

Western School Division

**Minnewasta School
Continuous Improvement Plan
2019-2020**



School Profile

Our school is a passionate school, driven by student engagement and a strong feeling of community. Our school has worked hard to improve/change the way we teach (teacher capacity) in order to allow a greater opportunity of success for our children. Project Based Learning has become an integral part of our teaching, which allows all students a chance to learn in a multitude of ways. Along with project based learning, Coding has become an important part of learning experiences for our students, generally in the third and fourth grade settings. Additional pieces of technology including iPads, laptops, and computers have been provided to support our initiatives. Minnewasta also has a school wide intervention plan that is vital to supporting the success of all our students.

Minnewasta school is a kindergarten to grade four English track school that currently has 317 students. Our kindergarten group has 66 students, grade one has 71 students, grade 2 has 57 students, our third grade classrooms have 67 students, and we currently have 56 fourth grade students. Due to the amount of students we currently have 4 portable classrooms that are used by four classroom teachers. If this were taken into percentage consideration, 25.4% of our total school population are receiving their programming in portable classroom settings. As our enrollment continues to rise, the expectation is that our school will be educating well over 320 students by September 2019.

Western School Division has an equity policy that allows students at Minnewasta school to enjoy many things that are provided for them. Children that go to Minnewasta are able to enjoy many great things like field trips, the use of technology, project based learning activities, and great music and physical education opportunities. Our teaching staff also run a variety of extra-curricular activities which includes a run club, school carolling, and organized games in the gymnasium during lunch hour. An additional item to support the culture of the school, Minnewasta has their own school song!

We are a diverse population that can be seen and heard in the classrooms and halls of our building. Children here are given the chance to explore themselves and individuals as well as the commonalities and differences that make them different from others. Overall, this school takes pride in student achievement, student safety, and social belonging.

Mission Statement

Learning and Growing Together

The mission of Minnewasta School is to provide a friendly, safe and respectful place where students, staff, parents/guardians and community work together to encourage lifelong learning. Minnewasta's staff will use the best available resources to challenge all students in a caring and competent way, respecting each child as an individual.

School Philosophy

Minnewasta School is a centre of learning in which the staff is committed to the development of the total individual. It is our goal to provide a framework in which children, together with parents/guardians, educators, and the community at large, strive for and achieve their highest potential.

Each child's academic and artistic development as well as physical, social and emotional well-being are our concern. We strive to provide a quality education for all students through accommodating individual student needs and differences in a safe and enjoyable environment. At Minnewasta we aim to foster a life-long love of learning through a variety of educational programs and experiences.

A feeling of pride, achievement, and positive self-esteem is essential for success. We promote cooperation and a development of universal morals including respect and appreciation of others. We endeavour to prepare students to become responsible, considerate, caring, and contributing citizens of the community.

We, at Minnewasta School, maintain a commitment and dedication to these goals. We believe that a child's success depends on the involvement and support of all members of the child's team – parents/guardians, teacher, school personnel, and community.

Career Development

Our school understands and supports the development of our students as citizens of the world. Through our Ready for Life document students are prepared in a variety of ways for success after grade 12. The initiatives are split between the four phases of Dream, Explore, Experience, and Plan. Minnewasta school primarily works in the area of dreaming and exploring, but in some cases stems to work with experiences and planning.



As you can see, in the grade levels you would find at Minnewasta school, our career development opportunities will be through curriculum, classroom based opportunities, field trips, and other experiences. In the Dream and Explore phases that will be primarily introduced to our students at Minnewasta, they will acquire skills through play, and be given opportunities to explore a wide variety of careers and professions relevant to their world and interests.

School Admin Team

Our administration/office team consists of a Principal, a full time administrative assistant, and a part time administrative assistant.

Principal:	Geoff Sutton
Administrative Assistant:	Jenelle Strome
Administrative Assistant:	Kathy Neufeld

Staff Complement

Full-time Equivalents	No.
<i>Principals</i>	1
<i>Kindergarten Teachers</i>	1.5
<i>Grade 1 Teachers</i>	3
<i>Grade 2 Teachers</i>	3
<i>Grade 3 Teachers</i>	3
<i>Grade 4 Teachers</i>	3
<i>Counsellors</i>	0.6
<i>Resource Teachers</i>	1.5
<i>Music Teachers</i>	1
<i>Physical Education/Health Teachers</i>	1.4
<i>Reading Recovery Teachers</i>	1
<i>EAL</i>	0.5
<i>Educational Assistants</i>	10

Programs Offered

Minnewasta school strives to offer the programming necessary to give all students a chance to succeed not only from Kindergarten to Grade 4, but the skills from this programming to be set for life after graduation.

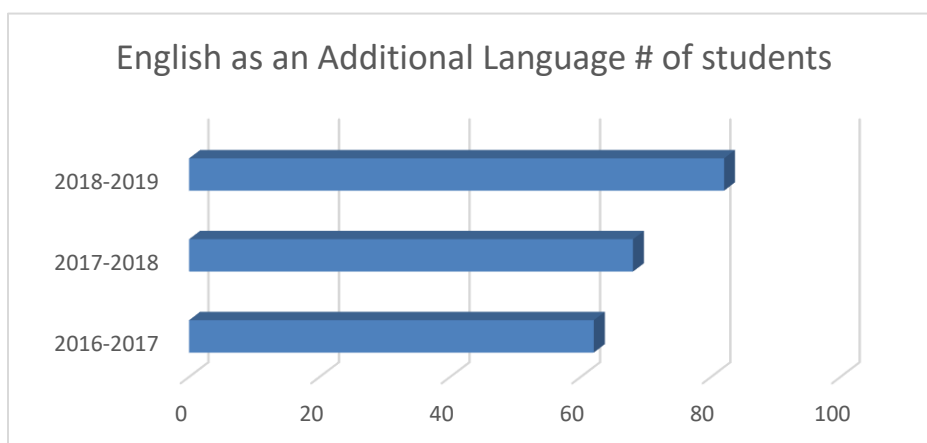
Classroom teachers provide instruction in the core areas of Literacy and Numeracy, as well as the thematic units of Science and Social Studies. In our school you will see

many different outcomes being worked on simultaneously, for example Numeracy outcomes could be learned through a thematic unit such as Science. Classroom teachers also work on Early Start French programming from Kindergarten to Grade 3, and Basic French is taught in all of Grade 4. Throughout these subjects’ children will be working through inquiry based, project based, and teacher guided lessons to enhance student engagement and achievement.

Other program offerings at Minnewasta school include Music, Physical Education, Active Health, Reading Recovery, and English as an Additional Language. These programs are taught by specialist teachers with training in these subject areas.

School Data

Disaggregation	# of Students	% of Student Population
English as an Additional Language	82	28%
Self Declared Aboriginal	4	1.5%



As shown in the graph above, English as an Additional Language Learners are on the rise at Minnewasta school. There are a lot of families moving into our area from other countries that do not have English as their primary language spoken at home. From September 2016 to September 2018 our school has seen an additional 20 students in our enrollment that are EAL. We are expecting that as more students arrive throughout the summer, in September of 2019 we are anticipating closer to 90 EAL students.

Minnewasta ESD Plan

Our school continues to work towards sustainable development in a wide variety of ways. The key focus of our plan is to become more “green” and to use the sustainable development plans that we have to enrich our student learning. Three years ago, we as a school began a composting program that both our students and staff participate in. Compost has been taken to bins, and then removed to the compost site. This year one of our goals will be to enhance our outdoor spaces by creating planter boxes with vegetables (Grade 3), creating an outdoor learning space that ties to Indigenous Education, and beautifying the front of our building with flowers and other plants.

Along with this program, we also do a variety of other things that fit into our overall ESD plan. Some of the things we have done as a school in the past few years are:

- ✓ Cardboard Challenge
- ✓ Plant more trees on the playground
- ✓ Create window boxes for plants
- ✓ Recycling program (Kindergartens take recycling from classrooms and Grade 4 students collect the recycling from the large bins in the hallway)
- ✓ Beautifying the front of our school
- ✓ Field trips to the water treatment plant
- ✓ Field trips to the Windmill farm to learn about energy efficiency
- ✓ Added a water bottle filling station to our school to save the amount of plastic water bottles purchased.

In thinking about what we have accomplished as a school, and where we would like to go we, as a school, have come up with a few goals that will serve as our focus for the 2019-2020 school year.

- Create outdoor natural learning space that will also enhance indigenous education and perspective.
- Create a garden space in which students could growth their own edibles (Grade 3 initiative). The refuge from this would be apart of our composting program and further the understanding of Science curricula.

Minnewasta Strengths, Equity Issues, & Challenges

Strengths:

- ✓ Culture – You will see as you walk through the halls and classrooms of our school what an amazing culture we have. A sense of community and belongingness is felt throughout our building. This enhances social belonging and the overall well-being of our students. When students feel good at school, they do well in school!
- ✓ Teaching Staff – Our teaching staff work hard each day to make a difference in the lives of our students. They are incorporating new methods of teaching such as inquiry and project based learning, while focusing on multiple intelligences, to meet the needs of all of our students.
- ✓ Students – The students we have at this school are fantastic. Our catchment area pulls a large amount of rural based students, plus an area within the city of Morden. Our students follow our Minnewasta Code of Conduct and work towards being respectful to all, always.
- ✓ Diversity – We are a school that has a wide range of diverse students from a large variety of backgrounds and cultures. We learn so much from each other and take pride in providing an invitational building to all individuals. This, in turn, gives us greater creativity to promote positive learning environments for the students that come to school here.

Equity Issues:

- ✓ Economic Factors and Poverty – Morden offers cheaper cost of living than most of the other major cities in Manitoba. Because of this, though, some families have located here for low skilled factory jobs that do not pay well. This adds stress on school supports and initiatives. Poverty can add stress to both families, and specifically students. This can have a large impact on our student data even though it is not easily seen or noticed.
- ✓ Diversity – Morden is growing at a rapid pace with the majority of this coming from immigration. Sometimes, our community is not as accepting of diversity

issues that schools are teaching and should represent. This can cause tension at home, in the school, and in the community.

Challenges:

- ✓ Lack of Instructional Space – Due to increased enrollment at our school we are running out of adequate classroom space which enhances student learning. Our school division is in the top three of the lowest instructional spaces per student per square foot. This causes less student to teacher contact time as there are more students in each classroom, and the classroom sizes are on the rise.

Western School Division Literacy/Numeracy Goal Statement (2017):

"To ensure quality numeracy and literacy instruction and learning for all students, through building student and adult capacity in critical thinking, problem solving and making connections."

Sub-Goals:

Students will use metacognition to develop deep understanding while learning, applying and transferring the 6 strands of English Language Arts across curricular areas.

Students will engage in meaningful, relevant and context-based activities that support the development of essential literacy skills.

Students will develop and use numeracy and problem solving skills in the deep exploration of open-ended, authentic problems.

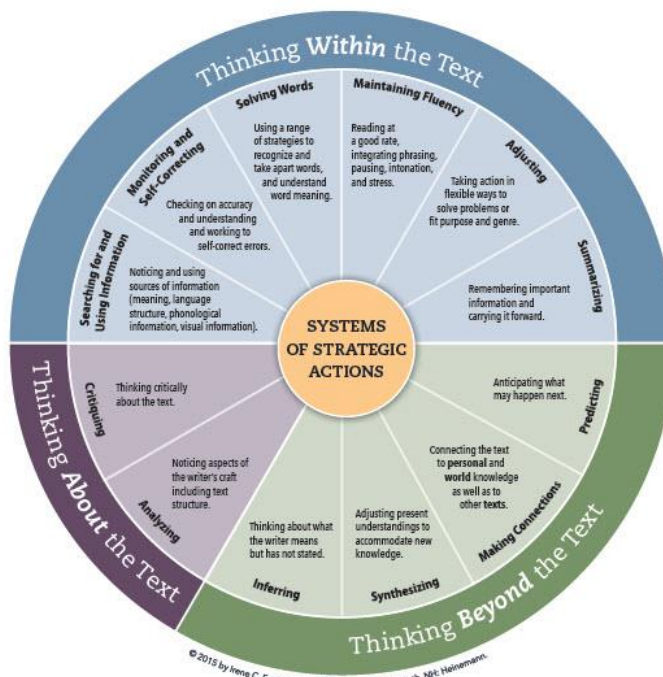
Students will engage in meaningful, relevant and context-based activities that support the development of essential numeracy skills and the progression from procedural/concrete learning to conceptual/abstract learning and making connections.

Staff will use evidence of student learning from a variety of sources to determine where a student is on the learning/developmental continuum and to guide planning, instruction and assessment for future learning.

<p style="text-align: center;">Continuous Improvement</p> <h1 style="text-align: center;">Literacy</h1>	<p>Literacy Focus:</p> <ul style="list-style-type: none"> • Teaching literacy in all subject areas • Improve sense-making and reading comprehension for all students • Use of the new ELA curriculum in all classrooms • Using Data/Evidence to guide instructional practices • Literacy learning through Project Based Learning, Inquiry, Explorations and Play
	<p>Board Priorities:</p> <ul style="list-style-type: none"> • Improve Student Learning • Provide an Invitational School Culture • Cultivate a Culture of Leadership • Encourage Adventurous Achievers • Community Engagement
<p>Goals:</p> <ol style="list-style-type: none"> 1. Increased achievement (percentage) in the area of reading across all grade levels. <ul style="list-style-type: none"> • Strong focus to increase student achievement (percentage) in the area of reading comprehension through work with the Thinking Wheel and Thinking Stems. 2. Study, and understand, the comprehension wheel with planned classroom activities in each to increased improvement across all areas of literacy. <ul style="list-style-type: none"> • Staff to review and incorporate, one piece of the thinking wheel, per month, for targeted literacy improvement 	<p>Strategies:</p> <ul style="list-style-type: none"> • Literacy learning in all subject areas • Focus on Higher Order Thinking Skills, metacognition, critical and creative thinking, questioning, purposeful talk • PBL/RLEs, Inquiry, play/explorations • Opportunities to demonstrate transfer of learning • Use of running records and anecdotal notes • Guided reading, partner reading • Access to a rich variety texts and multimedia • Provide ‘real-life’ relevant learning experiences • Response to longitudinal data from a variety of sources • Comprehension wheel – focus on one piece of the reading comprehension wheel per month (predicting, summarizing, synthesizing, etc.). Area should be visible in classrooms, with clear student objectives each month. • Increase teacher capacity through learning sprints • Coach to aid in working with grade groups to create progressions (where do we need to get to and how)? • Coach working closely with admin to review data, trends, plans to address areas of concern, and celebrations for successes.
<p>Assessments (Local/Provincial), Data & Evidence:</p> <ul style="list-style-type: none"> • Provincial Grade 3 Reading Assessment 	

- PM Benchmark Data / Fountas and Pinnell Data
- Report card Data
- Report Card Data
- Classroom-based evidence
 - Portfolios
 - Work Samples
 - PLC Data

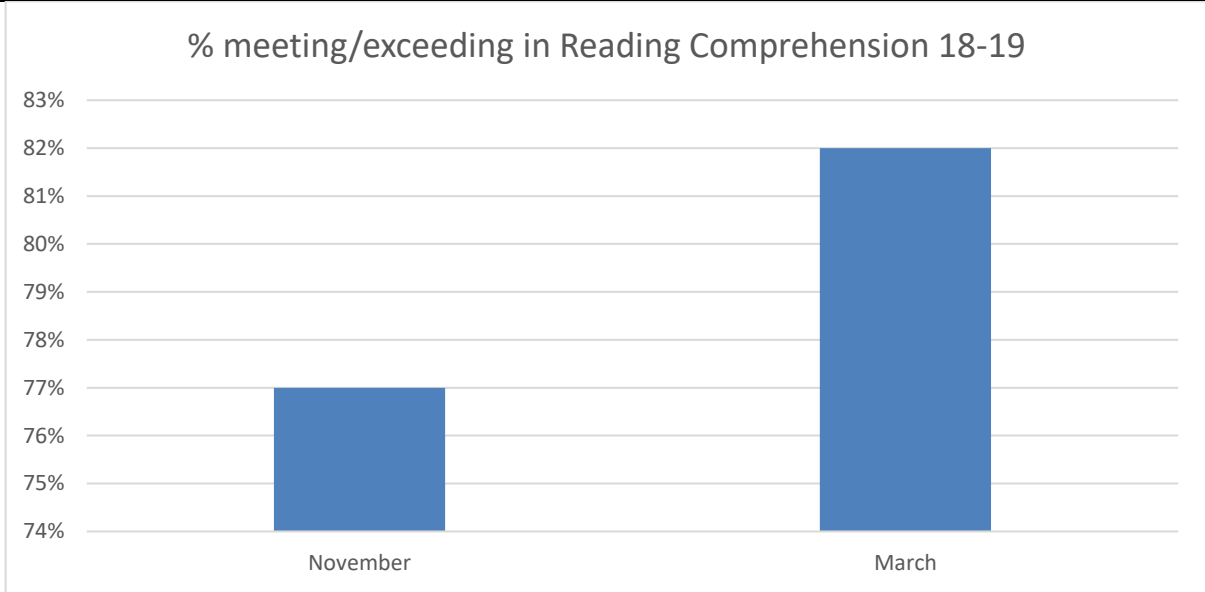
The first chart below represents a graph of the March 2019 reading comprehension data. For 2018-2019 our goal was to have 85% of our student population, K-4, meeting/exceeding expectations in reading comprehension on the report cards. As of March 2019, we had 82% of our students meeting/exceeding, with 3 months left in the school year. This shows our goal was challenging, yet attainable as we work towards our desired outcome at the end of June 2019.



Reading Comprehension Wheel

The second chart you will find the Grade 3 Provincial Data chart for Reading/Literacy. This chart reflects the scores of our students on this assessment from October 2018. As you can see in the brackets (+/-), we had significant improvements on the assessment from October 2017 to October 2018. Our teachers focused on triangulation and not just written work to get a larger overall picture of the work our students were able to create (Triangulation of assessments include conversations, observations, and products). Improvements nonetheless, the focuses for this year will be in improving reading comprehension in our school with a target of 85% meeting expectations.

Tracking the use of the comprehension wheel will be an excellent data source, and benchmark for us to obtain. Each month we will focus on another piece of the wheel in each grade level. In doing this, we are hoping to see results in our reading comprehension during each reporting period (November, March, June) to track progress to our overall goal of 85%! We would love to be at 80% by March reporting period, to push to the last 5% over the last few months of the school year.



Reading	Reflects on setting reading goals	Uses strategies during reading to make sense of text	Student demonstrates comprehension
Needs Ongoing Help	1	2	1
Approaching Expectations	18	18	18
Meeting Expectations	42	41	42
Total Students	61	61	61
Percentage Meeting Expectations	68.9% (+6.2%)	67.2% (+1.1%)	68.9% (+13%)

Successes

- ✓ Early Closings, Staff Meetings and PD time spent in vertical groups discussing literacy
- ✓ Vertical grade group discussions of running records and reading behaviours and PM data
- ✓ Continued emphasis on reading for enjoyment and reading with a purpose
- ✓ Student reading-buddies program
- ✓ Coding/Robotics – provided an opportunity for literacy across a different platform
- ✓ Report card indicates significant growth in reading comprehension between term 1 and 2.
- ✓ Variety of student-published writing (class libraries, Young Author/Illustrator Night, etc.)
- ✓ Literacy Learning through all subject areas
- ✓ Literacy Learning through Project Based Learning and Inquiry
- ✓ Learning Sprints on Reading Comprehension in Grade 4 (Simon Breakspear Agile Schools)

Opportunities for Improvement

- ✓ Reading comprehension is based on so many different understandings of text, not only books, but websites, magazines, etc. How are we reaching the needs of all of our students through different texts?
- ✓ Consistency in expectations for reading/writing across grade levels - need to continue working in vertical groups to develop stronger understanding of the current ELA curriculum, to ensure that the 4 practices, and rich learning experiences are being provided for our students.

<p>Continuous Improvement</p> <p>Numeracy</p>	<p>Numeracy Focus:</p> <ul style="list-style-type: none"> • Teaching numeracy in all subject areas • Improved achievement in MM and PS • Improved understanding of Key Competencies (Gr. 3 Assessment) at all grade levels • Use of appropriate, targeted interventions for struggling learners • Using Data/Evidence to guide instructional practices • Numeracy learning through Project Based Learning, Inquiry, Explorations and Play
	<p>Board Priorities:</p> <ul style="list-style-type: none"> • Improve Student Learning • Provide an Invitational School Culture • Cultivate a Culture of Leadership • Encourage Adventurous Achievers • Community Engagement
<p>Goals:</p> <ol style="list-style-type: none"> 1. Increased achievement (percentage) of students meeting/exceeding grade level in Mental Math <ul style="list-style-type: none"> • Strong focus to increase student achievement (percentage) in “Part-Part-Whole” strategies school wide. 2. Increased % of students meeting/exceeding grade level in Problem Solving 	<p>Strategies:</p> <ul style="list-style-type: none"> • Numeracy learning through Project Based Learning, Inquiry, Explorations and Play • Regular teaching and practice of MM and PS strategies (e.g., not just problem solving after learning a skill/unit) • Opportunities to engage in authentic problem solving (routine, non-routine) • Math Centers and Guided Math

<ul style="list-style-type: none"> • Strong focus to increase student achievement (%) in “Result Unknown” and “Change Unknown” problem solving questions 	<ul style="list-style-type: none"> • Teaching fact families together (i.e., not + then -) • Practice variety of “start unknown/change unknown/end unknown” questions • Use of open-ended question and parallel tasks to differentiate • Use of appropriate, targeted interventions for struggling learners • Response to data from various sources • Focus on “Part-Part-Whole” sand level outcome • Coach to aid in working with grade groups to create progressions (where do we need to get to and how)? • Coach working closely with admin to review data, trends, plans to address areas of concern, and celebrations for successes.
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Assessments (Local/Provincial), Data & Evidence:

- Provincial Grade 3 Numeracy Assessment
- Divisional Mental Math and Problem Solving Data
- Report Card Data
- Classroom-based evidence
 - Work Samples
 - PLC Data (i.e., Learning Sprints)
 - Triangulation (conversations, observations, products)

Below are two charts that reflect different strategy uses in both addition and subtraction. As a school, we have decided that for the 2019-2020 school year, we will continue to prioritize “Part-Part-Whole” work, to increase the overall ability of our students in mental math. There are some scores reflected below where the most common struggle tends to be in the “Friendly to 10” area, which is represented in part-part-whole work.

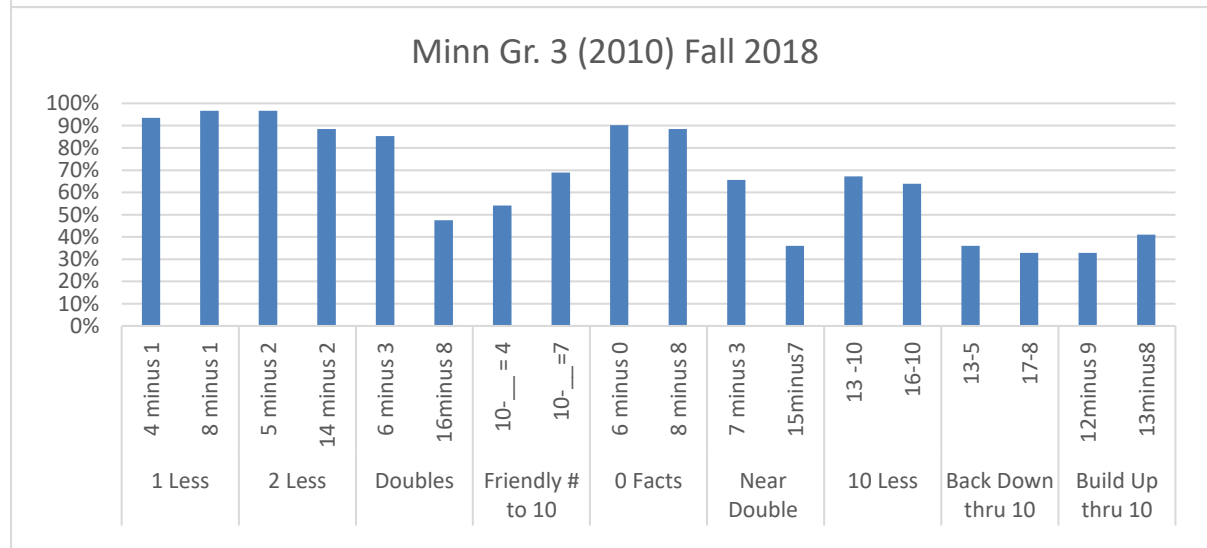
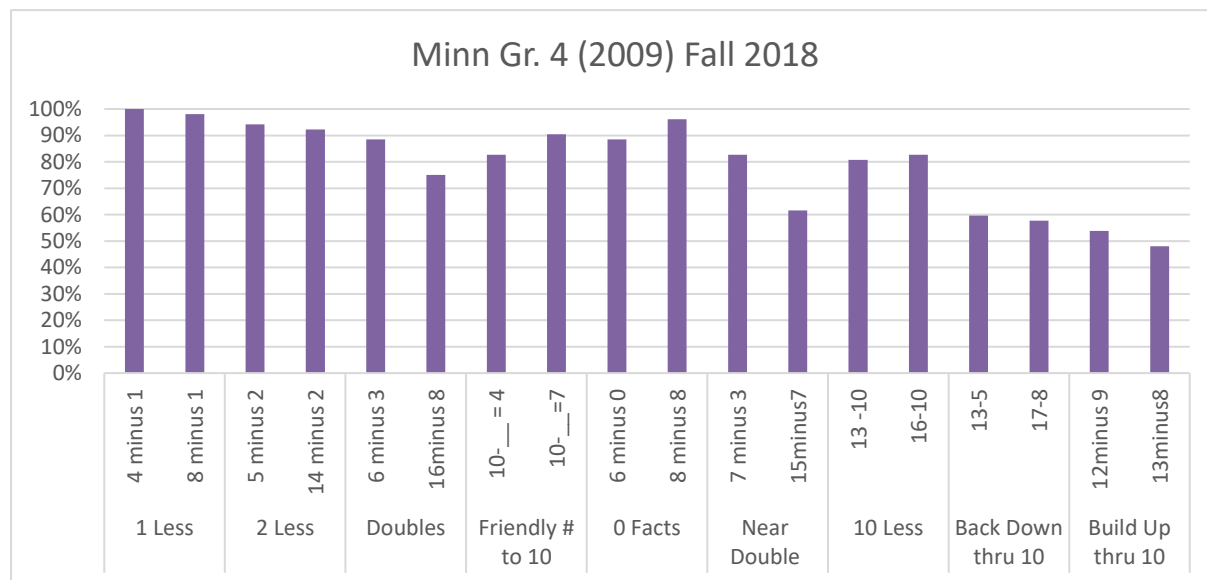
As these assessments are done in Fall and Spring, we will have benchmarks to compare data towards in each grade level, to show the growth of all of our students!

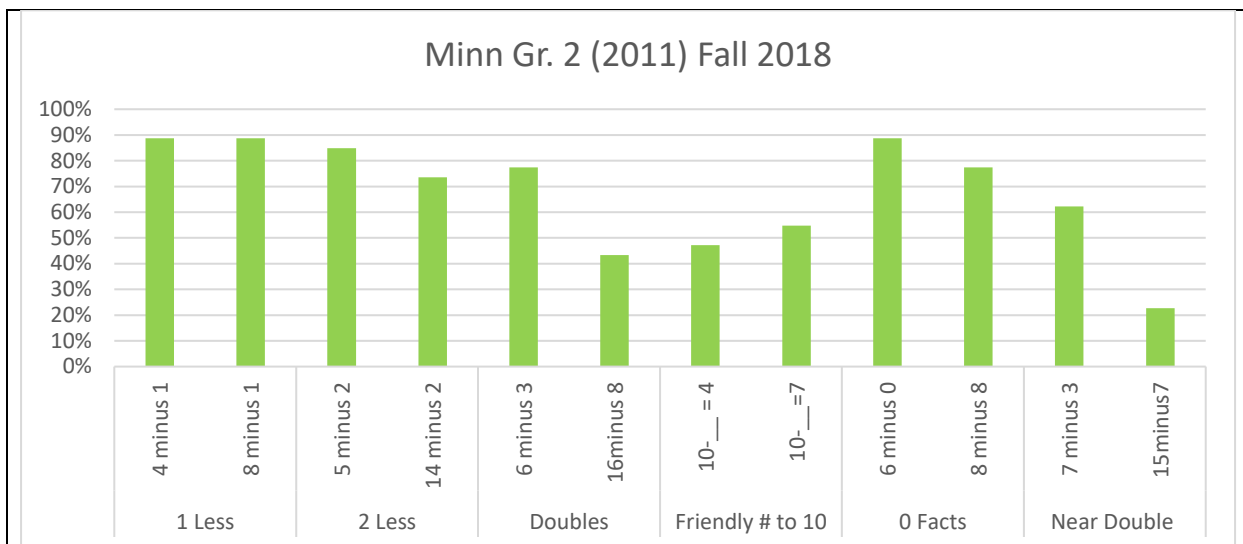
Fall 2018	1	2	3	4	5	6	7	8
	1 more	2 more	Doubles			Friendly # to 10		
Addition	1+4	8+1	2+4	7+2	5+5	9+9	3+ __ =10	__ + 8 =10
2009	100%	96%	98%	98%	100%	88%	87%	92%
2010	100%	100%	92%	95%	98%	74%	77%	75%
2011	89%	89%	87%	91%	91%	68%	79%	75%

Fall 2018	1	2	3	4	5	6	7	8
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Subtraction	1 Less		2 Less		Doubles		Friendly # to 10	
	4 minus 1	8 minus 1	5 minus 2	14 minus 2	6 minus 3	16 minus 8	10-__=4	10-__=7
2009	100%	98%	94%	92%	88%	75%	83%	90%
2010	93%	97%	97%	89%	85%	48%	54%	69%
2011	89%	89%	85%	74%	77%	43%	47%	55%

Furthermore to this data, below are a variety of charts that depict areas of strength for us in terms of current addition and subtraction levels, as well as areas that need improvement (specifically “Friendly to 10”).





Furthermore, to our Numeracy goals for next year, we studied our Grade 3 Assessment scores in depth. While we saw growth in some areas, we also some progressions in areas as well, specifically in Mental Math this year. The chart below shows the change in percentage of students meeting the requirements in these areas from last year to this year.

Numeracy	Student predicts an element in a repeating pattern	Student understands that a given whole number may be represented in a variety of ways (to 100)	Student understands that the equal symbol represents an equality of the terms found on either side of the symbol	Student uses various mental math strategies to determine additions to addition and subtraction questions to 18
Needs Ongoing Help	2	1	3	3
Approaching Expectations	15	14	16	19
Meeting Expectations	44	46	42	39
Total Students	61	61	61	61
Percentage Meeting Expectations	72.1% (+2.6%)	75.4% (+10.6%)	68.9% (-1.5%)	64.0% (-0.8%)

There are many positives in the above statistical data, including a large increase in how are students are able to work with numbers in a variety of ways up to 100. We still need to improve and work towards being more successful, in terms of student in achievement, in the

<p>area of mental math for both addition and subtraction. Specifically, we have improved greatly in 2 areas of provincial numeracy results, but have regressed in two. Focuses in these areas will look to improve achievement in our 2019-2020 continuous improvement plan.</p>
<p>Successes</p> <ul style="list-style-type: none"> ✓ Early Closings, Staff Meetings and PD time spent in vertical groups discussing Numeracy ✓ Vertical grade group discussions of MM and PS data ✓ School-wide discussion of Key Competencies in the Prov. Gr. 3 Assessment ✓ Numeracy Coach/Co-teaching ✓ Coding/Robotics mindset in classrooms – STEAM education ✓ Increased use of manipulatives (Cuisenaire Rods, Digi-blocks, scales, etc.) in numeracy centres ✓ Use of apps “Sum dog” and “Prodigy” to support math learning ✓ Numeracy learning in all subject areas and through Project Based Learning
<p>Opportunities for Improvement</p> <ul style="list-style-type: none"> ✓ Vertical grade discussions of Key Competencies – Focus on improved results on Gr. 3 Prov. Assessment of Numeracy School Wide – this begins with Kindergarten, and moves up to Grade 3. ✓ Review assessment practices to ensure achievement reflects curricular expectations accurately ✓ More improvement reflected in MM and PS on report card ✓ Create more opportunity for numerical learning through coding, robotics, and other modes of technology/science

<p>Continuous Improvement</p> <p>Culture</p>	<p>Culture Focus:</p> <ul style="list-style-type: none"> • To provide a safe and inclusive school culture that represents the diversity of every student and family in our community • To develop a culture of “Adventurous Achievers” through play, inquiry, Project Based Learning, and explorations. • Intentional practices supporting collaboration, career development, and citizenship. • Increased parental and community involvement.
	<p>Board Priorities:</p> <ul style="list-style-type: none"> • Improve Student Learning • Provide an Invitational School Culture • Cultivate a Culture of Leadership • Encourage Adventurous Achievers • Community Engagement
<p>Goals:</p>	<p>Strategies:</p>

<p>1. To increase students’ self confidence, overall social-emotional wellbeing, and to reduce anxiety</p> <ul style="list-style-type: none"> • To build relationships with the whole family and to reduce school anxiety with both parents and children, and to promote relationships amongst students (social emotional). <p>2. Increase in literacy-based French Language instruction in the classroom</p> <ul style="list-style-type: none"> • Focus on themed units and promote literacy instruction in all classrooms from month to month. <p>3. To promote/increase the overall health (social-emotional, physical, et.) in all of our students</p> <ul style="list-style-type: none"> • Using Physical Literacy, and building relationships, to support the needs of students school-wide by improving problem solving and positive play. 	<ul style="list-style-type: none"> • PAC related goals to initiate more parent involvement at the school level • Teachers and students alike, taking risk through Project Based Learning techniques. • Physical Literacy promotion school wide for whole-child development • Hands on activities tying to grade level curriculum • Decorated bulletin boards with student work • Operational TV welcoming system in the front of the school • Entrance glass case filled with class work each month • Increased intramural activity and other opportunities for students to engage in activities outside of the classroom setting. • Reading buddies • Increased use of the French Language in classrooms and during greetings with students • Increased used of literacy in French classes
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Assessments (Local/Provincial), Data & Evidence:

- Our School Survey Data
- School Based Survey Data
- Continued tracking and reporting of PBL initiatives
- Tracking parental and community involvement
- Tracking use and interaction via online portfolios and social media.
- Classroom-based evidence
 - Portfolios
 - Work Samples
 - PLC Data (i.e., Learning Sprints)

Successes

- ✓ Invitational Schools
 - Friendly and welcoming staff
 - Front entrance monitor displaying welcome, guests, and announcements.
 - Healthy snacks/fruit available for hungry students at front of office
 - Staff visible/present at drop off and pick up times
 - Branding – Minnewasta pride wear and stationary
- ✓ Strong Home-School Communication
 - Social media usage and interactions continues to increase
 - Online portfolios/classroom apps (SeeSaw and Homeroom) possibly trial another portfolio app at the Early Years level
 - Classroom Newsletters
- ✓ Increased parent responses to Our School survey
- ✓ PAC Involvement
- ✓ Treaty acknowledgement at each assembly and a monthly smudge
- ✓ Clubs and Sports: Intramurals, Kick-ball, Makerspace, Running club
- ✓ Spirit weeks

Opportunities for Improvement

- ✓ Review Our School survey data
- ✓ Lessen the overall anxiety of students, by building stronger relationships of students-students, and of staff-students
- ✓ Prioritize more effective means of positive communication and rapport building with parents
- ✓ Re-organize; update the means in which we have transition meetings to reach the needs of everyone (parents, staff, and students).