

# Westview Colony School Plan

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# Preface

## Philosophy of Inclusion

Rolling River School Division planning and programming is guided by the Manitoba Philosophy of Inclusion:

*Manitoba Education is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

Source: Appropriate Education Programming in Manitoba: Standards for Student Services (2006). Manitoba Education and Training (page 1)

## Principal's Message

Our commitment at Westview is to provide a safe and intellectually challenging environment to influence students in order that students may demonstrate their talents, knowledge, and skills.

Students constantly working towards high standards and expectations is important. It is the contributions of our students, staff, and community members that makes Westview School an inviting learning community. Full participation in academic studies and a willingness to act responsibly as an individual within our educational setting are key factors that will enable all to have a successful and enjoyable year.

Below are our beliefs regarding teaching and learning:

### **We believe that effective teachers:**

- Create opportunities for safe risk-taking, collaboration, problem-solving, and application of classroom learning to real life situations
- Implement strategies that promote ownership of learning to students
- Design instruction to integrate a variety of innovative technological tools and resources to enhance learning
- Demonstrate ongoing professional growth in order to increase the quality of instruction

### **We believe that successful students:**

- Communicate in a meaningful way for a variety of purposes and audience
- Use critical and creative thinking skills to solve problems
- Pose questions, examine possibilities, and apply skills to find solutions to real issues
- Make positive choices related to physical and mental wellness

## Stakeholder Involvement at the School Level

The following identifies domains for stakeholder involvement and describes specific actions undertaken at Westview School.

| Domains for Parent/Stakeholder Involvement   | Actions Undertaken  |
|--|---|
| Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of students. | Information sent home via pamphlets from community agencies and communication between school and home.  |
| Communicating: Utilizing and creating 2-way communication channels between home and school.  | Home Journals, notes, letters, and interviews are the forms of communication occurring between home and school.   |
| Volunteering: Parents and community members are welcomed as volunteers at school.  |   |
| Decision Making: Include students, parents, and stakeholders as participants in school decisions and advocacy activities.                    | Implement the Tell Them From Me Survey which supports “student voice” and “parent voice”  |
| Community Collaboration: Coordinate resources and services for students and families   | Keeping students on track for graduation eg. Work placement<br>Provide additional opportunities to students and foster relationships that keep students connected and engaged |

# School Planning Report - Rolling River School Division

## Westview Colony School

### 2019-2020

#### School Vision/Moto

Working Constantly to Succeed

#### Mission Statement

Westview Colony School strives to influence students to demonstrate talents, knowledge, and skills in a respectful learning community.

#### School Division Mission

Rolling River School Division, in partnership with parents and community, provides a quality education, within a safe and caring learning environment, encouraging personal excellence, with dignity and respect for all. Rolling River School Division commits to graduating students who have the knowledge, skills and values that empower them to contribute positively and meaningfully in an ever changing local and global community.

#### Community Description

Westview Colony consists of a population of 40. This is a temporary site for the Colony. The homes at Westview Colony are mobile and will be dispersed when the new site is developed. The Colony has a temporary building for a school. There are 11 students currently enrolled in the school: 2 in Kindergarten, 2 in grade 1, 1 in grade 2, 2 in grade 8 and 10, and 1 in grade 11.

#### School Staff

|                          |   |
|--------------------------|---|
| Principal/Prep allotment | 0.13  |
| 2 staff                  | 0.13 - P.E./Health instruction<br>100.0 - teacher/principal |

# School Planning

## Westview School

2019-2020

Priority Domain: Mental Health and Well Being

Goal: By June 2020, 100% of students will be introduced to 10 of the Virtues from the Virtues Project, which directly correlate with the 7 Traditional Teachings(wisdom, bravery, respect, honesty, humility, courage, generosity, love, honor)

Current Level of Performance: Implementation year;

| <b>Performance Targets</b>   | <b>Strategies</b><br>(What are we going to do to achieve the Performance Target?)  | <b>Indicators of Success</b><br>(How do we know we are achieving our target/data/measures?)  | <b>Time Lines</b><br>(target dates to complete actions) | <b>Responsibility</b><br>(Who does what?) | <b>Status Update</b> | <b>Revisions</b>   |
|--|--|--|---|---|----------------------|--------------------|
| By June 20, 2019, 100% of students will be introduced to 5 of the Virtues from the Virtues Project which directly correlate with the 7 Traditional Teachings | <ul style="list-style-type: none"> <li>-Clear and specific rules, routines and procedures will be developed for school operations</li> <li>-The school principal will communicate to parents about issues regarding school safety</li> <li>-The accomplishments of students and the school as a whole will be recognized in a variety of ways eg. School wide recognition, notes sent home</li> <li>-Focus on mental health component of Health Ed curriculum.</li> <li>-Classroom and school presentations for students on mental health and well-being.</li> </ul> | <ul style="list-style-type: none"> <li>-Anecdotal observations</li> <li>-Learning behaviours on the Provincial Report Card</li> <li>-Implementation of the Virtues</li> <li>-Documentation of recognition</li> <li>-Development of Rules, routines and procedures</li> </ul> |   | teachers, Principal                       | Two were completed   | Continue next year |
| <b>Professional Development Needs:</b>   |  |  |   |   |                      |                    |
| <b>Resources:</b>  | Virtues Project Book   |  |   |   |                      |                    |

# School Planning

## Westview School

2019-2020

Priority Domain: *Cultural Proficiency*

Goal: Incorporate FNMI content and ways of knowing in curriculum so all learners have knowledge and appreciation of the unique contributions of FNMI peoples in Canada

Current Level of Performance: *As per subject areas via the curriculum in Social Studies*

Performance Targets: By June, 2020, 100% of students will demonstrate knowledge and understanding of contributions of FNMI peoples in Canada, two more per year

| <b>Performance Targets</b>   | <b>Strategies</b><br>(What are we going to do to achieve the Performance Target?)   | <b>Indicators of Success</b><br>(How do we know we are achieving our target/data/measures?)   | <b>Time Lines</b><br>(target dates to complete actions) | <b>Responsibility</b><br>(Who does what?) | <b>Status Update</b> | <b>Revisions</b> |
|--|---|---|---|---|----------------------|------------------|
| 100 % of students will demonstrate knowledge and understanding of contributions of FNMI peoples in Canada, two more per year | <ul style="list-style-type: none"> <li>- Local artist integrating aboriginal perspectives into art work</li> <li>-Incorporate Physical Education Games into the PE program relating to aboriginal cultures</li> <li>-Incorporate vocabulary into various subject areas, math and word problems for example</li> <li>-Infuse aboriginal stories and ways of knowing into content areas and for pleasure reading</li> <li>- attend PD sessions on aboriginal perspective</li> </ul> | <ul style="list-style-type: none"> <li>- <i>completion of artwork</i></li> <li>-<i>Students can identify contributions of FNMI peoples in Canada, through anecdotal documentation</i></li> <li>-<i>Materials purchased on FNMI</i></li> </ul> |   |   | -                    |                  |
| <b>Professional Development Needs:</b>   | Pd sessions   |   |   |   |                      |                  |
| <b>Resource Materials:</b>   | <ul style="list-style-type: none"> <li>-Books purchased pertaining to FNMI for student reading pleasure</li> <li>- artist</li> </ul>  |   |   |   |                      |                  |



# School Planning

## Westview School

2019-2020

Priority Domain: Literacy

Goal: Increase the percentage of students in Grades 1 – 12 who meet or exceed the outcomes/expectations in writing

Current Level of Performance: School assessment data indicates that students are improving in writing fluency, but need a stronger focus on writing

Performance Targets: By June 2019, 90 % of students in grades 1 – 8 will achieve a minimum of 3 on the provincial report card scale.

By June 2019, 90% of students in Grades 9 – 12 will increase their writing component of the report by 5%.

| <b>Performance Targets</b>   | <b>Strategies</b><br>(What are we going to do to achieve the Performance Target?)   | <b>Indicators of Success</b><br>(How do we know we are achieving our target/data/measures?)   | <b>Time Lines</b><br>(target dates to complete actions) | <b>Responsibility</b><br>(Who does what?) | <b>Status Update</b> | <b>Revisions</b> |
|--|---|---|---|---|----------------------|------------------|
| By June 2020, 100 % of students in grades 1 – 8 will achieve a minimum of 3 on the provincial report card scale. | <ul style="list-style-type: none"> <li>-Formative assessments provide student feedback as they progress</li> <li>- Summative assessments are aligned to the curriculum</li> <li>-Essential vocabulary is identified at all levels and taught to students using graphic organizers</li> <li>-Student achievement is routinely reviewed and support provided when required</li> <li>-Build content vocabulary for the various grades in all content area</li> </ul> | <ul style="list-style-type: none"> <li>-School curriculum and assessments are linked to provincial curriculum outcomes</li> <li>-Data is routinely analyzed to monitor progress</li> <li>-Manitoba Report Card Data</li> <li>-Provincial Literacy Assessments indicate progress in student achievement</li> </ul>   | Data collected in June of each year.                    |   |                      |                  |
| By June 2020, 100% of students in Grades 9 – 12 will increase their writing component of the report by 5%.       | <ul style="list-style-type: none"> <li>-Formative Assessments</li> <li>- Summative assessments are aligned to the curriculum(as above)</li> <li>-Essential vocabulary is identified at all levels</li> <li>-Student achievement is routinely reviewed</li> <li>-Build content vocabulary for the various grades</li> </ul>  | <ul style="list-style-type: none"> <li>-School curriculum and assessments are linked to provincial curriculum outcomes using Gradebook</li> <li>-Data is routinely analyzed to monitor progress</li> <li>-Manitoba Report Card Data indicate progress in student achievement</li> <li>- Provincial Literacy Assessment data indicate progress in student achievement</li> </ul> |   |   |                      |                  |
| <b>Resource Material Needs:</b>  | Writing assessment instrument   |   |   |   |                      |                  |
| <b>Professional Development Needs:</b>   | PD for writing assessments and strategies   |   |   |   |                      |                  |

# School Planning

## Westview School

### 2019-2020

Priority Domain: Numeracy

Goal: Increase the percentage of students in grade 1-12 who meet or exceed outcome expectations in mathematics.

Current Level of Performance: Provincial assessment results in mathematics indicate that students need to improve in mathematics.

Performance Targets: By June 2020, 85 % of students in grades 1 – 8 will achieve a minimum of 3 on the provincial report card scale.

By June 2020, 85% of students in Grades 9 – 12 will increase their Math mark by 5%.

| Performance Targets  | Strategies<br>(What are we going to do to achieve the Performance Target?)   | Indicators of Success<br>(How do we know we are achieving our target/data/measures?)   | Time Lines<br>(target dates to complete actions) | Responsibility<br>(Who does what?) | Status Update | Revisions |
|--|--|--|--|------------------------------------|---------------|-----------|
| By June 2019, 80 % of students in grades 1 – 8 will achieve a minimum of 3 on the provincial report card scale.<br>By June 2019, 100% of students in Grades 9 – 12 will increase their overall mark by 5% on the provincial report card. | -Formative and summative assessments are aligned to the curriculum<br>-Essential vocabulary is identified at all levels<br>-Student achievement is routinely reviewed<br>-Build content vocabulary for the various grades<br>-Support professional development opportunities for teachers and principal.<br>-Align outcomes taught and assessment in classroom to provincial outcomes. | -School curriculum and assessments are linked to provincial curriculum outcomes and identified in PowerSchool and Grade Book<br>-Data is routinely analyzed to monitor progress<br>-Manitoba Report Card Data and Provincial Literacy Assessments indicate progress in student achievement | Collect data at the end of June                  |                                    |               |           |
| <b>Resource Materials:</b>   | Books related to Math Concepts   |  |  |                                    | purchased     |           |
| <b>Professional Development:</b>   | High School Math Instruction PD<br>MRLC  |  |  |                                    | Not attended  |           |

