

Our Mission: *With our community, we will establish and promote high standards of personal and academic growth for all. We will work together to develop responsible citizens by enabling each child to realize their full potential in adapting to a diverse and ever changing society.*

2012/2013 - School Profile

École O'Kelly School

T101 St. Barbara Ave.

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Our School

École O'Kelly School is a dual-track K-8 English and K-4 French Immersion school located on the military base at Canadian Forces Base Shilo, about 30 kilometers east of Brandon. Our catchment area also consists of rural property, subdivided acreages and two trailer park areas within seven kilometers of the school. This includes the community area of Sprucewoods that is just outside the north gate of the Base.

Our school was built in 1957. The two-story concrete block building structure with stucco and brick facade is typical of many schools on military bases across Canada. It is part of a two-building school complex, the Crerar and O'Kelly buildings. Originally administered by the Department of National Defence, in 1994 the three school buildings in Shilo became part of Brandon School Division. Due to declining enrollment, only the O'Kelly building is currently being used by BSD for classes.

The housing area around the school, developed primarily in the 1940s and early 1950s, features a mixture of one- and two-story bungalows, duplex and multi-family row housing. Only a few of these units have garages. During the last five years a renovation program has been undertaken to improve the condition of these homes. Approximately 65% of our students live in housing that is on the Base.

Enrollment Trends– Until recently, the school 's enrolment had been steadily declining over the past ten years, moving from a high of 433 in 1994 to its September 30, 2008 low number of 161 students. There are several factors contributing to this decline:

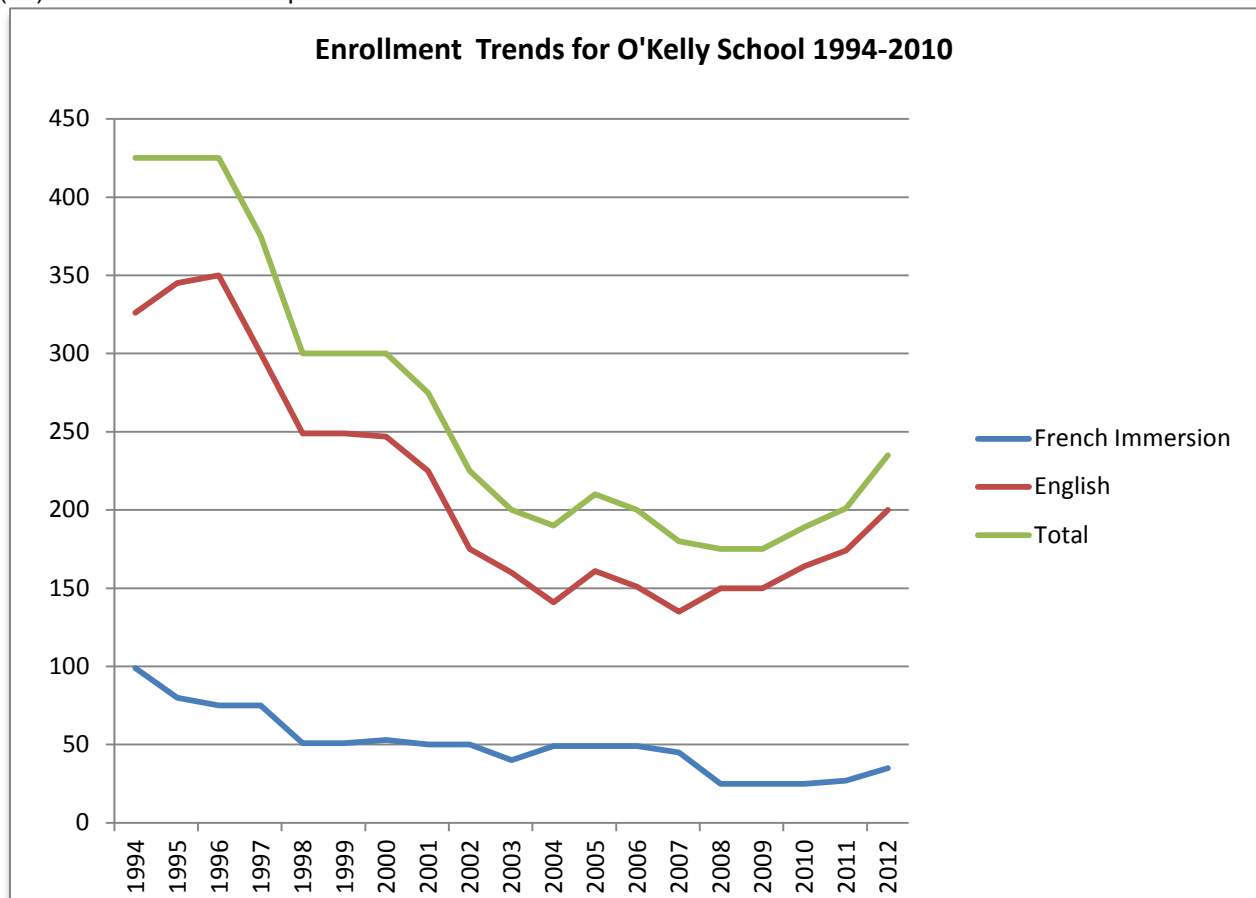
- There has been a decline in the overall number of military members in Canada during this period;
- The announcement by the German Army that by March 2000 it would be ceasing operations in Shilo, concluding 25 years of training;
- The future of the base in Shilo was in jeopardy until the Spring of 2001 at which time the federal government announced the relocation of the Princess Patricia Canadian Light Infantry (2PPCLI) to Shilo, thereby securing the future of the Base;
- The opening of a Francophone (Division Scolaire Franco-Manitobain) school on the Base in September 2004, leasing space in the Crerar Building of the Base school complex (about 80 students from the Brandon-Neepawa-Carberry-Wawanesa region);
- More military families are choosing to buy houses and live off base, out of the catchment area;
- Since 2005, 35 PMQ housing units have been demolished and will not be replaced. A further 50 have been designated surplus and are set to be disposed of when funding is available;

Ecole O'Kelly School 2012-13

- More of the soldiers are younger, without school-age children; and
- Parents choosing to transfer their children to the French Immersion program at New Era School in Brandon, the Français program at Ecole Harrison in Brandon and next door to us at École la Source, or to Wawanesa School in Southwest Horizon School Division, twenty minutes south of Shilo.

In spite of this history, we have experienced an increase in enrollment and the base is now at maximum staff with all PMQs occupied. Last year we had 11 more students than we had the year before and this year we have another increase of 33 more students than last year. We did have a high student turnover rate though, with over 50 new students at O'Kelly this year.

The ethnic, socio-economic and cultural mix of students at the school has also been changing. In 1994, fewer than 20 students, or 4.6% of the school population, were transported to the school from the outlying acreages and the community of Sprucewoods. In September 2012, the number of families who have no association with the military is at 25, representing 15% of the student body. This trend is expected to continue as the Sprucewoods Trailer Park continues to turn over families on month-by-month leases, and further land is subdivided for small acreages. Another change has been a gradual increase in the number of First Nations students attending the school (24) who now comprise approximately 10% of the student body compared to 1994 when there were no Aboriginal students in the school. We also have fourteen (14) EAL students who speak French and German.



Student movement or transiency, as measured by the number of students who move in and out of the school over the course of a year, is a major factor to be considered. Our students transfer in from all parts

of Canada, and occasionally from the United States and Europe. It is interesting to note that many of the students who start kindergarten in our school move away by the time they are in middle years.

French Immersion – Enrollment in the K-4 Immersion program had declined to the mid-20s from 44 six years ago, necessitating the continuation of multi-age classes, however, this year has risen again to mid-thirties. During the last three years we have had students transfer to New Era School to attend single grade immersion classes, and to École La Source and Ecole Harrison where more french is taught and spoken.

At present, during the 2012-2013 school year, there are 235 students (13 classes, 35 FI students, 200 Eng) from 160 families attending our school. This is an increase of 33 students (17 families) from last year at this time. The number of students per grade ranges from 14 - 25 in the English program, with an average of 16. In the French Immersion program, the number of students per grade ranges from 2 - 12 with instructional groupings of 11, 14 and 10. The largest class size in our school is 25. We have 4 special needs students who receive Provincial Funding for their Individual Education Plans (3-LII, 1-LIII), 36 students with Individual Education Plans (IEPs), 8 with a formal behavior plan and 12 who require daily speech therapy, 3 of whom have apraxia and 17 more new referrals. Ten students take part daily in our breakfast program at this time.

The school's professional staff of 17.972 FTE include a principal, .75 resource teacher, 1.0 counselor, .75 Reading Recovery teacher, .25 teacher librarian, 1.0 physical education teacher, .75 music teacher, .25 literacy support, .25 HALEP teacher, .25 Middle Years Lit. Support and 12.0 classroom teachers. Seven educational assistants (6.04 FTE) work with the resource and classroom teachers to provide support to students. The staff also includes a secretary, a custodian, two custodial assistants, 4 lunch hour supervisors, and a .5 home-school liaison worker.

Our students predominantly live in the O'Kelly catchment area; six students attend through "school of choice." About 85% of our families have one or more people in the household working on the Base. Most of our students come from two parent families, however, during periods of deployment or training, the number of single parent families rises temporarily while military spouses are away for six to twelve months. This can be an emotionally challenging time for our students and their families. To help address this we work cooperatively with the Shilo Military Family Resource Centre to provide counseling services for our students, either individually or in groups.

Programs and Services

École O'Kelly School offers the regular English K-8 and French Immersion K-4 programs following Manitoba Education curriculum guidelines. This year, 5 of our 13 classes are multi-age two-grade groupings.. Reading Recovery (for Grades 1 and 2), literacy support (early and middle years), resource help, and counseling are available to assist classroom teachers with at-risk students and those with diverse learning needs. We have access to all of Brandon School Division's Student Support Services (e.g. Psychologist, Social Worker, Speech and Language Pathologist, Occupational and Physio Therapy, Aboriginal Counselor) and work collaboratively with staff from Public Health, Children's Special Services, the Child and Adolescent Treatment Center and the Military Family Resource Center. The resource and literacy support teachers as well as the librarian and HALEP teacher help classroom teachers develop appropriate educational learning opportunities so that all students are taught in a way that allows them to be successful and interested in learning in an inclusive classroom atmosphere and through the use of RTI strategies. Specific small group or individual intervention is provided as needed (e.g. phonemic awareness, reading skills, speech therapy, anger management, social skills). Individual education plans (I.E.P.s) are developed for children with special needs. Our kindergarten program is a daily half-day program in French Immersion and full-day, alternate day for the English program. Basic French is taught 30 minutes per day to all students in grades 4 to 6, and is an option in grades 7 and 8. Computer use is

integrated into programming at each grade level. Specialist teachers teach music, physical education, library/research inquiry skills, and provide enrichment opportunities through our HALEP program. Practical arts instruction begins in middle years; Home Economics for all grade 7 students and Industrial Arts for grade 8. Our students are bused once a cycle to Riverheights School in Brandon for these courses. For students desiring to take band in grade 7 and 8, the option of attending school in Brandon is available.

We provide intramural gym activity time during the school year for grades 1 to 8 students. There also are cross-country running, soccer, volleyball, basketball, badminton, and track and field and choir activities. There are monthly assemblies, and a lively Christmas concert. Our students take part in the Divisional Oratorical Contest. Grade 5 to 7 students have the opportunity to volunteer to be school patrols, and in the past the grade 7/8 class has organized a student council and operated a canteen. Each classroom is buddied up with another class in the school, typically a younger grade class with an older group, for once-a-cycle joint activities. All involve some focus on literacy and cooperation.

Student Assessment

Student assessment is ongoing throughout the school year, based on the Division's Student Assessment Policy and Instructional Cycle model. The staff employs a variety of formative and summative assessments, primarily in the areas of literacy and numeracy. Data from classroom, Provincial and Divisional assessments, and the analysis of work samples are used. Information is provided to students and their parents about how well they are doing in relation to curricular student learning outcomes and what they need to do to develop further and to improve. Two types of assessments occur:

- **Formative Assessment:** Teacher observation, guided classroom practice, rubrics, rating scales, goal setting/self assessment, daily work and assignments, projects, quizzes, tests, and formal diagnostic assessments (e.g. reading and spelling level). A major emphasis is placed upon the use of the Phonological Awareness screening tool (PAST) in kindergarten and the *Reading Recovery* Observation Survey in grade one. Teachers monitor student progress, identify group or individual programming needs, and plan instruction accordingly. A Learner Profile is maintained for each student to document student growth and development in reading and writing. A common approach to assessment such as this in math still needs to be developed. The Learner Profile, designed to show growth over time, is cumulative and is passed on to the next year's teacher. Divisional formative assessments in literacy and numeracy are administered each September to grade 3, 5, 7 and 9 students. ABC records and incident reports of student behavior are maintained for students with behavior difficulties, and functional behavior analysis is done for select students, leading to a formalized Behavior Intervention Plan.
- **Summative Assessment:** Anecdotal records of observations and assessments, noting progress and development on a rubric and/or continuum, student work samples/products and testing provide the basis for formal reports about student performance. Results reflect student learning outcomes as set out by the Province.

Report cards are sent home three times a year (November, March, and June). Parent-student-teacher conferences are held twice a year, in November and March. Each student has a portfolio of work that they share with their family as part of this conference.

Reading Recovery Observation Survey

Each September the *Reading Recovery* teacher works with the grade one teachers to administer the observation survey. This typically includes assessing 10-12 students who show the lowest development in reading and phonological skills to determine who will take part in the *Reading Recovery* program. In reviewing the data from the September observation survey results from the last four years, the results show lower levels of reading readiness each year. Continuing to implement strong literacy programs in early years is a school goal area.

Provincial Assessments

Early Development Instrument (EDI) Assessment Program for Kindergarten

In January 2003, all schools in Brandon School Division began participation in the Provincial Early Development Instrument Assessment Program for Kindergarten. The purpose of this assessment is to determine the level of readiness-to-learn skills that each student has in the areas of physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. In February, our kindergarten teachers complete a developmental profile for each student in her class. A summative profile of the class is returned to the school. These results help us to better understand the background and instructional needs of the class.

The following table details the overall 3-year EDI results for our school compared and normalized to the Divisional results (50).

# Students	2006	# Students	2007	# Students	2008	3-Year Mean
21	53.4	22	50.0	36	50.6	51.7

Grade Three Provincial Student Assessment

Since the fall of 2001, the compulsory Grade Three English/Grade Four French Immersion Provincial Student Assessment Program has been completed annually to determine student development in critical competencies in reading (reflection, oral reading skills and strategies, comprehension) and numeracy (sorting, linear measurement, facts to 10, representing and comparing numbers, place value to 100, patterning, solving problems, graphs). This data has been used as a benchmark for the improvement of student performance and teacher pedagogy during the school year.

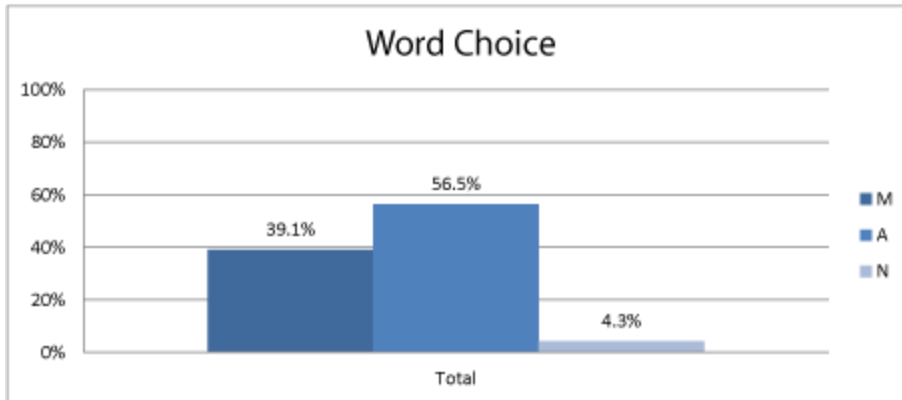
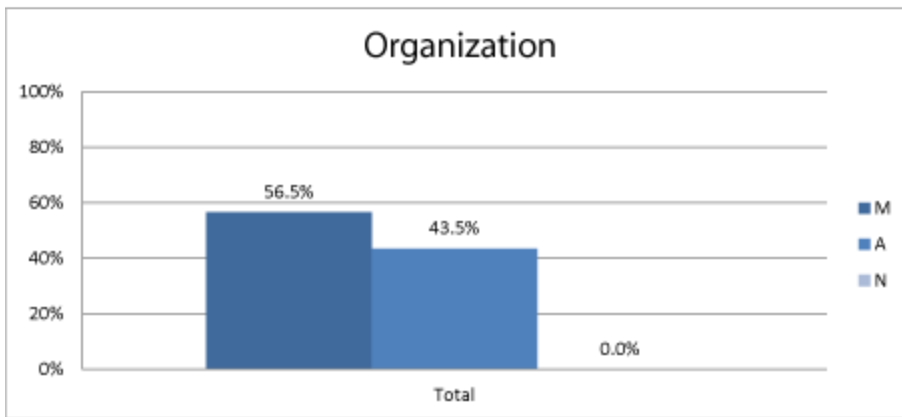
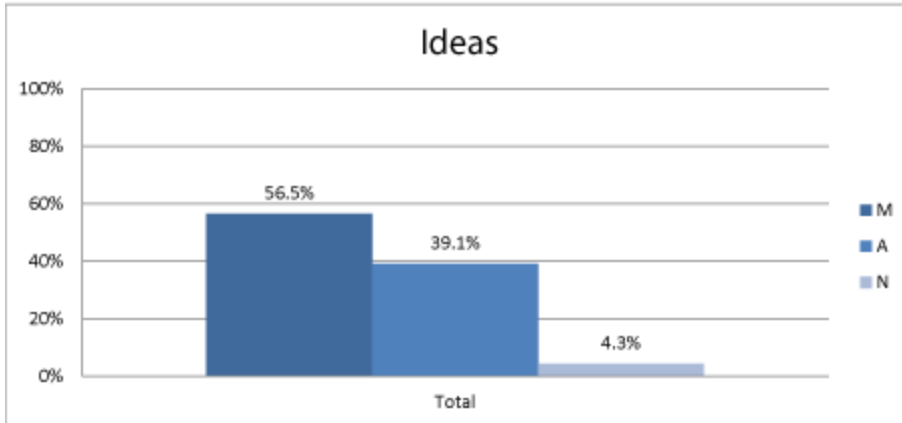
Typically students in our Immersion program have outperformed their Division and Provincial counterparts. In the English program the school average has been below Divisional and Provincial norms. It has been difficult for us to assume total responsibility for school performance on the program of instruction from K to 3 since the average stay of students in our school is two to three years and thus reflects the cumulative effect of experiences in several schools.

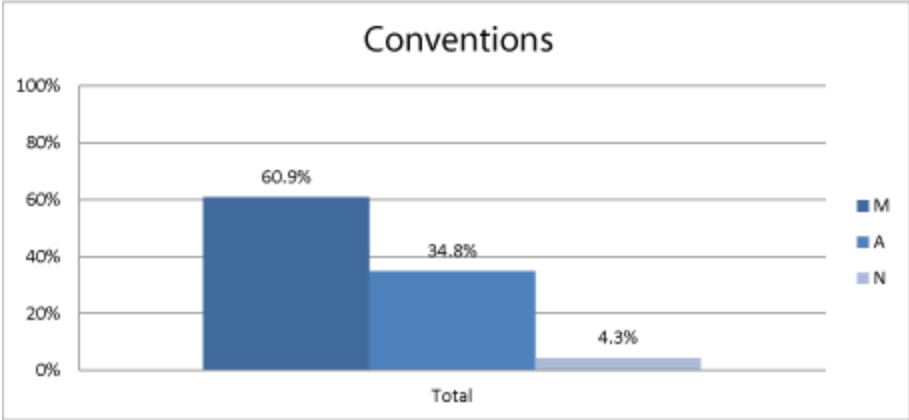
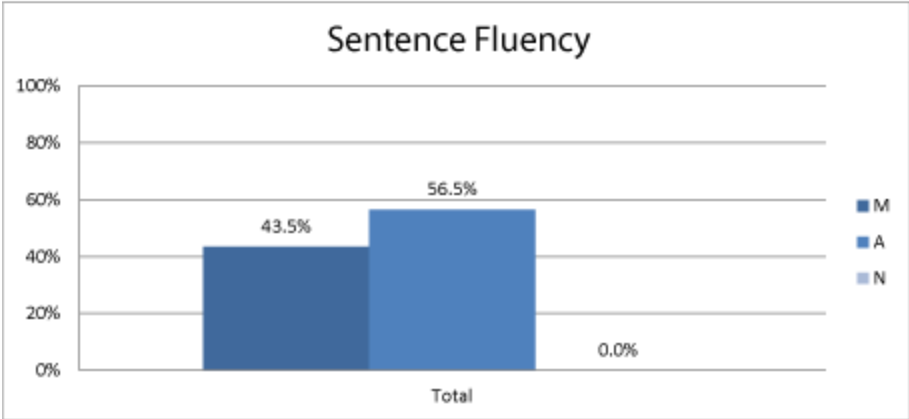
Action resulting from staff dialogue and interpretation of Grade 3 Provincial assessment results:

- 2007-2012 – school-wide literacy goal on improving writing skills and each student's ability to talk and write about themselves as a learner (e.g. the strategies they use).
- Increased use of "power of ten" and place value cards in K-5 and strategies for better mathematical understanding as presented by Trevor Calkins
- More instructional work in teaching how to represent numbers
- School-wide use of QISA to improve problem solving skills
- More cross-grade dialogue about the teaching of numeracy concepts; sending teams of teachers to attend math-related professional development.
- Our grade one and two teachers have taken part in the "Balanced Literacy" professional development program offered during the past three years.
- Continued emphasis in kindergarten and grade one on early identification and intervention in the development of phonological skills, including cross-grade use of the "Letterland" program.

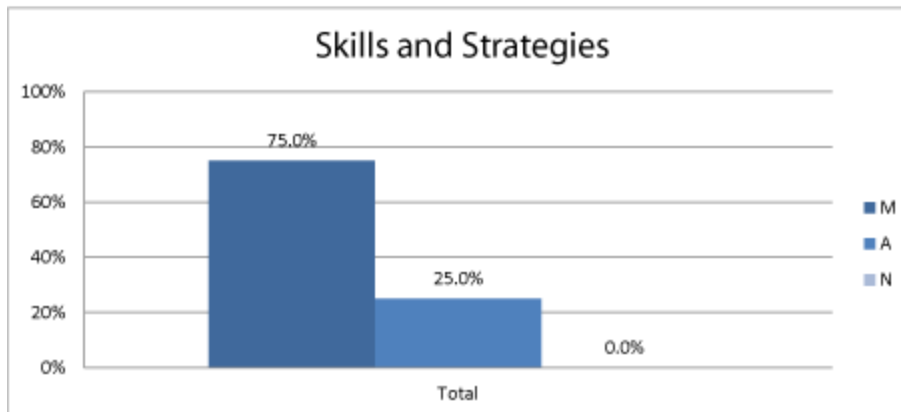
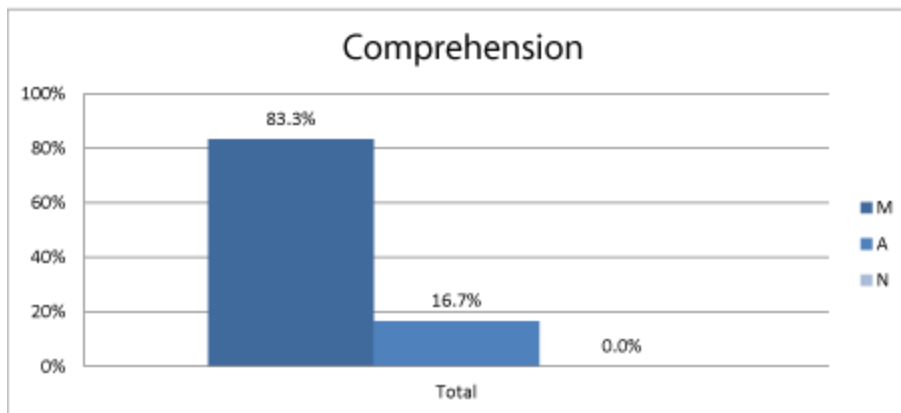
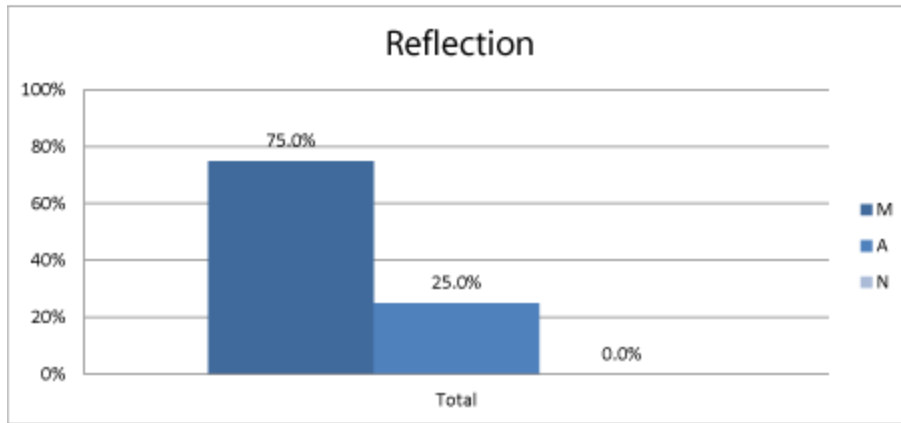
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2011-12 Grade 3 Writing

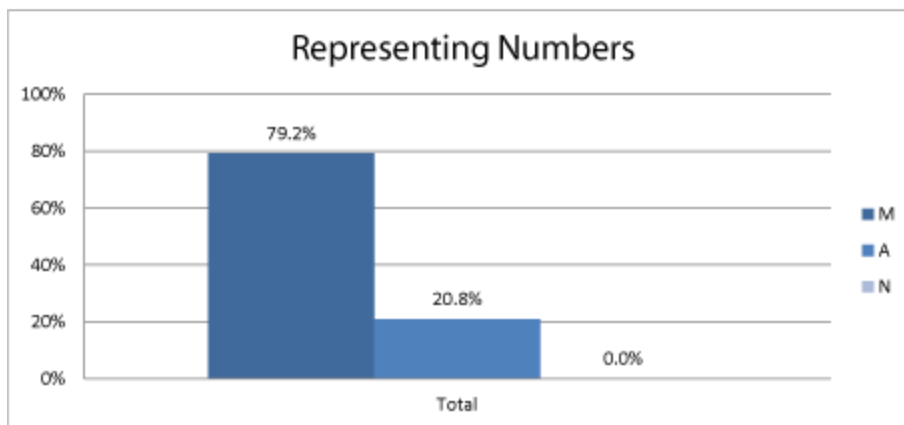
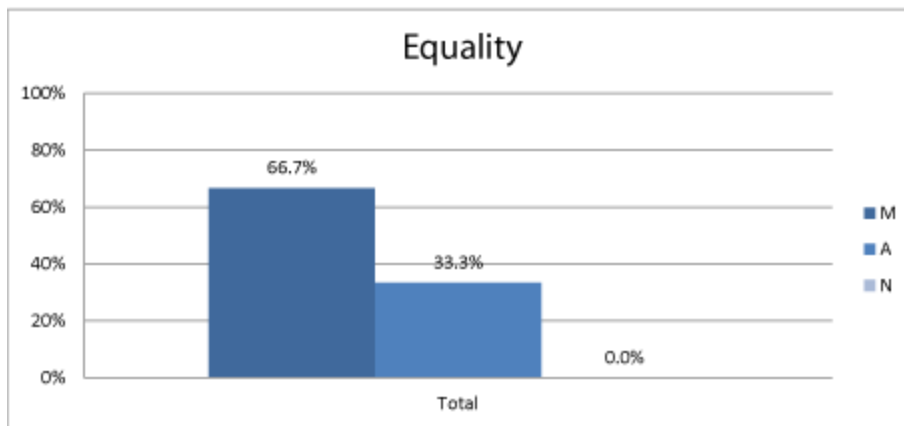
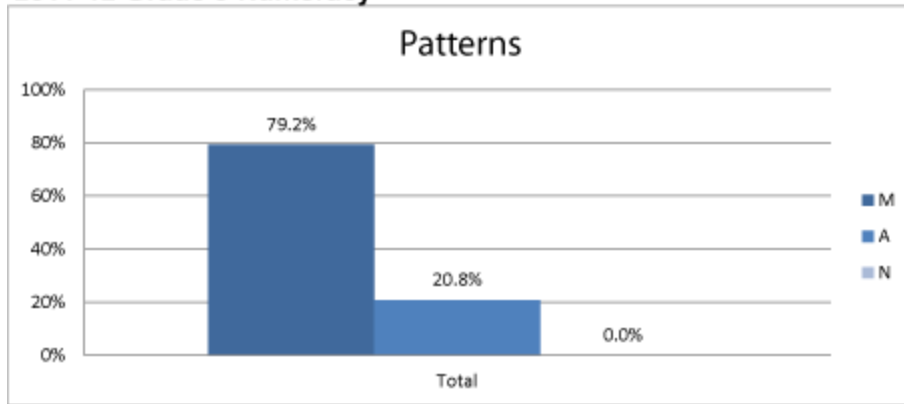


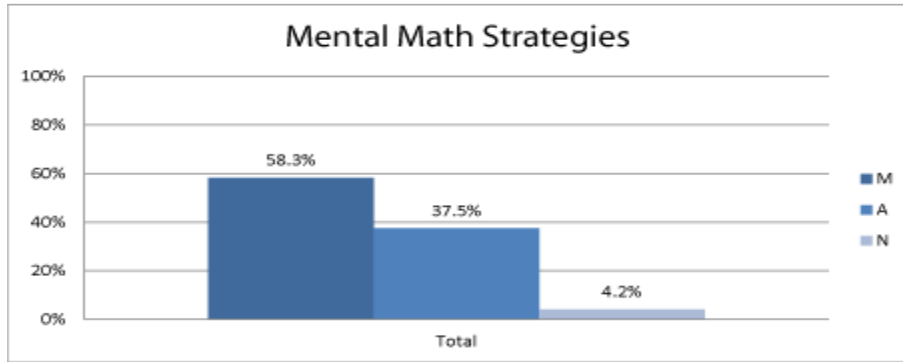


2011-12 Grade 3 Reading



2011-12 Grade 3 Numeracy



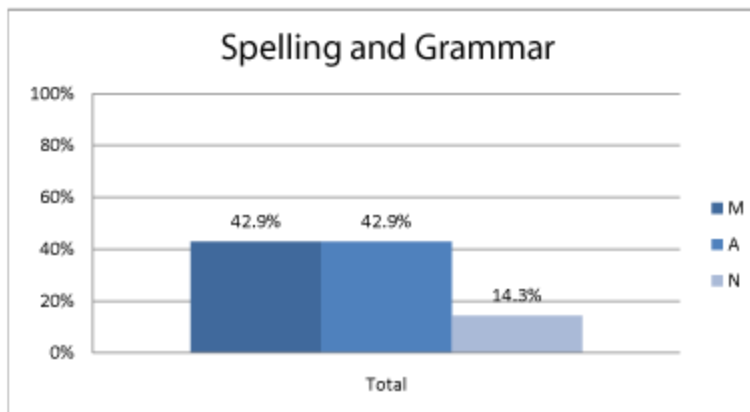
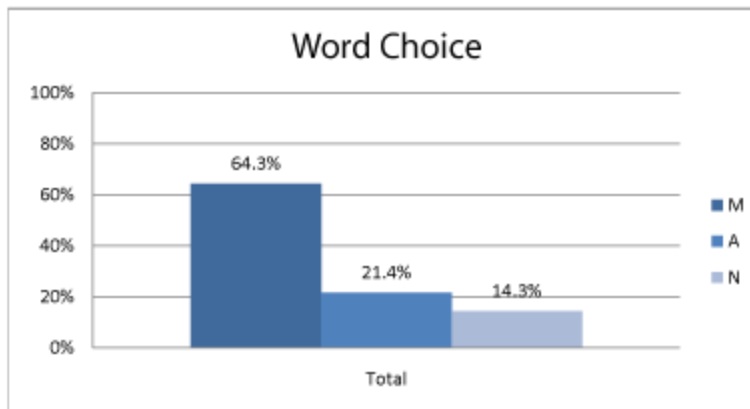
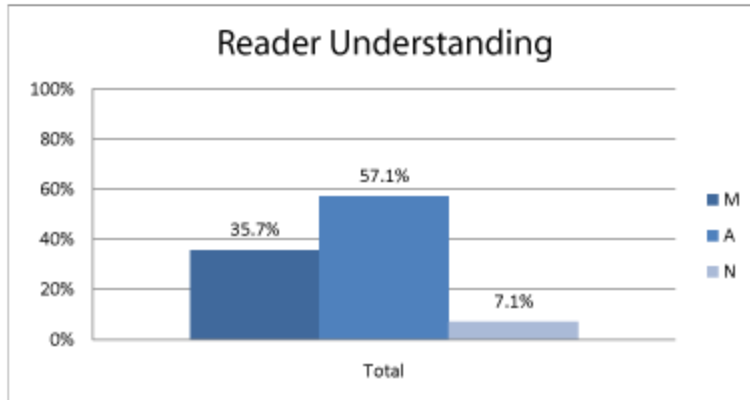


Grade Five, Seven and Nine Formative Divisional Assessments in Literacy and Numeracy

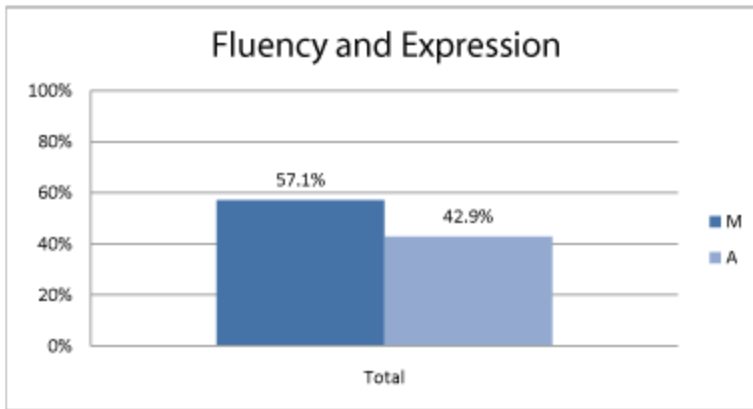
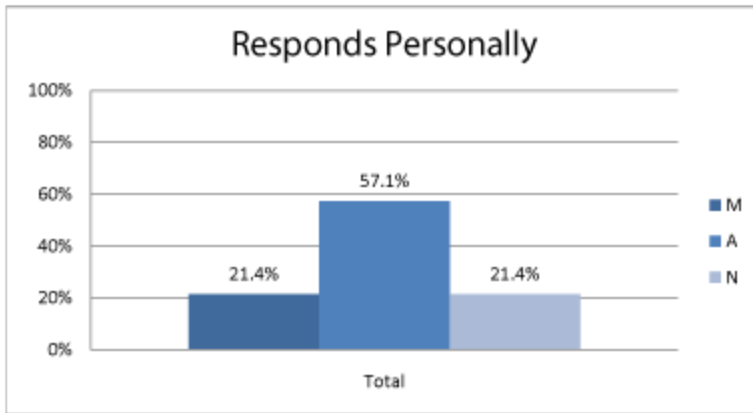
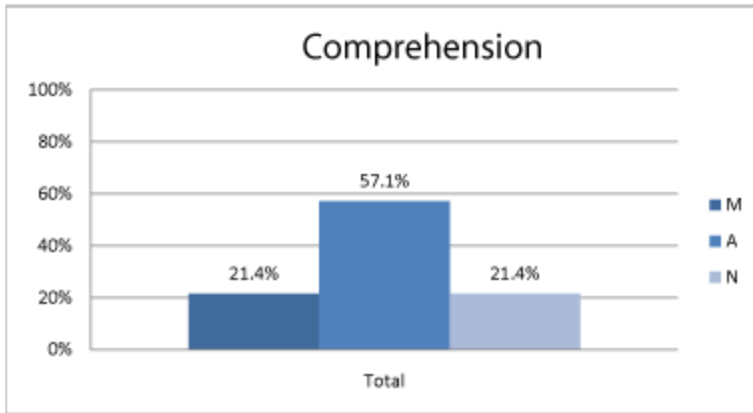
Divisional Literacy and Numeracy assessments are being administered annually to all grade five, seven and nine students in Brandon School Division. The results of these formative assessments are used by our teachers to plan and deliver instruction to best meet the needs of their students as they work toward achieving grade-level competencies. The charts show normalized scores, with 50 set as the Divisional mean.

O'Kelly

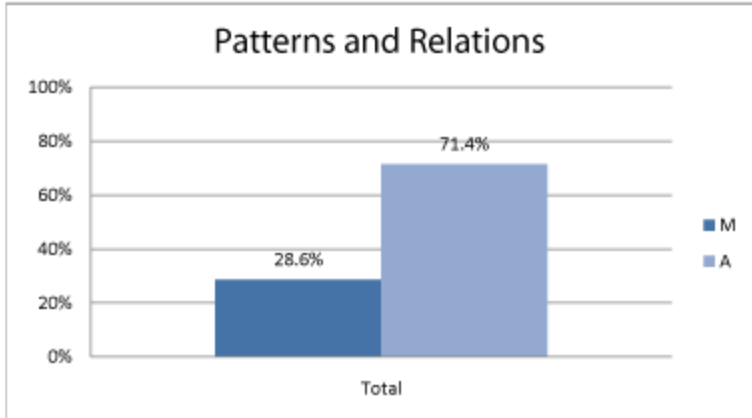
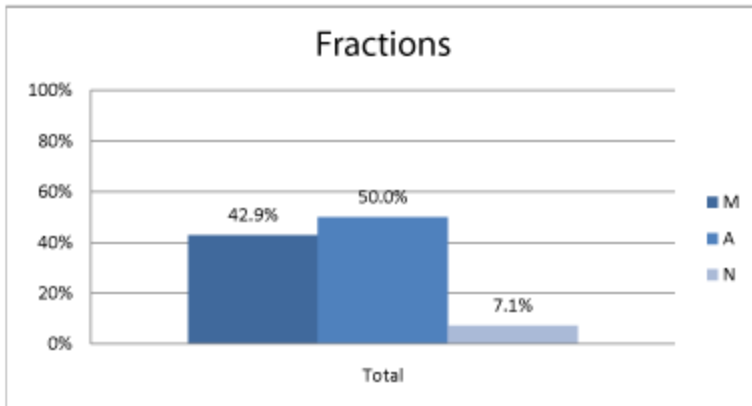
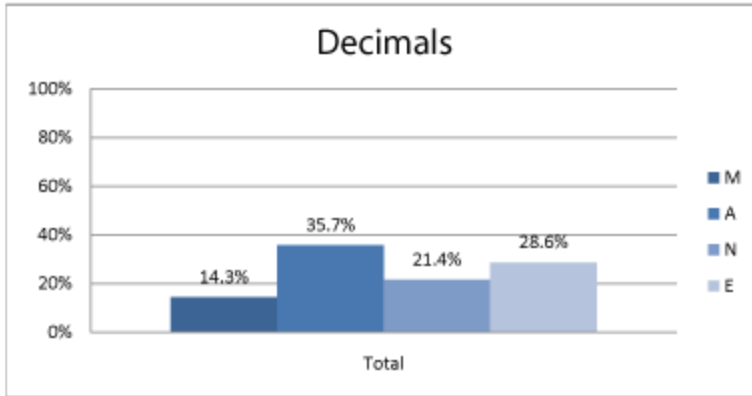
2011-12 Grade 5 Writing

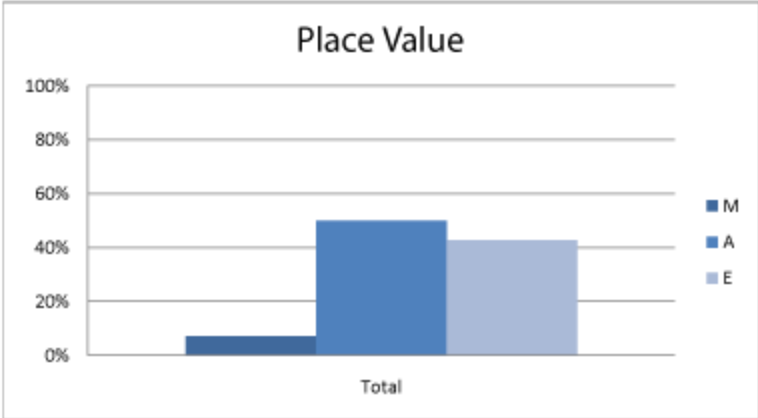
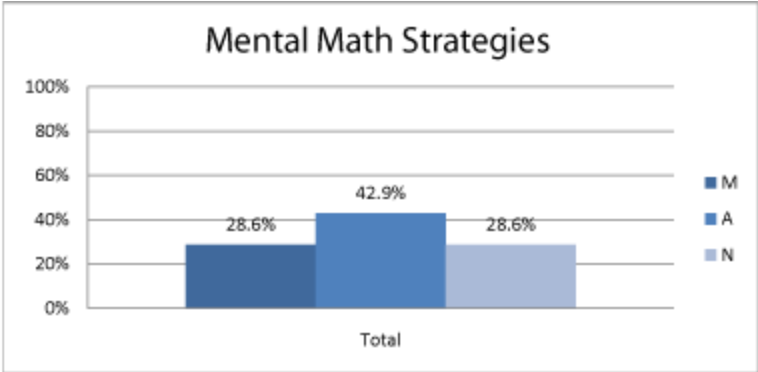


2011-12 Grade 5 Reading

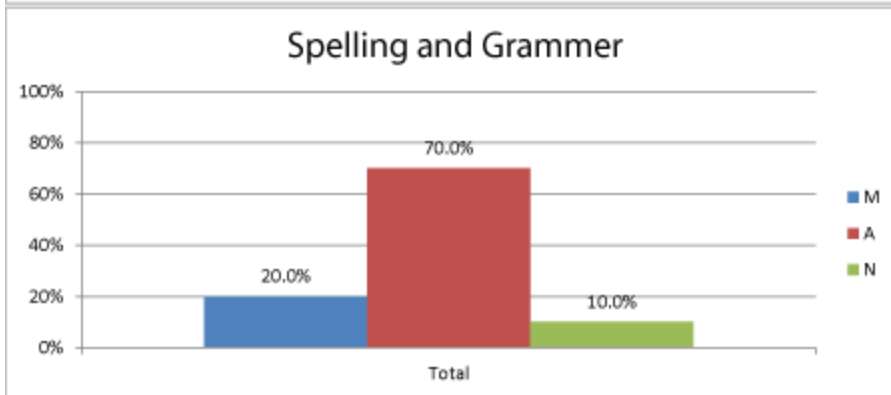
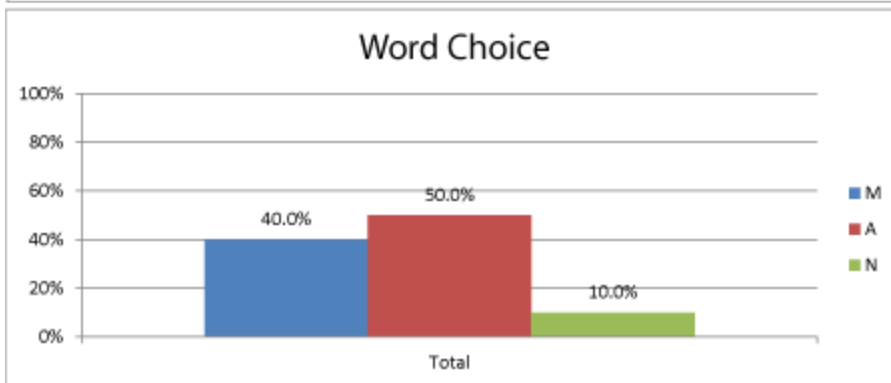
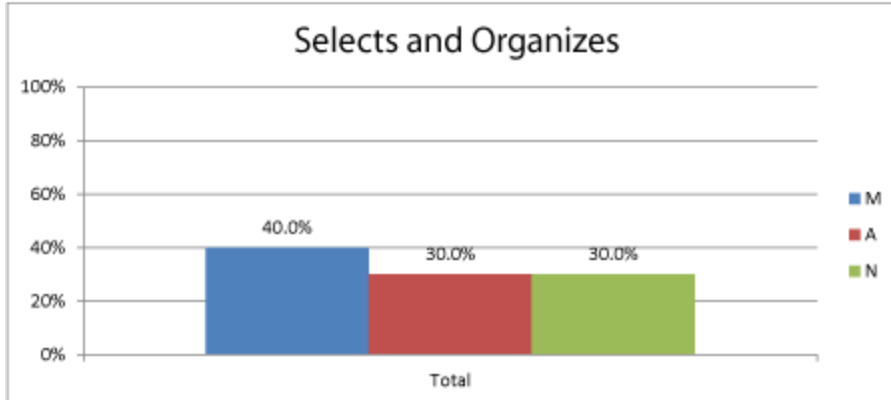


2011-12 Grade 5 Numeracy



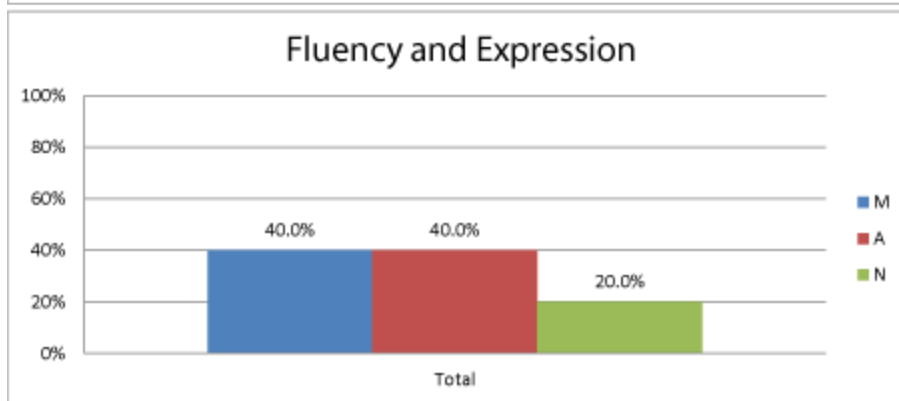
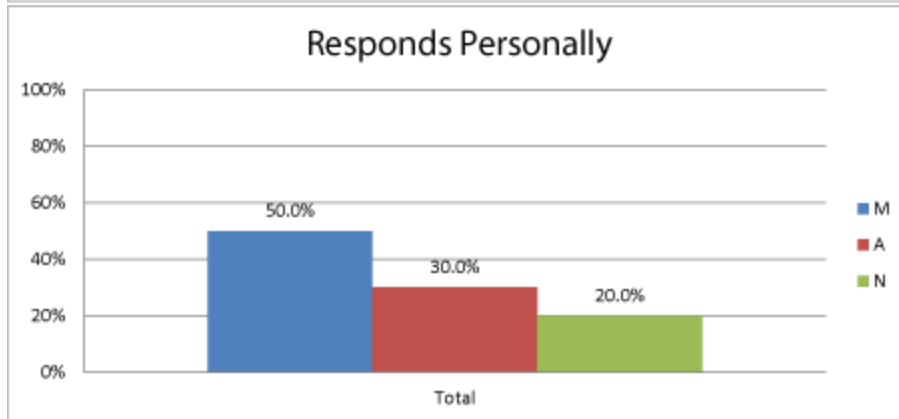
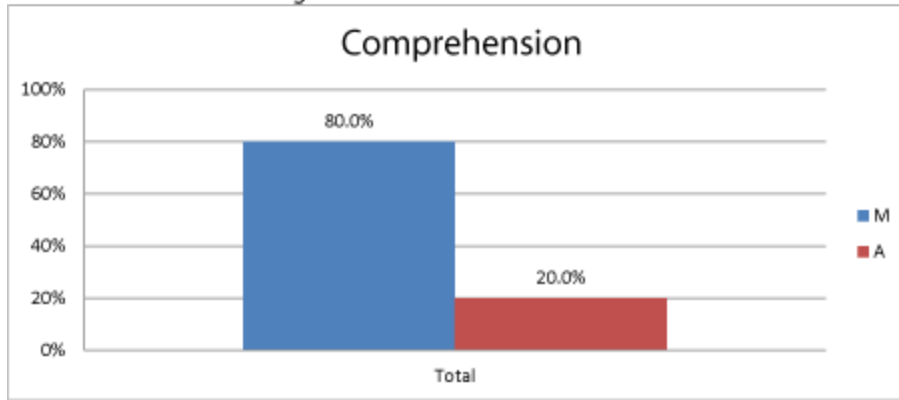


O'Kelly
2011-12 Grade 7 Writing



BSD
Research, Assessment & Evaluation Services

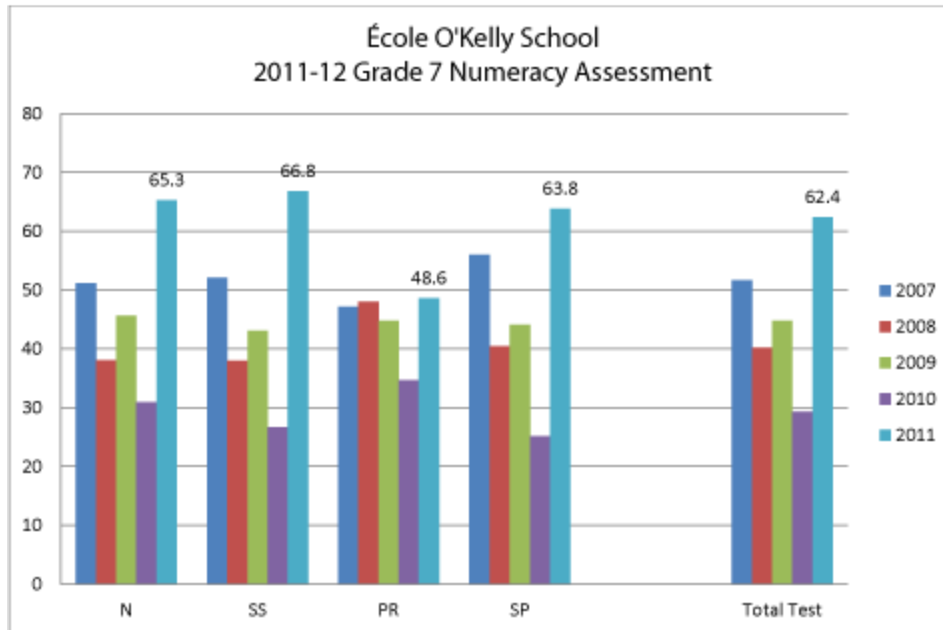
2011-12 Grade 7 Reading



BSD
Research, Assessment & Evaluation Services

**Grade 7 2011-2012 Formative Assessment
Fall 2011**

School: École O'Kelly School
Number of Completed Assessments: N = 10
Number 65.3
Shape & Space 66.8
Patterns & Relations 48.6
Statistics & Probability 63.8
Total Numeracy 62.4



Positive School Climate

Panther Pride:

Stop, Think, Act Respectfully and Responsibly

It is an expectation of the school division that a school is to be a safe place for teaching and learning. To this end we have developed a set of behavioural expectations ("the matrix" – see appendix) that are posted throughout the school, a Panther Pride poster of the main expectations, consequences for inappropriate behaviour, a positive problem solving process, and strategies for developing respect, self-esteem, and appropriate behaviour. Our school discipline policies are based on the Divisional *Code of Student Conduct* Policy and Provincial requirements. The school's and Division's *Code of Conduct* are sent home each September for review.

Unacceptable conduct includes such inappropriate behaviours as physical and verbal assault, threats, ongoing bullying, defiance, disturbing the learning environment, theft, damage to property, possession and use of weapons, use of drugs and/or alcohol. The range of consequences and interventions to be applied are outlined in the Brandon School Division's *Code of Student Conduct* Policy. These range from meeting with parents, conflict resolution, restitution, Individualized Behaviour Plans, small group and whole class programming (e.g. bullying) and involvement of clinical services to detention and suspension.

It is our goal to continue to develop and to maintain a safe and respectful learning environment. It is our intent to be fair and consistent, and to provide appropriate social skill guidance as required. The school staff continues to provide a variety of encouragements and positive reinforcements for appropriate social and academic behaviour. Each class is involved with another class in cross-grade activities (e.g. reading buddies), and spirit days and monthly assemblies are held to foster a sense of community. A "caught you being good" STARR ticket program for the chance to be Principal of the Day or another reward of the student's choice is used to acknowledge students who follow our behaviour expectations as outlined in the "matrix". This program is a big hit with our students.

To promote the safety and well-being of our students, patrols are on duty at arrival and dismissal times at the intersection in front of the school. During recesses, two teachers and several educational assistants are outside on playground duty.

In March 2007 school satisfaction surveys were completed by 58.4% of our parents and all of our K-8 students. The overall impression is very positive. The school is seen as being well run, with good/nice teachers. The areas that we are doing well in are positive school climate and welcoming atmosphere; friendly, respectful, approachable staff; staff willing to listen to concerns, students are expected to work to the best of their abilities; parents are satisfied with the education their child receives; children feel safe coming to/from school; teacher contact with the home is satisfactory; the principal is doing a "good job"; the students like their teachers; the teachers are helpful/teach; the school is safe and clean.

From the survey results, the areas identified for school-wide improvement and development are improving student behaviour and their respect for each other; fairness of rules; asking students more often for their opinions; finding out why the older students don't like school as much as the younger ones; being supportive to students/families during times of deployment; better things to do on the playground; and organizing more fun events to keep school spirit up.

School Development Plan

Our foundational statements include mission and vision statements and a set of beliefs that were reconfirmed in May 2008 through the involvement of staff, students and Parent Council.

Our Mission:

With our community, we will establish and promote high standards of personal and academic growth for all. We will work together to develop responsible citizens by enabling each child to realize their full potential in adapting to a diverse and ever changing society.

Our Vision:

We envision a partnership with our community to achieve a positive, safe, caring, and respectful learning environment that focuses on the needs of students, staff, and our community family.

Learning Beliefs:

What we believe about learning (September 2006, Revised May 18, 2012)

- Every child has the right to and must be provided with the opportunity to learn in a safe environment
- Learning is child-based, child-centered and developmental and needs to be nurtured
- Recognize different learning styles and make adaptations to provide constructive, hands-on activities
- Incorporate goal setting with positive feedback
- Maintain effective communication to foster empathy and compassion in our school community
- Prepare students for their futures by teaching them lifelong academic skills and how to be responsible and productive members of their community
- Work together as a collaborative team
- Model expected behaviors and practices

School Development Plan Process

- Staff, students and Parent Council reviewed and reconfirmed Foundational Statements (May 2012)
- Annually gather demographic statistics about our students and families (September 30)
- School resource team conducts class profile meetings twice a year with each classroom teacher to determine programming needs and priorities. (Fall, spring)
- On-going assessment administration, staff analysis and dialogue regarding O'Kelly data (e.g. EDI, phonological awareness, grade Divisional and Provincial assessment results, across-grade common assessments).
- Parents and students complete "school satisfaction/school climate" surveys (March 2007). Results are compiled and analyzed to provide direction for school plan and goals.
- Presentation and analysis of assessment results, demographic data and environmental trends (May)
- Evaluation of school goal progress and identification of school goal areas that are to be in alignment with Divisional Strategic Plan (annually in May)

- Annual report to the Superintendent and O'Kelly School Community (June)
- Staff creates action plans and committees for identified school goal areas, based on results of previous year's goals and new areas for growth and development. (May/September)
- Teachers annually develop work/professional growth plans, based on the School Plan, the Division's Strategic Plan, and the Eight Standards for Teaching Excellence (September)
- Principal was using *Easy Discipline* recording tool for data analysis re: student behaviour
- School Development Plan funds used to provide time for each school plan goal committee to meet and discuss work in their area, as well as for groups of teachers to meet to learn new strategies, dialogue, etc.
- Parent Council members provide feedback to the school at their monthly meetings.
- Ongoing updates on progress toward school goals provided to Parent Council through Principal's report at regular OPAC meetings.

School Goal Areas for 2012 - 2013

The ultimate purpose of our activity is the enhancement of student achievement, learning, and social-emotional well-being. To this end, we have developed goals and action plans in the following areas, based on identified school-wide need and the Divisional Strategic Plan. While the goals are intended to benefit all of the students as a whole, there are actions within each goal area that are intended to improve the well-being and skill levels of our at-risk/low performing students.

Quality Teaching and Learning:

K-8 Math - To improve the Numeracy skills of our students in Kindergarten to Grade 8 in the areas of problem solving and in the development of numeracy profiles.

K-8 Literacy - To improve the literacy skills of our students in Kindergarten to Grade 8 in the areas of: Making connections & reflecting when reading, improve fluency & comprehension and using conventions & more descriptive words appropriately.

Positive School Spirit, and Good Citizenship - To Promote Wellness, Positive School Spirit, and Good Citizenship in our students and school community by providing opportunities for student Leadership and Lifelong Recreational Activities, a warm and welcoming environment in order to maintain a safe and responsible school community and by responding appropriately to the emotional and physical wellness of students, families and staff.

Parental Involvement

At École O'Kelly School we believe that parents, staff, and students are partners in learning and that success lies within cooperation, respect and communication. Parents and community members are always welcome at our school. They are invited to come and work along with us. We are fortunate to have some dedicated volunteers who help with vision/hearing screening, classroom work, head checks for lice, supervising on trips, phoning families to announce school closures, and working at sports days.

O'Kelly School has an active and supportive Parent Council, consisting primarily of executive members. The present **O'Kelly School Parent Advisory Council** (OPAC) meets eight times during the school year. The Council has, as its primary purpose, the enhancement of the quality of education for the children of O'Kelly School. It has organized information evenings, pizza days, and fund-raising activities. It has sponsored such special projects and events as team t-shirts, homework agendas, the gym climbing wall, outdoor classroom, play structure, I Love to Read week, Family BBQ and the Christmas dinner.

Purposes of the Parent Advisory Council:

- To promote and foster goodwill and understanding between the school and the home;
- To act as a liaison between the community and O'Kelly School;
- To provide an interchange of ideas among parents, staff, administrators and educational resource persons by hosting information nights, seminars and other educational activities;
- To provide funds for the purchase of equipment, Artist in the School Programs and other approved activities and projects not normally provided by the school division;
- To sponsor family oriented social events; and
- To act in an advisory capacity to the principal, staff and other school division personnel.

For More Information

Please contact

Mrs. Angela Voutier, Principal

voutier.angela@bsd.mb.ca

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Cell: (204) 724-2929

School Fax: (204) 765-2589

O'Kelly School Parent Advisory Council

Mark Lavoie, Chairperson

mark.lavoie@forces.gc.ca

School Phone: (204) 765-7900

Home Phone: (204) 763-4694

Brandon School Division

1031 – 6th Street, Brandon, MB R7A 4K5

Phone: (204) 729-3100

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The following documents are also available from the school:

- School Handbook (in the Student Agenda homework/calendar book)
- School Division Policy Handbook
- Brandon School Division Code of Student Conduct
- O'Kelly School Code of Student Conduct

**Brandon School Division
School Development Plan
2011 to 2014**

**School: Ecole O’Kelly School _____
Principal: Angela Voutier _____**

Goal Statement: To promote wellness, positive school spirit, and good citizenship in our students and school community by: providing opportunities for student leadership and lifelong recreational activities, providing a warm and welcoming environment in order to maintain a safe and responsible school community, responding appropriately to the emotional and physical wellness of students, families and staff, and supporting our multi-cultural families (Aboriginal, EAL, French Immersion)

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
<ul style="list-style-type: none"> • YR group established • Minimal level of students in school teams to participate divisionally • Positive staff morale overall • Small but dedicated Parent Council • Student input from lunch with trustees • Active/enthusiastic student council 	<ul style="list-style-type: none"> • YR Initiatives in School • More physical activity at recess • More enthusiasm within the school • Higher school Involvement in all activities • Higher academic achievement (active, healthy students are more productive!) • Increased participation in special days and week recognition such as anti-bullying, Autism awareness, National Aboriginal Day etc. • Increased engagement of students from all socioeconomic and cultural groups 	<ul style="list-style-type: none"> • Student Council input through interviews/and observations of participation • Feedback from parents through Parent Council • Student Questionnaire • Report on student participation in all extracurricular activities • Follow up to the suggestions made by students at lunch with trustees 	<ul style="list-style-type: none"> • Create a student leadership group (Student Council and YR) • Promote and recognize participation in a wide range of physical activities based on varied interests and abilities (ongoing) • Alternating activities as options for student participation (patrols, office workers, peer helpers etc.) • Student participation in school beautification through the Healthy School Environment Grant • Continue STARR (Stop Think & Act Respectfully and Responsibly) cross-grade group 	<ul style="list-style-type: none"> • 2011-12 • 2011-14 • 2011-13 • 2012-13 • 2011-12 	<ul style="list-style-type: none"> • Guidance Counselor • Phys Ed Teacher, Student Council • Principal, School Team • Principal • Principal and EBS Committee

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
			<p>activities, STARR tickets leading to principal of day</p> <ul style="list-style-type: none"> • Change incentive to a choice of student identified rewards. • Review and reinforce Effective Behavior Supports (EBS) – review the matrix and continue to reinforce it through STARR group activity days. • Infuse Aboriginal Perspective into School and Class activities to promote appreciation of diversity • Organize and implement Professional Learning Communities to work on school goals and provide professional learning opportunities • Monthly assemblies every 1st Friday • Plan Volunteer appreciation 	<ul style="list-style-type: none"> • 2012-13 • 2011-14 • 2012-14 • 2013-14 • 2012-14 • 2011-14 	<ul style="list-style-type: none"> • Principal and School Team • EBS Committee • Principal and Classroom Teachers • Principal, classroom teachers • Principal and Music Teacher • Principal and Home School Liaison

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
			<ul style="list-style-type: none"> Plan School Celebration Activities such as the Welcome Back BBQ, Christmas Concert, Festivale du Voyageur (2012-13), Talent Show 	<ul style="list-style-type: none"> 2011-14 	<ul style="list-style-type: none"> Principal and School Team, Music Teacher, FI teachers

**Brandon School Division
School Development Plan
2011 to 2014**

**School: Ecole O’Kelly School _____
Principal: Angela Voutier _____**

Goal Statement: To improve the literacy skills of our students in Kindergarten to Grade 8 in the following areas: making connections & reflecting when reading, improving fluency & comprehension, and using conventions & more descriptive words appropriately

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
<ul style="list-style-type: none"> Grade 3 34.8% Meeting in all Writing Competencies overall – 6th in the division 70.8% Meeting in all Reading competencies overall – 4th in division Grade 5 21.4% Meeting in all Reading competencies – 15th in the division 14.3% Meeting in all Writing competencies – 10th in the division Grade 7 20% Meeting in all competencies – 10th in the division 	<ul style="list-style-type: none"> Improved scores on Divisional and Provincial assessments, and on the school based assessments (Fountas & Pinnell, PM Benchmarks, Jerry John’s) Improved student engagement in reading and writing Improved use of conventions in writing Increased student confidence and participation in writing activities 	<ul style="list-style-type: none"> Classroom and divisional/provincial assessment results 	<ul style="list-style-type: none"> Acquiring appropriate reading material, high, low & at level for each grade level. Guided reading and leveled literacy for Middle Years. (2011-12). Apply for Indigo grant Focus on library resources (2012-2014) Middle Years Transition Teacher and HALEP teacher intervention and scheduling for support at various levels (2011-12) Wider RTI focus using other school support staff , “Literacy blocks”?(2012-14) Review use of classroom buddy program for more focus and effectiveness 2012-13 	<ul style="list-style-type: none"> 2011 – 12 – got EY set and Literacy Place – Need hi/low & at level 2013-14 2013-14 2012-14 2011- 12 2012-14 2012-14 	<ul style="list-style-type: none"> Principal with divisional support , Principal Teacher Librarian HALEP teacher and Middle Years Transition Teacher School Support Team Classroom Teachers

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
			<ul style="list-style-type: none"> I Love to Read Week and Family Literacy Night Organization and Promotion Celebration of Learning to coincide with Family Literacy Night 	<ul style="list-style-type: none"> 2011 -14 2013-14 	<ul style="list-style-type: none"> Literacy Committee and Teacher Librarian Committee, classroom teachers and Principal

**Brandon School Division
School Development Plan
2011 to 2014**

School: Ecole O’Kelly School _____
Principal: Angela Voutier _____

Goal Statement: To improve the Numeracy skills of our students in Kindergarten to Grade 8 in the following areas: To improve organization and comprehension of problem solving and numeracy profile

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
<ul style="list-style-type: none"> Grade 3 41.7% Meeting in all competencies overall – 7th in the division Grade 5 21.4% Meeting in all competencies overall – 10th in division Grade 7 62.4% Meeting in all competencies overall- 4th in division <p>Great interest and participation in Mathletics</p>	<ul style="list-style-type: none"> Improved ability of students to understand, create and solve word problems In grade 3, 5 and 7, overall student achievement will improve towards the divisional average in problem solving tasks of the Divisional and/or Provincial numeracy assessment Learner profile, portfolio, and/or Celebration of Learning evidence (work samples, presentation, etc) Students will show more engagement and productivity during math time Students will show progress and achievements through the learner profile continuum 	<ul style="list-style-type: none"> Classroom and divisional/provincial assessment results Student Portfolio Use Teacher use of continuum for reporting and programming 	<ul style="list-style-type: none"> Strategy chart, common language Ensure all classroom teachers receive a copy of the K-8 Numeracy Continuum of skills and the strategy poster Grades 3 - 8 use graphic organizers QISA (question, information, strategy, answer) a strong focus on strategy not solution Each one-teach one Origo game during January PD in 2013 (in January each teacher is to find a game and test it in their classroom, and bring to the school based PD to share with co-workers) Pilot Mathletics online software program for Numeracy skill reinforcement and support 	<ul style="list-style-type: none"> 2011-12 2011-12 2011-14 2012-14 2012-13 2011-12 	<ul style="list-style-type: none"> Numeracy Goal Committee Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers

Benchmark for Current Starting Point	Benchmark for Expected Results (Outcome)	Measures to Determine Degree of Benchmark Results	Actions Required to Achieve Expected Results	Specific Timelines	Roles and Responsibilities
What results do we have now?	What results do we want?	How will we know?	What do we need to know?	When will we do it?	Who will do what?
			<ul style="list-style-type: none"> Ongoing search for software support for classroom numeracy instruction Identify critical competencies in K - 4 Implement Math continuum across the grades that indicate the critical competencies Investigate various forms of assessment/learner profile ie: quad Sharing strategies, resources, and successes through Professional Learning Communities 	<ul style="list-style-type: none"> 2012-14 2012-13 2012-13 2012-13 2012-14 	<ul style="list-style-type: none"> Divisional ICT Support Numeracy Specialist Numeracy Goal Committee Classroom Teachers Numeracy Goal Committee Classroom Teachers