

SCHOOL REPORT 2015/2016 & PLAN 2016/2017

Manitoba Education and Advanced Learning is reviewing the current school and school division reporting and planning process; therefore the reporting and planning for the 2016/2017 school year will be a year of transition as changes to the process and templates may be forthcoming.

- 1) Please use this template to complete your **2015/2016 School Report on Outcomes and 2016/17 School Plan**.

(Note: The web survey offered in previous years is suspended during the review.)
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at www.edu.gov.mb.ca/k12/ssdp/index.html.
- 4) For inquiries to Manitoba Education and Advanced Learning regarding School Reporting and Planning, contact Tia Cumming <Tia.Cumming@gov.mb.ca> or 204-945-8417.

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification

Name of School Division Pembina Trails	Name of School École Crane	Name of Principal Brenda Stewart	Date (yyyy/mm/dd) 2016/09/28
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School Profile

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

Number of Teachers 15.084	Number of Students 228	Grade Levels K-4	There is an Educational for Sustainable Development (ESD) plan for the school. Yes
What is your mission statement? École Crane, in partnership with the community, is dedicated to promoting personal best in an early year's French immersion setting.			Year Revised Unknown

SCHOOL REPORT – 2015/2016

School Priorities

1. Respect
2. Resilience

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2013/14, 2014/15, 2015/16).

Expected Outcomes

1. We continue to explore and "live" our Respect Agreements (developed two years ago in a collaborative effort between students, staff and parents).

Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.

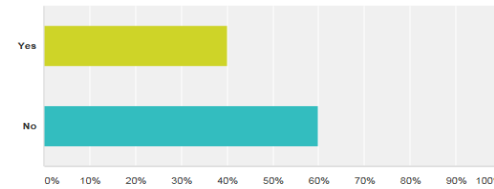
- 6 Tag sessions held throughout the year
- 78% of Grades 1-4 students were able to name at least ¾ of our Respect Agreements



- 40% of parents who responded to the survey indicated that they were more aware of initiatives undertaken by the Respect Committee

Have you been more aware this year of initiatives undertaken by the Respect Committee (e.g. TAG groups, building resilience, exploring differences) through newsletters and other means of communication?

Answered: 60 Skipped: 1



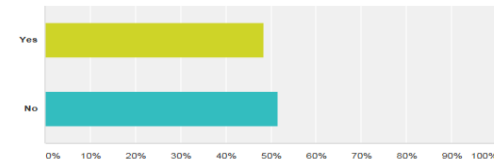
Answer Choices	Responses	
Yes	40.00%	24
No	60.00%	36
Total		60

2. Building resilience throughout our school

- 89% of teachers reported in a year end survey that their students demonstrated an understanding of resilience at least some of the time, with 11% reporting they demonstrated it often
- Kindness jars were repurposed into “resilience jars”
- 48% of parents who responded to the survey indicated that their child had spoken to them about resiliency

Has your child spoken to you about resiliency, and some possible strategies in trying to become more resilient?

Answered: 60 Skipped: 1

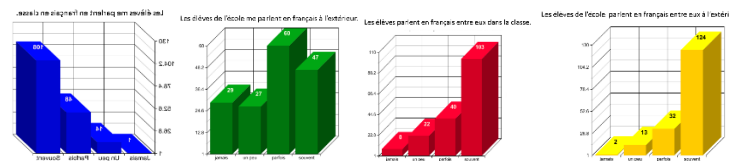


Answer Choices	Responses	
Yes	48.33%	29
No	51.67%	31
Total		60

3. L’utilisation du français oral chez nos élèves continuera à augmenter.

Use of oral French in our school will continue to increase

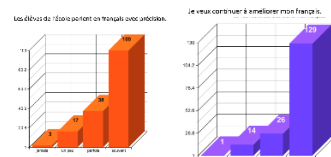
Résultats du sondage des enseignant-français oral juin 2016



Résultats du sondage des élèves—français oral juin 2016



4. La qualité du français oral chez les élèves s'améliorera à travers l'école.
 The quality of oral French will improve throughout the school.



5. Toute la communauté développera une connaissance et appréciation de la culture franco-manitobaine et Métis.
 The entire community will develop an appreciation for Franco-Manitoban and Métis culture

SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.
 The Truth and Reconciliation Commission Calls to Action
 Treaty Kit mandate

Divisional priorities, continuity of school expectations: Divisional PD on November 14th **“Learning in a Culture of Safe and Inclusive Communities”**

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

Who was involved?

The idea of the 7 Sacred Teachings and the Treaty Kit was discussed as a staff in the spring of 2016. Staff believed that these ideas blended nicely with the work done in previous years on resiliency and respect.

How often did you meet?

Leaders with admin: September 15, September 28,
 School plan committee: October 17

What data was used?

Other highlights?

School Priorities

1. For staff and students to become more inclusive through exposure to the 7 Sacred Teachings and Treaty Education

2. To develop and reinforce a deeper understanding of “resilience, respect & problem solving” with students
- 3.
- 4.
- 5.

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. Educating students and staff in Treaty Education and the 7 Sacred Teachings so that students will be able to explain the meaning of ‘Treaty’, name at least 3 of the 7 teachings, provide examples of actions that demonstrate 1 or more of the teachings and so that staff report that they feel adequately prepared to teach lessons from the Treaty Kit.	<ul style="list-style-type: none"> *blanket exercise (April 2016) *explore treaty kit *enrichment and library co-teaching treaty kit lessons *invited guests (Indigenous student Success Teachers eg. Dancers, storytellers, drummers, parents) *monthly bulletin board displays created by teams of classes to explain teachings (March-June) *newsletter articles to inform parents *Orange shirt day (Oct. 2016) *All staff attending divisional “Learning in a Culture of Safe and Inclusive Communities” *approx.. 11 teachers attending CAEM – MTS PD day Oct. 2016 *x# staff attending Treaty Kit Training (January 2017) *link First Nations Culture & Teachings to some existing school events (eg. “I love to read”, “Festival du Voyageur”, Thé des bénévoles/School Volunteer Tea, “Aboriginal Day/Multicultural Day” *Spring TAG session to review learning about 7 Teachings *school wide art project decorating library chairs based on 7 teachings *Teachers will implement lessons from their gr. level guide 	<ul style="list-style-type: none"> *Students will explain the meaning of “Treaty”. *Students will provide examples of action that demonstrates 1 or more of the “7 Teachings”. *Students will name at least 3 of the 7 teachings. *Teachers will report that they feel adequately prepared to teach lessons from the treaty kit 	<ul style="list-style-type: none"> *surveys (teacher, student) *conversations with students
2. We continue to reinforce and plan activities based on our Respect Agreements established by our school community. We will also continue to promote problem solving skills by using “Kelso’s Choices”.	<ul style="list-style-type: none"> *TAG sessions -7 sessions focusing on themes like resilience, self-control/minding your business *cooperative activities *videos, songs, storybooks *modeling *integrating activities to review “Kelso’s Choices” *morning announcements *newsletter submissions -submissions were made on two occasions to inform parents on pertinent themes covered during TAG sessions 	<ul style="list-style-type: none"> *less office referrals *student, parent and teacher feedback *by the end of the year students will be able to name our 4 Respect Agreements *additionally, they will be able to name at least 3 of “Kelso’s Choices” that they may use to solve problems 	<ul style="list-style-type: none"> *year end surveys for students, parents and teachers *grade 4 students will help administer the surveys to our kindergarten and grade 1 students *report card data (learning skills)
3. Working on helping students develop a deeper understanding of resilience.	<ul style="list-style-type: none"> *encourage staff to begin a conversation about the meaning of resilience and what it looks like -reviews were done in classrooms -a selection of books on resilience was prepared for teachers 	<ul style="list-style-type: none"> *number of rewards attained *graph 	<ul style="list-style-type: none"> *surveys / questionnaire *again, grade 4 students will assist with the surveys for the K, 1 students

	<p>*resilience jars morphed into a thermometer</p> <p>*will continue to track students' success in identifying examples of resilience; school wide results will be displayed on the bulletin board (graph). This running total, along with the levels of reward (longer recess, crazy hair day, pyjama day, hat day etc...) will serve as motivation to keep the momentum going. -thermometer was used as a visual tracking method for students to see their progress</p> <p>*encourage staff to include a resilience piece in their self-evaluation tools – several teachers linked the theme of resilience to the 7 Sacred Teachings during learning activities</p> <p>*newsletter submissions</p>	<p>*by the end of the year students will be able to identify at least one instance in which they demonstrated Resilience</p>	<p>*report card data (learning skills)</p>
4.			
5.			