


# Plumas Elementary School – 2017-18 School Plan

**Mission Statement:** Plumas Elementary School will provide students with the tools to become lifelong learners and responsible global citizens.

	Priority 1 Literacy for All	Priority 2 Numeracy and Mathematics	Priority 3 Community and School Well-being
<p><b>School Profile</b></p> <ul style="list-style-type: none"> <li>• 3.20 Teachers</li> <li>• .35 Principal</li> <li>• 1 Educational Assistants</li> <li>• 1 full-time Administrative Assistant/ Library Clerk</li> <li>• 1 Custodian</li> <li>• 45 Gr. 1-8 Students</li> <li>• 3 kindergarten students</li> </ul>	<p><b>Goal:</b> Teaching and assessing to improving writing, speaking, researching and presenting skills across all areas of the curriculum.</p> <p><b>Tools and strategies and resources:</b> Animated Literacy, Daily Five, CAFÉ, Multiple Paths to Literacy by Miriam P. Trehearne, literacy rotations, word work, response journals, listening responses, exit slips, classroom discussions, grammar booklets, parsing sentences, buddy reading, computer pals, framing “googlable &amp; non-googlable” questions, reading nooks, DVDs, Manitoba Education Library and DREF are tools and strategies used to empower literacy learning at PES.</p> <p><b>Assessment:</b> Running records, observation, check lists, research projects (written and typed on computer) visual and performance representations, and daily work are consistent methods of assessment used. PD workshops: Faye Brownlie (Feb. 23 2017) Dawn Langlois</p> 	<p><b>Goal:</b> To build mental math skills, problem solving skills and to nurture an appreciation for math.</p> <p><b>Tools and strategies and resources:</b> Power of Ten (Trevor Calkins) Box Cars and One Eyed Jacks, Mathletics, Sumdog, manipulatives, direct instruction, mental math, problem solving processes (David McKillop), graphic organizers and math rotations modelled after Daily Five are some of the tools and strategies we use in our math instruction. PD- Box Cars and One Eyed Jacks – August 16 2106 (R.McCaig);</p> <p><b>Assessment:</b> Student daily work, observation, small group instruction, one on one assistance, formative and summative assessments are consistent methods of gauging student progress and informing teacher instruction. If applicable, adapted plans and IEPs for literacy and/or numeracy will be implemented by the classroom teacher and resource teacher.</p>	<p><b>Goal:</b> To foster intergenerational community partnerships between students and older adults</p> <p><b>Tools and strategies and resources:</b> Using the school’s Education for Sustainable Development and Healthy Schools grant, the students and staff at PES offered activities to older adults and students that will enrich the lives of both students and older adults. The school will continue to work with the Senior Co-coordinator for Plumas to connect with older adults.</p> <p><b>Program:</b> On December 9, 2016 PES offered options for community building at the Plumas Community Celebration at the Community Centre. We offered the following choices for older adults:</p> <ul style="list-style-type: none"> <li>• Cribbage games (older adults teaching students)</li> <li>• Board games, shuffle board at the senior centre.</li> <li>• Pickle ball in school gym with older adults on Wednesday evenings.</li> <li>• A day trip to the Austin Agricultural Museum with 45 students and 15 older adults celebrating senior day.</li> <li>• Next year we will be creating a Plumas anthology with older adults in the community.</li> </ul>