission statement? Ecole Robert Browning est un milieu français où nous respectons nous-mêmes et les autres. Nous acceptons la responsabilité de nos actions et de notre apprentissage. Ecole Robert Browning is a bilingual setting where we respect ourselves and others. We accept responsibility for our actions and for our learning.			Year Revised 2012

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2013-14)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	1. To enhance our instruction in the area of numeracy; specifically in increasing student automaticity with basic facts through improved mental math skills.	Noted improvement has been made in the area of mental math. Report Card data for the mental math indicator shows that 80%+ of our students are demonstrating a very good to thorough understanding with an ability to apply these skills. Formative and summative data (as well as the Grade 1 & 2 Divisional Assessments) reveal consistent results. Teachers have worked collaboratively in grade groups addressing this area of learning and wish to continue to do so.
	2. To enhance our instruction in the area of literacy; specifically to ensure that students are meeting grade level expectations when reading and responding to text, in both the English and French languages.	Noted improvement has been made in the areas of reading, writing, speaking, representing and thinking critically about texts. Report Card data for ELA & FLA indicators show that 80%+ of our students are demonstrating a very good to thorough understanding with an ability to apply these skills and concepts to other areas of learning. Formative and summative assessments reveal consistent results. Teachers have worked collaboratively in grade groups as well as on divisional teams with our curriculum coordinators addressing this area of learning and wish to continue to do so. Regular running records and use of Google docs to track data has informed our practice.
	3. To enhance our instruction in the area of literacy; specifically to ensure that students are meeting grade level expectations in writing, in both the English and French languages.	Noted improvement has been made in the areas of writing. Report Card data for ELA & FLA indicators show that 80%+ of our students are demonstrating a very good to thorough understanding with an ability to apply these skills and concepts to other areas of learning. . Formative and summative assessments reveal consistent results. Teachers have worked collaboratively in grade groups as well as on divisional teams with our curriculum coordinators addressing this area of learning and wish to continue to do so. Writing samples have been collected, continuums have been explored and adopted, and common assessment criteria has been created not only amongst our school staff, but also with our French Immersion colleagues in our school division. Many classrooms have used blogs as a means for authentic writing opportunities.
	4.	
	5.	

Step 4	<p>Planning Process (2014-15)</p> <p>List or describe factors that influenced your priorities.</p> <p>School priorities are influenced by our Divisional Strategic Plan and through a needs assessment drawn from school staff, parent council members, assessment data and the community's insights. Areas of focus continue to be literacy as it applies to first and second language learning, as well as numeracy. The infusion of digital learning in these domains has been integral in our planning. Furthermore, "Education for Sustainable Development" and "Universal Design for Learning" are the underlying currents to our overall planning process for the future.</p>
	<p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved?</p> <ul style="list-style-type: none"> - School Staff met in March 2014 to discuss current goals and accomplishments and to decide needed next steps for continued growth - Sessions with curriculum coordinators prompted further discussion and areas to consider for further goal setting and growth - Administrator met with other Early Years administrators and coordinators to discuss division wide commitment to literacy and numeracy, as well as other goal considerations - Parent Council was informed of potential school goals and current accomplishments were recounted. Parents were invited to share thoughts, offer feedback and ask questions - A smaller school-based committee met in June to finalize and put our goal thoughts into concise targets
	<p>How often did you meet?</p> <ul style="list-style-type: none"> - School staff and Parent Council meet formally on a monthly basis - Community connections occur informally through visits, phone calls and email - Parent-School communication is on-going in various forms on a regular basis - EY administrators met several times to discuss school planning; Coordinators met with school team to assist with literacy and numeracy plans - Administration communicated with Early Years curriculum coordinators to share information pertinent to providing school supports in the upcoming school year
	<p>What data was used?</p> <ul style="list-style-type: none"> - Grade 3 & 4 literacy assessment data and grade 3 numeracy assessment data from the fall, 2013 - Report card data, student work samples/exemplars and conversations with teachers, parents, students and coordinators over the course of the school year - Divisional Assessment Data from the Grade 1 & 2 Numeracy Assessments - GoogleDoc data of reading levels - teacher anecdotal records, observations and conversations have also informed our goal setting
	<p>Other highlights</p> <p>Our Literacy and Numeracy Community Evenings continue to be very successful and informative. We will continue to incorporate these into our plans. The continuation of school-wide professional development - Regie Routman in Residence, has inspired staff to review and revise goals pertaining to literacy. We would like to become more specific with writing outcomes by term and grade. Changes to the curriculum in the area of mathematics have prompted renewed interest in our numeracy goals. We would like to develop a better tracking system for numeracy goals attained. The implementation of iPads in classrooms, as well as the use of Smartboards, specialized projectors and other devices, has also had us consider the 5C's. Finally, many staff embarked on a journey exploring Universal Design for Learning this past year. Our experiences and observations related to the multiple intelligences, differentiating instruction and student engagement have prompted us to continue our journey next year, inviting more staff to take part. We look forward to continued work in this area and employing the expertise of Dr. Jennifer Katz as she supports our growth as professionals. Our team is motivated to continue the good work that we have begun in this area.</p>

Step 5	<p>School Priorities</p>
	<p>1. To challenge all students to demonstrate computational fluency at their particular grade level, specifically for mental math. This inherently includes consistent basic fact recall in various applications.</p>
	<p>2. To ensure that all students see themselves as both readers and writers in both languages (English and French), and that they set and achieve their literacy goals for the year.</p>
	<p>3. To engage all students in authentic learning experiences, infusing Education for Sustainable Development themes while considering principles of Universal Design for Learning.</p>
	<p>4.</p>
<p>5.</p>	

2014–2015 Plan

For examples, see the Planning in Education website at <http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html>

<p>Expected Outcomes What specifically are you trying to improve for students learning? (Observable, measurable)</p>	<p>Indicators How will you know that learning is improving?</p>	<p>Strategies What actions will you take?</p>	<p>Data Collection By what means will you collect evidence of progress toward learning?</p>
<p>1. By June 2015, 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</p> <p>Specifically: Kindergarten – numbers before, after and between a given number 1-10 Grade 1 – compatible number pairs for 5 and 10 and doubles facts Grade 2 – addition and subtraction facts to 10 Grade 3 – addition and subtraction facts to 18 Grade 4 – multiplication and division facts: squares, multiplying by 0, 1, 2, 3 and 5 (and the inverse division facts) Grade 5 – multiplication and division facts to 9x9</p>	<p>Students will:</p> <p>Represent mental math strategies using models and pictures/diagrams</p> <p>Articulate mental math strategies for determining answers to basic facts</p> <p>Demonstrate an increased number of known facts.</p> <p>Apply their knowledge of basic facts in problem solving situations and to work with larger numbers</p> <p>* Report card data will reflect very good to thorough understanding in this indicator for mental math</p>	<p>Clearly define grade level expectations for students and parents and define criteria needed to meet these expectations (e.g., computational fluency looks like..., sounds like...)</p> <p>Use common, co-created rubrics/criteria for 1, 2, 3, 4 to use when evaluating work throughout the year</p> <p>Teach appropriate mental math strategies.</p> <p>Employ the skills of curriculum coordinator, Dianne Soltess, who has experienced success with a program called “Math Karate”, and implement this program in our classrooms</p> <p>Make mental math a daily routine/focus in the classroom.</p> <p>Provide opportunities for meaningful practice (games, problem solving, Mental Math Toolbox, etc.) with the infusion of technology such as Smartboard activities</p> <p>Design and implement intervention strategies for struggling students, such as First Steps/PRIME. This will be a PD focus with Linda Romeo in the Fall 2014</p> <p>Use of an online program/applications, which will give students practice as well as track their progress of mastering mental math (Xtramath or King of Math)</p> <p>Provide opportunities for students to share their strategies in person or via technologies online.</p> <p>Use of UDL planning model (Dr Jennifer Katz) and incorporation of authentic ESD themes for learning by making math come alive through “real world experiences”</p>	<p>Pre-assessments (based on the previous grade-level expectations) will be done at the beginning of the year in grades 1-5</p> <p>Formative assessment information will be collected on a regular basis (observation checklists/notes, etc.) to inform next steps for learning</p> <p>Meaningful and engaging summative assessments will be developed and implemented</p> <p>Students will use the common criteria to self-assess</p> <p>Provincial Assessment data for Grade 3 will be examined in the Fall 2014 to inform our practice</p> <p>Divisional Assessment tools/data will be collected in June for Grades 1 and 2</p> <p>A school-based data tracking system will be used and data collected will be analyzed for future considerations</p> <p>Report card data will reflect very good to thorough understanding in this indicator for mental math</p>

Step 6

	<p>2. By June 2015, 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.</p>	<p>Students select and interact with a broad range of texts for a variety of purposes</p> <p>Students participate in setting reading and writing goals while identifying purpose/ focus for their reading and writing</p> <p>Students place importance on reading/writing for a specific purpose and consider audience in their literary explorations</p> <p>Students can think critically about their own reading and writing, being aware of their “moving targets” and striving to develop new goals as they move along the continuum</p>	<p>Collaborative school-wide beliefs related to reading/writing are revisited to ensure clarity of instructional goals for students</p> <p>Review and use of existing reading/writing continuums (BEF/MBEd) to affirm grade level criteria and highlight observable behaviours of reading/writing at each level</p> <p>Students set personal goals and reflect on their own development as readers and writers</p> <p>Classroom and digital libraries are accessible to all students and contain a rich collection of diverse literature</p> <p>Strategic instruction includes a balance of whole class, small group and partners interacting with each other before, during and after reading/writing</p> <p>Teacher models positive personal reading/writing habits and shares how “world” reading/writing connects to school</p> <p>Purposeful, authentic reading/writing experiences are embedded in all content areas</p> <p>Teacher purposefully models processes in a strategic “think-alouds”</p> <p>Engaging shared reading/writing experiences to scaffold the learners’ development.</p> <p>Guided reading/writing instruction is strategic, responsive and flexible</p> <p>Time, choice and structure are provided for students to explore literacy independently on a daily basis (Daily 5 structure)</p> <p>Regular informal reading/writing conferences to inform teachers of student progress, interests, competencies and instructional needs. Feedback is timely and meaningful</p> <p>Attention to “Struggling Literacy Learners” through development of a clear system to track data, analyze results, and collectively plan next steps for learning (binder system)</p>	<p>Student reading inventories gathered in September as pre-assessment to gauge interests, reading/writing habits and behaviours</p> <p>Monthly reading levels submitted to Principal by end of each month</p> <p>“Struggling Literacy Learner” data to be closely monitored and interventions planned</p> <p>Formative assessment information collected on a regular basis (observations, conversations, checklists/notes, running records, etc.)</p> <p>Students will use common criteria to self-assess, make goals and monitor progress (rubrics, checklists, reflections)</p> <p>Reading logs, journals and blogs.</p> <p>Variety of personal responses to texts</p> <p>Reading/writing conferences to assess student processes for understanding</p> <p>Summative report card data for each term, and as a final outcome in June</p>
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			<p>Professional development:</p> <ul style="list-style-type: none"> Professional reading, discussion and practice of strategies, observations of teaching, collaboration during PLC time Collaborative analysis of student work, deep interpretation of universal assessment results to plan and adjust instruction <p>Use of UDL planning model (Dr Jennifer Katz) and incorporation of authentic ESD themes for learning</p>	
3.	<p>By June 2015, 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.</p>	<p>Students will have an opportunity to explore authentic learning in their classrooms on topics specific to their classroom, our school, our community, our city, our country and our world (as appropriate by grade level)</p> <p>Student voice will be central to students’ classroom and school experiences</p> <p>Classroom and school experiences will align with Restitution principles, and opportunities for students to develop and reflect on “Social Contracts”, understand and respect diversity, be able to “fix mistakes” and return to the group “strengthened” and become the kind of person they wish to be will be provided</p> <p>Teachers and students will collectively create compassionate learning communities</p> <p>Teachers and students will participate in democratic classroom management</p> <p>Learning opportunities will be offered in each of the three pillars of ESD – the environment, social justice, and the economy</p> <p>Opportunities to GIVE will be part of school and classroom life:</p> <ul style="list-style-type: none"> Pay it Forward Project Local & Global Initiatives We Act Student Leadership Opportunities (MAD – Make A Difference) 	<p>Professional Development in the areas of ESD, Restitution and UDL will be revisited</p> <p>Mentoring opportunities will be provided by:</p> <ul style="list-style-type: none"> ME on ESD Ruth Hargrave on Restitution Jennifer Katz on UDL <p>Staff Members will take on coaching/facilitator roles in empowering student leadership groups in the area of ESD</p> <p>Tracking of efforts in the area of ESD to ensure the awareness & action levels of EcoGlobe status are maintained, and that transformational efforts are gaining momentum for future application</p> <p>Community group will be established (students, staff, parents & community members) to explore ESD opportunities related to our school environment. Goals of this committee include:</p> <ul style="list-style-type: none"> School-yard enhancements Outdoor classroom Nature club garden Improved nature play area <p>Projects to give back to both locally and globally will be planned and executed for the 2014-2015 school year</p>	<p>PD will have taken place and mentorship relationships will have flourished</p> <p>Student leadership/voice opportunities will have been made available throughout the year at both the classroom and school levels (classroom meetings, school assemblies, special initiatives)</p> <p>ESD efforts/accomplishments will be recorded and affirmation of awareness & action levels for EcoGlobe status will be given</p> <p>Tracking of transformational efforts related to EcoGlobe status will be documented</p> <p>ESD Community Group will be well-established with clear goals set for future school improvements related to ESD</p> <p>Successful initiatives related to local and global efforts will be realized</p>

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Education for Sustainable Development (ESD)

Background

Manitoba Education encourages a whole school system approach to ESD. A whole school approach, for example, encourages sustainability into all aspects of the school: key local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and campuses are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. In particular, a whole school approach covers the following 5 domains:

- A. **Governance:** Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.
- B. **Curriculum, Teaching and Learning** - Students acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future. ESD resources are provided for staff, pedagogy develops critical thinking, active citizenship, systems and futures thinking, inquiry, active learning, problem-solving in a local and global context.
- C. **Capacity Building** - System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system. ESD professional development is provided for all staff. Human resources policies, practices and development plans are aligned with sustainable development principles.
- D. **Facilities and Operations** - Sustainable principles are applied to the design, construction and renewal of division buildings and all aspects of facility management, procurement, resource use and transportation. School outdoor spaces are developed for outdoor learning.
- E. **Partnerships** - Opportunity to engage parents and the community in the practice of ESD principles and in addressing local sustainability issues through community projects and /or partnerships.

Step 7

1. Our school has a sustainability plan in place? Yes No

b. Our school has a sustainability plan in place that incorporates all aspects of the 5 domains listed above. Yes No

2. Our school has integrated elements of the 5 domains (outlined above) into our school plan. Yes No

3. Our school has integrated the following ESD activities into our school plan. (list all that apply)

- a. Student social justice projects X
- b. Environmental stewardship X
- c. Sustainable changes to facilities and operations X
- d. Connecting ESD to curricular outcomes X
- e. Community partnerships for sustainability X
- f. Other (please specify) _____

	<p>b. Our school is (list all that apply);</p> <p>a. Just beginning our work in ESD <input type="checkbox"/></p> <p>b. Has implemented ESD policies _____ X</p> <p>c. Has a well integrated ESD/sustainable school plan and philosophy X</p> <p>d. Reporting and communicating ESD initiatives X</p> <p>e. Evaluating ESD progress X</p>
	<p>c. Our school would welcome support in;(list all that apply)</p> <p>a. PD for staff X</p> <p>b. Developing an ESD school plan or including ESD into the existing school plan X</p> <p>c. Curriculum and resource support X</p> <p>d. Other (please specify) _____</p> <p>Continued support to help realize our plans for our school community.</p>
	<p>4. Comments and Suggestions</p> <p>French language ESD Professional Development would be greatly appreciated. Merci!</p>

A School Planning Rubric and examples are available for schools to consider at www.edu.gov.mb.ca/k12/specedu/pie/index.html.

<p>Direct inquiries about the <i>School Planning Report</i> to:</p> <p>Larry Budzinski Phone: 204-572-5117 Email: lbudzinski@gov.mb.ca</p>	<p style="text-align: center;">DUE DATE: OCTOBER 31, 2014</p>	<p>Submitting Completed School Planning Report</p> <p>Please submit completed <i>School Planning Reports</i> to your division office. Divisions please email the reports to Kim Warelis at <Kim.Warelis@gov.mb.ca>.</p> <p>Phone: 204-622-2024</p> <p>Electronic Submissions are required.</p> <p>Schools and Divisions wishing to participate in the school and division report database project are asked to submit their plan using the link from our website.</p>
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