



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

Principal: Cecile Affleck

Date of Report: October 2017

School Plan Website: www.carmanelementary.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.

Carman Elementary is a K-6 school with an enrolment of 370 students. We have a professional and support staff of over 45 dedicated individuals which include: 23 professional staff, including Physical Education, Music, and Resource specialists; the shared services of a Literacy Teacher Leader, English as an Additional Language Teacher Leader, LwICT Teacher Leader, Speech/Language Pathologist, Psychologist, and Social Worker. Our support staff consists of Educational Assistants, a Secretary, Library Technician, Custodial Staff, and the shared services of a Computer Technician. Our school operates on a Balanced School Day schedule, with three 100 minute teaching blocks broken up with two nutrition and activity breaks. A Nursery School for 3 & 4 year olds operates out of the school. A Before & After School Program through Wee Care Child Centre is also partnered with our school. We have a very active Advisory Council for School Leadership who run our milk and lunch programs and who support many programs for our children. Many parents and community members volunteer their time at our school. We have active use of our facilities by community programs with a focus on children. A few examples include: Taekwondo, Dance, Carman Resource Center Family Nights, Baseball, and Gardening Club.

Administrative Team –

The Carman Elementary School Administration team consists of one principal, Mrs. Cecile Affleck and a half time Vice-Principal, Ms. Pat Hamm.

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

Positions	FTE	Position	FTE	Position	FTE
Principals	1.0	Vice-Principals	0.5	Teachers	20
Counsellors	0.8	Resource Teachers	1.5	Teachers supporting special needs low enrolment classes	0
Educational Assistants	12	Other:	FTE	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	14	4%
Self-declared Aboriginal	4	1%



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

REPORTING 2016/2017

School Priorities –

1. Literacy
2. Numeracy
3. Respect for Ourselves, Others, and the World

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. By June 2017, 90% of students will be able to read a variety of grade level materials within the average range or reach literacy goals of their IEP's or LAPS's.	<ul style="list-style-type: none">• 86% in the average range• Guided reading groups• Running records• Reading intervention groups• Precision Reading• Fountas & Pinnell training• Home reading programs• Using our Division Literacy Leader
2. By June 2017, 80% of students will demonstrate writing skills at grade level based on a writing continuum.	<ul style="list-style-type: none">• Staff determined we were not prepared to create and use a writing continuum at this time. Writing continuums will be reviewed in the future.
3. By June 2015, 90% of grade 6 students will be able to read and comprehend expository materials.	<ul style="list-style-type: none">• 60% of grade 6 students are able to read and comprehend expository materials• Students are reading a wider variety of expository materials
4. By June 2017, 90% of students will achieve grade level or higher in math outcomes or the math outcomes of their IEP's and LAP's.	<ul style="list-style-type: none">• No specific assessment tool used- plan to meet with the new numeracy leader in the fall to discuss appropriate tools• Mathletics used• Guided math PD• Hands-on math• Prime Training and Math recovery training



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

<p>5. By June 2017, middle years students will have a smooth transition between Grade 6 math and grade 7 math</p>	<ul style="list-style-type: none">• Grade 6 teachers meet with the grade 7 teachers to discuss the students and their skills. Grade 7 teachers have shared what they expect students to know when entering grade 7.
<p>6. By 2017, CES students will demonstrate respect and awareness for ourselves, each other and the earth.</p>	<ul style="list-style-type: none">• North playground completed• Everything on the South playground completed except outdoor classroom but outdoor classroom and landscaping• Restitution taught• Volunteers in the school• Energy Challenge List• Family Days• Kindness Activities• Pink Day activities• Earth Day Activities• Cheer Board collection• Many student initiated fundraisers took place donating to worthy causes
<p>7. By June 2015, each classroom or grade will be engaged in a community partnership, promoting cross-age or cross-cultural awareness.</p>	<ul style="list-style-type: none">• Pen pals across schools• Intergenerational pen pals and activities• Presenters visit classes• Cultural awareness and acceptance taught• Field trips
<p>8. By June 2015, students will demonstrate increased cultural awareness and acceptance. Special emphasis on our French and Aboriginal cultures.</p>	<ul style="list-style-type: none">• Students have been very warm and welcoming to our new students, this year.• Family group activities have brought the children closer together and have helped to increase awareness and acceptance for diversity.• Cultural activities have taken place in classes and throughout the school to support learning of other cultures such as: French, Indigenous, and Syrian.
<p>9. Develop an activity day once per year based on goals from ESD or Healthy Schools. Focus would alternate between the two areas each year.</p>	<ul style="list-style-type: none">• This year, an Earth Day Family Day was held to promote our ESD goal. The children cycled through group activities to enhance their knowledge in this area. A few of the activities included: investigating garbage food items to see which ones really can be composted, recycled, or garaged; learning about our carbon footprint, and building kindness.
<p>10. By June 2017, staff will be trained in the Restitution/Self-Discipline model for positive behaviour and it will be implemented school wide.</p>	<ul style="list-style-type: none">• New staff continue to train in Restitution as it becomes available



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

PLANNING 2017-2018

Planning Process

List or describe factors that influence your priorities: Student needs, staff noticing areas needing development, and provincial and divisional priorities have all influenced our priorities.

Describe the planning process and the involvement of students, staff, families and the community: The staff meet to review the current goals, determine growth and areas needing growth, student’s interests and needs taken into account. The plans are shared with our ACSL for input. New plans are posted on our school’s website.

How often did you meet: 4 times

What data was used: Data used in creating the plan includes: Fountas and Pinnell reading comprehension data, number sense/basic operations data, grade 3 assessment data, teacher data, and office record keeping.

Other highlights: Other

School Priorities 2017-2018

1. Literacy 2. Numeracy 3. Diversity

School Plan

Expected Outcomes	Strategies	Accountability	Monitoring systems	Data Collection
1. By June 2018, 70% of students in grades 1-6 will be reading at/or above grade level with regard to their ability to read and comprehend text in a variety of forms.	<ul style="list-style-type: none"> Assess and review individual student challenges and strategies for success Infuse phonemic awareness strategies in our teaching Focus on teaching writing structures and mechanics 	<ul style="list-style-type: none"> Teachers Resource Teachers Administration Educational Assistants Literacy Leader Parents 	<ul style="list-style-type: none"> Fountas and Pinnell data Observation Survey data Grade 3 assessment data Classroom observations Running records Questioning Modeling Self-reflection Reading logs 	<ul style="list-style-type: none"> Fountas and Pinnell data Observation Survey data Grade 3 assessment data



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

	<ul style="list-style-type: none">• Literacy committee will meet regularly to share materials and review progress• Fountas and Pinnell training for teachers• Teachers attend Observation Survey Training• In servicing for EAs on guided reading and Precision Reading• Teacher and EA planning• Strong Beginning assessments• Observation Survey training• Ongoing training and collaboration• Literacy, LwlCT, and EAL Leader guidance and supports• Reading intervention programs• Home reading programs• Improve classroom libraries and home reading libraries		<ul style="list-style-type: none">• Reading responses• Book talks• Home reading logs	
--	---	--	--	--



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

	<ul style="list-style-type: none"> • Expand Indigenous themed guided reading library • Maintaining EA continuity • Expand early year's student vocabulary • Co-teaching/team teaching • Have grade level teacher preps at the same time to allow for collaboration 			
<p>2. By June 2018, 70% of grade 2 and 6 students will demonstrate numeracy skills at/or above grade level.</p>	<ul style="list-style-type: none"> • Assess using PRIME • Numeracy committee will meet regularly to compile resources and review progress • Create and use a K-6 teacher resource binder/box with mental math teaching strategies, activities, and games supporting learning for all, especially those struggling to attain numeracy goals • Teachers share what's working • Guided math • Numeracy leader guidance • Co-teaching/team teaching 	<ul style="list-style-type: none"> • Teachers • Resource Teachers • Administration • Educational Assistants • Numeracy Leader • Parents 	<ul style="list-style-type: none"> • PRIME data • Teacher observations and assessments • Development of mental math binder/box 	<ul style="list-style-type: none"> • PRIME data • Teacher observations and assessments



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

	<ul style="list-style-type: none"> • Train EAs in math strategies to support small group work • Purchase resources to support teaching numeracy • Have grade level teacher preps at the same time to allow for collaboration 			
<p>3. By June 2018, students will demonstrate increased diversity, awareness, acceptance, and respect for themselves and others.</p>	<ul style="list-style-type: none"> • Develop a student survey to assess student feelings in regards to kindness, cultural awareness, and respect. • Develop respect training for students • Continue school family activities • Have school wide expectations • Practise bucket filling in classrooms and throughout the school • Invite presenters to share their culture with students • Diversity committee will meet regularly to review progress 	<ul style="list-style-type: none"> • Teachers • Resource Teachers • Administration • Educational Assistants • School Counsellor • Social Worker • Parents 	<ul style="list-style-type: none"> • Student survey • Post student created area rules • Maintain a list of presenters 	<ul style="list-style-type: none"> • Student survey



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

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

Plan is shared with the ACSL group for input. It is also be placed on the school website.
