

SCHOOL REPORT 2021/2022 & PLAN 2022/2023

- 1) Please use this template to complete your **2021/2022 School Report on Outcomes and 2022/23 School Plan**.
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at www.edu.gov.mb.ca/k12/ssdp/index.html.
- 4) Questions can be directed to 204-945-7188 toll free at 1-800-282-8069 ext. 7188.

SCHOOL REPORTING 2021/2022 and PLANNING 2022/2023

Identification			
Name of School Division Turtle River School Division	Name of School Ste. Rose School	Name of Principal Rhonda Buchanan	Date (yyyy/mm/dd) 2021/09/27

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 16	Number of Students 203	Grade Levels K - 12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Giving our best to help students become their best.			Year Revised 2022

SCHOOL REPORT – 2021/2022

School Priorities
1. Literacy
2. Numeracy
3. Mental Health

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By June 2022, Ste. Rose students in Grades 9 – 11 math classes will have a 75% pass rate on Turtle River School divisional exams.	Ste. Rose School adapted divisional exams from Grade 9 – 11 to meet the learning adjustments that occurred during Covid- 19. Ste. Rose Grade Nine students achieved 87% pass rate with the Grade Nine exam. Ste. Rose Grade Ten students achieved 87% pass rate with the Grade Ten Essential Math exam. Ste. Rose Grade Eleven students achieved 40% pass rate with the Grade Eleven Essential math exam.
2. By June 2022, 80% of Ste. Rose students in Kindergarten to Grade Four will have improved one grade level in their reading assessments recorded in October 2021.	Thirty one percent of the Kindergarten students made a gain of one grade level in reading. Thirty one percent of the Kindergarten students are reading at grade level. Forty two percent of the Grade One students made a gain of one grade level. Twenty five percent of the grade one students are reading at grade level. Thirty eight percent of the Grade Two students made a gain on one grade level with the reading assessments. Thirty eight percent of the Grade Two students are at grade level. Thirty nine percent of Grade three students made a gain of one grade in their reading assessment. Forty six percent of Grade Three students are reading at or above grade level as of June 2022. Seven percent of Grade Four students made a gain of one grade in their reading assessment. Sixty-four percent of Grade Four students were reading at or above grade level by June 2022.

3. By June 2022, 10% of Ste. Rose students in Grade 5 – 8 will have improved their personal well-being based on June Tell Them From Me baseline	Ste. Rose Grade 5 students had a reduction in anxiety by 21% from the 2020-2021 school year using the TTFM results. Ste. Rose Grade 6 students had a reduction in anxiety by 7% from the 2020-2021 school year using the TTFM results. Ste. Rose Grade 7 students had an increase in anxiety by 21% from the 2020-2021 school year using the TTFM results. Ste. Rose Grade 7 students had an increase in depression by 21% from the 2020-2021 school year using the TTFM results. Ste. Rose Grade 8 students had an increase in anxiety by 16% from the 2020-2021 school year using the TTFM results. Ste. Rose Grade 8 students had a reduction in depression by 1% from the 2020-2021 school year using the TTFM results.

SCHOOL PLAN – 2022/2023

Planning Process
List or describe factors that influenced your priorities.
TRSD plan influenced the priorities of Ste. Rose School's plan. TRSD direction was to focus on literacy, numeracy and mental health after Covid-19. We are in year two of a three-year plan.
Describe the planning process and the involvement of students, staff, families and the community. Who was involved?
Ste. Rose School admin shared with staff the three areas to focus on for school plan. Ste. Rose School admin contacted the different teachers in regards to programming and baseline assessment. TRSD had the social worker help develop a plan for mental health with staff. Staff meetings discusses the three goals and communication via email to clarify data and plan with staff.
How often did you meet?
Communication via email was continuous with staff. Ongoing discussions at staff meetings regarding mental health.
What data was used?
Reading results from classroom teachers. MrLC data for numeracy and TTFM data for mental health.
Other highlights?

School Priorities
1. Literacy
2. Numeracy
5. Mental Health

School Plan			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?

<p>1. Students in Ste. Rose School will increase their reading fluency and comprehension skills. By the end of June 2023, 70% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</p>	<ul style="list-style-type: none"> • Focus will be placed on a reading intervention program to support students who are reading below grade level. <ul style="list-style-type: none"> ○ ELI ○ LLI ○ Precision Reading ○ Reading Comprehension Intervention • Reading A to Z licenses will be purchased for all K to grade 9 classrooms. • Teachers can sign-up their classes for “Epic Books” • Words Their Way and Spelling programs • Students placed in literature groups • Guided reading groups will be supported – (with the assistance of librarian, resource teacher, EAs, etc.) • Teachers will teach multiple text decoding strategies to support reading development. • High Frequency Sight words will be practiced at school and at home to support student whole-word development. (rings of Dolch words) • Schools will support Home Reading programs in all of their elementary classrooms. • Students will be loaned books from school and classroom libraries. • Focus on critical thinking skills. • Novel studies on books with an indigenous theme • Infuse reading strategies across all subject areas • Buddy reading • I Love to Read Month activities • Use reading assessments to inform instruction 	<ul style="list-style-type: none"> • students will use a variety of decoding strategies • reading comprehension will improve. • student’s high frequency word banks will increase. • students will respond critically to a variety of text • students will regularly borrow books for reading independently • students will read books online at home and in their spare time using their Reading A to Z account and/or Epic Books account • classes will have home-reading programs. 	<ul style="list-style-type: none"> • Fountas and Pinnell Reading Assessments
<p>2. Students in grades 4 to 9 in Ste. Rose School will increase their numeracy skills. By June 2023, 70% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p>	<ul style="list-style-type: none"> • Perspectives from the indigenous culture embedded in lessons and mathematical problems • Numeracy continuum to help identify missing foundational skills • mRLC Numeracy Project PD and program initiatives for grades 4 to 9 • Use formative assessments to inform instructional practice. • Review the mRLC quizzes to understand students’ misunderstandings. • Emphasis on applying strategies to solve a problem – implement the GRASS problem-solving method. • Detailed questions that require multiple layered problem-solving – to support student mental math abilities • Real life problem-solving and questions that are practical and relevant to students, especially indigenous students 	<ul style="list-style-type: none"> • students are competent in the four basic math skills and will have rapid recall of addition, subtraction, multiplication, and division facts • students are strong in mental math calculations. • students will apply a variety of mental math strategies when solving mathematical problems • students can apply basic formulas to solve mathematical problems. • students will be able to problem-solve • “multiple step” math problems 	<ul style="list-style-type: none"> • Numeracy Project Grades 4 to 9 Quiz #4 assessment data as completed by classroom teachers.

	<ul style="list-style-type: none"> • Allocate time specifically for problem solving and for mental math and for practicing mental math strategies. • Opportunities, games, and activities to provide for the memorization of number facts • Daily Smartboard activities (calendar math, Jump Math) • Teacher Numeracy Professional Development. • Mathletics for all grades • Hands-on learning • Guided math and Math centers • Home work that focuses on practicing skills 	<ul style="list-style-type: none"> • students will use a variety of strategies to solve problems • students will show their thinking in various ways (e.g. pictorially, symbolically, concretely, etc...) • mRLC quiz scores will improve • continual growth in basic facts on computer programs (Mathletics, Sumdog, etc.) 	
<p>3. By the end of June 2023, every student in grades K to 12 in Ste. Rose School will have the opportunity to take part in a minimum of five team building and/or wellness activities. A minimum of one professional development day for school staff will be provided on the topic of mental wellness.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • positive student achievement • strong student engagement • high staff retention • positive attitudes of staff • positive school climate • improved attendance • reduction in student and staff anxiety and depression • fewer referrals to the Division Social worker or other counselling services • fewer behavioural referrals to the school office. • each student will have two adults in school with whom he/she feels comfortable speaking when needed. • student and staff activities are occurring, • students report they are feeling safe on TTFM survey 	