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

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| 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. |

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| SCHOOL REPORTING for 2019-2020 and PLANNING for 2020-2021 | | | | |
| **Identification** | | | | |
| Name of School Division  Turtle River School Division | | Name of School  McCreary School | Name of Principal  Jennifer Chrisp | Date (yyyy/mm/dd)  2020/09/30 |

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| **School Profile** | *(Complete the following using FTE as of Sept 30th.)* | | | | |
| Number of Teachers  12.5 | | Number of Students  158 | 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 achieving excellence together. | | | | | Year Revised  2019 |

**SCHOOL REPORT for 2019-2020**

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

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| 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 | 2019  Baseline Data | 2019-2020  Target 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 | 2019  Baseline Data | 2019-2020  Target 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**

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| **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? |

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

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| 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 |