

Step 1	Identification			
	Name of School Division Mountain View School Division	Name of School Ethelbert School	Name of Principal Mr. Warren Heschuk	Date (yyyy/mm/dd) 2016/10/30

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 7	Number of Students 98	Grade Levels K – Grade 12	
	What is your mission statement? Ethelbert School , as part of Mountain View School Division, will foster an inspired, respectful and safe learning environment. Every student is valued and nurtured enabling each one to realize his/her potential			Year Revised 2016

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2016)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	1. By June 2016 at least 80% of students will demonstrate at level or one years growth or greater in the ability to comprehend text in a variety of forms as measured by school based, provincial and divisional assessments.	<p>2013-2014</p> <ul style="list-style-type: none"> - STAR reading results demonstrated reading comprehension growth for over 75% of students. - Grade 3 provincial assessment and Grade 12 Provincial EIA exam shared evidence of increased comprehensive ELA skills. - Elementary students demonstrated increased use of I pad technology to support reading comprehension. - Inventory of high interest low level reading material was increased. - CAT 4 testing indicated that over 85% of the students scored average or above average in the reading category. <p>2014-2015</p> <ul style="list-style-type: none"> - STAR reading and Bench Mark testing results indicated that 64% of students demonstrated at level or a year's growth. - Grade 12 Provincial EIA exam shared evidence of increased comprehensive ELA skills. <p>2015-16</p> <ul style="list-style-type: none"> - STAR reading results demonstrated growth in reading comprehension - PM Bench Mark Reading results demonstrated growth in student reading. - RAZ reading was once again successfully used in the Grade 4,5,6 classroom and was introduced into the Grade 1,2,3 classroom. - Staff participated in 6 Plus One Writing Traits professional development - New Ipads were purchased for use in the Kindergarten to Grade 3 classroom providing more interactive literacy opportunities. - Books were added to the low level high interest reading inventory.

		<p>Division Literacy coach provided literacy support for staff.</p> <p>UDL coach provided support to the Grade 4,5,6 classroom.</p>
2.	<p>By June 2016, at least 85% of the students will demonstrate a strong personal investment in their learning.</p>	<p>2013-2014</p> <ul style="list-style-type: none"> - Strong student participation in extracurricular activities especially in sports for elementary students. - TTFM elementary student engagement results indicate that Ethelbert compares well with Canadian average in overall student engagement. - Ethelbert is higher than the national average in the category of student advocacy as indicated by the TTFM survey - High School students report that subject interest and motivation is stronger than the national average according to the TTFM survey. <p>2014-2015</p> <ul style="list-style-type: none"> - TTFM student engagement results for elementary students indicates that Ethelbert is at or above Canadian norms across all categories of engagement - Ethelbert is higher than the national average in the category of interest and motivation for grades seven and eight but less than average for grades nine and twelve. <p>2015-16</p> <p>Once again there was strong student participation in extracurricular activities especially in sports for early and middle years students.</p> <p>TTFM survey for elementary students showed that both academic and social engagement indicators are all above the 85% goal.</p> <p>TTFM survey for middle years and high school students overall engagement close to or above the Canadian norm.</p> <p>Ethelbert School continues to be higher than the national average with positive teacher student relations as indicated in the TTFM survey.</p> <p>High School students once again reported that subject interest and motivation is stronger than the national average according to the TTFM survey.</p> <p>Students indicated increased engagement because of new courses added to the high school timetable, HSAP opportunities and volunteer credit opportunities within the school.</p>

Step 4	<p>Planning Process (2016-21)</p> <p>List or describe factors that influenced your priorities.</p> <p>Tell Them for Me Survey – Division Graduation Survey</p> <p>Data from assessments at all levels – dept. initiatives – divisional plan</p> <p>Expertise of staff</p>
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	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Staff Reviewed previous plan Reviewed Division Strategic Directions Student input from discussion and surveys
	How often did you meet? Staff meetings began in May of 2016 with follow up meetings in June, September and October
	What data was used? Provincial Assessments TTFM Survey Provincial Report Card STAR Reading
	Other highlights

Step 5	School Priorities
	1. Literacy
	2. Numeracy
	3. Mental Health
	4.
	5.

Step 6	2016–2021 Plan <i>For examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</i>			
	Expected Outcomes What specifically are you trying to improve for students learning? (Observable, measurable)	Indicators How will you know that learning is improving?	Strategies What actions will you take?	Data Collection By what means will you collect evidence of progress toward learning?
	1. By June 2021, students will increase critical literacy through the development of comprehension and communication skills.	<p>There will be a 10% increase over 5 years in the number of students in grades 1 to 8 meeting expectations in the areas of comprehension and communication.</p> <p>There will be a 10% increase over 5 years in the number of students in grades 9 -12 demonstrating or achieving grade level reading comprehension or a year's growth annually.</p> <p>There will be a 10% increase over 5 years in the number of students in grades 9-12 demonstrating an improvement in communication skills.</p>	<p>Kindergarten to grade 6 staff will strengthen students writing processes by using 6 plus 1 writing traits across all grades.</p> <p>Daily 5 Café reading strategies Employ the “Co Constructing criteria” in the classroom focusing on communication skills for students</p> <p>RAZ Reading and Reading A to Z will be used to support critical thinking skills and guided reading</p> <p>Intervention Strategies Guide from STAR Reading will</p>	<p>Provincial Report Card</p> <p>Provincial Assessment Data Grades 3, 7 and 12</p> <p>STAR Reading Assessment</p> <p>PM Benchmark</p> <p>Reading A to Z assessments</p>

			<p>be used to provide focused instruction</p> <p>Support professional development on best practices in reading comprehension and communication.</p> <p>Utilize Division Literacy coach to provide support for best practices</p> <p>Support and provide teacher teams/PLC groups with regular opportunities to plan, apply and assess for student learning in the area of reading comprehension and communication.</p> <p>Specific technology programs will be used to assist and engage readers eg audio books and audio dictation software. Access division e books</p> <p>Use Reading Recovery Strategies in the classrooms</p> <p>Increase graphic novel and high interest low level resources at the grade 9 to 12 level.</p>	Teacher derived in class assessments
2. By June 2021, there will be an improvement in student numeracy achievement.	<p>There will be a 10% increase over 5 years in the number of students in Grades 1-8 meeting grade level outcomes in problem solving and mental math.</p> <p>There will be a 10% increase over 5 years in the overall grade average of the grade 9 to 12 students within selected math courses.</p>	<p>Employ technology based math program "Mathletics" to engage students in mental math and problem solving activities.</p> <p>Provide support for staff to attend professional development opportunities on numeracy based programing.</p> <p>Utilize "Numeracy Nets" program to assess students and provide teachers the opportunity to focus instruction in specific areas of numeracy(problem solving and mental math)</p> <p>Utilize divisional numeracy coach to provide support for staff in regards to best practice</p> <p>Provide" Math Club" for high school students to solidify understanding of math concepts</p> <p>Kindergarten to grade 8 teachers will create Numeracy RTI groupings/programing</p> <p>Staff will use the ' Hands on Problem Solving" program</p>	<p>Provincial Report Card</p> <p>In class teacher derived assessments</p> <p>Numeracy Nets</p> <p>Provincial Assessment Data Grades 3, 7 and 12</p>	
3. By June 2021, there will be an increase in students who report positive mental health.	There will be a decrease in the percentage of students who report moderate to high levels of anxiety and an increase in the number of students who report	UDL Respecting Diversity	TTFM Data	

		having positive relationships.	3R s program Guidance will provide support and programing for students and staff regarding strategies to reduce anxiety Guidance will schedule mental health presentations by outside agencies including the Prairie Mountain Health Authority and Addiction Manitoba Volunteer programing for the grade 9 and 10 students Implement strategies that promote positive teacher-student relationships, especially with disengaged youth.(SOS program) Provide whole school activities that bridge grade levels	In school survey Staff Reporting
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Step 7	<u>Education for Sustainable Development (ESD)</u>	
	<p>Background Manitoba Education encourages a whole school system approach to ESD. A whole school approach, for example, encourages sustainability into all aspects of the school: key local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and campuses are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. In particular, a whole school approach covers the following 5 domains:</p> <p>A. Governance: Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.</p> <p>B. Curriculum, Teaching and Learning - Students acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future. ESD resources are provided for staff, pedagogy develops critical thinking, active citizenship, systems and futures thinking, inquiry, active learning, problem-solving in a local and global context.</p> <p>C. Capacity Building - System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system. ESD professional development is provided for all staff. Human resources policies, practices and development plans are aligned with sustainable development principles.</p> <p>D. Facilities and Operations - Sustainable principles are applied to the design, construction and renewal of division buildings and all aspects of facility management, procurement, resource use and transportation. School outdoor spaces are developed for outdoor learning.</p> <p>E. Partnerships - Opportunity to engage parents and the community in the practice of ESD principles and in addressing local sustainability issues through community projects and /or partnerships.</p>	
	1. Our school has a sustainability plan in place? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	b. Our school has a sustainability plan in place that incorporates all aspects of the 5 domains listed above. Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
2. Our school has integrated elements of the 5 domains (outlined above) into our school plan. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

	<p>3. Our school has integrated the following ESD activities into our school plan. (list all that apply)</p> <ul style="list-style-type: none"> a. Student social justice projects <input type="checkbox"/> b. Environmental stewardship <input checked="" type="checkbox"/> c. Sustainable changes to facilities and operations <input type="checkbox"/> d. Connecting ESD to curricular outcomes <input type="checkbox"/> e. Community partnerships for sustainability <input checked="" type="checkbox"/> f. Other (please specify) _____
	<p>b. Our school is (list all that apply);</p> <ul style="list-style-type: none"> a. Just beginning our work in ESD <input checked="" type="checkbox"/> b. Has implemented ESD policies _____ c. Has a well integrated ESD/sustainable school plan and philosophy <input type="checkbox"/> d. Reporting and communicating ESD initiatives <input type="checkbox"/> e. Evaluating ESD progress <input type="checkbox"/>
	<p>c. Our school would welcome support in;(list all that apply)</p> <ul style="list-style-type: none"> a. PD for staff <input checked="" type="checkbox"/> b. Developing an ESD school plan or including ESD into the existing school plan <input checked="" type="checkbox"/> c. Curriculum and resource support <input checked="" type="checkbox"/> d. Other (please specify) _____
	<p>4. Comments and Suggestions</p>

A School Planning Rubric and examples are available for schools to consider at www.edu.gov.mb.ca/k12/specedu/pie/index.html.

<p>Direct inquiries about the <i>School Planning Report</i> to: Larry Budzinski Phone: 204-572-5117 Email: lbudzinski@gov.mb.ca</p>	<p>DUE DATE: OCTOBER 31, 2016</p>	<p>Submitting Completed School Planning Report Please submit completed <i>School Planning Reports</i> to your division office. Divisions please email the reports to Kim Warelis at <Kim.Warelis@gov.mb.ca>. Phone 204-622-2024 Electronic Submissions are required. Schools and Divisions wishing to participate in the school and division report database project are asked to submit their plan using the link from our website.</p>
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