

School Planning Report 2011-2012

Step 1	Identification			
	Name of School Division Red River Valley School Division	Name of School Lowe Farm School	Name of Principal Rob Fiola	Date (yyyy/mm/dd) 2011/10/14

Step 2	School Profile <i>(Complete the following using FTE as of Sept 30)</i>			
	Number of Teachers 5.38	Number of Students 110	Grade Levels K-8	
	What is your mission statement? With parents and community, Lowe Farm School provides a safe and caring learning environment. We emphasize literacy and numeracy while fostering social, emotional, and physical development, challenging each individual to achieve his/her potential.			Year Revised 2008

Step 3	Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2009-10-11)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	1. To foster and maintain a positive school climate.	<ul style="list-style-type: none"> • We had 5 Character Education assemblies and integrated concepts into classroom lessons. • All EY classes implemented Bull program with DVD and lessons. • Classroom belief statements were created which culminated in our school belief system. • Created a "celebrating learning" wall with pictures and student work. • Grade 3/4 participated in the Roots of Empathy program. • Grade 5/6 participated in the Friends for Life program. • Student council organized several activities' spirit week, clothing sales, Terry Fox, Jump Rope for Heart, fun activity days (5), fall supper, Christmas program hamper, fall frolics, fund raising for charity, volunteered in the canteen and lunch supervision. • PTA added several components to the Natural playground – monkey bars, sand, outdoor classroom, slides and picnic tables. • All students received Music and daily Physical Education.
	2. To improve literacy across the curricula	<ul style="list-style-type: none"> • Based on assessment information, 100% of Lowe Farm School students have shown a measurable improvement in reading. • Based on assessment information, 100% of Lowe Farm School students have shown a measurable improvement in spelling. • Lowe Farm staff have had the opportunity to practice various assessment strategies (interviews, rubrics, student self-assessment, Peters spelling, Burt word recognition, benchmark reading, words their way and portfolios are common place). • Strong beginnings (2 day testing) continues to give us early data that drives our teaching. • Differentiated instruction techniques – novel study groups, use of pictorial and audio books, computer, smartboard, literature circles, guiding reading, Barton reading for struggling readers and small groups interventions (KIDS, LIDS) • A wide variety of books were made available through the school library, classroom libraries, home reading books and Scholastic home reading program. • Intervention programs such as KIDS, LIDS and classroom support initiatives have all helped to improve literacy skills.
3. Promote healthy living	<ul style="list-style-type: none"> • Provided a list of healthy snacks and notes were sent home. • Monthly newsletter tips and recipes. • Provided healthy snacks to students that don't bring from home. • Created a "Peanut Aware" school policy. • Provided healthy canteen alternatives and healthy hot lunches. • Canada Food Guide discussed in classrooms. 	

	4. To program for EAL students	<ul style="list-style-type: none"> • EAL Activity Books (Read and Do Activity) were created. • EA dedicated to EAL programming • Rosetta Stone utilized with students. • Online booklets with high interest, low level vocabulary were utilized. • Parent volunteers help in pull-out situations for EAL program implementation. • Students participate in all school activities, working at their own level. • Differentiated instruction in classrooms. EAL students work in peer groups to promote use of English and relationship. • Pre-school offered on Wednesday mornings. • Community Connections pre-school programming offered and some parent-child programs. • Release time provided to review EAL learning plans at least once per year. • Parents involved in school activities, Fall Supper, drama and dessert theatre. • Translators provided when needed for registration, IEP's, teacher/student led conferences, etc. • Using Character Education to highlight positive inclusive relationships
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Step 4	<p>Planning Process (2011-12)</p>
	<p>List or describe factors that influenced your priorities.</p> <p>We are committed to educating all of our students, to instilling positive character traits, and to connecting with our community. We have an increasing population, most of which are EAL. We have over 45% EAL population in our school, an increase of 30% over the last two years. The 2010/2011 EDI results indicate that only a small percentage of children in our area are "ready" for school. We have a substantial percentage of students are that part of early years literacy support programs. We are concerned about school readiness and community/school connection. We also believe that it is important to educate students on the merits of healthy living.</p>
	<p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved?</p> <p>We have involved students, community (including PTA) and staff.</p>
	<p>How often did you meet?</p> <p>Portions of staff PD, Admin Days, staff meetings and natural breaks in the schedule were used to identify issues and priorities.</p>
	<p>What data was used?</p> <p>We developed classroom belief statements with our students; we used this information to plan our Character Education themes and to reinforce our school believe banner. The 2010/11 EDI results have indicated the need for an on-going literacy focus. Assessment Data collected throughout the year enables us to get short and long term information on student progress. EAL numbers and placement on the EAL Continuum was one of the tools used to guide or decisions. The use of data from our two-day Strong Beginnings program was also critical to our decision making process.</p>

Step 5	<p>School Priorities</p>
	<p>1. Program and Plan for EAL Students.</p>
	<p>2. Explore and implement a Professional Learning Community and Lowe Farm School.</p> <p>3. Drive Instructional Strategies for Reading and Spelling through Assessment and Evaluation.</p>

Step 6	2011–2012 Plan For examples, see the Planning in Education website at http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html			
	Expected Outcomes What specifically are you trying to improve for students learning?	Indicators How will you know that learning is improving?	Strategies What actions will you take?	Data Collection By what means will you collect evidence of progress toward learning?
1.	By June 2012, all EAL students will improve one stage on the provincial EAL continuum.	Book reading levels will improve Spelling scores will improve Writing (speed/accuracy) improve Through our PLC sessions, we will develop continuums in literacy.	<ol style="list-style-type: none"> 1. Pre-school 1X per week for 4 year olds, and a Low German parent/child pre-school program run by the school. 2. Collaborate with Red River Parent and Child Association to program for 2 Community Connections Parent/child programs. 3. Implement a home reading program to be directed by the classroom teacher. (using A-Z printable books) 4. Use word walls, thematic picture charts, hands on manipulatives to promote new vocabulary. 5. We will continue to implement divisional intervention programs like KIDS, LIDS, and LIDS plus to help struggling students. 6. We will utilize our newly formed Professional Learning Community to develop tools and strategies for teaching students that are EAL 7. EAL profiles will be created with the help of data collected from Strong Beginnings and resource intervention. 8. Uniqueness and Inclusion Character Education themes will help encourage collaboration and community. 9. We will dedicate Professional Development for staff 	<p># of students will be recorded as well as attendance</p> <p>Assess and record where students are on the continuum through release time and meeting with resource/guidance.</p>
2.	During the 2011 – 2012 school year, staff will attend Professional Learning Community (PLC) inservices and implement PLC practices at least 5 times throughout the year.	2 reps will go to conference, present at school inservice on Nov. 4 th We will have 5 PLC sessions done. We will have a collection of ideas (5 different topics) Five activities will be developed for students to do during staff PLC time.	<ol style="list-style-type: none"> 1. Will send two staff members to Regina, PLC conference. 2. Conduct a minimum of 5 PLC based on the format learned from the conference 3. Develop ideas for ways that PLC time can be created for staff. 4. Utilize PLC to drive our PD and School goals into practice. 	
3.	By June 2012, we will have constructed our assessment and evaluation procedures to drive instruction for reading and spelling.	Improvement in Benchmarks, Burt, Peters, Words Their Way, Observation Surveys, KIDS, LIDS testing, Strong Beginnings, Observation of classroom performance – independent use. Reading book level improvements A template of assessment scores will show a school wide improvement in spelling Designated teachers will present alternative assessment strategies (related to measuring reading levels), to other staff members	<ol style="list-style-type: none"> 1. We will continue to formally assess students on the PM benchmarks, DIBELS, Burt, Peters, Benchmark System II, and the John's Reading Inventory/Observation Surveys. 2. We will use "Words their Way" for grades 1 – 8 to assess student spelling and use the information for word study and guided word work. 3. We will use observation survey and PM benchmark and Burt to choose students for KIDS and LIDS and LIDS plus. 4. We will have Strong Beginnings in September 2011 to drive instruction. 5. Resource literacy support will be offered to each classroom, with a more concentrated focus on Kindergarten and grades 1 and 2 6. Guided Reading strategies will be used 7. We will continue to collaborate with our Early Years Literacy consultant to explore benchmark alternatives. 8. We will modify our Home Reading Program to include parent participation 9. We will implement word walls 	<p>Student work / classroom performance</p> <p>Levels related to the benchmark assessments will be recorded and analyzed</p> <p>Guided Reading levels to be monitored</p> <p>LIDS results will be analyzed</p> <p>Levels related to the Peter's Spelling Inventory will be recorded and analyzed</p> <p>Data will be collected through benchmarks data on spelling, reading, writing, computation and problem solving.</p> <p>The number of PD activities and the number of guest speakers will be recorded.</p> <p>Assessment data will be collected from a wide variety of methods including parent involvement in home reading.</p> <p>Student work will be evident throughout the school.</p>