

report

to the community



Phoenix School

2016-17



"At Phoenix, We Care"

111 Alboro Street |
Headingley, Manitoba | R4J
1A3

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

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Last Year's School Accomplishments

(2015-16)

1. By June, 2016 that every student be able to achieve a rating of 3 on the report cards in the areas of reading comprehension and critical thinking
 - Improvement in student performance on the provincial report card in the areas of reading, listening, and viewing
 - Students have demonstrated their ability:
 - to synthesize information from a variety of texts,
 - to make inferences
 - to make logical predictions
 - to make connections to self and other texts and the broader world
 - to pose deeper level questions about events and characters and their actions and to be able to reflect and respond
2. By June, 2016 all students be able to independently problem solve to determine an appropriate solutions utilizing the strategies taught at their grade level
 - All students will demonstrate a competent standard of achievement in the common assessments and their report card rating utilizing strategies relevant to their grade level
3. To increase every students' knowledge and awareness of endangered animals by June, 2016

Our Vision Statement

"Phoenix is a community dedicated to learning."

Our Mission Statement

"Phoenix School's mission is to develop each student's potential as a kind, empathetic citizen who values acceptance, and inclusion of others. The school will nurture life-long learners who are team players in a global community."

School Profile

Number of teachers: 17
Number of students: 160
Grade levels: Kindergarten-Grade 5

School Highlights

- Focus on Respect and Responsibility
- Daily 5, CAFÉ, and Assessment
- Cross-grade Reading Buddies
- Math Enhancement
- Differentiated Instruction
- Reading Recovery
- Technology (Smart Boards, iPads, digital cameras, etc.)
- Restitution
- Roots of Empathy
- School-wide Sustainable Development Program
- Multi-grade Tabloids
- Festival du Phoenix
- The Integrated Arts (K to 5)
- Artists in the Schools Program
- Indigenous presentations

Extra-curricular Activities

- Intramurals
- Mileage Club
- Recess Games
- Outdoor Education

- A pre and post assessment instrument has been implemented in order to evaluate student progress and growth.
- Students are able to identify some endangered animals.
- Students are able to understand the criteria of their appearance on the list of endangered animals.
- Students are able to understand some specific planetary conditions which precipitated this development for specific animals.
- Students are able to understand the impact of the human population on habitats and animals in our environment.

A Quick Snapshot of the Classroom

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

English: The focus of instruction during English Language Arts is on acquiring language and literacy skills through reading, writing, listening, speaking, viewing and representing.

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

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

Planning & Goal Setting

Phoenix School’s goals are created using the St. James-Assiniboia School Division Strategic Directions and Planning Themes as guidelines. The Phoenix Staff meets in March of each year to review school priorities and establish goals for the upcoming school year. Parent and community input is considered through discussions with members of the Parent Council, feedback and comments on the bi-annual Parent Survey, and discussions with parents at student-led conferences and school events throughout the year. Student progress and achievement data, program reviews, discussions during Professional Learning Communities, and provincial priorities are considered when developing Phoenix School’s goals. Once the indicators of success, strategies used to attain the goals, and data sources used to measure success are established, the planning and goal setting process is complete.

This Year’s School Goals and Priorities (2016-17)

- 1.** By June, 2017 80% of the students will achieve a rating of 3 on the report card in comprehension of non-fiction texts
 - to integrate cross-curricula reading in Science, Social Studies and Language Arts subject areas

- to establish a P.I.A. in Language Arts
- to designate I Love to Read Month as a school-wide activity to focus on non-fiction material supporting the sustainability goal which has been established for the 2016-17 school year
- Literacy Coach will work in the classrooms in a co-teaching capacity focusing on literacy centres emphasizing non-fiction texts
- Inservice days and PD Tuesdays be devoted to literacy topics
 - To continue with the analysis of running records which was begun with last year's literacy goal
- To apply for innovative grants to support the acquisition of appropriate non-fiction instructional practice resources (**denied**)
- To collaborate with the librarian to further support instruction of non-fiction materials / books:
 - Concepts to be addressed will be table of contents, bibliographies, glossaries, indexes, etc.
- To utilize technology to study non-fictional texts
- To develop note-taking and summarizing abilities in the writing component of non-fiction instructional practices
- To meet with grade level colleagues to develop common assessment criteria

2. By June, 2017 80% of students will be able to achieve a rating of 3 on the report card in the area of problem solving

- To establish a P.I.A. in math
- To emphasize non-routine problems
- To develop perseverance utilizing the 3 read approach to problem solving
- To post problem solving strategies within the classroom
- Numeracy Coach will work in the classrooms in a co-teaching capacity focusing on math centres emphasizing non-routine problem solving
- To further develop math talks with students in order to stress the diversity of methods of solving problems
- To track the math performance of students prioritized by the Math Enhancement Program and address their needs in a similar fashion as reading weaknesses are addressed
- To apply for a grant to support relief time to connect strategies with resources and / or to provide time to observe other math classes (at other schools as well) (Successful)

3. By June, 2017 the students will increase their knowledge and awareness of local environmental issues and initiatives

- To develop a pre and post survey instrument to demonstrate success

- To designate Spirit Week as a vehicle for fundraising for the environment
- To organize intermediate students to present information on environmental charities for Spirit Week in March 2017
- To designate I Love to Read Month as a school-wide activity to focus on non-fiction material supporting the sustainability goal of local environmental issues and initiatives
- To invite speakers to the school to present to students such as: Nature Conservancy, Friends of Lake Winnipeg, Ducks Unlimited, Manitoba Forestry, Living Prairie Museum, etc.
- To implement field trips such as Oak Hammock Marsh, Fort Whyte Alive, etc.