



HENDERSON ELEMENTARY SCHOOL

SCHOOL COMMUNITY REPORT

2018-2019



School Mission Statement

Working Together to Ensure Success For All

School Profile

Henderson Elementary School (HES) is a K-5 school with a student population of 214 students.

The staff consists of 14.0 full-time equivalent teachers, as well as a number of support staff;

- 1.0 Administrator
- 11.0 classroom teachers K-5
- 1.5 FTE Student Services – Resource, Guidance, Reading Recovery
- 1.0 Physical education teacher
- Computer technician
- Full-time Secretary
- Half Day Librarian
- 1 Fulltime Daytime Custodian and an part time Evening Custodian
- 8 Educational Assistants

The school also receives regular services from a school psychologist and a speech pathologist.

We have a variety of features and programs at our school that make it a wonderful place for learning and growing.

- Intramural program (sports) for students during lunch hours
- Extracurricular sports program
- Reading Recovery program to assist Grade 1 students with literacy development
- Various Student Services supports through Guidance and Resource
- Recycling program
- Breakfast program
- Code of Conduct
- Community Parent Advisory Council meets regularly (minutes on the website)
- Positive and regular home-school communication
- Monthly newsletters
- School Website is updated regularly with HES Events.

<http://www.mvsd.ca/Henderson.cfm>

Message from the Principal

I am very proud to report that we have had another fantastic year at Henderson Elementary School.

At HES, we are committed to ensuring that everyone is treated with respect and that students reach deep levels of learning through relevant, engaging learning experiences. I feel privileged to be a part of such a remarkable school community. In my role as Principal, I take much pride in the fact that our staff works diligently to maintain high educational standards for every child while giving each student the tools needed to be thoughtful, responsible citizens who will be ready to take their place in the world.

At Henderson Elementary, our school Mission is:
“Working Together to Ensure Success for All”

As you walk our halls or classrooms, reflect on observations of the school day, or speak with school staff, you will find our commitment to this Mission Statement ring true. I am very proud to be part of the team at Henderson Elementary School where we have a deep commitment for children, families, and fully engaged learning. We know that ensuring students receive a quality education in a caring environment is a team effort, and we are grateful to have supportive and involved families standing behind the children we serve. As partners, please know that you are a critical part of our school community.

I try to be impartial, but I simply know that there is something very special about our school. As the principal, I have always felt a great sense of pride, as I am able to see firsthand the wonderful learning experiences are students are offered daily as well as the warm school environment created by the students, staff, and community members. Thank you for bringing your individual and collective qualities and values and sharing them to make us better as a whole.

I commend our students, staff and school community for making time for each other this year and seeking to understand one another. For when we listen and understand each other, we are then truly fulfilling our mission of “Working Together To Ensure Success For All”. I look forward to continuing as the Principal of Henderson Elementary School in the 2019-2020 School Year! Have a great summer!

Take care!!

Mrs. R. Casavant

Henderson Elementary School Staff 2018-2019



Principal - *Mrs. R. Casavant*

Secretary - *Ms. M. Story; Ms. N. Toews*

Resource & Reading Recovery – *Mrs. C. Ayers*

Guidance - *Mrs. K. Gudbjartson*

Phys. Ed. - *Mr. J. Kyle*

Library - *Mrs. W. Rehaluk*

Computer Tech - *Mr. B. Cooper*

Custodian - *Mr. E. Burdeniuk, Mr. B. Iftody*

Kindergarten - *Mrs. K. Gudbjartson; Mrs. B. Lytwyn*

Grade 1 - *Mrs. D. Schwitzer, Mrs. T. Burdeniuk, Miss. T. Galloway*

Grade 2 - *Mrs. T. Love, Miss. C. Prytula/Mrs. L. Morgan*

Grade 3-4 - *Mrs. D. Yaschyshyn, Mrs. J. Balchen /Miss E. Gryba, Ms. J. Berezowski*

Grade 5 - *Mrs. R. Rathwell, Mrs. K. Selin*

Educational Assistants - *Mrs. C. Leahul, Mr. R. Chartrand, Mrs. B. Huska, Mrs. S. Patterson, Mrs. S. Windsor, Ms. A. Palamar, Mrs. H. Humberstone*

Speech and Language - *Mrs. S. Davidson*

School Psychologist – *Mrs. L. Hammond*

Youth Support Worker – *Ms. S. Shuttleworth*

We say farewell to the following staff members wish them all the best for the future:
Mrs. B. Lytwyn, Ms. A. Palamar, Miss E. Gryba

Welcome to Mrs. S. Penner who will be joining our HES Teaching Staff for the 2019-2020



School Improvement Plan

Planning for Continuous Improvement



Background Information

Henderson Elementary School has just completed year one of a five year plan. In knowing the Mountain View School Division priorities, it was critical to align our school plan with the school division priorities. Our five year school plan has five priority areas: 1. Literacy; 2. Mental Health; 3. Career Education; 4. Numeracy; 5. Safe and Caring Schools.

These goal areas were shared with our school community via parent council meetings and newsletters. Working together in large and small teacher team groups, we have begun to implement strategies and collect data to measure the indicators of success. We have been increasing our understanding on the types of data we will collect to ensure it is utilized effectively to set new action plans to support student achievement in all areas of the school plan. For the 2018-2019, the focus for Henderson Elementary School was in all five areas:

- Literacy & Mathematics
- Career Education
- Mental Health & Safe and Caring Schools.

Priority #1: Literacy - Enhance Student Literacy at Henderson Elementary School

Outcomes (What We Wanted)

By June 2021, students will increase critical literacy through the development of comprehension and communication skills.

Indicators:

- There will be an annual 2% (or 10% over 5 years) increase in the number of students in Grades 1-8 *meeting* in the areas of comprehension and communication within selected cohorts on the provincial report card (3 or 4)/provincial assessment data
- There will be growth in critical thinking skills in ELA, Math, Science and Social Studies for selected cohorts, as reported on the provincial report card

Strategies (What We Did)

- Grade like PLCs met monthly to plan, apply, and assess student learning in the area of Literacy.
- Provided appropriate and applicable PD and Resources for teachers in the area of Literacy.
- Strategically Implemented Early Year's Literacy Interventions, through our RTI Model
- Monitored students' literacy skills and provided support through our RTI model
- Offered Guided Reading through our RTI model to focus on strategic instruction
- Used 1:1 conferences to determine level of student's comprehension
- Provided increased choice of a variety of texts
- Incorporated Technology to support Literacy Development (e-books, RAZ Kids).
- Implemented targeted Kindergarten RTI groups focused on pre-literacy skills.



Indicators of Success (What We Accomplished/Measured)

- Literacy instruction was embedded across all curricula areas, through the use of learning resources and guided reading material. Reading and comprehension skills were focused on in all curricular areas.
- Professional Development was provided in the area of Literacy, including Simon Breakspear and Jan Richardson.
- Students were able demonstrate the ability to comprehend, critically evaluate, and respond to text.
- Culturally rich resources were utilized to support Literacy development in curricula areas.
- Student learning styles were examined and differentiated Instruction was utilized at HES.
- Grade 3-5 teachers received Professional Development in the area of Literacy through the MVSD cohorts.
- Literacy intervention was provided through our "Response to Intervention" model at HES
- PLCs achieved their Literacy goals through the school year.
- Provincial Report Card data shows that we are increasing in the number of students in Grades 1-5 *meeting* in the areas of comprehension and communication within selected cohorts on the provincial report card (achieving a 3 or 4)
- Provincial Report Card data shows there has been an increase in the students "meeting" in critical thinking skills in ELA, Math, Science and Social Studies for selected cohorts

Priority #2: Mental Health – Enhance student positive mental health.

**Outcomes
(What We Wanted)**

By June 2021, there will be an increase in students who report positive mental health.

Indicators:

- There will be a 2% decrease each year in the percentage of students in Grades 4-6 within selected cohorts, who report moderate to high levels of anxiety
- There will be a 2% increase each year in the percentage of students in Grades 4-6 within selected cohorts, who report having positive relationships

**Strategies
(What We Did)**

- Incorporated a monthly focus for the “7 Habits of Highly Effective People”, the work of Dr. Stephen Covey.
- Provided “Guidance” lesson’s in the classroom, with a monthly focus to support students positive mental health and well-being.
- Offered a Daily breakfast program.
- Continued to enrich our physical environment to welcome and celebrate the diversity of all learners.
- Offered leadership opportunities for students. Example – Student secretary
- Established an advocacy program(s) at HES; example: Connect Club
- Hosted School Wide Monthly Celebration Assemblies
- Established a “Leading the Way” Awards Program.
- Developed an Attendance incentive program.
- Utilized a “Wrap-Around” circle of care model at HES and accessed community resources and professionals to offer support – Mental Health, CFS, CATC, etc.



**Indicators of Success
(What We Accomplished/Measured)**

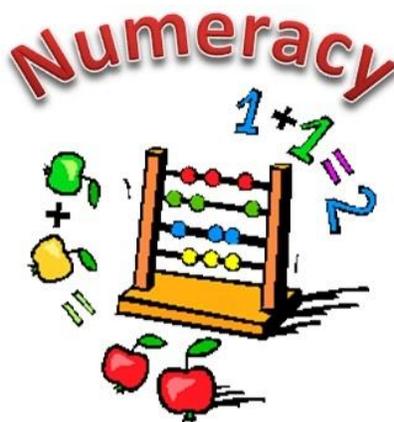
- Focused, in-class Guidance lessons occurred weekly.
- All classroom teachers implemented strategies within their classroom to build cooperative, supportive learning environments.
- Two staff participated in a Mental Health First Aid Training opportunity.
- “Our School” Survey Data indicates that there is an increase in the number of students at HES that have an advocate at school.
- Students had in-class lessons provided from our Guidance teacher to support Positive Mental Health.
- Utilized the HES Youth Support Worker to offer additional supports to students and families.
- Engaged in a Mentorship Program with the DRCSS – CREW.
- Established a Student Council that focuses on offering activities and events to appreciate the diversity at HES.
- Implemented “Covey’s 7 Habits” as a school wide positive behavior support program.
- Mental Health component of curriculum was integrated through Guidance and Health lessons.
- Classroom teachers implemented UDL Block 1 strategies to develop safe, caring, and inclusive learning environments for all students.
- HES participated in awareness days including Orange shirt day.
- Referrals were made to outside community agencies to access additional supports for mental health concerns.
- Utilized our RTI model to keep classroom profiles up to date.

Priority #3: Safe and Caring Schools - Enhance the climate and culture in schools by building strong relationships and inclusive environments.

Outcomes (What We Wanted)	Strategies (What We Did)	Indicators of Success (What We Accomplished/Measured)
<p>By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> • There will be a 5% decrease in the prevalence of bullying. • There will be a 10% increase in the percentage of students who report that they feel safe at school. • There will be a 10% increase in students reporting an increased sense of belonging • There will be a 5% decrease in the number of students who are involved in aggressive incidents 	<ul style="list-style-type: none"> • Increased and identified individuals to supervise designated areas within the school and on school grounds. • Through our RTI model, implemented specific interventions for students displaying extreme behaviors. • Utilized the Respecting Diversity Program within classrooms. • Recognized and celebrated student diversity to strengthen our sense of community • Educated staff and students on how to recognize and respond to bullying. • Incorporated a monthly focus for the “7 Habits of Highly Effective People”, the work of Dr. Stephen Covey. • Home-room classrooms had regular “class meetings” • Home-rooms offered opportunities for students to engage with peers. Example – “Spirit Buddies” • Adults focused on developing “key relationships” with specific students. • Students were exposed to an “Inclusive” education model. • Open communication lines with all stakeholders were utilized. • Enriched our physical environment to welcome and celebrate the diversity of all learners, inclusively. • Offered a variety of opportunities to engage in leadership roles – example, student secretaries. • Implemented the Emergency Preparedness Protocols in place within MVSD. • Established advocacy program(s) at HES; Connect Club • Offered a Daily breakfast program. • Offered noon hour and after school activities in both athletics and the arts to provide additional opportunities for students to participate in our school community. • Grade 3-4 Class engaged with DRCSS Mentorship program – CREW • Tipi Teaching with the Seven Sacred Teachings were taught to all Homeroom classes, K-5. 	<ul style="list-style-type: none"> ➤ HES reflects a positive learning environment. ➤ Staff, students, and parents report they are prepared to respond to emergency procedures. ➤ Culturally rich resources are utilized in all curricula areas to engage learners. ➤ Students report school policies and code of conduct expectations are utilized to ensure a safe learning environment. ➤ A variety of extra-curricular options are offered and encouraged to increase the diversity of participants. ➤ Strong communication is supported and encouraged with the entire school community with an increased emphasis on positive communication ➤ Students demonstrate appropriate digital citizenship (use of technology). ➤ Students demonstrate 7 habits in daily learning ➤ We created an enhanced supervision plan with identified supervisors in each area. ➤ Youth Support Worker provided home liaison support as well as assisted with attendance concerns for students. ➤ Stephen Covey’s “7 Habits” were implemented as a positive behavior program. ➤ Our school established a “Response to Intervention” team to assist with behavior interventions and necessary outside agency referrals. ➤ We established advocacy program’s at HES; Connect Club, Student Council. ➤ All teachers are utilizing strategies within their classroom to create safe and nurturing learning environment ➤ “Our School” Survey Data indicates: <ul style="list-style-type: none"> - There has been a <u>decrease</u> in the % of students indicating they have been victims to bullying. - There has been <u>an increase</u> in the % of students indicating they feel safe attending HES. - There has been <u>an increase</u> in the % of students indicating a high sense of belonging at HES (that they feel valued and accepted by their peers and others)

Priority #5: Numeracy - Enhance student achievement in numeracy

Outcomes (What We Wanted)	Strategies (What We Did)	Indicators of Success (What We Accomplished/Measured)
<p>By June 2021, there will be an improvement in student numeracy achievement.</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> • There will be an annual 2% (or 10% over 5 years) increase in the number of students in Grades 1-5 meeting (3 and 4) grade level outcomes within selected cohorts in the area of mathematical problem solving • There will be an annual 2% (or 10% over 5 years) increase in the number of students in Grade 3 meeting grade level outcomes in number sense and algebraic reasoning • There will be a 10% increase in the number of students in each identified cohort in achieving very good to excellent understanding of math concepts 	<ul style="list-style-type: none"> • Grade like PLCs met monthly to plan, apply, and assess student learning in the area of Numeracy. • Structured Math Groups were utilized for strategic planning and intervention. • Provided appropriate and applicable PD and Resources for teachers in the area of Numeracy. • Strategically implemented Numeracy Interventions, through our RTI Model • Monitored students' Numeracy skills and provide support through our RTI model • Used 1:1 conferences to determine level of student's numeracy skills. • Classroom teachers participated in Professional Development Learning Opportunities – mRLC, Divisional Cohort PD, PLCs, Ed Labs, Workshops, etc. to strengthen teacher capacity in the area of assessment and instruction. • Strengthened teacher understanding of Aboriginal perspectives found in math curriculum as well as build capacity to support Aboriginal Student's achievement in numeracy. 	<ul style="list-style-type: none"> ➤ Professional Development was provided in the area of Literacy. ➤ Student learning styles were examined and differentiated Instruction was utilized at HES. ➤ Grade 3-5 teachers received Professional Development in the area of Numeracy through the MVSD cohorts. ➤ Numeracy intervention was provided through our "Response to Intervention" model at HES ➤ PLCs achieved their Numeracy goals through the school year. ➤ Provincial Report Card data shows that we are increasing in the number of students in Grades 1-5 <i>meeting</i> in the areas of comprehension and communication within selected cohorts on the provincial report card (achieving a 3 or 4) ➤ Provincial Report Card data shows there has been an increase in the students "meeting" in critical thinking skills in ELA, Math, Science and Social Studies for selected cohorts



Henderson Elementary School is Celebrating Learning!

2018-2019 proved to be a very successful year with many celebrations at Henderson Elementary School. We continued to focus on creating “Leaders” through a focus on instilling the **7 Habits of Highly Effective People/Healthy Kids:**

Be Proactive

- Annual back to school BBQ – we celebrated the beginning of the school year with a school wide BBQ bringing together our HES parents, students and staff.
- Student Job(s) – Student secretary, patrols, Kindergarten helpers, and Recycling.
- Our student body organized numerous student led clubs – Art Club, Glee Club, Dance Club.
- Grade 4 - 5 students participated in the “Our School”, providing our school with feedback on areas such as student engagement, advocacy, and bullying to help plan for the future at HES.
- Pre-school classes ran again this year and assisted students and their families in being well prepared for joining our Kindergarten class in the fall.
- Every Friday was “HES Pride Day!” Students were encouraged to wear school colours.

Begin With The End In Mind

- HES had weekly teachings and monthly assemblies that focused on the “7 Habits”.
- We held 3 award celebrations this year, one after each term of learning.
- We established an Attendance Incentive – awarding 4 bikes over the course of the year to students with Perfect Attendance
- Our Recycling Program ran all year. Thank you to the HES students and staff for helping with this program.
- We focused on meaningful transitions – Grade 5 to MMS
- Career Education – Numerous presentations came through the year to share information on various careers.
- Running Club – Prepared for the 5km Manitoba Marathon in Winnipeg.

Put First Things First

- Spirit Week & holiday events – Students had several opportunities to participate in fun activities throughout the school year. We practiced “goal setting” and celebrated with a school wide dance when we achieved our “Spirit Week” goals.
- Students participated in our Remembrance Day Ceremony.
- Connect Club – A lunch program that provided students the opportunity to build relationships with others while eating lunch together and then playing games.
- HES participated in the Arts Festival and designed flags to promote pride in being “Canadian”.



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2018-2019 proved to be a very successful year with many celebrations at Henderson Elementary School. We continued to focus on creating “Leaders” through a focus on instilling the
7 Habits of Highly Effective People/Healthy Kids:

Think Win-Win

- Jump Rope for Heart – students had fun raising money for a worthy cause and learned about the importance of healthy living.
- Chocolate Almond Sale
- Food Drive – HES students brought in items for our local food bank.
- HES Breakfast Program – operated five days in week.
- Milk Program – offered three days a week
- Dauphin Friendship Centre ran their Hot Lunch Program two days a week to provide a nutritious lunch for students.

Seek First To Understand, Then To Be Understood

- We had numerous Artists in the School this year, including Seven Teachings and Tipi Makings
- Manitoba Theatre for Young People performed
- Oak Hammock Marsh Presentations
- Grade ½ Challenge your Taste Buds Presentation

Synergize

- Terry Fox Run – this annual event reminds us that we can work together to be the change in someone’s life.
- Track and Field
- HES June Activity day for K-2 provided an opportunity for students from different classes to work together.
- The Christmas Concerts were a highlight where students delighted the audience with their singing and acting.
- Book Buddies – This is a school wide activity that brings younger and older students together to practice literacy skills.
- Book Fair
- Eat Lunch with a Friend/Family Member

Sharpen the Saw

- Intramurals were offered for Grades 3-5.
- Annual Talent Show
- A school wide breakfast was provided by The Lions Club.
- A number of education field trips occurred throughout the school year. These outings provide learning and collaboration to go hand in hand.
- School Wide Milk Program



Plans for the 2019-2020 School Year

HES will to set goals and action plans for 2018-2019 as we move into year 2 of our five year plan. Our HES School Goals will continue align to the identified MVSD Strategic Directions for 2016-2021:



Learning – Enhancing Student Learning in Foundational Skills

- Literacy
- Numeracy
- Career Development

Well Being – Enhancing Student Well Being

- Mental Health
- Safe and Caring School

2019-2020 Staff Assignments

Principal - Mrs. R. Casavant

Secretary - Ms. N. Toews

Student Services – Resource, Reading Recovery – Mrs. C. Ayers

Student Services – Guidance - Mrs. K. Gudbjartson

Phys. Ed. - Mr. J. Kyle

Kindergarten - Mrs. K. Gudbjartson (Even Days), Mrs. S. Penner (Odd Days)

Grade 1 – Mrs. Love, Mrs. Morgan

Grade 2 - Mrs. D. Schwitzer, Mrs. T. Burdeniuk, Ms. Galloway

Grade 3-4 – Mrs. Balchen, Mrs. D. Yaschyshyn, Ms. Berezowski

Grade 5-6 - Mrs. R. Rathwell, Mrs. K. Selin

Educational Assistants - Mrs. C. Leahul, Mr. R. Chartrand, Mrs. K. Paziuk, Mrs. B. Huska, Mrs. S. Patterson, Ms. S. Windsor-Burdeny, Mrs. Heather Humberstone

Library – Mrs. W. Rehaluk

Computer Tech - Mr. B. Cooper

Custodian - Mr. E. Burdeniuk, Mr. B. Ifody

Speech and Language - Mrs. S. Davidson

School Psychologist – Mrs. L. Hammond

Youth Support Worker – Ms. S. Shuttleworth



