

The following outcomes, strategies, indicators, and data sources were taken from the School Plan reports submitted to Manitoba Education Citizenship and Youth for the 2004-05 school year. They are provided as a result of requests and they are intended to assist schools in developing a school plan by providing examples which are generally well described and focused upon student learning. Outcomes are a measure of effect and answer questions such as “What is the specific benefit to the target group?” or “What will the students/teachers be doing?” Outcomes are usually crafted to follow the SMART format, where they are SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, and TIME RELATED. While not every example shown here would be considered perfectly written, they all contain some good examples to work from. Thank you to the schools who submitted these examples.

For the 2005-06 school year, we encourage schools to participate in the school plan web-based application which will allow participating schools to submit, search and share their reports. Please visit : <http://web3.gov.mb.ca/homeAction.do> for more information.

<b>Expected Outcomes</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Data Sources (Tools)</b>
By June 30, 2005 the school will receive positive feedback from parents regarding improved school-home communication	Monthly News Bulletins for school events for next month—PT conferences, School Calendar events-(to be posted in communal dining room) Schedule make-up PT conferences if parents are unable to attend calendar dates Encourage parent walk-throughs during school days	Parents will give positive anecdotal reports on improved school communications	Anecdotal reports from parents
To improve student reading levels by 5% through comprehensive assessment practices and data analysis that will help guide instruction	1. Begin benchmarking reading levels of kindergarten students. Each student will be tested once in kindergarten. Establish benchmark reading level standards for grades 1-6 2. Student reading levels are submitted to the principal after each reporting period and school wide data is presented to the staff 3. Teachers will meet after each reporting period to discuss class reading levels, their success, questions they may have, any concerns they may have, and how can the data be used to improve instruction 4. Increase the use by teachers of the divisional Reading Continuum. Each month teachers will explore one assessment strategy from the Reading Continuum 5. A collect of reading assessment strategies will be collected, shared, and used to establish common/standard assessment practices at each grade level	Kindergarten reading data will be added to school data by year-end School wide reading levels will increase by 5% (reading above grade level and reading at grade level) Results/data will be shared and compared to the results of 2003-04 Teachers will keep anecdotal notes to provide direction and feedback on each assessment strategy they try each month K-2 teachers will assess 25% of their students and Grades 3-6 teachers will assess 10% of their students	Running Records Division Reading Continuum
By May 2005, 100% of the students in K-6	K-2 teachers will implement Reading Continuum	Reading Continuums completed for designated	Running Record Graphs

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will benefit from the Balanced Literacy Program	<p>with at least 25% of their students</p> <p>Grades 1-6 teachers will attend discussions and in-school in-servicing on Reading Continuum</p> <p>Grade 3-6 teachers will pilot a Reading Continuum on at least 10% of their students</p> <p>Continue implementation of the 4-year plan to purchase books for guided and home reading programs including school license for "Reading A-Z"</p> <p>Grade 1-6 teachers will attend monthly literacy meetings and in-school in-servicing</p>	<p>students by June 2005</p> <p>Grade 3-6 staff completed Reading Continuum for designated students</p> <p>LST schedule, implemented school-wide</p> <p>Guided Reading and home reading material purchased as per 4 – year purchase plan</p> <p>Guided Reading implemented by grade 3-6 staff</p>	Reading Continuum Forms
By June, 2005, our students will manage anger and express feelings appropriately during a conflict, evidenced by a 10% reduction of behaviour slips given for loss of self-control	<p>Conflict resolution strategies will be delivered through direct teaching, discussion and activities in a large group and classroom settings</p> <p>All staff will model appropriate responses to problems</p> <p>Positive reinforcement will be consistently given</p>	Increased positive student interactions as evidenced by greater anger control, active listening, empathy for others, and a generation of solution to a problem	<p>Observations</p> <p>Surveys completed by staff</p> <p>Data collected from yellow behaviour slips collated (Easy Discipline Software)</p>
By May 2005, we will have provided all senior students (S1 to S4) the opportunity to participate in a post-secondary or career-related information and planning activity	<p>Students in grade 9 will begin to keep track of their post-secondary activities in a portfolio for possible SIC credit in grade 12</p> <p>Supplementing existing program with RBC Financial Life Skills program</p> <p>Grade 9: Differential Aptitude Tests (DAT)</p> <p>Grade 9 &amp; 10: <i>Take Your Kids to Work Day</i> (TKTW)</p> <p>Grade 11: Career Symposium</p> <p>Grade 11 &amp; 12: Post-secondary and career seminars</p> <p>Grade 12: Options 2004 at _____.</p>	<p>Career portfolio entries</p> <p>Teacher experimenting with RBC program 04-05</p> <p>DAT to be administered in November, 2004</p> <p>TKTW – November, 2004</p> <p>Career Symposium – Spring 2005</p> <p>Post-secondary – Career Seminar February, 2005</p> <p>Options – October, 2004</p>	<p>Career portfolio</p> <p>Completion of activities</p>
By May of 2005 85% of our students will be able to apply skills needed to demonstrate social responsibility	<p>Make students aware of ways we can "help" others – at school, in our community and in our world through various projects</p> <p>Teach conflict mediation skills through the use of classroom instruction, assembly features, and special guests</p> <p>Build an empathetic attitude by having students</p>	<p>Student involvement and attitude towards projects</p> <p>Overall decrease in inappropriate behaviours</p> <p>Student involvement and participation in the "Welcome to School" program</p>	<p>Track donations and participation.</p> <p>Track behaviours with the use of software "Easy Discipline"</p> <p>Track student participation in the Welcome program.</p> <p>Survey Students.</p>

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	become more aware of how others feel – particularly new students – through a school wide “Welcome to School” program		
By the end of June, 2005, we will have constructed our assessment, evaluation and reporting practices, making them more consistent and fair	<ul style="list-style-type: none"> <li>- Support and direction from administration</li> <li>- start with discussion: where are we, what do we believe, find that common ground</li> <li>- Whole school approach</li> <li>- Continue the overview of our division’s reference guide on assessment and evaluation</li> <li>- Staff input from the start of the process</li> <li>- Continue to build on what was implemented in the previous year</li> <li>- Admit where we are</li> <li>- As a staff, review individual evaluation weightings in each subject area and come to a consensus on what constitutes formative assessment and summative assessment. Put together an action plan</li> <li>- Monitoring process is put in place</li> <li>- Develop a common language for use in report card comments making sure they reflect a strength, need and recommendation for each student</li> <li>- Utilize mentoring approaches</li> <li>- Continue to review Ken O’Connor’s Book “How to Grade for Learning”</li> <li>- Collaboratively adapt a late assignment policy</li> <li>- Continue with baby steps every year adding more and reminding ourselves that we must implement practices that lead students to feel that they can succeed if they try</li> </ul>	<ul style="list-style-type: none"> <li>- staff input is evident from the start of the process</li> <li>- all comments beginning with the first report card reflect strengths, needs and recommendations for students</li> <li>- positive comments from parents and students on the consistent format being adhered to. They find no major differences in assessment and evaluation from teacher to teacher</li> <li>- improved communication</li> <li>- improved instructional practice</li> <li>- assessment and evaluation is now a team approach</li> <li>- scores from summative assessments are included in grades. Scores from formative assessment are not or are given a very low percentage towards the overall mark</li> <li>- a working document for staff is developed</li> </ul>	<ul style="list-style-type: none"> <li>- Grade Quick weighing categories</li> <li>- Working document put in place</li> <li>- Formal administrative classroom observation and evaluation</li> <li>- Report card comments</li> <li>- Parental and student feedback</li> <li>- Working document in place</li> </ul>
By the end of June 2005, 75% of students will demonstrate 75% success in the strategies taught in the “Be Cool” Program, and those advocated by Ron Morrish	The school Counsellor and Classroom teachers will review the strategies from the “Be Cool” Program and the Ron Morrish Behaviour Strategies. This will be done 3 times a cycle for 30 minute periods	Reduction in the number of recess incident reports. Less Discipline referrals to the Office. Increase in positive interactions amongst students	Behaviour Monitoring Forms, Observations, Incident Reports, Interviews with Conflict Mediators

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90% of students in the regular program will increase their reading levels by one grade level from September to June 2005	Small group instruction in reading will take place in every classroom daily. Phonological Awareness programming will be an integral part of this programming. PD Funds, Staff Resources and Budget money will be prioritized for Guided reading expenditures. Teachers will receive financial, emotional and professional development support as they develop and implement literacy centres and guided reading programming in their classrooms. Talk time will be provided for teachers to share experiences with each other. The Learning Support Teacher will support implementation of Guided Reading by co-planning and teaching with classroom teachers during three blocks spread out over the year	<ol style="list-style-type: none"> <li>1. 90% of student reading scores will increase by one grade level by June of 2005 from September 2004 scores as determined by PM Benchmarks</li> <li>2. Timetable will be structured to support consistent guided reading slots daily, team meetings will be moved to the afternoon to facilitate guided reading instruction early in the day</li> <li>3. One full day will be allocated to develop a school-wide literacy plan in November 2004 after fall assessment results are in and programming has begun</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall CAP Testing, Spring PM Benchmarks, ongoing teacher observation and running records</li> <li>2. Timetables</li> <li>3. Literacy Plan</li> </ol>
During the year, attendance will maintain the current rate of improvement and continue to improve from the 2004-5 year, by 10% and there will be a reduction of lates by 30%	<ul style="list-style-type: none"> <li>• Continue the call back system</li> <li>• Continue the system of motivators to encourage attendance and punctuality, certificates, extra gym, etc.</li> <li>• Recognize good attendance in assemblies, newsletters, contacting parents</li> <li>• Recognize good attendance daily in the classroom</li> <li>• Follow up absences by notes, phone calls and home visits</li> <li>• Use attendance officer for chronic situations</li> <li>• Continue to Implement the Attendance Policy created this year</li> </ul>	<ul style="list-style-type: none"> <li>• Less unexplained absences</li> <li>• Better overall attendance</li> <li>• Improved work habits</li> <li>• More curriculum covered as teachers will spend less time re-teaching lessons and less follow up</li> <li>• Greater academic success as all children will be present for the instruction and classroom interaction</li> <li>• Increased self-esteem in students that are always catching up</li> <li>• Less frustration for children who are always working without all the information required to understand what is being taught</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Office record of daily late arrivals</li> <li>• Curriculum covered in each class</li> </ul>
By June 2005, we will increase student achievement in language development, reading, writing, and numeracy: in reading more than one grade level per year average per classroom, in writing more than one	Conduct Class Size & composition project intended to examine the effects of reduced class size during ELA time in primary (K,1,2) classes Examine the EDI results and plan instruction according to strengths and weaknesses of the grade 1	Increased phonological skills, reduced speech/language referrals, increased Benchmark reading levels, increased number of Grade 3 Assessments in the “meeting expectations” level	K and 1 Test of Phonemic Awareness Benchmark Reading Assessments Class Profiles Student Reading Charts

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level on a 5-point rubric, and in mathematics more than 10% on third term assessment over first term	cohort Employ the use of radium sound field systems in all primary classes Participate in divisional lead teacher professional development in literacy, mathematics, and social studies Implement a school-wide math assessment similar to reading		Speech/Language Referrals Grade 3 Assessment New: Math Assessment charts
By May 2005, improve student physical, social, emotional, and intellectual health as measured by perception surveys of parents, students, and staff	Implement Quality Daily Physical Education for all students Implement an adapted Kids in the Kitchen program Expand the range of physical activities available to students in both co- and extra-curricular programs Secure additional resources to fund equipment purchases Identify and secure resources to assist in social and emotional health of students for prevention and crisis response Implement Peacemakers and Positive Playground programs	Lower average heart rate. Fewer obese students. More nutritional lunches and snacks. Improved nutritional choices made by 'latch key' kids. More students involved in physical activities. Increased range of equipment inventory. Increased grants/donations targeting social/emotional programs. Decreased incidents of student conflict on playground	School timetable Teacher observations Activity attendance records Inventory lists School donations records Heart Rate Monitors Behaviour tracking reports
Students in K-4 will enhance their understanding of Aboriginal peoples through curriculum inclusive of Aboriginal perspectives (continued from 2003-2004-Outcomes No. 2)	<ul style="list-style-type: none"> <li>- Teachers will explore the Aboriginal components from the new Social Studies curriculum (K-4)</li> <li>- Social Studies Consultant will be requested to present an overview of the new social studies curriculum (K-4) with a primary focus on Aboriginal components</li> <li>- K-4 teachers will implement a minimum of 1 unit from the new Social Studies curriculum</li> <li>- Gr. 5-6 teachers will focus on the Aboriginal content in the current curriculum</li> <li>- Phys. Ed. and Music teachers will discuss and implement Aboriginal games and songs</li> <li>- Aboriginal Learning Kits will be available in the school</li> </ul>	<ul style="list-style-type: none"> <li>- Students will demonstrate their learning through: writing, art work, games, songs, and other school wide presentations</li> </ul>	<ul style="list-style-type: none"> <li>- New K-4 Social Studies curriculum</li> <li>- Current Social Studies Curriculum (5-8)</li> <li>- Consultant's materials and ideas</li> <li>- Phys. Ed. and music sources for Aboriginal games and songs</li> <li>- Aboriginal Learning Kits</li> </ul>

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<p>By the end of June 2005, all at risk and gifted and talented students will experience an increase of success and confidence in their learning as a direct result of differentiated instruction</p>	<ul style="list-style-type: none"> <li>- Teachers will attend P.D., school visits and sharing sessions to gain knowledge of new instruction techniques</li> <li>- Classrooms will be equipped with appropriate and effective resources to meet the needs of all students</li> <li>- Programming will continue to include a variety of strategies and techniques that engage the Multiple Intelligences and ensure the success of all students. Programming will include: Guided Reading, Literature Circles, Listening Centers, Peer Tutoring, Math, Reading and Phys. Ed Buddies, center based learning, phonemic awareness and small/group individualized resource support</li> <li>- Mother Goose program to be initiated in September to facilitate phonemic awareness at school and at home</li> <li>- Nurturing Language Program (Rock to Read), an interschool team approach to promote oral language development in the early years children</li> <li>- Early Numeracy Project for Grades 1 &amp; 2 to commence in fall</li> </ul>	<ul style="list-style-type: none"> <li>- Increased on task behaviour</li> <li>- Increase in student performance</li> <li>- More sharing of student work through Portfolios, drama, presentations, etc.</li> <li>- Less behavioural concerns</li> </ul>	<p>Assessment Tools, e.g., CAP observations, checklists, Incident/Conduct reports</p>
<p>By the end of June, 2005, 95% of grades 2 and 6 students will be able to demonstrate knowledge of cultural information related to the traditional Aboriginal tipi by being active participants in the design and construction processes</p>	<p>Aboriginal consultant/contact will provide a school wide inservice to all staff (in January) which will include an understanding of the traditional tipi and its symbolic values Elders will be invited to provide explanations to grades 2 &amp; 6 students on the teachings/values related to the tipi and the various tipi cover designs Through buddying of our grades 2 and 6 students, tipis will be constructed and decorated with the guidance of an Aboriginal resource person</p>	<p>Increased understanding of Aboriginal people through students' stories, legends, presentations, artwork and construction of tipi (final product)</p>	<p>Data Source: Observations, discussions and student work samples</p>

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<p>Based on the Numeracy component of the Comprehensive Assessment Program: 80% of all students will improve their Numeracy scores by at least one grade level</p> <p>50% of all students that score <i>'Needs Support'</i> on the 2004-05 CAP will have a minimum score <i>'Developing'</i> on the 2005-06 CAP in the area of Numeracy</p>	<p>Staff Professional development will include:</p> <ol style="list-style-type: none"> <li>1. Establish Guided Numeracy groups at the K-4 grade level (Establish a time table that supports this program)</li> <li>2. ½ day inservice for Teachers to work with and inservice Teaching Assistants on grade appropriate Numeracy interventions</li> <li>3. Participate in the Early Numeracy follow-up project</li> <li>4. Support for attendance to external Math Professional Development</li> <li>5. A school based inservice day on Numeracy</li> <li>6. Provide a Parent Education Evening on Numeracy</li> <li>7. Two, one week, Artists in Residence Programs working with teachers and students on teaching Math through Dance and Music</li> </ol> <p>The Home School Math Program will include:</p> <ol style="list-style-type: none"> <li>1. Continue a monthly Math article in the school newsletter</li> <li>2. Add Math related web-sites and articles to our school website</li> <li>3. The development of math activity bags for Kindergarten to Grade 2 families</li> </ol> <p>Review the inventory of materials and resources and order appropriately including:</p> <ol style="list-style-type: none"> <li>1. Manipulatives</li> <li>2. <i>Math Street Publications</i></li> <li>3. Other</li> </ol>	<p>Based on a comparison of individual students' 2004-2005 and 2005-06 Comprehensive Assessment Program scores on Numeracy component,</p> <p>80% of all students will improve their Numeracy scores by at least one grade level</p> <p>50% of all students that score <i>'Needs Support'</i> on the 2004-05 CAP will have a minimum score <i>'Developing'</i> on the 2005-06 CAP in the area of Numeracy</p>	<p>Curriculum, Instruction and Assessment committee will evaluate the data collected from:</p> <ul style="list-style-type: none"> <li>• Anecdotal reports from teachers on their professional growth with regards to mathematics</li> <li>• Parent feedback forms from the parent evening</li> <li>• Comprehensive Assessment Program, Math Numeracy results</li> </ul>
<p>By the end of June/05, 100% of members of the School community will demonstrate that with their rights come responsibilities</p>	<p>In Sept./04, student groups are formed to accept responsibilities (e.g., cleanliness, maintenance)</p> <p>Monthly assemblies and weekly classroom meetings are held to maintain an informed ____ community</p> <p>In June/04, staff will determine a skeleton code of</p>	<p>Hallways and classrooms are observed to be clean</p> <p>Observed positive changes in the disposal of garbage into garbage bins available in hallways and classrooms</p> <p>School and classroom rules will be posted using</p>	<ol style="list-style-type: none"> <li>1. Measure success by observation, number of off ice referrals, number of suspensions recorded</li> </ol>

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	<p>conduct prior to the students creating a school wide and classroom code of conduct in Sept./04</p> <p>The first 1-2 days of school in Sept./04 will be set aside to develop a Middle Years climate (e.g., explain and develop rights/responsibilities, team building, etc.)</p> <p>Locker clean up, during every last week of the month</p> <p>Teacher visibility in the hallways before and after school daily</p>	<p>clear signage in hallways and classrooms</p> <p>Observed positive behaviour will be evident</p> <p>Lockers are observed to be free of garbage and well organized</p> <p>Fewer office referrals</p>	<p>2. Time spent by custodians cleaning hallways daily</p>
<p>By Dec./04, 100% of teachers have a toolbox of strategies to support all learners</p>	<p>Information forms to communicate from Grade 6 to 7, and 7 to 8 will be established in June/04 and completed again in May/05</p> <p>Support people, CGC and teachers to provide mini P.D. for teams (self declare topics) 1/month at team meetings.</p> <p>Electronic toolbox of academic and behavioural adaptations will be inputted weekly</p> <p>P.D. for all staff for team based strategies and adaptations in Feb./04</p> <p>Subject based P.D. to discuss strategies at the monthly meetings</p>	<p>Observation of teachers using strategies</p> <p>Observation of teachers sharing strategies</p> <p>Fewer behavioral concerns</p>	<p>Student report cards</p> <p>Number of office referrals</p> <p>Number of positive phone calls from parents</p>
<p>By the end of June, 80% of our students will be reading and writing at grade level in French and English</p>	<p>Reading Recovery program will continue 2 hours a day</p> <p>CAP assessment and MET tests will be administered to Nursery to Grade 6 students</p> <p>Nursery to Grade 6 teachers will include technology to improve reading &amp; writing skills</p> <p>Guided reading program will be implemented in grades 1-6 as part of our literacy plan</p>	<p>Number of Grade 1 students at level 16</p> <p>Indicated areas of strengths &amp; weaknesses</p> <p>Comparisons of areas of progress</p> <p>Number of students who increased reading &amp; writing levels</p>	<p>Running Records</p> <p>Leveled books</p> <p>Graphs, observations</p> <p>CAP results</p> <p>Rubrics</p> <p>Self-evaluation</p> <p>Report cards</p> <p>Other assessments</p> <p>Writing samples</p>
<p>By June 2005, at least 70% of the identified “At Risk” senior 1 group will have successfully completed their Math and L.A.</p>	<p>Students are placed in appropriate groups and continue in the grouping as long as necessary</p> <p>Develop cluster programming for the At Risk group</p>	<p>- At least 70% of the identified senior 1 students have successfully completed the senior 1 program in Math and Language Arts by June 2005</p>	<p>- Math and Humanities Department</p> <p>- Student Services Department</p> <p>- Diagnostic Test results</p>

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courses, with adaptations or modifications	in math, literacy and self directed learning areas Reward their successes Chart their progress and institute a call home program to inform parents of success In-service staff on making program accommodations		
By January 31, 2005 100% of students will have been given the interval assessment in both literacy and numeracy and demonstrate a minimum of 0.5 years growth as determined by the school wide assessment instruments	Gather, interpret and analyze literacy and numeracy data Offer training and PD around data based decision making and dialogue Offer PD sessions to professional staff around differentiated instruction strategies, methodology, assessment and evaluation Establish learning community sessions, cross curricular strategy sessions Plan parent and volunteer information opportunities Facilitate regular numeracy and literacy connections such as speakers, incentives, resources, etc. Facilitate, evaluate and monitor school linked integrated partnerships	Staff will be more skilled in literacy/numeracy instruction, methodology and assessment The number of students working at literacy/numeracy at or above grade level will increase Students identified in September as having literacy/numeracy skills significantly below grade level will acquire skill levels reducing the gap Teachers will have greater knowledge of effective literacy/numeracy instruction Teacher repertoire of demonstrated good literacy/numeracy practices including strategies, methodology, instruction, assessment and evaluation practices will increase Increasing number of parents will be active partners encouraging their children to become involved in literacy/numeracy activities Good daily literacy/numeracy practices will be demonstrated by both students and adults at GWMS Baseline and progress data will be in place Parent and community partner relationships will be active and visible	School wide assessment instruments and networking Literacy/numeracy resource material library based on the most current research P.A.S.S. (Preparing all Sharks for Success) leadership team Resource professionals and networking community
By June 2005 students will have been exposed to a minimum of three "Learning Through the Arts: activities related to curriculum	<ul style="list-style-type: none"> <li>- Teachers will research appropriate activities</li> <li>- Teachers will implement appropriate activities</li> <li>- Teachers will attend in-service training available</li> </ul>	<ul style="list-style-type: none"> <li>- At least 3 "Learning Through the Arts" activities related to the curriculum will have occurred</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher lesson plans</li> <li>- Teacher reflections</li> </ul>
Students will recognize and explain 2 or	Participate in discussion on Sustainable Development	Increased student knowledge related to local,	

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more of the UNESCO themes: (1) Human Rights (2) Environmentalism (3) Intercultural (4) The UN role in the related world issues	topics in workshops with recognized experts acting as facilitators. Collect and collate relevant resource materials. Continue First Nations Awareness for integration into the Social Studies curriculum. Expand the REC recycling program through increased student awareness and participation.	national and international opportunities pertaining to UNESCO themes. Continue to demonstrate learning through class discussions, debates, testing and assessment. Class discussions will be a factor in the assessment and application of the UNESCO themes.	
100% of the students will meet the outcomes in numeracy at their grade level by June 2005	Create a Math Committee(s) Grade levels will develop and implement numeracy strategies Integrate numeracy strategies throughout the curriculum Share numeracy strategies across grade levels Stage a mini math Olympics Activity Day Test identified students using a consistent screening tool to assist in programming Establish a tracking system toward ongoing assessment in class and grade to grade (or level to level)	Develop a cohesive scope and sequence for teaching math across all grade levels Each grade will develop a minimum of two numeracy strategies by May, 2005 Strategies will be shared by May, 2005 All students in K to Grade 6 will participate in a Mini Math Olympic Day Each grade will have one day to develop and share common numeracy strategies Each grade will have one day to develop and share common level bench marks each term There will be one day for math PD on number recognition and basic facts There will be a minimum of two mini in-services on number recognition and number facts	"Teaching Number" by Robert J. Wight, Jim Martland, Ann K. Stafford, & Garry Stanger Common Bench mark Test (Peggy Hill)
By the end of June 2005 each classroom will have been involved in three activities that will reflect an inclusive curriculum	Specialist will attend the workshop "Walking in Both World." Specialist will in-service staff on information received at the workshop Connections made at the workshop will be indicated as Resources to work with classes Materials reflecting an inclusive community will be added to classroom libraries FAS/FAW strategies will be reviewed with classroom teachers	Behaviour of students will reflect inclusive curriculum	Aboriginal Workshop FAS/FAE document from MECY
Students: will demonstrate the ability to	Classroom teachers will provide students with more		- School record of participation

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develop and follow a personal fitness plan for lifelong physical activity and well-being	time in the gym The Physical Education teacher will provide classroom teachers with ideas and suggestions A booklet of Gym activities will be developed as a resource to classroom teachers The music teacher will incorporate movement into her music program where possible The monthly newsletter will include a wellness column for children	- Teachers will chose to take their students into the gym - Students will develop a personal fitness plan	- Parent surveys - Teacher observations - Students self-report
80% of grades K-9 will have an opportunity to complete a project involving an innovative technology by June, 2005	The technology committee will ensure that the following technologies are available in the school and will support the teachers using them with financing, technical support, professional development, and computer teaching support Possible technologies may include: SmartBoards, Speech Recognition Software, Co-Writer/Write out Loud, PDAs, Video Production and Presentation, Lego Robotics, Wireless Mobile Computer Lab - We will continue to follow the Network of Innovative Schools requirements	Innovative projects will be shared with students and teachers throughout the school, showcased on our school web site, and reported in the school newsletter	In April the Technology Committee will review the innovative projects that were completed to assess if the criteria of 80% was met
85% of students will significantly improve their reading scores by June 2005 through the use of Comprehensive Assessment Program in October, 2004 and the P.M. Reading Benchmark Assessment Kit throughout the school year	Guided Reading and a host of other balanced literacy strategies will be implemented Phonological Awareness program will be implemented for Nursery and Kindergarten students Reading Recovery program will be implemented for the most at-risk six-year-olds Specific prompts (Does it make sense? Does it look right? Does it sound right?) will be taught to students in helping them to decode and learn new words	Students' reading scores will be measured by the divisional C.A.P. program and/or P.M. Benchmark Assessment Kit in October, February, and May of the school year	Winnipeg School Division Comprehensive Assessment Program from Nursery to Grade 6 P.M. Benchmark Assessment Kit, and Orbit Assessment Parent-Teacher Conferences Parental feedback School division's Parents' Surveys
By June 1/05 staff will expand the oral literacy of early years children	Continue N/K Mother Goose Continue K Phonemic Awareness Continue Reading Recovery	N/K rhyming fluency will increase 75% of grades 1,2 and 3 will meet ELA Outcomes Teachers will attend ½ day for literacy	Pre/Post test data Running records, CAP, Observations

<b>Expected Outcomes</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Data Sources (Tools)</b>
	Continue Home Learning Assistant Support Continue Professional Development for Teachers		Surveys Feedback from Home Learning Assistant