

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.
- 3) Information and links about **school planning** are available at www.edu.gov.mb.ca/k12/ssdp/index.html.
- 4) 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 Division Turtle River School Division	Name of School McCreary School	Name of Principal Jennifer Chrisp	Date (yyyy/mm/dd) 2020/09/30

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
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

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 1. 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	1. Due to the school suspension due to COVID-19 the assessment was not administered. As a result, results were undetermined.

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%

4. School Climate

- 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%

- Due to the school suspension due to COVID-19 the assessment was not administered. As a result, results were undetermined.

5. Mental Health

- By November, 2019, 98% of students will be able to identify two adults whom they feel comfortable to talk.
- By June, 2020, 84% of students will report low levels of anxiety and depression.

- 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.
- 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?

<p>1. Literacy</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Students' marks will continue to progress at each reporting period • Teacher observation - students will respond critically to text; students receive and respond to feedback 	<ul style="list-style-type: none"> • F & P Reading Assessment
<p>2. Numeracy</p> <p>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.</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • mRLC numeracy project mini quiz #4

	<ul style="list-style-type: none"> • 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 		
<p>5. Mental Health</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • OurSchool survey

