

**School Planning Report 2008-2009**

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division <b>WINNIPEG SCHOOL DIVISION</b>	Name of School <b>BROCK CORYDON</b>	Name of Principal <b>Mr. Ira Udow</b>	Date (yyyy/mm/dd) <b>June 26, 2008</b>

<b>Step 2</b>	<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30)</i>		
	Number of Teachers <b>19</b>	Number of Students <b>279</b>	Grade Levels <b>N-6</b>
What is your mission statement? "Brock Corydon School provides an environment which fosters a love of learning for everyone and allows each student to develop to his/her fullest academic, social, and emotional potential. Learning, acceptance, understanding, cooperation and respect are nurtured in our school community."			

<b>Step 3</b>	<b>Planning Process</b>		
	Did your planning refer to the school vision/ mission statement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Year last revised: <b>2004</b>		
List or describe factors that influenced your priorities. <b>We considered Provincial, Divisional and District priorities as well as the financial and professional supports available when determining what our focus would be for the school year. Teaching staff wanted to build on the PD opportunities they were involved in this past year and to sustain our initiatives in the areas of Numeracy, Literacy Through the Arts and Technology. We are also continuing to develop an Education for Sustainable Development plan that focuses on Integrating the UNESCO ASPnet themes and the Aboriginal Perspective within our curricular studies. Assessment for Learning principles will be integrated within each subject area</b>			
Describe the planning process and the involvement of students, staff, families and the community. (Who was involved? How often did you meet? How were decisions made? Refer to <i>Supporting Inclusive Schools: School-Based Planning</i> for examples) <b>Specific priorities and corresponding strategies/actions of the school plan were reviewed and discussed at staff meetings and grade group meetings throughout the school year. In April each teacher was asked to describe the results of the school plan highlighting student learning. Teachers discussed these results at staff meetings and grade group meetings. Teachers then met in May to review the priorities, outcomes, activities and results of the school plan, i.e. which activities were completed, which ones to continue working on, and what new initiatives need to be added. This led us to discussions on what our priorities will be for the following year. A draft of the priorities, outcomes and activities for the coming school year was developed for review by grade groups, and parent council for their information, clarification and input. The final school plan was then shared with both the teaching staff and the Parent Advisory Council. The Brock Corydon School Community will be informed of the new School Plan via the school newsletter and the website.</b>			

<b>Step 4</b>	<b>School Priorities</b>
	1. <b>Strengthen Literacy Through the Arts</b>
	2. <b>Strengthen Math Skills and Strategies for all Students</b>
	3. <b>Promote Healthy Choices with regard to Nutrition, Physical Activity and Healthy Lifestyles</b>
	4. <b>Strengthen and Enhance Aboriginal Education</b>
	5. <b>Strengthen Literacy Through ICT Across the Curriculum</b>

Previous Years' Successes. Please comment on successes and progress towards meeting previous school plan outcomes.		Enter First letter Discontinued Ongoing Met
Expected Outcomes	Results (status, data or anecdotal evidence)	
<b>1. Strengthen Literacy through the Arts for all Students</b> <ul style="list-style-type: none"> <li>Students will learn "multi-literacy" skills and strategies that will help them in expressing their understanding in many different forms i.e. drama, dance, music, art.</li> <li>Students will develop their artistic literacy skills of sensory awareness and creative expression in communicating their ideas.</li> <li>Students will demonstrate their own artistic voices, and so become part of shaping their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students in all grades were given the opportunities to communicate their ideas and express their understanding using visual arts.</li> <li>Students chose to incorporate various art techniques into subject area activities and choice time activities.</li> <li>Students took an active role in developing their artistic product.</li> <li>Students gained confidence and academic success through artistic expression.</li> <li>Grades 5 and 6 students participated in a musical theatre production that included engagement in the arts strands of music dance and drama.</li> <li>All students participated in creating a school mural as part of our school community art project using construction paper, fun foam involving collage techniques.</li> <li>Students in a grade 1/2 and grade 6 classroom participated in an integrated visual art and dance project with the art support teacher, classroom teachers and dance instructor.</li> </ul>	Ongoing
<b>2. Strengthen Math Skills and Strategies for all Students</b> <ul style="list-style-type: none"> <li>Early Years students will progress along the stages on the Numeracy continuum by the end of the school year.</li> <li>80-90% of the student population will reach the end of the facile phase by the end of Grade 3.</li> <li>Students will demonstrate the ability to use a variety of strategies to solve math problems.</li> <li>80-90% of students in Gr. 4-6 will demonstrate greater conceptual understanding of Place Value, Multiplication and Division, Fractions and Decimals and Algebraic reasoning by the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Students effectively wrote or verbalized the processes used in solving open-ended Math problems.</li> <li>Students used appropriate math vocabulary</li> <li>Students used correct mathematical language to express their understanding of Math concepts.</li> <li>70-80% of the student population reached the end of the facile phase by the end of Grade 3.. Grade 1-3 Students were given a post CAP test in May/June to determine their growth in the area of Place Value. All students made sigificant growth in their understanding of palce value.</li> <li>70-80% of students in Gr. 4-6 demonstrated greater conceptual understanding of Place Value, Multiplication and Division, Fractions and Decimals and Algebraic reasoning by the end of the school year.</li> </ul>	Ongoing
<b>3. Refine and Strengthen Instruction and Assessment Strategies for all Students</b> <ul style="list-style-type: none"> <li>Students will demonstrate increased confidence and proficiency in monitoring their learning, making corrections and developing habits of continually reviewing and challenging what they know.</li> <li>Students will demonstrate greater understanding of their learning goals and their progress towards attaining these learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Some students participated in on-going self assessment and evaluation.</li> <li>Some students contributed to the development of criteria and standards for learning in some classes and in some curricular areas</li> <li>Some students demonstrated proficiency in setting learning goals, monitoring their learning, making corrections and developing habits of continually reviewing and challenging what they know.</li> <li>Some students demonstrated a greater understanding of some of the expectations in some curricular areas.</li> <li>Some students were involved in grading at the beginning and throughout the teaching and learning process in some classes and in some curricular areas.</li> <li>Classroom teachers discussed and shared their Assessment of Learning practice with each other</li> <li>Teachers reflected on and shared their assessment and evaluation principles and practice with each other</li> <li>Teachers developed a common understanding of the grades on the report card</li> <li>Teachers developed a better understanding of the expectations at each grade level.</li> </ul>	Ongoing as an integrated component of the school plan
<b>4. Strengthen and Enhance Aboriginal Education</b> <ul style="list-style-type: none"> <li>Students will develop an understanding and respect for the histories, cultures and traditional values, contemporary lifestyles and traditional knowledge of Aboriginal peoples.</li> <li>Students will develop informed opinions on matters relating to Aboriginal peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the Grades 3 and 4 Students demonstrated a good understanding of the Inuit people they were studying.</li> <li>Grade 3 and 4 students assisted in the development of an Aboriginal indigenous and medicinal plant garden as an extension of our outdoor classroom.</li> <li>Gr 3-6 Students expressed through their words and actions a greater appreciation of and respect for the Aboriginal culture, history and lifestyles .</li> <li>Most Gr 5/6 students demonstrated their understanding of how the past can affect the future.</li> <li>Grade 5 and 6 students demonstrated a good understanding of the issues related to the Residential schools through their oral and written work.</li> </ul>	Ongoing

Step 5

	<p><b>5. Strengthen Literacy Through Information Communication Technology (ICT) across the Curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Students will develop their critical and creative thinking, in curricular context, and through the responsible and ethical use of ICT.</li> <li>▪ Students will become proficient in the use of Information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most students used ICT, responsibly and ethically, to support their critical and creative thinking about textual, numerical, visual, and aural information.</li> <li>▪ Purchases made this year include: digital cameras for classrooms; digital microscope; 2 Smart boards and accompanying projectors, laptops and software; microphones; laptops for three mentor teachers</li> <li>▪ Most students demonstrated in the use of Information and communication technologies i.e. computers, digital cameras, video cameras, digital microscopes, scanners, electronic whiteboard, the Internet, et cetera.</li> <li>▪ Three teachers from representing Nursery to Grade 6 attended the Division's Literacy with ICT workshops and piloted the Literacy with ICT reporting procedures</li> <li>▪ Most of the students in the classes whose teachers attended the Literacy with ICT workshops were able to use ICT to support their inquiry studies.</li> <li>▪ More students at each grade level demonstrated greater ability with technology as a result of teachers gaining a greater understanding of how to use the technology in their classrooms</li> <li>▪ Students in all grades were able to demonstrate a greater comfort level in using the smart board.</li> <li>▪ All Students in grades 3-6 have mastered the novell log-on procedures</li> <li>▪ Most grade 3-6 students learned how to use their WSD email accounts</li> <li>▪ Most grade 3-6 students have a good understanding of how to use their division webmail accounts</li> <li>▪ Most 3-6 students use a word processor and a web browser</li> <li>▪ Some Grade 3-6 students used multi-media/presentation software appropriately</li> <li>▪ All students have some access to ICT through the classroom and Lab use</li> </ul>	<p>Ongoing</p>
	<p><b>6. Promote Healthy Choices with regard to Nutrition, Physical Activity and Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>▪ The school will implement the Winnipeg School Division's Nutrition policy</li> <li>▪ Students will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.</li> <li>▪ Students will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living and healthy nutritional practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some students developed and followed a personal fitness plan for lifelong physical activity and well-being.</li> <li>▪ Most students made informed decisions for healthy living related to personal health practices, active living and healthy nutritional practices.</li> <li>▪ Most students brought healthy food choices for lunch</li> <li>▪ More students participated in intramural and extracurricular physical education activities.</li> <li>▪ A school Nutrition Committee was formed and began to develop a school Nutrition policy</li> <li>▪ Classroom teachers surveyed students' knowledge about healthy food choices and determined that the majority of children understand the differences.</li> <li>▪ Most Grade 2 and 3 students demonstrated greater understanding of the topics addressed in the Kids in the Know program.</li> <li>▪ Most grade 3-6 students expressed a greater understanding of the issues related to internet safety.</li> <li>▪ Most students in Grades 1-6 have a greater understanding of food allergens</li> <li>▪ Two teachers attended Nutrition workshops and shared the information with the staff.</li> <li>▪ A parent committee examined the monthly hot lunch menu and determined that it follows the Healthy food guidelines.</li> </ul>	<p>Ongoing</p>

20087–2009 Plan For more examples, see the Planning in Education website at <a href="http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html">http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</a>				
Step 6	Expected Outcomes	Indicators	Strategies	Data Collection
	What specifically are you trying to improve for students? (Observable, measurable)	How will you know you are making progress?	What actions will you take?	By what means will you collect evidence of progress?
	<p><b>1. Strengthen Literacy Through the Arts</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate understanding of and facility with the elements of dance and drama in a variety of contexts and with visual and musical elements, principles, materials, tools and processes.</li> <li>Students will analyze, reflect, and construct meaning in response to music, drama, dance and art created by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have demonstrated understanding of and facility with visual art elements, principles, materials, tools and processes; with drama forms and elements; with music and dance elements, concepts, techniques and processes</li> <li>Students will have collaboratively and individually generated, developed and communicated ideas in the processes of creating and performing drama, dance, music and visual art for diverse purposes and audiences</li> <li>Students will have connected drama, dance, music and the visual arts to contexts of time, place, and community, and will have understood how these art forms reflect and influence culture and identity</li> <li>Students will have analyzed, reflected, and constructed meaning in response to drama, music, dance and visual art created by themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will become more familiar with the new Arts Curriculum Framework to have a greater understanding of the essential learning areas of the Visual Arts, Music Drama and Dance.</li> <li>N/K teachers will continue to use the "I See Literacy Bags" they developed</li> <li>Guest artists, musicians, district support teachers and Division consultants will collaborate with teachers to integrate the Arts with one or more curricular outcomes from the core subjects.</li> <li>Teachers will develop their questioning techniques to help students analyze their artistic expressions.</li> <li>Students will participate in activities that will use body movement, drama and dance to express understanding of literature</li> <li>Assessment for learning principles will be used to involve students in <ul style="list-style-type: none"> <li>contributing to the development of criteria and standards for learning.</li> <li>setting learning goals, monitoring their learning, making corrections and continually reviewing and challenging what they know.</li> <li>on-going self assessment and evaluation.</li> <li>reporting to parents about their progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers conversations and reflections</li> <li>Classroom observations and discussions</li> <li>Students work samples</li> <li>Student reflections</li> <li>Rubrics developed by students and teachers</li> <li>Survey of students, teachers and parents</li> <li>Final products</li> <li>Conversations with Parents</li> <li>Interviews</li> </ul>
	<p><b>2. Strengthen Math Skills and Strategies for all Students</b></p> <ul style="list-style-type: none"> <li>Early Years students will progress along the stages on the Numeracy continuum by the end of the school year.</li> <li>75-80% of the student population will reach the end of the facile phase by the end of Grade 3.</li> <li>Students will demonstrate the ability to use a variety of strategies to solve math problems.</li> <li>75-80% of students in Gr. 4-6 will demonstrate greater conceptual understanding of Place Value, Multiplication and Division, Fractions and Decimals and Algebraic reasoning by the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have effectively written or verbalized the processes used in solving open-ended Math problems.</li> <li>Students will have used appropriate math vocabulary</li> <li>Students will have used correct mathematical language to express their understanding of Math concepts.</li> <li>75-80% of the student population will have reached the end of the facile phase by the end of Grade 3.</li> <li>75-80% of students in Gr. 4-6 will have demonstrated greater conceptual understanding of Place Value, Multiplication and Division, Fractions and Decimals and Algebraic reasoning by the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will continue to use constructivist strategies and big idea exploration.</li> <li>Math recovery lessons will target students requiring further instruction in Math.</li> <li>Teachers across grade levels will share numeracy instructional strategies.</li> <li>Teachers will organize information workshops on how parents can support their children's learning.</li> <li>Assessment for learning principles will be used to involve students in <ul style="list-style-type: none"> <li>contributing to the development of criteria and standards for learning.</li> <li>setting learning goals, monitoring their learning, making corrections and continually reviewing and challenging what they know.</li> <li>on-going self assessment and evaluation.</li> <li>reporting to parents about their progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student Math logs/journals</li> <li>Teachers conversations and reflections</li> <li>Classroom observations and discussions</li> <li>CAP data</li> <li>Rubrics</li> <li>Teacher/student conference/congress</li> <li>Conversations with Parents</li> <li>Surveys</li> <li>Sample questions in the CAP</li> <li>Student self evaluations</li> </ul>

**Comment [I1]:** To add fields or rows in Word: Go to Tools – Unprotect Document , Then place cursor on any open row, and right click mouse, Choose Split Cells to add rows or columns

**Comment [W2]:** Student Achievement in Numeracy will increase by 10% from pre-test to post-test by April 30 2006

<p>3. <b>Promote Healthy Choices with regard to Nutrition, Physical Activity and Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>▪ The school will implement the Winnipeg School Division's Nutrition policy</li> <li>▪ Students will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.</li> <li>▪ Students to demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living and healthy nutritional practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All students will have developed and followed a personal fitness plan for lifelong physical activity and well-being.</li> <li>▪ All students will have made informed decisions for healthy living related to personal health practices, active living and healthy nutritional practices.</li> <li>▪ All students will have brought healthy food choices for lunch</li> <li>▪ More students will have participated in intramural and extracurricular physical education activities.</li> <li>▪ The school Nutrition Committee will have developed a school Nutrition policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ The School's Nutrition Committee will develop the school's Nutrition Plan.</li> <li>▪ A nutritionist will provide consultation and workshops for teachers, parents and students on Nutrition and healthy food choices.</li> <li>▪ Teachers and Parents will be referred to the revised Canada Food Guide and the Manitoba School Nutrition Handbook and Healthy Schools Handbook for information.</li> <li>▪ The school will subscribe to the Food in Schools eNews</li> <li>▪ Parents will be provided with suggestions for healthy lunches</li> <li>▪ Classroom teachers will engage students in activities that will give them greater awareness of healthy food choices, knowledge of the food groups and understanding of nutritional choices</li> <li>▪ Classroom teachers will incorporate the Aboriginal perspective on Nutrition.</li> <li>▪ The Phys Ed teacher will help students a personal fitness plan for lifelong physical activity and well-being.</li> <li>▪ Assessment for learning principles will be used to involve students in <ul style="list-style-type: none"> <li>▪ contributing to the development of criteria and standards for learning.</li> <li>▪ setting learning goals, monitoring their learning, making corrections and continually reviewing and challenging what they know.</li> <li>▪ on-going self assessment and evaluation.</li> <li>▪ reporting to parents about their progress</li> </ul> </li> <li>▪ Teachers will familiarize themselves with The Manitoba School Nutrition Handbook <i>and</i> Guidelines for Foods Available in K to 12 Schools in Manitoba.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students' portfolios</li> <li>▪ Students' journals</li> <li>▪ Student-led Conferences</li> <li>▪ Teachers conversations and reflections</li> <li>▪ Interviews</li> <li>▪ Surveys</li> <li>▪ Parent feedback</li> <li>▪ Student reporting</li> </ul>
<p>4. <b>Strengthen and Enhance Aboriginal Education</b></p> <ul style="list-style-type: none"> <li>▪ Students will develop an understanding and respect for the histories, cultures and traditional values, contemporary lifestyles and traditional knowledge of Aboriginal peoples.</li> <li>▪ Students will develop informed opinions on matters relating to Aboriginal peoples.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will have expressed through their words and actions a greater appreciation of and respect for the Aboriginal culture, history and lifestyles .</li> <li>▪ Students will have been able to demonstrate their understanding of traditional knowledge of Aboriginal peoples.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will develop a sustained relationship with an Aboriginal school in the city and with an Aboriginal community in a northern reserve that will involve sharing of traditional knowledge, understanding the cultural competencies of the Aboriginal people from an historical perspective and examining the current issues of governance, equity and rights, poverty, education and employment and the environmental factors affecting the natural resources of the aboriginal people.</li> <li>▪ Students will explore the elements that constitute a culture and examine the physical, social, and cultural characteristics of contemporary and ancient communities of the world.</li> <li>▪ Teachers will collaborate with the Division's</li> </ul>	<ul style="list-style-type: none"> <li>▪ group/individual discussions</li> <li>▪ written evidence of connections</li> <li>▪ writer's journal reflections</li> <li>▪ student reporting</li> </ul>

			<ul style="list-style-type: none"> <li>aboriginal consultant and Cultural advisor and with the South District Aboriginal Support Teacher.</li> <li>Teachers will familiarize themselves with the provincial document Integrating Aboriginal Perspectives into Curricula; A Resource for Curriculum Developers, Teachers, and Administrators</li> <li>Students will be introduced to First Nation ceremonies and their significance to education such as Tipi Teachings, Seven Teachings, sharing circles, Bundle teachings; Smudging ceremony; sweat lodge; Pipe ceremony; Naming ceremony; Clans/kinship models; Fasting ceremony; and Vision Quest ceremony.</li> <li>Students will learn about our Aboriginal indigenous and medicinal plant garden.</li> </ul>	
5. <b>Strengthen Literacy with Information Communication Technology (ICT) across the Curriculum</b>	<ul style="list-style-type: none"> <li>Students will develop their critical and creative thinking, in curricular context, through the responsible and ethical use of ICT.</li> <li>Students will become proficient in the use, management and understanding of Information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li>Students will have used ICT, creatively, responsibly and ethically, to support their critical and creative thinking about textual, numerical, visual, and aural information.</li> <li>Students will have become proficient in the use of Information and communication technologies i.e. computers, digital cameras, video cameras, digital microscopes, scanners, electronic whiteboard, the Internet, et cetera.</li> <li>Students will have demonstrated the ability to: <ul style="list-style-type: none"> <li>develop knowledge, ability, and responsibility in the use of information technology</li> <li>acquire, organize, analyze, evaluate, and present information using appropriate information technology</li> <li>use information technology to expand their range and effectiveness of communication</li> <li>solve problems, accomplish tasks, and express creativity, both individually and collaboratively, using information technology</li> <li>understand the role and impact of information technology and apply ethical, responsible, and legal standards in its use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will use information technology to support their inquiry studies across the curriculum.</li> <li>Teachers trained in LwICT will assist teachers in implementing LwICT across the curriculum.</li> <li>Teachers will familiarize themselves with the new Literacy Through ICT continuums and the publication Technology as a Foundation Skill Area A Journey Toward Information Technology Literacy</li> <li>Teachers will report LwICT progress to parents</li> <li>Students will contribute to the development of criteria and standards for learning.</li> <li>Students will set learning goals, monitor their learning, make corrections and continually review and challenge what they know.</li> <li>Students will participate in on-going self assessment and evaluation.</li> <li>Students will actively participate in reporting to parents about their progress and learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students' portfolios</li> <li>Students' journals</li> <li>Student-led Conferences</li> <li>Teachers conversations and reflections</li> <li>Interviews</li> <li>Surveys</li> <li>Parent feedback</li> <li>Student reporting on LwICT</li> </ul>

<b>Healthy Child Healthy Schools Survey Information.</b> K-6 schools are required to develop and report upon Nutrition Policies. Please complete the short survey below.		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Development</b>	<b>Not applicable</b>
<b>Step 7</b>	Do you have a written school nutrition policy?			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	A) At the school Level?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B) At the division level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Yes</b>	<b>No</b>		
	Does the school have a representative committee or group that addresses school nutrition issues?	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	Have you utilized the Manitoba School Nutrition Handbook?	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Have you adopted the Manitoba Guidelines for Foods Available at School?	<input type="checkbox"/>	<input checked="" type="checkbox"/>			