

# SCHOOL REPORTING for <2017/2018> and PLANNING for <2018/2019>

<b>Identification</b>			
Name of School Division <b>Beautiful Plains School Division</b>	Name of School <b>Twilight Colony School</b>	Name of Principal <b>Karla Hackewich</b>	Date (yyyy/mm/dd) <b>2019/10/01</b>

<b>School Profile</b> <small>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</small>			
Number of Teachers <b>1.0</b>	Number of Students <b>18</b>	Grade Levels <b>K-12</b>	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? <b>NO</b>
What is your mission statement? <b>Twilight Colony School strives to create a welcoming and positive learning environment in which staff and students are encouraged to work, respect and grow together to ensure success for all students</b>			Year Revised

## SCHOOL REPORT for <2017/2018>

<b>School Priorities</b>
1. Literacy
2. Numeracy
3. Community Building
4.
5.

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes.	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
1. By June 2018, 80% of students in grades 2-8, will be fluent readers achieving at or above grade level reading content.	Students were tested for fluent literacy levels using the Fountas and Pinnell assessment program. Students progressed throughout the year and fluency levels increased. By the end of June 2018, this goal was not met and will be continued into the 2018-2019 school year.
2. By June 2018, 80% of students in grades 2-8 will have mental math marks at or above grade level.	Students were tracked throughout the year on their mental math abilities, through the use of anecdotal records, observations and mental math assessments. A variety of strategies were introduced to the students to help them with this goal. This goal was achieved by June 2018.
3. By June 2018, teaching staff, students and community members will have a positive relationship through regular, open communication.	By June 2018, this outcome was achieved. A strong relationship was built between the colony members and school staff through newsletters, invitations to come to special events at the school, and open communication between the two parties. There is a strong sense of community as a whole with the school environment included in it.
4.	

5.

### SCHOOL PLAN for <2018/2019>

#### Planning Process

List or describe factors that influenced your priorities.

- All students are EAL learners.
- Assessment of student learning
- Half of the students reading levels fall below grade level mostly due to comprehension
- High school students engaging in Independent Study Option

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?  
Staff (teaching principal and EA's) within the school and informal feedback from leadership and parents in community

How often did you meet?

Teacher and EA's met in the fall to discuss goals for the upcoming school year.

What data was used?

Staff observations, Fountas and Pinnell assessments, anecdotal notes, formal assessments

Other highlights?

#### School Priorities

1. High school Independent Study Option success

2. Numeracy

3. Literacy

4.

5.

#### School Plan

##### Expected Outcomes

What specifically are you trying to improve for student learning?  
(observable, measurable)

1. By June 2019, all five high school students will have completed and passed their Independent

##### Strategies

What actions will you take?

- Support the students by having 3 slots a cycle that a teacher is available to them.
- Have a calendar made available to them with the times teacher is available

##### Indicators

How will you know that learning is improving?

- Students are interested in learning and meeting their goals of set deadlines
- They are attending school regularly and are keen to work.

##### Data Collection

By what means will you collect evidence of progress toward learning?

- Merlin Blackboard marks will be checked weekly
- Students are meeting their deadline goals and able to feel success by doing so

<p>Study Option courses with a final mark of 60% or better.</p>	<ul style="list-style-type: none"> <li>• Stay on top of their attendance – do weekly check ins with each student</li> <li>• Gather textbooks, novels, all supplies necessary to be successful in completing the courses</li> <li>• Monitor exams and answer questions if any arise</li> <li>• Goal plan with the students to make meeting deadlines achievable</li> <li>• Send assignments away for students and communicate marks with students as well as encourage students using Merlin Blackboard to check their own progress in each course</li> <li>• Ordering new courses when students have completed one.</li> <li>• Provide feedback to the students on their work and be an editor for them when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Students marks are reflecting the work they are dedicating themselves to</li> <li>• Student marks on Merlin Blackboard will be above 60% throughout the course.</li> <li>• Students are talking about their learning to one another and are helping each other if teacher is unavailable</li> </ul>	
<p>2. By June 2019, 80% of the students in grades 3-8 will be able to solve at or above grade level word problems.</p>	<ul style="list-style-type: none"> <li>• Daily Math program is used daily that incorporates regular practice in word problems</li> <li>• Breaking word problems down step by step to help with understanding of what is important when completing word problems</li> <li>• The use of The Problem Solver</li> <li>• Small group instruction for those that need extra help</li> <li>• Grade group meetings completed once a week to engage in grade specific word problems.</li> <li>• Math tools (Math dictionary, manipulatives, etc) available to students at all times to aid in their learning.</li> <li>• Weekly Word Problem solved in grade groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to easily solve grade specific word problems</li> <li>• Students are able to discuss the word problem steps with one another when solving problems.</li> <li>• Improvement will be shown in in their discussions around the problems they are solving.</li> <li>• Students are able to pick out the important information needed to solve the problem independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Math and the Problem Solver is tracked and used as a tool to guide further instruction</li> <li>• Anecdotal records and observations while students complete word problems.</li> <li>• Weekly Word Problem is used to help guide further instruction.</li> <li>• Unit tests will also include word problems that will be used to track student growth and progress</li> </ul>
<p>3. By June 2019, 80% of students in grades K-8 will be fluent readers achieving at or above grade level content.</p>	<ul style="list-style-type: none"> <li>• Wide variety of reading materials available at all times. Including the use of public library books to meet the interests of all students.</li> <li>• Reggie Routman strategy (I do, We do, You do)</li> <li>• Daily 5 reading program implemented for students in grades 3 and 4. Grade 5-8 use strategies through Writer's Workshop</li> <li>• Running Records done on students and evaluated by teacher to guide further teaching through the Fountas and Pinnell reading program.</li> <li>• Older students partnered up with younger students to model appropriate reading strategies.</li> <li>• DEAR (Drop Everything and Read) allows students to choose reading materials and allows teachers to read daily with multiple students</li> </ul>	<ul style="list-style-type: none"> <li>• Students are interested in a variety of different genres. Students' fluency improves by engaging in a wide variety of reading genres.</li> <li>• Students' reading and writing shows positive growth through the use of Reggie Routman strategies</li> <li>• Students will continuously improve their reading levels throughout the year by implementing Daily 5 and Writer's Workshop strategies to meet or surpass their current grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily 5 and Writer's Workshop allows for regular student-teacher conferences which allows teacher to track growth and progress.</li> <li>• Fountas and Pinnell reading assessments for students in Grades K-8. As well as formative running records completed to help guide further instruction for individual student needs.</li> <li>• Sight word testing will be used throughout the year for students in grades K-3.</li> <li>• Anecdotal observations will be collected to monitor student progress.</li> </ul>
<p>4.</p>			
<p>5.</p>			