

SMALL SCHOOLS

Deerboine, Hillside, Oak River and
Westview Colony Schools

Plan Framework
2022 - 2023

Colony Schools Plan Framework

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Preface

Philosophy of Inclusion

RRSD Colony schools and the 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)

Message from the Principal of Oak River Elementary and RRSD Colony Schools

Dear Rolling River School Division Community,

The Small Schools 2022 - 23 Strategic Plan is the blueprint to support the goals of our schools as we work towards continuous improvement in the first year of our 5-year block. The contents of the Small Schools Plan have been prepared by the Principal. The current staff of the small schools in 2022-23 are largely new to the team. Input from all stakeholders and staff will be gathered throughout the school year in accordance with its responsibilities under the Public Schools Act, The Education Administration Act, Standards for Student Services, and the Truth and Reconciliation Commission (TRC) recommendations.

We continue to use PAX – Good Behaviour Game in our school. The school goals are highly aligned with those of the division and province.

The Small Schools educational priorities are categorized into the following four areas for planning purposes:

- Health and Well Being
- Cultural Proficiency
- Literacy
- Numeracy

The four educational priorities in Small Schools are connected in the best interest of each individual student. Our school communities place a very high priority on health and well-being as a basis for all learning within our school environment. The staff are cognizant of the needs of our children in this area and use this as a springboard to support them in the other goal areas.

In the Small Schools we support our children in any way we can to make their school experience a positive one. We work to enhance the skills of the children, help in areas needing growth and work with the families to help our students as they grow and move into the future.

The Small Schools staff work with families, students and the community to educate children in the 21st century. The literacy and numeracy skills of the students are paramount in their school day. We are working constantly to infuse health and well-being into the school experience and are working towards better cultural proficiency among both students and staff in our school. The staff will meet regularly as part of this strategic plan to adjust, add or remove objectives to support best practice within our schools.

As we move into our 2022-2023 planning time, the staff will again take time to re-visit this plan, reflect and adjust as needed. The data collected through assessments, surveys and other collection methods will help impact next steps as we look to the future of our schools.

Principal – Mr. Steven Dyck

Stakeholder Involvement

This involves the parents of the Colony Schools, the Colony Leaderships, the German teachers, and the staffs of Deerboine, Hillside, Westview and Oak River Colony. The Colony staff adheres to the policies and procedures of Rolling River School Division.

Domains for Colony Involvement	Actions Undertaken in Colony Schools
Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.	<ul style="list-style-type: none"> • Divisional Social Worker / Resource support.
Communicating: Utilizing and creating 2-way communication channels between home, German teachers and Colony leadership.	<ul style="list-style-type: none"> • Regular informal and formal meetings with German teachers and Colony leadership
Decision Making: Include teachers, the principal, students, parents and Colony leadership as participants in school decisions.	<ul style="list-style-type: none"> • Decisions made at the school done with the support and cooperation of the community leadership, German teacher and the teacher. Parental involvement in education of the students is encouraged.

Colony Schools - Vision, Mission, Beliefs and Priorities

Our Vision

Our goal is to encourage every student to reach their potential within a supportive environment. To this end we have established the following goals:

- Meet individual learning needs
- Provide a safe, secure and nurturing environment
- Prepare students to become responsible members of their colony with good skills in ELA, mathematics, social studies, physical education and science.

School Mission

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a modern society.

We are "Committed to Excellence", and we work hard to make the site a primary source for timely information for all users, and a main gateway for improved communication between parents, teachers, students and other members of our community. Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

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.

School Division and School Beliefs

We believe:

- All students have the ability to learn and achieve success.
- All students are unique and learn in different ways.

- All students are valued for their individual gifts, talents and diversity.
- All students can conduct themselves in an ethical manner.
- All students can positively influence their world.

Priorities

- Excellence in Education
- Healthy Living
- Sustainable Future
- Community Partnerships
- Cultural Proficiency

Small Schools Geographic and Demographic Profile

School Profiles:

Oak River Elementary:

Located on highway 24, thirty kilometers west of Rapid City. The student population of ORE is 14, including one kindergarten student. The school space includes a day care, library, gymnasium and 2 classrooms. Staff include one teacher, a custodian, a secretary (who is responsible for all Small Schools), an educational assistant and a principal.

Oak River Colony School:

Located 3 km south east of Oak River, off of highway 24. Oak River Colony School has 10 elementary and 4 secondary students. The school itself has classrooms, including one dedicated to IITV, a remote learning environment where Manitoba Education certified teachers deliver curriculum. The students also receive cultural, religious and German language instruction from a community designated teacher.

Westview Colony School:

Located 25 km northwest of Rapid City. Westview school has 9 elementary students and 8 secondary students. The school is staff with one teacher and had the support of a principal and RRSD support staff in delivering

quality instruction to the students. The school also has a Hutterite religious, cultural and language class led by the colony leader.

Deerboine Colony School:

Deerboine Colony is located 10 km north of the TransCanada by Alexander. The school has 11 students K-8 and 4 secondary students. The school is staffed with 1 teacher with .5 EA support and a German language and cultural teacher. The secondary students learn ELA and Art with the classroom teacher, Social Studies through distance education modules and Math and Science through the online high school, Informnet. The students receive Physical Education through an itinerate teacher 60 minutes every other day. RRSD supports the education of Deerboine students with a principal and resource support.

Hillside Colony School:

Hillside Colony (Glendale) School is located 12 km east of Forrest. The school is populated with 14 K-7 and 3 secondary students. The school is staffed by 1 teacher, .5 EA with the support from a principal and RRSD staff. The secondary students learn through distance education modules. Social studies is delivered by an additional teacher for 60 minutes every other day.

Strengths:

- Commitment to inclusion
- Long-standing practice of ensuring that students have equitable access to technology within the school curriculum and providing support to staff in the integration of that technology into their instructional plans to accelerate learning
- Providing leadership to improve instruction and student learning
- Consistent and dedicated staff and administration
- Dedicated parent that are supportive of school programming and the school in many ways
- Equitable access to all school trips and activities

Challenges:

- Retention of high school aged students.
- Low graduation rates

b). School Staffing profile

Full-time Equivalents	No.
Principal	Steven Dyck (0.5)
Vice-Principals	0
Teachers	5
Counsellors	RRSD
Resource Teachers	RRSD
Teachers supporting special needs low enrollment classes	0
Educational Assistants	5 EAs @ 0.5
Speech Language Pathologists	RRSD
Occupational Therapists	Referral to RHA
Physiotherapists	Referral to RHA
Social Workers	RRSD
Other Professional Staff (specify) School Psychologist	RRSD

a. Student population by school:

School	K-8 Students	9-12 students
Oak River Elementary	14	0
Oak River Colony	10	4
Westview Colony	14	2
Hillside Colony	14	3
Deerboine Colony	11	4
total	63	13

Total Student Enrollment on September 30th, 2022: 76

Small Schools Planning

Oak River Elementary / Colony Schools

2022-2023

Priority Domain(s): Mental Health and Well Being

Goal: By June 2024, 90% of our students will demonstrate positive self-regulation on a regular basis.

Current Level of Performance: At the end of June 2022 we had 85% of the our students demonstrating good self-regulation and did not require regular “incident reports” that warranted a written documentation or regular “yellow card reports” from lunch and recess that required routine process under the school code of conduct. (less serious i.e. throwing snow, rough play)

At the end of June 2022 we had 81% of the our students demonstrating good self-regulation and did not require regular “incident reports” that warranted a written documentation or regular “yellow card reports” from lunch and recess that required routine process under the school code of conduct. (less serious i.e. throwing snow, rough play)

Performance Targets: By June 2026 we will have 88% of our students demonstrating frequent positive self regulation.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target?data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> *Multiage activities within the school *Relationship building through school-wide activities *Identify and support at risk students at staff meetings (SOS) *Guidance support as needed for students *Use of PAX *UDL Model of teaching in the school, all staff have had some training *Classroom learning environments changed to accommodate better self regulation for our students. 	<ul style="list-style-type: none"> - School tracking of PAX system in classrooms that use it. - Annual completion of Tell them from me survey. 	<p>Ongoing</p> <p>Ongoing with updates for staff</p>	<ul style="list-style-type: none"> - Teachers and EA's on duty to monitor and help kids be successful. - Principal to keep track of all incidents - Guidance to work with students to coach and lead appropriate behaviors. 	85% of our students demonstrated good self-regulation on a consistent basis in 2021-2022	More clear goal now as % known for discipline moving forward.
Professional Development Needs:	<ul style="list-style-type: none"> *PAX training *PLC continues– Middle years –Mindfulness *Mental Health first-aid for new staff 			<ul style="list-style-type: none"> • Division • School staff • MB Education and RRSD 		

Priority Domain(s): Aboriginal Perspectives within Cultural Perspective

Goal: By June 2024 100% of students in Douglas Elementary will demonstrate several examples of understanding of First Nations, Metis, Inuit (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: All Douglas school classrooms are using regular curriculum content taught around aboriginal perspective. June 2022 showed significant growth in teacher planning and infusion of indigenous culture in their lessons.

Performance Targets: By June 2024 100% of the students in RRSD Colony School will continue to demonstrate multiple examples of understanding of the aboriginal culture.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> * Staff to use several multi-age lesson focused on aboriginal culture and teach it. * Classroom read-alouds will focus on aboriginal content and stories. * Sharing of current events around aboriginal issues in Canada. * Truth and Reconciliation publications posted and shared with students and staff. * Inviting aboriginal leaders, artists and elders to work with our students. * Continue field trips around cultural content. * Recognize "Orange Shirt Day" and teachings that surround it. 	<ul style="list-style-type: none"> - Observations, - class projects - assessments to measure outcomes. - TTFM Survey question "Are you taught about Aboriginal People in your classes?" 	Monitor throughout the school year. (central list of activities/strategies used by staff.)	<p>Principal to compile list and share/offer feedback to staff.</p> <p>Teachers to measure student outcome achievement and share with Principal to collate school data.</p>	In June 2022 100% of Colony students were exposed/studied First Nations culture in curricular courses and were able to show understanding. We had a large increase in experiential learning experiences around indigenous culture	
Professional Development Needs:	<ul style="list-style-type: none"> * School Based planning day * Resources continue to be ordered/purchased 					

Priority Domain(s): Literacy

Goal: By June of 2024 90% of students will be reading and writing at a level 3 or 4 (good or excellent understanding and application) according to the provincial report card.

Current Level of Performance: Student Data pulled from June Report Cards who have a 3 or 4.

	Reading	Writing
2020	88.4	82.6
2021	94%	94%
2022	94%	95.7%

Performance Targets: By June 2024, 90% (Reading), 90% (Writing) of Colony School students in grades 1-8 will achieve a minimum of a 3 (good understanding and application of reading and writing) on the provincial report card scale.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
2024	<ul style="list-style-type: none"> ➤ Clearly articulated outcomes/exemplars explained to students prior to lessons ➤ School teams will discuss all students, focus on challenges and next steps to support students ➤ Building academic vocabulary in all content areas ➤ Using Graphic organizers to support comprehension ➤ Reading recovery ➤ Levelled guided reading groups established ➤ Leveled literacy support teacher ➤ Adjust classroom strategies based on Lit support collaboration with classroom teachers ➤ Literacy rich resources for schools ➤ Learning Sprints focused on literacy ➤ Adaptive Technology ➤ Speech Language supports ➤ Using “Spirit Buddies/Morning Meeting” to develop oral language communication skills. 	<ul style="list-style-type: none"> - F and P Data collected continuously to measure student growth and to adjust teaching as necessary - Running Records - Resource referrals - Literacy wall discussions - PAWS writing assessments - Provincial Data in Grades 3 and 8 collected and analyzed. Report Card data mined from Powerschool -Speech Data -E.Y.E. Spring Assessment for tier 2 and 3 students 	<ul style="list-style-type: none"> - Data collected in June each year. - Ongoing formative assessment and feedback to students 	<ul style="list-style-type: none"> -Teacher running records - Lit data and resource data to inform instructional groupings Resource teacher - Literacy wall monitoring Principal - to check provincial data. - Arrange time for routine monitoring of data 	June 2022 – 94% Reading and 97.5% Writing met the goal of a 3 or 4 on the June report card.	
Professional Development Needs:	Grade groups Future MRLC Training for grade 7/8 ELA (writing) Classroom support with model teaching and guidance. Focused PD on student writing in all grades. PLC work on school based days and ongoing all year.					

Priority Domain(s): Numeracy

Goal: By June of 2024 90% of students will achieve a level 3 or 4 (good or excellent understanding and application) according to the provincial report card on all 3 general outcome categories.

Current Level of Performance: Percentages of students with 3 or 4 on June report card:

	Knowledge and Understanding	Mental Math	Problem Solving
2020	89.5%	76.8%	76.8%
2021	94%	84%	86%
2022	88.5%	85.7%	82.8%

Performance Targets: By June 2024, Colony School students in grades 1-8 will achieve a minimum of a 3 on the provincial report card in the following math categories. 90%+ Knowledge & Understanding, Mental Math 87%, Problem Solving 87%

