



**Macdonald Consolidated School**  
**3950 Route 845 Kingston, N.B. E5N 1E9**  
Tel: (506) 763-3070 Fax: (506) 763-3077  
*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)*

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*2017-2020*

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**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><b>1.0</b> Scores on Provincial and District assessments in the areas of literacy will show continual improvement for the duration of the plan at grade levels 2, 4, and 7.</p>	<ul style="list-style-type: none"> <li>• Teachers use strategies for literacy instruction including:               <ul style="list-style-type: none"> <li>○ Daily 3 at grades 5-8</li> <li>○ Daily 5 at grades K-4</li> <li>○ Stepping up to Literacy at grades 3-8</li> </ul> </li> <li>• Writing Club</li> <li>• Reading Club</li> <li>• Cross curricular reading and writing opportunities</li> <li>• Continued use of word walls in each classroom of instruction.</li> <li>• Creation of writing folders with assistive information at all grade levels</li> <li>• Author visits</li> <li>• Celebration of learning evenings</li> <li>• Multi-age reading opportunities</li> <li>• Assess, target, and support by Whittaker-Brown via literacy sessions.</li> <li>• Publication of classroom level writing collections</li> <li>• Curriculum documents used as primary sources of resource for instruction</li> <li>• Teachers and students will co-construct criteria in student friendly language based on performance standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Scores will rise from 88.9% success rate to 100% success rate – grade 2 level</li> <li>• Scores will rise from 50% success rate in grade 2 writing to 70% success rate.</li> <li>• Scores will rise from 93% success rate to 100% success rate on the grade 4 provincial writing assessment</li> <li>• Scores will rise from 41% success rate to 71% success at the grade 4 level</li> <li>• Scores will raise at the grade 7 levels from 63% success rate on reading assessments to 80%</li> <li>• Celebration of writing achievements</li> </ul>	<p>Jan 2017 for the duration of the plan.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• Writing Club</li> <li>• Reading Club</li> <li>• Margaret Britt</li> </ul>

	<ul style="list-style-type: none"> <li>• Triangulated evidence of student performance COP</li> </ul>			
	<ul style="list-style-type: none"> <li>• Administer and marking of OCAs</li> <li>• Running records</li> </ul>	<ul style="list-style-type: none"> <li>• Scores will improve for duration of plan</li> <li>• Scores will direct curriculum</li> </ul>	As directed by ASDS	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>
<b>1.1</b> Scores on Provincial and District Mathematics assessments will show continual rise for the duration of the plan at grade levels 3, 5, and 8.	<ul style="list-style-type: none"> <li>• Common assessment opportunities</li> <li>• After school and noon Math help</li> <li>• Math help indicators of success could be “exit slips for those in attendance”</li> <li>• Incorporate Mathematics into field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Scores will rise by 5% at each of the grades 3, 5, and 8 levels before the completion of the plan</li> <li>• Formative assessments</li> <li>• Summative assessments</li> </ul>	Jan. 2017  Ongoing for the duration of the plan	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ESST team</li> <li>• District Mentors</li> <li>• Whittaker-Brown</li> <li>• Stoddard</li> </ul>
	<ul style="list-style-type: none"> <li>• Appropriate manipulative available in each classroom</li> <li>• Support of ASD Mathematics Mentors</li> <li>• PLC at grades K-2</li> </ul>	<ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Balanced Mathematics approach</li> <li>• Purchase of needs when requested</li> </ul>	Exit slips after each focus visit  As Requested	<ul style="list-style-type: none"> <li>• Students</li> <li>• Whittaker-Brown</li> <li>• Stoddard</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of curriculum documents as a primary resource for instructional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-through documentation</li> </ul>	Minimum of 3 walk-throughs per month for duration of plan	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> <li>• Stoddard</li> </ul>
	<ul style="list-style-type: none"> <li>• Celebration of Learning evening</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of students and parents recorded</li> </ul>	February of each year	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• Leadership Team</li> </ul>

<p><b>1.2</b> Students in MCS will apply critical thinking skills acquired in Math and Science to real life situations.</p>	<ul style="list-style-type: none"> <li>• Career Day Opportunity</li> <li>• Survey/Questions</li> <li>• MCS Picture Graph</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of surveys and questions retained and graphed</li> <li>• Picture for 2015 will be displayed with previous years' photos, prompting discussion</li> </ul>	<p>Nov. 2017</p>	<ul style="list-style-type: none"> <li>• Trevor Shea</li> <li>• Students</li> </ul>
<p><b>1.3</b> To educate parents and students on the importance of daily and regular attendance.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance will improve</li> </ul>	<p>Jan 2017</p>	<ul style="list-style-type: none"> <li>• Homeroom teacher</li> <li>• Ellen Whittaker-Brown</li> <li>• students and parents</li> </ul>
<p><b>1.4</b> Students will demonstrate strong learning habits as outlined in the performance standards</p>	<ul style="list-style-type: none"> <li>• Formative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Staff will be able to provide students and parents with a more accurate account of the students learning</li> </ul>	<p>Jan 2017</p>	<ul style="list-style-type: none"> <li>• Homeroom teacher</li> <li>• Ellen Whittaker-Brown</li> <li>• students and parents</li> </ul>

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p><b>2.0</b> School staff will focus on in depth exploration of document “Strengthening Inclusion Strengthening Schools”.</p>	<ul style="list-style-type: none"> <li>• Discussion of the term and presentation of information regarding inclusion at staff meeting(s)</li> <li>• Placement of “Strengthening Inclusion Strengthening Schools” in the staffroom</li> </ul>	<ul style="list-style-type: none"> <li>• School Staff will describe with accuracy “inclusion”</li> <li>• Teachers will make reference to Department of Education documents in relation to inclusion.</li> </ul>	<p>Jan. 2017 and ongoing for the remainder of the plan</p>	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• School Staff</li> </ul>
<p><b>2.1</b> MCS will have fewer physical barriers.</p>	<ul style="list-style-type: none"> <li>• Discussion with PSSC of forward movement toward this goal</li> <li>• Visits from ASDS personnel to assess school needs</li> <li>• Discussion with Playground Committee regarding wheelchair accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• More people will experience greater access to school or any aspect of the school</li> </ul>	<p>Jan. 2017 and ongoing for the remainder of the plan</p>	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• Facilities Dept.</li> <li>• Playground Committee</li> <li>• Occupational Therapy</li> </ul>
<p><b>2.2</b> Teachers will instruct using the UDL approach.</p>	<ul style="list-style-type: none"> <li>• Teachers will use UDL strategies to inform their instruction</li> <li>• PD will continue to inform staff regarding changes and updates</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes/Goals/Instructional Methods will reflect the UDL approach</li> <li>• Walk-throughs</li> <li>• Teachers will have, on record, data attesting to the various types of learners in their classes. (ie student profiles)</li> </ul>	<p>Jan. 2017 and ongoing for the remainder of the plan</p>	<ul style="list-style-type: none"> <li>• Dept. of Ed.</li> <li>• Teachers</li> <li>• School Staff</li> <li>• Whittaker-Brown</li> </ul>
<p><b>2.3</b> <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"> <li>• Ensuring teachers at meetings/walkthroughs throughout the year are using their maps and assessments for next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies distributed and tracked</li> </ul>	<p>Distributed December 2016</p>	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> </ul>

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

Goals	Strategies	Indicators of Success	Timeline	Responsibility
<p><b>3.0</b> MCS will continue to support local and community events.</p>	<ul style="list-style-type: none"> <li>• Noodle Monday Club</li> <li>• Advertise on lobby television upcoming events</li> <li>• Advertise via Synervoice and Twitter</li> <li>• Events added to MCS website</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Social/Emotional Needs Met</li> <li>• Display of events when students, teachers, and visitors enter on the television</li> <li>• Staff will be recognized by members of the community and acknowledged</li> <li>• Monthly newsletter</li> <li>• Tracking of attendance</li> <li>• TTFM data</li> </ul>	<p>Sept. – June Mondays</p> <p>Jan. 2017 and ongoing for the duration of the plan</p>	<ul style="list-style-type: none"> <li>• Linda/Jodi</li> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• School Staff</li> <li>• Community Members</li> </ul>
<p><b>3.1</b> The physical structure of MCS will be used by community members to facilitate various clubs and events.</p>	<ul style="list-style-type: none"> <li>• Calendar in office will track use of areas throughout the school</li> <li>• Discussion with PSSC of forward movement toward this goal</li> <li>• Visits from ASDS personnel to assess school needs</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga, Student Volleyball, Pathfinders, Kingston Youth Group, Cadets, TOPS, Kingston Soccer Club, Ballet, Baseball, Kick-Boxing, Preschool, Historical Museum, Career Fair's</li> </ul>	<p>Monday through Saturday</p>	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• Volunteers</li> </ul>
<p><b>3.2</b> MCS will support local business, shops and entrepreneurs.</p>	<ul style="list-style-type: none"> <li>• Opportunities for local artists ,entrepreneurs etc. to come to the school</li> <li>• Kredl's</li> <li>• Cynfully Delicious</li> <li>• Fred the Fish Man</li> <li>• Reed's Point Grill</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to school will result in monetary gain and provide opportunities for socialization</li> </ul>	<p>When appropriate and available</p> <p>Special seasonal events</p>	<ul style="list-style-type: none"> <li>• Various community members</li> <li>• Teachers and Support Staff</li> </ul>

**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><b>4.0</b> MCS will identify from students and parents which mental health issues are important as areas of focus.</p>	<ul style="list-style-type: none"> <li>• Survey parents</li> <li>• Survey staff</li> <li>• Survey students</li> <li>• WITS</li> <li>• FUN FRIENDS</li> <li>• Mental Health Stigma Resource</li> <li>• Mind Up Curriculum (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Posters placed around the school in various locations, visible and appropriate for age level.</li> <li>• PLEP added to our school website</li> </ul>	<p>Survey return by Dec. 2016</p> <p>Topic list created from survey return input by Dec. 2016</p>	<ul style="list-style-type: none"> <li>• ESST team</li> <li>• Guest Speakers</li> <li>• PSSC</li> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• Camera Club</li> <li>• EAs</li> </ul>
<p><b>4.1</b> MCS will advertise and promote opportunities to learn about mental health issues.</p>	<ul style="list-style-type: none"> <li>• Advertise on Synrevoice</li> <li>• Advertise via Newsletter</li> <li>• Advertise via MCS website</li> <li>• Guest Speakers</li> <li>• Twitter</li> <li>• Ring Bells for Mental Health</li> <li>• Color Days</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at sessions</li> <li>• Exit Slips at session</li> <li>• Guest Speaker opportunity and documented visit</li> </ul>	<p>Pending results and availability of speakers</p>	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> <li>• Stoddard</li> <li>• Guest Speakers</li> </ul>
<p><b>4.2</b> MCS will place appropriate messaging around the school to identify issues of mental health</p>	<ul style="list-style-type: none"> <li>• Student created posters</li> <li>• Purchase of posters</li> <li>• LINK</li> <li>• Skits and Plays</li> <li>• Beyond The Hurt</li> </ul>	<ul style="list-style-type: none"> <li>• Posters changed on a routine and bi monthly basis</li> </ul>	<p>Posters changed mid-month by students or whomever may assist</p>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Whittaker-Brown</li> <li>• Trevor Shea</li> </ul>
<p><b>4.3</b> 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"> <li>• Solicit posters from Horizon Health</li> <li>• Have student made awareness boards</li> </ul>	<ul style="list-style-type: none"> <li>• ESST Team minutes to reflect discussions of mental health issues as appropriate.</li> <li>• e-binder to document references</li> </ul>	<p>Meeting minutes every two weeks</p>	<ul style="list-style-type: none"> <li>• Whittaker-Brown</li> <li>• Beth Toner</li> <li>• Trevor Shea</li> <li>• Isaac Jones</li> <li>• Teachers</li> </ul>

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

<p><b>5.0</b> MCS will provide opportunities for students to learn and value diversity and inclusion</p>	<ul style="list-style-type: none"> <li>• Awareness/dress-up days ie Many colors day during Bully Awareness week, day against homophobia (annual event), presentations by GSA group</li> </ul>	<ul style="list-style-type: none"> <li>• School wide participation in special events. Plan submitted to admin for May 17<sup>th</sup>. Presentation brainstorming with GSA in the Fall, presentation to take place in Winter of 2017.</li> </ul>	<p>Dates predetermined per district. Plan to admin by April.</p>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers</li> <li>• Barb Hill</li> <li>• Trevor Shea</li> <li>• GSA group</li> </ul>
<p><b>5.1</b> 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"> <li>• Creation of Gay-Straight Alliance 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>• Group norms and meetings established.</li> </ul>	<p>End of October 2016</p>	<ul style="list-style-type: none"> <li>• Barb Hill</li> <li>• Trevor Shea</li> <li>• Admin</li> </ul>
<p><b>5.2</b> MCS will provide students with learning opportunities which enhance empathy and understanding for LGBTQ community</p>	<ul style="list-style-type: none"> <li>• The GSA will ask teachers to share media with their students which contain LGBTQ content.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin will check with teachers each term to follow up on request to present materials to students.</li> </ul>	<p>Oct 2016</p>	<ul style="list-style-type: none"> <li>• GSA</li> <li>• Barb Hill</li> <li>• Trevor Shea</li> <li>• Admin</li> </ul>