

**Fort McMurray
Public Schools**

**École McTavish Public High School
School Education Plan
2022/2023**



Principal: Thomas Andrews

Vice Principals: David Hurley, Daniel Baseley, & Nedessa Reid



School Context

Ecole McTavish is a dynamic school with grades 7-12, that emphasizes a well rounded education for our students. We pride ourselves on our ability to be a space where students of all interests and walks of life can pursue their passions. We are very proud of being our division's only dual track high school with a very successful French Immersion program that celebrates Francophone culture. McTavish looks to celebrate diversity in every way we can as we proudly display over 60 flags in our atrium, representing the homes of our school community. In our pursuit of providing a rounded educational experience to our students we continue to bolster highly successful athletics, fine arts and academic programs. Our school truly believes in creating a space where students feel at home, and are welcomed for who they are.

Our school has 1195 students, 57 ATA staff, 13 EAs, and 10 CUPE support staff. Of the 1195, 24 of the students are in the junior high Ecademy and not in the physical building. We have an ELL population of 55 students that are supported by both differentiation in the classroom and program support in the school. We also have 130 Indigenous students at Ecole McTavish and are proud to celebrate their cultures and traditional learnings at the school. With a full time cultural navigator on staff, we are able to infuse Indigenous learning into many areas throughout the year. As restrictions were slowly lifted we have been able to offer a variety of learning experiences to our students, including Land Based Learning and even our school's first hand games team who are traveling out of town to compete. The creation of groups such as our GSA, Diversity Club and Women in Leadership groups also help the diverse voices of our students to be heard, so that we can continue on our path of creating a safe space for all students.

Our school recognizes the need for many students to have access to healthy foods throughout the day, and we have worked to make them available to all our students. We have a breakfast and lunch program for students who are in need due to food insecurity, and offer support to families that also need this support.

We have a focus on mental wellness with our students as we know that this area is one that needs large amounts of support. Through our two full time counselors, one full time mental health worker, two learning assistant coordinators, and multiple class and school programs, our goal is to provide multi layered support for students.

We continue to serve as the main campus for PEAK Athletic programming in the division. This



École McTavish Public High School

"Home of the 21st Century Learner"

this coming year we look to add even more to our programming by offering volleyball, based on the expressed interest of our school stakeholders. Through our PEAK Athletics programming we are able to allow students time in their day to further explore their passions in athletics; all the while holding them accountable for their academic and behavioral progress, as we teach them that the student comes first in "student athlete".

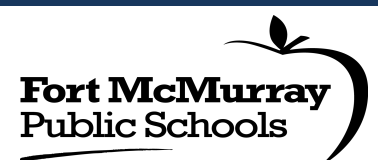
After two years of the pandemic, we have seen stark changes in the needs of our students. Using the CRM (Collaborative Response Model) our staff groups have focused on numeracy to help close the gaps that were created by inconsistent learning environments that have impacted our students. We have also seen an increase in issues pertaining to engagement, which are also being addressed by our staff. Our staff values maintaining our traditionally high standards for our students, but understands that the disruptions of the past few years (particularly in Fort McMurray), have created a need for adjustments in terms of how we approach student learning, discipline, and pedagogy in order to help prepare our students for life after High School.

We continue to work to create an environment students can call home, and where all are welcomed and cared for regardless of their personal situations. We truly believe that putting the students first will enable us to foster more effective learning, producing active and responsible young citizens who will reflect fondly upon their experiences at Ecole McTavish.

Thomas Andrews,
Principal, École McTavish High School



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OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

Strong focus on the well-rounded learner at the school. Students are able to follow their passions to a high level at Ecole McTavish, no matter if it is academics, performing arts, athletics, trades, and beyond. We cultivate the full student. ELL results have been traditionally very strong thanks to supports in class and from home. Indigenous programming has been a highlight for several years and we continue to infuse more traditional perspectives into all we do. Strong collaboration between staff and parents is a pillar of our continued improvement and growth.

AREAS FOR GROWTH

LITERACY - Our aim is to increasingly coordinate our literacy instruction, and interventions, in order to facilitate higher student achievement in reading comprehension, accuracy and fluency. By June 2023, 80% of our students will have reached or exceeded report card reading category targets.

NUMERACY - Our staff has been working collaboratively to improve our school's overall numeracy achievement by working on students' mental math capabilities, particularly fact fluency. Our data unveiled that our students struggle with describing, analyzing, displaying, and solving 3-D objects and 2-D shapes—measurement and transformations.

LOCAL CONTEXT

Ecole McTavish High School is a grade 7-12 school that focuses on providing a well rounded education to our students. We encourage students to find their passion and offer courses that give a wide variety of experiences for them. We are a dual track school that offers both french and english programming. Our school is home to students from over 60 countries and we value, and celebrate, that diversity. Our high level of academic, athletic, and performing arts programming shines through our students passion about being a part of the Marauder family.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS

- o [Link](#) to our PLF annual plan

2. PHYSICAL RESOURCES

- o We will be implementing MIPI this year for all grade 7 - 10 students. Will use that as a baseline for finding areas for growth and where we are at with mental math. We will use Literably Data moving forward, as well as anecdotal evidence to evaluate areas of growth in literacy, and focus on increased oral fluency.

3. HUMAN RESOURCES

- o We will continue to support the areas by arranging the staff into the most appropriate spots to help improve both areas of growth. We will utilize the district coordinators for numeracy and literacy to the best of our ability to provide additional support in this area.

4. BUDGET

- o As a school we will need to have funds set aside for staff training on both goals. Whether through guest speakers, experiential learning for staff, books, and items to enhance classrooms, there will be costs to working in both areas.

INDICATORS OF SUCCESS

SHORT TERM

Goal #1 - All math teachers will have given the MIPI test to see where areas of strength and weakness are. A comprehensive plan for improving mental math will be further developed from what is already occurring. CRM meetings will offer chances for staff to collaborate on main issues around implementation and how to keep moving forward. This will be a continuation of the work done this last year, as we still have made note that continued growth in this area is needed despite forward progress.

Goal #2 - We will initially work with the data we currently have to help implement strategies, programming and pedagogical practices to aid in



GROWTH AREA: NUMERACY – Our staff has been working collaboratively to improve our school’s overall numeracy achievement by working on students’ mental math capabilities, particularly fact fluency. Our data unveiled that our students struggle with describing, analyzing, displaying, and solving 3-D objects and 2-D shapes—measurement and transformations.

ACTION FOR IMPROVEMENT: NUMERACY - IF time and resources are made available for staff to engage in collaborating in this specific area, where we examine existing instructional practices, collectively plan, and create common assessments—from Grade 7 to Grade 10—THEN we would expect to see increased student knowledge and understanding in recognizing, creating, extending, and solving 3-D objects & 2-D shapes in various contexts. Also, IF the administrative team and our school’s numeracy leads are actively engaged in exploring, recording, and building collective knowledge about effective instructional practices (based on past successes/failures) and IF these stakeholders ensure that this knowledge is then shared and applied by others, THEN student learning and achievement in this area should improve.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<i>Current State</i>						
While <i>Shapes and Space</i> is prominently featured in the current Math curriculum, it is a “stand alone” strand that does not have many recurring concepts or outcomes attached to it. The past two years of COVID-19 (online learning, hybrid learning) has caused considerable learning gaps for many students. Teachers, admittedly, “triaged” the Math outcomes to focus on the most important—recurring, common—strands throughout Junior & Senior High, which caused <i>Shape & Space</i> to be neglected.	<p>Teacher anecdotal evidence</p> <p>Collaborative Team Meetings</p> <p>MIPI results</p> <p>Department (Summative) Assessments</p> <p>Feedback gained through data from PATs and staff assessments.</p> <p>Classroom visits to all classes</p>	<p>+40% of students in Grades 7–10 had troubles identifying, constructing and comparing 3-D objects & 2-D shapes</p> <p>+50% of Junior High Students had related problems in their <i>Transformations</i> unit</p> <ul style="list-style-type: none"> Students had problems with calculating surface area, volume <p>JH/SH students also had difficulty with constructing line segments, angle bisectors, and applying the Pythagorean theorem</p>	<p>École McTavish has 16 Math teachers and 8 of them are new to their position this year. As a result, there is not a lot of long-term evidence on instructional practices, which is why the staff has worked together to ensure everyone is implementing similar “best” instructional practices and utilizing common assessments. focus in the classroom.</p>	<p>Staff will collaboratively review their current instructional practices and work together to develop well-rounded instructional strategies. Staff will address common areas of struggle (ie. vocabulary) and how they helped students overcome these difficulties from their experiences. Staff will share learning strategies and other tips that have been effective in the past to help broaden every teacher’s scope.</p>	<p>HS Teachers have identified major aspects of <i>Shapes and Space</i> that their students are struggling with; they are working with the JH teachers on how to address this specific area of concern sooner (before Math 10C/-3)</p> <p>Teachers will be able to explain their rationale on how they came up with their strategy and how they have used it in class (step-by-step). During a PLF, teachers will be able to adopt and adapt the strategy so they are able to apply it to their grade level and to ensure consistency among classes.</p>	<p>It has become clear and apparent that staff are cognizant of the previous gaps in learning and are proactive with their approach to teaching 2-D shapes & 3-D objects. Teachers are able to monitor closely and adjust on the fly—utilizing an array of (collaborative) strategies—to address the learning needs in their class.</p> <p>Student learning and understanding of these outcomes is visible on the next year’s MIPI test and on learning activities—we will aim to have 65% of students achieve these outcomes independently.</p>



GROWTH AREA: LITERACY - Our aim is to increasingly coordinate our literacy instruction, and interventions, in order to facilitate higher student achievement in reading comprehension, accuracy and fluency. By June 2023, 80% of our students will have reached or exceeded report card reading category targets.

ACTION FOR IMPROVEMENT: IF time and resources were made available for staff to engage in a Collaborative Response Model, where they bring forward evidence of their instructional practices and the resulting impacts on student reading comprehension, fluency, and accuracy...and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective instructional practices, THEN we would expect to see increased instances of our students racing or exceeding grade level category targets in the identified areas by June 2023.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement	Short term success indicators (October)	Moving To... (June)
<i>Current State</i>				<i>How?</i>	<i>Evidence of Improvement</i>	<i>Desired State "Audacious" 1-year goal</i>
<p>At present, a variety of tools and resources have been implemented across grade levels and languages to support student achievement; there is limited coordination, however, in the approach to literacy instruction and the tools employed.</p> <p>Current student achievement data reveals a need for continued focus in the following areas: reading comprehension, fluency and accuracy.</p>	<p>Literacy benchmarks for First Nations, Métis and Inuit students</p> <p>Literacy benchmarks for ELL students</p> <p>Classroom walk-throughs and both formal and anecdotal observations</p>	<p>At present, 38% of FNMI students are not meeting grade level targets in Grade 7 and 8.</p> <p>Currently, 31% of ELL students are not meeting grade level targets in Grades 7 and 8.</p> <p>Anecdotal teacher observations and reports have reinforced the above evidence.</p>	<p>Classroom resources are highly individualized, based on the individual teacher. There is a need for more frequent opportunities for our staff to collaborate and implement learning tasks that are responsive to student learning needs.</p> <p>Our students would also benefit from enhanced staff collaboration and joint planning to further scaffold supports focused on improving reading fluency - throughout all grade levels.</p>	<p>We seek to introduce class-based, repeated oral reading. Staff will receive simple training, which will allow them to focus on their students, reducing the need for external supports</p> <p>Our school aims to establish a peer mentorship program, whereby certain students would receive additional academic assistance from fellow students.</p> <p>Pyramid of supports developed within CRM will help guide the strategies used to help students.</p>	<p>Anecdotal teacher observations and reports will act as evidence of our success.</p> <p>Higher student scores on Literably - our assessment tool for literacy among grade 7-9 students</p> <p>A reduced dependence upon external supports, and a move to more class based actions, will also act as a short-term success indicator.</p>	<p>We will see increased fluency among our students.</p> <p>Our students will experience more success, regarding their reading comprehension, PAT and Diploma Exam scores</p> <p>Our percentage of ELL and FNMI students who are meeting grade level targets in Grades 7 and 8 will rise to %.</p>



École McTavish Numeracy Data

Doing What's Best For Kids

SEPTEMBER 2021

Tier 1 Tier 2 Tier 3 Tier 4





École McTavish Numeracy Data

Doing What's Best For Kids

FEBRUARY 2022

Tier 1 Tier 2 Tier 3 Tier 4

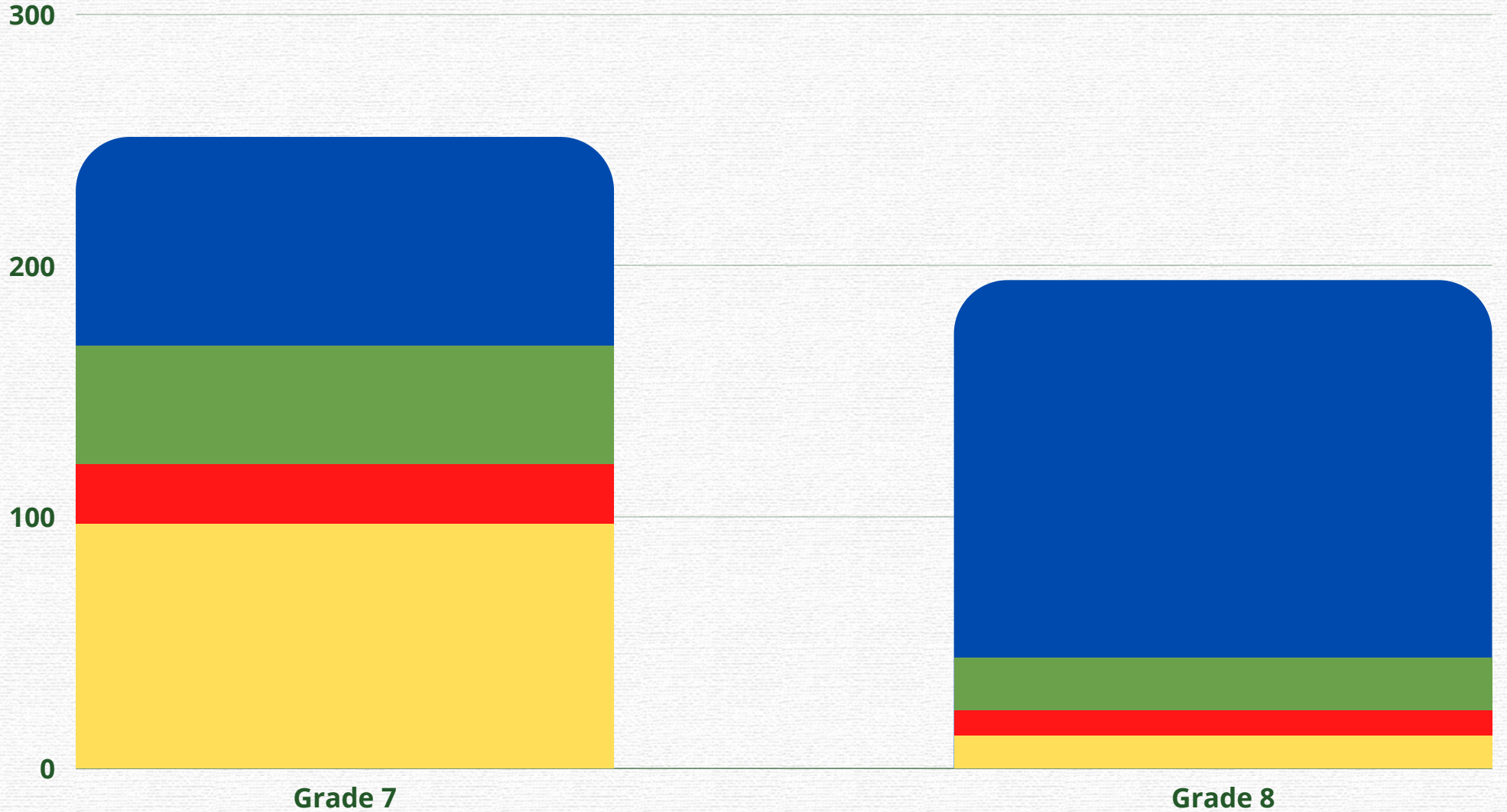




École McTavish Literacy Data

Doing
What's
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For Kids

LITERABLY GENERAL DATA





École McTavish Literacy Data



FMNI/ELL DATA

■ Tier 1 ■ Tier 2 ■ Tier 3 ■ Tier 4

