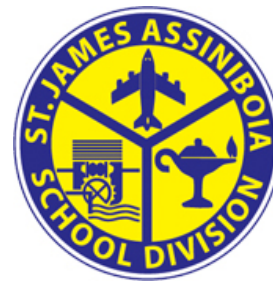


report

to the community



Voyageur School

2016-2017

"Be the best you can be!"

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The Early Years (K-5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration of subject matter and hands-on activity-based approaches to learning.

Last Year's School Accomplishments (2015-2016)

1. Ongoing by June 2016, all gr 1-5 students met 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.

- ✓ Students collaborated to compare and discuss samples of their writing in terms of strengths, needs, and goals.
- ✓ Students' writing stamina, length and focus of their personal writing increased as they were given daily sustained writing time to write across curriculums.
- ✓ Teachers continued to use the Routmann OLM of instruction to teach writing across the curriculum.
- ✓ Implementation of the "School-wide On-Demand Writing Assessments" in October 2015, February and May 2016 occurred.
- ✓ Teachers analyzed School-wide Writing Samples to inform instructional practice and monitor student engagement and achievement with writing activities.
- ✓ Students learned how to self-monitor and set their own writing goals.
- ✓ Students learned how to self and peer assess using class generated rubrics.

2. By June 2016, 100% of K-5 students demonstrated increased confidence, accuracy and efficiency in applying mathematical processes to solve problems.

Our Vision Statement

We strive to educate children in academics, decision-making and creative problem-solving skills in order to prepare them for a future of change. We promote positive self-esteem in students by providing an environment that enables students to become motivated and responsible learners.

Our Mission Statement

The mission of Voyageur School is to develop each child's potential in partnership with the community.

School Profile

Number of teachers: 11
Number of students: 143
Grade levels: K-5

School Highlights

These include:

- An allergy aware school
- Voyageur nutrition policy
- Lunch Milk program
- Code of conduct
- Integration of technology across the grades and curriculums
- Assemblies to celebrate student learning
- Cross grade "reading and tech" buddies
- Home reading program/Raz Kids
- Reflex Math gr 4/5
- "The Integrated Arts" gr K-5
- Outdoor classroom
- Kindergarten Math Enhancement Program
- "Welcome to Kindergarten"
- Grade 1 Reading Recovery

- ✓ Good children’s literature was purchased and used to support problem- solving skills.
- ✓ Daily math problem solving occurred across the 4 math strands.
- ✓ Daily math routines, "Math Jobs" and "Job Shares" provided regular opportunities for students to practice, consolidate, and share their math learning.
- ✓ Grade appropriate problems (Routine and Non-routine) were administered in the fall and served as a benchmark to guide planning by the school team and classroom co-teaching.
- ✓ Problem solving activities were completed through using the Optimal Learning Model (OLM). Students were encouraged to explore and try different strategies.
- ✓ Opportunities to reflect on the process and to celebrate the learning were provided to students.
- ✓ The instructional focus was on the process (give the answer and explain the strategy and mathematical thinking).
- ✓ Students were given opportunities to: create their own problems and share their strategies, to solve authentic, real life problems, and to work in collaborative problem solving groups.
- ✓ Manipulatives were purchased to provide support for problem-solving activities.
- ✓ Students used problem - solving strategies across the curriculum, with the design process, and with math fact automaticity.

3. By June 2016 100% of K-5 students demonstrated positive mental health practices by participating in school wide safe and caring initiatives.

- ✓ Classroom belief statements were created and posted in classrooms, and Restitution strategies were shared with students.
- ✓ The Code of Conduct was included in the annual school handbook.
- ✓ The Mind-up curriculum (a mental wellness program) was introduced into two classrooms. Students learned about the function of the different parts of the brain and how to better manage their feelings and emotions.
- ✓ Some students in grades K-5 completed UDL surveys. School wide activities were planned to enhance students’ knowledge of how they learn best.
- ✓ The book: Well Aware (Carney, 2015) and the Pan Canadian Joint Consortium for School Health Comprehensive School Health Framework (2013) resources were introduced and staff used these resources to plan school wide positive mental health activities for all students.
- ✓ School wide “safe and caring initiatives” provided students with opportunities to: communicate care and concern for others; identify and manage their emotions; set and pursue positive goals; initiated and sustained positive relationships; made decisions that demonstrated respect for self and others; and deal effectively with interpersonal concerns and challenges.
- ✓ Opportunities were made available for students to participate in leadership activities: sports council, eco council, safe and caring committee, patrols, student volunteers, Voyageur Vendor Staff, and cross grade buddies.
- ✓ Opportunities students participated in to experience social emotional building activities included: Grade 4 “Friends” program, Roots of Empathy, Kids in the Know, Family Life, TTFM survey gr 4/5.

- Roots of Empathy Gr. 1 & 5
- Gr. 4 “Friends for Life”
- School Patrols
- “WITS” / “WITS LEAD” anti-bullying programs
- Character Education
- Restitution Beliefs
- Resource/Guidance Supports
- “Kids in the Know” Grades K-5
- An active Parent Council
- A “We Act” school
- An “Eco Globe Action” School
- Gr 4/5 Divisional “Youth Forum” participants
- Co-teaching and Universal Design Learning – Mindfulness
- Daily classroom meetings: “Talking Circle”
- A “Great Kindness Challenge”, School 2015-2016
- February “Festival du Voyageur Day “
- February “I Love to Read Month”
- March “Milk Spirit Week”
- June “Outdoor Challenge “

Extra-curricular Activities

Large variety of activities and opportunities:

- Grades 3-5 Intra-murals
- Eco Council /Composting crew/ Power patrol
- “Voyageur Voices”
- Gr.3-5 choir
- “Recorder Karate” Program
- Dance Club
- Gr. 5 Sports Council and Leadership Team
- Voyageur Vendor (gr 5 sell snacks to support 3 charities)
- Interschool gr4/5 sports
- Cross Country Club
- Gr 4/5 Safe and Caring Committee
- School Science Fair Grades 3-5

- ✓ Opportunities for students to experience anti-bullying activities included: Bucket Filling, the Great Kindness Challenges, WITS, Pink Shirt Day, Pay it Forward, Random Acts of Kindness.
- ✓ Social Justice initiatives that students participated in locally and globally: Voyageur Vendor-raised funds for 3 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 provided for students to understand diversity: AAA Talking Circle, and Childcare center partnerships.
- ✓ 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; walk/bike to school days; bike cage on site and bike helmet program each spring; sport based intramurals for Grades 1-5, and various Gr. 4/5 inclusive participation in sports teams.
- ✓ Opportunities provided for students to experience The Arts: The Integrated Arts, choir and recorder school based clubs.

A Quick Snapshot of the Classroom

Mathematics: Students work on four strands in Mathematics: Number, Shape and Space, Patterns and Relations, and Statistics and Probability. Students learn to think creatively, think logically, problem solve, analyze data, to use mental math strategies, and to communicate their mathematical thinking using a variety of forms.

English: The focus of instruction during English Language Arts is on acquiring language and literacy skills through listening, speaking, viewing and representing, as well as reading and writing. Comprehension and critical thinking skills are developed across the grades.

Science: Students are actively engaged in “doing” Science and developing related skills and attitudes, as well as extending their understanding of Science concepts. Students make links between Science and daily life and develop design process skills.

Arts: Arts education is delivered using many art forms including: dance, drama, music, and the visual arts. Classroom-based instruction in the arts is enhanced by The Integrated Arts, a program where professional artists work with teachers to provide unique arts experiences for all students twice a year.

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline (www.sjsd.net/planning). The goal setting process begins in early spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress and achievement and our mission and vision statement as our focus.

This Year’s School Goals and Priorities (2016-2017)

1. By June 2017, all Voyageur students will see themselves as readers and writers and will achieve their individual reading and writing goals.

- Divisional Literacy coach will provide co-teaching opportunities to model best literacy teaching strategies and resources to guide literacy instruction and support.
- 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 empower students to advocate for themselves, their communities, and the environment.
- 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.
- Celebration of student work is frequent, authentic and clearly observable in the classroom environment. Student work is published, valued and shared.
- Classroom libraries are accessible to all students and contain a rich collection of diverse literature, including published student writing.
- 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.

2. By June 2017, all Voyageur students will demonstrate increased fluency and conceptual understandings of problem solving and number concepts.

- Staff will engage in conversations about shared beliefs about teaching and learning mathematics.
- 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 resources. Professional Development activities for staff will focus on the implementation of her practices.
- School teams will use the guiding questions as shared by the SJSJ Numeracy Committee 2016 to help guide professional conversations around the “Eight Actions” and reflect on areas to focus on in the classroom.
- Teachers will work with our Numeracy Coach to implement new resources and develop daily numeracy routines and strategies that when implemented will strengthen numeracy instruction and student achievement.
- 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.
- 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.

- 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.
- 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.
- 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.

3. Ongoing, by June 2017, all Voyageur students will continue to develop and demonstrate their positive mental health practices that support a positive social - emotional school culture.

- 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 are participating in various: leadership, social emotional, social justice, anti-bullying, healthy living, The Arts, and diversity experiences throughout the school year.
- Students will demonstrate confidence in their “voice” to deal with bullying issues by using their WITS.
- Students will practice and promote social responsibility and respect for self and others.
- Lunch-hour clubs will build relationships with a variety of age groups, interest groups and ability groups. Those relationships will build school teamwork skills, promote student social responsibility, develop respect for self and others and enable 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.
- Students will develop a sense of inclusion through classroom morning meetings and “Spirit Buddies” or a “Talking Circle”.
- Students, through participation in the various school activities and opportunities will develop positive mental health practices and understand the links between positive mental health and: 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, the “greater good”); the ability to self-regulate; positive thinking (optimism, humour, seeing another perspective); interpersonal skills (trust, respect, empathy, ability to support others); and inclusivity and a sense of belonging (respect for diversity).
- School wide use of new Outdoor Classroom to connect with Nature.
- School wide activities throughout the year will be inclusive and develop a positive school culture based on mutual respect, cooperation, collaboration and teamwork skills.