



Prairie Rose School Division
 School Annual Report and Plan on Continuous Improvement 2017/2018

Principal: Betty-Ann Tiltman Date of Report: October 19, 2017

School Plan Website: www.stfrancoisxavierschool.ca

SCHOOL PROFILE

Overview – Provide a brief overview of relevant geographic or demographic information as well as specific PRSD strengths, equity issues and/or challenges.

St. Francois Xavier Community School is located 12 km west of Winnipeg on Highway 26, a short drive after a turn off at the White Horse statue on the Trans Canada Highway. Opening in September 1992, 2017 marks the 25th year of our present school. Our school offers English programming from Kindergarten to Grade 6, with students from the communities of Cartier, Elie, St. Eustache, Fannystelle and St. Francois Xavier. Our school has a strong record of academic achievement in literacy and numeracy, a tribute to the dedicated staff who bring the best teaching strategies into their classrooms. With Music and Phys. Ed. specialists, extra curricular opportunities include clarinet, choir, and sports activities, during noon and after-school. Yoga, Mathletics and Tech club are also available for the students. Technology supports are part of every classroom, such as smartboards, iPads and Chromebooks. Our school also has a computer lab that includes a 3D printer.

Administrative Team – description of team

As the only administrator for the school, having a school team working collaboratively and meeting regularly is vital to managing the “big picture” and the day- to- day operation of the school.

Staffing (Provide the staffing numbers in the following roles using FTE as of September 30th.)

Positions	FTE	Position	FTE	Position	FTE
Principals	.75	Vice-Principals	FTE	Teachers	7.0
Counsellors	.5	Resource Teachers	.6	Phys. Ed.	.75
Educational Assistants	7.45	Music Teacher	.5	Other:	FTE.

Education for Sustainable Development (ESD)

Does your school have an ESD plan?

Yes No

Disaggregated Data

Disaggregation	Number of students	Percentage of student population
English as an Additional Language	10	16%
Self-declared Aboriginal	30	48%



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REPORTING 2016/2017

School Priorities – Please check the box indicating the last year a report was submitted to the Department. 2012/2013 2013/2014 2014/2015

1. Literacy
2. Numeracy
Other priority
3. Other priority

School Report – Please comment on successes and progress towards meeting expected outcomes, since your last submission.

Expected Outcomes	Results (status, data or anecdotal evidence)
1. 85% students meeting expectations for reading comprehension	Grade 2 results are at the 85% target; Grade 6 is 82% Our results are on track to meet the target goals for grade 2 and slightly under for grade 6.
2. 85% students will meet expectations for number operations	Grade 2 results for 2017 are 90.91%; Grade 6 results are 85.71% We are meeting and exceeding our target goals.
3. Expected Outcome	Results
4. Expected Outcome	Results



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PLANNING 2017-2018

Planning Process

List or describe factors that influence your priorities: SFX included literacy and numeracy as our main priorities from the provincial mandate.

Describe the planning process and the involvement of students, staff, families and the community: Regular updates were included in the principal report to

How often did you meet: To prepare the plan, our school team incorporated time through three early dismissals to discuss literacy goals for reading with a focus on comprehension; writing, using various sources; numeracy goals for basic operations and number sense and sustainability with a focus on gardening. In our discussion of comprehension goals, the teachers shared that a number of students had difficulty with the comprehension questions after their read aloud portion of the Fountas and Pinnell assessments. As a school, we have also worked on developing a writing continuum, which would support our understanding of the developmental level of individual students and provide a format to allow us to track their development over time. A new focus for sustainability is increasing student knowledge and understanding of how their food is grown, the anatomy of various plants, and the conditions that maximize growth.

What data was used: For Literacy, the Fountas and Pinnell reading assessment data results were used. For Basis Operations and Number Sense, Data was collected using Trevor Calkins Power of 10 Number Facts.

Other highlights: Writing samples are collected in September and May/June each year. All data is recorded and stored in resource files for each student. SFX has been collecting reading, writing and math data for nine years.

School Priorities 2017-2018

1. Literacy 2. Numeracy 3. Sustainability 4. Priority

School Plan

Expected Outcomes	Strategies	Accountability	Monitoring systems	Data Collection
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<p>1. 85% of SFX students will meet the grade level reading goals.</p>	<p>In school PD, with PRSD Literacy Leader for reading comprehension strategies for grade groups. Principal will purchase a recommended reading strategies book to complement the strategies discussed. Teachers determine the strategies they would like emphasized for each grade level.</p>	<p>Teachers will select ideas from the PD to try with the students Teachers will complete the assessments.</p>	<p>Teachers will make observations and other assessments to monitor the progress of their students.</p>	<p>Reading assessment data for at risk students will be collected prior to the March reports. Year end reading assessments are completed in May and June.</p>
<p>2. 85% of SFX students will meet the grade level expectations for writing.</p>	<p>Teachers selected the Manitoba Rural Learning Consortium end of grade level expectations for writing document as a guideline following student writing development. Teachers will also research information from the Saskatchewan Education website for further supports such as writing exemplars and detailed explanations of student writing.</p>	<p>Teachers will use the writing document.</p>	<p>Teachers will make observations as the students complete a variety of writing projects.</p>	<p>Writing samples will be collected in September and May and June.</p>
<p>3. 85% of SFX students will meet the grade level expectations for Basic Operations and Number Sense</p>	<p>In school PD with PRSD Numeracy Leader to discuss the grade level expectations for Basic Operations and Number Sense. Prime Training for the teachers. Mathletics for all grades. Daily mental math, guided math, math</p>	<p>Teachers will participate in two PD days with the Numeracy Leader. Prime training for four teachers is scheduled for January 15 and 31, 2018. Teachers will select a</p>	<p>Teachers participated in one PD day with the Numeracy Leader in October and will schedule one more day in the new year. Teachers will share and use various strategies for mental math development and share</p>	<p>Teachers will collect basic operations data in September and June. Grade 2 and 6 teachers will submit basic operations data to the Numeracy Leader by June 1.</p>



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	<p>talk, math journal/ reflections will be included as strategies. 'Math Events Day' in January.</p>	<p>Math Day Event date and organize the activities. All teachers will include daily mental math lessons/activities in their plans. Teachers will include math discussions at staff meetings and/or Early Dismissals. Teachers will use Prime diagnostic assessment tools from the training.</p>	<p>ways they have used guided math, math talk and math journal/reflections.</p>	
<p>4. 85% of SFX students will be able to describe according to their grade level, how their food is grown, the anatomy of various plants, and the conditions that favour maximum growth</p>	<p>Create an indoor garden using the "Growlight Garden" Kits starting October 2017. The kits were purchased using funds in the 2016-2017 school year. Create an outdoor garden starting March 2018. Materials were purchased using funds from the 2016-2017 school year. Seed and soil will be purchased in 2017-2018. A 3'x6' raised bed will be created using cedar planks. Fast growing vegetables will be grown. "Aquaponics" research which may include communication between the school and the Myera group.</p>	<p>Classroom teachers use the kit as support for their science programs. The grade 6 teacher will start the outdoor garden. Aquaponics research by the grade 6 teacher supported by parent volunteers with expertise in aquaponics will be conducted.</p>	<p>Students will be able to demonstrate their knowledge of plant growth factors through their experiences. They will be able to represent their understanding using a variety of methods, such as research reports, tests, projects and presentations. Students will develop an appreciation of sustainable food production methods. They will also be able to monitor their experiments using Raspberry Pi. Quizzes, projects and checklists may be used to assess the student</p>	<p>Prior knowledge data and post knowledge data will be collected to establish if the students have met the school's 85% target. The data will be stored in the resource file for yearly comparison purposes.</p>



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	Research into costs of developing aquaponics will be conducted in 2017-2018. Research 'aquaponics in 2017-2018 with implementation during the 2019-20 school year. Students will learn how to use Raspberry Pi in order to monitor experiments.		appreciation of sustainable food production.	
5. Expected Outcome	Strategy	Accountability	Indicator	Collection

Stakeholder Involvement – Describe stakeholder involvement in the development of the school plan.

Our staff met to discuss the plans over several Early Dismissals throughout the 2016-2017 school year. At the September 2016 Early Dismissal, the staff agreed to try a writing continuum with a target time set to use the continuum from January to March 2017. The results were not satisfactory, so we approached the PRSD Literacy Leader for support in finding another more suitable continuum. The staff selected a continuum with end of grade level expectations for writing and revisions were made to the Literacy Plan at the Early Dismissal in September, 2017. The staff updated the numeracy plan at the first Early Dismissal. A teacher with input from staff completed the development of the sustainability garden project.