

## SCHOOL REPORT 2021/2022 & PLAN 2022/2023

- 1) Please use this template to complete your **2021-2022 School Report on Outcomes and 2022-2023 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](http://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 2021-2022 and PLANNING 2022-2023

## Identification

Name of School Division <b>Pembina Trails School Division</b>	Name of School <b>Beaumont School</b>	Name of Principal <b>Allison Ward</b>	Date (yyyy/mm/dd) <b>2022/07/05</b>
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## School Profile

*(Complete the following using FTE as of Sept 30<sup>th</sup>.)*

Number of Teachers <b>13</b> <i>(total staff FTE allocated 11.416)</i>	Number of Students <b>169</b>	Grade Levels <b>Kindergarten to Grade Five</b>	There is an Educational for Sustainable Development (ESD) plan for the school.  <b>Not that I have found yet – new to the school, this is something that I will explore</b>
What is your mission statement? <b>Igniting the spark for a lifetime of learning</b>			Year Revised <b>2021</b>

## SCHOOL REPORT – 2021/2022

### School Priorities

1. Literacy
2. Numeracy
3. Indigenous Education

**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.

**LITERACY: All students will increase their reading and writing skills**

We have seen growth as a school in both reading and writing. The percentages in the table below represent the number of students with a 3 or 4 on their report card for reading and writing. Fountas and Pinnell percentages indicate the percentage of students reading at or above grade level using Fountas and Pinnell reading assessments.

**What do good writers do to make it easy for their readers?**

Students will be able to self-assess and then improve their writing using exemplars and editing checklists.

- Letter formation, letter/sound recognition, spelling, mechanics, story elements, retelling

**What do good readers do to read for meaning?**

Students will be able to show their comprehension by retelling a story using story elements, providing them with

	Term 1	Term 2	Term 3
<b>Reading Comprehension Report Card Marker</b>	79%	80%	83%
<b>Writing Communication Report Card Marker</b>	56%	68%	68%
<b>Fountas &amp; Pinnell Benchmark Reading Assessment Scores</b>	75%	76%	89%

<p>purposeful reading, visualizing, connecting reading to self, to text and to the world, as well as predicting with evidence from the text.</p>	
<p><b>NUMERACY: All students will be able to explain their mathematical thinking when solving problems</b></p> <p><b>What do good mathematicians need to know?</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• explain the value of a digit in a number</li> <li>• understand patterns of the base ten system</li> <li>• explain their thinking during Number Talks</li> </ul>	<p>Students continued to progress towards this goal. At the end of term 1, 82% of students were achieving within the range of preferred level of performance (report card indicator of 3 or 4); 84% at the end of term 2, and 84% at the end of term 3.</p> <p>Students achieved this goal through:</p> <ul style="list-style-type: none"> <li>• Intentional, year-long instructional emphasis on place value and spiral practice related to place value topics which created a solid foundation for new math learning</li> <li>• Daily Number Talks and estimation activities, with an emphasis on sharing flexible thinking aloud and listening to the thinking of others in order to learn from peers.</li> <li>• Use of the hundred chart to learn and review skip counting, looking for number patterns, adding, subtracting, multiplying, and dividing strategies.</li> <li>• Manipulatives to make concrete groups of ten and to understand arrays and fractions.</li> <li>• Use of resources from the Mathology program.</li> </ul>
<p><b>Indigenous Education</b> <i>Call to Action #57: We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</i></p> <p>By June 2022, opportunities for all teachers and students to learn about Indigenous peoples, culture, history, or perspectives through schoolwide and curricular initiatives will be provided.</p>	<p>Our focus on Indigenous Education included the learning experiences for both teachers and students. Teachers participated in three PD days focused on Indigenous Education— a two-day TRCM Treaty Kit training in the fall and a one-day workshop on Indigenous culture in the spring. A monthly book study using <u><a href="#">Ensouling our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation</a></u> by Jennifer Katz bridged our work last year on mental health and well-being with Indigenous perspectives. All teachers intentionally embedded Indigenous perspectives throughout the school year, with our two Indigenous Education teacher champions playing a significant role in teaching students about the Seven Sacred Teachings, medicines, and the significance of the turtle in Indigenous cultures. In class activities included:</p> <ul style="list-style-type: none"> <li>• The development of a classroom treaty with the focus being “making a promise” which was referred to regularly throughout the year</li> <li>• A water inquiry with a focus on indigenous perspective, specifically water inequality and safety</li> <li>• Art related to Indigenous perspectives, such as Metis beadwork dot art, clay turtles, medicine wheel)</li> <li>• An emphasis on oral storytelling and sharing to a respectful audience</li> </ul>

## SCHOOL PLAN – 2022-2023

### Planning Process

List or describe factors that influenced your priorities.

- Provincial priorities and Manitoba Education vision and mission that all Manitoba children and students succeed, no matter where they live, their backgrounds, or their individual circumstances, supporting all children and students to reach their full potential.
- Three divisional expectations: Personal and Intellectual Engagement; All students will meet curricular standards in Literacy and Numeracy; All students will graduate
- Data gathered through the Strong Beginnings assessment process implemented by teachers early in September
- Class profile meetings with teachers and the Support Services Team
- Grade level team review of class profiles to determine goals
- Qualitative Data ~ asking questions of staff, students and the parent community to determine their priority learning needs

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

Who was involved?

- As a new administrator, ongoing conversations with staff, students and parent community helped to guide planning and identify the priority needs of the school community.
  - Guiding questions as part of the planning process included:
    - What do we do well at at Beaumont School? How do you know?
    - What do we believe about teaching and learning? What are we passionate about?
    - What do we need to do better at? What areas do you want to see grow? How will we know we are growing or getting better?
- The planning process has been informed by assessment data collected in September and during Strong Beginnings (September 22 and 23) which were the basis of classroom profiles
- Classroom teachers, along with the Support Services Team and the school leader met to discuss their class profiles early in October. During these meetings we collaboratively identified class strengths and stretches and planned for necessary interventions. Common threads through the class profile meetings have driven the school plan.
- Grade level team meetings were held to review class profile themes and identify a grade level/school focus.
- The school leadership team met to refine goals
- Involvement of the parent community through formal Parent Advisory Council meetings as well as informal conversations with parents (often held by being visible and available during morning drop off or afternoon pick up time)
- A draft of the plan was shared at a PAC meeting, and ongoing review of progress towards the goals will continue as a PAC agenda item throughout the year
- Once goals were collectively identified, teachers, educational assistants and PAC were asked to contribute ideas for strategies, indicators and data collection (posted in the staff room, staff can collectively and collaboratively build these sections of the plan together)
- Conversations with Beaumont School's Senior Admin link along with admin teams from neighbouring and feeder schools in the school community provided feedback, review and suggestions to enhance the school plan
- A draft of the school plan was shared with admin teams from neighbouring and feeder schools in my school community for feedback, review and suggestions
- A draft was shared with school staff and PAC in October meetings

How often did you meet?

- Class profile meetings to identify common areas of goals involved two meetings in late September/early October: an individual class profile meeting as well as grade level class profile review team meetings; class profiles will be reviewed in early February to examine progress towards goals and individual/class trends
- The school planning team (program leaders, teacher-in-charge, support services teacher) met twice in the initial planning process, once in late August to begin the school planning process and once following the class profile process to refine goals; the team will meet at minimum once each term to review progress towards goals, and collaborate to plan relevant school PD sessions
- A whole staff meeting occurred to discuss, add to, review and receive feedback on the plan; the plan will be part of each staff meeting where staff have the opportunity to reflect on progress towards goals by bringing and sharing data, collaboratively problem-solving if data does not indicate progress as well as the opportunity to share learning or strategies they have found effective
- A PAC meeting occurred to discuss, add to, review and receive feedback on the plan; the plan will be a standing agenda item at each PAC meeting where progress and initiatives are shared

What data was used?

- Fountas and Pinnell Benchmark instructional reading assessments
- Words Their Way Spelling Assessments
- Math Running Records Data
- Strong Beginnings Numeracy assessment data
- Qualitative Data – interviews, conversations and observations with students, staff and parents
- Data provided by the school division's Continuous Improvement Research Officer
- June 2022 Report Card data

Other highlights?

In order to ensure this is a living document:

- At regular intervals throughout the year, school plan goals will be identified, discussed and reviewed (monthly at staff meetings and PAC meetings)
- Data and goals are used by the school planning team to plan and drive school professional development days
- Goals are connected to individual professional growth plans of teachers; the school plan is the focus of both teaching and educational assistant staff
- PLC's have evolved and are encouraged where interested teachers collaborate in professional learning around goals and instructional practices; these PLC's are supported through the Pembina Trails School Division's Joint PD fund

### **School Priorities**

1. Literacy: What do good readers do to read for meaning? and What do good writers do in order to communicate a message?

2. Numeracy

3. Indigenous Education

<b>School Plan</b>			
<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
<p><b><u>Literacy:</u></b></p> <p><b>What do good readers do to read for meaning?</b></p> <p>By June 2023, 90% of students will be able to identify, use and articulate a strategy that they use to help them read for meaning.</p> <p><b>What do good writers do in order to communicate a message?</b></p> <p>By June 2023, 90% of students will be able to identify, use and articulate a strategy they use when writing to help them communicate a message.</p>	<p><b>Targeted reading instruction:</b></p> <ul style="list-style-type: none"> <li>• Use assessment data to inform explicit teaching of reading comprehension strategies: retelling a story using story elements, identifying a purpose for reading, visualizing, connecting reading to self, text and the world, as well as predicting with evidence from the text.</li> <li>• Whole class anchor charts co-created and posted to highlight reading strategies.</li> <li>• Build in times for co-planning and co-teaching with Support Services Teacher and Teacher Librarian for interested classroom teachers</li> </ul> <p><b>Targeted writing instruction:</b></p> <ul style="list-style-type: none"> <li>• Use assessment data to inform explicit teaching of writing strategies as needed</li> <li>• Students will be taught to self assess looking for evidence of strategies using exemplars and editing checklists.</li> <li>• Whole class anchor charts will be created and posted to focus on key strategies of good writers.</li> <li>• Students will be provided with real-world opportunities to write, with a focus on non-fiction writing (SeeSaw, Twitter, blogs)</li> <li>• Picture book exemplars illustrating writing strategies and teaching points will be organized in the library for easy access (including books for voice, identity, procedural writing, persuasive writing, maps, letter writing, cards)</li> <li>• Instruction through shared reading and writing opportunities, with a gradual release of responsibility (I Do, We Do, You Do)</li> <li>• Build in times for co-planning and co-teaching with Support Services Teacher and Teacher Librarian for interested classroom teachers</li> </ul>	<p>Fewer students are achieving ND, 1 or 2 in reading comprehension and writing on March and June report cards</p> <ul style="list-style-type: none"> <li>• 85% of students will receive a performance marker of 3 or greater in reading comprehension on their June 2023 report card</li> <li>• 75% of students will receive a performance marker of 3 or greater in writing on their June 2023 report card.</li> </ul> <p>Evaluation of goals from targeted intervention plans every six weeks indicates student growth each time goals are reviewed.</p> <p>Non-Fiction writing along with multiple sources of writing used to determine report card indicator.</p> <p>Students are engaged in authentic reading and writing tasks.</p> <p>Students are independent in authentic reading and writing tasks.</p> <p>Students are asking questions, making predictions, making connections re-reading for meaning.</p> <p>Formative Assessment during Reading and Writing conferences that indicate skill acquisition. Students can articulate strategies used by good readers and writers.</p>	<p>Beginning and end of year writing samples</p> <p>Fountas and Pinnell Benchmark reading assessment data</p> <p>Report card data</p> <p>Targeted intervention plan reviews</p> <p>Multimodal sources of data including multiple forms of non-fiction writing (lists, letters, persuasive text, diagrams, informational text, captions . . .); reading a variety of print and visual texts.</p> <p>SeeSaw journals as evidence of learning (reading and writing)</p>

	<p><b>Teacher Professional Development:</b> Through professional development, we will work together to evaluate our literacy instruction to ensure our practices are effectively targeting and addressing our student needs in the areas of reading and writing.</p> <p>Consider accessing resources for teachers including:</p> <ul style="list-style-type: none"> <li>• <u>The CAFÉ Book</u> by Bouchey and Moser</li> <li>• <u>Daily 5</u> by Bouchey and Moser</li> <li>• <u>6+1 Writing Traits</u> by Ruth Culham</li> <li>• <u>Non-Fiction Writing Power</u> and other resources by Adrienne Gear</li> <li>• <u>The Writing Strategies Book</u> by Jennifer Serravallo</li> <li>• <u>The Guided Reading Teacher Companion</u> and other resources by Jan Richardson</li> </ul> <p>Encourage interested teachers to embed this learning in professional growth plans and PLC applications through our Pembina Trails School Division Joint PD fund or MTS Collaborative Learning Team grants.</p> <p><b>Supporting struggling learners:</b> Targeted intervention plans, including Levelled Literacy Intervention, will be implemented to support struggling readers and writers (those with a performance marker of 2 or less) across all grade levels. Plans will be implemented and reviewed in 6-week intervention cycles.</p> <p>Teachers will use their grade level meetings once each cycle to identify common student needs and plan collectively to respond to needs based on classroom assessment data.</p>		
<p><b><u>Numeracy:</u></b></p> <p><b>What do good mathematicians do to help them solve problems?</b> By June 2023 88% of students will receive a performance marker of 3 or greater on the provincial report card in the area of Mathematics Problem Solving. Students will be able to identify and articulate a strategy they use to successfully address and solve a math problem.</p>	<p><b>Targeted Problem-Solving Instruction</b></p> <ul style="list-style-type: none"> <li>• Think aloud and direct teaching of problem-solving math strategies. Co-created anchor charts posted in classrooms</li> <li>• Continued implementation of Mathology in grade 1-3 classrooms and Knowledgehook in grade 4-5 classrooms</li> </ul>	<p>Fewer students are achieving ND, 1 or 2 on March and June report cards</p> <p>Evaluation of goals set in targeted intervention plans every six weeks indicate growth each time goals are reviewed</p>	<p>Ongoing formative assessment and teacher observations</p> <p>Report card data – Problem Solving performance marker</p>

- Build in times for co-planning and co-teaching with Support Services Teacher
- Authentic problem-solving challenges offered in the library
- Use instructional resources such as Esti Mysteries (Steve Wyborney), Dan Finkle and Jo Boaler
- Manipulatives are available and used regularly in all classrooms
- Time is provided for students to struggle with ideas, explore challenges and play with problem solving
- Growth Mindset is taught and celebrated
- Math games will be included in a Family Games Night Celebration in December

**Teacher Professional Development:**

Provide access to resources for PD of the following:

- Number Talks by Sherry Parrish.
- Good Questions Great Ways to Differentiate Math Instruction by Marian Small.
- Mathology

Numeracy Team Leader to participate in divisional PD and share key learnings from numeracy team meetings

Encourage interested teachers to embed this learning in professional growth plans and PLC applications through our Pembina Trails School Division Joint PD fund or MTS Collaborative Learning Team grants

Engage the divisional numeracy consultant to work with interested teachers to engage in a collaborative learning cycle exploring numeracy problem solving practices

**Supporting Struggling Learners:**

Clearly identify learners who are struggling through ongoing data collection

Targeted interventions created by teachers in consultation with SST members, are in place for all learners who score a 2 or less.

Implement 6-week targeted interventions; track data every 6 weeks.

Students are using personal strategies and algorithms to provide flexible and efficient methods of problem solving

Students can explain their thinking during Number Talks

Students are able to apply basic fact knowledge to problem-solving tasks with speed and accuracy and explain the value of a digit in a number with an understanding of the number patterns of the base-10 number system

Targeted intervention plans updated every six weeks



	<p>Teachers will use their grade level meetings once each cycle to identify common student needs and plan collectively to respond to needs based on classroom assessment data.</p>		
<p><b><u>Indigenous Education</u></b>  <b>What does it mean to be a good treaty member?</b>  By June 2023, students and staff will build perspective and understanding in regard to their role as treaty members and embed this in daily practice (Calls to Action #62, 63)</p> <p><u>Call to Action #62:</u>  We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students</p> <p><u>Call to Action #63:</u>  We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <ol style="list-style-type: none"> <li>i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.</li> <li>ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</li> <li>iii. Building student capacity for intercultural understanding, empathy, and mutual respect.</li> <li>iv. Identifying teacher-training needs relating to the above</li> </ol>	<p><b>Targeted Instruction on Treaties and Intentional embedding of Indigenous Perspectives</b></p> <ul style="list-style-type: none"> <li>• Implementation of grade level lessons from the TRCM Treaty Kits. All teachers will use the treaty kits for instruction of Social Studies outcomes</li> <li>• Land-based focus on teaching and learning</li> <li>• Engage community partners (Louis Riel Institute, Treaty Relations Committee, etc.)</li> <li>• Provide meaning and teaching behind the daily land acknowledgement made during announcements</li> <li>• Encourage students to write and share personal land acknowledgements</li> <li>• Engage with Elder, Glenna Harrison (Cookem Daisey) to introduce and celebrate the cultural contributions of Indigenous people</li> <li>• Include Indigenous games in our school wide Family Games night in December</li> <li>• Build in times for co-planning and co-teaching with Indigenous Teacher Champions for interested teacher</li> <li>• Ensure Indigenous representation in our classrooms and hallways through books, math tools, art and cross curricular connections</li> </ul> <p><b>Teacher Professional Development:</b>  Staff will continue to be supported by two Indigenous Education teacher champions as school-based program leaders.</p> <ul style="list-style-type: none"> <li>• Explore <u>Mamàhtawisiwin: The Wonder We Are Born With</u> which outlines Manitoba Education and Early Childhood Learning's vision, policy statement, guiding principles, and strategies and actions for achieving the intended successful</li> </ul>	<p><b>School Staff Members will be:</b>  Discussing and sharing ideas on the topics within Indigenous Education</p> <p>Using the activities in the Treaty Kits Embedding Indigenous ways of knowing in all subject areas</p> <p><b>Students will be:</b>  Creating their own personal land acknowledgements with actions embedded in the acknowledgement.</p> <p>Sharing personal land acknowledgements on the daily announcements.</p> <p>Engaged in discussions and inquiry learning on treaties and other topics within Indigenous Education by asking questions and thinking critically.</p> <p>Learning and applying Indigenous ways of knowing in all subject areas.</p> <p>Engaging in cultural experiences led by an Elder and sharing these experiences.</p>	<p>Record of teacher lesson plans and inquiry projects</p> <p>Staff meeting and PD agenda items discussing and sharing ideas on topics related to Indigenous Education</p> <p>Record of student created land acknowledgements written and shared</p> <p>Record of guest speakers and special projects</p>

	<p>learning outcomes for First Nations, Métis, and Inuit students and for all students in Manitoba</p> <p>Through professional development, we will work together to identify areas of strength and stretches as educators. Teachers who are interested will be encouraged to embed this learning in professional growth plans and submit PLC applications through our Pembina Trails School Division Joint PD fund or to MTS Collaborative Learning Team grants.</p> <p>A good treaty and community member is regulated and engaged in learning</p> <ul style="list-style-type: none"> <li>• Staff book study on <u>Zones of Regulation</u> to build common language and strategies to support regulation across all grade levels</li> <li>• Online safety and digital citizenship lessons and focus</li> </ul>		
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