

# SCHOOL REPORTING 2016/2017 and PLANNING 2017/2018

## Identification

Name of School Division Turtle River School Division	Name of School McCreary School	Name of Principal Jennifer Chrisp	Date (yyyy/mm/dd) 2017/09/27
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## School Profile

*(Complete the following using FTE as of Sept 30<sup>th</sup>.)*

Number of Teachers 12.62	Number of Students 149	Grade Levels K-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? McCreary School strives to provide a safe and supportive learning environment that supports student success.			Year Revised 2014

## SCHOOL REPORT – 2016/2017

### School Priorities

1.	Improved Numeracy
2.	School Climate
3.	Increased Positive Community Involvement
4.	
5.	

### 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.
<b>1. Improved Numeracy</b> <ul style="list-style-type: none"> <li>By June 2017 all students in K-12 will achieve a math credit.</li> </ul>	<ul style="list-style-type: none"> <li>As of June 30, 2017, 99% of students in McCreary School received their math credit.</li> </ul>
<b>2. School Climate</b> <ul style="list-style-type: none"> <li>By June 2017 100% of students in grades 7-12 will have participated in at least three extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>As of June 30, 2017, 97% of students in grades 7-12 participated in at least three extra-curricular activities.</li> </ul>
<b>3. Increased Positive Community Involvement</b> <ul style="list-style-type: none"> <li>By June 2017 the school will have provided a minimum of five opportunities for community involvement.</li> </ul>	<ul style="list-style-type: none"> <li>This goal was met. There were more than five opportunities for community involvement through the school year.</li> <li>Some of the activities / events in which the community were invited to and / or were a part of included: sporting events, town-wide scavenger hunt, Kindergarten visits to various local businesses, various school presentations from local businesses, visits to the Oxbow Trail, a Halloween costume parade and other performances at the Personal Care Home, Remembrance Day service, Christmas Concert, School Carnival, Book Fair, Spring Concert, Awards Day</li> </ul>

4.	
5.	

**SCHOOL PLAN – 2016/2017**

<b>Planning Process</b>
List or describe factors that influenced your priorities. Some of the factors that influenced the priorities included: Turtle River School Division priorities, previous years' feedback from staff and students, and last years' assessment results and test scores.
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? All staff were involved in the planning process. Students, through the school, were invited to provide feedback and information about what they would like to focus on. Parents, at the meet the teacher evening, were also given the opportunity to provide input.
How often did you meet? The staff met on two separate occasions to discuss the school plan.
What data was used? Data that was used included: the school division plan, feedback from staff, students and parents was considered. Data from last year was also taken into account from the Tell Them From Me surveys, report cards and the division numeracy and literacy assessments.
Other highlights?

<b>School Priorities</b>
1. Literacy
2. Numeracy
3. Student Engagement
4. School Climate
5. Mental Health

<b>School Plan</b>			
<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. Literacy <ul style="list-style-type: none"> <li>By June, 2018, 80% of students from Kindergarten to Grade 8 will demonstrate reading at grade level at instructional level, as measured by the F &amp; P assessment, in both fluency and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Daily 5</li> <li>Reading buddies</li> <li>Novel studies</li> <li>Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate higher fluency and comprehension in their reading</li> <li>Students will respond critically to text</li> <li>Instruction for and assessment of reading and</li> </ul>	<ul style="list-style-type: none"> <li>F &amp; P reading assessments</li> <li>Provincial assessments</li> <li>Brigance assessment (Kindergarten &amp; Grade 1)</li> <li>Observation survey (Kindergarten &amp; Grade 1)</li> </ul>

<ul style="list-style-type: none"> <li>By January, 2019, 40% of all mid-grade 8 students will meet expectations in all three sub-competencies in expository writing.</li> </ul>	<ul style="list-style-type: none"> <li>Early literacy intervention</li> <li>Leveled literacy intervention kits</li> <li>Home reading</li> <li>Infuse / teacher reading strategies across all subject areas</li> <li>Professional Development for teachers</li> <li>Graphic organizers</li> <li>Support / training for new ELA curriculum</li> <li>Higher level thinking / assignments (Bloom's Taxonomy)</li> <li>Focus on critical thinking and skills</li> <li>21<sup>st</sup> Century learning skills incorporated in instruction &amp; learning activities</li> <li>Teacher training for provincial assessments</li> <li>Teachers will focus on curricular goals</li> <li>PLCs</li> <li>Instruction based on assessment results</li> <li>Immediate, meaningful and relevant feedback</li> <li>Use of learning continuums</li> <li>Communication with students and parents (progress reports, parent portal, report cards, provincial assessment results)</li> <li>Use of classroom profiles to guide instruction and assessment</li> <li>Consistency across teachers in implementation and review of the reading and writing processes</li> <li>Adaptions and technology used as supports</li> </ul>	<p>writing will occur in all subject areas</p> <ul style="list-style-type: none"> <li>Student reading (fluency and comprehension) and writing will meet expected outcomes</li> <li>Students receive and respond to feedback</li> <li>Increase in purposeful writing being completed</li> <li>Teachers focused on curricular outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Report cards</li> <li>Teacher observation</li> </ul>
<p><b>2. Numeracy</b></p> <ul style="list-style-type: none"> <li>By June, 2018, 80% of students in Kindergarten to Grade 8 will demonstrate grade level knowledge of the foundational math outcomes.</li> <li>By January, 2019, 40% of all grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills.</li> </ul>	<ul style="list-style-type: none"> <li>Reflex math</li> <li>Sumdog</li> <li>Resource support in classrooms</li> <li>mRLC – PEI project – grades 6 and 9</li> <li>Professional development for teachers in various areas of mathematics</li> <li>Peer tutoring</li> <li>Numeracy committee</li> <li>PLCs</li> <li>Separate math classes, where possible</li> <li>Teacher training for provincial assessments</li> <li>Instruction that uses higher level thinking / assignments (Bloom's Taxonomy)</li> <li>Instruction based on formative assessments</li> <li>Small group instruction</li> <li>Home work that focuses on practice</li> <li>Reach-back, pacing guides, boot camp</li> <li>Math stations / centres</li> <li>Immediate, meaningful and relevant feedback</li> <li>Communication with students and parents (progress reports, parent portal, report cards, provincial assessment results)</li> <li>Use of classroom profiles to guide instruction and assessment</li> <li>Adaptations and technology used as supports</li> </ul>	<ul style="list-style-type: none"> <li>Teachers focused on foundational outcomes</li> <li>Students receive and respond to feedback</li> <li>mRLC gr. 6 &amp; 9 quiz scores progressively improve</li> <li>Results from computer programs (Reflex &amp; Sumdog) show continual student growth in their basic facts</li> <li>Students will meet grade level outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Provincial assessments</li> <li>Teacher observation</li> <li>Brigance assessment (Kindergarten &amp; Grade 1)</li> <li>Observation survey (Kindergarten &amp; Grade 1)</li> <li>Report cards</li> <li>Class assessments</li> <li>mRLC / PEI project assessments</li> <li>Teacher reports from Reflex math and Sumdog</li> </ul>
<p><b>3. Student Engagement</b></p> <ul style="list-style-type: none"> <li>By June, 2018, all K-6 classrooms will incorporate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collaboration</li> <li>Reading buddies</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions are genuine</li> <li>All students participate in class activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Checklists</li> </ul>

<p>learning centres, based on curricular outcomes, in their learning activities.</p> <ul style="list-style-type: none"> <li>• By June, 2018, each teacher from grade 7-12 will have facilitated a minimum of one multi-grade group project.</li> <li>• By June, 2019, students in grades 7-12 will report a 2% improvement in the following 5 identified academic engagement indicators: academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and high levels of interest and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring / student coaches</li> <li>• Hands-on learning activities</li> <li>• Flexible groupings</li> <li>• Increase resources &amp; materials for centres</li> <li>• Multi-grade group projects</li> <li>• Community involvement</li> <li>• Discussion of previous TTFM survey results in staff meetings</li> <li>• Student choice</li> <li>• Student voice</li> <li>• Class / school activities</li> <li>• Interactive activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students in grade 7 will indicate they are engaged and have self-assessment practices on the January provincial assessment</li> <li>• Students will indicate improvement based on the Tell Them From Me survey</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me Survey</li> <li>• Grade 7 provincial assessment</li> </ul>
<p><b>4. School Climate</b></p> <ul style="list-style-type: none"> <li>• By June, 2018, 100% of students in grades 7-12 will have participated in at least three extra-curricular activities.</li> <li>• By June, 2018, 100% of students in grades 7-12 will report feeling a sense of belonging in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Student council activities</li> <li>• Promote student participation in school clubs and sports teams</li> <li>• Community involvement</li> <li>• Whole school activities</li> <li>• Pep rallies</li> <li>• Cross-grade activities (buddy reading, peer tutoring, school cross-grade activities)</li> <li>• School assemblies</li> <li>• Discussion of previous TTFM survey results in staff meetings</li> <li>• Breakfast program</li> <li>• High school camp trip</li> <li>• Vending machines that offer healthy choices</li> <li>• Positive staff morale</li> <li>• Events TV in hallway</li> <li>• Daily birthday greetings</li> <li>• Social Justice Club</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students participating in school sports or clubs</li> <li>• Students report feeling safe at school</li> <li>• Improved student attendance</li> <li>• Accumulation of Maverick points</li> <li>• Reduction in bullying (perceived and actual)</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me survey</li> <li>• Maverick points system</li> <li>• Staff observation</li> <li>• Student feedback</li> </ul>
<p><b>5. Mental Health</b></p> <ul style="list-style-type: none"> <li>• By November, 2017, 100% of students will be able to identify one adult in the school with whom they feel comfortable to talk.</li> <li>• By June, 2019, 85% of students will report low levels of anxiety and depression.</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations on mental health topics</li> <li>• Presentation on drugs</li> <li>• Presentation on texting</li> <li>• Anti-bullying presentation</li> <li>• Day of Pink</li> <li>• Health education instruction targeted to mental health</li> <li>• Social worker class interventions</li> <li>• Discussion of previous TTFM survey results in staff meetings</li> <li>• Social worker – independent sessions</li> <li>• Mindfulness activities in classrooms</li> <li>• Classroom meetings</li> <li>• Positive teacher-student relationships</li> <li>• Respect Ed taught in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify one adult they feel comfortable talk to</li> <li>• By June, 2019, all students in grades 9-12 will have received the presentation “Everyone Matters”</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Classroom meeting information</li> <li>• Tell Them From Me survey</li> </ul>