

## SCHOOL REPORT 2019/2020 & PLAN 2020/2021

- 1) Please use this template to complete your **2020/2021 School Report on Outcomes and 2019/2020 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](http://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 2019/2020 and PLANNING 2020/2021

<b>Identification</b>			
Name of School Division Turtle River	Name of School Alonsa	Name of Principal Vern McMichael	Date (yyyy/mm/dd) 2020/09/15

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 11	Number of Students 93	Grade Levels k to 12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? To recognize, encourage and celebrate student learning in a safe environment			Year Revised 2020

## SCHOOL REPORT – 2019/2020

<b>School Priorities</b>
1. To improve the numeracy skills
2. To improve the literacy skill
3. To improve the climate of the school
4. To promote student engagement within and outside the classroom
5. To support the mental health of students

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes.	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
<p>1. 1. By January 2020, 45% of all grade 7 students will meet mid-grade performance in the 5 competencies of number sense and skills.</p> <p>By June 2020, 90% of all high school students will receive a credit for math.</p>	<p>According to the Provincial assessment: 2 of 10 or 20% of the grade 7 students were meeting the 5 competencies of the number sense and skills. However, 6 of 10 or 60% had meet 3 of the 5 competencies. 80% were approaching the competencies at the time the assessment was completed. There was no difference between the performance between males and females.</p> <p>As of June there were 14 students taking grade 9 math and 5 or 36% of the students received a credit. Of the 12 students taking Essential math, 10 or 83% received the math credit. Of the 9 students taking applied math, 9 or 100% received a credit in math. There was no difference between the performance of the males and females. The monthly progress reports showed the similar results as did the final awarding of the credit. Teachers indicated their concerns over the course of the year.</p>
<p>2 By January 2020, 45% of all mid-grade 8 students will meet or exceed the 3 sub-competencies in expository writing</p>	<p>According to the Provincial assessment: 2 out of 7 or 29% of Grade 8 students were meeting or exceeding the 3 sub-competencies of expository writing. 57% of the students were approaching the sub-competencies at the time the assessment was completed. The female students performed better than did the male students.</p> <p>As of June 2020 there were 23 out of 30 or 77% of the Grade 9 to 12 students who received a credit in ELA. The Grade 9 class had only 50% receiving a credit where as 89% of the Grade 10, 11 and 12 classes received a credit in ELA. There was no difference between the performances of the males and female students. The monthly progress reports showed the similar results as did the final awarding of the credit. Teachers indicated their concerns over the course of the year.</p>

By June 2020, 90% of students will receive a credit in ELA	
3. By June 2020, students in grades 7 to 12 will have a 2% improvement over last years levels in the selected positive school climate indicators—participation in sports, school sense of belonging, moderate to severe bullying feelings of safety when attending school, positive teacher-student relationships and feeling of a positive learning climate	<p>There was no TTFM survey conducted this year therefore there are no results to report. Over the course of the year the number of students being referred to the office, the number of students who have been suspended and the number of incidents that result in suspensions have been reduced. There was an overall lack of commitment to the extra-curricular sports program for high school students. Commitment issued caused the cancellation of scheduled games and some teams. Participation in the intramurals involved most students in grades 6 and 7. They were regularly in attendance and taking part. The high school students preferred to play unstructured games while the intramurals were taking place. They had a regular group of 10 to 15 students.</p> <p>Birthdays are announced daily including those days missed because of holidays and breaks. There was a newsletter distributed to families and the community each month. Few students come to the office for behavioral reasons. Attendance was monitored and letters sent out for absenteeism.</p>
4. By June 2020, students in grades 7 to 12 will report a 2% improvement over last years levels in academic engagement, valuing school outcomes, positive relationships, high levels of interest and motivation and aspirations for finishing school.	<p>There was no TTFM survey conducted this year therefore there are no results to report. According to the Provincial assessment for grade 7 engagement, 10 out of 10 students were mainly in the developing stage of engagement in all categories. Four of the students had three or more categories in the established category of engagement. The engagement of the grade 8 to 12 students cannot be determined.</p> <p>There was a newsletter distributed to families and the community each month. Few students come to the office for behavioral reasons. Attendance was monitored and letters sent out for absenteeism.</p>
5. By June 2020, 50% of the Grade 7 to 12 students will report low levels of anxiety and depression and increased self-image.	<p>There was no TTFM survey conducted this year therefore there are no results to report. We have a few reports of students that experience anxiety and depression.</p> <p>There was a newsletter distributed to families and the community each month. Few students come to the office for behavioral reasons. Attendance was monitored and letters sent out for absenteeism.</p>

### SCHOOL PLAN – 2020/2021

#### Planning Process

List or describe factors that influenced your priorities.  
 Concerns over attendance and academic performances of students at all grade levels resulting from the Covid-19 cancellation of classes last march..

Describe the planning process and the involvement of students, staff, families and the community.  
 Who was involved? All teacher, EA, and parents concerns were discussed. We have informal and formal meetings to discuss and formulate plans of action. Concerns, issues and strategies were topics included in staff meetings that were scheduled during the pre-pandemic time. Plans, priorities, scenarios and strategies were discussed individually with teachers and parents as they visited the office.

How often did you meet?  
 Conversations with teachers were held ongoing through out the year whether individually in groups, or during at staff meetings. Conversations were held with parents when they came for individual scheduled meetings, during phone calls or during random visits and at the parent teacher interviews and meet the staff night. Conversations with support staff was anytime during the year as concerns arose. These conversations were limited after March.

**What data was used?**

Results were limited as to their scope as the complete year was unavailable. All records are limited to the September to March time frame.  
 Data of the F and P. Attendance records were used to identify the attendance rates and the reason for absences for the Sept to March time.  
 The student mark records and Maplewood were used to determine course completion rates for grades 7 to 12. The tracking for student participation in course continuance.  
 Office records of office referrals for inappropriate conduct in the classroom were used.  
 Suspension letters were used to determine the number of in-school and out- of- school suspensions  
 Office notes were used to determine the number of different students suspended or referred to the office or absent.  
 Comments by students, staff and parents in informal meetings before or after school

Other highlights?

**School Priorities**

1. Focus on feeling safe at school within the public health guidelines
2. Focus on literacy and numeracy support for math and ELA skill development beginning with course recovery
3. Focus on positive peer to peer, and student to teacher relations within the public health guidelines
4. Focus on improving student engagement in learning
5. Increase feeling of connection to the school

**School Plan**

<p><b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)</p>	<p><b>Strategies</b> What actions will you take?</p>	<p><b>Indicators</b> How will you know that learning is improving?</p>	<p><b>Data Collection</b> By what means will you collect evidence of progress toward learning?</p>
<p>2. By January 2021, 45% of all grade 7 students will meet mid-grade performance in the 5 competencies of number sense and skills.</p> <p>3. By June 2021, 90% of all high school students will receive a credit for math.</p>	<ul style="list-style-type: none"> <li>• Continuation of implementation of mRLC project (Gr. 6-9)</li> <li>• All teachers use formative assessments to inform instructional</li> <li>• All teachers learn and implement the GRASS problem solving method</li> </ul> <ol style="list-style-type: none"> <li>4. Encourage participation with physical signals for response</li> <li>5. Monitor homework completions and class participation</li> <li>6. Monitor attendance</li> <li>7. Incorporate guided math and math centers into the K to Gr. 8 math classes</li> <li>8. Verbal checks on understanding</li> <li>9. Discuss with teachers the different math strategies used</li> <li>10. Teachers will use the provincial ¼ and 7/8 assessments and classroom performance tests to guide their instructional practices</li> <li>11. Teachers will use the pacing guides for the math instruction</li> <li>12. Analyze collected data to determine next steps</li> <li>13. Encourage staff to acquire appropriate in-servicing for support</li> </ol>	<p>The Downey Walkabout method will be used to observe strategies employed and engagement of students</p> <p>Teachers and students will indicate that students understanding the curricular outcomes.</p> <p>Examples of student learning will be posted on walls and bulletin boards</p> <p>90% of students will advance one grade level in Math by the end of the year</p> <p>90% of students in high school will receive a Math credit during the year in Grades 9 to 12</p> <p>Improved student attendance</p> <p>Teachers will discuss findings of data collection to use to direct math instruction</p> <p>Performance on assessments</p>	<p>Classroom observations</p> <p>Anecdotal notes</p> <p>Issue of Monthly progress reports</p> <p>File of letters to “At-risk” students with grade or attendance issues</p> <p>Record of data from parent issues and concerns</p> <p>Data from the school assessment issued by the resource teacher</p> <p>Notes from discussions with teachers about effectiveness and observations</p> <p>Provincial assessments</p>

<p>2 By January 2021, 45% of all mid-grade 8 students will meet or exceed the 3 sub-competencies in expository writing</p> <p>By June 2021, 90% of students will receive a credit in ELA</p>	<ul style="list-style-type: none"> <li>• Focus on writing in all subject areas</li> <li>• Support a variety of writing (fiction / non-fiction)</li> <li>• Teachers will provide formative, immediate, and relevant feedback</li> <li>• Encourage participation with physical signals for response</li> <li>• Monitor homework completions and class participation</li> <li>• Monitor attendance</li> <li>• Provide checks on understanding</li> <li>• Discuss with teachers the different strategies used</li> <li>• Teachers will use the provincial 7/8 assessments and classroom performance tests to guide their instructional practices</li> <li>• Analyze collected data to determine next steps</li> <li>• Encourage staff to acquire appropriate in-servicing for support Use of Daily Five</li> </ul>	<p>The Downey Walkabout method will be used to observe strategies employed and engagement of students</p> <p>Teachers and students will indicate that students understanding the curricular outcomes.</p> <p>Examples of student learning will be posted on walls and bulletin boards</p> <p>90% of students will advance one grade level in ELA by the end of the year</p> <p>90% of students in high school will receive a ELA credit during the year for Grades 9 and 10.</p> <p>Improved student attendance</p> <p>Teachers will discuss findings of data collection to use to direct ELA instruction.</p>	<p>Classroom observations</p> <p>Anecdotal notes</p> <p>Issue of Monthly progress reports</p> <p>File of letters to “At-risk” students with grade or attendance issues</p> <p>Record of data from parent issues and concerns</p> <p>Notes from discussions with teachers about effectiveness and observations</p> <p>Data from the reading assessments provided by the resource teacher</p> <p>Formative assessments</p> <p>The number of students receiving reading instructions and those removed from the assistance.</p> <p>Provincial assessments</p>
<p>3. By June 2021, students in grades 7 to 12 will have a 2% improvement over last years levels in the selected positive school climate indicators— participation in sports, school sense of belonging, moderate to severe bullying feelings of safety when attending school, positive teacher-student relationships and feeling of a positive learning climate.</p>	<ul style="list-style-type: none"> <li>• Hands-on, interactive, high student interest, student choice</li> <li>• Breakfast / snack program</li> <li>• Trades programming</li> <li>• Have pictures of school activities displayed for students and visitors to see</li> <li>• Provide a time out area in the opportunity room for pro- active de-escalation of inappropriate behaviour</li> <li>• Distribute a monthly newsletter about events in the school</li> <li>• Use restitution and responsibility training as a guide for addressing inappropriate behaviour</li> <li>• Have clean up days for lockers and desks</li> <li>• Each class prepare and display their own positive classroom expectations</li> </ul>	<p>Fewer unexcused absences</p> <p>Better overall attendance</p> <p>Reduction in inappropriate behaviours in the classroom as indicated by teacher reports and office referrals</p> <p>Classrooms will be clean and orderly</p> <p>Less graffiti on hallway and washroom wall and on student desks</p> <p>Positive changes in the disposal of garbage into correct bins (garbage or recycling) and less garbage on school lawns and entrance ways</p> <p>Positive expectations for behavior will be posted on the classroom wall for easy viewing</p> <p>Increased participation rates celebrations and spirit weeks</p>	<p>TTFM survey results</p> <p>Pictures display changed in intervals</p> <p>Names of students for participation and recognition will be provided by the teacher</p> <p>Record of students coming to the office for time-outs or suspensions</p> <p>Records of attendance and letters about attendance</p> <p>Distribution of the newsletter with information about all classes</p> <p>Observations of positive expectations posted in the classrooms</p> <p>Announcements of birthdays for the day or after the weekend or holidays</p>
<p>4. By June 2021, students in grades 7 to 12 will report a 2% improvement over last years levels in academic engagement, valuing school outcomes, positive relationships, high levels of interest and motivation and aspirations for finishing school</p>	<ul style="list-style-type: none"> <li>• Cultural perspectives infused through classes and school</li> <li>• Have pictures of school activities displayed for students and visitors to see</li> <li>• Provide a time out area in the opportunity room for pro- active de-escalation of inappropriate behaviour</li> <li>• Distribute a monthly newsletter about events in the school</li> </ul>	<p>Parents, staff and students will give positive anecdotal reports on improved school climate</p> <p>Increased positive student interactions indicated by fewer office referrals, use of student initiated time-outs, applied restitution, and used of problem solving to reduce conflict</p> <p>Reduction in inappropriate behaviours in the classroom as indicated by teacher reports and office referrals</p> <p>Classrooms will be clean and orderly</p> <p>Less graffiti on hallway and washroom wall and on student desks</p>	<p>TTFM survey results</p> <p>Pictures display changed in intervals</p> <p>Names of students for participation and recognition will be provided by the teacher</p> <p>Record of students coming to the office for time-outs or suspensions</p> <p>Records of attendance and letters about attendance</p> <p>Distribution of the newsletter with information about all classes</p> <p>Observation of classrooms and lockers</p>

	<ul style="list-style-type: none"> <li>• Use restitution and responsibility training as a guide for addressing inappropriate behaviour</li> <li>• Each class prepare and display their own positive classroom expectations</li> </ul>	Positive expectations for behavior will be posted on the wall for easy viewing	Observations of positive expectations posted in the classrooms
<p>5. By June 2021, 50% of the Grade 7 to 12 students will report low levels of anxiety and depression and increased self-image.</p>	<p>Students identify “safe adults” in the school with whom they comfortable talking to  Division social worker (class presentations, interventions, workshops, individual student counselling)  All schools will have a presentation on mental wellness</p> <ul style="list-style-type: none"> <li>• Have pictures of school activities displayed for students and visitors to see</li> <li>• Provide opportunities for students to work together</li> <li>• Provide a time out area in the opportunity room</li> <li>• Use restitution and responsibility training as a guide for addressing inappropriate behaviour</li> <li>• Provide teachers as go to people when students have issues and concerns of a social emotional nature.</li> </ul>	<p>Increased positive student interactions indicated by fewer office referrals, use of student initiated time-outs, applied restitution, and used of problem solving to reduce conflict  Fewer referrals to the social worker  Regular contact with go to teachers for social and emotional issues.  Reduction in inappropriate behaviours in the classroom as indicated by teacher reports and office referrals  Less graffiti on hallway and washroom wall and on student desks  Positive changes in the disposal of garbage into correct bins (garbage or recycling) and less garbage on school lawns and entrance ways  Positive expectations for behavior will be posted on the wall for easy viewing</p>	<p>Record of students coming to the office or opportunity room for time-outs  Records of attendance and letters about attendance  Distribution of the newsletter with information about all classes  Observation of students when in classrooms and at lockers during breaks</p> <p style="text-align: center;">TTFM survey results</p>