



Deerboine Colony School

School Planning Report

2018-2019

Rolling River School Division

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Stakeholder Involvement – School and Community Level

Domains for Stakeholder Involvement	Actions Undertaken in DCS
Communication: Creating and utilizing 2 way communication between home and school.	<p>Uses PowerSchool to communicate learning/achievement of Manitoba Curriculum outcomes.</p> <p>Open communication is supported and encouraged via phone, letters, and parent-teacher visits/meetings.</p>
Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.	<p>Organize meetings for parents on topics that parallel school priorities, and requirements for graduation.</p> <p>School collaborates with parents to coordinate resources and services for students, and to encourage and support parent-student involvement at home</p>
Volunteering: Parents and community members are welcomed as volunteers and audiences in the school.	Parents are encouraged to attend and/or participate in school functions and activities.
Decision Making: Include students, parents and stakeholders as participants in school decision.	Consultation with parents and colony leadership is ongoing, with consideration given to cultural values.

Deerboine School Mission Statement:

To enrich student learning experiences in a safe and positive environment.

Community Description:

Deerboine Colony is located in the beautiful Assiniboine Valley, 7 km north of Alexander MB, and just east of highway 250. It is a Hutterite community with approximately 75 people and 17 families. Eight of the families have children that attend Deerboine Colony School.

Grade	1	2	3	4	5	6	9	11
Students	1	2	1	2	2	2	6	3

School Staff

- 1 – FTE grade 7 - 12 Teacher, with principal duties and responsibilities
- 1 – FTE grade K - 6 Teacher
- 1 – Educational Assistant (4.75 hr) + Secretary (1 hr)
- 1 – 0.22 PE Itinerant Teacher

Priority Domain: Literacy

Current Level of Performance:

School assessment data indicates that grade 1-12 students are improving in reading fluency, but need a stronger emphasis on reading comprehension in gr 1-3. Students are EAL, which will affect progress in lower grades.

Goal:

Continue to meet or exceed the performance targets in reading comprehension, as set out below.

Performance Targets	Strategies	Indicators of Success	Responsibility
<p>By June 2019, 60% of students in grades 1-3 will achieve a minimum of 3 (good understanding of concepts and skills) in reading comprehension on the provincial report card.</p> <p>By June 2019, 80% of students in grades 4-6 will achieve a minimum of 3 (good understanding of concepts and skills) in reading comprehension.</p> <p>By June 2019, 80% of students in grade 8-12 will achieve a minimum of 70% (good understanding of concepts and skills) in ELA on the provincial report card.</p>	<p>Continue to provide a rich reading environment by increasing our book inventory and access to a variety of diverse, relevant, grade appropriate books and other texts.</p> <p>Essential vocabulary is identified and taught at all levels.</p> <p>Formative and summative assessments are aligned to the curriculum, and used to inform instruction.</p> <p>School team regularly meets to discuss the progression of student achievement, which is routinely monitored, reviewed, and analyzed by classroom teachers. Interventions and additional support are provided for students as required.</p>	<p>Students' understanding of the texts they are reading will improve as evidenced through formative and summative assessment e.g. in journal writing and class discussions.</p> <p>Manitoba Report Card Data</p> <p>Provincial Literacy Assessments</p>	<p>Classroom teachers, Students, Principal</p>

Priority Domain: Numeracy

Current Level of Performance:

Provincial report card summative assessment indicates that:

Gr 1-6 students need to improve problem solving and critical thinking skills in mathematics. Four out of nine students had achieved a good understanding (3) of problem solving.

Ten out of twelve (83%) of gr 8 -12 students achieved 70% or better.

Goal:

Continue to meet or exceed the performance targets in grade 1-12, as set out below.

Performance Targets	Strategies	Indicators of Success	Responsibility
<p>By June 2018, 65% of students in grades 1-6 will achieve a minimum of 3 (good understanding of concepts and skills) in mathematics problem solving on the provincial report card.</p> <p>By June 2018, 70% of students in grade 8 -12 will achieve a minimum of 70% (good understanding of concepts and skills) in mathematics on the provincial report card.</p>	<p>Learning outcomes and assessments are aligned to the curriculum.</p> <p>Clearly articulate goals/outcomes at the beginning of each lesson.</p> <p>Formative assessment will be used to monitor student progress, and inform next steps in instruction/extra support.</p> <p>Essential vocabulary is identified at all levels.</p> <p>Support professional development opportunities for teachers and principal.</p>	<p>Students' (gr 1-6) problem solving and critical thinking skills in mathematics as indicated on the Manitoba Report Card data.</p> <p>Students' (gr 8-12) final math scores, (all strands) as indicated on the Manitoba Report Card data.</p>	<p>Classroom teachers, Students, Principal</p>

Priority Domain: Mental Health

Current Level of Performance:

Students have been exposed to concepts of mental health and well-being, and PAX.

Goal:

Students will increase their awareness and understanding of the factors that effect a person’s mental health and well-being, and its impact on school climate.

Performance Targets	Strategies	Indicators of Success	Responsibility
<p>By June 2018, students will demonstrate an increased understanding of concepts of mental health and well-being, and will put these concepts into practice.</p> <p>100% of gr K-6 students will continue to practice PAX.</p>	<p>Use of age appropriate print resources to explain concepts and vocabulary.</p> <p>Focus on mental health component of Health Ed curriculum.</p> <p>Classroom and school presentations for students on mental health and well-being.</p> <p>Use of PAX in gr 1-6.</p>	<p>Observation of students’ behaviour and peer interaction that support mental health and well-being.</p> <p>Learning behaviors on provincial report card.</p> <p>Data from the Safe and Caring Schools survey indicate that students feel happy and safe.</p>	<p>Classroom teachers, Students, Principal</p>

Priority Domain: Cultural Proficiency – First Nations, Métis, Inuit culture

Current Level of Performance: FNMI content is being taught through the various Social Studies curriculums, as well as cross-curricular, in ELA, PE, Science and Reading is Thinking

Goal: Integrate and infuse cultural knowledge and culturally relevant material into curriculum and instruction.

Performance Targets	Strategies	Indicators of Success	Responsibility
100 % of students will have knowledge of the historical background, contributions and perspectives of FNMI peoples in Canada.	Relevant materials will be used to assist students to learn about colonialism, residential schools, treaties, and the contributions of FN in the “growing” of Canada. Incorporate Physical Education games, relating to FNMI cultures, into the PE program.	Formative and summative assessment, discussion and anecdotal documentation indicate that students understand the historical background, contributions and perspectives of FNMI peoples in Canada.	Classroom teachers, Students, Principal