

SCHOOL REPORTING for 2017-2018 and PLANNING for 2018-2019

Identification			
Name of School Division Mountain View	Name of School Mackenzie Middle School	Name of Principal Dale Anderson	Date (yyyy/mm/dd) 2018/10/02

School Profile <i>(Complete the following using FTE as of Sept 30th.)</i>			
Number of Teachers	28.25	Number of Students	420
		Grade Levels	6-8
What is your mission statement? At MMS, it is our mission to create a safe and caring learning environment that fosters success through mindful citizenship.			There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No?
			Year Revised 2018

SCHOOL REPORT for 2017-2018

School Priorities	
1.	Literacy
2.	Numeracy
3.	Successful Student Transitions

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 June 2020, MMS students will have improved literacy skills across all curricula. A focus will be on the element of "power & agency" in the development of rich learning experiences for all students.	<ul style="list-style-type: none"> - full implementation of a common set of baseline assessments. UDL implementation combined with regular STAR assessments for student identification. - PLC planning teams/goals dedicated to this outcome. - blocked time for advanced learners. - PD provided for all ELA teachers on new curriculum. - PLC unit development "power & agency" - RTI review in progress
2. By June 2020, MMS students will demonstrate a 10% increase in their conceptual understanding in numeracy. A focus will be on developing and improving overall problem-solving and mental math skills.	<ul style="list-style-type: none"> - Baseline data established June 2016 (discontinued) - 2017 report card data collected - Team PLCs dedicated to establishing numeracy goal - open-ended problem solving assessments created, completed, and assessed (1st trial June 2016) - Math talk PD session April 2016 - "Numeracy counts" PD session - Feb/2016 - EDLabs - focused teacher planning (numeracy) - Co-teaching periods dedicated to math classes only

	- Summative assessments designed to assess all three categories: knowledge & understanding, problem-solving, and mental math
3. By June 2020, we will have a transition process in place for all new incoming Grade 6 students, and graduating Grade 8 students. This will include familiarity with the physical layout of the school, knowledge of staff, and a feeling of safety & comfort in their new environment.	<p>We completed the following activities:</p> <ul style="list-style-type: none"> • Middle Years Life/Work Exploration Grant – Gr.8 tours of ACC (Parkland & Brandon), and Brandon University campuses. • Career Cruising Gr.8 • Local Career Day (local community representatives) • Gr.7 Real Game Unit • Gr.8 Class tours of DRCSS • Pre-registration sessions Gr.8 (March) • Resource/Guidance team consultations • Gr.8 Amazing Race/ Report Card Pickup @ DRCSS • Gr.6 Classroom invitations – Reading café, French Immersion Improv Activity • Gr.6 Student Transition Handbook – written and produced by current Gr.7s. • Gr.6 Transition Week (individual school tours) • Elementary School Staff Surveys • Amazing race Gr.8 orientation activity • Resource/Guidance Team Meetings

SCHOOL PLAN for 2018-2019

Planning Process
<p>MVSD Divisional Plan Review and changes required for RTI/ New ELA curriculum implementation/ Power & Agency focus Review of teaching strategies for numeracy with a focus on problem-solving and mental math. Ongoing transition activities considered a major factor within our school.</p>
<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Staff, student council members, PAC feedback, partner schools in the Dauphin Community.</p>
<p>How often did you meet? Quarterly</p>
<p>What data was used? Schoolwide surveys Transition activities – feedback surveys. MRLC Numeracy – June assessments ELA strategies centered around “power & agency.” PLC team meeting minutes</p>

Other highlights?

We are approaching completion of our new mission statement and school motto. We have involved all staff, student council, and our PAC in the development and selection process for a new mission and motto. We hope to announce this in October 2018. We will then begin to promote and advertise these new statements throughout our school including our school website.

School Priorities

1. Literacy
2. Numeracy
3. Successful Student Transitions
- 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. By June 2020, MMS students will have improved literacy skills across all curricula. A focus will be on the element of “power & agency” in the development of rich learning experiences for all students.</p>	<p>- there will be a concentrated focus of critical literacy within all 3 PLC grade groups.</p> <p>- the following outcomes will be part of that focus in the attempt to improve overall literacy skills in all 3 grade levels: analysis of visual texts; problem-solving statements in math; identifying and examining bias within sources of text; using persuasive strategies; identifying the impact of word choice and the power of language; exploration of TRC and the seven teachings; cross-curricular rubrics used in the 4 core.</p>	<ul style="list-style-type: none"> • In Social Studies and ELA there has been explicit teaching of critical analysis of online sources of information. <ol style="list-style-type: none"> a. Students have been asked to conduct intelligent and critical search strategies. b. They have also been asked to evaluate websites for their reliability and accuracy. • What’s Going on in This Picture? (New York Times Learning Network) asks students to critical analyze a variety of visual texts. • Annotated texts – students asked to annotate a variety of texts as they read for comprehension, summary, main ideas, connections, and questions. • Explicit instruction for analysis of problem statements in math. • Examination of bias in texts. Whose voice is heard? Missing? In a variety of texts. • Examination of persuasive strategies in text. • Examination of connotation and denotation in texts – what is the impact and power of language? • An exploration of reconciliation through the lens of the seven teachings. • Common cross curricular critical thinking rubric developed for use in Social Studies/ELA/Science 	<p>PRC term data</p> <p>Provincial Assessment Gr.8 ELA data: Responding critically to a variety of texts increased by 17%</p> <p>STAR growth reports (ongoing)</p> <p>PLC common assessments/ full team meetings</p> <p>MRLC support (when possible)</p>

		<ul style="list-style-type: none"> • Development of the four step problem solving strategy in Math • Developed cross curricular units in Science (How Easy is it to be Green –using critical thinking skills to address global issues), Social Studies (Human Rights/Global Quality of Life – critically thinking about global identity). 	
2. By June 2020, MMS students will demonstrate a 10% increase in their conceptual understanding in numeracy. A focus will be on developing and improving overall problem-solving and mental math skills.	<ul style="list-style-type: none"> - Continue to improve resources dedicated to mathematics instruction. - Integrate mental math and problem solving activities & assessments throughout each strand. - Provide professional development opportunities in the areas of problem solving and mental math. - Develop and analyze common unit and year-end assessments focused on problem solving through collaboration team PLCs. (now MRLC). - Compare and analyze June report card data with baseline data. 	<ul style="list-style-type: none"> - Attended school-wide PD: (1) <i>Numeracy Counts</i>, and (2) <i>Math Talks</i> - Participated in the math cohort (grade 8 teachers) receiving further professional development about <i>Math Talks</i> (2017-19). - Created common open-ended problem solving assessments in each strand. - Improved summative assessments to include knowledge and understanding, problem-solving, and mental math. - Assessed problem-solving skills using common MRLC assessments in June 2018. Baseline data will now be MRLC assessment for June 2018. 	2018 MRLC – June assessment (baseline) School % = 54; Gr6 = 56; Gr7 = 51; Gr8 = 57 Provincial assessment data – Gr.7 Numeracy Using number patterns(42%) decreased by 11%; mental math(46%) decreased by 8% (students meeting grade level expectations) June 2017 Cohort data = 55% of our Gr.8 students achieved a 3 or 4 scaled mark in problem-solving.
3. By June 2020, we will have a transition process in place for all new incoming Grade 6 students, and graduating Grade 8 students. This will include familiarity with the physical layout of the school, knowledge of staff, and a feeling of safety & comfort in their new environment.	<ul style="list-style-type: none"> - Implement and develop transition activities for all Dauphin elementary schools. - Grade 5 recruitment events: guidance & resource team meetings; band & art orientation sessions; individual school tours/days; (hosted at MMS); inclusion of grade 5 students when applicable in MMS special events. <p>Opening day for “new students only” – full grade 6 orientation (2nd year)</p>	<ul style="list-style-type: none"> • Xello portfolios for all Gr.8s • Local Career Day (local community representatives) • Gr.7 Real Game Unit • Gr.8 Class tours of DRCSS • Gr.8 Pre-registration sessions • Resource/Guidance team consultations • Gr.8 Amazing Race/ Report Card Pickup @ DRCSS • Gr.6 Classroom invitations – Reading café, French Immersion Improv Activity • Gr.6 Transition Week (individual school tours) • June Homeroom Meeting – Report Card Pickup • Gr.6 Tour Groups/ Gr.8 Tour Guides • Gr.7 Report card Pickup with Gr.8 Homeroom Teacher • Resource/Guidance Team Meetings • Extra-Curricular surveys • Family Open House September • Newsletter updates/ Calendar • Individual tours upon request 	School survey results showed increases in the following areas: positive relationships, advocacy, feeling safe at school. Areas of concern: increase in student anxiety, and suspensions for aggressive behavior. Student Council Survey PAC feedback Gr.7-8 parent survey – 87.5% in agreement with day 1 orientation. 90% of parents felt it was a worthwhile day for new students. Elementary schools – survey and feedback