

SCHOOL REPORT 2018/2019 & SCHOOL PLAN 2019/2020

- 1) Use this template to complete your **School Report on Outcomes and School Plan**.
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at www.edu.gov.mb.ca/k12/ssdp/index.html.

SCHOOL REPORTING 2018/2019 and PLANNING 2019/2020

Identification			
Name of School Division Seven Oaks	Name of School Seven Oaks Met School	Name of Principal Nancy Janelle	Date (yyyy/mm/dd) 2019/09/27

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers	10.5 teachers	Number of Students	115 students
		Grade Levels	9 - 12
There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes			
What is your mission statement? Our commitment is to foster a safe and inspiring learning environment centered on goals that are relevant to "one student at a time." Our approach of authentic learning is based on meaningful relationships, where relevant and rigorous work is accomplished through internships and project-based learning. We believe this approach engages students to better recognize their own needs, as well as the needs of their global community and their environment. By preparing students for a world that is constantly changing, and focusing on essential transferable skills and critical thinking, we aspire to create transformative global citizens.			Year Revised 2019 (subject to change)

SCHOOL REPORT – 2018/2019

School Priorities
1. Improved School Culture with a focus on wellness and citizenship
2. Improved Advisory Culture with a focus on equity and inclusion
3. Deeper Projects and Internships with a focus on literacy and numeracy

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. Improved School Culture with a focus on wellness and citizenship	<p>With a focus on wellness, our students gained skills and strategies to be 'ready' to learn and to be active healthy learners. We implemented our new Wellness Advisor role (PE, guidance, and learning support)</p> <ul style="list-style-type: none"> This past year we explored various aspects of wellness such as self-care, healthy relationships, mental health, nutrition and being active outdoors. Every month the school had a different wellness focus challenges. In addition, to this there were often speakers who came in to share stories and insights with students from a provincial power lifter, who is also a Dietician exploring elements of nutrition, to a mother of two who has clinical depression sharing various aspects of her mental health journey. A huge aspect of wellness this past year was getting students connected to our community and to our world by exploring various activities that can help them along their wellness journey from dance, taekwondo, cross-country skiing, hiking, skating, ice fishing, playing broomball, bulldog yoga, playing basketball vs the WPS, to going on a canoe trip on Shoal Lake. The Met Theater Ensemble put on a wonderful performance that highlighted the challenges related to depression. In addition, a number of our students helped to run our free healthy start breakfast program.

Our L2L and IBA initiatives led to deeper and more meaningful projects as students were exposed to new ideas and encouraged to collaborate on bigger projects, specifically in areas connected to improved citizenship skills. In addition, our three seasonal whole-school outings connected our younger students with older ones and improved collaboration and group dynamics.

We had four purposeful and rigorous 'Leaving to Learn' (L2L) days with a focus on citizenship, including wellness activities, service learning, truth & reconciliation, sustainability, social justice, and LGBTQ

- This year at the Seven Oaks Met School students took an active and deliberate role in implementing the Calls to Action from the TRC. Their action and activism ranged from classroom discussions and projects, to professional development sessions, Ted Talks and large community events. Two of the main learning opportunities and advocacy moments were Strut for Shoal and Walk for Water. These student-led events were in support of the community of Shoal Lake 40 First Nation and the other 95+ Indigenous communities in Canada without reliable access to safe drinking water. Strut for Shoal was a benefit concert and fashion show, ventured around educating students and the public about the injustices facing the community of Shoal Lake 40 First Nation. Students advocated with the community of Shoal Lake to ensure that their voices and concerns were being heard by creating a tabling a petition in the House of Commons for a water treatment center. We were excited to hear that Shoal Lake 40 First Nation will be receiving a water treatment plant. But, our students were not done learning and advocating yet. They were passionate about ensuring that all Canadians had access to clean drinking water, which is a basic human right. To continue the conversation across our city, students planned and facilitated a 1000 person march through downtown Winnipeg. This was a powerful event attended by students of all ages and politicians from across our city.
- Through this, students learnt a great deal regarding the TRC and how important it was for students to take charge of their own learning. Through research, conversation with community members, and multiple visits to Shoal Lake 40, students learnt about the history of colonialism and racism within our country, about the resiliency and traditions of Indigenous communities and the importance of the calls to action. They learnt that their voices are powerful, advocacy is important, and all Canadians deserve and access to basic human rights.

Developed an Interest-Based Advisory (IBA) system once a month, with an outing at the end of the semester.

- One of our new initiatives this year was Interest Based Advisories (IBAs). The idea behind this was to provide students with an opportunity to try something new, collaborate with other students in the school that share similar interests, spark project and internship ideas, and to generally strengthen our school community. Students helped develop the list of IBAs being offered and then signed up for the advisory they most wanted to experience. Each advisor also had an opportunity to share their interests and passions through the advisory they were responsible for. Some of the topics we explored this year included cooking, video editing, graphic design, travel, computer science, adulting 101, healthy relationships, photography, social entrepreneurship, outdoor education, etc. IBAs ran once a month and ended with an all day Leaving-to-Learn outing at the end of each semester. IBAs were greatly successful and something we plan to continue them in the 2019-20 school year.

Increased ownership in the school translated to students achieving their goals due to their increased pride in the school.

- Had more student and parent ownership for public engagement (including recruitment and retention)
 - Continued Family & Student Ambassadors
 - Started a newsletter for improved communication with students and parents
 - Celebrated student success/internships
- The SOMet GSA focused again this year on broadening student and staff understanding of gender. For the third year in a row, grade 9 advisories were given an introduction to the differences between gender identity, gender expression, biological sex and sexual orientation. A special emphasis was placed on respecting people's pronouns, not making assumptions about people's gender or sexual orientation, and asking for consent to have conversations or ask each other questions about these issues. Students made pronoun buttons for several days at lunch to show their pride and their support. In the spring, posters were hung around the school highlighting the achievements and lives of famous people who identify as transgender and we rounded the year off again with many staff and students participating in the Winnipeg Pride parade.

<p>2. Improved Advisory Culture with a focus on equity and inclusion</p>	<p>Focused on professional development based on citizenship, equity, and inclusion through a growth mindset/strength-based approach to teaching and learning, tied to mental health, personal and academic goals. We saw a shift in thinking by embracing challenges, persisting in spite of setbacks, seeing effort as the path to mastery, learning from criticism, and generally reach higher levels of achievement.</p> <ul style="list-style-type: none"> • We focused on the use of growth mindset strategies as a tool to help students reach maximum success. We made efforts to choose our language more carefully with the goal of helping students focus on the effort and strategies they use, helping students recognize they can improve their abilities over time with practice, and helping students see mistakes and challenges as necessary parts of learning. • Each advisor completed a case study on a specific student with the new growth mindset and strength-based approach to assess its overall success and impact on student achievement. <p>Focused on professional development based on citizenship, equity, and inclusion by improving classroom climate (relationships & dysfunctional group dynamics) and working with exceptional students. Continued with our animal therapy initiatives for our students with PTSD, ASD, and mental health concerns.</p> <ul style="list-style-type: none"> • Had a professional development opportunity with the founder of Big Picture Learning • Our animal therapy initiatives allowed students with a variety of needs to be able to focus, reset, and/or calm down in times of need, again, allowing for a more conducive learning environment.
<p>3. Deeper Projects and Internships with a focus on literacy and numeracy</p>	<p>Focused on literacy, numeracy, and public engagement with better use of internship days and more meaningful internships</p> <ul style="list-style-type: none"> • Service learning opportunities when waiting for new placement • Students shadowing other students at LTIs <p>Focused on literacy, numeracy, and public engagement with more relevant & rigorous projects</p> <ul style="list-style-type: none"> • Took better advantage of Leaving to Learn and community projects for SBPs (Ex. MUNA, Portage & Main) for authentic projects w/real world accountability <ul style="list-style-type: none"> ○ The SOMet Model United Nations team expanded from one team last year to three teams this year, representing the countries of Nicaragua, Zambia, and the United States. The teams researched their countries and their positions on resolutions about major world issues including change, denuclearization of the Middle East, racism, and the space arms race. Students also had the chance to attend the Forum for Young Canadians in Ottawa. • More collaborative 'big' projects through interest based advisory <ul style="list-style-type: none"> ○ Our passion for the environment was evident again this year. We travelled to Toronto and Ottawa to study solutions to the climate crisis. We designed additions to the school that could potentially house enough solar panels for us to go off-grid. We built outdoor ovens. We attended the Friday Climate Strikes. We built vertical indoor gardens. We harvested fruit from our edible community garden. We studied water quality in a number of waterways. We attended the Learning for a Sustainable Future conference and received a grant to support the Walk for Water. And perhaps most importantly, we decided to make the impending Climate Crisis a focus at our school for next year. ○ Students passionate about science this year, in the realms of biology, chemistry, physics and other topics, truly explored their curiosity. At the start of the year we participated in many Leaving-to-Learn opportunities to expose students to a variety of science environments and to meet a variety of professionals in their fields. The idea behind taking students out into the real world and performing hands-on, minds-on activities, labs and experiments, was to get them inspired, curious and engaged in their own learning and to eventually have them take on their own experiments. With visits to the Youth BIOLab, University of Manitoba's Chemistry department, Discovery Day at the U of M's Faculty of Medicine, the Inner City Science Centre and visits from Let's Talk Science U of M, students were able to engage in real science, gain mentorship from individuals performing cutting edge research and make lasting connections that eventually led to internships. As a result of these Leaving-to-Learn experiences, students came back to the classroom and took on school-based projects that demonstrated their learning to their classmates. This ranged from heart and kidney dissections, to an explanation of the

blood system and organizing a blood drive, to exploring bioluminescence and creating glow sticks, to creating hovercrafts and researching new drugs for influenza. Students also had the opportunity to enter the Sanofi Biogenius competition and the Manitoba Schools Science Symposium and we're proud to say that Jasmine won a gold medal and earned the best individual project in health and biotechnology award. Furthermore, this led students to reach out to the community and take on internships at Cadham Provincial Laboratory, Manitoba Centre for Proteomics and Systems Biology, the Exchange District Pharmacy, and the University of Winnipeg's Faculty of Physics.

SCHOOL PLAN – 2019/2020

Planning Process

List or describe factors that influenced your priorities.

While planning for 2019-20 we started by asking ourselves an extremely important question, as educators especially, are we culpable for not properly educating our students to the best of our ability about the impending climate crisis? Culpability is a measure of the degree to which an agent, such as a person (aka, educator), can be held morally or legally responsible for action or inaction. We asked ourselves, should we not be teaching our students to find solutions to the climate crisis and to prepare them as best as possible for the unknown that is to come? We knew it would help us sleep at night knowing that we tried our best and knowing this is the story we could tell our grandchildren. With that in mind, our framework for the year is based around the quote: "There is No Room for Timidity in the Age of Urgency" and in relation to the climate crisis we wanted to have a focus on mental health, indigenous perspectives (as we continue to work towards truth and reconciliation), and education for sustainable development including the United Nations Sustainable Development Goals.

We decided that school culture and wellness should have a focus on equity and inclusion. Our focus on social justice will continue, including safe schools and inclusion (LGBTQ/gender issues), our work towards Truth and Reconciliation (including the incorporation of Indigenous perspectives on the climate crisis and protection of Mother Earth) and education for sustainable development (SDG). With this in mind, we planned our daily routines, activities, and 'Leaving to Learn' experiences with an additional emphasis placed on citizenship, by focusing on wellness, land-based education, sustainability, truth and reconciliation, and social justice.

Finally, our continued focus on the extremely valuable leaving-to-learn opportunities (including internships) & projects would focus on literacy and numeracy (and also includes the continuation of our interest-based advisories). With our continued focus on relationships, relevance, & rigor, we strive to work towards helping students recognize their own needs and the needs of others, to prepare them for a world that is constantly changing, and to foster community so everyone can benefit. Under the umbrella of these three 'big picture' priorities, we will continue to focus on numeracy and literacy through our 'one student at a time' policy which ensures that each of our students has an individual Learning Plan tailored to their specific needs. With a lens on positive mental health, supporting our student with ASD, improving our project-based learning approach, and including indigenous perspectives, we planned our year with intention by always having purpose and rigor at the forefront.

Describe the planning process and the involvement of students, staff, families and the community. Who was involved?

The school plan for the 2019/20 school year has been guided by "Intentional Planning with Purpose and Rigor in Mind." This has been done through both surveys and formal and informal discussions with staff, students, families, and mentors. With the continued input of our student and family ambassadors, as a staff, we have been able to work together toward developing our school's long-term 'big picture' priorities. Leading up to our June 2019 PD day, our final PD day of the year, we all completed a staff survey to identify and triage our school priorities (based on student/family input). Once these were identified, the day was spent planning and formalizing the school plan for the 2019-20 school year.

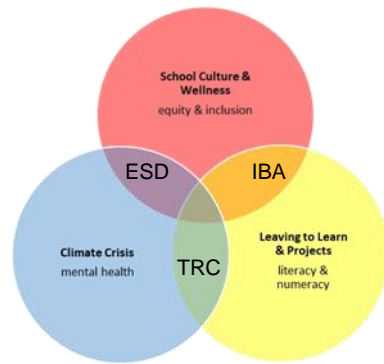
How often did you meet?

Our staff meets on a weekly basis to discuss both our short and long term goals. In addition, two half days, one in June and one in September, are dedicated to school planning. Our student ambassador group meets once every two weeks and our family ambassadors meet on a monthly basis. Advisors meet with mentors on a regular basis with on-going feedback built into that process.

What data was used?

Ongoing student and parent feedback, tell them from me student survey (WDYDIST), divisional parent survey, student ambassadors reporting on their advisories priorities, exhibition feedback (parent, student, advisor, mentor), mentor feedback forms (internships), mental health assessments, and staff priorities established through professional development opportunities.

Other highlights?



School Priorities

1. School culture & wellness with a focus on equity and inclusion, including education for sustainable development
2. The climate crisis with a focus on mental health and truth and reconciliation
3. Leaving to learn (including internships) & projects with a focus on literacy and numeracy, including interest-based advisories

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1. School culture & wellness with a focus on equity and inclusion including education for sustainable development	For staff PD we will focus on mental health: <ul style="list-style-type: none"> • How to prevent the burnout cycle (for teachers but can also be easily applied to our BPL students) • MATC – How to better support and understand our students with ASD and/or those with complex mental health needs (especially trauma, anxiety and depression) For student wellness we will focus on: <ul style="list-style-type: none"> • Positive mental health, including peer counselling (sources of strength), safe talk workshops for families, healthy relationships, anxiety, consent, gender & sexuality. With a 	With a focus on wellness, our students will gain the skills and strategies to be ‘ready’ to learn and to be active healthy learners. Increased ownership in the school will translate to students achieving to their goals due to their pride in the school. The whole-school outings, IBAs, PMUs, and KMOs will to connect our younger students with older ones and improve collaboration and group dynamics.	Our new wellness advisor, in collaboration with the other advisors, will report their findings at the end of the year. At the end of the year, as a staff we will assess whether or not there was an improvement in students achieving their goals, group dynamics and collaboration based on our initiatives. This will also be evident in our quarterly exhibitions and student narratives.

	<p>focus on our most vulnerable with the assistance of our school social worker and psychologist</p> <ul style="list-style-type: none"> • We will encourage wellness based SBPs (ie WRENCH – writing grants for a bike fleet, taking students kayak fishing) • We will restart yoga, wellness days, meditation, and student-led smudging • We will encourage positive student art on the white-board walls • Outings connected to Indigenous wellness & the land (Aki Center, sweatlodge, sundance, etc) • A focus on health topics like screen time, sleep, vaping, and nutrition, including a plant-based approach to our Healthy Start Breakfast Program • Continue our student groups connected to wellness: mental health committee, GSA, and lunch time games <p>For improved school culture we will have:</p> <ul style="list-style-type: none"> • A continuation of IBAs, an increase of PMUs and KMOs, more land-based leaving-to-learn (ie Narcisse snake pits), start a Met rock band, revamp student ambassadors, and continue building a safe space for all our students 		
<p>2. Learning about climate crisis with a focus on mental health and truth and reconciliation</p>	<p>For staff PD we will focus on Indigenous perspectives (local and global) on the climate crisis:</p> <ul style="list-style-type: none"> • Luana Moar on her summer expedition • Allen Sutherland, Indigenous Leadership Development Institute • Laura Cameron & Sadie Phoenix Lavoie, Prairie Climate Centre, UofW <p>In regards to the many curricular connections to the climate crisis, we will focus on what we can do as individual students, teachers, as a school, as citizens by teaching to understand the root causes of the climate crisis and how to empower our students to make a real difference.</p> <p>On an individual level, as staff members, we will:</p> <ul style="list-style-type: none"> • Model what we can do as individuals and no longer use single use take-out containers, cutlery, or coffee mugs, especially not Styrofoam! 	<p>Students will feel empowered to tackle the big issues surrounding climate change, demonstrate their democratic rights, and know they have the mental health supports they will need in order to do so.</p>	<p>We will see more student projects, internships, school groups, outings, service learning, and individual actions that reflect the united nations sustainable development goals. This will be evident in our quarterly exhibitions and student narratives.</p>

- Give each student a reusable bamboo 'spork' to avoid using any single-use cutlery
- On an advisory level, advisors will:
- Have discussions about the climate crisis that include making curricular connections to science, social studies, math, ELA, etc. They will have discussions about an economic structure that is dependent on fossil fuel usage and endless consumption, and about the risks associated with climate change (rising sea levels, ecosystem collapse, mass extinctions, food & water security/scarcity, global epidemics/world health problems, mass migration/immigration, geo-political turmoil). They will discuss how social change happens by studying mass social movements like the US civil rights, Ghandi, and Apartheid. They will also study how youth can exercise their democratic rights as non-voters, empowering them to be agents of change, studying how political pressure works, and how they can make change by writing petitions and letters to all levels of government and planning peaceful dissent.
 - Use the Learning for a Sustainable Future document for project planning: educate, inform, persuade others, raise funds, engage in political action, make lifestyle choices, make consumer choices, get your hand dirty, peaceful dissent
 - Encourage sustainability-based science SBPs (ie stationary bike charging station, water quality monitoring, Strut for the Planet: fundraising for an electric bus/van for the school)
- On an internship level, we will:
- Be thinking about transferable/ adaptable skills and skills that are going to be needed in our rapidly changing world
 - Encourage sustainability focused, green sector, LTIs (ie Generation Green, Fort Whyte)
 - Encourage suitability focused LTI Projects (ie Architects at Play: greenhouse/solar farm/off-grid design project)
- On a school level, we will:
- Connect our students to the land through outdoor education with our Wellness Advisor and on L2L days

	<p>(students will be out camping, canoeing, hiking, etc) and make connections to the many indigenous histories of protecting mother earth. This connects to our school culture and mental health as well – balancing all this negativity with hope and love.</p> <ul style="list-style-type: none"> • Have a guest speaker series of experts coming in to speak on the issue from a variety of perspectives; Indigenous perspectives (in their traditional language with translators if possible), mental health, science, and solutions. (Manitoba Youth for Climate Action, Mark Hudson/UofM. Clayton Thomas-Muller, etc) • Continue our many school groups/activities which focus on sustainability <ul style="list-style-type: none"> ○ Met School Justice League ○ Ethics Bowl, MUNA, Debate ○ MB Arts council/Artists in Schools – Climate Strike Documentary ○ Edible garden & outdoor classroom ○ Plant based breakfast program • Continue our school’s ESD Plan <ul style="list-style-type: none"> ○ No single use plastics <ul style="list-style-type: none"> ▪ Use the water bottle filling station ▪ Bring your own containers for takeout food ▪ No Styrofoam! ▪ No plastic bags – bring reusable bags ○ Garbage-free lunches - create no waste ○ Reduce, Reuse (then Recycle) ○ Use our compost ○ Use natural light when possible ○ Bike or walk to school ○ Use the green space/outdoor classroom • Continue to write and apply for grants <ul style="list-style-type: none"> ○ In progress - Winnipeg Foundation (major capital grant to build a greenhouse and solar farm to go ‘off-grid’) ○ LSF Grant for solar panels for student earning the physics elective 		
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<p>3. Leaving to learn (including internships) & projects with a focus on literacy and numeracy (including interest-based advisories)</p>	<p>For staff PD we will focus on a fresh injection of Experiential Learning and Inquiry Learning:</p> <ul style="list-style-type: none"> Addressing the tension between the process of learning vs. the final product being wrapped in a shiny bow. We will ask Dr. Jay Roberts, "Beyond Learning by Doing," and David Truss for the Inquiry Hub: <ul style="list-style-type: none"> What does success with projects look like and how do we measure growth? What does 'success' look like in our rapidly changing and unpredictable future? What if 'success' looks like failure and not a finished project? How can we build more accountability into projects (ie create a project template to have more time in the planning process, document learning more methodically, plan & reflect, track sources & readings, improved media literacy, multi-mini presentations, real world accountability learning portfolio vs showcase portfolio, assessment FOR learning)? <p>In regards to internship days, we will continue service learning opportunities (ie Agape, Harvest) and peer shadowing at LTIs. In regards to Leaving to Learn Days and Student Engagements, we will continue to take advantage of these opportunities (MUNA, LSF, Habitat for Humanity, Aki Center etc). In regards to school-based projects, we will create a work space for students and support more cross-grade student-led initiatives</p>	<p>Our L2L initiatives will lead to deeper and more meaningful projects as students will be exposed to new ideas and encouraged to collaborate on bigger projects, specifically in areas connected to improved citizenship skills.</p> <p>More meaningful internship days and more rigorous projects will be demonstrated by improved literacy and numeracy at our quarterly exhibitions and in the student narratives.</p>	<p>Our advisors will report their findings at the end of the year as to whether or not the continued L2L initiatives have improved student outcomes and increased citizenship.</p> <p>More meaningful internship days and more rigorous projects will be demonstrated by improved literacy and numeracy at our quarterly exhibitions and in the student narratives.</p>
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