

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division Red River Valley School Division	Name of School Oak Bluff Community School	Name of Principal Pamela Lee	Date (yyyy/mm/dd) 2011/10/15

<b>Step 2</b>	<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 7.70	Number of Students 131	Grade Levels K - 8	
	What is your mission statement? Our mission is to partner with the community to provide a caring and safe environment where students strive to achieve personal and academic excellence through diverse programs while building self esteem and citizenship to succeed in an ever changing world.			Year Revised 2006

<b>Step 3</b>	<b>Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)</b>	
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence)</b>
	1. Further implementation of the Virtues Project combined with the Roots of Empathy Project were continued. In addition the character education programming at OBCS included projects that had a more global citizenship aspect.	<ul style="list-style-type: none"> <li>Global Citizenship: The Empty Bowls Project was featured throughout the school year. In December, grade 7&amp;8 students wrote letters to various businesses seeking donations for fundraising Community Supper. Also in December grade 5&amp;6 students wrote invitation to local celebrities to invite them to participate in the Empty Bowl Project. In February the entire school population was involved in the creation of a clay bowl (done in the school gym with everyone participating at the same time). In March bowls were painted and a Community Supper was held to celebrate the Empty Bowl Project. This project raised \$3854.16 which was donated to Winnipeg Harvest. Other projects participated in were Christmas Cheer Board and the Operation Christmas Child.</li> <li>Roots of Empathy Project was delivered in Mrs. Slobodzian's grade 2/3/4 classroom.</li> <li>Virtues from the Virtues Project were delivered during morning messages and were embedded into daily conversations. Virtue assignments (based on the Virtues Project) were assigned as part of our Restitution expectations (also used as a means of communication with parents as their signatures are required on the assignments).</li> </ul>
	2. Technology will continue to be updated.	<ul style="list-style-type: none"> <li>Two mimios were purchased to increase the number of interactive teaching devices in the school. A digital camera lab was set up on a sign-out basis.</li> <li>Twenty-five desktop computers and two laptop computers were purchased. Two first row speakers were purchased.</li> </ul>
3. Small group instruction and co-teaching will be implemented in Mathematics.	<ul style="list-style-type: none"> <li>Small group instruction delivery practices were established in the grade 7/8 math classrooms.</li> <li>The grade 8 math classes were involved in introducing co teaching techniques.</li> <li>Co teaching strategies were embedded in lesson delivery.</li> <li>Small group instruction was also implemented into a grade 2/3/4 math classroom.</li> </ul>	

<b>Step 4</b>	<b>Planning Process (2011-12)</b>
	List or describe factors that influenced your priorities. <ul style="list-style-type: none"> <li>Professional readings</li> <li>Programming and learning needs of our students</li> <li>Goals set by staff and our Home and School group</li> </ul>
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? The school plan was created through discussions held during in-services, staff meetings, meetings with our parent advisory group (Home and School), and student council meetings (student voice). Professional readings and book studies, along with Divisional professional development, also helped identify and define the goals and directions that are to be the focus in the upcoming year (s).
	How often did you meet? Staff meetings and Home and School meetings occur monthly. Professional dialogues based on readings occur monthly, often more frequently. Student council (student voice) meets weekly.
What data was used? <ul style="list-style-type: none"> <li>Data collected during our Strong Beginning Interviews held in September. This data included: Running Records, BURT reading inventory, Written Vocabulary, Writing passages, and Math interviews. Students in K through 4 were involved in common assessments. Students in grades 5 through 8 were involved in common assessment tools. Collected data will also be used to create a Data wall.</li> <li>Areas to be highlighted were identified through discussions, then rated in terms of importance within the groups(s).</li> </ul>	

<b>Step 5</b>	<b>School Priorities</b>
	1. Increased Literacy levels
	2. Increased Numeracy levels
	3. Increase evidence of good Citizenship

<b>Step 6</b>	<b>2011–2012 Plan</b> <i>For examples, see the Planning in Education website at <a href="http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html">http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</a></i>			
	<b>Expected Outcomes</b> What specifically are you trying to improve for students learning? (Observable, measurable)	<b>Indicators</b> How will you know that learning is improving?	<b>Strategies</b> What actions will you take?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
	1. By June 2012, 90% of students at OBCS (K-8) will demonstrate one year's growth in reading.	<ul style="list-style-type: none"> <li>Engagement in daily reading activities</li> <li>Transfer of word work into daily reading and writing</li> <li>Students independently choose to read</li> <li>Students choosing appropriate reading material independently</li> </ul>	<ul style="list-style-type: none"> <li>Provide small group instruction during reading</li> <li>Implementation of the CAFÉ</li> <li>Provide a wide variety of reading materials</li> <li>Provide daily opportunities for reading</li> <li>Provide exposure to different genre</li> <li>Cross grade reading buddies</li> <li>All teachers trained in running records</li> <li>Development of Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>Running records</li> <li>Observation Survey</li> <li>Data wall</li> <li>Anecdotal observations</li> <li>Strong Beginnings</li> <li>Building off professional development sessions delivered by Sandra Herbst and Damien Cooper</li> </ul>
	2. By June 2012, 90% of students at OBCS (K-8) will demonstrate one year's growth in numeracy.	<ul style="list-style-type: none"> <li>Engagement in daily small group instruction</li> <li>Transfer of conceptual understanding into daily application (problem solving)</li> <li>Instant recall of basic facts</li> <li>Using appropriate strategies when solving problems</li> <li>Using appropriate strategies to solve operations (basic facts)</li> </ul>	<ul style="list-style-type: none"> <li>Early Years staff trained in Math Recovery Interviews</li> <li>Provide small group instruction daily</li> <li>Implementation of Buddy Math- using math games</li> <li>Math games focused on basic facts</li> <li>Create numeracy support teachers</li> <li>Leaps and Bounds support materials</li> <li>Celia Baron's support material for basic facts</li> <li>Mental math strategies</li> <li>Development of Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>Math Interviews</li> <li>Data wall</li> <li>Anecdotal observations</li> <li>Pre-assessment/post-assessments based on outcomes being addressed (Leaps and Bounds)</li> <li>Strong Beginnings</li> <li>Building off professional development sessions delivered by Sandra Herbst and Damien Cooper</li> </ul>
2. By June 2012, 100 % of students at OBCS (K-8) will participate in Global citizenship activities.	<ul style="list-style-type: none"> <li>Student participation in the planning of a " Me to We" event</li> <li>Student initiated activities (locally)</li> <li>Contributing citizens</li> <li>Engagement and enthusiasm toward citizenship</li> </ul>	<ul style="list-style-type: none"> <li>attend to We Day</li> <li>5/6 Christmas Challenge (donation of toys WPG Christmas Cheer)</li> <li>Food donations</li> <li>Quilt donations</li> <li>Garage sale</li> <li>Health and school kits</li> <li>Staff adopt a Family at Christmas</li> <li>Virtues Projects</li> <li>Roots of Empathy</li> <li>Respect Ed</li> <li>How Full is Your Bucket by Tom Rath and Mary Reckmeyer</li> </ul>	<ul style="list-style-type: none"> <li>Participation in events</li> <li>Visual representation/display of the various donations</li> </ul>	