

Prairie Rose School Division



School Development Report 2014-2015



***Dedicated to developing lifelong learners
for responsible global citizenship.***

Carman Collegiate

Principal's Reflection of Past Year

The 2014 – 2015 school year saw us implement a new set of school goals that have been developed from research conducted on Resiliency, The Circle of Courage, and Self-Worth. These areas have determined four universal growth needs of all children. The four growth needs, depending on the research area, may have different names, but the nature of the growth needs is consistent. The four areas adopted by Carman Collegiate include a combination of these research areas. They are achievement, altruism, belonging, and independence. These goals have allowed us to develop plans that have helped us become more inclusive of our diverse population needs.

Our student involvement continues to exemplify what we are about. November had us hosting the **AA Provincial Boys' Volleyball Championships**. Not only did our students and staff host an exceptional event, we captured our first provincial banner in that sport. Our school philanthropy group had another successful fundraising year, and they are gaining public notice as they continue to give thousands to charitable organizations in our community. The year closed with our annual Arts Appreciation Evening being revamped to allow more student involvement. Not only did our bands have a great night, but we hosted our inaugural sustainability fashion show, and we displayed a host of student work from our art classes, industrial arts, and human ecology departments. This evening also showcased for students and parents our many school clubs.



Our staff continues to excel in many areas. Our school librarian, Ms. Heather Armstrong was the recipient of a Manitoba Reading Association Crocus Award for Literacy Advocates. Her work in the library has drawn many students into the reading habit. Senior high science teacher, Ms. Rosanne Massinon, was nominated for Ag in the Classroom - **Manitoba's** Teacher Driver Award for the 2014 - 2015 school year. Rosanne teaches Agriculture 30 and, as with all her **courses, continues to create "hands on" opportunities for students.**

Jack Phillips
Principal/Carman Collegiate

Carman Collegiate

2014-2015 School Development Goals and Progress

Goal #1 - Achievement

The motivation to work hard and attain excellence; Students will have a sense of competence; individuals will believe they can solve problems. Students will have the opportunity to solve problems and meet goals.

Specific accomplishments were as follows for 2014 – 2015:

- Provincial standard exam results show that Carman Collegiate students achieve at or above the provincial mean, and our pass rate is above the provincial mean.
- Tell Them from Me (TTFM) survey results from students show that learning behaviors have improved among our students over the last three years.
- Student portfolios that are required from all grade 9 to 12 students outline their academic strengths continued at Carman Collegiate.

Goal #3 – Belonging

The opportunity to establish trusting connections; Students will have a sense of significance, and the **individual believes “I am appreciated.”** Students will have a motivation to affiliate and form social bonds.

Specific accomplishments for 2014 – 2015 were as follows:

- TTFM survey information indicated a low level of participation in extra-curricular activities for our grade 7 and 8 students. A grade 7 and 8 choir was formed and performed at several concerts. Other clubs geared toward younger students included a **Strum Club, Sketch Club, and Writer’s Club.**
- Set up information booths at the Arts Appreciation Evening in June highlighting all the different opportunities available to students in our school.
- Hosting a series of ceremonies that recognize our **student’s accomplishments.** **June celebrations start** with the Arts Appreciation Evening, followed by the Athletic Banquet, Graduation 2015, and grade 7 and 8 Awards Day. The grade 9 to 11 Awards Ceremony takes place in September at the same time as our Open House.

Goal #2 – Altruism

The motivation to help and be of service to others; Students will have a sense of virtue; individuals will believe that their life has purpose. Students will have the opportunity to show respect and concern.

Specific accomplishments were as follows for 2014 – 2015:

- Grade 11 and 12 mandatory physical education volunteer hours always surpass the minimum required amount by over 500 hours.
- Carman Collegiate Philanthropy Group held several successful family movie nights, raising funds that were then distributed to local charitable organizations in association of the Carman Area Foundation.

Goal #4 – Independence

The opportunity to build self-control and responsibility; Students will have a sense of power; individuals will believe they can set their life pathway. Students will have the motivation to manage self and exert influence.

Specific accomplishments were as follows for 2014 – 2015:

- Offered the career development provincial courses at the grade 9 and 10 level; mandatory for all grade 9 students and optional for grade 10 students.
- Continued implementation of the Carman Collegiate Main Street Campus, allowing non-traditional learners the opportunity to have academic success in a less restrictive environment.
- Student opportunities given in different presentation formats: Sexting presentation, MADD Canada Multimedia presentation, MPI Speaker Greg Drew, Agroecology Day for grade 10 students, Biology Health Experience Day for grade 11 students, Career Symposium for grade 10 students, University Fair for grade 11 and 12 students.

Main Areas of Focus in School Development—2015-2016

Goal #1 – Achievement

The motivation to work hard and attain excellence; Students will have a sense of competence; individuals will believe they can solve problems. Students will have the opportunity to solve problems and meet goals.

Specific actions for 2015 – 2016 will be as follows:

- Development and implementation of a new timetable format to increase instructional time for students by 14%.
- PRSD and school partnership with PRSD Numeracy and Literacy Leaders.
- Focused literacy and numeracy discussions with English Language Arts and Mathematics departments.
- Exploration and implementation of literacy and numeracy strategies and/or programs for high school learners.
- Continued systemic curriculum and program planning (9-12) **with actions to improve school's provincial standards** testing results.
- The major science lab renovation scheduled for completion in August 2015 included a grant for new science equipment. Equipment is being purchased to enhance our teaching of agriculture principles and sustainability.

Goal #2 – Altruism

The motivation to help and be of service to others; Students will have a sense of virtue; individuals will believe that their life has purpose. Students will have the opportunity to show respect and concern.

Specific actions for 2015 – 2016 will be as follows:

- Overt teaching of the concept of altruism, and developing a sense in our students that altruism is not just volunteering, but also developing a strong sense of kindness in their daily interactions.
- Continue to promote Youth in Philanthropy and other service groups, encouraging more students to become involved.

Goal #3 – Belonging

The opportunity to establish trusting connections; Students will have a sense of significance, and the individual believes "I am appreciated." Students will have a motivation to affiliate and form social bonds.

Specific actions for 2015 – 2016 will be as follows:

- Increased class time will require more contact time between students and teachers, therefore, giving greater time to establish trusting connections.
- Advisor time is built into the new timetable, allowing for more advisor meetings with teachers and with students.
- Advisor time will also permit more opportunities for senior years students to connect with their teachers for tutorial assistance, to meet regarding school clubs, and to connect at regular intervals regarding student portfolios.

Goal #4 – Independence

The opportunity to build self-control and responsibility; Students will have a sense of power; individuals will believe they can set their life pathway. Students will have the motivation to manage self and exert influence.

Specific actions for 2015 – 2016 will be as follows:

- Continue to offer the learning opportunities that our teachers and students have developed over the last five years (i.e. Agroecology, Envirothon, and Animation).
- Expand the career development courses offered to the grade 11 and 12 students.

Carman Elementary

Principal's Reflection of Past Year



Literacy and numeracy are at the core of exemplary teaching. This year we have continued to improve and refine our assessment practices and instruction in these two areas. In our second year of the Strong Beginnings September assessment days, teachers gathered data, not to rate or label children, but to gather detailed information to inform their instruction so they could tailor learning **experiences more closely to the children's individual** needs. Professional development at early dismissal time was directed by staff professional learning groups and focused on literacy and numeracy. Data continues to be collected by our school in the reading comprehension area to closely track student progress and we are looking for assessment tools to do the same in the mathematics area.

Our second area of major focus for this year was having our entire staff Level 1 trained in Diane Gossen's Restitution/Self/Discipline strategies. Three staff members who had gone out for training last year lead the introduction at our September, 2014 in-service and then our two other full in-service days were facilitated by Mrs. Rebecca Grey. All professional and support staff have a common language and tools to use to help our students resolve problems and conflicts in a way that strengthens them. This has resulted in far less students being sent to the "Principal's Office" and a greater growth in problem solving skills for both the adults and children.

The last area that has been a huge highlight of our year is our playground. Last year, I asked our Parent Council for help and leadership in this area as, while important; it always was put aside for other, more pressing issues. Our ACSL has gone above and beyond in both commitment and results and we hope to have Phase 1 (north playground) done for September 1, 2015. With the funds generated thus far, we are hopeful to also be able to do Phase 2 (south playground).

The north area has a **'natural play space' focus** which is important for our sustainable development goals. Of special note was our skipping fundraiser, in which our children got pledges; totaling over \$31,000.00. Amazing!

Debbie Russell
Principal/Carman
Elementary School



Carman Elementary

2014-2015 School Development Goals and Progress

Goal #1 - Literacy

This year in literacy, we have been striving to improve **our student's reading levels**.

Specific accomplishments were as follows for 2014 – 2015:

- Many teachers were trained in the Fountas and Pinnell Reading Assessment.
- Teachers are using common tools and programs across the grade levels.
- New guided reading books were purchased for the literacy library.
- Strong Beginnings data was used to guide instruction and program planning.
- Educational Assistants received training on a variety of programs.
- Professional learning groups took place.

Goal #2 – Numeracy

This year in numeracy, we have been striving to improve **our student's math outcomes**. **We have also been** working to smooth the transition for our grade 6 students transitioning to the grade 7 mathematics.

Specific accomplishments for 2014 – 2015 were as follows:

- Math Recovery training.
- Extended Mathletics program.
- Daily math activities and centres.
- Students were exposed to a varied mix of lessons, resources, and types of test taking
- PRIME training.
- Professional learning group reviewed assessments.

Goal #3 – Sustainability-Respect for ourselves, others, and the earth

Carman Elementary students will demonstrate respect and awareness for ourselves, for each other, and the earth.

Specific accomplishments for 2014 – 2015 were as follows:

- All staff trained in Level 1 Restitution/Self-discipline Training.
- All staff using common language.
- Students have begun to understand and use the restitution techniques.
- Decrease in office referrals.
- **Began "We are all treaty people" programming.**
- French activities.
- Development of a playground revitalization project **including a 'natural play space' focus.**
- Many sustainability activities/projects.
- Intergenerational programs with local seniors.
- Roots of Empathy.
- Welcome to Kindergarten Program implemented.
- Buddy reading with nursery school.
- Terry Fox Activities.
- Many speakers.
- Cheer Board.
- Digital citizenship.

Carman Elementary

Main Areas of Focus in School Development—2015-2016

Goal #1 – Literacy

By 2017, 90% of students will be able to read a variety of grade level materials within the average range or reach literacy goals of their IEP's or LAP's.

Specific actions for 2015 – 2016 will be as follows:

- Focused guided reading programming and assessment.
- Continue to train teachers in the Fountas and Pinnell Reading Assessment.
- Create a reading club.
- Strive to strength comprehension skills.
- Continue to purchase new guided reading books to expand the literacy library.
- Review Strong Beginnings assessments.
- Continue professional learning groups
- Review writing continuums and create one for Carman Elementary School

Goal #2 – Numeracy

By 2017, 90% of students will achieve grade level or higher in math outcomes or the math outcomes of their IEP's or LAP's.

Specific actions for 2015 – 2016 will be are as follows:

- Partner with the Numeracy Leader to review needs at Carman Elementary School
- Create a school based numeracy committee to liaise with the Numeracy Leader and have focused numeracy discussions regarding Carman Elementary School needs.
- Explore and implement numeracy strategies.
- Expand training for staff in PRIME, Math Recovery, and/or Guided Math.
- Expand math literature in the library.
- Build a library of quality math games/activities.
- Review value of Mathletics with one computer lab.

Goal #3 – Sustainability-Respect for ourselves, others, and the earth

By 2017, Carman Elementary students will demonstrate respect and awareness of ourselves, each other, and the earth.

Specific actions for 2015 – 2016 will be as follows:

- Continue to train staff in Restitution.
- Create a school based plan for use of Restitution – examples - common language, jobs, safety, rules, respect, strengthening abilities.
- **Trained staff will present to staff on the “We are all treaty people” program.**
- **Incorporate “O’ Canada” in French.**
- Investigate ways of bringing learning of other cultures into the school.
- Investigate possibilities of having a living classroom.
- Celebrate Earth Day.
- Expand and investigate creative ideas for the outdoor classroom and playground.
- Continue cross generational connections.
- Expand connections with early years programming in the community.
- Investigate pro and cons of multi-age programming.
- Ongoing training for educational assistants.
- Integrate more technology into the classrooms.

Principal's Reflection of Past Year

As I look back upon the 2014/2015 school year, I am grateful for our teachers who have worked hard to inspire not only their students but each other to provide an engaging learning journey for us all. They willingly included others in this journey and critically reflected on their practices, with a specific focus on writing and language acquisition.

Our critical friends this year included:

- Author Karin Adams: For the 2014/2015 school year, our school began a more formal writing journey with author Karin Adams. Karin spent two weeks – one in late September and the other in mid-May – where she engaged students from Grade 1 to Grade 6 in various aspects of the **writing process. It began with "Sparking ideas" and ended with "From sparks to finish", but in between classrooms** continued making writing an important part of their day.
- Janet Carroll: Janet shared with teachers her expertise in bookmaking,
- Teacher Dave Arbez: Dave shared his presentation on inquiry and language acquisition.
- Norma Michaud: Norma Michaud brought to us her expertise on French language resources available on-line and through DREF.
- Roy Lyster: Thanks to the generosity of Seven Oaks School Division, our staff attended the workshop with Dr. Roy Lyster entitled: A renewed look at Immersion Pedagogy.
- Debra Mayer: Debra Mayer joined us as we welcomed our new kindergarten students and emphasized the importance that children learn best through play.
- French Language Coordinator Ann Lacroix: Mme Lacroix was part of our school learning group that examined how to improve oral language proficiency in our school.

Teacher Bailey (Roots of Empathy): The Roots of Empathy program was honoured to have Baby Bailey teach students about chi



We are happy for the conversations that challenge us to reflect on our practice and every day acts.

It was evident in our celebrated events this year, that building community is important to staff and students. We enjoyed many school wide activities in which students, of different ages, worked collaboratively with others to celebrate our common values. Most notable were the school wide events that celebrated who we were as readers and writers. The year started with a literacy night, in which we invited parents to come and learn about the developmental reading/ writing stages and activities they could do at home to support their children; **mid-year, we celebrated books with a "cozy up and read book" and : we ended the year celebrating all of our writers with our first ESE book launch.**

Fay Pahl
Principal/St. Eustache School

2014-2015 School Development Goals and Progress

Goal #1 - By the end of 2014/2015, all students will demonstrate growth in personal, informational, and imaginative writing and use strategies before, during and after writing to improve their work.

Specific accomplishments were as follows for 2014 – 2015:

- Reviewed writing continuums; reviewed student writing samples; established classroom rubrics
- Reviewed different writing models.
- Collaborative work with author Karin Adams – develop common language around the writing process and revisions. (two week residency in school – one week in September and one week in May)
- Year-end celebration- each student published a story and shared their writing with community during our book launch.

Goal #2 – By the end of the year, students will demonstrate respect and caring in relating with others and apply appropriate strategies to deal with challenges/conflicts.

Specific accomplishments for 2014 – 2015 were as follows:

- Implemented the program “Play is the Way” in a classroom.
- Implemented “Roots of Empathy” in a classroom.
- Class promises – beginning assembly to share our promises to one another and end assembly to reflect on our work.
- Class promises on school walls.



Main Areas of Focus in School Development—2015-2016

Goal #1 – Encourage the whole school community to develop values of respect, tolerance and positive relationships.

Specific actions for 2015 – 2016 will be as follows:

- Revisit more formally the teachings of the Circle of Courage with staff and students and how to incorporate these values in every day acts.
- Establish guidelines for inclusive language.
- Collect artifacts to document our work.
- Establish processes that enable staff to gather and record data on student learning and behavior.
- **Continue to implement and expand “play is the way” in school.**
- **Continue to implement and expand “Roots of Empathy” in school.**

Goal #2 – By the end of 2015/2016 all students will articulate an understanding of the 6-traits of writing and apply a variety of composing and revision techniques used in the writing process.

Specific actions for 2015 – 2016 will be as follows:

- Incorporate six-plus traits of writing into classroom practice/language (content/ideas; organization; word choice; voice; sentence structure; conventions).
- Exploration and implementation of mentor texts to guide six-plus traits of writing.
- Exploration and implementation of conference prompts.
- Collect artifacts to document our work.
- Provide feedback that helps students become better readers of their own writing – guiding them to be self-critical; teaching features of what good writing looks like (voice, organization, audience-aware, free of mechanical and grammatical errors).
- Celebration of writers- community celebration in form of book launch/school anthology.

Goal #3 – Students will be provided with daily opportunities to learn from each other and to communicate with each other in meaningful ways.

Specific actions for 2015 – 2016 will be as follows:

- Collect artifacts to document our work.
- **Provide increased opportunities for sustained language production and interaction with “more capable peers”.**
- Provide cooperative group activities.
- Encourage and celebrate risk taking.
- Foster extended discourse by creating activity-centered classrooms.
- Provide instruction that allows students opportunities to reinforce, consolidate and transfer learned skills across languages (English/French).

Elm Creek School

Principal's Reflection of Past Year

The 2014-2015 school year was positive and productive for our kindergarten to grade 12 students and staff! The school year saw effective progress in a number of curricular and student support program areas. The following school development goals, and the subsequent progress report, cover key areas of development including: literacy, numeracy, student support, balanced lifestyles, equity, social justice and sustainable development. The work of all of the stakeholders – teachers, parents, school support staff, divisional staff, and community members, has been appreciated and has had a positive impact on the K-12 learners at Elm Creek School!

Bill Yaworsky

Principal/Elm Creek School



2014-2015 School Development Goals and Progress

Priority # 1 – Improve Literacy Levels and Numeracy Skills in Kindergarten to Grade 12 for 2014-15

Grammar and Word Study Skills

- Reading levels increased in Grades K-7 as per assessment results.
- Students had increased success with basic grammar. Teachers reported fewer grammatical errors.
- Reading is Thinking (RiT) was scheduled in the Grade 6/7 – 10 timetable.
- Teachers received further training on teaching reading strategies to their students.

A number of students required less direct instructional support time with educational assistants as the school year progressed.

Reading Skills

- Funding was made available for the PLG group for RiT planning and Later Literacy training.
 - Both the number of reading minutes, books read, and library book circulation increased.
 - Provincial standards test results showed Grade 8 students at or above grade level (92%).
- Strong Beginnings assessment program established clear baseline reading levels for students in K-8.

Numeracy Skills

- Basic math facts and mental math was implemented school wide in K-6.
- Math Recovery training, with classroom supports, implemented.
- Strong Beginnings assessment included a numeracy component in K-8.

Priority # 2 – Improve Support for all K-12 Learners

- Assessment strategies were strengthened with the implementation of Strong Beginnings (K-8), including the implementation of this assessment with both at-risk and new students throughout the school year.
- More consistent instructional staff **communication on learners' needs** and programming during the school year via team meetings, resource meetings, and email.
- Instructional staff was in serviced and trained in a variety of areas including: attachment disorders, autism, Later Literacy, Math Recovery, mental health, suicide prevention, and WEVAS.



Priority # 3 - Promote Balanced Lifestyles and Equity for all Learners

- Wellness activities and events planned and implemented included: regular school spirit days (monthly), Artist in the Schools program (dance expert), drama club, music concert **with a visiting school band, "move-a-thon" fundraising/school community building event, guest presenters and readers during "I Love to Read" month, joint field/tabloid day with a neighboring school, French language inter-school activity days (two), and a cultural awareness day participation with other divisional senior years students.**
- Use of agenda books and electronic device organizers were encouraged to assist students with their organizational skills and time management.
- K-6 structured intramurals opportunities and structured **intramurals for Grades' 7-12.**
- Elementary run club and garden club participation.
- Continued guest speaker forums including the area of personal **safety ("Kids in the Know" program), responsible social media use, and the risks associated with substance abuse.**

Main Areas of Focus in School Development—2015-2016

Priority #1 - Continue to improve Literacy and Numeracy Skills of K-12 students

Specific action plans:

- Develop literacy and numeracy professional development opportunities and release time for K-8 teachers in areas including: Strong Beginnings assessment, Later Literacy, reading strategies, and Math Recovery; and for Senior Years teachers in areas including: reading assessments in grades 9-11, Later Literacy, and Reading is Thinking.
- Re-branding and redevelopment of the “Sprint” remediation program in middle and senior years.
- Develop opportunities for “a culture of math/numeracy” in the school through activities such as: “I Love Math” month and cross-grade math sharing opportunities.
- More training opportunities for educational assistants in areas relating to literacy and numeracy supports to K-12 classrooms.

Priority # 2 – Improve Balanced Lifestyles and Equity for all Learners

Specific action plans:

- Increase the frequency of guest presenters/speakers in areas including: healthy lifestyles, cancer care, substance abuse, mental health, social media, and positive decision making (ex. texting/driving, drugs, alcohol, safe sex, and healthy relationships).
- Expand on wellness events and activities to include: Move ‘n Groove, comedian, hypnotist, fun/spirit days, and inter-school opportunities to build community/relations.
- Initiate purposeful electronic device training to support even more effective organization and time management skills at the senior years’ level.
- Initiate more “open gym” time for K-12 students to promote active, creative movement and play.
- Expand the opportunities for the “Helping Hand Fund” to assist and support the needs of underserved students and their families in the Elm Creek School community.

Priority # 3 – Expand Social Justice and Sustainable Development Initiatives

Specific Action Plans:

- Develop a composting area and worm farm in the K-6 area to promote food waste management.
- Complete the gardening project, from spring of 2015, with a harvest of vegetables for school community use in the fall of 2015.
- Complete the fall 2015 application for Elm Creek School to become a UNESCO MB Schools network candidate school, promoting a culture of peace and positive global citizenship.
- Expand the school’s recycling program further into the Elm Creek community area, including the local CO OP store and additional business and municipal sites.
- Complete and submit the Tree Canada proposal grant of \$3000 for the school’s greening and foliage enhancements.

Hutterian Colony School

Principal's Reflection of Past Year

As I sit here looking over the prairie, I reflect on all of the accomplishments of the past year. The staff of the Hutterian Colony School is a professional group of lifelong learners. They are in tune with best practices in education and look forward to new ideas. The staff willingly makes daily decisions that are in the best interests of the students.

This year has seen our students improve in their writing skills, math skills, and reading skills. As an administrative team, Catherine and I appreciated the dedication of our staff and the continued support of the parents and Hutterian Colony Management.

Bonnie Ammeter

Principal/Hutterian Colony School



Hutterian Colony School

2014-2015 School Development Goals and Progress

Goal #1 – Literacy

Improving Student Writing Skills

- Teachers attended inservice with Ruth Culham on The Writing Thief Using Mentor Texts - 6+1 traits in writing and shared information with staff at an early dismissal. Copies of her book were purchased for teachers to use in their planning.
- K-12 teachers viewed professional development video by Ruth Culham – Traits of Writing – at the early dismissal PD sessions.
- Early years and middle years PLC groups investigated 6+1 Traits.
- Kits and professional materials were purchased for the K-12 teachers. Early years teachers implemented the 6+1 Traits kits and 6+1 Traits of Writing The Complete Guide for the primary grades and the middle years teachers implemented the 6+1 Traits kits and 6+1 Traits of Writing – the Complete Guide for Middle School. Ruth Culham's 100 Trait – Specific Comments were also purchased for each site.
- Teachers accessed children's literature from the HCSAO to model the traits.
- Teachers shared writing samples from their students from each trait at early dismissals.
- Grade 10 ELA teacher implemented 6+1 Writing Traits and provided guided practice and exemplars to students to increase their proficiency at using all 6+1 traits.
- UDL was incorporated into more classrooms this year and a group of teachers collaborated on UDL activities as a PLC group at early dismissals.

High School Content Area Reading and Writing

- High school teachers worked in PLC group at early dismissals reviewing and studying the book "Close Reading and Writing from Sources" - Douglas Fisher Nancy Frey.
- Close reading strategies were incorporated into subjects.
- "Reading is Thinking" was incorporated into high school courses.

Goal #2 – Numeracy

Early Years (K-4) will meet or exceed grade level expectations in Math

- 7 more teachers were trained in Math Recovery with Jim Martland.
- Early years teachers trained in Math Recovery assessed students in the fall and spring.
- Data was used to determine intervention strategies and activities to use to develop math concepts.
- Math Recovery teachers worked in PLGs and PLCs to study and develop activities.
- Committee of early years teachers met and prepared additional materials to be used for weekly graphing activities in order for students to understand data collection, organizing and interpreting
- Teachers implemented mental math strategies with the students.
- Teachers accessed math literature from the HCSAO to have an understanding of how it connects to math concepts.

Middle Years (Grade 5-8) develop problem solving strategies and mental math strategies

- 2 middle years teachers attended in-service teaching concepts for and through problem solving.
- 3 middle years teachers attended in-service with Greg Tang on basic math facts.
- Middle years teachers taught strategies for mental math and problem solving and students kept math journals.

#3 - Other areas of focus this year included:

Sustainable Development Grant

- Several classrooms purchased document cameras to reduce the amount of paper used.
- Presentations from Oak Hammock Marsh, Prairie Exotics and Wild Haven Rehabilitation Centre provided students with information on the wetlands, plants, the environment, animal diets, characteristics, behaviour and adaptations.
- Composters were purchased to reduce waste and return organic matter to the soil.
- Apple trees were planted to replace those that were either dead or diseased.
- Bees Wax Lotion was made by one class to show how all aspects of a product could be used.

Healthy Schools Grant

- Sports equipment, heart monitors and Fit Bits were purchased to promote healthy activity.
- Items were purchased to allow students to prepare and evaluate the nutritional value of healthy snacks.

Hutterian Colony School

Main Areas of Focus in School Development—2015-2016

Goal #1 – Literacy Improving Student Writing Skills K-8 and High School Content Reading and Writing

Our school will continue with the implementation of the 6+1 Writing Traits and writing and reading comprehension strategies in all courses.

Specific actions for 2015 – 2016 will be as follows:

- Continue to develop the 6+1 Traits and strategies with students
- Develop and begin using a 6+1 continuum based on the 6+1 scoring guides

Goal #2 – Numeracy – (a) Early Years (K-4) will meet or exceed grade level expectations in math—(b) Middle Years (Grade 5-8) develop problem solving strategies and mental math strategies

Our school will continue with the implementation of Math Recovery and development of mental math strategies. In addition, middle years will continue to develop word problem solving skills

Specific actions for 2015 – 2016 will be as follows:

- Continue to have early years' teachers in Math Recovery with Jim Martland (6 days).
- Continue to implement strategies to develop mental math in K-8 students.
- Upgraded computers ordered to support the delivery of Mathletics next year as part of the school plan for improvement. We intend to gather data on mental math for a first step.

Goal #3 – Other areas of focus

Our school will continue with the implementation of Sustainable Development and Healthy Schools grant to further educate students in the value of a healthy lifestyle and what it means to live in a sustainable manner.



Miami School

Principal's Reflection of Past Year

This year has once again seen our enrollment continue to increase. This trend has lasted for the last five years; moving our enrollment from 186 students in 2010 to 256 students this year for an average increase of 8.25% (or approx. 15 – 20) new students each year. While we have seen increases in numbers in all program levels (early, middle and senior years), the greatest numbers have been steadily rising at the K-6 level. Affordable housing for young families in a “bedroom” community a short commute between two larger centers like Carman and Morden seems to be playing a role in this increase, as does our community's and our school's reputation and ability to well-provide for its families and students.

As with anything in life, even positives can bring with them new challenges as well, and this has been a year that we have felt some of those challenges with regards to balancing our increased student numbers and class sizes with both our physical building constraints and our assigned staffing allocations. We have greatly appreciated the many opportunities we have had this year to discuss our needs and reflections with senior administration and in turn the Board, and for the careful consideration and support for our proposals that we have received. Of particular importance and value have been the discussions we have been able to begin about opportunities and needs unique to K-12 schools, meeting provincial 20K3 guidelines, and the importance and role of multi-tiered student support models. The recent approval and addition of a 0.5 Student Support Teacher moving into the upcoming school year is especially appreciated and exciting. We are looking forward to the programming options that this will bring to help us support our middle and senior years' students.



Our community leaders and liaisons (PAC, RM, Miami Children's Facility, Rink/Curling and Golf, Museums, Post-Secondary Committees, local businesses and local mentors in the arts and music for example), continue to play an invaluable role in supporting the quality and variety of programming that we are able to continue to offer as a small, rural school. The success and excitement created for students through our new middle years music workshop format with the help of so many community musicians was a great example of this.

The outstanding success of our PAC Playground Committee's commitment and effort to raise funds for a new playground structure and the support they have received from the community couldn't be more exciting or humbling. With the help of many volunteers, we look forward to the summer installation of an impressive new “Marlin green and black” play structure for our growing K-6 student population. Sincere thanks to everyone who is helping to make this possible!

Lise McNair

Principal/Miami School

2014-2015 School Development Goals and Progress

Goal #1 - Career Exploration & Development

We are working creatively and committedly at all program levels (early, middle and senior) to support a school-wide culture and continuum of opportunities and supports designed to help students appreciate and reflect on their individual skills, aptitudes and employability skills: set short and long-term personal, academic and professional goals and make clear connections as to how what they are learning in school is able to help them in the real world.

Specific accomplishments were as follows for 2014 – 2015:

- **Re-structured our early years'** portfolio and student parent conference format within an "essential employability skills" framework.
- **Introduced formal "Grade 8 Exit/Senior Years Entrance Interviews" for middle years' students** which tie together students celebrating and showcasing their personal, academic and career focused skills sets with short and long term personal and academic goal-setting and reflection.
- Introduced a student application and formal interview process to grade 12 post-secondary scholarship applications which models authentic life/career expectations and responsibilities.
- Integrated Lifeworks career development and literacy outcomes through English Language Arts at grades 9 to 11.
- Successfully supported a significantly increased number of apprenticeship programs.
- Successfully advocated for additional student support programming to address the learning and school to work/life transitions of students struggling with academic, social-emotional and health-related needs that otherwise interfere with their ability to succeed.

Goal #2 – Literacy & Numeracy

Our school has connected the impact that strong literacy and numeracy skills have as critical communication and problem-solving employability skills that form a foundation for post-secondary academic and work related success. We are in the process of developing comprehensive school-wide literacy and numeracy continuums and supports which increase both student skill sets and confidence.

Specific accomplishments for 2014 – 2015 were as follows:

- Collected and established baseline data for grades 2 and 6 students with regards to reading comprehension skills as per divisional priority and training.
- Found a way to successfully double English Language Arts and Mathematics instructional time at each grade 9-12 level.
- Found a way to improve student motivation to sign-up for and complete Applied and Pre-Calculus courses with extended timetabling which builds teacher tutorial/homework time into the daily coursework.
- Began a systematic continuum of learning strategies from K-8 designed to solidify and improve student mental math skills and basic automaticity of math facts.

Goal #3 – Citizenship & Leadership

We are working hard at creating a culture and mindset for all students at all grade levels that emphasizes the value of active and responsible citizenship and leadership which includes a commitment to social justice and environmental sustainability.

Specific accomplishments for 2014 – 2015 were as follows:

- Tripled the number of active student leaders and volunteers by re-structuring our student government and creating four additional focused student leadership groups (Social Justice, Environment, Healthy Schools, & Literacy)
- Began a school-wide Environmental Sustainability leadership group with staff and student representation to develop and lead a school-wide ESD plan.
- Extensive and highly successful sustainability and social justice integrated project (Gr 6 wool spinning project)

Goal #4 – Connections and Communication with Home and Community

As a school, we recognize that student growth and learning is enhanced when all partners work closely and collaboratively together towards a shared vision and priorities which is enhanced by easy and accessible channels of communication between home and school.

Specific accomplishments for 2014 – 2015 were as follows:

- Created a media and events program which integrates a variety of student technology learning outcomes into practical and authentic multi-media communications (twitter, blog, wiki, newsletters, digital and print pictures, etc.)
- Increased connection with parents through social media.
- Made significant updates to school wiki to improve communication of general and specific parent information.

Main Areas of Focus in School Development—2015-2016

Goal #1 – Career Exploration & Development

Specific actions for 2015 – 2016 will be as follows:

- Continue to develop our new early, middle and senior years' portfolios and Interviews.
- Hold a full-day Career Exploration Forum for grades 7-12 students during the first week of school which includes panel discussions, exposure to a wide variety of careers featuring local people, and workshops to learn interview and other employability skills.
- Continue to integrate LifeWorks into full year English Language Arts for grades 9-11. Add Lifeworks40 as Semester II option for grade 12 students.
- Continue to support apprenticeship opportunities within the school timetable.
- Create prominent displays of profiles of local people featuring their careers.
- Continue to advocate for additional counselling and guidance staffing to support students with social-emotional and mental health challenges.

Goal #2 – Literacy & Numeracy

Specific actions for 2015 – 2016 will be as follows:

- Continue to fully develop our reading and writing K-12 continuum.
- Continue to fully develop a comprehensive school-wide numeracy plan.
- Begin a Numeracy Assembly Celebration (once per term) which encourages students to showcase and celebrate their success in mental math and automaticity of basic math facts.

Goal #3 – Citizenship & Leadership

Specific actions for 2015 – 2016 will be as follows:

- Continue to re-structure and develop the current student leadership groups.
- Continue to move all internship, awards and scholarship opportunities into an application and interview process.
- Add a mandatory citizenship service practicum to all grades 9-12 social studies courses.

Goal #4 – Connections and Communication with Home and Community

Specific actions for 2015 – 2016 will be as follows:

- Continue to improve and streamline communication through use of social media and website.
- Include a parent workshop opportunity into our Strong Beginnings program which allows parents the opportunity to learn tips on how to stay connected to the school as well as how to best help with homework.
- Continue to liaison with our community partners as much as possible.

Roland School

Principal's Reflection of Past Year

The 2014-2015 school year has been a year of growth and a renewed opportunity for collaboration with new and more senior staff. I found my first year at Roland to be one where I was welcomed with open arms. Staff, students, and parents were extremely open to any changes that were brought to the table and opportunities for growth were capitalized on throughout the year.

We are looking forward to the 2015-2016 prospective increase in student numbers as our kindergarten class is a large group of 17 students! This large kindergarten class will be important for the prosperity of our school and staff is excited to see students continuing to grow in our building.

Brandy Chevalier

Principal/Roland School



Roland School

2014-2015 School Development Goals and Progress

Goal #1 - Improve the number of students meeting reading targets (with a final goal of 80% for June 2017)

A literacy focus at Roland Elementary has shown immense success this year. By June 2015, 70% of students are meeting or exceeding reading targets. We look forward to putting new Fountas & Pinnell training into place and continue to build on literacy intervention strategies that are already employed.

Specific accomplishments were as follows for 2014 – 2015:

- Successful implementation of Strong Beginnings.
- School wide bi-monthly buddy reading program to create connections across the grade levels.
- **High number of guest readers during the "I Love to Read Month" of February.**
- Acquired more leveled reading texts to add to our current guided reading program.



Goal #2 – Improve the number of students meeting grade level targets in numeracy (with a final goal of 75% for June 2017)

A continued focus on numeracy at Roland Elementary has continued to show success. By June 2015, 73% of students are meeting or exceeding grade level targets in numeracy. We have identified a need for continued growth in streamlining our numeracy assessments.

Specific accomplishments for 2014 – 2015 were as follows:

- Successful implementation of Strong Beginnings.
- Acquired a membership to the Mathletics program **which has proven to be of high interest to our student population.**

Roland School

Main Areas of Focus in School Development—2015-2016

Goal #1 – Improve the number of students meeting reading targets (with a final goal of 80% for June 2017)

Specific actions for 2015 – 2016 will be as follows:

- Implement Fountas & Pinnell testing to align with divisional expectations.
- Continue to utilize the guided reading program for literacy enrichment.
- Strive for improved reading comprehension.
- Provide professional development opportunities for teachers and support staff in literacy.

Goal #2 – Improve the number of students meeting grade level targets in numeracy (with a final goal of 75% for June 2017)

Specific actions for 2015 – 2016 will be as follows:

- Pursue a streamlined numeracy assessment tool to ensure that target levels can be easily compared and communicated.
- Continue to access and promote the Mathletics program in our school.
- Implement a school-wide opportunity to make math fun similar to “I Love to Read” month.
- Provide professional development opportunities for teachers and support staff in numeracy.

Goal #3—Improve student understanding of equity

Specific actions for 2015 – 2016 will be as follows:

- Pilot the treaty education program.
- Assemblies outlining equity.
- Monthly equity themes based on virtues.
- Develop a school song.
- I Caught You Being Good program.



St. François Xavier School

Principal's Reflection of Past Year

At St. Francois Xavier School, our focus is always on student learning. As a team, we work together to provide the supports for all students to be successful. Our staff has continued to discuss and engage our own professional learning towards this end. This year, much of our professional development was directed toward developing our knowledge of the latest **research on children's mental health.**

A new initiative this year for the Prairie Rose School Division was the Welcome to Kindergarten program. Our evening was held in April and we had great feedback on the program from the parents. Having our youngest school members gain experiences through play activities with their parents will help provide a successful start for their years in school.

Betty Ann Tiltman

Principal/St. Francois Xavier School



2014-2015 School Development Goals and Progress

Goal #1 - Literacy—Improving Student Writing

Writing for different purposes has been a focus for St. François Xavier School for the past five years. Writing samples of each student have been collected at the beginning and end of the school year and stored in the student resource portfolio. In this way, teachers **have access to samples of a student's writing growth** over time.

On-going discussions about improving student writing include:

- Writing for different genres/ purposes; for example, narratives, such as personal and story-telling; expository, such as informational and research, persuasive, and poetry.
- Transitioning spelling strategies to everyday writing.

Goal #2 – Numeracy

Development of mastery of basic math facts has been a long term focus for our school. Students learn and practice strategies for math operations throughout **the early and middle years. The students'** development of their mastery level is tracked by the classroom teachers using Trevor Calkins assessment **material. Each grade collects data on the students'** knowledge of math facts at the beginning, middle and end of the year. This information is stored in the student resource portfolio. Our goal is to have each student improve their knowledge of basic math facts each year.

Another goal is to have staff trained in diagnostic strategies for math.

Specific accomplishments for 2014 – 2015 were as follows:

- Two more teachers received training in Math Recovery this year, raising the number of teachers trained in Math Recovery to five.
- At the time of the writing of this report, the math data collection has not been completed, so an analysis of the data has not been reviewed.

Goal #3 – Safe and Healthy Learning Environment

In order to ensure a safe and healthy learning environment, several goals were set to improve the learning climate of our school. Using the book, The Essential 55, school wide goals are chosen as target behaviours for the students. An example of a target behavior is for students to respond to staff when **greeted; reciprocating with a "Hello, how's your day going?"** response to a staff member. The behaviours are reviewed at school assemblies and students are recognized for their efforts to meet the goals. The overall goal is to have a respectful learning environment.

In keeping with a respectful learning environment, the goal is to see improvement in the survey results of the Tell Them From Me Survey conducted with the Grades 4, 5 and 6 students.

Students having self-regulation problems are a concern for the staff. To support these students, our school plan incorporated several opportunities for professional development for early dismissals and school based professional development days.

Specific accomplishments for 2014-2015 were as follows:

- Students are regularly responding positively to staff and adults visiting the school upon being greeted.
- There was an improvement in the TTFM results this year compared to the previous year.
- Staff members continue to receive divisional training for WEVAS.
- The staff received professional development from our two divisional psychologists on ADHD, anxiety in young children, oppositional defiant disorder and autism. School team members also received additional outside professional development for autism to support their work with special needs students. Staff received professional development on the Cycle of Rage **with our school's social worker.**

St. François Xavier School

Main Areas of Focus in School Development—2015-2016

Goal #1 – Literacy - Improving Student Writing

Specific actions for 2015 – 2016 will be as follows:

- Continue to research writing assessments and continuums.
- Prepare exemplars for writing.
- Use Jennifer Katz's book on Universal Design for Learning for developing inquiry based learning.
- Purchase materials for guided reading and writing.

Goal #2 – Numeracy

Specific actions for 2015 – 2016 will be as follows:

- PRSD and school partnership with PRSD Numeracy and Literacy Leaders.
- Train one teacher in Math Recovery and one teacher in the Prime math diagnostic program in collaboration with the PRSD divisional goal.
- Implement a school wide math event such as Math Olympics.
- Survey students about attitudes towards math.
- Join Mathletics to support online learning

Goal #3 – Safe and Healthy Learning Environment

Specific actions for 2015 – 2016 will be as follows:

- Conduct a survey on school climate.
- Continue to add school wide behaviours from the book The Essential 55.
- Provide professional development for mental health and cultural diversity.



St. Paul's Collegiate

Principal's Reflection of Past Year

St. Paul's is a busy school. Our students are very involved with multiple activities. A particular characteristic of St. Paul's Collegiate is that we are a small 7-12 Dual Track (French Immersion/English programs) public community school, and we have the privilege of getting to know all of our students.

We have 178 students, and 33 professional staff (teachers, educational assistants, and support staff). Our classroom sizes are smaller, therefore, our teachers can pay close attention to every student. We strive to offer a balanced compliment of athletic, artistic, academic, mentorship, and apprenticeship opportunities.

Our middle years students receive bilingual programming and a have access to options such as: industrial arts, music, home economics, French, art and drama. Our high school diploma offers: French Immersion, English program, Senior Years Apprenticeship, Career and Technology Studies (CTS), Wide Area Network (ITV) courses and Art Mentorship.

To support student success our Student Services Team works diligently to meet student needs. As a team, we are committed to helping students be successful. We strive to provide a program that enables all students to achieve a good outcome; to improve daily teaching and learning; to know the status and progress of every student; and to connect deeply to our local community

Throughout the year our professional development is focused on a framework of; **C**ollaboration, **A**ppreciation, **R**elationships and **E**nthusiasm. Through inservice(s) we discuss our school needs, challenges, goals, and celebrate our successes.



Our goals for 2014-2017 will primarily focus on literacy, numeracy, education for sustainable development, assessment, school culture, French language and culture, and communication with parents.

JF Godbout

Principal/St. Paul's Collegiate

St. Paul's Collegiate

2014-2015 School Development Goals and Progress

Goal #1 - Literacy

Specific objectives for 2014 - 2017:

- By June 2017, 85% of **St. Paul's grade 8 students** will be reading at or above grade level with regard to their ability to read and comprehend text in a variety of forms.
- By June 2017, 90% of **St. Paul's grade 12 students** will pass the Grade 12 English and French Language Arts provincial standards exam and the PRSD mean will be above the provincial mean. Our first semester average was 80% for ELA, and 81% for FLA.

Specific actions for 2014-2017:

- Middle Years students will be assessed twice a year (fall/spring) to determine a performance baseline, intervention and measure progress and growth. We will also review the Manitoba Education report on the **middle years' mid-year ELA/FLA formative language assessment.**
- **A senior years' committee** will be established to determine a common language arts assessment at the senior level. **Currently, St. Paul's uses the Gates McGinitie reading test.** Our students are at 75% grade reading level.

Goal #3 – Sustainable Development

Specific objectives for 2014-2017:

- To reach by 2015 the Educational for Sustainable Development **Awareness** level for ECO Globe level school with goal to be an **Action** level school by 2017.

Specific actions for 2014-2017:

- In 2014-2015 all homerooms reviewed the ECO-Globe criteria submission chart for the Awareness level (descriptors/criteria) to help develop a general awareness of the ESD principles and the practices of

sustainability.

- Improve and add to our recycling program (new and improved bins were placed throughout the school).
- All students/staff participate in Pink Shirt Anti-Bullying campaign.
- All students participated in the TADD day mock trial.
- Students participate in a variety of school wide initiatives to raise ESD awareness. Through signage, activities and student led clubs students increased sustainability awareness.

Goal #2 – Numeracy

Specific objectives for 2014-2017:

- By June 2017, 85% of **St. Paul's grade 8** students will demonstrate numeracy skills at or above grade level.
- By June 2017, 90% of **St. Paul's grade 12 students** will pass the grade 12 mathematics standards exam (Pre-Calculus, Applied, and Essentials) when offered; the PRSD mean score will be above the provincial mean.
- By June 2017, 50% of PRSD grade 12 students will complete grade 12 Pre-Calculus or Applied Mathematics courses.

Specific actions for 2014-2017:

- To participate in middle **years' numeracy committee** and decide on a common assessment tool.
- To review Manitoba **Education's middle years' mid-year** mathematics formative assessment results.
- To establish a senior years mathematics committee. To review provincial grade 12 standards assessment results.
- To collect baseline data in the beginning of grade 9 and determine numeracy intervention(s).
- To work with divisional numeracy leader to establish a systemic intervention and numeracy improvement plan.

Goal #4 – French Revitalization

Specific objectives for 2014-2017:

- To continue to provide instructional staff with French professional development and access to pedagogical resources.
- To continue, and constantly review initiatives, activities and projects established by the divisional French Revitalization program
- To increase awareness of the French language/culture in our dual track setting by providing all students a variety of cultural and linguistic experiences throughout the year.

Specific actions for 2014-2017:

- All Immersion and French staff had a two day PD/access to the Provincial Direction Des Ressources Éducatives Française coordinator. (new resources were accessed, discovered and ordered).
- The Immersion team completed the provincial French Language review. The report was due in Fall 2015.
- Students participated in cultural activities/workshops/festivals such as: Cinémental, Festival des vidéastes 2015, Conseil jeunesse provincial forum, Québec-Manitoba student exchange, Festival du Voyageur artists performed for all **SPC students, etc...**

St. Paul's Collegiate

Main Areas of Focus in School Development—2015-2016

At Institut Collégial St. Paul's Collegiate we believe that our students' quest for lifelong learning is facilitated through challenging experiences that develop knowledge, skills, and values in a positive learning environment.

Our school priorities for 2015-2016 will be associated with our 2014-2017 school development plan and will be aligned with PRSD divisional priorities; with additional attention to technology, career development, and community relationships.

St. Paul's 2015-2016 priorities:

- Literacy
- Numeracy
- ESD development
- French language and culture
- Communication with community

Adding to our current priorities for 2015-2016

- Technology enhancements for teaching and learning
- Career exposure and development
- Community relationships

Semper Fidelis

M. JFGodbout

Directeur/Principal



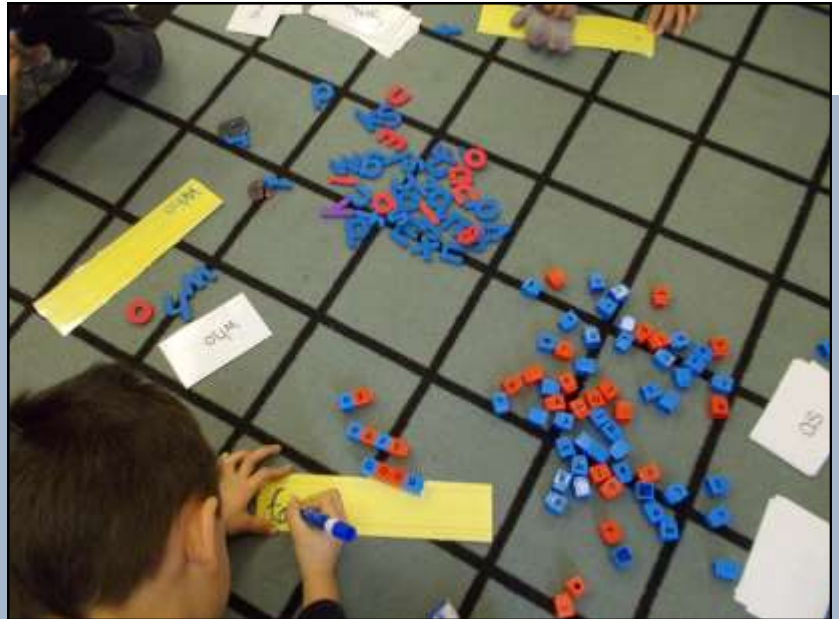
St. Laurent School

Principal's Reflection of Past Year

I am very proud of the hard work and dedication that staff and students always display even with all of our struggles with the building and the ongoing construction this year. I am extremely proud of all our accomplishments and our commitment to meet the needs of our students in all of our priority areas. This past year our Industrial Arts program was the recipient of a new CNC machine which will be a great benefit to our students.

David Halldorson

Principal/St. Laurent School



2014-2015 School Development Goals and Progress

Goal #1 - Literacy

We have established a school based committee to develop and support student and staff opportunities to reach this goal.

Specific accomplishments were as follows for 2014 – 2015:

- Establish a K-12 Literacy Committee on September 2, 2014.
- This year our school added a literacy/numeracy teacher to work with our grade K-8 students and staff.
- Implemented Strong Beginnings - We assessed K-6 students using Fountas and Pinnell, Observation Survey, Dolch Words, Jerry Johns.
- This was also our second year of having our alternative program in our high school, which provided learners with flexible opportunities to complete credits and to keep students engaged with their learning.
- To improve school and classroom libraries with more relevant materials.
- (magazines, aboriginal/metis books, non-fiction books)

Goal #3 – Career development

We have established a school based committee to develop and support career development for our students and to increase the number of graduates entering the trades and skilled labor force.

Specific accomplishments were as follows for 2014 – 2015:

- Field trips to secondary facilities that specialize in trades and skilled labor training.
- Continued to attend events like the Construction Expo and Woman in Trades Day.
- Implementation of CNC technology and 3d drafting software into industrial arts, mathematics, and science classes
- Purchased a CNC machine
- Continued to develop and implement vocational/trade based courses with focus on home economics, photography, CNC operation, carpentry, and drafting.

Goal #2 – Numeracy

Our school established a school based numeracy committee to review current practices and to plan for the next three years.

Specific accomplishments for 2014 – 2015 were as follows:

- In mid-September a committee was established that met every early dismissal
- We connected all K-12 students across the math curriculum by doing the following: Buddy Math (grade 9 and grade 2 class) Math Olympics, Spirit Day, Pie and Pizza Day/Math in Careers for senior years' students.



St. Laurent School

Main Areas of Focus in School Development—2015-2016

Goal #1 – Improve cultural awareness in St. Laurent School.

Specific actions for 2015 – 2016 will be as follows:

- Increase awareness of Aboriginal and Metis literature in school, library and classrooms. Specific activities include I Love to Read Month, having one day with Aboriginal and Metis Focus, and inviting oral storytellers to the school.
- All 9-11 students in Prairie Rose School division worked with Kevin Lamoureux on otherness. Every school presented their culture to all other students. From this meeting we are hoping to develop a divisional committee with students leading the charge.
- Develop and provide professional development opportunities for teachers and support staff on Aboriginal Learners and Aboriginal Education

Goal #2 – Literacy, Numeracy, and Grade 12 Provincial Standards Test Results

Systemically address the demonstrated weaknesses in literacy and numeracy skills of incoming Grade 9 students improve our student achievement results in Grade 12 provincial standards tests in English Language Arts and Mathematics – Applied Mathematics, and Essentials in Mathematics.

Specific actions for 2015 – 2016 will be as follows:

- PRSD and school partnership with PRSD Numeracy and Literacy consultants.
- Focused literacy and numeracy discussions with English Language Arts and Mathematics departments.
- Exploration and implementation of literacy and numeracy strategies and/or programs for high school learners.
- Continued systemic curriculum and program planning (9-12) with actions to improve school's provincial standards testing results.
- Continued training for our mathematics teachers.

Goal #3 – To incorporate student voice to promote student engagement

Our school will continue with the implementation of student voice for our students.

Specific actions for 2015 – 2016 will be as follows:

- To emphasize positive terminology such as Healthy Hawks, Peace Makers, bucket filling acts instead of negative term "Bullying". K-6 assemblies based on HAWKS behavior, positive healthy behavior, good role modeling, improve self-esteem, what makes a good citizen.
- We will be implementing our own one page survey on "How do you feel at school".

Goal #4 – St. Laurent School values ESD and hopes to create a school environment that all participants benefit from quality education. The values, behaviors, and community will prepare for a sustainable future with a focus on providing a positive societal transformation.

Specific actions for 2015 – 2016 will be as follows:

- During "Strong Beginnings" have grades 7 and 8 students participate in out of school activities that promote wellness and build community.
- Student trips to Fort Whyte and Oak Hammock March and participate in team building activities and well as learn about the environment.
- Improve the fusion of ESD topics into curricular goals.
- Provide opportunities during a week-long ESD campaign in April 2016 - activities may include: yoga and meditation led by a trained instructor, presentation from RCMP or other knowledgeable faculty on the topic of the effects of drug and alcohol use.