



School Performance Planning Update

Donald E. McKay Elementary School

Year 2 of a Three Year Cycle

2015-2016

MISSION STATEMENT: At McKay, we believe that all students should participate in an educational program which addresses their individual needs and capabilities. Our goal is for students to develop an enthusiasm for learning in a safe and respectful environment which models and fosters THINKING COMMUNICATING CARING

DEMOGRAPHICS: McKay School is a small school on the west side of Richmond, with a population which has fluctuated over the last few years between 150 and 230 students. Presently, we have a population of 160 students, but we have more students enrolled for the upcoming school year, and we are confident that we will keep our 7 divisions. For the 2014/2015 school year, As of May 1st, we have welcomed 62 new students, of which 24 were enrolled in Kindergarten. 68% of our students have an ELL designation and of these, 58 are in Levels 1 and 2. This year we have also included 12 long stay International Students from the Richmond International Schools Program into our school population. This year, of the 26 Grade 7 students leaving McKay for High School, 8 have been here since Kindergarten. We have 12 students with Ministry categories and 70 students requiring special education service at some level. In our organization, we have 1.0113 FTE for ELL; .6000 Resource with an additional .4000 from our LIF. We have .3252 for Library; and .1379 for Band. There is an independently run Montessori Pre-School in the building, as well as The Learning Garden Academy, which is both a pre-school and a before/after school daycare. Their numbers are growing as they attract more McKay families to their on site facility. McKay School also houses the offices of both the SWIS Workers (Settlement Workers in Schools) and the Cultural Interpreters. This makes for an additional 15 staff on site.

STRENGTHS:

- McKay has a strong, competent and cohesive staff. They work well together and are goal oriented. Because we are a small school, there are many opportunities for distributed leadership and staff are willing to step up and accept the challenges. Staff work together on school wide teams each month, buddy classes, Friendship Club, Learning EXPO, gardening and the Breakfast Club. This past year, our music program has included a choir.
- Our sustainability grant allows us to plant in our 7 gardening plots. This year, we have added 4 plum trees and 2 large planters at the front of the school. We continue with the Spuds 'n Tubs Program as a school.
- We have a Cooking Show for the intermediate students and they are learning how to access nutritionally sound recipes and to prepare them, often using produce from our gardens.
- Our technology plan has produced good results and we now have a class set of iPads thanks to generous donations from parents, as well as fund raising on the part of our PAC. We have two teachers who have taken a strong leadership role in this area and through in-school professional

development, staff is now comfortable with the use of technology. Our Innovation Grant Proposal last year was “To integrate technology with curriculum” and we had District Staff come to the school to model how this could be done. In the past year, there have been many wonderful projects at all grade levels using iPads to deepen students’ understanding of curriculum. Two of these projects will be presented at the Innovation Celebration in May 2015.

- Our Resource Club which began last year has expanded this year to include more students. The 6 blocks of 45 minutes from last year has grown to 8 blocks of 50 minutes. This substantial increase of 30 minutes has allowed Resource staff to address the increasing needs and numbers of our students with challenges and we continue to see growth as the goals of the IEPs are being addressed in an authentic manner.
- One of our ongoing goals continues to be in the area of social responsibility, developing the attributes of a safe, responsible and respectful school. We continue to promote the McKay CARES program and through it create a positive environment and tone in the school. Respect for others is observable in the halls and in the classrooms. Our students are being encouraged to extend further beyond our school community and to this end, we are involved in the Food Drive at Christmas, and Jump Rope for Heart.
- Results of the Satisfaction Surveys indicated that over 95% of our students feel safe at school and less than 2% reported being bullied.
- Results of our FSAs indicate that our cohort group of students who were in Grade 7 last year scored in the top 5 schools in the province in numeracy.
- We promote the well-being of staff and students by going for a morning walk each day together as part of our DPA. This year, students participated in skating and hip hop lessons in addition to the physical education program as prescribed in the IRPs. All of our intermediate students participated in the District Track Meet and we had Track Attack 3 afternoons a week to prepare for this event. We had both Girls’ and Boys’ Volleyball and Basketball teams and they participated in tournaments at Burnett and Hugh Boyd Secondary Schools. Our Grade 6 and 7 students all went to outdoor education at Camp Jubilee in September, the second week after arriving back! We were happy to see that all of our international students also attended and were introduced to this program where they saw first hand the BC outdoors and formed fast friendships with their classmates. Our PAC funds many fine arts programs at McKay and this year we saw First Nations Music and Dance programs, as well as a bilingual music presentation by Will Stroet. We continue to take advantage of all sustainability and conservation programs offered by the City of Richmond.
- Two classes participated in the Salmon Program this year, and saw their salmon eggs grow into salmon which they then went to see at the Little Campbell River Salmon Hatchery.
- Our McKay Community is culturally diverse and we are fortunate to have the support of our SWIS worker to help our families overcome challenges that can arise as they begin the process of integration into a new community.
- We have a small but strong PAC. They provide hot lunches each month and hold Family Movie Nights, all of which have been well attended. The PAC participates in our June Sports/Fun Day and support us through fund raising, as well as attendance at our events throughout the year.
- Our Grade 6 and 7 students have a strong leadership program which helps the school in many ways from being monitors, helping the younger students, and leading the physical fitness program on days when rain prevents our morning walk.

CHALLENGES:

- As a result of the transient nature of our community, and relatively small sample size, the process of acquiring meaningful longitudinal data is difficult. We are however confident in the analysis of multiple indicators, including school wide testing, FSA tests, Satisfaction Surveys, and ongoing teacher assessments, as well as observation of student work and participation.
- Having 7 divisions has allowed us to provide more programs (such as sports teams), and has given us more choice in student placement. However, a small school has some inherent challenges, and one is that parents are often drawn to a larger facility. Our size also means that staff find themselves having to volunteer in many more areas than is typical of larger schools. However, we continue to support each other and strive to offer as much as we can at McKay.

Members of School Planning Council: (must include both names and signatures)

Parent: Donna Hand Chair _____

Parent: Lisa Duncan Vice-Chair _____

Parent: Dr. Jennifer Shabbitts Secretary _____

Teacher: N/A

Student: N/A

Principal: Marilyn Turnbull _____

Date of submission by SPC: May 15, 2015

GOAL:

- Reading for Information/Non-Fiction

WHAT ARE WE TRYING TO DO:

- To use technology to support the Core Competency of communication as outlined in the new curriculum and to further address and support our reading goal

RATIONALE:

- ~Staff this year see the value of continuing to address the goal of reading for information. We believe that we can enhance and expand on this goal through the use of technology and are committed to addressing the core competencies of the new Transforming Learning Curriculum.
- ~Our high numbers of ELL and International students struggle with reading different types of text.
- ~School Wide assessments, using the DART Reading Assessments indicate there are improvements from last year and we want to continue to work on enhancing this.
- ~As a school, we are trying to instill an enjoyment of reading. This is dependent on having strong reading skills. Students are all involved in home reading programs and in this way we involve the parents in sharing the responsibility of good reading habits.
- ~FSA results for our Grades 4 and 7 students were good. McKay is at or above District and Provincial levels in all areas. The Grade 4 FSA scores in Reading indicate that of the 9 students who wrote, 2 were exceeding and 7 meeting; while Numeracy scores indicate that 5 were meeting and 4 exceeding. Of the 15 Grade 7s who wrote, 3 were exceeding in Reading, 8 meeting and 4 not yet meeting. In Numeracy, 10 were meeting, 4 exceeding and 1 was not yet meeting.
- ~Staff is committed to using technology to improve student achievement. This year has seen a surge in the use of iPads at all grade levels. This gives students another way to demonstrate their learning and is making them more digitally aware and responsible.
- ~Staff continue to access non fiction reading on line and in the District data bases.
- ~Staff continues to participate in district professional development to expand their own understanding of the reading process, and thereby provide more varied opportunities for students. This year, members of our primary staff attended “Changing Results for Young Readers”.
- ~Our Resource Club is targeting the needs and IEP goals of our Ministry category students. This is allowing enrolling teachers to provide strong classroom instruction using differentiated structures to address the needs of all students. Technology is being used in both the resource room and the classrooms.
- ~We are using guided reading to develop reading capacity in all our students, beginning at the Kindergarten level.
- ~Technology can address the core competency of communication in a direct and authentic way and allow students another entry point into their learning.

EVIDENCE:

- ~FSA data. While this is only applicable at the Grade 4 and 7 levels, it does give an overall indication of how we are doing as a school community.
- ~In-class assessments of reading. Through our guided reading programs, teachers are constantly assessing students’ reading and are able to address gaps immediately.
- ~Resource Room assessment is on-going and teachers observe a constant development in reading

ability of students in the program.

~In class Level A assessment process. This, combined with teacher observation, is a good indicator of how students are doing.

~Feed back from parents. This is often one of the strongest indicators of student success.

~The use of technology is observable in the projects generated by students.

~Observation of staff use of technology for different programs in the class. At this point, we have one class using Fresh Start and there are others ready to begin this program, or others as a way to stay connected with parents, as well as communicating students' learning.

COMMUNICATION PLAN:

~Ongoing discussion amongst staff at Professional Development Days

~Collaborative time amongst staff. This year, we have introduced 2 blocks each Friday afternoon for collaboration. Staff sign up for a slot, give a brief description of the project they are working on, and administration covers the class.

~Continued discussion and sharing with staff as to how they are using technology to support curriculum. We relied on District Staff last year, and this year feel we have increased our competency with some staff taking on a strong leadership role in this area.

~Discussion at PAC meetings.

~Discussion at staff meetings.

~Learning EXPO is a strong opportunity for parents to see our engagement in the reading process as well as our increased use of technology.

~Updates in our regular newlesters.

~Updates in our parent website.

~Home reading programs across the grades which encourage parent involvement.