

Step 1	Identification			
	Name of School Division St. James-Assiniboia	Name of School Athlone	Name of Principal Jonathan Baker	Date (yyyy/mm/dd) 2014/06/27

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30th.)</i>			
	Number of Teachers 14.7500 (FTE)	Number of Students 254	Grade Levels K-5	
	What is your mission statement? To provide students with the tools they require in order to become responsible, capable, creative life-long learners and good citizens.			Year Revised

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2013 -14). (Attach a data file with results if convenient.)	
	Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results if needed.
	1. By the end of June, 2014, 70% of students will demonstrate proficiency with understanding of number concepts	Teachers continued to work with grade partners, to identify essential learnings within grade outcomes and to develop consistency in terms of the new provincial report card. Shared assessments at grade level PLCs. Teachers compared assessments are created common assessments. Received support from Divisional Coordinator of Instruction at PD Tuesday session. Coordinator also sat in on a School Numeracy Committee meeting. School Numeracy Committee created. Met and decided how best to support struggling learners within the school. Staff participated in professional development that focused on the use of technology that could be used to enhance student learning and teaching practices. Students were able to use this technology to further their learning of number concepts. Term 2 report card data indicated that over 70% of students indicated a good (or better) understanding of mathematical concepts taught in all grades (over 80% in grades 1-4) Grade 5 teachers in particular see this as an ongoing goal and want to continue to improve student results.
	2. Staff will continue to work on connecting meaningful teaching of reading and writing skills across the curriculum, so that by June, 2014 there will be an increase in student achievement in writing skills.	Staff continued to implement strategies gained from Regie Routman: Reading and Writing Essentials. Two members of teaching staff and administrator were able to attend Regie Routman Residency at another divisional school and bring back their thoughts and ideas to share with rest of the teaching staff. Struggling Readers Committee continued to meet regularly and offer support to classrooms. Report card data indicated an increase in student writing skills from term 1 to term 2 in all grades except grade one. Staff revisited and revised the school's writing beliefs. Plans to analyse writing grade-level writing samples school-wide for next year were put into place.
3. By June, 2014, all students will have identified the values and skills required to be active and responsible citizens in school and society and will demonstrate their understanding through activities that show respect for the environment, as well as, respect and empathy for others.	Students and teachers collaboratively develop classroom expectations and belief statements. Staff and students engaged in discussions related to sustainable living, bullying and digital citizenship. Staff continued to reference WITS philosophy into classroom instruction. Green Hearts Club continued to be leaders in Student Voice. Green Hearts Club led school through various projects throughout the year: <ul style="list-style-type: none"> a.) School collected plastic bags to be recycled by Take Pride Winnipeg. b.) School collected food items and prepared two Christmas Hampers. c.) Green Hearts Club raised money for Free the Children by selling "We Love..." buttons around Valentine's Day d.) Green Hearts Club ran a used toy/book sale and donated proceeds to the Winnipeg Humane Society e.) On Earth Day, school had a "Powerless Hour" where lights other sources of power were turned off. f.) School participated in "Walk to School Day" to promote finding alternative methods of getting to school in order to reduce greenhouse gases. 	

	<p>g.) Green Hearts Club sold ice cream bars to raise money for Growing Opportunities International.</p> <p>Results from the second TTFM survey of grade 4 and 5 students indicated:</p> <ul style="list-style-type: none"> • 86% of students in the school had a positive sense of belonging • 18% of students had moderate to high levels of anxiety • 95% of students felt safe attending school. • 8.6 out of 10 students felt that class time was used effectively. • 5.6 students out of 10 felt they had someone at school they could turn to for advice. • 8.5 students out of 10 felt that teachers were responsive to their needs. • 7.9 students out of 10 felt there were clear rule and expectations for classroom behavior. <p>All of these results were above the national norms. The staff felt there were areas that could be improved especially in terms of advocacy and student anxiety.</p>
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Step 4	<p>Planning Process (2014-15)</p> <p>List or describe factors that influenced your priorities.</p> <p>Report card data indicated that over 70% of students indicated a good (or better) understanding of mathematical concepts taught in all grades (over 80% in grades 1-4). However our results were often lower than the divisional averages and staff saw the need for further work in this area.</p> <p>Report card data showed that writing continues to be a priority. Report card data indicated that while on average 75.4 % of students (across the grade levels) score very good – excellent on writing, only 42.2% are excellent.</p> <p>The school continued to utilize the WITS anti-bullying program. The staff wanted to look at creating a set of school beliefs that better fit with our current school mission and vision.</p> <p>A refreshment in the use of Restitution was also felt in order for staff as there were many new teaching and support staff with less experience teaching it.</p>
	<p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved?</p> <p>Parents were provided with opportunities to provide input at Parent Council meeting</p> <p>Discussions occurred during grade group discussions during staff meetings.</p> <p>Used half day inservice in April to start goal setting for next school year.</p> <p>Teachers met in their weekly PLCs</p> <p>Planning was finalized in June.</p>
	<p>How often did you meet?</p> <p>April Inservice (half day)</p> <p>May Staff meeting</p> <p>June staff meeting</p> <p>Teachers met in PLCs in May and early June</p>
	<p>What data was used?</p> <p>Divisional Strategic Plan, report card data, student reading levels from Athlone Reading Wall, common assessments, Grade 3 Provincial assessment, teacher observations and input. TTFM survey data</p>

	<p>Other highlights PIA worked using a co-teaching model and helped with assessments/running records etc.. Divisional coordinators met with school Literacy Committee and Numeracy Committees to offer guidance and advice for next steps.</p>
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Step 5	School Priorities
	1. Literacy- Analysis of writing samples and teaching of writing
	2. Numeracy – Assessment and Teaching Strategies
	3. School Vision
	4. Sustainability/Social Justice
5. Restitution	

2014–2015 Plan <i>For examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</i>				
Step 6	Expected Outcomes What specifically are you trying to improve for students learning? (Observable, measurable)	Indicators How will you know that learning is improving?	Strategies What actions will you take?	Data Collection By what means will you collect evidence of progress toward learning?
	1. By June 2015, students will have demonstrated an improvement in writing which will be reflected in improved report card scores	Analysis of grade level writing samples at two points in the year and the subsequent planning of next steps in teaching. Specific teaching strategies/lessons shared at staff meetings and PLCs . Incorporation of strategies from Regie Routman : Reading and Writing Essentials including the Optimal Learning Model Report card data will indicate an increase in student writing skills.	Use of inservice days to implement grade level writing samples analysis (using R. Monteburano & H. Khan as consultants) Revisiting and revising school wide writing beliefs. Students will publish work for other students to read. Student books to be displayed in the library. Struggling Readers Committee continue to meet and offer support to classrooms. Opportunities for PIA support and co-teaching. Meet/share in grade groups and vertical teams during PLCs, 3 rd Tuesdays and Staff meetings.	Report card data Classroom assessments School-wide comparison of writing samples Published student work (books in library, blog posts, bulletin board items etc..)
	2. By the end of June 2015, 70% of students will score higher on school-based number concept assessments, with a direct correlation to improvement on the provincial report card.	Staff will have used school PD time to create math assessment mats at each grade level to give a snapshot of students' understanding of number concepts. Math Passports will have been created and used to encourage students' recall of basic facts. Numeracy Committee will have continued to meet to support teachers and students. Numeracy Committee will have organized a Family Math Night and Math Olympics	Teachers have shared strategies /developed common language and assessments, as well as, best practices in mathematics. Math Lab has continued to be organize and more resources ordered. Numeracy Committee has supported teachers/students Family Math Night	Report card data Classroom assessments Math passports Student conferences

	Teachers will have continued to work with grade partners in PLCs on identifying essential learnings and developing assessments and materials. Students will have shown increased scores on school-based assessments.	Math Olympics. Students have shared their math learning during student –led conferences.	
3. Athlone School staff and students will continue to learn to appreciate the ideas of living sustainably, and being socially aware and to explore ways to put those ideas into practice at the school and local community level	School will receive recognition from Eco-Globe Schools at the Awareness Level Staff and students will continue to engage in discussions related to sustainable living, digital citizenship and bullying. Staff will continue to incorporate the WITS philosophy into classroom instruction. Green Hearts Club continues to be the leader in Student Voice related activities in the school. At least three school-wide activities have occurred related to social justice and/or global awareness.	Apply for recognition from Eco-Globe Schools Continue to use assemblies and cross grade groups (TAG groups) to explore ways students can make a difference and establish stronger cross-grade connections, incorporating ideas of WITS and Restitution Student Voice group (Green Hearts Club) will meet regularly and help coordinate school-wide activities. School will register with We Act and utilize their resources to plan school-wide activities that focus on social justice School will participate in the Tell Them From Me Safe School Survey	Student feedback Staff feedback Community feedback Tell Them From Me Survey Data
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Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD)
Survey Background

Manitoba Education and Advanced Learning is encouraging all schools to have an ESD school plan by 2015. This could be accomplished by embedding ESD as one of the school priorities annually or as a separate ESD school plan. A resource to assist with this is the Guide for Sustainable Schools in Manitoba <http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf>

Manitoba Education and Advanced Learning also encourages a whole school system approach to ESD. This approach encourages sustainability principles being considered in all aspects of the division/school: local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and school grounds are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. A resource to assist with this is the Domain Framework for Whole System Approach to ESD http://www.edu.gov.mb.ca/k12/esd/pdfs/seda_domain_framework.pdf

In particular, a system 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.

1. a. Our school has an ESD school plan in place? Yes No
- b. Our school has an ESD school 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 ESD school plan. Yes No

	<p>3. Our school has integrated the following ESD activities into our school plan: (list all that apply)</p> <p>a. Student social justice projects X <input type="checkbox"/></p> <p>b. Environmental stewardship X <input type="checkbox"/></p> <p>c. Sustainable changes to facilities and operations <input type="checkbox"/></p> <p>d. Connecting ESD to curricular outcomes X <input type="checkbox"/></p> <p>e. Community partnerships for sustainability X <input type="checkbox"/></p> <p>f. Other (please specify) _____</p>
	<p>4. Our school is: (list all that apply)</p> <p>a. Just beginning our work in ESD X <input type="checkbox"/></p> <p>b. Has implemented ESD policies _____</p> <p>c. Has a well integrated ESD/sustainable school plan and philosophy <input type="checkbox"/></p> <p>d. Reporting and communicating ESD initiatives X <input type="checkbox"/></p> <p>e. Evaluating ESD progress X <input type="checkbox"/></p>
	<p>5. Our school would welcome support in: (list all that apply)</p> <p>a. PD for staff X <input type="checkbox"/></p> <p>b. Developing an ESD school plan or including ESD into the existing school plan X <input type="checkbox"/></p> <p>c. Curriculum and resource support <input type="checkbox"/></p> <p>d. Other (please specify) _____</p>
	<p>6. Comments and Suggestions</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: Larry Budzinski Phone: 204-572-5117 Email: <lbudzinski@gov.mb.ca></p>	<p>DUE DATE: OCTOBER 31, 2014</p>	<p>Submitting Completed <i>School Planning Report</i> Please submit completed <i>School Planning Reports</i> to your division office. Divisions please email the reports to Doreen Rothery at <Doreen.Rothery@gov.mb.ca>. Phone 204-945-8867 Electronic Submissions are required. 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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