

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 Jameswood Alternative School	Name of Principal Ryan Miller	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 4.5	Number of Students 100	Grade Levels 9-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes (ongoing)
What is your mission statement? JAS students will grow to be citizens who demonstrate respect, personal responsibility, and the knowledge and skills to contribute to a democratic and environmentally responsible society.			Year Revised 2010

SCHOOL REPORT – 2015/2016

School Priorities

1. Increase attendance rates and credit retrieval per student
2. Focus on numeracy, literacy and technology baselines
3. Provide a positive and safe education and instructional environment
4. Develop programming to assist school to life/work transitions

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. Throughout the 2015-2016 school year students will have exposure to healthy lifestyles learning opportunities and a variety of cultural experiences.

- Nutrition program was continued to provide daily healthy snacks for students and staff.
- JAS community kitchen continued to prepare healthy snacks (yogurt, bread, milk, fruit, vegetables)
- Adolescent Development Screening Inventory for Education (ADSE-I) - Key goals: make early screening and detection of mental health and substance abuse concerns regular component of supporting student success.
- WE DAY – local and global goals achieved – Over \$400.00 raised through student work
- Participation in National “Tell Them From ME” safe schools survey
- Student Voice Committee (SVC): JAS School Activities – Spirit Weeks, theme days, local and global initiatives, Robb Nash school concert, Pi Day, holiday meals
- Partnering with Winnipeg meal and snack program (Winnipeg Harvest)
- Tuesday’s Table – developing recipes and menus for community lunches each week
- Regularly scheduled cultural focus groups – TRC, smudges, seven teachings, medicine wheel
- Maker’s Group – community building group for sewing, weaving and other creative endeavors
- Songwriting and video production – school theme song entitled – *Until We Meet Again*

	<ul style="list-style-type: none"> Field trips to We Day, divisional production of The Lion King, Manitoba Museum
2. By June 2016, the importance of literacy and numeracy will be highlighted in student learning and finished project work.	<ul style="list-style-type: none"> Writing baseline collaboratively established and supported throughout each subject area Student reading levels measured and supported throughout the school year Classroom libraries enhanced with varied text at varied levels – high interest titles considered with student input Responsive and tailored programming in numeracy and literacy to support students where they are at Focus on physical literacy – students took part in Fitbit project with divisional Phys. Ed. Coordinator Sharing work publicly – JAS blog, Twitter and Instagram feeds as well as articles written to promote and celebrate JAS programming throughout the year School song and video on YouTube Common signage throughout the school with expectations Wellness activities including journals for all staff and students
3. By June 2016 updated and tailored programming will be in place that focuses students on the seamless transition from school to work.	<ul style="list-style-type: none"> MB Education apprenticeship programming for students Life-Work credits achieved by students Career Cruising activities to explore future careers and skill requirements Student field trips to Rotary Career Fair as well as Technology Field Fair Career projects including budgets, finance, resumes, cover letters and interview skills Partnership with Gateway within our facility to support current and former students with job skills and resources Students involved in High School Apprenticeship (HSAP) programming and placements Partnered with SJASD work placement coordinator to find placements for JAS students Graduate interview assessments
4. By June 2016, Students will utilize BYOD to illustrate learning outcomes in specific SAMR designed course modules and the JAS digital portfolio	<ul style="list-style-type: none"> JAS digital portfolio templates designed for students to list accomplishments and personal growth throughout the school year Digital citizenship opportunities and discussion SAMR model-based course modules in each subject area Professional development for staff to create competency and consistency in each subject area Divisional coordinator involvement in tailoring programming for students Base-line digital portfolios for each student

SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.

Student, school and community needs as outlined in the St. James-Assiniboia School Division Strategic Plan.

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

This has been a collaborative process. School priorities were discussed as a professional learning community on an ongoing basis. School staff maintains consistent communication with students and parents which impacts each student's educational plan. Educational plans include both academic and socio-emotional growth. Student voice is an integral aspect of the JAS planning process. Interagency groups and community partners are also involved. All participants periodically reflect and report on the data. JAS staff, SJASD Senior Administration, and an MSIP representative were also involved in the planning process.

How often did you meet?

JAS staff meet twice monthly.

<p>What data was used? The data that was collected and used to aid in the planning process included attendance rates, credits earned by students, enrolment and referral data, and formative feedback from all stakeholders.</p>
<p>Other highlights? The JAS student voice committee along with student feedback is used daily and responsively at JAS to aid in the planning process including scheduling, new course offerings, and other important issues that affect daily life for students at JAS.</p>

<p>School Priorities</p>
<p>1. Increase attendance rates and credit retrieval per student</p>
<p>2. Focus on numeracy, literacy and technology baselines</p>
<p>3. Provide a positive and safe education and instructional environment</p>
<p>4. Develop responsive and collaborative programming tailored to student strengths and interests to assist school to life/work transitions</p>

School Plan			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
<p>1. By June 2017, each learner will actively demonstrate academic growth in literacy and numeracy, as well as emotional and social growth.</p>	<ul style="list-style-type: none"> Responsive and meaningful instruction and facilitation of course content Appropriate, relevant and practical programming tailored to specific student strengths and interests Strong focus on numeracy and literacy – teacher consideration and transparency of numeracy and literacy variables in every course and subject area Provide opportunities for students to use mathematics and number sense to connect ideas to real-world situations Professional development opportunities for staff throughout the year so staff can engage in conversations about literacy (reading /writing) and shared beliefs about teaching and learning mathematics Divisional coordinators utilized for collaboration and program planning Regular data and program review discussion and collaboration Encourage and support follow through for students to complete module-based course content in each subject area – chunking and adapting assignments as needed Improved art program with engaging culminating activities 	<ul style="list-style-type: none"> Student involvement and engagement in subject specific programming and school activities Staff collaboration and engagement Credit completion in courses Publicly shared work – social media, articles, videos Unique programming and learning opportunities Community involvement in school-based activities Student art on display throughout school 	<ul style="list-style-type: none"> Student intake process including literacy, numeracy and ADSI-E assessments Credits completed in all subject areas Summative student progress Social media platforms created and maintained Student conferences with teachers Student surveys Formative feedback from parents, students, community partners and staff Focused discussion and collaboration
<p>2. By June 2017, each learner will continue to engage in healthy lifestyle choices and cultural learning opportunities throughout the school year.</p>	<ul style="list-style-type: none"> Continued participation with the Child Nutrition Council of Manitoba to provide healthy food for our students Continued partnership with Winnipeg Harvest Continued programming with divisional coordinators – Maker’s Group, Sphero Robotic Group, AAA cultural opportunities and programming 	<ul style="list-style-type: none"> Student involvement and engagement in subject specific programming and school activities Staff collaboration and engagement Development of strong Student Voice committee 	<ul style="list-style-type: none"> Student surveys Student involvement and enrolment in school activities and courses Formative feedback from parents, students, community partners and staff Field trips

	<ul style="list-style-type: none"> Secured regularly scheduled space in our school gym for physical literacy activities Secured additional space within our facility for special guidance programming groups School revitalization and branding throughout the school to celebrate students and to promote our school. Schedule special Teen Talk presentations (youth sexuality, birth control, STD/AIDS, mental health) We Day – local and global initiatives Tuesday' Table – menus and recipes for community meals Tell The From Me surveys 	<ul style="list-style-type: none"> Rebranded and revitalized school facility Strong Phys. Ed program developed Engaging programming for students developed Partnerships with local community groups fostered and maintained Guest speakers Local and global initiatives supported Inventory for Education ADSI-E testing for all students 	<ul style="list-style-type: none"> Student advisor conferences
<p>3. By June 2017, each learner will engage in responsive and tailored programming to facilitate a seamless transition from school to work.</p>	<ul style="list-style-type: none"> MB Education apprenticeship and work placement options shared directly with students Collaboration with on-site Career Development coordinator Participation in Student Vote opportunities Participation in Career Fairs Career Cruising and skill development Career projects – interview skills, finance, budgets, resumes, cover letters 	<ul style="list-style-type: none"> Student involvement and engagement in career and skill based programming Focused and purposeful student career project development Professional development and resources for staff to support students Participation in divisional initiatives such as Youth Forum, Safe Schools and Student Council Apprenticeship and work placement information shared and promoted with students Post-secondary education options explored Life/Work credits offered for students Basic needs provided to students as needed External support resources provided to students as needed 	<ul style="list-style-type: none"> Successful apprenticeship and work placements for students Useful PD resources applied by staff to support students Career/Post-Secondary Fairs attended Life/Work and Apprenticeship credits attained Student needs identified and supported throughout the year