

Minnewasta School

Continuous Improvement Plan



Our school is a passionate school, driven by student engagement and a strong feeling of community. Our school has worked hard to improve/change the way we teach (teacher capacity) to allow a greater opportunity of success for our children. Post pandemic opportunities have resumed and Project-Based Learning has again, become an integral part of our teaching, which allows all students a chance to learn in a multitude of ways. Additional pieces of technology including iPads, laptops, and computers have been provided to support our initiatives, along with a couple of new interactive displays.

Minnewasta School is a Kindergarten to Grade 4 English track school that currently had up to 340 students this past school year. Moving into 2023-2024 we are anticipating right around the same numbers to begin the school year, but that enrollment number to rise throughout the course of the year with new families moving to our catchment area.

Western School Division has an equity policy that allows students at Minnewasta School to enjoy many things that are provided for them. Children that go to Minnewasta have the opportunity to experience things like field trips, the use of technology, project-based learning activities, and fantastic music and physical education opProje

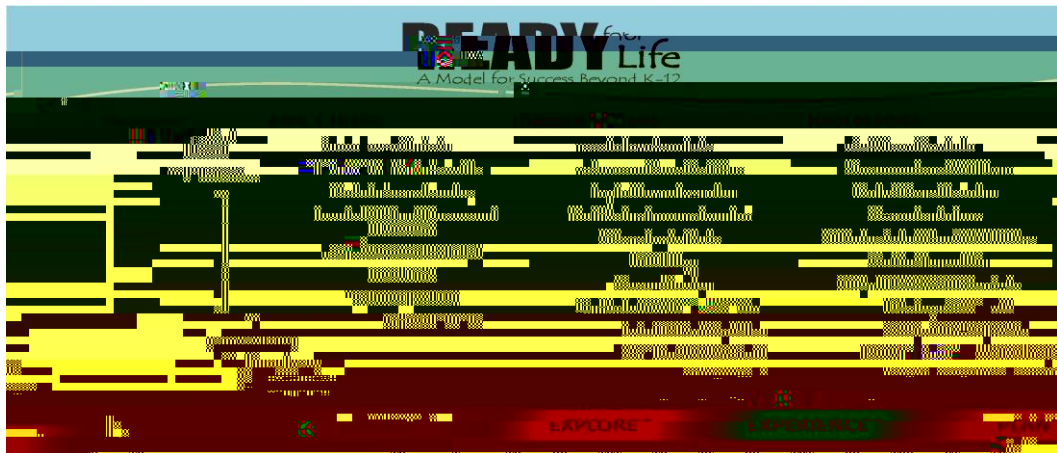
Minnewasta School is a centre of learning in which the staff is committed to the development of the total individual. It is our goal to provide a framework in which children, together with parents/guardians, educators, and the community at large, strive for and achieve their highest potential.

Each child's academic and artistic development, as well as physical, social, and emotional well-being are our concern. We strive to provide a quality education for all students through accommodating individual student needs and differences in a safe and enjoyable environment. At Minnewasta we aim to foster a lifelong love of learning through a variety of educational programs and experiences.

A feeling of pride, achievement, and positive self-esteem is essential for success. We promote cooperation and a development of universal morals including respect and appreciation of others. We endeavour to prepare students to become responsible, considerate, caring, and contributing citizens of the community.

Minnewasta School maintains a commitment and dedication to these goals. We believe that a child's success depends on the involvement and support of all members of the child's team – parents/guardians, teacher, school personnel, and community.

Our school understands and supports the development of our students as citizens of the world. Through our [Ready for Life](#) document, students are prepared in a variety of ways for success after Grade 12. The initiatives are split between the four phases of Dream, Explore, Experience, and Plan. Minnewasta School primarily works in dreaming and exploring, but in some cases stems to work with experiences and planning.



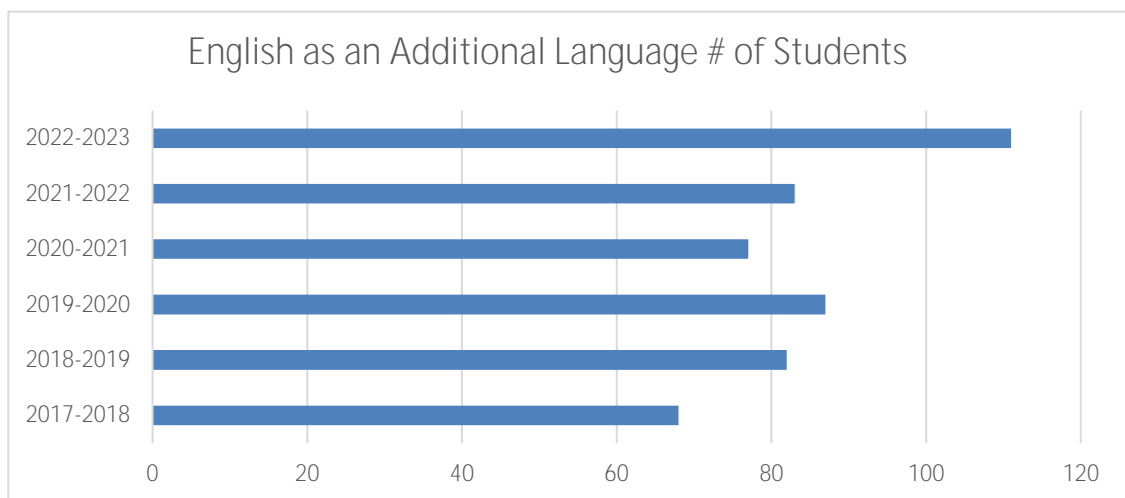
Minnewasta School strives to offer the programming necessary to give all students a chance to succeed not only from kindergarten to Grade 4, but also enable them with the skills to be set for life after graduation.

Classroom teachers provide instruction in the core areas of Literacy and Numeracy, as well as the thematic units of Science and Social Studies. In our school, you will see many different outcomes being worked on simultaneously. For example, Numeracy outcomes could be learned through a thematic unit in science. Classroom teachers also work on Early Start French programming from kindergarten to Grade 3, and French Communication & Culture (Basic French) is taught in all of Grade 4. Throughout these subjects, children will be working through inquiry-based, project-based, and teacher-guided lessons to enhance student engagement and achievement.

Other program offerings at Minnewasta School include Music, Physical Education, Active Health, Reading Recovery, and English as an Additional Language. These programs are taught by specialist teachers with training in these subject areas.



English as an Additional Language	111	35%
Self-Declared Aboriginal	14	4.4%



As shown in the graph above, English as an Additional Language Learners are on the rise at Minnewasta School. We have seen an influx in families moving into our area, and attending our schools, from different countries where English isn't the primary language spoken. This past year we had 111 students that are considered EAL. This made up 35% of our total school population. Both data points (total EAL population/total percentage of EAL students in our population) are the highest they have ever been here at Minnewasta School. EAL is divided into three categories of students (Stage 1, 2, and 3), with Stage 1 and 2 requiring the most teacher intervention. This past year we had our highest amount of Stage 1 and 2 learners at Minnewasta School with 31 students. We are also seeing more students register at Minnewasta School who self-declare as Aboriginal. We have students who self-declare as Anishinaabe, First Nation, Inineew, Metis, and Oji-Cree. Having more students who have self-declared as Aboriginal will allow us to look at data differently and help us meet the needs of all our students.

Our school continues to work towards sustainable development in a wide variety of ways. The key focus of our plan is to become "greener" and to use the sustainable development plans that we must enrich our student learning. Three years ago, we as a school began a composting program that both our students and staff participate in. Compost has been taken to bins, and then removed to the compost site. This year, some of our goals will be to re-ignite our recycling program (Kindergarten and Grade 4), create an outdoor learning space that ties to Indigenous Education, and beautify the front of our building with flowers and other plants.

Along with this program, we also do a variety of other things that fit into our overall ESD plan. Some of the things we have done as a school in the past few years include:

- Participated in the Global Cardboard Challenge.
- Planted more trees on the playground.
- Created window boxes for plants.
- Developed a Recycling Program (Kindergartens take recycling from classrooms and Grade 4 students collect the recycling from the large bins in the hallway).
- Created a natural-based playground and outdoor classroom space for all students to use.
- Field trips to the water treatment plant.
- Field trips to the Windmill farm to learn about energy efficiency.
- Added multiple water bottle filling stations to our school to save the amount of plastic water bottles purchased.

In thinking about what we have accomplished, and where we would like to go, as a school we have come up with a few goals that will serve as our focus for the 2023-2024 school year.

- Create/maintain an outdoor natural learning space and playground that will also enhance indigenous education and perspective.
- Create/maintain a garden space in which students could growth their own edibles (Grade 3 initiative). The refuse from this would be part of our composting program and further the understanding of science curricula.
- Plant additional trees on our playground.
- Create a committee to lend voice to new goals and initiatives at our school.

Culture – You will see as you walk through the halls and classrooms of our school what an amazing culture we have. A sense of community and belongingness is felt throughout our building. This enhances social belonging and the overall well-being of our students. When students feel good at school, they do well in school!

Teaching Staff – Our teaching staff work hard each day to make a difference in the lives of our students. They are incorporating new methods of teaching such as inquiry and project-based learning, while focusing on multiple intelligences, to meet the needs of all our students.

Students – The students we have at this school are fantastic. Our catchment area pulls in many rural-based students, plus a geographical area within the city of Morden. Our students follow our Minnewasta Code of Conduct and work towards being respectful to all.

Diversity – We are a school that has a wide range of diverse students from a large variety of backgrounds and cultures. We learn so much from each other and take pride in providing an invitational building to all individuals. In turn, this gives us greater creativity to promote positive learning environments for the students that come to school here.

Economic Factors and Poverty – Morden offers cheaper cost of living than most of the other cities in Manitoba. However, because of this, some families have located here for low-skilled factory jobs that do not pay well. This adds stress on school supports and initiatives. Poverty can add stress to families and more specifically, students. This can have a large impact on our student data even though it is not easily observed.

Diversity – Morden is growing at a rapid pace with most of this coming from immigration. Sometimes, our community is not as accepting of diversity issues that schools are teaching and should represent. This can cause tension at home, in the school, and in the community.

- Teaching literacy in all subject areas
- Improve sense-making and reading comprehension for all students
- Use of the new provincial ELA curriculum in all classrooms
- Using Data/Evidence to guide instructional practices
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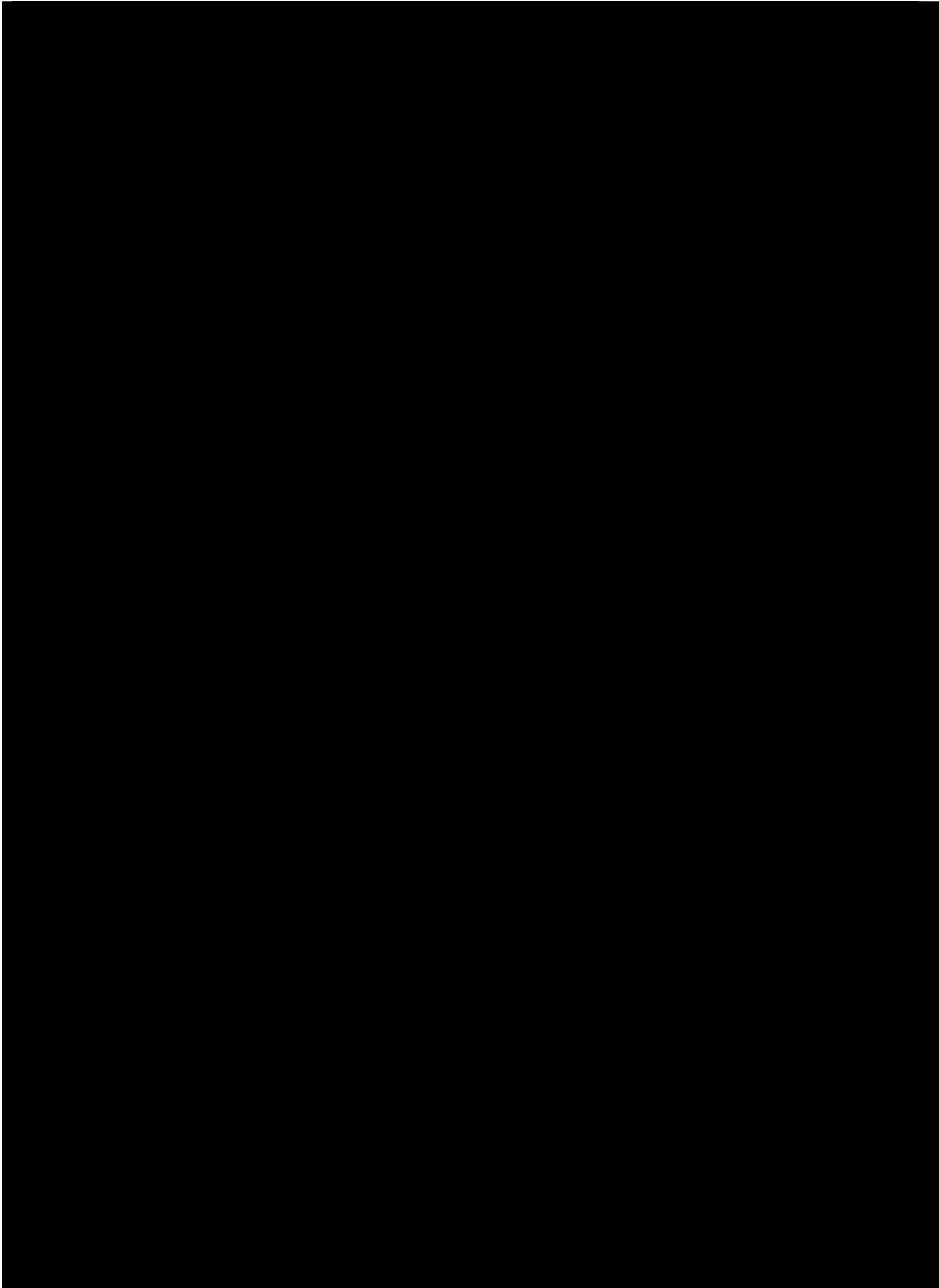
- Report Card Data
- Classroom-Based Evidence
 - Portfolios
 - Work Samples
 - Observations/Conversations
 - PLC Data

One of our school goals this year is to put a focus back on the comprehension wheel as a primary tool to facilitate increased student achievement. The comprehension wheel (pictured to the right) became an integral part of our instruction two years ago where we saw success in most areas of literacy. The past couple of years we moved away from using this tool and did not

Does not meet	20	33%
Approaching	9	15%
Meeting/Exceeding	26	43%

Does not meet	34	47%
Approaching	3	4%
Meeting/Exceeding	32	

	<ul style="list-style-type: none"> • Teaching numeracy in all subject areas • Improved understanding of Key Competencies (Gr. 3 Assessment) at all grade levels • Use of appropriate, targeted interventions for struggling learners • Using Data/Evidence to guide instructional practices • Numeracy learning through Project-Based Learning, Inquiry, Explorations and Play
	<ul style="list-style-type: none"> • Elevate and Deepen Learning • Promote a Healthy and Thriving Culture • Foster Student Ownership • Forge meaningful Community Relationships
<ol style="list-style-type: none"> 1. 80% of students meeting grade level expectations in the addition/mental math areas, on divisional assessments, by June 2024 (divisional assessment data). 2. 80% of students meeting grade level expectations in problem solving by June 2024 (divisional assessments and report card data). 	<ul style="list-style-type: none"> • Numeracy learning through Project-Based Learning, Inquiry, Explorations and Play • Regular teaching and practice of MM and PS strategies (e.g., not just problem solving after learning a skill/unit) • Opportunities to engage in authentic problem solving (routine, non-routine) • Math Centers and Guided Math • Teaching fact families together (i.e., not + then -) •



	<ul style="list-style-type: none"> • Increased approaches to student wellness
	<ul style="list-style-type: none"> • Elevate and Deepen Learning • Promote a Healthy and Thriving Culture • Foster Student Ownership • Forge meaningful Community Relationships
<ol style="list-style-type: none"> 1. Create a school committee to review the Mamahtawisiwin document. Create goals as a committee for our school to achieve, related to the Mamahtawisiwin document, throughout the 2023-2024 school year. 2. Decreased percentages of students feeling levels of anxiety at school and increased percentages of students having positive relationships at school (Our School Survey Data). 	<ul style="list-style-type: none"> • Increased mental health supports for students at school (calming room, regulation gym, social skills area, etc.) • More "culture days" at Minnewasta School (fun days) • Continue to build and create positive teacher-student relationships • Increased events to have families come into school (Young Author's Night, Movie Night, games evenings, etc.)

- OurSCHOOL Survey Results
- Number of students on guidance caseload
- Increased renea7/MCID 39/Lang (en-CA) BDC q72.04(d)Ts for

<p>Many events have happened in the past to promote well-being and sense of belonging. Grade 4 students being honest and open with their feedback on the OurSCHOOL survey. Celebrating diversity and the uniqueness and individuality of all our staff and students.</p>
<p>Focus on teacher-student relationships. Committee formed to focus on Indigenous learning. Build social skills of our students that may have been lacking or used minimally during the pandemic. Open our school to more family events. Look at increased social wellness/well-being programs to support our students who are struggling.</p>