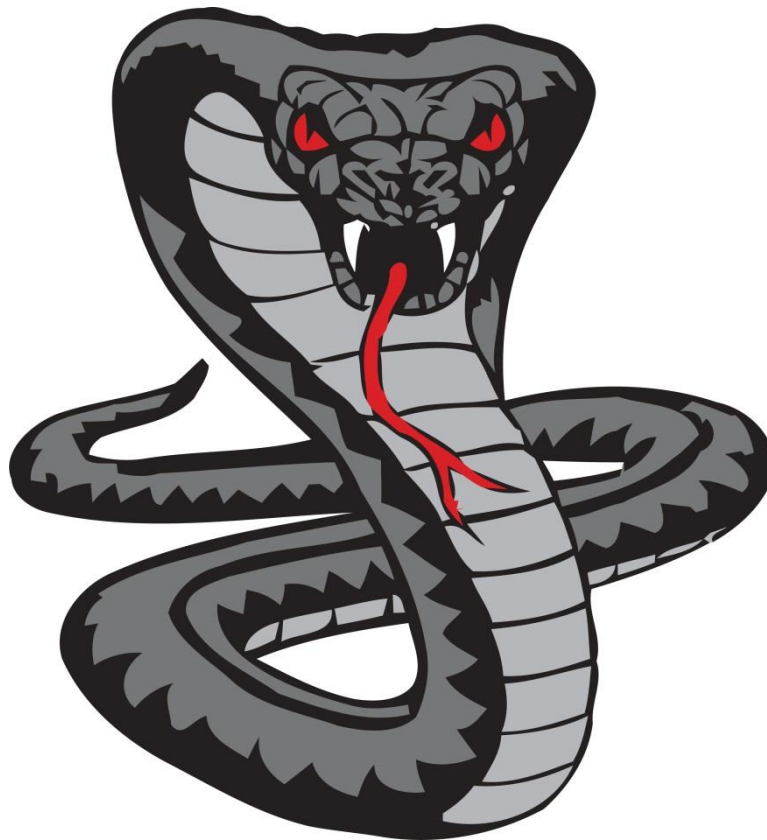


# Cape John Collegiate Annual School Development Report 2016-2017

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## **Cape John Collegiate Vision Statement:**

*We envision Cape John Collegiate to be a school in which each student reaches his/her fullest potential in a positive manner. Students will develop the skills essential necessary for life-long learning. This will enable them to be contributing members of the global community.*

## DIRECTOR'S MESSAGE

**MR. 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,**

**Tony Stack**  
**CEO/Director of Education (Interim)**

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## **Message From The Principal**

As part of a continuing commitment to accountability in public education, we are pleased to present Cape John Collegiate's 2016-17 Annual School Development Report. This Report outlines our students' achievements, programs and services, and our School Development Plan. It provides information designed to be used as a tool to facilitate and positively influence student achievement and the entire school development process. The ultimate aim of Cape John Collegiate's School Development Plan is to increase student achievement across the curriculum through enhanced learning within an inclusive environment.

In order to facilitate an environment of success it is vital to operate within a collaborative framework that enhances the educational opportunities for all students. We must all work together as a unified team because together everyone achieves more.

In 2016-17, there were many successes to highlight the educational and all-round excellence of Cape John Collegiate students. Some highlights included:

- After supplementary exams were written in September, 2016, there was a 100% Level III graduation rate, and 82.4% of these achieving students graduated with academic/honours status.
- Cape John Collegiate's Academic Help Center provides tremendous supports for our students.
- The level 1 students from Cape John Collegiate experienced a trip of a lifetime while visiting St. Pierre for three days May 24-28.
- Cape John Collegiate Cobras capturing five School Sports Newfoundland and Labrador Provincial Qualifying Championships: Girls 2A Slo-Pitch; Boys 2A Volleyball; Table Tennis (plus Team Sportsmanship banner); Boys 2A Ball Hockey; and Badminton.
- Cape John Collegiate Cobras, for the sixth year in seven years since the inception of the School Sports Newfoundland and Labrador SPORTS-STARs program, capturing the School Sports Newfoundland and Labrador SILVER STARS banner.
- The students had the opportunity to snowshoe at the Baie Verte Snowshoe Club, and curl at Cape St. John Arena. These events were open to all students.
- Cape John Collegiate held a Remembrance Day Ceremony this year, organized by the school leadership group.
- Cape John Collegiate holds an Annual Awards Ceremony every December to recognize student achievement and involvement from Grade 7 to Level 3. These monetary awards are based on highest averages, most improved academics, athletic awards, Art award, Duggan Award, as well as the Governor General Award. The, Medicine Shoppe Scholarship and the Burton's Business Scholarship are also awarded, which are funded locally.

Reflection on other significant events of the 2016-17 school year, on such cooperative events as donations under our Happy Tree, to the Janeway, and to such positive initiatives as Cape John Collegiate's Breakfast program, healthy eating, active living and smoke-free environment, once more we truly realize that as we strive to our ultimate goal of improving student achievement, this goal can only be realized if we all work together to support our students.

## **Message From School Council Chair**

Unavailable at this time

## Overview of School

### Our School Community

Cape John Collegiate is a grade 7 to 12 school located in La Scie, Newfoundland. It is a feeder school for students that live in the neighboring communities of: Shoe Cove, Brent's Cove, Harbour Round, Nipper's Hr. and Snook's Arm. In the 2015-2016 school year there were 94 students enrolled at Cape John Collegiate.

Grade 7	14 students
Grade 8	16 students
Grade 9	15 students
Level 1	13 students
Level 2	18 students
Level 3	17 students

### Staff

At Cape John Collegiate, we had 10.5 teaching units. The staff are:

Mark Thorne-Grade 7 and English 3202  
Melissa Cullen-Grade 8 and French  
Kathy Foster-Grade 9 and English  
Stephen Fleming-Level 1 and Science  
Marc Toms-Level 2, P.E and Social Studies.  
Randy Oram-Level 3 and Math  
Sandra Crewe-IRT  
Dena Jacobs-50% IRT  
Shawn Tibbo-Principal  
Roger Andrews-Vice-Principal and Skilled Trades  
Deanna Payne/Shiela Duggan- Guidance  
Wavey Haas-Secretary  
Nancy Ward-Custodian  
Shannon Clance-Bus Driver  
Rapheal Payne-Bus Driver  
Cheyenne Andrews-Bus Driver  
Larry Wisemen-Maintenance

The guidance unit was shared with Hillside Elementary, and MSB Regional Academy. We also have access to Speech and Language, Public Health Nurse and Educational Psychologist on a regular basis.

### School Population

01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
220			174	152	143	140	139	136	122	112	113	106	96	94

16/17	17/18	18/19	19/20	20/21	21/22	22/23							
92	90	85	84	82	79	74							

## Program Provided

At Cape John Collegiate we offer a comprehensive program in accordance with the prescribed K-12 curriculum of the Department of Education. The core curriculum in grades 7-9 is supplemented with courses in technology, and physical education.

At the Senior High level, courses are offered in both academic and general streams. The main science credits are the two biology courses. However, students have the option of doing Chemistry and Physics, as well as, other courses through CDLI. The French 1200 course is offered in Level 1 and French 2200/3200 is offered every second year in the regular classroom. We are very proud of our Fine Arts Program in which Music 2200/2206 courses are offered at the senior high level and music is also offered from Grade 7-Grade 9. The Skill Trades Program has been in place for three years and the students are thoroughly enjoying the courses that are offered. The courses that have been offered are Skilled Trades 1201, Design and Fabrication 1202 and Residential Construction 2201.

The Level 1 students participate in an annual trip to St. Pierre and Miquelon which enhances the French 1200 curriculum.

## Partnerships

Cape John Collegiate continues to be actively involved with the school development process.

The Safe and Caring protocols are being followed at Cape John Collegiate. PBIS is fully implemented draws are taking place to reward students who are following the COBRA Code of Conduct.

The Kids Eat Smart Program was established and is providing breakfast 3 days a week. The breakfast program was integrated into the curriculum of 2 students completing a functional curriculum.

The Annual Halloween Fair was held in October to help start the fundraising efforts for the graduation of the Level 1 class.

Cape John Collegiate and Hillside Elementary collaborated to organize a buddy reading program which had 4 paired reading events.

The Kinsmen Club of La Scie provides much needed financial support to the Breakfast program, sporting events, technology purchases and school trips. In addition we avail of the Kin Centre when we require it.

## Co-Curricular Activities

<u>Grad. Committee 2018</u>	<u>Graduation Committee</u>	<u>Graduation Committee</u>	<u>Student Leadership</u>
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	<u>2017</u>	<u>2016</u>	
<u>Tutoring for Tuition</u>	<u>Boys/Girls Softball Teams</u>	<u>Jr/Sr Girls Volleyball</u>	<u>Jr/Sr Boys Volleyball</u>
<u>Jr/Sr Girls Basketball</u>	<u>Jr/Sr Boys Basketball</u>	<u>Jr/Sr Girls Badminton</u>	<u>Jr/Sr Boys Badminton</u>
<u>Jr/Sr Girls Table Tennis</u>	<u>Jr/Sr Boys Table Tennis</u>	<u>Jr/Sr Girls Cross Country</u>	<u>Jr/Sr Boys Cross Country</u>
<u>Music Club</u>			

## THE OTHER SIDE OF EDUCATION AT CAPE JOHN COLLEGIATE

In addition to the all-important ACADEMICS, there is another significant side to our education system which requires a tremendous amount of diligence and dedication by teachers, students, parents and community volunteers. Listed below are some of our many VOLUNTEER involvements. We sincerely thank everyone for their most-valued contributions and continued support.

### **Student Activity Groups**

1. Graduation Committee 2017~ Kathy Foster
2. Graduation Committee 2018 ~ Shawn Tibbo
3. Graduation Committee 2019 ~ Roger Andrews
4. Graduation Committee 2020 ~ Shauna Parrott/Courtney Kirby
5. Tutoring for Tuition –Deanna Payne/Shiela Duggan
6. Recycling Program – Glenda King, Elaine McKenna
7. French Trip ~ Melissa Cullen
8. Math Help Center ~ Randy Oram
9. English Help Center ~ Kathy Foster
10. Science Help Center – Stephen Fleming
11. Breakfast Program ~ Glenda King
12. Music Club/Chess club – Mark Thorne

## **How Cape John Collegiate is Working Towards Obtaining Positive Mental Health**

### Mental Health Conference

On April 8, 2017, Cape John Collegiate held its first Mental Health Conference. This was a one-day conference for all students and staff. The conference was filled with an array of sessions. These sessions included Anti-Bullying Promotions

Cape John Collegiate has been participating in anti-bullying promotions. Each year we wear pink to raise awareness of bullying and the school also participates in anti-bullying activities. For the past two years the guidance counsellor has created lesson plans for the classroom teachers whereby all students participate in anti-bullying activities. For example, this current year we used the statement “ We may be different fish, but in this school we swim together?”. This reflects that we are all different, but no matter our differences, we all need to come together and support one another. Each student in the class colored and designed there own fish and posted it on

the wall in the hallway. By the end of the activity, the wall was filled with different types of fish, different colors, different species, all again reflecting back to our own differences.

### Various Presentations

Throughout the school year we have had a number of classroom presentations. From appropriate school and classroom behaviour, bullying, substance use, all helping to educate our students on various issues regarding their own physical and mental health.

### Mental Health Awareness

This current school year, in recognition of mental health awareness day we asked all staff and students to wear green. Wearing green helps to raise awareness and to say we know mental health issues exist, and we want to help and support those who are suffering. The student council created a display for this day. It was a poster that said “take what you need, give what you can”. Around the poster were numerous sticky notes that had words of encouragement and support on them. Students would take sticky notes from the poster. This activity went over very well. When the number of notes were becoming low, other students (even those not a part of student council) would write more encouraging words to put on the wall.

### Summary Report on the School’s Most Current Data

School Development Plans are revised yearly using the most current data available to the school. In this section, include an analysis of the school’s most current data, including both quantitative and qualitative data gathered at the provincial, district and school level. This data, along with the evaluation of last year’s objectives for each goal, help inform the development of the plan for the current year. **If the reporting of any of this data compromises the anonymity of students, it should not be included.**

The data presented in this section should be summarized using bullet statements as well as tables (see templates). Appropriate comparisons should be made to district and provincial data and standards where relevant. Explanatory notes should be included where applicable to assist in the interpretation of data.

### **Grade 9 English Language Arts**

Grade 9 Enrolment =     13    

	2011/12			2012/13			2014/15			2016/17		
	S	R	P	S	R	P	S	R	P	S	R	P
Multiple Choice												
Poetic/Fiction	56.9	64.3	66.6							80.7	82.4	82.4
Informational /Non-Fiction	68.1	76.3	76.8	54.7	54.7	55.9	71.1	68.5	68.4			
Constructed Response: Percentage of students meeting/exceeding grade level expectations												

Demand Writing	87.5	87.5	90.6	87.5	91.7	92.7	90	86.8	85.3	50.0	80.6	80.7
Poetic/Fiction	86.7	90.5	91.9									
Informational /Non-Fiction	93.3	84.6	88.8	80.0	85.8	86.2	66.7	82.1	80.6	85.7	90.3	89.1

### What do these results tell us?

Strengths	Challenges
<ul style="list-style-type: none"> <li>● Inference MC [Reading strategies/ Using text for evaluate meaning]</li> <li>● 80% Meeting or Exceeding on Reading section</li> <li>● statistically on par with province in Selected Response section</li> <li>● 100% success on Inference item #6, selected response</li> <li>● all students achieved 60% or higher on selected response items</li> <li>● Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Inference Constructed Response [Use text and personal evidence)</li> <li>● MC <b>comprehension</b> [ 6/7 areas of concern]</li> <li>● 47% meeting or exceeding on Demand Writing section</li> <li>● retrieving text information (57.1% on item)</li> <li>● Ideas and Voice sections of Demand Writing need improvement</li> <li>● Making personal connections</li> </ul>

### Grade 9 Mathematics

Grade 9 Enrolment = 13

	2011/12				2013/14				2015/16		
	S	R	P		S	R	P		S	R	P
Multiple Choice											
Number Concepts	57.1	64.6	68.0		55.6	67.7	66.6		56.4	63.6	66.9
Number Operations	57.1	64.6	68.0		55.6	67.7	66.6				
Patterns	59.0	68.8	70.7		62.4	72.0	71.3				



and Relations													54.6	62.6	64.4	
Shape & Space									76.2	72.7	73.3		68.1	63.5	65.0	
Statistics and Probability	68.8	83.1	85.5						63.9	66.5	65.4		65.4	70.2	72.3	
Constructed Response: Percentage of students meeting/exceeding grade level expectations																
Patterns and Relations	36.8	53.0	55.2										<b>Problem Solving</b>	46.2	62.1	65.4
Number	60.3	65.3	68.1										<b>Reasoning/communication</b>	69.2	47.6	50.8
Criteria									61.1	68.8	65.5		<b>Total</b>	46.2	61.5	65.5

### What do these results tell us?

Strengths	Challenges
<ul style="list-style-type: none"> <li>• 4% above in stats and probability (region/province)</li> <li>• 20% above in reasoning and communication (region/province)</li> <li>• Improvement in stats from 2014-2016 (21% increase)</li> <li>• Above region and province in Stats and Probability</li> <li>• Above region and province in Reasoning and Communication</li> </ul>	<ul style="list-style-type: none"> <li>• 12% below region/province patterns and relations</li> <li>• 16-19% below province in problem solving</li> <li>• Slightly below region and province in space and shape (approx.. 5%)</li> <li>• Dropped 19% from 2014-2016 in space and shape</li> <li>• Patterns relations and numbers (barely passing: 54%)</li> </ul>

### Public Exam data (4-year trend data (average final mark))

Course	2011/12*			2012/13*			2013/14			2014/15			2015/16			2016/2017		
	S	R	P	S	R	P	S	R	P	S	R	P	S	R	P	S	R	P
French 3200		70.6	72.7	No Longer a public exam														
Math 3200		76.1	79.1		80.4	79.8	65.8	77.8	77.9	79.0	79.9	77.4				97	78.5	78.5
Math 3201	64.4	65.5	62.8	58.3	63.7	61.3	63.3	66.4	63.8	66.5	68.3	66.1	61.3	68	66.4	75.2	67.6	67.1
Geography 3202	72.4	69.1	68.8	75.3	73.6	70.0	78.8	72.5	70.1	70.6	73.1	69.7	77		73	80.1	71.7	70.5
History 3201		76.0	70.5	96.0	70.8	68.6		72.4	70.4	94.0	70.1	69.7				58	70.3	70.4

Biology 3201	59.5	66.1	65.9	66.1	65.4	66.5	65.9	67.8	65.3	62.4	68.4	67.6	65		72	73.2	68.7	68.2
Chemistry 3202		68.5	71.3	76.6	71.8	71.9	69.8	72.5	72.8	77.2	74.3	72.8	71		77	80.8	73.8	73.7
Physics 3204	71.5	75.7	74.5		75.2	75.0	73.0	74.4	73.3	82.5	78.4	73.4	67		79	77.0	77.9	75.0
English 3201	66.3	65.1	65.0	68.1	68.7	69.3	77.3	71.0	70.6	67.7	69.7	69.9	77		73	77.1	72.2	70.9

\*Data in these years reflects Math 3204 and Math 3205 (now delisted courses) instead of Math 3201 and Math 3200.

### What do these results tell us?

#### WG 3202

Strengths	Challenges
<ul style="list-style-type: none"> <li>Overall grade average 10 pts above province</li> <li>above province and region in all subtests</li> <li>above region and province in overall mark</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining course average</li> <li>written response was lowest (60.5%)</li> </ul>

#### Math 3201

Strengths	Challenges
<ul style="list-style-type: none"> <li>on par or above region and province in all subtests of public exam</li> <li>above region and province in overall average (8% higher)</li> <li>Above or on par with region/province [10+]</li> <li>Sinusoidal Functions [approx. 20pts above R and P]</li> </ul>	<ul style="list-style-type: none"> <li>logarithmic functions section on exam (53%) and rational expression (57%)</li> <li>constructed response questions need focus</li> <li>Maintaining course average</li> </ul>

#### Biology 3201

Strengths	Challenges
<ul style="list-style-type: none"> <li>Above or on par with region/province</li> <li>Last unit (evolution etc.) approx. 20pts above R &amp; P.</li> <li>above region and province in all subsections of public exam</li> <li>above region and province in overall grade</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining course average</li> <li>Maintaining Dynamic Equilibrium weakest section (63%)</li> </ul>

## English 3201

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Listening/Viewing/Media sections</li> <li>• on par or above for all subtests on public exam</li> <li>• final mark higher than region and province</li> <li>• Inference MC [Reading strategies/ Using text for evaluate meaning]</li> </ul>	<ul style="list-style-type: none"> <li>• Demand writing</li> <li>• Personal Response</li> <li>• Extended Writing</li> <li>• writing section done the lowest (62%) ; personal response was 64%</li> <li>• Inference Constructed Response [Use text and personal evidence)</li> <li>• MC <b>comprehension</b> [ 6/7 areas of concern]</li> </ul>

## Advanced/Academic/General Enrolment

### Percentage of Students enrolled in Academic/Advanced/General Level III courses

High School Enrolment = 46

Level 3 Enrolment= 17

	2011/12			2012/13			2013/14			2014/15			2015/16			2016/17		
	S	R	P	S	R	P	S	R	P	S	R	P	S	R	P	S	R	P
Advanced Mathematics	0.0	22.4	21.2	0.0	17.4	19.6	36.4	19.6	21.7	11.1	22.4	22.7	0.0	22.9	24.1	5.9		

(Math 3200)																			
Academic Mathematics (Math 3201)	72.2	57.2	58.4	46.4	59.2	62.5	54.6	51.9	56.8	55.6	55.0	58.4	70.6	48.5	53.7	76.5			
Applied Mathematics (Math 3202)	27.8	20.3	20.5	53.6	23.4	17.9	9.1	28.5	21.5	33.3	22.6	19.0	29.4	28.7	22.2	17.6			
English 3201	84.2	70.8	76.6	41.4	68.8	76.5	90.9	73.4	79.2	79.0	75.7	79.3	70.6	72.9	78.2	82.4			
English 3202	15.8	29.2	23.4	58.6	31.3	23.5	9.1	26.6	20.8	21.1	24.3	20.8	20.8	27.1	21.8	17.6			

**What do these results tell us?**

The trend still shows that Cape John Collegiate increasing the academic course enrolments and a decrease in the general course enrolments.

## Graduation Rate and Status

### Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honors, Academic, or General

High School Enrolment = \_\_\_\_17\_

	2011/12			2012/13			2013/14			2014/15			2015/16			2016/17		
	S	R	P	S	R	P	S	R	P	S	R	P	S	R	P	S	R	P
Graduation Rate	100	95.5	92.7	100	96.6	95.7	100	96.7	95.2	94	95.4	94.0	100	95.7	95.6	100	97.9 7	95.2
Graduation Status																		
Honours	15.8	23.6	27.7	14.3	25.4	28.7	23.5	29.0	29.3	33.3	31.3	31.1	6.7	32.6	31.5	41.2	32.6	33.9
Academic	47.4	43.0	40.1	19.1	36.5	38.2	17.7	36.6	40.2	27.8	38.5	41.4	53.3	36.4	38.8	41.2	37.1	39.1
General	36.8	33.4	32.2	66.7	38.2	33.2	58.8	34.5	30.5	33.3	30.2	27.5	40.0	31.0	29.7	17.6	30.3	27.0

### Percentage of CJC Graduates with Academic and Honours Diplomas

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
CJC	25%	31%	20%	63%	44%	59%	61%	60%	82.4%	**71%
Region 1/2	43%	44%	43%	61%	59%	62%	73%	69%	69.7%	
NCSD	49%	56%	57%	64%	60%	63%	66.7%			
Provincial	58%	59%	60%	64%	69%	65%	70.57	70.3%	73%	

\*\* Projected

#### What do these results tell us?

There is a positive upward trend shown for Cape John Collegiate with respect to the number of eligible graduates who graduate. There is usually 100% graduation rate, with a slight decrease for the 2014-2015 school year.

The school continues to focus on increasing the Honors/Academic diploma, as opposed to a General diploma. The following table shows the break-down since 2009; with 2017 being the best graduation rate for the school in quite some time. The school community is proud of the 82.4% of academic/general rate.

**Report on School Development Plan for Previous Year**

***CJC 1 Year School Development Plan  
2016-17***

**School Development Plan 2016-2017**

<b>Goal 1: To increase academic achievement in core subject areas.</b>		
<b>Objective 1.1:</b> Maintain student's educational placement after entering senior high.	<b>Objective 1.2:</b> Increase academic achievement in math and science.	<b>Objective 1.3:</b> Increase academic achievement in ELA, French, social studies and fine arts.
<b>Strategies:</b> 1.1.1 Place students in appropriate programming before senior high begins. (EPiC) 1.1.2 Maintain strategies for success. (SFS) (i.e. Advisor system, lunch hour help centers, academic probation, at risk letters, ...) 1.1.3 Evaluate success of SFS. 1.1.4 1.1.5	<b>Strategies:</b> 1.2.1 Increase the enrolment in advance mathematics, chemistry and physics. 1.2.2 Increase focus on cumulative exams. 1.2.3 Increase the average mark in math and science courses. 1.2.4 1.2.5	<b>Strategies:</b> 1.3.1 Increase enrolment in Level II and III French classes. 1.3.2 Increase enrolment in World History. 1.3.3 Increase the average mark in ELA courses. 1.3.4 1.3.5
<b>Indicators of Success:</b> 1.1.1 Students being appropriated placed. 1.1.2 Less students: receiving at risk letters, on academic probation, ... 1.1.3 Maintain and improve SFS. 1.1.4 1.1.5	<b>Indicators of Success:</b> 1.2.1 Increased enrolment. 1.2.2 Students achieve higher on cumulative exams. 1.2.3 Students maintain a minimum of 60% in math and science. 1.2.4 1.2.5	<b>Indicators of Success:</b> 1.3.1 Increased enrolment. 1.3.2 Increased enrolment. 1.3.3 Students maintain a minimum of 60% in ELA courses. 1.3.4 1.3.5

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>

1.1.1	1.1.1
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<b>Goal 2: To create an inclusive, caring, and healthy environment that would promote wellness within the school community.</b>		
<b>Objective 2.1:</b> To develop a more caring environment.	<b>Objective 2.2:</b> To increase the overall health and wellness of students.	<b>Objective 2.3:</b> To create a more inclusive environment.
<b>Strategies:</b> 2.1.1 Revitalize the PBIS system. 2.1.2 Maintain the student advisory system. 2.1.3 Increase parental involvement. 2.1.4 Maintain academic probation policies. 2.1.5 To make the library a more conducive area for learning.	<b>Strategies:</b> 2.2.1 Promote healthy eating. 2.2.2 Promote physical activity. 2.2.3 Promote extra-curricular activity. 2.2.4 Increase participation in physical education classes. 2.2.5	<b>Strategies:</b> 2.3.1 Selection in inclusive pilot. 2.3.2 PD session on inclusion. 2.3.3 Increase student leadership opportunities. 2.3.4 Variety of instruction. 2.3.5
<b>Indicators of Success:</b> 2.1.1 Number of “Cobras Care” cards issued. 2.1.2 Three scheduled advisory meetings. 2.1.3 Three “at risk” mail outs to parents. 2.1.4 Reduced number of students on academic probation. 2.1.5 Reduced office referrals for behavioural issues. 2.1.6 Usage of library for studying / reading.	<b>Indicators of Success:</b> 2.2.1 Removal of take-out food within the school. 2.2.2 Implementation of breakfast program. 2.2.3 Dietician presentation to students, staff, and possibly parents. 2.2.4 Implement health/wellness fair. 2.2.5 Number of students involved in extra-curricular activities. 2.2.6 Number of extra-curricular activities offered to students.	<b>Indicators of Success:</b> 2.3.1 PD for staff. 2.3.2 Implement more inclusive practices as developed through staff PD. 2.3.3 Pink Shirt (anti-bullying) Day 2.3.4 Provincial & National Student Leadership Conferences 2.3.5

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Approximately \$300 for the Health / Wellness Fair. 2.1.2 Approximately \$1000 for updated library furniture.	2.2.1 Two 2-hour Health / Wellness Fairs. 2.2.2 Inclusive PD for Staff. 2.2.3 Cooperative Learning PD 2.2.4 Active Living Coordinator

## Actions for Change

In the Actions for Change section, provide a summary of the changes in strategies that will be used for each objective in the current year's plan. Also, provide an explanation for the change based on the data analysis and evaluation of the previous year's plan.

<b>Goal 1. To increase academic achievement in all subject areas</b>		
Objective 1.1 increase student enrollment in academic and advanced programming	Objective 1.2 increase teacher knowledge and use of Differentiated Instruction	Objective 1.3 : develop a school policy and committee for appropriate placement of students
<p>Actions for Change</p> <p>1.1.1 Advise parents and guardians of the District policy of placing students in an academic program by default and investigate options to support student success.</p> <p>1.1.2 Implement extra time for academic courses, team teaching, late busses for tutoring, etc.</p> <p>1.1.3 assess current program offering and make appropriate changes</p> <p>1.1.3 provide more course selection opportunity through utilization of CDLI</p> <p>1.1.4 investigate ways to improve the student advisory programs which targets the more at risk students.</p>	<p>Actions for Change</p> <p>1.2.1 engage in district initiatives related to DI</p> <p>1.2.2 engage in school PD lead by District staff and school staff</p> <p>1.2.3 communicate district policy on assessment and evaluation to all stakeholders</p> <p>1.2.4 identify lead DI teachers</p> <p>1.2.5 provide opportunities for lead teachers to travel to other schools to share best practices (Go &amp; Grow)</p> <p>1.2.6 engage in collaborative analysis of internal/external assessment data through formalized divisional/departmental and curriculum meetings to inform instruction</p> <p>1.2.7</p>	<p>Actions for Change</p> <p>1.3.1 Strike a committee to review local policies.</p> <p>1.3.2 Review past and current practices of student placement and develop guidelines/policy for the committee to follow.</p> <p>1.3.3 review School's Act and district policy</p> <p>1.3.4 obtain input from all stakeholders (parents, staff, students)</p>



<b>Goal 2. to build a school climate and culture that values and promotes high standards of academic achievement and motivation among staff, students and the community</b>		
<b>Objective 2.1 create a school culture and climate that enhances student motivation</b>	<b>Objective 2.2 : increase parental participation in the teaching and learning process</b>	<b>Objective 2.3 3 provide leadership opportunities for students and staff</b>
<p>Actions for Change</p> <p>2.1.1 Provide professional reading on PLC, school climate, student motivation; Journals, IMC resources etc.</p> <p>2.1.2 provide time during staff meetings to engage in PD on these topics</p> <p>2.1.3 invite district staff/principals to present on these topics during the school year</p> <p>2.1.4 Arrange for teachers who have participated in Go &amp; Grow to present at subsequent staff meeting.</p> <p>2.1.5 Investigate PBIS</p>	<p>Actions for Change</p> <p>2.2.1 Develop a plan to provide parents with information, tutorials, etc. that would assist parents with supporting their children with academics.</p> <p>2.2.2 To provide curriculum/parent information sessions such as; Sept. curriculum night, grade 9 transitions meeting, Grade 6 transition meeting.</p> <p>2.2.3 investigate and implement ways to increase parental participation in school life</p> <p>2.2.4 Investigate different modes of parent contact like, e-mail distribution list, synrevoice, SharePoint web site, newsletters and PowerSchool.</p>	<p>Actions for Change</p> <p>2.3.1 Teacher Leadership opportunities as per Goal 1 (staff meeting presentations, go &amp; grow, Committees etc.)</p> <p>2.3.2 Increase Student opportunities by having them participate in:</p> <ul style="list-style-type: none"> <li>• Student Health summit</li> <li>• Student council</li> <li>• Encounters with Canada</li> <li>• Student Leadership conference</li> <li>• Graduation</li> <li>• Fans for out of town sporting events</li> <li>• Peer counseling</li> <li>• Etc.</li> </ul>

# **One Year School Development Plan**

## **School Development Plan 2017-2018**

<b>Goal 1:</b>		
<b>To increase academic achievement in core subject areas.</b>		
<b>Objective 1.1:</b> Maintain student's educational placement after entering senior high.	<b>Objective 1.2:</b> Increase academic achievement in math and science.	<b>Objective 1.3:</b> Increase academic achievement in ELA, French, social studies and fine arts.
<b>Strategies:</b> 1.1.1 Place students in appropriate programming before senior high begins. 1.1.2 Maintain strategies for success. (SFS) (i.e.,\ lunch hour help centers, academic probation, at risk letters, ...) 1.1.3 Evaluate success of SFS. 1.1.4 Advisory system with 7-12 student groups 1.1.5 Implement Departmental/divisional meetings	<b>Strategies:</b> 1.2.1 Increase the enrolment in advance mathematics, chemistry and physics. 1.2.2 Increase focus on cumulative exams. 1.2.3 Increase the average mark in math and science courses. 1.2.4 1.2.5	<b>Strategies:</b> 1.3.1 Increase enrolment in Level II and III French classes. 1.3.2 Increase enrolment in World History. 1.3.3 Increase the average mark in ELA courses. 1.3.4 Implement a Academic Fair with local history 1.3.5 Implement a new magazine area for high interest reading
<b>Indicators of Success:</b> 1.1.1 Students being appropriated placed. 1.1.2 Less students: receiving at risk letters, on academic probation, 1.1.3 Maintain and improve SFS. 1.1.4 Scheduled advisory meetings 1.1.5 Scheduled Dept/Div meetings	<b>Indicators of Success:</b> 1.2.1 Increased enrolment. 1.2.2 Students achieve higher on cumulative exams. 1.2.3 Students maintain a minimum of 60% in math and science. 1.2.4 1.2.5	<b>Indicators of Success:</b> 1.3.1 Increased enrolment. 1.3.2 Increased enrolment. 1.3.3 Students maintain a minimum of 60% in ELA courses. 1.3.4 Academic fair attended by community members 1.3.5 Subscribe to student choice magazines

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1	1.1.1

**Goal 2: To create an inclusive, caring, and healthy environment that would promote wellness within the school community.**

<b>Objective 2.1:</b> To develop a more caring environment.	<b>Objective 2.2:</b> To increase the overall health and wellness of students.	<b>Objective 2.3:</b> To create a more inclusive environment.
<b>Strategies:</b> 2.1.1 Continue with the PBIS system. 2.1.2 Maintain the student advisory system. 2.1.3 Increase parental involvement. 2.1.4 Maintain academic probation policies. 2.1.5 To make the library a more conducive area for learning.	<b>Strategies:</b> 2.2.1 Promote healthy eating. 2.2.2 Promote physical activity. 2.2.3 Promote extra-curricular activity. 2.2.4 Increase participation in physical education classes. 2.2.5 Promote a mental health fair	<b>Strategies:</b> 2.3.1 Increase inclusive education practices. 2.3.2 PD session on inclusion. 2.3.3 Increase student leadership opportunities. 2.3.4 Variety of instruction. 2.3.5
<b>Indicators of Success:</b> 2.1.1 Number of “Cobras Care” cards issued. 2.1.2 Four scheduled advisory meetings. 2.1.3 Three “at risk” mail outs to parents. 2.1.4 Reduced number of students on academic probation. 2.1.5 Reduced office referrals for behavioural issues. 2.1.6 Usage of library for studying / reading.	<b>Indicators of Success:</b> 2.2.1 Partner with take-out to develop healthy choice 2.2.2 Continue with the breakfast program. 2.2.3 Evening presentation to parents by mental health workers. 2.2.4 Continue with health/wellness fair. 2.2.5 Number of students involved in extra-curricular activities. 2.2.6 Number of extra-curricular activities offered to students. 2.2.8 Implement a Mental Health Fair	<b>Indicators of Success:</b> 2.3.1 PD for staff. 2.3.2 Implement more inclusive practices as developed through staff PD. 2.3.3 Pink Shirt (anti-bullying) Day 2.3.4 Student Leadership Conferences(every second year) 2.3.5 Increase the number of special awareness days (Diabetes, Autism, Mental Health week...)

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Health / Wellness Fair funding from Central Health 2.1.2 Approximately \$1000 for updated library furniture.	2.2.1 Health / Wellness PD during the morning session of PTI. 2.2.2 Inclusive PD for Staff. 2.2.3 Cooperative Learning PD 2.2.4 Mental Health and Wellness of students and staff

