SCHOOL REPORT for 2019-2020 & PLAN for 2020-2021

|  |  |
| --- | --- |
| 1. This template may be used to complete your **School Report on Outcomes and your School Plan.**
2. Once completed, please forward your report and plan to your school division office as directed.
 | 1. Information and links about **school planning** are available at <[www.edu.gov.mb.ca/k12/ssdp/index.html](http://www.edu.gov.mb.ca/k12/ssdp/index.html)>.
2. Questions can be directed to 204-945-7188 toll free at 1-800-282-8069 ext. 7188.
 |

|  |
| --- |
| SCHOOL REPORTING for 2019-2020 and PLANNING for 2020-2021 |
| **Identification** |
| Name of School DivisionTurtle River School Division | Name of SchoolMcCreary School |  Name of PrincipalJennifer Chrisp | Date (yyyy/mm/dd)2020/09/30 |

|  |  |
| --- | --- |
| **School Profile** | *(Complete the following using FTE as of Sept 30th.)* |
| Number of Teachers     12.5 | Number of Students158 | Grade LevelsK-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 achieving excellence together. | Year Revised      2019 |

**SCHOOL REPORT for 2019-2020**

|  |
| --- |
| **School Priorities** |
| 1.      Literacy  |
| 2.      Numeracy |
| 3.      Student Engagement |
| 4.      School Climate  |
| 5.      Mental Health |

|  |
| --- |
| 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. **Literacy**
2. By January, 2020, 80% of all mid-grade 8 students will meet expectations in all three sub-competencies in expository writing.
 |      1. Not Met. As of January, 2020, 50% of all mid-grade 8 students were meeting expectations in all three sub-competencies in expository writing, as measured by the provincial assessment. (\*\*This goal will carry forward to January, 2021, with a changed percentage.)
 |
| **2.** **Numeracy**1. By January, 2020, 66% of all grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills.
 | 1. Not Met. As of January, 2020, 50% of all grade 7 students were meeting mid-grade performance in all five sub-competencies in number sense and number skills. (\*\*This goal will carry forward to January, 2019, with a changed percentage.)
 |
| **3. Student Engagement** 1. By June, 2020, students in grades 7-12 will report a 2% improvement in the following five identified academic engagement indicators: academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and high levels of interest and motivation.

|  |  |  |
| --- | --- | --- |
| Goal Area | 2019Baseline Data | 2019-2020Target Goal |
| Academic Engagement | 64% | 66% |
| Valuing School Outcomes | 82% | 84% |
| Having Positive Relationships | 85% | 87% |
| Aspirations on Finishing High School  | 88% | 90% |
| High Levels of Interest and Motivation | 40% | 42% |

 | 1. Due to the school suspension due to COVID-19 the assessment was not administered. As a result, results were undetermined.
 |
| **4.** **School Climate**1. By June, 2020, students in grades 7-12 will report a 2% increase in the following areas (As indicated in the table)

|  |  |  |
| --- | --- | --- |
| Goal Area | 2019Baseline Data | 2019-2020Target Goal |
| Sense of Belonging | 79% | 81% |
| Reduction of Bullying | 14% | 12% |
| Positive Student/Teacher Relationships | 67% | 69% |
| Safety at School  | 75% | 77% |
| Positive Learning Climate | 66% | 68% |
| Participation in Sports  | 75% | 77% |
| Participation in Clubs | 42% | 44% |

 | 1. Due to the school suspension due to COVID-19 the assessment was not administered. As a result, results were undetermined.
 |
| **5.** **Mental Health**1. By November, 2019, 98% of students will be  able to identify two adults whom they feel  comfortable to talk. 1. By June, 2020, 84% of students will report low levels of anxiety and depression.
 |     1. Met. By November, 2019, 100% of students had identified two adults within the school with which they felt comfortable talking to. In the case of the one student who was unable to identify a safe adult, communication between the parent and school staff was ongoing.
2. Due to the school suspension due to COVID-19 the assessment was not administered. As a result, results were undetermined.
 |

**SCHOOL PLAN for 2020-2021**

|  |
| --- |
| **Planning Process**  |
| List or describe factors that influenced your priorities.* COVID-19 changed priority areas.
* Schools within Turtle River School Division align school priorities to division priorities.
 |
| Describe the planning process and the involvement of students, staff, families and the community.Who was involved?* Professional staff were asked to pre-plan and brainstorm ideas prior to an initial planning meeting. Available literacy and numeracy data and results from the 2019-2020 school goals were shared with staff to provide additional information. However, it was also noted that there was a large amount of regression in students’ reading and math knowledge, as reported by classroom teachers and the resource teacher.
 |
| How often did you meet?* The professional staff met via transition meetings at the end of 2019-2020 school year to discuss students’ assessments and recovery plans.
* Professional staff met once at the beginning of the 2020-2021 school year to develop and finalize school goals, strategies, indicators, and data collection tools for the school plan.
 |
| What data was used?* Data from the 2019-2020 report cards was used for the literacy and numeracy goals, with caution in mind regarding regression in students’ literacy and numeracy knowledge.
* Data from the 2019-2020 end of year F & P reading assessments was used for the literacy goals, with caution in mind regarding regression in students’ reading knowledge.
 |
| Other highlights? |

|  |
| --- |
| **School Priorities**  |
| 1. Literacy  |
| 2. Numeracy |
| 3. Mental Health      |
| 4.       |
| 5.       |

|  |
| --- |
| 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. Literacy**1. By June, 2021, 90% of all students in grades 1 to 8 will increase their reading by one grade level, as measured with the Fountas and Pinell assessment tool.
 | * Words Their Way
* Handwriting Without Tears (K)
* PDs
* Involvement in division ELA committees
* Literature groups
* Differentiation
* Rings of words (K – 2)
* Daily 5
* Reading buddies
* Novel studies
* Guided reading (K – 4), Group reading (5-12)
* Reading responses
* Early literacy intervention (1)
* Leveled literacy intervention kits
* Home reading (K-6)
* Infuse / teacher reading strategies across all subject areas
* Graphic organizers
* Higher level thinking / assignments (Bloom’s Taxonomy)
* Focus on critical thinking and skills
* 21st Century learning skills incorporated in instruction & learning activities
* Teachers will focus on core curricular goals
* PLCs
* Instruction based on assessment results
* Immediate, meaningful and relevant feedback
* Use of learning continuums
* Communication with students and parents (progress reports, parent portal, report cards, provincial assessment results)
* Use of classroom profiles to guide instruction and assessment
* Consistency across teachers in implementation and review of the reading and writing processes
* Adaptions and technology used as supports
 | * Students’ marks will continue to progress at each reporting period
* Teacher observation - students will respond critically to text; students receive and respond to feedback
 | * F & P Reading Assessment
 |
| **2.** **Numeracy**1. By April, 2021, 80% of all students in grades 6 to 9 will demonstrate 80% proficiency in their grade level essential learning outcomes, as assessed by the mRLC mini-quiz #4.
 | * Continuation of implementation of mRLC project (Grades 6-9)
* All teachers use formative assessments to inform instructional practice
* All teachers learn and implement GRASS problem solving method
* Resource teacher in-class support
* Classroom Support by teachers
* Review of quizzes / tests to understand student misunderstandings
* Cickrs (interactive group games)
* Grade 7 & 8 Math Text Resource “Everything You Need to Know in Math” for all students
* Fast Finisher Game development
* Mental math games
* mRLC PD - grades 7 & 8
* mRLC PD - grades 6 and 9 follow-through
* Single grade math classes
* Jump Math & online resources for Jump Math
* Consistency in using Jump Math across grades K-8
* Mathletics
* Guided Math
* Frequent mental math practice
* Unconventional problem solving challenges
* Logic puzzles
* 20 Questions
* Teacher participation in divisional math committees
* Hands-on learning
* Professional development for teachers in various areas of mathematics
* PLCs
* Instruction that uses higher level thinking / assignments (Bloom’s Taxonomy)
* Instruction based on formative assessments
* Small group instruction
* Home work that focuses on practice
* Math stations / centres
* Immediate, meaningful and relevant feedback
* Communication with students and parents (progress reports, parent portal, report cards, provincial assessment results)
* Use of classroom profiles to guide instruction and assessment
* Adaptations and technology used as supports
 | * mRLC gr. 6 - 9 quiz scores progressively improve
* Results from computer programs (Mathletics, Reflex & Sumdog) show continual student growth in their basic facts
* Students will meet grade level outcomes
* Class assessments continue to improve
 | * mRLC numeracy project mini quiz #4
 |
| 5. **Mental Health**1. By June, 2021, 90% of students in grades 4 to 12 will report feeling a sense of belonging at school, as reported on the OurSchool Survey.  | * Division social worker (class presentations, interventions, workshops, individual student counselling)
* Frequent teacher check-ins with students
* Talking to students in halls when they enter school or during breaks
* Entrance / Exit emotion slips
* Increased teacher visibility in school
* Class presentations on mental health topics
* Classroom discussions in health
* Day of Pink
* Health education instruction targeted to mental health
* Mindfulness activities in classrooms
* Classroom meetings
* Positive teacher-student relationships
 | * Feedback from social worker indicates positive mental health & well-being for students
* Classroom observation from teachers (anecdotal records) indicates positive mental health & well-being for students
 | * OurSchool survey
 |