

Western School Division

**Minnewasta School
Continuous Improvement Plan
2018-2019**



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 295 students. Our kindergarten classrooms have a total of 62 students, grade one has 65 students, our third grade classrooms have 62 students, and we currently have 52 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 300 students by June 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>	0.4
<i>Resource Teachers</i>	1.5
<i>Music Teachers</i>	1
<i>Physical Education Teachers</i>	1
<i>Reading Recovery Teachers</i>	1
<i>EAL</i>	0.3
<i>Educational Assistants</i>	8

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.

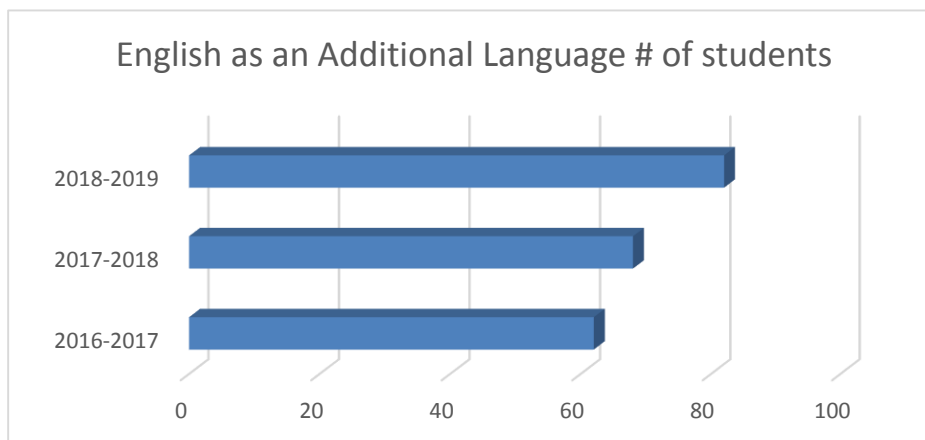
Classroom teachers provide instruction in the core areas of Literacy and Numeracy, as well as the thematic units of Science and Social Studies. In our school you will see

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.

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. Last year, 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 composting program, by letting our compost sit longer at our school and allow students to observe, measure, and collect data on the compost as part of our Numeracy and Science units.

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 year 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 (Grade 1 PBL)
- ✓ 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 2018-2019 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.
- Add compost bins for outside during recess and lunch hour times (students take fruits and vegetables outside for snack, but with no compost bins outside they often end up just being thrown in the garbage).

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.

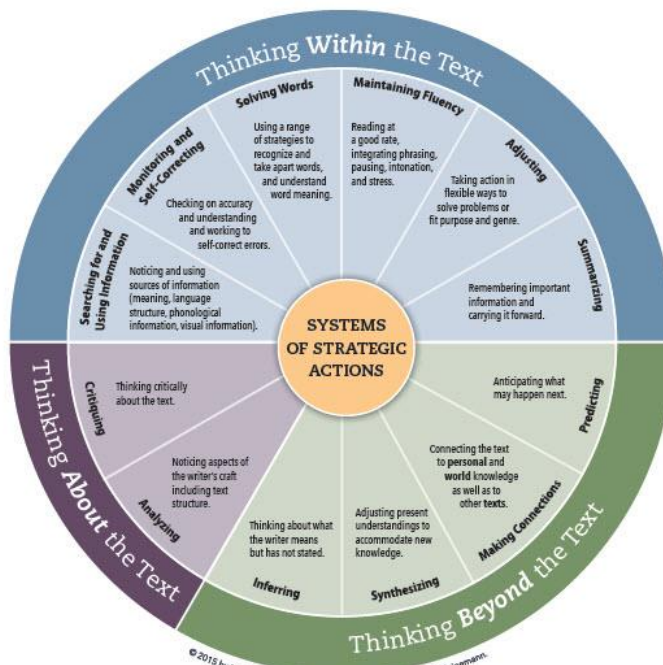
Students will engage in meaningful, relevant and context-based activities that support the development of essential numeracy skills and the progression from procedural/concrete learning to conceptual/abstract learning and making connections.

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 • 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. To connect literacy to all subject areas and learning experiences. (E.g., Reading, viewing, listening to a variety of “texts”, physical literacy, social literacy, emotional literacy, numeracy, etc.) 2. Improved sense-making and reading comprehension for all students 3. Improved achievement in reading (85% of students achieving 3 or higher in reading comprehension). 4. Complete a book study with staff on the “Literacy Continuum” to help achieve our previous goals, and provide effective teaching strategies for teachers in the area of Literacy. 	<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. • Access to a wider variety of texts to help narrow the gap in boy-girl reading levels.
<p>Assessments (Local/Provincial), Data & Evidence:</p> <ul style="list-style-type: none"> • Provincial Grade 3 Reading Assessment • PM Benchmark Data 	

- Report Card Data
- Classroom-based evidence
 - Portfolios
 - Work Samples
 - PLC Data

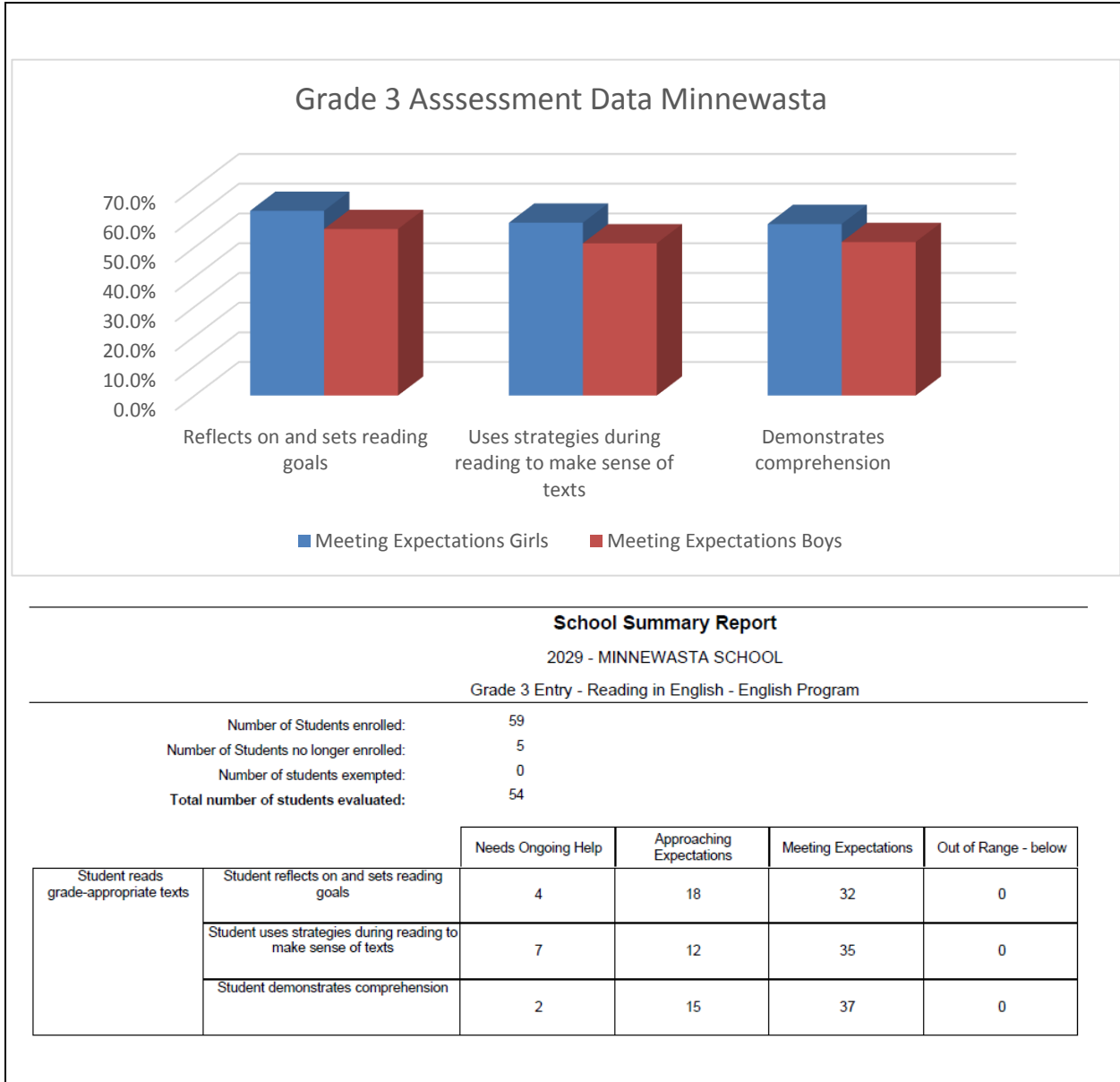
In the first chart below you will notice that on our Grade 3 assessment data, the girls are outscoring our boys in all three areas. Our data will also show that our girls, comparatively to the province, are achieving higher results in two areas of literacy out of three. The area where they are trailing provincial averages, is less than 1%. Girls at Minnewasta are certainly achieving well, and a focus on non-fiction and the comprehension wheel will hope to raise the boy's achievement levels as well.

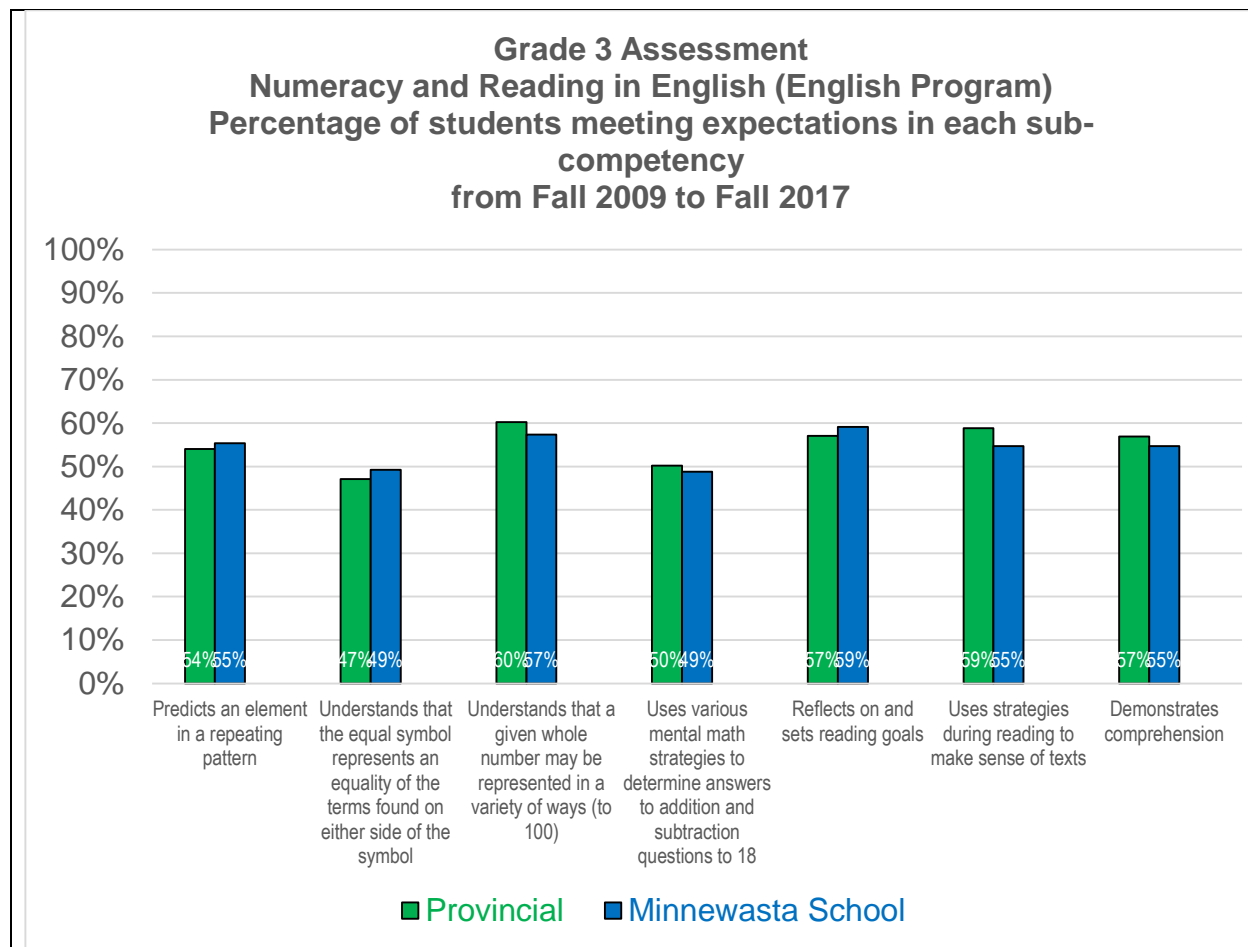


Reading Comprehension Wheel

In the second table below, you will find that 60-70% fall within the ME range for reading in our school. We have made it a goal for this year, to raise those numbers to 85%. Strategic practices such as a focus on non-fiction, teacher focus of the comprehension wheel (see above), and a book study on the Literacy Continuum will drive student achievement in a positive way towards our goals.

In the third chart below, averages from the Province are compared with those from Minnewasta school. Since 2009, on average, our grade 3 students have scored below the provincial average in both using a strategies during reading to make sense of text, and reading comprehension. These areas have been targeted in our plan and goals have been set to help increase those areas in Literacy. While those particular areas will be worked on, it is noted that in three of the other five categories assessed, our school does very well compared to the provincial average.





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
- ✓ Progress re: PM levels and lower students identified (SSP, AP, EAL, etc.)
- ✓ Report card indicates significant growth in reading comprehension between term 1 and 2.
- ✓ Variety of student-published writing (class libraries, Young Author/Illustrator Night, Newcomer book, etc.)
- ✓ Literacy Learning through all subject areas
- ✓ Literacy Learning through Project Based Learning and Inquiry

Opportunities for Improvement

- ✓ While PM Scores indicate growth they also follow a predictable pattern across terms, indicating that we still have a group of 'low' readings with identified needs. How are we adapting and differentiating to guarantee growth for these students?
- ✓ Consistency in expectations for reading/writing across grade levels - need to continue working in vertical groups to develop stronger understanding of continuum across grade levels. We

should be able to see higher achievement reflected in the Grade 3 Provincial Assessment of Reading.

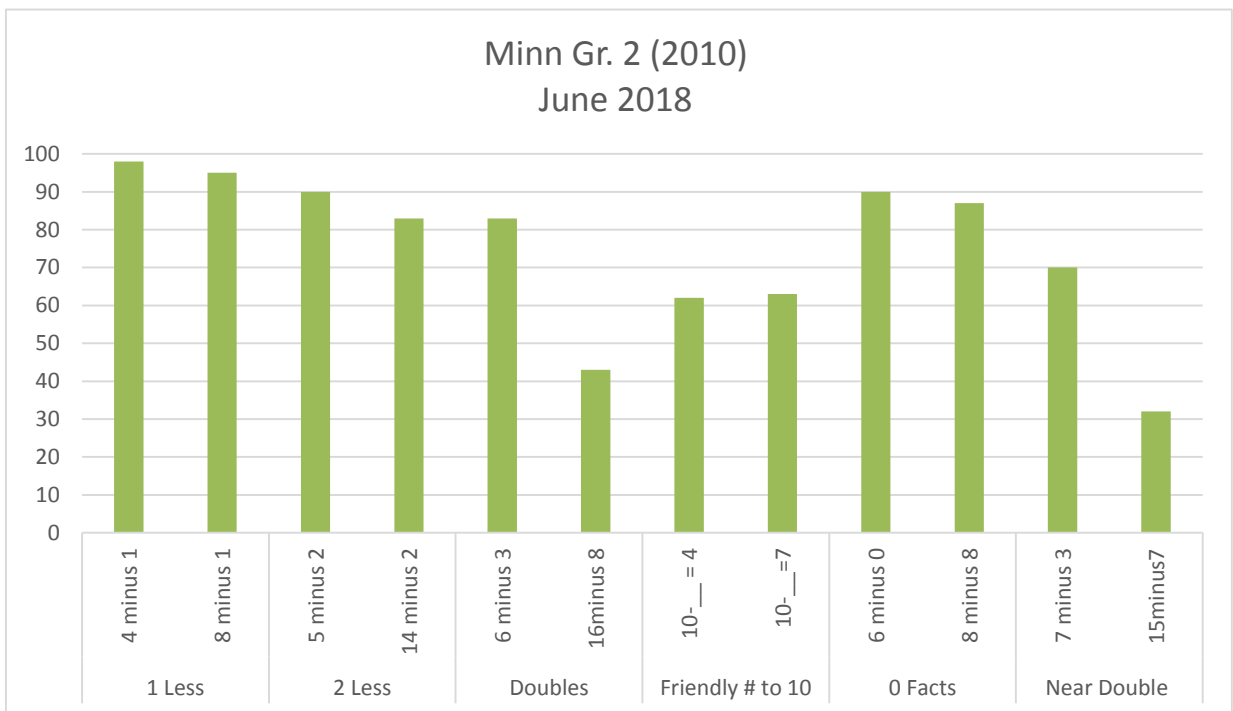
<p>Continuous Improvement</p> <h1>Numeracy</h1>		<p>Numeracy Focus:</p> <ul style="list-style-type: none"> • Teaching numeracy in all subject areas • Improved achievement in MM and PS • Improved understanding of Key Competencies (Gr. 3 Assessment) at all grade levels • Use of appropriate, targeted interventions 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. To connect numeracy to all subject areas and all learning experiences. 2. Improved achievement in both MM and PS (85% of students achieving 3 or higher in both areas on report card) 3. Mastery of key competencies at all grade levels including higher performance (above provincial average) on the Grade 3 assessment, with a targeted focus on part-part-whole strategies school-wide. 		<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 • Teaching fact families together (i.e., not + then -) • Practice variety of “start unknown/change unknown/end unknown” questions • Use of “Learning Pathways” to identify developmentally appropriate next-steps

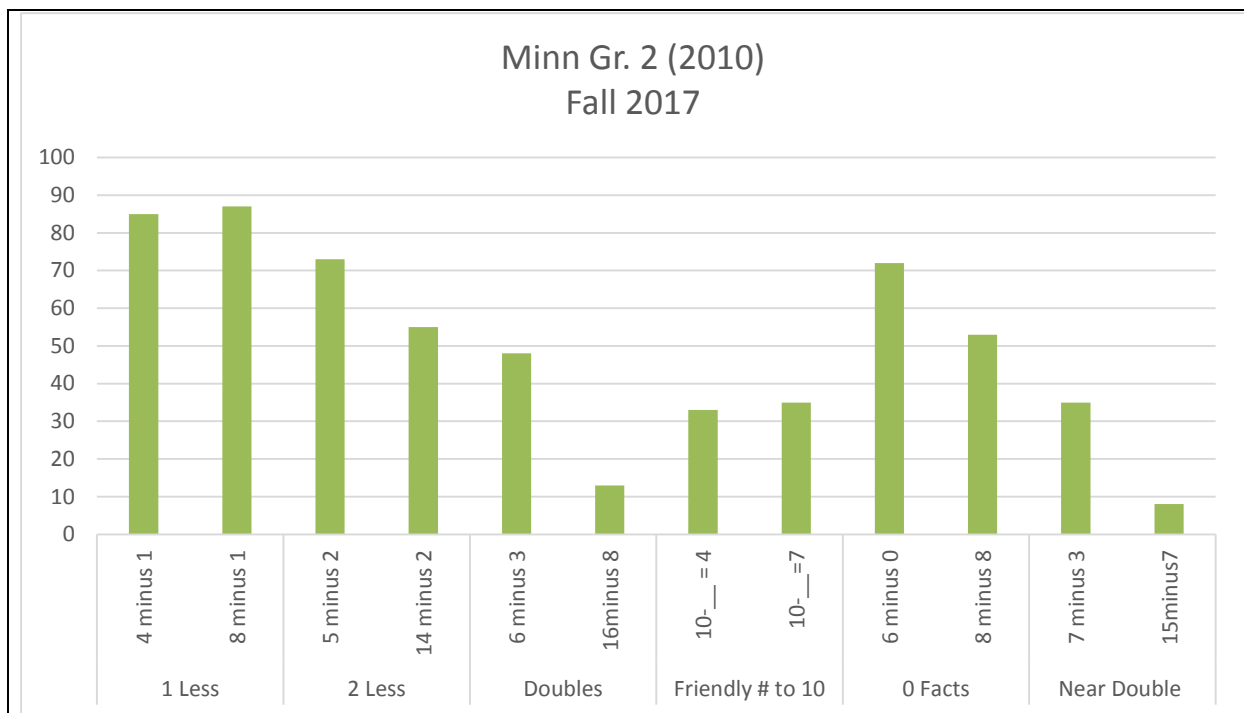
- Use of open-ended question and parallel tasks to differentiate
- Use of appropriate, targeted interventions for struggling learners
- Response to data from various sources

Assessments (Local/Provincial), Data & Evidence:

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

In the two graphs below you will see comparative data between students that were in grade two last year. The data compares scores from the fall, to the scores done in June. The growth that we have shown with numeracy this year is fantastic, especially in the area of near doubles in subtraction.





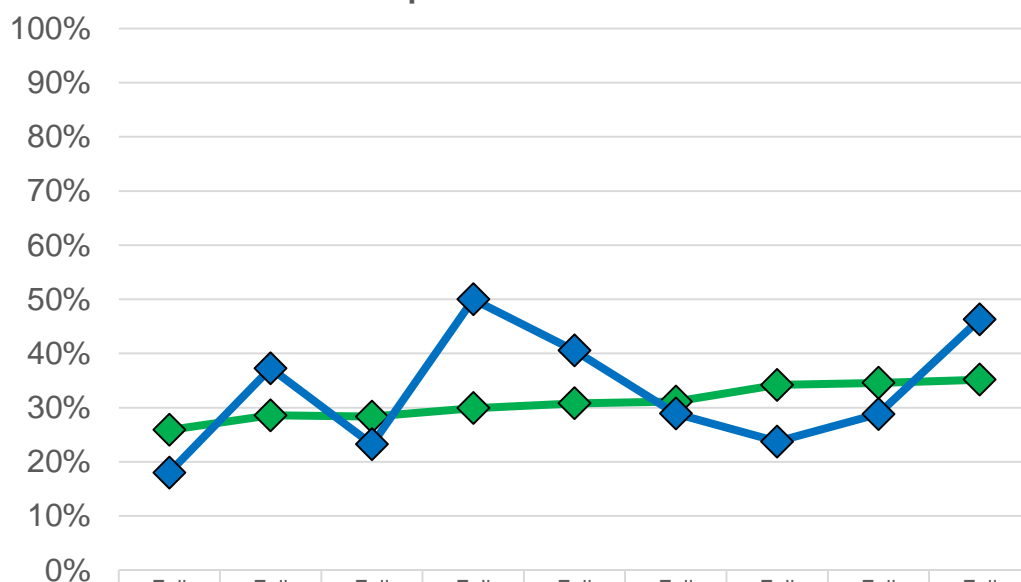
In the chart below, outlined are the strategies used, and the percentage of students meeting expectations with those strategies in Grade 4. These scores are excellent. Multiple areas of this assessment show Minnewasta students have 100% of their grade 4 students meeting expectations. If we can continue these trends, with a targeted focus on part-part-whole work school wide, our subtraction and addition scores on both local and provincial data sheets should increase greatly.

1 more		2 more		Doubles		Friendly # to 10		0 Facts		Near Double +/-1		Near Double +/-2		10 more		add 9		add 8	
1+	8+	2+	7+	5+	9+	3+	+	0+	6+	3+	7+	4+	5+	1	8+	9+	7+	8+	6+
4	1	4	2	5	9	=1	=1	3	0	4	8	6	7	0	10	5	9	4	8
100	100	100	100	100	98	95	97	98	100	100	92	97	87	100	100	97	92	95	92

In the chart below, Numeracy data for our Grade 3's is shown by meeting expectations in all four sub competencies. In the few years previous to last our school achieved roughly 20-30% of our students meeting in all four sub competencies. As a school we worked extremely hard on a variety of strategies (PBL, inquiry, etc.) to improve student achievement. In the Fall of 2017 our scores jumped to 46.3%, the largest statistical improvement since the Fall of 2012 when 50% of Minnewasta School students achieved in all four sub competencies.

Through the work we have done as a staff, and a strong commitment to targeted teacher strategies, project based learning, and an enhancement of teacher guided math centres, I expect to see similar results, if not higher, in the Fall of 2018. We are also collecting early data from Kindergarten and Grade 1 this year, and have included a whole school focus on part-part-whole development to improve our addition and subtraction scores.

**Grade 3 Assessment
Numeracy (English Program)
Percentage of students meeting expectations in all four sub-competencies**



	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Provincial	25.9%	28.6%	28.3%	29.9%	30.8%	31.1%	34.2%	34.6%	35.2%
Minnewasta School	18.0%	37.3%	23.2%	50.0%	40.5%	28.9%	23.7%	28.8%	46.3%

Successes

- ✓ 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
- ✓ Increased use of manipulatives (Cuisenaire Rods, Digi-blocks, scales, etc.) in numeracy centres
- ✓ Use of apps “Sumdog” and “Prodigy” to support math learning
- ✓ Numeracy learning in all subject areas and through Project Based Learning

Opportunities for Improvement

- ✓ Vertical grade discussions of Key Competencies – Focus on improved results on Gr. 3 Prov. Assessment of Numeracy

<ul style="list-style-type: none"> ✓ Teaching of “fact families” to address gap between addition and subtraction ✓ Review assessment practices to ensure achievement reflects curricular expectations accurately ✓ More improvement reflected in MM and PS on report card
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<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> <ol style="list-style-type: none"> 1. To increase the amount of extra-curricular activities for students. 2. Increase in literacy-based French Language instruction in the classroom 3. Add a natural playground space and outdoor learning space to enhance indigenous perspectives. 4. Update bulletin board/display case monthly with student work to grow confidence and well-being. 5. Take inaugural measurement data on how many students participate in intramurals/extracurricular activities 	<p>Strategies:</p> <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. • 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 	
<p>Assessments (Local/Provincial), Data & Evidence:</p> <ul style="list-style-type: none"> • OurSchool 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
 - New Website
 - Social media usage and interactions continues to increase
 - Online portfolios/classroom apps (SeeSaw and Homeroom)
 - Classroom Newsletters
- ✓ Increased parent responses to OurSchool survey
- ✓ PAC Involvement – New executive for this school year (2018-2019)
- ✓ Treaty acknowledgement at each assembly and a monthly smudge
- ✓ “Adventurous Achievers” bulletin board highlighting project based learning (2016-2019)
- ✓ Clubs and Sports: Intramurals, Kick-ball, Makerspace, Running club
- ✓ Spirit weeks

Opportunities for Improvement

- ✓ New vision/mission for PAC (new executive goals)
- ✓ Review OurSchool survey data