

School Planning Report 2011-2012

Step 1	Identification			
	Name of School Division Red River Valley School Division	Name of School Peace Valley School	Name of Principal Tracey Gluska	Date (yyyy/mm/dd) 2011/10/15

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>		
	Number of Teachers 2.0	Number of Students 30.5	Grade Levels: K-11
	What is your mission statement? Every member of our learning community will be lifelong learners.		Year Revised 2011

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	1. Improve reading readiness, reading skills and attitude towards self as a reader.	Daily 5 Framework was implemented in the Early Years classroom in the afternoon program and implementation began in Middle Years. Frequent word work using Beverly Tyner's framework was utilized. Assessment was completed to match readers to leveled text. Comprehension strategies were explicitly taught in Middle Years to enhance understanding. Higher level picture books were introduced, read aloud and encouraged to engage student interest. Instruction and knowledge was set in place for individualized instruction during the 2011-2012 school year. Most students show a high interest in independent reading and are able to choose a book that matches their reading level.
	2. Strengthen foundation math skills for Kindergarten – Grade 8 students.	Students ask questions to seek further understanding in mathematical processes. Most students independently use a variety of manipulatives to assist with solving mathematical processes. Khan Academy was implemented during third term in Middle Years. Students used this online resource to in independently work through many math concepts. Celia Baron's Thinking Strategies were introduced to Middle Years.
	3. Improve technology integration into classroom and administrative practices.	Student engagement increased with infused technology. Mimio Studio used throughout the day in the Early Years classroom. Mimio Studio purchased and implemented in the Middle Years classroom. Staff participated in professional development on how to effectively use the Mimio to enhance instruction.

Step 4	Planning Process (2011-12)
	List or describe factors that influenced your priorities. Our priorities were influenced by previous priorities along with assessment that showed that most of the students are still below grade level in literacy and math.
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? As a staff we decided to assess all the students with common assessments in reading, writing and math. Based on the results we created our outcomes and strategies. Division support professionals, divisional clinicians and administrators were consulted before solidifying the 2011-2012 priorities.
	How often did you meet? We met frequently both informally and formally to discuss assessment procedures and results, 2010-2011 priority results in order to determine the priorities for the 2011-2012 school year.
	What data was used? We used Beverly Tyner's word work assessments, BURT Spelling assessment, Fountas and Pinnell Benchmark Reading Assessments, and Math Recovery diagnostic, formative and summative assessments. We used conversations, informal observations as well as daily work to further determine the academic and development stages of all of the students at Peace Valley School.

Step 5	School Priorities	
	1.	Enhance decoding, comprehension and higher level thinking during reading from Kinderdergarten – Grade 8.
	2.	Continue to focus on mental math strategies to enhance basic facts from Kindergarten – Grade 8.
	3.	Implement common assessment from Kindergarten – Grade 8 to track and guide Literacy and Numeracy learning.

Step 6	2011–2012 Plan			
	For examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html			
	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 2012, 85% of Kindergarten – Grade 8 students at Peace Valley School will demonstrate 1 year growth in reading.	<ul style="list-style-type: none"> Students engaged in reading Students demonstrate and transfer knowledge of Beverly Tyner word work concepts Students show success in moving through various leveled literature during independent reading and guided reading/small group activities 	<ul style="list-style-type: none"> Daily 5 framework used in Early and Middle Years Beverly Tyner and Words Their Way word work implemented in Early and Middle years K-8 assessed using Fountas & Pinnell's Benchmark assessment kit. Daily small group reading instruction in Early Years Students have opportunity to read literature at independent reading level daily 2 Teachers and 1 Educational Assistant will attend Words Their Way Workshop 	<ul style="list-style-type: none"> Daily observations and anecdotal records during guided reading instructions Daily observations and anecdotal records during word work instruction Reading Logs Periodic formal Fountas and Pinnell Benchmark assessments
2. By June 2012, 85% of Kindergarten - Grade 8 students will demonstrate 1 level of growth in number concepts, forward number word sequence, backwards number word sequence and the Stages of Early Arithmetic Learning (SEAL) according to Math Recovery's Assessment levels.	<ul style="list-style-type: none"> Students are working at their instructional level during math class Students transfer their mathematical understanding into other mathematical processes 	<ul style="list-style-type: none"> Administrator will complete 6 day Math Recovery training and will assess all students from Kindergarten – Grade 8. Small group instruction will be implemented to teach students at their instructional level. Celia Baron's Thinking Strategy resources will be implemented to enhance addition, subtraction, multiplication and division strategies. Mental math strategies will be taught in Middle Years using the resource Mental Math in Middle Years. 	<ul style="list-style-type: none"> Math Recovery assessments Anecdotal observations during small group instruction Anecdotal observations during daily mathematical activities 	
3. 100% of Kindergarten – Grade 8 student's instructional levels in Literacy and Numeracy will be identified and growth will be tracked at the beginning, middle and end of the 2011 – 2012 school year.	<ul style="list-style-type: none"> Students working at their instructional level in reading, word work and math. Students understand big picture of assessment Students use assessment language Students participate effectively in co-creating criteria Students self-monitor towards success 	<ul style="list-style-type: none"> All teachers will attend Sandra Herbst Assessment PD on October 11 2 Teachers will attend a PD session with Rick Wormelli on October 25 and 26 Attend Damien Cooper PD in February Implement triangular assessment practices in Early and Middle Years Administer Math Recovery Assessment from K-8 Administer Fountas and Pinnell Benchmark Assessments from K-8 Administer Beverly Tyner's Word Work assessment from K-8 	<ul style="list-style-type: none"> Formal assessments using Fountas and Pinnells Benchmark assessment at the beginning and end of the year. Formal assessments using Beverly Tyners Word Work assessment at the beginning and end of the year. Math Recovery interviews Tracking records using Math Recovery templates. Anecdotal observations records during Guided Reading, word work and Guided Math lessons. 	