



Macdonald Consolidated School
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More than one hundred years of education



School Improvement Plan

*Prepared in conjunction with school staff
(Bus drivers, custodial staff, educational assistants, librarian, cafeteria personnel)*

2018-2020

Ends Policy 1: MCS will demonstrate continuous progress toward Provincial and District targets in Literacy, Numeracy and Science.

Ends Policy 2: MCS will continue to use inclusive practices in our educational approaches.

Ends Policy 3: MCS will continue to foster positive community relationships and partnerships.

Ends Policy 4: MCS will provide opportunities to learn about mental health issues.

Ends Policy 5: MCS will provide opportunities to learn about and value diversity and inclusion

MCS School Mission

To promote intellectual, social, emotional, and physical growth within our school while nurturing meaningful partnerships within our community

Ends Policy 1: MCS will demonstrate continuous progress toward provincial targets in literacy, numeracy and science at grade levels 2, 4, 7.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>1.0 Scores on Provincial and District assessments in the areas of literacy (French and English) will show continual improvement for the duration of the plan at grade levels 2, 4, and 6.</p> <p>1.01 <i>Outcomes for Immersion students will reflect their years of exposure to a second language</i></p>	<ul style="list-style-type: none"> • Teachers use strategies for literacy instruction including: <ul style="list-style-type: none"> ○ Daily 3 at grades 5-8 ○ Literacy stations at grades K-4 ○ Stepping up to Literacy at grades 3-8 • Cross curricular reading and writing opportunities • Continued use of word walls/wall stories in each classroom of instruction. • Creation of fluency folders with assistive information at all grade levels • Author visits • Celebration of learning evenings • Multi-age reading opportunities • Assess, target, and support by District coaches via literacy sessions. • Publication of classroom level writing collections • Curriculum documents used as primary sources of resource for instruction • Teachers and students will co-construct criteria in student 	<ul style="list-style-type: none"> • Scores will rise from 88.9% success rate to 100% success rate – grade 2 level • Scores will rise from 50% success rate in grade 2 writing to 70% success rate. • Scores will rise from 93% success rate to 100% success rate on the grade 4 provincial writing assessment • Scores will rise from 41% success rate to 71% success at the grade 4 level • Scores will raise at the grade 6 levels from 63% success rate on reading assessments to 80% • Celebration of writing achievements 	<p>Jan 2019 for the duration of the plan.</p>	<ul style="list-style-type: none"> • Teachers • Whittaker-Brown • Stoddard

	<p>friendly language based on performance standards.</p> <ul style="list-style-type: none"> • Triangulated evidence of student performance COP 			
	<ul style="list-style-type: none"> • Administer and marking of OCAs • Running records(French and English) • Immersion student output 80% with 20% corrective feedback 	<ul style="list-style-type: none"> • Scores will improve for duration of plan • Scores will direct curriculum 	As directed by ASDS	<ul style="list-style-type: none"> • Teachers
<p>1.1 Scores on Provincial and District Mathematics assessments will show continual rise for the duration of the plan at grade levels 4 and 6.</p>	<ul style="list-style-type: none"> • Common assessment opportunities • After school and noon Math help • Math help indicators of success could be “exit slips for those in attendance” • Incorporate Mathematics into field trips 	<ul style="list-style-type: none"> • Scores will rise by 5% at each of the grades 4 and 6 levels before the completion of the plan • Formative assessments • Summative assessments 	<p>Jan. 2019</p> <p>Ongoing for the duration of the plan</p>	<ul style="list-style-type: none"> • Teachers • ESST team • District Mentors • Whittaker-Brown • Stoddard
	<ul style="list-style-type: none"> • Appropriate manipulatives available in each classroom • Support of ASD Mathematics Mentors • PLC at grades for Math Teachers 	<ul style="list-style-type: none"> • Exit slips • Balanced Mathematics approach • Purchase of needs when requested 	<p>Exit slips after each focus visit</p> <p>As Requested</p>	<ul style="list-style-type: none"> • Students • Whittaker-Brown • Stoddard
	<ul style="list-style-type: none"> • Use of curriculum documents as a primary resource for instructional guidance • Triangulated evidence using the COP. 	<ul style="list-style-type: none"> • Walk-through documentation 	<p>Minimum of 3 walk-throughs per month for duration of plan</p>	<ul style="list-style-type: none"> • Whittaker-Brown • Stoddard
	<ul style="list-style-type: none"> • Celebration of Learning evening 	<ul style="list-style-type: none"> • Attendance of students and parents recorded 	<p>February of each year</p>	<ul style="list-style-type: none"> • Teachers • Whittaker-Brown • Stoddard • Leadership Team

<p>1.2 Students in MCS will apply critical thinking skills acquired in Math and Science to real life situations.</p>	<ul style="list-style-type: none"> • Career Day Opportunity • Survey/Questions • MCS Picture Graph 	<ul style="list-style-type: none"> • Copies of surveys and questions retained and graphed • Picture for 2017 will be displayed with previous years' photos, prompting discussion 	<p>Nov.2018</p>	<ul style="list-style-type: none"> • Kaitlyn Munn • Students
<p>1.3 To educate parents and students on the importance of daily and regular attendance.</p>	<ul style="list-style-type: none"> • Student attendance will be tracked and parents will be contacted in cases of irregular attendance. Details concerning parent contact are outlined in the "Make Every Day Count" document of 2015. Absences can affect performance in order to meet learning expectations. 	<ul style="list-style-type: none"> • Student attendance will improve 	<p>Jan 2019</p>	<ul style="list-style-type: none"> • Homeroom teacher • Ellen Whittaker-Brown • students and parents
<p>1.4 Students will demonstrate strong learning habits as outlined in the performance standards</p>	<ul style="list-style-type: none"> • Formative Assessments 	<ul style="list-style-type: none"> • Teaching Staff will be able to provide students and parents with a more accurate account of the students learning 	<p>Jan 2019</p>	<ul style="list-style-type: none"> • Homeroom teacher • Ellen Whittaker-Brown • students and parents

Ends Policy 2: MCS will continue to use inclusive practices in our educational approaches.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>2.0 School staff will focus on in depth exploration of document “Everyone at their Best”, 10 year provincial plan</p>	<ul style="list-style-type: none"> • Discussion of the terms and presentation of information regarding inclusion at staff meeting(s) • Placement of “Everyone at their Best” in each classroom revisiting quarterly 	<ul style="list-style-type: none"> • School Staff will describe with accuracy “inclusion” • Teachers will make reference to Department of Education documents in relation to inclusion. 	<p>Jan. 2019 and ongoing for the remainder of the plan</p>	<ul style="list-style-type: none"> • Whittaker-Brown • Stoddard • School Staff
<p>2.1 MCS will have fewer physical barriers.</p>	<ul style="list-style-type: none"> • Discussion with PSSC of forward movement toward this goal • Visits from ASDS personnel to assess school needs • Discussion with Playground Committee regarding wheelchair accessibility 	<ul style="list-style-type: none"> • More people will experience greater access to school or any aspect of the school 	<p>Jan. 2019 and ongoing for the remainder of the plan</p>	<ul style="list-style-type: none"> • Whittaker-Brown • Stoddard • Facilities Dept. • Playground Committee • Occupational Therapy
<p>2.2 Teachers will instruct using the UDL approach.</p>	<ul style="list-style-type: none"> • Teachers will use UDL strategies to inform their instruction • PD will continue to inform staff regarding changes and updates 	<ul style="list-style-type: none"> • Outcomes/Goals/Instructional Methods will reflect the UDL approach • Walk-throughs • Teachers will have, on record, data attesting to the various types of learners in their classes. (ie student profiles) 	<p>Jan. 2019 and ongoing for the remainder of the plan</p>	<ul style="list-style-type: none"> • Dept. of Ed. • Teachers • School Staff • Whittaker-Brown
<p>2.3 <i>Teaching Process Map and Formative Assessments</i> were made available to all staff members for reference purposes.</p>	<ul style="list-style-type: none"> • Ensuring teachers at meetings/walkthroughs throughout the year are using their maps and assessments for next steps. 	<ul style="list-style-type: none"> • Copies distributed and tracked 	<p>Distributed December 2016</p>	<ul style="list-style-type: none"> • Whittaker-Brown

Ends Policy 3: MCS will continue to foster positive community relationships and partnerships.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>3.0 MCS will continue to support local and community events.</p>	<ul style="list-style-type: none"> • Noodle Monday Club • Advertise on lobby television upcoming events • Advertise via Synervoice and Twitter • Events added to MCS website • Staff will attend community events as deemed appropriate and when opportune (For example, Coffee House, Remembrance Day Service, Christmas Concert, Talent Shows, Tea at Carter House, Ring Bells for Mental Health, Terry Fox walk, Deacons Cupboard, WITS) 	<ul style="list-style-type: none"> • Social/Emotional Needs Met • Display of events when students, teachers, and visitors enter on the television • Staff will be recognized by members of the community and acknowledged • Monthly newsletter • Home and School FB account • Tracking of attendance • TTFM data 	<p>Sept. – June</p> <p>Jan. 2019 and ongoing for the duration of the plan</p>	<ul style="list-style-type: none"> • Jodi • Whittaker-Brown • Stoddard • School Staff • Community Members
<p>3.1 The physical structure of MCS will be used by community members to facilitate various clubs and events.</p>	<ul style="list-style-type: none"> • Calendar in office will track use of areas throughout the school • Discussion with PSSC of forward movement toward this goal • Visits from ASDS personnel to assess school needs 	<ul style="list-style-type: none"> • Yoga, Student Volleyball, BPSA, Kingston Youth Group, Cadets, Kingston Soccer Club, Baseball, Kick-Boxing, Preschool, Historical Museum, Career Fair’s 	<p>Monday through Saturday</p>	<ul style="list-style-type: none"> • Whittaker-Brown • Stoddard • Volunteers
<p>3.2 MCS will support local business, shops and entrepreneurs.</p>	<ul style="list-style-type: none"> • Opportunities for local artists /entrepreneurs etc. to come to the school 	<ul style="list-style-type: none"> • Visit to school will result in monetary gain and provide opportunities for socialization 	<p>When appropriate and available</p> <p>Special seasonal events</p>	<ul style="list-style-type: none"> • Various community members • Teachers and Support Staff

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Ends Policy 4: MCS will provide opportunities to learn about mental health issues in children and youth.

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p>4.0 MCS will identify from students and parents which mental and physical health issues are important as areas of focus.</p>	<ul style="list-style-type: none"> • Survey parents • Survey students • WITS • FUN FRIENDS • Mental Health Stigma Resource • Mind Up Curriculum (K-5) • Healthy Eating Lifestyles • Exercise daily (min 60) • Wellness surveys • 4H relationship pilot • Noon Hour Running Clubs • Beyond the Hurt • Zones of Regulation • Incredible Flexible you 	<ul style="list-style-type: none"> • Posters placed around the school in various locations, visible and appropriate for age level. • PLEP added to our school website • Students and teachers to model and promote physical activity and healthy eating. • Teachers to plan additional physical activities • School Marathon Club 	<p>Survey return by Dec. 2019</p> <p>Topic list created from survey return input by Dec. 2018</p> <p>Spring 2019</p>	<ul style="list-style-type: none"> • ESST team • Guest Speakers • PSSC • Whittaker-Brown • Stoddard • Camera Club • EAs
<p>4.1 MCS will advertise and promote opportunities to learn about mental health issues.</p>	<ul style="list-style-type: none"> • Advertise on School Messenger • Advertise via Newsletter • Advertise via MCS website • Guest Speakers • Twitter • Ring Bells for Mental Health • Color Days 	<ul style="list-style-type: none"> • Attendance at sessions • Exit Slips at session • Guest Speaker opportunity and documented visit 	<p>Pending results and availability of speakers</p>	<ul style="list-style-type: none"> • Whittaker-Brown • Stoddard • Guest Speakers

<p>4.2 MCS will place appropriate messaging around the school to identify issues of mental health</p>	<ul style="list-style-type: none"> • Student created posters • Kindness Tree • LINK • Skits and Plays • Beyond The Hurt • 4R Relationship Pilot delivered to grade 8 • Zones of Regulation Bulletin Board 	<ul style="list-style-type: none"> • Posters changed on a routine and bi monthly basis 	<p>Posters changed mid-month by students or whomever may assist</p>	<ul style="list-style-type: none"> • Students • Whittaker-Brown • Kaitlyn Munn
<p>4.3 MCS ESST team will add and discuss issues of mental health as part of their bi-weekly meeting agenda</p>	<ul style="list-style-type: none"> • Solicit posters from Horizon Health • Have student made awareness boards 	<ul style="list-style-type: none"> • ESST Team minutes to reflect discussions of mental health issues as appropriate. • e-binder to document references 	<p>Meeting minutes every two weeks</p>	<ul style="list-style-type: none"> • Whittaker-Brown • Beth Toner • Kaitlyn Munn • Teachers

Ends Policy 5: MCS will provide opportunities to learn about and value diversity and inclusion

<p>5.0 MCS will provide opportunities for students to learn and value diversity and inclusion</p> <p>5.01 MCS will strengthen learning opportunities for understanding and appreciating First Nation Culture</p>	<ul style="list-style-type: none"> • Awareness/dress-up days ie Many colors day during Bully Awareness week, day against homophobia (annual event), presentations by GSA group • Teachers and staff will provide exposure and in depth exploration of Native cultures and traditions 	<ul style="list-style-type: none"> • School wide participation in special events. Plan submitted to admin for May 30th. Presentation brainstorming with GSA in the Fall, presentation to take place in Winter of 2017. <ul style="list-style-type: none"> • educators and support staff will provide an understanding of and appreciation for First Nation historical and cultural contributions. 	<p>Jan.2019</p>	<ul style="list-style-type: none"> • Admin • Teachers
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<p>5.1 MCS will provide opportunity for students to express thoughts and concerns related to inclusion and the LGBTQ community.</p>	<ul style="list-style-type: none"> • Creation of Gay-Straight Alliance 2018-2019 	<ul style="list-style-type: none"> • Group norms and meetings established. 	<p>End of October 2019</p>	<ul style="list-style-type: none"> • Admin • Madame McMackin • Madame Charest
<p>5.2 MCS will provide students with learning opportunities which enhance empathy and understanding for LGBTQ community</p>	<ul style="list-style-type: none"> • The GSA will ask teachers to share media with their students which contain LGBTQ content. 	<ul style="list-style-type: none"> • Admin will check with teachers each term to follow up on request to present materials to students. 	<p>Oct 2016</p>	<ul style="list-style-type: none"> • GSA • Carina Charest • Kaitlyn Munn • Admin