

SCHOOL REPORTING FOR 2018/2019 AND PLANNING FOR 2019/2020

Identification				
Name of School Division	Name of School	Name of Principal	Date (yy/mm/dd)	
Turtle River School Division	Glenella	Nathan Dmytriw	2019/09/30	
School Profile	(Complete the following using FTE as of Sept. 30th)			
Number of Teachers	Number of Students	Grade Levels	There is an Educational for Sustainable Development (ESD) plan for the school.	Year Revised
10	103	K-12	Yes	2019
What is Your Mission Statement?				
In as safe, caring and supportive environment, the staff of the Glenella School work in cooperation with the community as a team to empower students to achieve excellence in their educational goals and to assist them to become respectful citizens and responsible, life-long learners.				

SCHOOL REPORT FOR 2018/2019

School Priorities	
1. Literacy	
2. Numeracy	
3. Mental Health	
4. School climate	
5. Student Engagement	
6. ESD	
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. By January 2019, 50% of all mid-grade 8 students will meet expectations in all three sub-competencies in expository writing.	60% of students are meeting mid-grade 8 level of performance in competency – student generates, selects, and organizes ideas to support reader’s understanding. 100% of students are meeting mid-grade 8 level of performance in competency – student chooses language (word choices and sentence patterns) to make an impact on the reader. 80% of students are meeting mid-grade 8 level of performance in competency – student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear. Taking an average 80% of all grade 8 students are meeting mid-level grade 8 level of performance.
2. By January 2019, 40% of all grade 7 students will meet mid-grade	54% of students are meeting mid-grade 7 level of performance in student orders fractions. 85% of students are meeting mid-grade 7 level of performance in student orders decimal numbers.

performance in all five sub-competencies in number sense and number skills.	<p>100% of students are meeting mid-grade 7 level of performance in student understands that a given number may be represented in a variety of ways.</p> <p>38% of students are meeting mid-grade 7 level of performance in student uses number patterns to solve mathematical problems.</p> <p>38% of students are meeting mid-grade 7 level of performance in student uses a variety of strategies to calculate and explain a mental math problem.</p> <p>Overall, 63% of students are meeting mid-grade 7 level of performance in all five sub-competencies.</p>
3. By June 2019, 85% of Grade 7-12 students will report low levels of anxiety and depression.	67% of Glenella Students reported feeling low levels of anxiety and 71% reported low levels of depression. Putting both sets of data together only 69% of students reported low levels of anxiety and depression.
4. By June 2019, students in grades 7-12 will have a 2% improvement in the 6 identified positive school climate indicators.	Involvement in Sports was up 3%, feeling of belonging was up 6%, Bullying was up 11%, Feeling safe was up 11%, teacher student relations was up 4% and positive school climate was up 3%. Overall there was a 6.3% improvement in the 6 identified positive school climate indicators.
5. 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 students reporting high levels of interest and motivation)	Students report a 1% increase in engagement, 3% increase in valuing school outcomes, 5% drop in positive relationships, 5% drop in aspirations on finishing school and a 16% increase in interest and motivation. Overall there was a 6% improvement in the 5 identified academic engagement indicators.

SCHOOL PLAN FOR 2019/2020

PLANNING PROCESS

LIST OR DESCRIBE FACTORS THAT INFLUENCED YOUR PRIORITIES.

PRIORITIES WERE SET TO MATCH DIVISIONAL GOALS.

Describe the planning process and the involvement of students, staff, families and the community. Who was involved?

School plan was discussed at September staff meeting. Teachers gave their results and ideas. Plan was then typed and given back to the staff to review.

How often did you meet?			
We met in September as a staff, individual staff were talked to and an email was sent.			
What data was used?			
Tell Them from Me data was utilized, staff recollection, Fountas and Pinnell data and Divisional and Provincial data was used.			
Other Highlights?			
School Priorities			
1. Literacy			
2. Numeracy			
3. School Climate			
4. Student Engagement			
5. Mental Health			
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. By January 2020, 60% of all mid-grade 8 students will meet expectations in all three sub-competencies in expository writing.	Teachers in all subject areas will have students do a variety of assignments that allow the student to practice the 3 sub-competencies of expository writing. ELA teachers will review outcomes related to expository writing. Students will be exposed to many different styles and examples of expository writing (journal, short stories, essay, different tense and perspectives, creative stories) Teachers will include both fiction Teachers will provide formative, immediate, and relevant feedback	Students will show more confidence in their writing. Teachers will utilize rubrics that show students expectations in regard to the competencies. Grade 8 Provincial Data results will improve in each of the three sub-competencies.	Teacher assessments both formative and summative will be used. Grade 8 Provincial Data will be used.
2. By January 2020, 55% of all mid-grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills.	Students will re-approach concepts where there was confusion to gain clarity. Students need to demonstrate their process used to achieve their final answer.	Grade Provincial Data results will improve in each of the five sub-competencies. Guided Math strategies will be utilized.	Teacher assessments both formative and summative will be used. Grade 3 Provincial Data will be used. Grade 7 Provincial Data will be used.

	<p>Teachers will not only be looking at final answers.</p> <p>Teachers in grade 1-8 will use MRLC pacing guides when planning their math lessons.</p> <p>Teachers will use spiral planning.</p> <p>Teachers will use different strategies.</p> <p>Grade7/8 math teacher will attend MLC meetings.</p> <p>Guided Math strategies will be utilized.</p> <p>Mathletics, and Jump Math technology will continue to be incorporated into math program</p> <p>Teachers will use intentional instruction based on formative assessment</p> <p>All math teachers will learn and utilize the GRASS problem solving method</p>	<p>Students will be more engaged in math lessons.</p> <p>Mathletics and Jump Math technology will continue to be incorporated into math programs.</p> <p>Scores in Mathletics will improve.</p>	
<p>3. By June 2020, students in grades 7-12 will have a 2% improvement in the 6 identified positive school climate indicators. (participation in sports or clubs, school sense of belonging, reduction of moderate to severe bullying, feelings of safety when attending school, positive teacher-student relationships, and feelings of a positive learning climate.)</p>	<p>Improved communication between teachers and home. Intra-murals, yearbook club. Student Council will try to involve more students, participate in Orange Shirt Day and Pink Shirt Day.</p> <p>Hands-on, interactive, high student interest, student choice</p> <p>Breakfast / snack program</p> <p>Trades programming</p>	<p>More students will be seen participating at lunch.</p> <p>Students will be helping with yearbook</p> <p>Student council will increase their membership.</p> <p>Individual teachers will teach Orange shirt lessons.</p> <p>The school will participate in Pink Shirt Day activities.</p>	<p>Phys Ed. teacher will track student involvement in sports</p> <p>TTFM data will be used.</p>
<p>4. By June 2020, students in grades 7-12 will report a 2%</p>	<p>More hands-on lessons in Grades 7-12 classes.</p>	<p>More teams competing at divisional.</p>	<p>TTFM data will be used and teacher observations.</p>

<p>improvement in the following 5 identified academic engagement indicators. (academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and students reporting high levels of interest and motivation.)</p>	<p>Principal will meet with Grade 11 and 12 students to discuss future plans. Students in LifeWorks will utilize My Blue Print. All teachers will include articles in monthly newsletters. Cultural perspectives infused through classes and school Increased community involvement (school evening family-oriented activities, special events, social media, spirit weeks, cross-grade interaction)</p>	<p>Students will discuss future plans with teachers and friends. Newsletter will be longer.</p>	
<p>5. By June 2020, 70% of Grade 7-12 students will report low levels of anxiety and depression.</p>	<p>Division Social Worker will work on programs in the classroom. Teachers will talk to students who they see are struggling. Staff will continue to attend mental health workshops. Students identify "safe adults" in the school with whom they comfortable talking to Division social worker (class presentations, interventions, workshops, individual student counselling) Students will have a presentation on mental wellness</p>	<p>Teachers will observe less students feeling anxiety or depression. Students will talk with division Social Worker when they need it. Students will approach staff that they feel they are able to talk to.</p>	<p>TTFM results will be used. Staff observations and surveys.</p>