

Step 1	<b>Identification</b>			
	Name of School Division Pine Creek School Division	Name of School Macgregor Collegiate Institute	Name of Principal Kyle McKinstry	Date (yyyy/mm/dd) 2016/11/30

Step 2	<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>			
	Number of Teachers 15.25	Number of Students 165	Grade Levels 9-12	
	What is your mission statement? MacGregor Collegiate will foster an educational community in which all members learn.			Year Revised 2016

Step 3	<b>Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.</b>	
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence). Feel free to attach file with results if needed.</b>
	1. <b>Students and staff will immerse themselves in an environment that will foster lifelong competence, confidence, and a love of reading.</b>	In support of this area, teachers have attended professional development sessions with Penny Kittle. As a result, MCI has embraced the philosophy of "Book Love", whereby students are actively engaged in their literacy skills. Common formative assessments were administered in September and June to all Grade 9's. The results in June indicated an average of almost two grade levels in reading comprehension and vocabulary. Our librarian tracked the number of books our students read during the past 2 years and celebrated this accomplishment by posting the data. In 2011-12, our students read a total of 2075 books, which averaged out to be approx. 10 books per student. In 2012-13, despite declining enrolment, 2075 books were read. Staff also participated in a "Book Study" for professional development. An in-school literacy cohort was established in September of 2013 and will continue to work as a group this year.
	2. <b>MCI will better support numeracy by creating an environment where teachers and students are active learners of math.</b>	Teachers participated this year in the Pine Creek Numeracy Cohort. Throughout the year, two of our teachers engaged in mini-action research projects, seeking to improve student numeracy skills. Strategies such as Guided Math, effective use of groupings in math classrooms, integrating hands-on workstations, and encouraging student reasoning were a focus this past year. All Grade 12 Pre-Calc and Applied Math students received more support by increasing their contact time in class by implementing a timetable where they had math for one and a half slots.
	3. <b>MCI will focus on building relationships and reclaiming youth by providing a supportive environment for all.</b>	In support of this area, staff developed a "Circle of Care/Support" List that was reviewed/ discussed at every staff meeting. Several staff attended the "Circle of Courage" Workshop with Dr. Marin Brokenleg. Students participated in a "Youth Mental Health Wellness Fair" with several breakout sessions and keynote speakers (Robb Nash & Michael Champagne Redpath) Staff embraced the concept of "making connections" with every student.

Step 4	<b>Planning Process (2016-17)</b>
	List or describe factors that influenced your priorities. Improving the culture of literacy, numeracy, and reclaiming youth was a priority for the staff. Staff wanted to look at ways to improve authentic student engagement within these 3 priorities. We had several "critical conversations" as a staff, as well as through the work we did with MSIP. Our priorities also aligned well with the priorities of Pine Creek School Division.
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Students (Tell Them From me Data was very informative), Staff, and PAC.
	How often did you meet? Every month we have a staff meeting. PAC meets 4-5 times per year.

	What data was used? TTFM Surveys---- shared with the staff, students, and PAC.
	Other highlights We obtained a grant from MSIP for the 2013-14 school year.

Step 5	<b>School Priorities</b>
	1. Enhancing and Promoting a Positive School Climate
	2. Enhancing a School Culture of Reading
	3. Supporting & Enhancing Numeracy
	4. Supporting & Enhancing Skills for Independence (Career Pathways)

<b>2016–2017 Plan</b> <i>For examples, see the Planning in Education website at <a href="http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html">http://www.edu.gov.mb.ca/ks4/specedu/pie/index.html</a></i>				
	<b>Expected Outcomes</b> What specifically are you trying to improve for students learning? (Observable, measurable)	<b>Indicators</b> How will you know that learning is improving?	<b>Strategies</b> What actions will you take?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
Step 6	1. Enhancing and Promoting a Positive School Climate	<p><b><u>The Social/Emotional Environment</u></b> All students are accepted and welcomed. Positive behavior is modeled by staff. All students are treated with respect and dignity. Parents and community members are welcomed in the school. Staff has developed programs and initiatives to ensure all students feel they belong. Emergency procedures are in place to ensure a safe and secure school.</p> <p><b><u>The Learning Environment</u></b> High and appropriate expectations are in place for all students. Learning is perceived as interesting, relevant, and important. All students are expected to learn and grow on their individual abilities and skill levels. The school and classroom provide opportunities for a high degree of student involvement. Parents are kept informed of their children's program and progress. Teachers and parents work collaboratively. Teachers establish rapport with each student. The principal is a strong educational leader, who involves the staff, parents, and students.</p> <p><b><u>The Physical Environment</u></b> The school is perceived as inviting – a place where students want to come to. The school is well maintained and repaired as necessary.</p>	<p><b><u>Be an active part of the community:</u></b> Volunteer at community events, participate in charitable events. <b><u>Work with the community:</u></b> School and community coaches will work as a team to implement the school's programs through coach's clinics, team meetings, and coach's handbooks. <b><u>Improve the attractiveness of the school to make it a more inviting place to learn and to visit:</u></b> Install and maintain planters at the entrances, refurbish school sign on outside of building, install new school logo on gymnasium wall, install new digital sign board within the school outside MPR, and replace worn fixtures. <b><u>Maintain and enhance a positive school climate:</u></b> Post Mission Statement, student council, peer helpers; drug and alcohol awareness; online/social media training; have an effective school-wide program for limiting bullying and harassment or seeking mediation and conciliation themselves; train staff in non-violent crisis intervention, CPR, &amp; First Aid; sensitize staff to students at risk. <b><u>Reaching Out to Students in the school:</u></b> Promote authentic involvement in every aspect of the school; reinforce student participation and involvement through recognition; including banners, posters, pictures, Honour Roll board, website, and awards; develop a "Welcome to High School Event" for the new Grade 9 students; purposely develop school</p>	<p>Attendance &amp; Late Records Suspensions/Behavioral referrals Honour Roll Provincial Examination Results Student/Parental Surveys Feedback from Parent Advisory Council</p>

	<p>The school is accessible to all students including those with physical disabilities.</p> <p>The area around the school is well landscaped and maintained.</p> <p>The school and classrooms are equipped with interesting bulletin boards, display cases, and digital display boards.</p> <p>Specialty rooms/areas are available and well equipped, e.g. staff room, meeting rooms, first aid area, and therapy room.</p>	<p>events which include everyone; establish a noon hour program with meaningful activities.</p>	
<p><b>2. Students and staff will foster a culture of reading.</b></p>	<p>An increase in pages read in class and out of class will be tracked on student tracking calendars.</p> <p>An increase in book circulation in the library despite declining enrolment.</p> <p>An increase in school wide and community reading initiatives such as: library tours, library contests, book talks, book study, senior's board game club, book interviews, student book club facilitated by a local author.</p>	<p>Students are provided with 10-15 mins of silent reading time in every ELA class.</p> <p>New courses will be implemented (RIT, and Creative Writing)</p> <p>Literacy Cohort will continue their work from last year. This cohort included teachers, support staff, and library clerk.</p> <p>2 staff will be trained in Later Literacy.</p> <p>Teachers will conduct book talks.</p> <p>Teacher is a "reading role model"</p> <p>Book study for all teachers will occur again.</p> <p>Study Hall blocks to support literacy skills.</p>	<p>Grade 9 Common Formative Assessments in Sept and June</p> <p>Teacher Observations</p> <p>Teacher Checklists</p> <p>Student Tracking Calendars</p> <p>Tell Them From Me Survey Data</p>
<p><b>3. Students and staff will better support numeracy by creating an environment where teachers and students are active learners in math.</b></p>	<p>A focus on mental math in every lesson.</p> <p>An increase in the use of real world math projects.</p> <p>An increase in student engagement as evidenced by student self-report, surveys, and real world projects.</p> <p>Continued self-report of learning by mathematics teachers.</p> <p>An increase in use of technology for instruction and assessment purposes.</p>	<p>Increased contact time for Grade 9, 10, and 12 students in math courses will continue to be implemented through timetabling.</p> <p>Representative teachers on the Numeracy Cohort will continue to learn and work towards improvement in teaching practice and student learning outcomes through mini-action research projects. They will summarize and share their work both in-school, and at the divisional level.</p> <p>Guest speakers from the corporate community will visit math classes to discuss real world math applications.</p>	<p>Teacher Observations</p> <p>Teacher Checklists</p> <p>Anecdotal Records</p> <p>Student Surveys</p> <p>Student Assessments</p> <p>Collection of teacher project assignments</p> <p>FX Draw Software</p> <p>IXP Software</p> <p>Mathletics</p>
<p><b>4. Students and staff will foster independence by creating opportunities to apply learned skills required to make connections that create pathways to each student's future.</b></p>	<p>An increase in awareness of course selections required for specific career choices.</p> <p>An increase in awareness of CTS courses.</p> <p>A "PLP" (Personalized Learning Plan) will be developed and implemented for all Grade 10 students.</p>	<p>All students in Grade 10 are required to take Management in order to create more career opportunities.</p> <p>Staff will encourage and teach students "skills" required for their future.</p> <p>Staff will meet with Grade 10's on an individual basis to develop the PLP with the student, with Career Cruising as a resource.</p>	<p>Teacher observations</p> <p>Teacher checklists</p> <p>PLP Plan will be developed.</p> <p>Track the # of CTS courses our students are accessing</p>

## Education for Sustainable Development (ESD)

### Education for Sustainable Development (ESD)

#### **Survey Background**

Manitoba Education and Advanced Learning is encouraging all schools to have an ESD school plan by 2015. This could be accomplished by embedding ESD as one of the school priorities annually or as a separate ESD school plan. A resource to assist with this is the Guide for Sustainable Schools in Manitoba <[http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable\\_guide.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf)>

Manitoba Education and Advanced Learning also encourages a whole school system approach to ESD. This approach encourages sustainability principles being considered in all aspects of the division/school: local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and school grounds are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. A resource to assist with this is the Domain Framework for Whole System Approach to ESD [http://www.edu.gov.mb.ca/k12/esd/pdfs/seda\\_domain\\_framework.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/seda_domain_framework.pdf)

In particular, a system approach covers the following 5 domains:

- A. **Governance:** Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.
- B. **Curriculum, Teaching and Learning** - Students acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future. ESD resources are provided for staff, pedagogy develops critical thinking, active citizenship, systems and futures thinking, inquiry, active learning, problem-solving in a local and global context.
- C. **Capacity Building** - System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system. ESD professional development is provided for all staff. Human resources policies, practices and development plans are aligned with sustainable development principles.
- D. **Facilities and Operations** - Sustainable principles are applied to the design, construction and renewal of division buildings and all aspects of facility management, procurement, resource use and transportation. School outdoor spaces are developed for outdoor learning.
- E. **Partnerships** Opportunity to engage parents and the community in the practice of ESD principles and in addressing local sustainability issues through community projects and /or partnerships.

1. a. Our school has an ESD school plan in place? Yes  No

b. Our school has an ESD school plan in place that incorporates all aspects of the 5 domains listed above. Yes  No

2. Our school has integrated elements of the 5 domains (outlined above) into our ESD school plan. Yes  No

3. Our school has integrated the following ESD activities into our school plan: (list all that apply)

- a. Student social justice projects
- b. Environmental stewardship
- c. Sustainable changes to facilities and operations
- d. Connecting ESD to curricular outcomes
- e. Community partnerships for sustainability
- f. Other (please specify) \_\_\_\_\_

4. Our school is: (list all that apply)

- a. Just beginning our work in ESD
- b. Has implemented ESD policies \_\_\_\_\_
- c. Has a well integrated ESD/sustainable school plan and philosophy
- d. Reporting and communicating ESD initiatives
- e. Evaluating ESD progress

	<p>5. Our school would welcome support in: (list all that apply)</p> <p>a. PD for staff <input type="checkbox"/></p> <p>b. Developing an ESD school plan or including ESD into the existing school plan <input type="checkbox"/></p> <p>c. Curriculum and resource support <input type="checkbox"/></p> <p>d. Other (please specify) _____</p>
	<p>6. Comments and Suggestions</p>

<p><b>Direct inquiries about the <i>School Planning Report</i> to:</b>  <b>Larry Budzinski</b>  <b>Phone: 204-572-5117</b>  <b>Email: &lt;<a href="mailto:lbudzinski@gov.mb.ca">lbudzinski@gov.mb.ca</a>&gt;</b></p>	<p>DUE DATE:  December 1,  2016</p>	<p><b>Submitting Completed <i>School Planning Report</i></b>  Please submit completed <i>School Planning Reports</i> to your division office. Divisions please email the reports to Doreen Rothery at &lt;<a href="mailto:Doreen.Rothery@gov.mb.ca">Doreen.Rothery@gov.mb.ca</a>&gt;. Phone 204-945-8867  <b>Electronic Submissions are required.</b>  <b>Schools and Divisions wishing to participate in the school and division report database project are asked to submit their plan using the link from our website.</b></p>
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A School Planning Rubric and examples are available for schools to consider at [www.edu.gov.mb.ca/k12/specedu/pie/index.html](http://www.edu.gov.mb.ca/k12/specedu/pie/index.html).