

SCHOOL REPORT 2015/2016 & PLAN 2016/2017

- 1) Please use this template to complete your **2015/2016 School Report on Outcomes and 2016/17 School Plan**.

(Note: The web survey offered in previous years is suspended during the review.)

- 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) For inquiries to Manitoba Education and Training regarding School Reporting and Planning, contact Tia Cumming <Tia.Cumming@gov.mb.ca> or 204-945-8417.

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification

Name of School Division St. James Assiniboia	Name of School Voyageur	Name of Principal Sandra Lazar	Date (yyyy/mm/dd) 2016/06/30
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School Profile

(Complete the following using FTE as of Sept 30th.)

Number of Teachers 11	Number of Students 140	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? The mission of Voyageur School is to develop each child's potential in partnership with the community.			Year Revised 2007

SCHOOL REPORT – 2015/2016

School Priorities

1. Literacy: To improve student learning in the areas of generating and managing ideas and information in writing.
2. Numeracy: Students will demonstrate increased confidence, accuracy and efficiency in applying mathematical processes to solve problems.
3. School Culture: Students will develop positive mental health practices by participating in school wide safe and caring initiatives.

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. Ongoing by June 2016, all gr 1-5 students will be meeting expectations at level 3 or 4 on the final term report card in their individual programs, in the area of generating and managing ideas and information in writing.

- A staff PLC met with a focus on maximizing student-writing achievement (through shared learning, examining student writing over time to assess progress and to move learning forward, and through on-going collaboration). School professional development occurred to support teachers' enhancement of writing instruction. Sources included: Regie Routmann Optimal Learning Model, Bonnie Campbell-Hill writing continuums, and the Manitoba Rural Learning Consortium End of Year Expectations –Writing.
- Shared Writing has occurred (students composed collaboratively and with the teacher).
- Students' writing stamina-length and focus of writing content improved through timetabling daily-sustained writing across all curriculums.
- A focus on vocabulary development and word work experiences based upon student needs began to be developed in all classrooms.
- On-going assessment of student writing (before, during, and after the instruction, guided practice, and independent work) occurred.
- End of year writing benchmarks were developed among staff and in collaboration with other EY divisional teachers. Benchmarks for what a successful exiting writer's work looks like and what a writer can do at each grade level were developed. These criteria were shared with students by examining an end of year writing sample.
- The "I Can" grade level writing statements for each term were posted in classrooms.
- Students used the writing "I Can" statements as a self - assessment when writing and revising their work.
- Celebrations of student writing were regularly occurring in classrooms across the school.

	<ul style="list-style-type: none"> • Student writing using technology occurred in a variety of ways: by posting writing on-line through blogging; embedding text, images, and audio in their writing and using apps with the iPad such as “Book Creator”. • Students continued to set personal goals and reflected on their own development as writers. • A variety of student writing samples were collected for formative assessment (shared writing samples, independent writing samples at various stages of the writing process). • Writing conference conversations, (writer’s workshop) and student observations occurred regularly. • Co-created rubrics, checklists and established criteria were used as references for feedback, student self-assessment and student progress was monitored through the use of individual writing portfolios that collected and organized students’ writing samples, self-reflections, and accomplishments as a writer at various stages throughout the year.
<p>2. By June 2016, 100% of K-5 students will demonstrate increased confidence, accuracy and efficiency in applying mathematical processes to solve problems.</p>	<ul style="list-style-type: none"> • Students demonstrated increased confidence, accuracy and efficiency when problem solving and this was reflected through the use of strategies they learned during Math instruction. Daily “math jobs, “Math Karate” activities, “Boxcars and One Eyed Jacks” manipulatives and “Reflex Math” (gr 4/5). These enhanced their Mathematical knowledge, the use of processes and strategies, and their communication and reasoning skills. • Staff participated in various Mathematics professional development opportunities to enhance instructional practice in the area of problem solving strategies at the divisional level and through a divisional Numeracy Coach who demonstrated “best” math instructional practice through a co-teaching residency. • Students began to demonstrate critical thinking skills when problem solving. They demonstrated that they were better able to understand what question they were asking themselves, what the question was asking of them, and which mathematical operations (tools) they needed to answer the question. • Students demonstrated and communicated their mathematical thinking orally, visually and in writing using everyday language, algorithms, grade appropriate mathematical vocabulary and a variety of representations and connections. • Students demonstrated understanding of math problems and solved problems by selecting and applying computational and problem solving strategies. • Students demonstrated and communicated mathematical thinking and solved problems in different ways: building, calculating, discussing, and drawing. • Students demonstrated understanding that the same problem can be solved in different ways. • Students gained confidence and demonstrated independence when planning to solve problems. • Students solved more complicated problems (1-step vs. 2-step). • Students shared their math thinking with peers to support small group problem investigations. • Students began to be involved in developing and using common criteria and mathematical language. Math “word walls” became part of classroom cultures. • Students’ conversations demonstrated increased self-confidence when solving open-ended problems. • Through teacher directed discussions, students made connections between mathematical problem solving and real-life situations and demonstrated increased understanding of how mathematics is integrated across the curriculum. • Meaningful and engaging summative assessment was developed within grades and implemented. • Evidence (demonstration and communication) of the mathematical thinking processes occurred. • Problem solving rubrics were developed and used across the grades. • A student friendly checklist created by “Grades 1-8 Problem Solving Rubric Manitoba Mathematics Consultants Sub-Committee” was used by students to help them use strategies to solve problems. The following skills were included in the checklist: <ul style="list-style-type: none"> • I can identify important details in a problem. • I can choose a strategy and carry out my plan. • I can use words, diagrams and/or numbers to give a complete picture of what is going on in my work & solution. • I can use my mathematical knowledge to arrive at a reasonable answer. • I can state the answer to the question. • Formative assessment information was collected on a regular basis. (Work samples, artifacts, evidence of student demonstrations of their learning using diagrams, pictures, photos etc.).

	<ul style="list-style-type: none"> • Data sources used to improve student learning included: <ul style="list-style-type: none"> ○ Provincial Grade 3 Numeracy data ○ Report Card Data ○ Class review information ○ Informal assessments: conversations, demonstrations, observations, student artifacts, Math journals ○ Feedback from SJSD Administrators' "numeracy instructional walkthrough look-fors" ○ Grade 1-8 Problem Solving Rubric Manitoba Mathematics Consultants Sub-Committee grade appropriate benchmark problems and rubrics
<p>3. By June 2016 100% of K-5 students will develop and demonstrate positive mental health practices by participating in school wide safe and caring initiatives.</p>	<ul style="list-style-type: none"> • Classrooms developed, regularly reviewed, posted, and followed their "Classroom Beliefs". • Multi aged gr 1-5 met twice a month to review anti-bullying strategies-WITS program, school wide kindness initiatives and studied feelings through viewing and participating in planned activities based on the movie "Inside Out". • Restitution was reviewed with staff and used universally as a behavior intervention. • Students practiced and promoted social responsibility and respect for themselves and others by participation in various school activities including: <ul style="list-style-type: none"> ○ Leadership activities including sports council, Kindergarten helpers, reading and tech buddies ○ Social emotional activities included: Grade 1's participated in "Roots of Empathy" program, gr 4 students participated in the "Friends for Life" program, K-5 "Kids in the Know" curriculum ○ Social justice projects: Terry fox Run, Jump Rope for Heart, We Scare Hunger, Juvenile Diabetes, a Christmas Cheer Board hamper was made for a school community family, and snacks were sold once a week by gr 5's at the Voyageur Vendor in support of Winnipeg Pet Rescue and Cancer Care Manitoba ○ Anti-bullying campaigns: "Pink Shirt Day", "The Great Kindness Challenge", and "Bucket Filling" ○ Student Eco Council: school yard clean up, daily lunch composting, power patrol and recycling crew ○ Diversity experiences such as "AAA Sharing Circle" met twice a month throughout the school year ○ Students demonstrated confidence in their "voice" to deal with bullying issues at school by using their WITS. The "WITS-LEADS" program was introduced to gr 4 students ○ Students practiced and promoted social responsibility and respect for self and others. ○ A student "Safe and Caring" committee was formed and met with other divisional student "safe and caring" representatives twice during the school year to share school based safe and caring initiatives. ○ A student "Youth Forum" committee was formed and met with other divisional student "Youth Forum" representatives twice during the school year to share environmental and social justice initiatives. ○ Lunch-hour clubs developed and built relationships with a variety of age groups, interest groups and ability groups. Those relationships built school teamwork skills, promoted student social responsibility, developed respect for self and others and enabled students to develop student inquiry, problem solving skills, active learning skills, decision making skills and citizenship throughout the school and in the school community. • Students, through participation in the various school activities and opportunities developed positive mental health practices and began to make connections to the links between positive mental health and: <ul style="list-style-type: none"> • Self-care (physical activity and nutrition) • Feelings of self-worth (confidence, competence) • Academic achievement (best effort) • Interpersonal skills (trust, respect, empathy, ability to support others) • A list of completed service learning activities was celebrated throughout the year through school assemblies, in monthly newsletters, school websites and classroom newsletters and blogs. • Data from the divisional TTFM gr 4/5 student surveys was collected and analyzed by staff to plan for improvement in student anti bullying initiatives, anxiety reduction and improved student mental health. • Completion of gr 5 Mental Health Survey May 2016 • UDL surveys were completed at various grade levels so students and teachers could better understand how students best learn. • Student profiles, office behavior referrals and guidance caseload showed a decrease in the number of students experiencing poor social interactions and at risk behavior. • The numbers of students participating in various school activities increased, demonstrating a sense of belonging among students

SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.
 Voyageur School is a school that considers and acts upon community, student and staff input. Feedback from parents and staff, the strategic plan identified by our School Board and recent changes initiated by Manitoba Education have all been considered in determining the areas in which we will work for improvement during the upcoming school year. Student and staff needs are also considered in the planning process.

Describe the planning process and the involvement of students, staff, families and the community. Who was involved?
 Collaborative decision among school community stakeholders are made based upon the needs of our school, student and staff needs, and the strategic plans developed by our school division. School representatives and the principal meet with the parent council while the staff meet and discuss school priorities. Staff (professional and support) meets during staff meetings, PD Tuesdays and goal-setting meetings to discuss and formulate the school plans. Student voice is requested and considered in planning.

How often did you meet?
 School representatives and the principal meet with the parent council bi-monthly while staff members meet and discuss school priorities twice a month, during PLC meetings in literacy and numeracy. Student voice meetings occur once a month in the areas of sports/leadership council and eco-council. The principal is always open to feedback from students, staff and the school community to make ongoing changes to the school plan.

What data was used?
 Student report card data is reviewed with staff each term throughout the school year, grade 3 literacy and numeracy provincial assessment data, student benchmark reading scores, Kindergarten EDI data, and classroom profiles each term are the data used in preparing the school plan.

Other highlights?
 ESD themes are infused through our goal of developing positive school culture.

School Priorities

1. Literacy: Students will see themselves as readers and writers and will achieve their individual reading and writing goals.
2. Numeracy: Students will demonstrate increased fluency and conceptual understandings of problem solving and number concepts.
3. Positive School Culture: Students will continue to develop and demonstrate their positive mental health practices that support a positive social - emotional school culture.

School Plan

Expected Outcomes	Strategies	Indicators	Data Collection
What specifically are you trying to improve for student learning? (observable, measurable)	What actions will you take?	How will you know that learning is improving?	By what means will you collect evidence of progress toward learning?
1. By June 2017, all students will see themselves as readers and writers and will achieve their individual reading and writing goals.	<ul style="list-style-type: none"> • Staff will be provided with a variety of resources including a copy of the K-8 Fountis & Pennell Literacy Continuum – (Heinemann) book to discuss ranges of what readers can do. • Divisional Literacy coach will provide co-teaching opportunities to model best literacy teaching strategies and resources to guide literacy instruction and support. 	<ul style="list-style-type: none"> • Teacher professional development related to reading/writing instruction includes: <ul style="list-style-type: none"> • Professional reading, discussion, practice of new strategies and teacher observations, 	<ul style="list-style-type: none"> • School reading /writing beliefs are posted in the school. • Establish visible benchmarks for what a successful exiting reader and writer looks like and can do at each grade level.

	<ul style="list-style-type: none"> • Literacy Coach PD for staff will occur with the focus on developing common criteria for the "craft" of writing. Teachers will use mentor texts and exemplars to develop criteria for "craft" and develop common criteria and "I Can" statements for reading (word recognition and comprehension strategies). • Staff will visit http://www.mapleforem.ca/ to explore provincial documents related to the piloting and implementation of the new ELA Curriculum at EY. • Staff will engage in conversations about shared beliefs about teaching and learning for reading and writing and create belief statements that will be reviewed each term. • Staff will engage in dialogue with colleagues who teach other grade levels to understand the curriculum, horizontally and vertically. • Teachers will provide frequent opportunities for students to observe and interact with the 'Teacher as writer and reader' using the Routmann OLM. During demonstrations, the teacher purposefully models writing processes and comprehension strategies through 'think alouds'. • Students will be provided with time to develop increased stamina and grow as thinkers through daily, sustained authentic reading and writing. • Teachers will give priority to authentic reading/writing experiences that provide an opportunity for students to read/write with purpose, and therefore empower students to advocate for themselves, their communities, and the environment. • Time, choice and structure are provided for students to explore and read independently on a daily basis. • Regular reading conferences and inventories will be planned to inform teachers of student reading progress, interests, competencies and instructional needs. • Strategic comprehension instruction includes a balance of whole class, small group and partners interacting with each other before, during and after reading to become more competent, independent readers. • Purposeful, authentic reading and writing experiences are embedded in all content areas. (Reading/writing as a mathematician, scientist, historian etc.) • A wide variety of texts are used to model and support classroom instruction of reading and writing. • Reading and Writing connections are supported through the use of "mentor texts" used to teach forms, genre, author/ illustrator craft and text features. • 'Word work' study will occur at all grade levels. • Writing characteristics (traits, quality criteria) are developed and defined in student language. Writing expectations are co-created with students and are essential elements of writing discussions and lessons. 	<ul style="list-style-type: none"> • Collaborative analysis of student work, interpretation of student writing to plan and adjust instruction. • Collaboration with divisional supports such as Literacy Coaches, Coordinators and ESS – consultation during teacher PLC times and in class sessions. • Professional dialogue (during PLC and staff meeting time) will be intentional and purposeful around reading and writing. Collaborative school-wide beliefs related to writing instruction are created/revisited to ensure clarity of instructional goals for students. • Teachers will be more familiar with high quality resources available and will be implementing activities from these research-based resources in their classrooms more frequently. • Students will have set goals and will be able to see their personal growth through reading/writing conferences. • Student writing is authentic and unique to them. Students chose to write frequently for a variety of reasons and personalize their craft. • Students view themselves as writers and published authors, able to communicate thoughts and ideas with confidence and ease. • Conventions and form are used appropriately to ensure clarity of message. • Student writing will reflect a growth in: written voice, craft, and understanding of convention use, ideas and organization • Student will be empowered and know that their abilities to write, read and speak will offer them the greatest range of choices in their present and future lives. • Students will have had opportunities to read/write with power and agency in order to advocate for themselves, their communities, and the environment. • A wide variety of literature is used to model and support classroom instruction of writing. Reading and Writing connections are supported through the use of "mentor texts" used to teach forms, genre, author/ 	<ul style="list-style-type: none"> • Reading Benchmark scores will be collected and shared among staff at the end of every term. • Staff will meet to discuss record card data each term in the area of reading and writing to plan for instructional • Student writing using technology is shared and used to create finished products of writing pieces. • A variety of student writing samples will be collected for formative assessment (shared writing samples, independent writing samples at various stages of the writing process) • Writing conference conversations and student observations will occur regularly. • Co-created rubrics, checklists and established criteria will be used as references for feedback, student self-assessment and progress monitoring. • Writing portfolios will be organized to collect student's writing samples, self-reflections, and accomplishments as a writer at various stages throughout the year.
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	<ul style="list-style-type: none"> • Students will have regular opportunities to collaborate, share and reflect on student writing pieces through the use of technology. • Celebration of student work is frequent, authentic and clearly observable in the classroom environment. Student work is published, valued and shared. • Teachers will reflect on the physical classroom environment and make any necessary changes to ensure philosophical beliefs about literacy and learning are in harmony. • Classroom libraries are accessible to all students and contain a rich collection of diverse literature, including published student writing. • Students will be provided with reading material to help reduce the “summer slide”. • Students who struggle with reading and writing achievement will be supported through the use of differentiated instruction and leveled assessments to track and encourage growth reading. Writing strategies to organize ideas, build fluency and communicate thinking will be provided to those students who need them. • Grade 1 students will continue to be provided with Reading Recovery intervention as needed. 	<p>illustrator craft and text features.</p> <ul style="list-style-type: none"> • Time, choice and structure are provided for students to explore and write independently. • Students will seek out opportunities to read/write with power and agency in order to advocate for themselves, their communities, and the environment. • Students will be able to decode their level appropriate text and communicate their comprehension of the subject and their own personal connections. • Effective, frequent writing conferences and “check-ins” with students to support and provide timely feedback to the writer(s) focused on accomplishments and suggestions for next steps (related to the criteria). • Celebration of student writing is frequent, authentic and clearly observable in the classroom environment (walls, classroom library etc.). Student work is published, valued and shared. • Language rich classroom libraries with a wide variety of reading genres will continue to be a focus and will be supplemented throughout the year. • The number of students requiring support with reading and writing will have been reduced. 	
<p>2. By June 2017, all students will demonstrate increased fluency and conceptual understandings of problem solving and number concepts.</p>	<ul style="list-style-type: none"> • Staff will engage in conversations about shared beliefs about teaching and learning mathematics. • All staff will gain a greater understanding of the “Eight Actions for Effective Mathematics Teaching and Learning” and be provided with the book “Principles to Actions, Ensuring Mathematical Success for All”, (NCTM, 2014). • Teachers will give priority to the mathematical practices, including problem solving and number concepts in every aspect of classroom practice. • Teachers will plan and implement activities that promote positive dispositions towards the study of mathematics, including curiosity, self-confidence, flexibility, and perseverance. Possible resources to support this include Jo Boaler’s online math course, her website youcubed.org, or her book, “Mathematical Mindsets”. • Professional Development activities for staff will focus on the implementation of her practices. • School teams will use the guiding questions as shared by the 	<ul style="list-style-type: none"> • Students will show an increased ability to persevere in exploring and reasoning through tasks due to their increased confidence with math tasks. • Students will show an increased ability for making sense of tasks without teacher support. • Students will present and explain ideas, reasoning, and representations to one another in pairs, small group, and whole class discussions. • Students will use multiple forms of representations to make sense of and understand Mathematics. 	<ul style="list-style-type: none"> • Data sources used to analyze and plan to improve student learning will include: <ul style="list-style-type: none"> • Pre-Assessment data will be collected based on observations and formal assessments. • Reflex Math data at gr 4/5 will be used pre and post assessment as an indicator of success. Student growth will be tracked to analyze and demonstrate student number operations fluency. • Grade level Karate Math achievement will be tracked and celebrated as students work through achieving their basic facts. • Kindergarten Numeracy

	<p>SJSD Numeracy Committee 2016 to help guide professional conversations around the “Eight Actions” and reflect on areas to focus on in the classroom.</p> <ul style="list-style-type: none"> Teachers will work with our Numeracy Coach to implement new resources and strategies that will strengthen numeracy instruction and support. Teachers will work with our Numeracy Coach to develop daily numeracy routines in the fall that can be implemented school-wide. Math Intervention EA will work in collaboration with the Kindergarten teacher to provide and support Kindergarten numeracy skills and ideally support grade1 students with numeracy challenges. Teachers will elicit, value, and celebrate varied approaches and solution paths that students take to solve mathematical problems, explain their thinking, and discuss solutions offered by their peers. Math teachers will engage in dialogue with colleagues who teach other grade levels to understand the curriculum from both horizontal and vertical perspectives. Students will participate in Math Karate to develop number facts. All staff have copies of the MB Dept. of Ed. Curriculum at a Glance and Glance Across the Grades documents to help in planning of lessons and units to increase the focus on connections among key mathematical ideas. Math teachers will access the Assessment Profiles as shared by the MB Dept. of Ed to reflect on our assessment practices and align our assessment practices with these descriptors to ensure consistency. All teachers will implement common grade level tasks and explore/use the resources in the SJASD EY Problem Solving iTunesU Course. They will meet as grade level teams to work through the tasks in advance and agree on the mathematical goals. They will use the task with their students and meet again to reflect on student thinking and the planning of next instructional steps. Math teachers will begin to work in collaborative teams to develop common assessments to be used formatively; commit to their use, and analyze and apply the results to advance student learning and improve instruction. Math teachers will access and implement open-tasks as well as closed problem solving tasks. A divisional resource will be shared in the fall that can be used as common tasks across all schools in all grade levels. Teachers will use the tasks with their students to encourage perseverance as well as deeper thinking as they 	<ul style="list-style-type: none"> Students will seek to understand the approaches used by peers by asking clarifying questions, trying out others’ strategies, and describing the approaches used by others. Students will persevere in solving problems and realize that it’s acceptable to say, “I don’t know how to proceed here” but that it is not acceptable to give up. Students will demonstrate an increased appreciation for the role “making mistakes” plays in learning. All teachers will be familiar with the resources/tasks shared in the divisional iTunesU course and will be implementing them frequently throughout the year. Teachers will be more familiar with high quality resources available and will be implementing activities from these research-based resources in their classrooms more frequently. Teachers and students will be celebrating and recognizing the importance of depth over speed and the mathematical process over the correct answer. Students will be engaged in creating their own problems. Students will demonstrate an increased willingness to engage in problem solving. Manipulatives and visuals including Math word walls will be incorporated throughout all classrooms for all students as a tool to deepen understanding. 	<p>assessments will be used to inform instruction at the Kindergarten and grade 1 levels.</p> <ul style="list-style-type: none"> Provincial Grade 3 Numeracy data Report Card Data each term Class review information <ul style="list-style-type: none"> Formative assessment information will be collected on a regular basis. (Work samples, artifacts, evidence of student demonstrations of their learning pictures, photos etc.). Problem solving rubrics will be used to access universally across the grades. Informal assessments will include: conversations, demonstrations, observations, student artifacts Math journals SJSD Administrators’ numeracy instructional walkthrough “look-fors” Grade 1-8 Problem Solving Rubric Manitoba Mathematics Consultants Sub-Committee Grade appropriate benchmark problems and rubrics “Eight Actions for Effective Mathematics Teaching and Learning “will be reviewed regularly
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	<p>engage in learning through problem solving.</p> <ul style="list-style-type: none"> • Grade 4/5 teachers will use Reflex Math to help build a strong understanding of numbers and the ways that they relate to each other. • Teachers will use Box Cars and One Eyed Jacks resources as well as other game-based resources to engage students in basic fact and mental math practice. 		
<p>3. Ongoing, by June 2017, all students will continue to develop and demonstrate their positive mental health practices that support a positive social- emotional school culture.</p>	<ul style="list-style-type: none"> • Classroom belief statements will be created and posted in classrooms, Restitution strategies are shared with students. • School belief statements will be shared with the school community via the Code of Conduct included in the annual school handbook. • The Mind-up curriculum (a mental wellness program) will be implemented with all students to teach them about the function of the different parts of the brain and how to better manage their feelings and emotions. • Students will learn self- regulation skills. • The “Well Aware” Literacy program (Pearson) is for grades 4 and 5 students and will be used to assist students to become the best they can be physically, socially, intellectually and emotionally. Resources will be purchased for teachers to use with their students. • The book: Well Aware (Carney, 2015) and the Pan Canadian Joint Consortium for School Health Comprehensive School Health Framework (2013) resources will be used by staff to plan school wide positive mental health activities for all students throughout the school year. These activities will be timetabled allowing for all students to participate. • School wide safe and caring initiatives will continue to be planned to provide students with opportunities to: <ul style="list-style-type: none"> ○ Communicate caring and concern for others ○ Identify and manage their emotions ○ Set and pursue positive goals ○ Initiate and sustain positive relationships ○ Make decisions that demonstrate respect for self and others ○ Deal with interpersonal concerns and challenges effectively • All students in grades K-5 will complete UDL surveys. School wide activities will be planned to enhance students’ knowledge of how they learn best. • Opportunities are available for students to participate in leadership activities: sports council, eco council, safe and caring student voice, youth forum student voice, patrols, WITS and WITS-LEADS, student volunteers, Voyageur Vendor Staff, cross grade buddies. • Opportunities are available to students to experience social emotional building activities: Grade 4 Friends program, Roots of Empathy, Kids in the Know, Family Life, TTFM survey gr 4/5, Mental Health survey gr 5 	<ul style="list-style-type: none"> • Classrooms are following their co-created beliefs and supporting the school wide beliefs in the Voyageur Code of Conduct. • Students are demonstrating self- regulation skills they have learned by exposure to the Mind-up and Well Aware programs. • Students have participated in various: leadership, social emotional, social justice, anti-bullying, healthy living, and The Arts and diversity experiences throughout the school year. • Students will demonstrate confidence in their “voice” to deal with bullying issues at school by using their WITS. • Students practiced and promoted social responsibility and respect for self and others. • Lunch-hour clubs developed and built relationships with a variety of age groups, interest groups and ability groups. Those relationships built school teamwork skills, promoted student social responsibility, developed respect for self and others and enabled students to develop student inquiry, problem solving skills, active learning skills, decision making skills and citizenship throughout the school and in the school community. • Students with positive mental health have the capacity to feel, think and act in ways that enhance their ability to enjoy life and deal confidently with the challenges they may face. They will demonstrate strong caring relationships with their peers that demonstrate they are resilient, active and flourishing. • Students will develop a sense of inclusion through classroom morning meetings and “Spirit Buddies” • Students, through participation in the 	<ul style="list-style-type: none"> • Classroom beliefs were recorded and posted in each classroom. • A list of completed service learning activities will be displayed and celebrated throughout the year through school assemblies, in monthly newsletters, school websites and classroom newsletters and blogs. • Newsletter articles about the various safe and caring initiatives occurring in our school and information about positive mental health strategies will be shared. • Data from the divisional TTFM gr 4/5 student surveys will be collected and analyzed by staff to plan for improvement in students’ feelings about a safe school culture. • UDL surveys will be completed at all grade levels so students will understand how they best learn. • Student profiles, office behavior referrals and guidance caseload will show a decrease in the number of students experiencing poor social interactions and at risk behavior. • The numbers of students participating in the various school activities will increase, demonstrating a sense of belonging among students.

	<ul style="list-style-type: none"> • Opportunities are provided for students to experience anti-bullying activities: Bucket Filling, Kindness Challenges, WITS, Pink Shirt Day, Pay it Forward, Random Acts of Kindness. • Opportunities are provided for students to participate in social justice initiatives locally and globally: Voyageur Vendor-raises funds for charities that students vote to support, “Free the Children’s We Act Program”, a social justice education initiative for elementary schools, and Jump Rope for Heart participation. • Opportunities will be provided for students to understand diversity: AAA Sharing Circle, Grandparent’s Day, and Childcare center partnerships, WTK. • Opportunities for students to practice healthy living: School wide nutrition program, Milk program offered, healthy snacks and allergy aware foods offered at all school functions. Nutritional ideas shared in newsletters with parents. • Walk/bike to school days, bike cage on site and bike helmet program each spring, sport based intramurals for grades 3-5, and various gr 4/5 inclusive participation in sports teams. • Student Eco Council to support reduce, reuse and recycle initiatives, composting, 4 star lunches, power patrol, schoolyard clean up. • Use of new Outdoor Classroom to connect with Nature. • School wide class meetings each morning period 1 for students to build classroom community and learn about “Spirit Buddies”. • Opportunities are provided for students to experience The Arts: afternoon musical moments, SJSD The Integrated Arts, Choir and Orff and Dance club. 	<p>various school activities and opportunities will develop positive mental health practices and understand the links between positive mental health and:</p> <ul style="list-style-type: none"> • Self-care (physical activity and nutrition) • Feelings of self-worth (confidence, competence) • Academic achievement (best effort) • Contributions to the community (pro-social behaviours, concern for social justice, greater good) • Ability to self-regulate • Positive thinking (optimism, humour, seeing another perspective) • Interpersonal skills (trust, respect, empathy, ability to support others) • Inclusivity and a sense of belonging (respect for diversity) 	
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