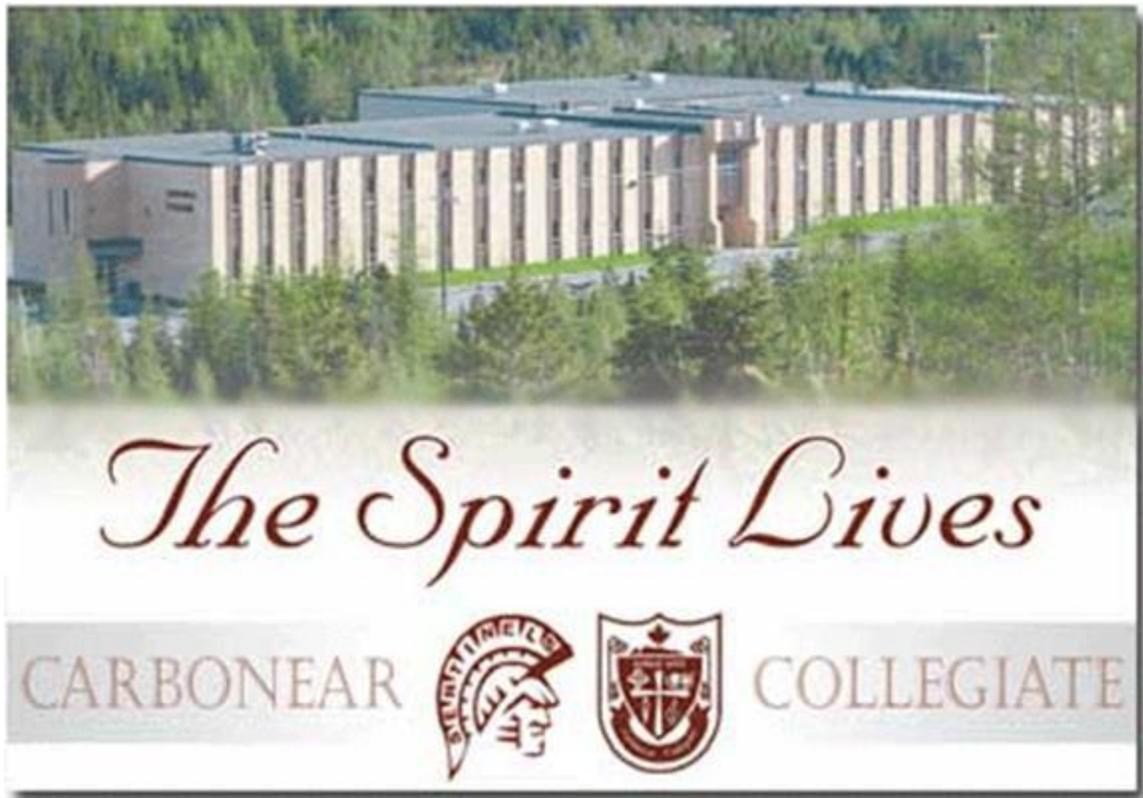


Carbonear Collegiate

2016-2017 School Development Report



It is the mission of Carbonear Collegiate, a community-minded centre, to provide a program that facilitates the development of each student within a caring, supportive learning environment which allows the student to reach his/her potential as a productive member of society.





A Message From
TONY STACK
CEO / DIRECTOR OF EDUCATION (Interim)

The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack'.

Tony Stack
CEO/Director of Education (Interim)



Message from Principal

It has been a busy year at Carbonear Collegiate!

Our first order of business was to participate in the development of a new 5 year School Development Plan. In the fall, our school community was involved in the completion of student, staff and family surveys. In the spring, our staff completed the Internal Review process analyzing internal and external data forming the basis of our 5 year plan. During May, a group of our peers completed the External Review process validating the work we had completed throughout the year. Our School Development Plan objectives focus on diverse teaching and assessment practices, implementing interventions for at-risk students and promoting a safe and caring learning environment through Positive Behaviour Interventions, mental health awareness and promotion of social justice.

All stakeholders, including students, parents, staff, and community members have a tremendous amount of support and pride in our school. Our qualified and professional staff offers a wide range of programs and courses to fit all levels of ability and interest, resulting in a high level of student achievement each year. Our teachers stay on top of the new district initiatives as it pertains to 21st Century Learning, Differentiated Instruction, Inclusion and Assessment and Evaluation, availing of professional development opportunities to further enhance their classroom teaching styles and strategies. As well, Carbonear Collegiate offers a co-curricular program, second to none, where students are given opportunities in a safe and caring environment, to participate in clubs and on teams in all forms of discipline. Another positive is the reciprocal relationships between school and community evident in the support we receive through our School Council and business community. Last year CC raised more than 25,000 dollars through our Craft Fair and Annual Auction and Dinner. The monies raised is put back into the hands of the students in the form of resources and equipment for all of our school programs. Once again funds were set aside to annually donate \$3000 to our Breakfast Program.

Carla Roberts
Principal

Message from School Council

It is once again an honor and a privilege to bring you greetings on behalf of the school council Carbonear Collegiate. We again have to ask ourselves “Where has another year Gone?” As a school council member, I feel we serve a very worthwhile purpose in support of our school. The interest and increased numbers on our school council show its pride in our school and the passion for our students to learn in a safe and caring environment. The School Council for the 2016-2017 school year is made up of the following membership:

Don Coombs	Kim French	Cathy Short	Karen Butt
Sharon Farrell	Mary Short	Des Fillier	Christine Whalen
Maddie Baldwin	Frank Finlayson	Sean Cashin	Carla Roberts

Working together as a school body with the administration, staff and support staff, we continue to strive for “The Spirit Lives” which is the motto of our school, and is certainly the goal and vision within our community.

The education and development of the students is the focus of all staff and their primary concern is for the students. As a result of this focus it has been an easy job to work with the excellent administration and staff of Carbonear Collegiate.

We, as a School Council, continue to see the efforts of the students, staff and school community as a whole working together for the common goal of a quality education for each and every student at Carbonear Collegiate. Being on School Council is an opportunity to make a difference, to assist the administration and staff of the school to continue to make education the priority within the school. I encourage every one of you who have the time to become involved. To those who don’t have the time to volunteer, come to the assemblies, drop by the school and you too, along with the students, will feel a part of the legacy of Carbonear Collegiate.

To the many volunteers who help the school community of Carbonear Collegiate, we thank you for your support. By working together, we will continue to ensure that all who enter the doors of Carbonear Collegiate leave as better people.

Don Coombs
Chair
Carbonear Collegiate School Council

Our School Community

Located in the community of Carbonear, Carbonear Collegiate high school services a wide catchment area within the Trinity and Conception Bays. Many towns making up this catchment area range in size and population, with the majority being mainly rural areas. During the 2016-17 school year there were approximately 520 students from grades 9-12 attending Carbonear Collegiate.

Our physical plant is housed over two floors. Besides our numerous classrooms, we also have a double gym, a fitness room, a skilled trades' lab and classroom, a computer lab attached to a learning commons, a fully functioning cafeteria, a music/theatre arts room, an art room, and physics, chemistry and biology labs. Next door we also avail of the Carbonear Recreation Complex, upgraded to host the 2012 NL Summer Games, which includes a pool, two softball diamonds, tennis courts, a basketball court, soccer field and a 400 meter running track with proper venues for field competitions, such as long jump, triple jump, shot put and javelin.

Our school offers a varied co-curricular program, with teacher sponsorship. Sports teams include hockey, soccer, basketball, volleyball, badminton, cross-country, softball, track and field, and ball hockey. Other groups include choir, glee choir, band, art club, animation club, debate club, robotics club, skilled trades club, social justice and student council.

The school is administered by an administrative council, which includes the principal, assistant principal, guidance counselor and department heads. In addition to our active School Council, we also have several school committees that help create direction for our school, namely, the *Safe and Caring Schools Committee* and the *School Growth and Development Teams*. Other teacher committees are formed around healthy students and staff, our environment, occupational health and safety, breakfast program, annual fundraising auction and craft fair, student awards and graduation.

As noted above, our school is located in the community of Carbonear, central to our catchment areas, which extend from Riverhead, Harbour Grace, to Western Bay, and across to Trinity Bay to Turk's Cove. While the area is vast, students share a collegiality and dedication to our motto, "The Spirit Lives."

Our staff of 32 teachers, 5 support staff and 3 student assistants are exceptional and work hard to ensure success for all our students. They are innovative and constantly look for ways to improve our instruction, co-curricular programs, and the school physical building. They are very focused on providing a safe and caring environment, and take the role of connecting with students very seriously. We offer approximately 140 courses in all academic levels, including a French Immersion class at each grade level.

Key Highlights/Special Projects

- English Department:
 - Carbonear Collegaite celebrated a number of students receiving awards in the Royal Canadian Legion Poster and Literary Contest, the Arts and Letters Competition and Public Speaking. 16 winners of the Legion Contest with three of our students placing first in the province with submissions sent to Ottawa for national judging. Two of the first place standings were in the Senior Division resulting in both students receiving trips to Beaumont Hamel. We also had two winners in the Arts & Letters Competition as well as four of our students receiving awards for Public Speaking.
- Math Department:
 - Item Bank Creation for Math 3200 and 3201
 - Math 9 PL sessions from DEECD
 - Assessment focus, both formative and summative
 - Emphasis on Levels of Questioning, especially creating Level 3 items for all math courses
 - Suggestions for in-class strategies that could be incorporated ex. “My favourite no”; effective questioning, etc.
 - Item Analysis for Math 1201 and Math 3201 midterm exams
 - Classroom Support
 - Regular class visits (focus on Math 9 in term 2)
 - Focus on assessment and instruction strategies
 - Collaborative planning within department
 - Continuation of work on initiatives from the last two years:
 - Grade 9 Math common planning
 - Cumulative Assessments in Math 9
 - Integration of NLESD online resources into classroom instruction
 - Setting up shared Google folder for assessments
 - Exploring differentiated instruction and assessment strategies
 - Data analysis (BEV tables)
 - Provincial Waterloo Math Competition: 62 students participated
 - Provincial Pascal Math Competition: 40 grade 9 students; school placing 15th out of 30 schools.
 - Provincial Cayley Math Contest: 16 grade 10 students; school placing 6th out of 29 schools. One student received a certificate of distinction for their high mark.
 - Provincial Fermat Math Contest: 6 students participated; school placing 19th out of 29 schools. One student made the honour role in the group II category
 - Avalon West Senior High Math Competition: 11 team competition with one CC team placing 3rd.
- French Department:
 - Our department outlined important goals in our Smart Action Plan to help students studying second language meet with success and receive support from both school and district to follow through on specific actions. Significant improvements with students’ written production using activities based on error correction and providing models for certain aspects of writing was evident. Goals for next year include continuing to build on these strategies, improving L2 listening and reading strategies and effective and timely use of Google suite.
 - Increase in enrolment: Core French 1200 doubled allowing two slots for the next school year; significant increase of LFI students entering grade 10.
 - This year our LFI students in level III took Enseignement Religieux 3136 for the first time.
 - For the second year in a row a Level 1 Student wins Provincial Concours in St. John’s in May.

- Our French Immersions students in grades 10-12 participated in a Bilingual Career Fair in November of 2016.
- French Spin class at the local gym in February.
- In May of 2017 a group of students travelled to St. Pierre and Miquelon. Students in both the Core and LFI programs attended. The students stayed with French families and had a true experience of being immersed in a different culture. The FrancoForum put off many excellent educational, fun and cultural activities! An authentic experience in language learning.
- Science Department:
 - Our Biology 2201 classes attended a curriculum-focused learning day at the Ocean Sciences Centre (OSC) in conjunction with the Oceans Learning Partnership (OLP). Lessons involved biodiversity in the oceans in a hands-on way, which would be available to very few students outside of this setting. Twenty-five students participated in this learning activity, including 5 of our international students.
 - Increased use of Assessment for Learning practices
- Social Studies Department:
 - In keeping with the overall department goal of improving academic achievement, a wide variety of curriculum-based activities took place. A data analysis PD opportunity was provided by the District proving to be very constructive, especially in analysing the results in the public exam courses.
 - At the conclusion of the school year a number of our Canadian and World History students will be travelling to Europe on a Canada and the World Wars Tour. This tour will cover topics covered in the classroom in both subjects. The students will visit various sites related to Canada's involvement in World War I and II. These include Beaumont Hamel, Vimy Ridge, Passchendale, Essex Farm, Ypres and Normandy.
 - This year Carbonear Collegiate history team won the Royal Canadian Legion History Military Challenge for the first time and as a result, one of our team members will be travelling with the Legion delegation to Beaumont Hamel this summer.
- Applied Skills:
 - Senior Drama: Chosen to represent our region in the Provincial Drama Festival
 - Music Groups: Rock Band, Glee Choir
 - Rose Bowl winner at the Kiwanis Music Festival.
 - Art:
 - Curricular and co-curricular groups worked together to continue to create and display artwork throughout the school. Additions have been made to the school hallways and learning commons. This work continues to assist in the achievement of a school goal for improving aesthetics in the school building. Rug Hooking projects were present throughout the year and for Remembrance Day and the 100th anniversary of Beaumont Hamel, students painted an 8' x 16' mural depicting both present and past day Beaumont Hamel. This has been weather protected will be installed on the exterior of the school.
 - *Art students created art work for sale at our Annual Auction*
 - 1st, 2nd, and 3rd place student winners of the Carbonear Winter Carnival Art Contest. First place winner in the NL Arts and Letters Competition for a mixed media sculpture of John McCrae.
 - Skilled Trades & Technology :
 - Six classes of trades and technology were offered.
 - Major initiative accomplished this year: improving school wide Wifi. An additional 10 Access Points were installed.
 - In April, three students competed in the Provincial Skills Canada Competition. One of these students finished first in the 3D Animation competition and was chosen, for the 3rd year in a row, to represent the province at the Nationals in Winnipeg, Manitoba.

- Phys. Ed & Family Studies:
 - Continued success in the newly added Nutrition Course with three slots offered for students.
 - Boy's outdoor soccer- 1st at regionals/hosted event. 2nd at provincials and won sportsmanship banner
 - Girl's outdoor soccer- 1st at regionals/hosted event.
 - Girl's ball hockey- 1st at regionals/hosted, 2nd at provincials/hosted event
 - Girls' basketball- 2nd at regionals, 4th at provincials
 - Boys Basketball- 3rd at provincials
 - Boy's indoor soccer- 4th at provincials
- Annual Harvest Run:
 - A co-curricular event involving 1200 student participants in grade three - level III from 33 schools in the eastern district. Students, teachers and our municipalities work together to sponsor this event. A great example of school community support.
- 3rd Annual Fall Craft Fair:
 - More than 50 vendors, 10 staff and our students worked together to sponsor this community event.
- 12th Annual Auction and Dinner:
 - Over 200 community guests attended this fundraiser to support Carbonear Collegiate.

Partnerships

During the 2016-2017 school year, Carbonear Collegiate continued to benefit from its strong community and provincial partnerships while also moving forward towards developing new ones.

- Continuation of the agreement with College of the North Atlantic to have Carbonear Collegiate designated as a Cisco Local Academy, with the complimenting Federal Government designation of Carbonear Collegiate as a FIT provides students with the opportunity for advancement in technology classification upon graduation.
- Continuation of a strong relationship between Carbonear Collegiate and the Town of Carbonear's Parks and Recreation Commission is evident in the opportunities our students receive to use the athletic facilities both through our Physical Education program as well as our extra-curricular activities.
- The town continues to support the annual cross country running Harvest Run through the set-up and clean-up of running trails/course, while also providing multi-purpose room for registration and canteen facilities to offer food service.
- The partnership formed with Eastern Health and its local public health nurses and social workers continued with their support at the 13th Annual Cross Country Running Harvest Run. This team of nurses provided assistance and support throughout the day in the form of registration, results recording and medical emergency assistance. Carbonear Collegiate was also happy to partner with Eastern Health to once again complete a successful year of the newly developed Sexual Health Project – "Healthy Spaces".
- Carbonear Collegiate continues to build upon an already successful partnership with the Kids Eat Smart Foundation. Through matching funds grants, donations and funds raised from our annual auction hundreds of students eat healthy every morning.
- Carbonear Collegiate continues to receive tremendous support from our local communities and businesses in the participation of our Annual Fall Craft Fair and Annual Auction and Dinner.

Assessment Data:

	2013/14			2014/15			2015/16			2016/17		
	School	Region	Province									
Graduation Rate	96.2	94.9	95.2	92.5	95.3	95.4	↑97.2	95.4	95.6	↓95.56	94.91	95.52
Graduation Status												
Honours	22.7	30.7	29.3	19.4	32.3	30.3	↑21.0	33.7	31.5	↑29.4	36.16	33.84
Academic	37.5	42.4	40.2	51.0	42.2	40.7	↓40.0	39.9	38.8	↓33.9	40.96	39.14
General	39.8	26.9	30.5	29.6	25.5	29.0	↑39.1	26.4	29.7	↓36.7	22.88	27.00

What do these results tell us?

- Carbonear Collegiate boasts a 96 % graduation rate in 2016/17. A graduation rate of 93 – 97 % occurs over the past four years.
- 2016/17 results indicate academic programming below the provincial average by 6%. In the same year, Honours status is 4% lower than the province with general status exceeding the province by 9% in enrolment.
- Honours status has increased by 8% compared to 2015/16.
- Academic and Honours combined makes up 60-70% of our school programming over a four year trend.

# Potential	# Graduates	% Graduates	% Honours	% Academic	% General
115	110	96%	29.4	33.6%	37.3%

Our internal courses boasted excellent pass rates with 92% of courses having a 90% pass rate or above:

- Thirty courses had a 100% pass rate.
- Twenty nine courses had a 90%-100% pass rate.
- Only five courses had a less than 90% pass rate with the lowest pass rate being Newfoundland and Labrador Studies 2201 at 81.25%.

Public Exam Results:

Course	2016/17			2013/14			2014/15			2015/16		
	School	Region	Province									
Français 3202	↑74.36	74.62	74.62	75.2	74.6	75.0	71.3	75.4	75.7	74.0	75.1	75.4
Mathematics 3205/3200	↑80.48	77.89	78.49	73.9	77.8	77.9	70.9	76.2	77.4	73.0	76.1	77.3
Mathematics 3204/3201	↑68.98	66.05	67.08	60.1	63.5	63.8	66.7	66.1	66.1	62.7	65.9	66.4
World Geography 3202	↑68.62	68.69	70.46	69.3	68.9	70.1	65.8	68.8	69.7	66.1	69.5	70.4
World History 3201	↓69.37	70.50	70.40	69.5	69.9	70.4	71.5	69.7	69.7	72.1	69.3	69.5
Biology 3201	↓61.61	67.83	68.23	61.5	65.2	65.3	67.2	68.1	67.6	63.7	67.6	68.0
Chemistry 3202	↓66.33	73.28	73.70	68.6	72.4	72.8	65.2	72.0	72.8	71.1	72.5	73.7
Physics 3204	↑67.06	74.29	74.98	63.7	72.8	73.3	60.5	72.5	73.4	63.4	75.4	75.9
Earth Systems 3209	↓56.17	62.51	62.30	56.7	62.5	61.8	52.6	60.9	61.1	57.0	62.8	62.2
English 3201	↑71.19	70.72	70.92	70.9	70.8	70.6	69.0	70.6	69.9	68.6	71.3	70.9

What do these results tell us?

- Français 3202: On par with region and province but was d-factored with a -2 on the exam results. Trend is consistent.
- Mathematics 3200: Above region and province with a trend upward.
- Mathematics 3201: Above region and province with a trend upward.
- World History 3201: Below region and province but with an upward trend.
- World Geography 3202: On par with region and slightly below province with a consistent trend.
- Biology 3201: Significantly below region and province with a trend downward.
- Chemistry 3202: Significantly below region and province with a trend downward.
- Physics 3204: Significantly below region and province with a trend upward.
- Earth Systems 3209: Significantly below region and province with consistent trend.
- English 3201: Slightly above region and province with a trend upward.

Grade Nine Language Arts Results:

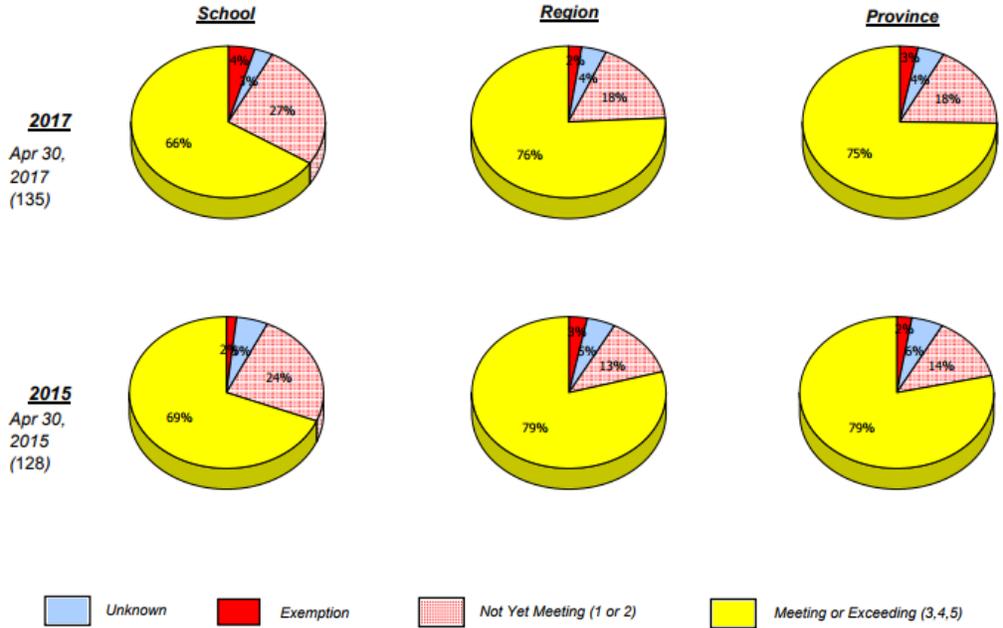


Intermediate English Language Arts 4 Year Provincial Assessment, June 2017 Student Population Report (average scores)

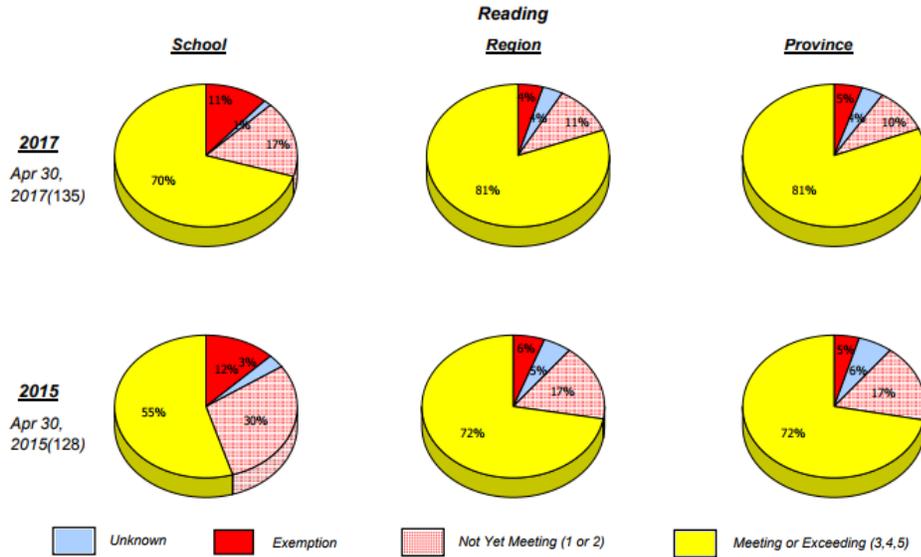
NLESD - Eastern Region

School #: 253 Carbonear Collegiate

Demand Writing



* In some cases, Provincial Assessment numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the Provincial Assessment.



* In some cases, Provincial Assessment numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the Provincial Assessment.

What do these results tell us?

- In 2016_17 Carbonear Collegiate provincial assessment results were significantly lower than both regional and provincial results. For the 2017 and 2018 school year, the English department has developed an action plan including meeting with English teachers in the feeder schools to discuss strategies to improve student achievement and all departments grading written work utilizing analytical scoring rubrics.
- The next provincial assessment in English at the grade 9 level will take place in 2018-19 school year.

Scholarships:

Total Scholarship/Bursary Offers

	2013/14	2014/15	2015/16	2016/17
Number of Students Awarded a Scholarship or Bursary	32	30	28	29
Total (estimated) Dollar Figure Offered (all students)	153,650	62,355	52,000	56,000

Report on School Development Plan for 2016-17 Year

Goal 1. To improve student achievement across the curriculum.

Objective 1.1

To effectively analyze student achievement data to inform instruction and improve achievement through subject specific interventions.

Evaluation 1.1

Each department has worked very hard to develop yearly action plans based on the analysis of internal and external data. This was completed by the first week of October.

Departments meet once a month to review BEV tables, track student achievement levels and develop interventions to improve student success.

Goal 2. To provide a healthy, safe, caring and respectful environment.

Objective 2.1

To promote respect and responsibility throughout the entire school community

Evaluation 2.1

Continued use of the school wide Positive Behaviour Intervention Supports (PBIS).

All staff effectively using Review 360 to manage PBIS.

Students continue to have a Pa-Moja Chapter.

Social Justice club.

Active co-curricular programs.

Operational Issues Report 2016-2017

Year	Issue	Action	Evaluation
2016-17			
Report	<p>1. Hallway doors (8) not magnetized and therefore do not automatically close in a fire emergency. Doors have been propped open for students to easily move from class to class due to number of students in a small hallway.</p> <p>2. Electrical work needed in the Learning Commons to enable the use of computers. Not enough computers available for one class to use the room.</p> <p>3. Trolleys and faceboards underneath gym stage need to be repaired. Unable to store 550 chairs (newly purchased).</p> <p>4. Washer/Dryer hook up needed in our pervasive needs room. Washer/dryer currently in home ec room and no longer accessible.</p> <p>5. Upstairs water filling station needed upstairs.</p> <p>6. New curtains needed for the gym stage.</p> <p>7. Parking Lot: pot holes to be filled, painted lines with staff and admin reserved slots, clear land to extend parking lot.</p>	<p>1. Noted on OH&S reports and communicated to NLESD. All doors remain closed until the issue is resolved.</p> <p>2. District is aware and informed of the ongoing issue each year for the past 5 years.</p> <p>3. Request sent to Regional Maintenance Manager in June , 2016. Intended to be resolved in October 2016.</p> <p>4. Request sent to Regional Maintenance Manager September 2016.</p> <p>5. Request sent during 2015-16 school year.</p> <p>6. Request sent to Regional Manager.</p> <p>7. Request sent to Regional Manager.</p> <p>8. Request sent to Regional Manager.</p>	<p>1. District has communicated the doors will be magenetized during the summer months of 2017 – so that doors may be kept open but will close automatically during a fire emergency.</p> <p>2. The Electrician began the work needed in June but it is not completed as of June 23, 2017.</p> <p>3. Not completed</p> <p>4. Not completed</p> <p>5. Not completed</p> <p>6. Installed May 2017</p> <p>7. Some pot holes filled to date</p> <p>8. Manager stated it could possible be done in summer of 2017.</p>

	<p>8. Main Office Restructuring: Dismantle wall in office – move storage room to the other side of elevator allowing more space in the office.</p>		
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School Development Plan 2017 - 2022 (Draft)

Goal 1: To improve student achievement across the curriculum in response to analysis of internal and external data.		
Objective 1.1: Increase the knowledge and use of diverse teaching practices to meet the needs of all learners.	Objective 1.2: Increase the knowledge and use of diverse assessment practices to meet the needs of all learners.	Objective 1.3: Identify and implement interventions for academically at-risk students (below 60%).
<p>Strategies:</p> <p>1.1.1 Utilize a variety of teaching strategies to respond to student learning needs.</p> <p>1.1.2 Build teacher collaboration sessions into the regular schedule of meetings.</p> <p>1.1.3 Fully implement Google (Suite) in all subject areas.</p> <p>1.1.4 Promote the use of technology to support student learning.</p> <p>1.1.5 Focus on basic Literacy skills across all departments.</p>	<p>Strategies:</p> <p>1.2.1 Provide more “assessment for learning” instruments and opportunities for students.</p> <p>1.2.2 Use Assistive Technology across the curriculum for alternate student assessments (Ex. Google Read and Write).</p>	<p>Strategies:</p> <p>1.3.1 Increase the learning expectations for students enrolled in General programs.</p> <p>1.3.2 All departments will use BEV tables and GradeBook on a regular (monthly) basis to track at-risk students.</p> <p>1.3.3 Identify and implement academic intervention strategies in all departments.</p>

<p>Indicators of Success:</p> <p>1.1.1 Teachers use a variety of teaching strategies to respond to student learning needs as evident through classroom observations and climate surveys.</p> <p>1.1.2 Monthly teacher collaboration sessions built into the regular schedule of meetings. Climate survey results evidence that teacher collaboration opportunities exist.</p> <p>1.1.3 Teacher training to support teacher knowledge of GAFE. Google suite fully implemented by all subject areas, with many teachers utilizing Google Classroom and relevant apps.</p> <p>1.1.4 Google suite more readily utilized in all subject areas. Classroom observations reveal that technology is used more frequently to support student learning. Technology used to support assessment for learning initiatives.</p> <p>1.1.5 School wide approach to improve Literacy skills devised through consultation with Department Heads. Improved Literacy skills evident in all subject areas, in particular, English.</p>	<p>Indicators of Success:</p> <p>1.2.1 Teacher professional development on various assessment for learning strategies and practices. These strategies implemented by departments on a regular basis, evidenced by classroom observations, listed as strategies in department Action Plans, and through BEV/Intervention tracking.</p> <p>1.2.2 Teacher professional development on the use of Assistive Technology. The utilization of Google Read and Write by the majority of classroom teachers and IRT's. Reduced IRT pull-outs for assessments. More IRT time in the classroom.</p>	<p>Indicators of Success:</p> <p>1.3.1 Collaborative meeting between Department Heads and Administration to determine learning expectations for students in the general program. Sharing of expectations with all students in the general program.</p> <p>1.3.2 BEV data shared with Department Heads on a monthly basis. Intervention Tracking Documents submitted and reviewed by each Department on a monthly basis. At-Risk students provided with various interventions to improve student achievement. The number of students 'At-risk' reduce with increased interventions. Evidenced by Department Head and Department meeting minutes, student achievement and BEV data, and through the review and monitoring of the Intervention Tracking Documents.</p> <p>1.3.3 Academic interventions employed by each department to improve student achievement, as evidence through the Intervention Tracking Document. Sharing of promising practice and interventions amongst Department Heads that have had significant impact on student achievement, with the aim of applying these interventions across Departments and subjects.</p>
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Goal 1. Support Plan

Financial	Professional Development/Time Required
1.2.1 Provide necessary funds for assessment for learning resources.	1.1.1 Department Collaboration Time: agenda template created to include fixed agenda item “ DI Strategies”. 1.1.2 Collaboration opportunities built into the regular schedule of meetings. 1.1.3/4 and 1.2.2 Professional Development Day dedicated to Google Suite for use in all departments to promote the use of technology to improve student learning. 1.2.1 AFL/DI Professional Development Day. 1.3.1 Collaboration time for General Teachers to meet and develop learning expectations. 1.3.2 Student Achievement/BEV analysis built into department meeting agendas and into the school meeting schedule.

Goal 2: To provide a healthy, safe, caring, respectful and socially just environment.		
Objective 2.1: Promote a safe and caring learning environment for all students.	Objective 2.2: Promote student responsibility and accountability in all aspects of their learning.	Objective 2.3: Continue to promote social justice.
<p>Strategies:</p> <p>2.1.1 Increase teacher knowledge and implementation of PBIS.</p> <p>2.1.2 Teachers will consistently implement expectations as outlined in the school’s Code of Conduct.</p> <p>2.1.3 Consistently implement school policies and protocols in all departments/subject areas.</p> <p>2.1.4 Teachers will consistently use Review 360 in reporting of behavioral incidents</p>	<p>Strategies:</p> <p>2.2.1 Develop procedures to address the unauthorized use of cell phones/electronic devices.</p> <p>2.2.2 Develop a school protocol to address student attendance issues.</p>	<p>Strategies:</p> <p>2.3.1 Increase the number of social justice activities available for students.</p> <p>2.3.2 Increase staff knowledge and support of student Mental Health and wellness.</p>

<p>Indicators of Success:</p> <p>2.1.1 Staff PD day occurred and Review 360 data supports implementation of PBIS.</p> <p>2.1.2 Review 360 data will indicate the school’s code of conduct being implemented using minors, middles, and majors appropriately.</p> <p>2.1.3 Staff indicates at department and staff meetings that teachers are consistently implementing school policies and procedures.</p> <p>2.1.4 Review 360 data trends will initially indicate increased number of teacher-managed entries (Internal review revealed current ratios too heavy on the office referrals). As our staff improves on correctly implementing the code of conduct - minor, middle and major student behaviours - Review 360 data will indicate a steady trend that is in alignment with the province.</p>	<p>Indicators of Success:</p> <p>2.2.1 Procedure developed to address the unauthorized use of cell phones/electronic devices. Review 360 and quarterly department reports from staff reveal a reduction in technology related incidents.</p> <p>2.2.2 School protocol developed to address student attendance issues.</p>	<p>Indicators of Success:</p> <p>2.3.1 School climate surveys indicate an increase in available social justice activities.</p> <p>2.3.2 Staff PD relating to student mental health and wellness. Teacher climate surveys reveal a significant increase in awareness and knowledge of this area.</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>2.2.1 Provide cell phone/electronic device parking lots for classrooms to address and reduce the unauthorized use of cell phone/electronic devices.</p> <p>2.3.1 Provide financial aid to increase the number of social justice activities available to students.</p> <p>2.3.2 Provide financial aid for guest speakers in the area of mental health and wellness.</p>	<p>2.1.1 Professional Development day dedicated to PBIS with emphasis on the supportive role for teachers.</p> <p>2.2.1 Collaboration time to meet with Dept. Heads to devise a plan to address the unauthorized use of cell phones.</p>

Operational Issues for 2017-2022

Operational Issue	Intended Action
Interruptions due to announcements during class time	Announcements only occur at the beginning of period 1 each day, recess or lunch time.
Number of computers and iPads	Develop a purchase plan to propose using auction funds to purchase necessary computers and 4 class sets of iPads or Chrome Books over the next five years.
Availability of rooms with computers	Continue to request completion of electrical work in the Learning Commons (4 year waiting period thus far). Computers have been purchased, however, electrical work is needed so that a full class can utilize this room rather than using two rooms at the same time to accommodate one class.
Tech support onsite needed	Continue to request district support for technology needs in the school.
Printers – not sufficient for amount of usage by students and not monitored for printouts (wastage)	Add a printer to the learning commons and only print when supervision is available. Name the printer as “Learning commons” to make printer identification clearer for students and staff.
Better space for Public Health Nurse not used by staff	Move photocopier from the outside learning commons room to the annex conference room.
Space for pull outs	Support student independence to reduce the number of pull-outs and space required by using assistive technology and implementing Google suite apps in the classroom environment.