

SCHOOL REPORT for 2018-2019 & PLAN for 2019-2020

- 1) This template may be used to complete your **School Report on Outcomes and your School Plan**.
- 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) Questions can be directed to 204-945-7188 toll free at 1-800-282-8069 ext. 7188.

SCHOOL REPORTING for 2018-2019 & PLAN for 2019-2020

Identification			
Name of School Division PEMBINA TRAILS	Name of School WHYTE RIDGE SCHOOL	Name of Principal VAL WOOD	Date (yyyy/mm/dd) 2018/10/14

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 34.083	Number of Students 500	Grade Levels K-4	There is an Educational for Sustainable Development (ESD) plan for the school. YES
What is your mission statement? Whyte Ridge School is dedicated to excellence through challenging and enriching experiences for all, in a safe and caring community.			Year Revised 2011

SCHOOL REPORT for 2018-2019

School Priorities
1. Writing
2. Citizenship

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. 100% of our students will demonstrate a year's growth in writing.	<ul style="list-style-type: none"> • 76% of our students achieved a 3 or 4 on the Provincial Report Card in Term 3 and 22% of our students achieved a 1 or 2 on the Provincial Report Card in Term 3 which means that 98% of our students demonstrate writing skills that are within grade level range. • Data collected through the writing continuum showed that of the 418 K to Grade 4 students that we were able to track for the full year, 95% made one year's growth in 50% or more of the identified writing areas, with only 1 student (0.24%) not showing growth in writing. • Evidence of the volume of student writing was clearly represented on school and classroom bulletin boards, in school website articles and in classroom journals and portfolios.
2. 100% of our students will demonstrate the skills and values of citizenship. a. Students will be able to articulate a sense of belonging to the community. b. Students will act as responsible and caring citizens. c. Students will demonstrate awareness of age appropriate inclusive behaviour.	<ul style="list-style-type: none"> • 91% of our students are within the range of appropriate demonstration of the skills and attitudes of citizenship. 69% of our students consistently demonstrated socially responsible behaviour and 22% of our students usually demonstrated socially responsible behaviour. • 9% of our students needed support to demonstrate socially responsible behaviour and were only able to achieve this goal independently sometimes • Tell Them From Me data confirmed that 88% of our Grade 4 students feel a sense of safety and belonging in our learning community. • The majority of our students demonstrated age appropriate understanding of the skills and values of citizenship by contributing to the classroom and school community, solving problems in peaceful ways most of the time, and valuing diversity. • Students demonstrated in a variety of ways that they were empathetic and accepting of those children who were different from themselves. They included others in recess play and classroom activities, responded to literature with thoughtful, kind and empathetic responses.

SCHOOL PLAN for 2019-20

Planning Process

As we reviewed our 2017-2018 data, it was clear that we had not met our desired target for writing. While many students made significant growth in writing, we wanted to support success in all our learners. We knew we needed to be more intentional when planning for the needs within our population. We value writing as an important 21st century skill and are actively working towards Pembina Trails' three expectations for learning, in the areas of literacy, engagement and graduation.

Our increasingly diverse and more complex population, created a sense of urgency for us to find ways to meet the academic and social-emotional needs of our students. Being selected to be 1 of 7 pilot schools involved in a new Service Delivery Project, created a vehicle and an opportunity to do things differently and to move towards a more inclusive and equitable learning community. We have been wondering what strategies we can employ to ensure all our families and specifically our newcomer families feel they have come to a safe and caring place. We want to ensure that all our students feel that they belong and are included and valued as a member of Whyte Ridge School. Our enrollment is increasing rapidly and our demographic is becoming more diverse, especially from a cultural perspective. Through investigating our data and holding conversations with all our staff, it became clear that we had:

1. To renew our understanding of differentiation to meet the needs of English Language learners, children with emotional dysregulation and challenging behaviour, and those with undiagnosed learning challenges.
2. To engage in practices that would support classroom teachers as they
3. A need for direct teaching in Social-Emotional Learning with a focus on inclusion, responsible citizenship, empathy and belonging.

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

Who was involved?

- Principal and Vice Principal, Teachers, and Educational Assistants worked together to review past school plans, recent data and create goals.
- School Plan goals shared with parents through PAC meetings
- Staff meetings in April and May dedicated to school plan review, data review through Wellman's Collaborative Inquiry framework and identification for areas of priority based on the most recent data.
- Opening Staff Meeting in Sept/19 reviewing areas identified as priorities and explaining the "why" followed by discussion
- October School Leadership Team worked with the language of the goal statements and roughing out the plan's strategies and indicators
- Goal statements shared at October professional development day for discussion. Staff collaboratively worked on strategies and indicators after looking at materials, resources and strategies to support new English Language Learners, adaptation strategies and documents supporting differentiation.
- Plan finalized by Principal and Vice-Principal and shared with staff for feedback
- Plan will be shared with Parent Advisory Committee at November meeting

How often did you meet?

- Throughout the year, school plan goals are discussed monthly at staff meetings, data and goals are referred to on Professional Development days and focused on with both teaching and EA staff.
- PAC meetings happened 8 times each year and the Principal and Vice Principal referred back to school plan goals and recent achievements at each meeting.

What data was used?

- Report Card data: Term 1, 2 & 3 Writing indicator data, Learning Behaviour data and Social Studies indicators in the area of Citizenship
- Anecdotal data regarding student engagement and collection of student writing samples throughout the year.
- All classroom teachers used the WSD Writing Continuum three times throughout the year. The continuum provides helpful data and a map which aligned with our goal statement about a year's growth.

Other highlights?

The first year of our Grade 4 Student Action Club was extremely successful with monthly awareness campaigns and or charity drives. The brought awareness to Indigenous Perspectives, issues around the homeless, environmental sustainability, and education. It was incredible to witness the leadership and passion of these 9 year old students.

School Priorities

- 1. Writing
- 2. Inclusion

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. 100% of our students will demonstrate a year’s growth in writing.	<ul style="list-style-type: none"> • Principal and Vice Principal will ensure teachers are planning strategic and authentic writing lessons and providing opportunities for all students. • Staff will engage in the divisional Service Delivery Demonstration pilot project to leverage resources to support student achievement through a co-teaching model. • Students will participate in lessons about the connection between reading and writing. • Students will learn more about the writer’s craft through special guest authors who will share their experience. • Students will write to build stamina and refine skills. They will participate in daily writing and have opportunities to write for a variety of audiences, purposes and in a variety of genres. • Students will develop voice through choice of topics, forms and genres. • Students will develop understanding of author and purpose through Author’s Chair, writing for website and community newsletter, polishing and publishing a piece of writing for school library. • Targeted intervention for identified students through the development of TIPs, strategic teaching and collaborative teaming such as co-teaching. 	<ul style="list-style-type: none"> • Movement on the writing continuum • Use of grade level rubric so teachers are all clear on expectations for grade level. Alignment of assessment practices. • Increased levels of engagement in writing • Students will demonstrate more independence in writing including production, revising and editing (for conventions, organization, purpose) • Students voice will be clearly “heard” in their personal work • Writing will demonstrate an understanding of purpose – who is the intended audience • Student writing samples will include a variety of genres, forms and structures 	<ul style="list-style-type: none"> • Whyte Ridge Adaptation of WSD Writing Continuum – 3x per year by every classroom teacher. • Online Literacy Database on clevr – 3x per year • Writing samples collected 3x per year - Strong Beginnings, February and May writing samples • Report Card data to track students working within grade level expectations – 3x per year • Observations (ongoing) • IEP goal evaluation (3x per year)

	<ul style="list-style-type: none"> • Teachers will continue to engage in Professional Development to enhance their practice of the writing process. • Use of resources such as <ul style="list-style-type: none"> ○ 6 plus 1 traits resources ○ Mentor Texts ○ New ELA curriculum ○ Graphic Organizers ○ Professional reading for staff – Jennifer Seravallo’s Writing Strategies and Reading Strategies, Ruth Culham’s The Writing Thief, and Regie Routman’s work 		
<p>2. 100% of our students will feel they belong, are valued and can make a contribution to our learning community.</p>	<ul style="list-style-type: none"> • Staff to use 9 Block Model to identify values and plan • Staff will use Jody Carrington’s book Kids These Days to develop a better understanding of connecting with students – ALL students, even the difficult ones. • Use of Safe, Caring and Inclusive schools document to conduct a needs assessment and identify priorities for the community to focus on • Staff will attend divisional PD event with Shelley Moore to enhance professional conversations and understandings about inclusion. • Students will be greeted and collected at their door each morning. • Use the 2 by 10 relationship building strategy to help staff move connections from artificial to authentic and bond with disconnected students • Celebrate and honour cultural diversity through recognition of special holidays • Use the lessons and language of GRIP (Gratitude, Respect, Integrity, Perseverance) in all areas of the school • Use Assemblies as opportunities to teach, reinforce and celebrate • Support Gr 4 Student Social Action Club with initiatives to make the school and world a better place • Support the Green Team as they develop ideas to care for our environment 	<ul style="list-style-type: none"> • Authentic inclusion and increased levels of empathy throughout the school community and school day • Increase demonstration of respect for others including their ideas and opinions • Decreased adult involvement in small problems • Welcoming, kind and respectful students in the hallways and on the playground • Increased observations of regulation in students • Students demonstrating responsible citizenship at events at assemblies such as special performances, Remembrance Day assembly, and on field trips • Staff will ensure that every child feels they have a safe adult to connect to when needed. Every student will be connected to at least one adult in the school building (former teachers, EAs, specialists, administration, school office staff) 	<ul style="list-style-type: none"> • Tell Them From Me data (fall 2018) • Sense of Belonging data collection (K-4) – fall and spring • Report Card data – Learning Behaviour and Citizenship domain of Social Studies • Anecdotal data <ul style="list-style-type: none"> ○ Teacher observations and feedback ○ Family feedback ○ Reports of behaviour to the office ○ Levels of participation in Social Action initiatives • ThoughtExchange survey to families about belonging • Data collected through Safe and Caring evaluation/needs assessment in October and May

	<ul style="list-style-type: none"> • Use of the Rick Hansen Foundation curriculum with an open invitation for teachers to use the curriculum and resources to teach empathy, acceptance and belonging • Develop Sensory Paths in hallways to help students with regulation • Honour use of alternative learning activities/space for students needing a break • Focus on Sense of Belonging strategy – every child who is demonstrating disconnection from the community will be connected to a caring adult • Staff will participate in Professional Development around self-regulation, executive functioning, English as an Additional Language learners • Family Night – spring event to bring families into the school • EAL evening to help new families connect with community resources – fall 2019 • Multi-language resources for students to use – apps, texts, tools • Use of new ELA curriculum’s practice of Language as Power and Agency • Continue introducing students to Indigenous perspective through literature, storytelling, and special guests as per the TRC Call to Action (#63 - iii) • Lessons and experiences developed using the Education for Sustainability document http://www.edu.gov.mb.ca/k12/esd/pdfs/sch_plan_exemplar.pdf 	<ul style="list-style-type: none"> • All families, including Newcomer and those with exceptional needs will be able to indicate that they feel welcome, heard and understood 	
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