

report

to the community



Buchanan Elementary School

2007-2008

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Planning and Goal Setting

The planning process at Buchanan School involves students, teachers, support staff and parents. School goals are formulated with consideration of: the Divisional Strategic Plan, parent surveys, staff surveys, and the community survey. Suggestions from staff and the community along with students' ideas are incorporated into our annual school goals. Parents are represented on our school's Budget, Fundraising, and Staffing Committees. The community survey has been conducted bi-annually with suggestions for improvement being incorporated into the school planning process.

School Goals & Accomplishments: 2006-2007

- Assessment and Evaluation- by June 2007 staff, students, and parents will understand and be involved in balanced assessment practices. Rubrics were developed K-5 with student involvement in establishing criteria. Rubrics and other assessment tools were shared in teacher PLC meetings. The Divisional Framework for Assessment and Evaluation was studied at each monthly staff meeting. The Division Math Coordinator joined teacher PLC groups K-5 to discuss assessment and evaluation of numeracy. Materials and new resources were reviewed. Divisional math results were reviewed and results used in planning for individual students and in planning for the next year. School Inservice time was dedicated to teacher discussion of Essential Learnings at each grade level. A common language and a common framework of understanding has been fostered. There has been increased responsibility and ownership to the student for their learning and to share their learning through Tri-Ad conferencing.
- Behaviour - by June 2007 a school-wide positive behaviour plan will be in place. Buchanan's Code of Conduct was revised and shared with students, staff, and parents. Restitution training was provided to teachers and educational assistants. Behaviour incidents were tracked and analyzed. Respect for teachers, peers, guest teachers, lunch supervisors and volunteers has been highlighted at monthly school assemblies. "Don't Laugh At Me" video and song has become a tradition when concluding whole school assemblies and events. Tolerance and understanding has been fostered. Social skills groups and "Circle of Friends" groups have been established by the Student Services team.

School Profile

Number of staff: 20
Number of students: 247
Grade Levels: K - 5

Our Mission Statement

"The Buchanan Team is dedicated to academic excellence, respect for individual rights and differences, and the development of students' potential so that they can take their place in society as responsible citizens."

Key Programs

- Full day Kindergarten
- Primary and Intermediate Multi-age classrooms
- Exceptional Needs Cluster site
- "Learning Through The Arts"
- Reading Recovery
- Math Intervention
- English As A Second Language
- "Aim" French programming
- Gifted and Talented program
- Personal Safety K-5

Unique Activities

- "iBook" laptop technology
- Literacy Celebrations
- Healthy Living Activities
- Special Music Therapy, Aquatic Therapy, and Sensory room for Exceptional Needs students
- Reading Buddies
- Computer Buddies

- Inclusion - by June 2007 teachers, educational assistants, and parents will work collaboratively to implement inclusion in the least restrictive environment. Students are registered in homeroom settings and are included in classroom programming wherever possible. Efforts have been made to build an atmosphere of tolerance and acceptance throughout the school. "Don't Laugh At Me" and Restitution strategies have been shared with staff. "Circle of Friends" and Social Skills groups have been established. The Student Services team has provided ongoing professional development in the area of Exceptional Needs and support for classroom based programming. Portfolios have been developed for each Exceptional Needs student containing data and artifacts related to specific IEP goal areas. Teachers and parents have been involved in developing IEP goals, developing and implementing programming, and in assessment and evaluation practices. Resource, classroom teachers, educational assistants, and parents have worked collaboratively to support the learning of the exceptional needs students.
- Technology- by June 2007 technology will be integrated into curricular areas to enhance learning. Teachers received professional development in the area of technology as a support to enhance learning of curricular outcomes. A Technology Facilitator was appointed to mentor and assist classroom teachers in the integration of technology. Classroom projects integrating technology were shared by teachers in PLC groups and highlighted at Triad Conferences and school assemblies. Literacy with ICT will continue to be a school-wide focus K-5.
- Literacy- by June 2007 students will have improved reading and writing skills. A school literacy team was established. The team examined classroom profiles and identified students. Students received additional support through school and division staff. Classroom profiles were developed and used by the literacy team in designing programming and providing supports. The division Reading Clinician provided assessment and programming recommendations. Guided Reading and Writing groups were established in classrooms K-5. A Family Literacy celebration was held. The Literacy Lab was reorganized and new resources have supplemented the existing materials.

School Priorities 2007-2008

- Inclusion - a team approach to implementing inclusion of exceptional needs and at-risk students in the least restrictive environment
- Assessment and Evaluation - balanced assessment practices K-5. Differentiated Instruction strategies will be used to address the range of learning needs.
- Literacy with ICT - Information and Communication Technology will be used to enhance instruction across the curriculum.
- Literacy - focus on oral and written language skills as well as reading strategies K-5.
- Healthy Living - increased understanding of Healthy Living habits and an opportunity to participate in healthy practices.

School Goals 2007-2008

- Assessment and Evaluation - By June 2008 balanced Assessment and Evaluation practices will be implemented K-5. Differentiated Instruction strategies will be used to address the range of learning needs identified by formative and summative assessment results.
- Healthy Living / Nutrition - By June 2008 staff, students, and parents will have an increased understanding of healthy living practices and will be given the opportunity to participate in healthy eating habits and physical activities.
- Inclusion - By June 2008 teachers, educational assistants, student services staff, and parents will continue to work collaboratively to implement inclusion in the least restrictive environment.
- Technology - By June 2008 teachers will integrate technology to support and enhance literacy as well as critical thinking skills.
- Literacy - By June 2008 students will demonstrate growth in oral language, written expression, and reading strategies.

2006-2007 School Assessment Report

This section of the Report to the Community details how our students performed on Divisional and Provincial Assessments during the past school year. It also describes the programs the school offers and the actions the school is taking to help students succeed. For more information about student achievement, please contact the school principal, who will be happy to answer your questions.

How Do We Know Our Students Are Succeeding?

Our School Division places a high priority on improving student achievement. Providing information on student performance is the first step. Teachers gather information about students on a regular basis using a variety of assessment methods. In addition, annual Division-wide tests administered in selected subject areas and grade levels tell teachers and parents how well students are achieving curriculum objectives in comparison with others in the same grade. Schools use these test results, along with information from classroom observation and evaluation, to develop plans for improving student achievement.

English Language Arts

Test results from June 2007 indicate that our Grade 5 students scored slightly below the divisional mean (4.9%). As part of our school goals this year, we have targeted literacy. We will continue to focus on reading comprehension and written expression using the 6+1 Writing Traits. Guided reading and guided writing groups will continue in all classrooms K-5. Informal and formal assessments will be used to develop class profiles and to inform instruction.

Students will be involved in the assessment and evaluation process by establishing criteria and developing rubrics.

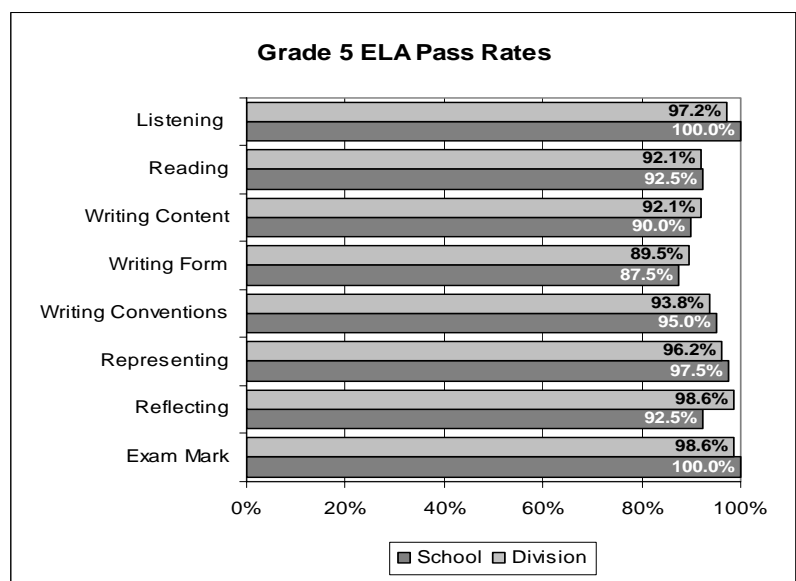
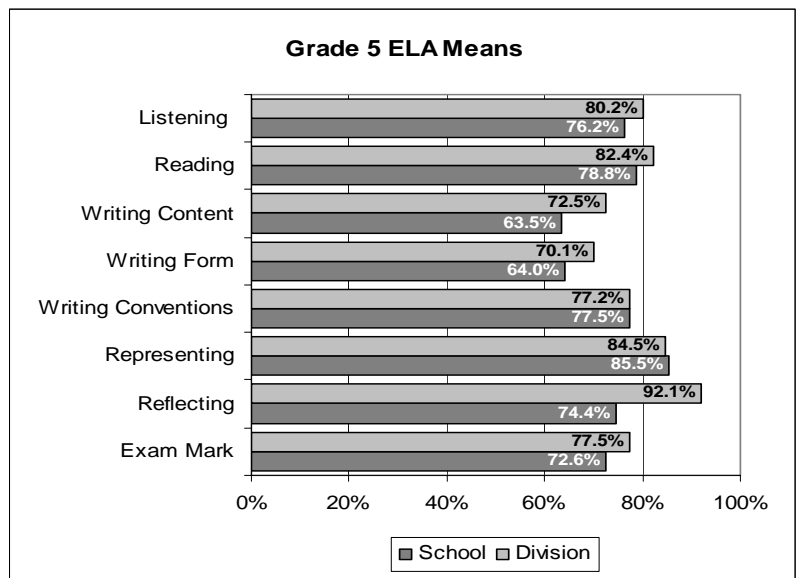
Running records of student reading levels and miscue analysis will be used to track individual progress through the year.

Differentiated instruction and differentiated assessment strategies will be used to address the range of learning needs identified in the class profiles.

Literature circles, Reading Recovery, FAST Reading strategies, and developmental spelling programs will be implemented.

Students will integrate and utilize technology as part of a strong literacy program.

Classroom libraries, the Literacy Lab, and the Home Reading program will be supplemented.



Mathematics

Test results from June 2007 indicate that our students scored above the divisional mean (8% higher). Numeracy was an area targeted in our school goals last year. Additional emphasize has been placed on basic facts, mental math, patterns and relations, and problem solving. Math investigations have provided students with the opportunity to apply mathematical skills to real life problems. Math routines are part of the daily jobs in classrooms K-5.

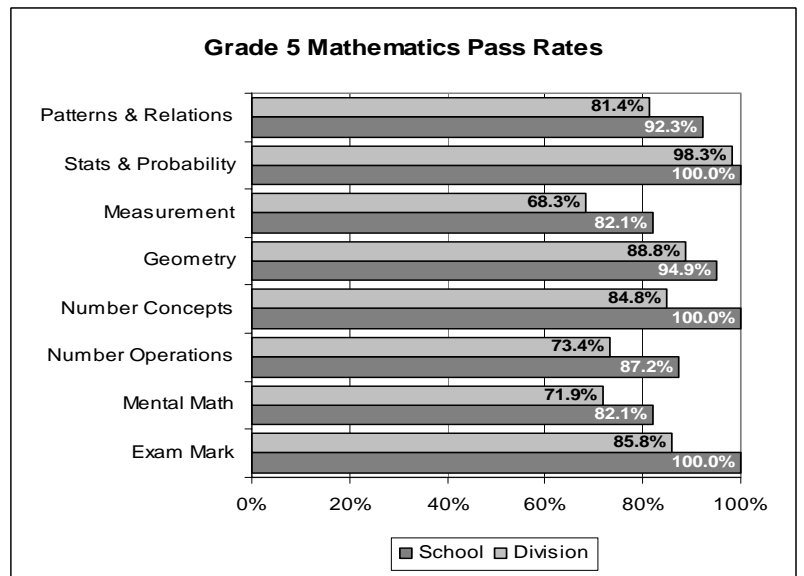
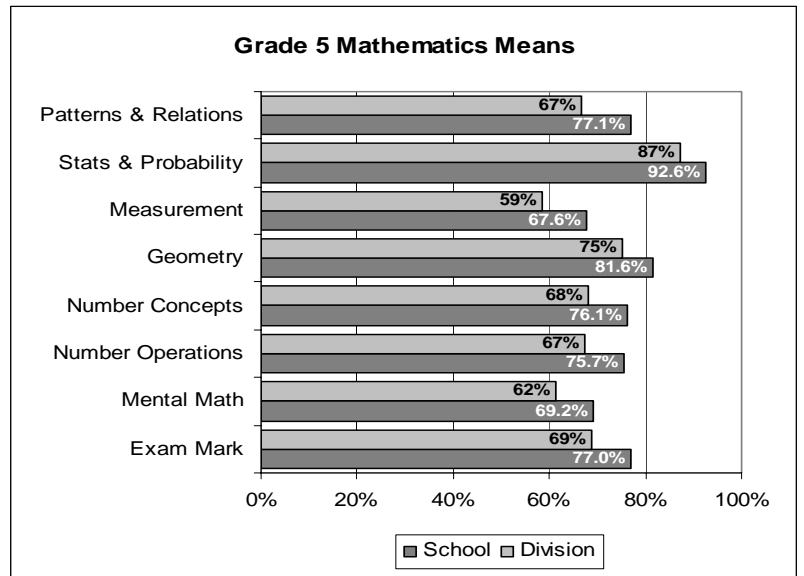
Additional resource materials and hands-on manipulatives have been purchased and will be utilized at all grade levels.

The Math Lab has been reorganized so as to offer a wide variety of manipulatives and resources as required.

Informal and formal math assessments will continue to be conducted. Assessment results will be used to inform instructional practice. Differentiated instruction strategies will be used to address the range of learning needs. Ongoing professional development opportunities regarding these strategies and resources will be provided at the school and divisional level. The Math Coordinator will continue to work with our Professional Learning groups to discuss Assessment and Evaluation as well as Differentiated Instruction.

Math Intervention programming will continue at the Kindergarten, Grade 1, and Grade 2 levels. This early intervention ensures a solid numeracy base upon which to build additional mathematical concepts and skills.

Through these efforts, we expect Buchanan students to continue to demonstrate a strong understanding of mathematical concepts.



Grade 3 Provincial Assessment Results for Sansome Elementary School

Reading	Meets Grade Expectations	Needs some help to meet expectations	Needs ongoing help to meet expectations
Reflection	83.0%	8.5%	8.5%
Oral Reading Skills & Strategies	78.0%	6.0%	16.0%
Reading Comprehension	83.0%	8.5%	8.5%

Mathematics	Meets Grade Expectations	Needs some help to meet expectations	Needs ongoing help to meet expectations
Sorting Objects	75.0%	25.0%	0.0%
Measurement	42.0%	44.0%	14.0%
Addition Fact Recall	56.0%	31.0%	13.0%
Subtraction Fact Recall	42.0%	50.0%	8.0%
Number Concepts	47.0%	39.0%	14.0%
Place Value	45.0%	28.0%	17.0%
Mathematical Patterns	64.0%	25.0%	11.0%
Addition/Subtraction Problems	20.0%	58.0%	22.0%
Graphing	44.0%	44.0%	12.0%

The Grade 3 students were assessed in October 2006 for basic reading and numeracy skills. The reading portion of the assessment focused on: Reflections during reading, oral reading skills and strategies, and reading comprehension skills. The numeracy portion of the assessment focused on: sorting 3-D objects, estimating and measuring, skip counting, place value, and managing data. The results of these assessments were used by teachers when designing appropriate instructional lessons. Results indicated that 91.5 % of students were able to meet provincial expectation in the reading portion of the assessment, either individually or with some assistance. 8.5% of the students were identified as requiring ongoing assistance to meet expectations. The data indicated that 86% of the students were able to meet provincial expectations on the numeracy section of the assessment, either individually or with assistance. Measurement, Graphing, and Addition/ Subtraction Problems have been targeted for increased emphasis.

To address these areas of concern, teachers are working with our Resource staff and division Math Coordinator to discuss strategies to best meet the needs of all learners. Other strategies being used to remediate learning for students who are struggling with Math or Language Arts concepts are outlined in the Math and Language Arts sections described earlier. Close monitoring and tracking of students' ongoing progress through informal assessment practices will ensure improvement in the areas of reading and numeracy at the grade 3 level.