SCHOOL REPORTING 2017/2018 and PLANNING 2018/2019

Identification

Name of School Division	Name of School	Name of Principal	Date (yyyy/mm/dd)
Beautiful Plains School Division	Fairway Colony School	Joel Cox	2018/10/12

School Profile | (Complete the following using FTE as of Sept 30th.)

Number of Teachers	Number of Students	Grade Levels	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No?
1	20	Grade K - 12	No

What is your mission statement?	Year Revised
The mission of Fairway Colony School is to provide a respectful and motivating environment in which students can gain the skills and knowledge they need to become lifelong learners.	2014

SCHOOL REPORT – 2017/2018

School Priorities

1.	Numeracy
2.	Literacy
3.	School Environment
4.	
5.	

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2014/15, 2015/16, 2016/17).

Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. Numeracy	- Mental math was scheduled and carried out for 15 minutes per day. - Students ability to talk about and use mental math strategies and problem solving skills increased with reduced anxiety. - Observed decrease in anxiety and frustration when solving non-routine problems.
2. Literacy	- An improvement in Fountas and Pinnell comprehension scores seen between September 2017 and June 2018. - By the end of June, 2016, an increase in the number of students at or above grade level for reading.
3. School Environment	- Observed improvement in sportsmanship and attitude during activities including phys-ed, recess games and field day. - Decrease in behavior incidences (noted by red/yellow/green in student planners as well as behavior incident reports) as the year progresses. - Improvement in the learning behaviors section of the provincial report card.

SCHOOL PLAN – 2018/2019

Planning Process

List or describe factors that influenced your priorities.
- Student demographics (most students are in grades K-8, with ¼ of students in K-2)
- Divisional focus on Literacy, Numeracy and school connectedness and well being.
- Student needs based on observations
- Feedback from the itinerant teacher and educational assistant

Describe the planning process and the involvement of students, staff, families and the community.
Who was involved?
- Staff, including one teacher, one educational assistant, and one itinerant teacher
- Informal discussions with parents/community members

How often did you meet?
- Informal staff discussions during the spring in planning for the school year.
- Informal discussions throughout the month of September.

What data was used?
- Fountas and Pinnell data from the previous year.
- Reports from the previous year.
- Divisional priorities
- Our School (TTFM) Survey.
- MRLC Numeracy Assessment Data

Other highlights?

School Priorities

1. Literacy

2. Numeracy

3. School Environment

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1. Teacher will work to improve students' numeracy skills.	- Teacher will attend PD in the area of mental math and problem solving. - Targeted teaching of mental math strategies into daily math classes. - Daily hands on activities and games with a mental math focus will be used to increase student engagement in this area. - "Daily 5" approach to mathematics will be implemented across grades 1-8. - Teacher will attend and practice MRLC Numeracy teaching strategies, pacing guides and foundational outcomes for grades 7 and 8	- By the end of June 2019, all students will be scoring 2 or higher in the mental math and problem solving sections of the provincial report card. - Observed decrease in anxiety and frustration when solving non-routine problems. - Teacher will use weekly formative assessment of foundational outcomes to assess knowledge. - Teacher will use weekly reach backs, 4 MRLC quizzes and the summative MRLC assessment to guide instruction. - Observed increase in student self-assessment of math outcomes.	- Observations - Report card data - MRLC quizzes and assessments - Weekly foundational outcome quizzes.
2. Teacher will work to improve literacy skills	- Teacher will use last years' Fountas and Pinnell data to guide programming. - Teacher will implement a rotational system based on "Daily 5" to increase literacy levels and comprehension. - Teacher will attend PD in the area of improving literacy and comprehension skills for students. - Teacher will have a home-reading program for students from K-3. - Teacher will attend grade 2 grade group to improve personal teaching competency in this grade area. - Teacher will attend PD in integrating literacy teaching in content subject areas.	- Fountas and Pinnell year-end reading levels will improve between September 2016 and June 2017. - By the end of June 2016, at least 90% of students will be reading at or above grade level.	- Fountas and Pinnell year-end reading levels. - Report card data - Observations
3. Teacher will work to improve school connectedness and improve growth mindsets amongst all students.	- Positive character traits will be modeled by staff throughout the school year. - "Community minded" behavioral management system will be implemented, having older students model and lead younger students. - Teacher will track K-4 student behavior in daily agendas that go back and forth between home and school, daily. - Teacher will attend PD on growth mindset and interweave growth mindset and empathy teachings throughout the year. - Teacher will implement a student advisory committee from grades 6-12 to increase school connectedness and direction of school event planning. - Teacher will have monthly cross-grade activities to foster school connectedness.	- Observed improvement in sportsmanship and attitude during activities including phys-ed, recess games and field day. - Low level of behavior incidences (noted in student agendas) as the year progresses. - Improved rates on data in OUR SCHOOL surveys completed at the end of the year. - Observed increased school involvement amongst students.	- Report card data (Learning behaviors) - Student agendas (Behavior tracking) - Observations - OUR SCHOOL data