

**Corner Brook Intermediate
200-955**

Annual School Development Report for the 2016-2017 School Year





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 read 'Tony Stack'.

Tony Stack
CEO/Director of Education (Interim)



Message from Principal

Corner Brook Intermediate continues to be a thriving professional learning organization where we maintain our school's focus on enhanced student achievement within the context of a community that caters to the diverse adolescent learner. High academic standards coupled with a safe and caring learning atmosphere make our school an exemplary learning community. Corner Brook Intermediate is in second year of its five-year strategic plan, which will provide us with an opportunity to experience continued growth and development. This plan will ensure the continuous revitalization of our school community. Collaboratively, our school community has worked with one purpose; to build a stronger more innovative school where all students enjoy their learning experiences.

Corner Brook Intermediate continues to perform very well academically. In all core subject areas, Corner Brook Intermediate is at or above the provincial average. I credit this to the immensely talented staff we have at CBI. One struggle we do have, which was made clear in our PMF data, is our school climate does require some focus. An overwhelming number of students, parents, and teachers expressed concern over CBI's school climate, and this will be a major focus for our school over the 2017-2018 school year. Amazingly, if our school can perform so well academically with school climate being a major concern, I am confident that our student achievement data can and will improve once we fix the concerns that exist around school climate.

While student achievement is essential at Corner Brook Intermediate, students are also encouraged to explore through their talents and creativity co-curricular activities. This year, a phenomenal extra-curricular program has been widely received by students. The Fine Arts groups are celebrated through our school's very successful musical production of "High School Musical." Our jazz band travelled the Lincoln Center in New York and our concert band traveled to St. John's. We had over twenty sports teams running for most of the school year and our students were not only successful in many tournaments and competitions, but they gained experiences, lessons, and friendships through athletics that will last them a lifetime. French students travelled to St. Pierre. Social Studies students travelled to Vimy Ridge. Our Pride alliance was alive and well in Corner Brook Intermediate, celebrating diversity in our school community. We had students learning about robotics, archery, and yoga through extracurricular groups set up by staff members. Students participated in the Let's Talk Science Challenge; they represented our school in the Santa Claus Parade, all of our grade eight students participated in Trading Books for Boats. There are no doubt many great things happening at Corner Brook Intermediate.

We will continue to maintain our school's focus on enhanced student achievement within the context of a community that caters to the diverse adolescent learner. We have provided and will continue to provide wide-ranging experiences and learning opportunities to our students, which contribute to the education of the "whole child".

Stephen Perchard, Acting Principal

Message from School Council

- School Council Message unavailable at this time.

Overview of School

Our School Community

Corner Brook Intermediate is an intermediate school located within the City of Corner Brook. We serve students in grades 7-9 who live in Corner Brook Steady Brook, Mount Moriah, Gallants, and Little Rapids.

During the 2016-2017 school year, we had 720 students with 10 groupings of grade nine students, nine groupings of grade eight students, and 8 groupings of grade 7 students. In addition to the regular English curriculum to grades 7-9, we also offer Early French Immersion (FI) in grades 7-9 and Late French Immersion (LFI) for grades 7-9.

We have 46 teachers (including administration & guidance), 2 secretaries, 5 student assistants, 6 caretakers / bus-drivers and 3 cafeteria workers. Our school also avails of services from NLESD / Western Regional Office Itinerants and Program Specialists.

Key Highlights/Special Projects

This past school year was the second year in our new redeveloped building.

A focus on student learning was our top priority for the entire learning community and the implementation of a School-Wide Positive Behaviour Supports Program helped create a safe and caring learning environment. Our school also promoted and fostered inclusive practices, differentiated instruction/assessment and supportive intervention plans.

Partnerships

Our school has a strong connection with the Kids Eat Smart Foundation to promote healthy food options for students. This included our Breakfast Program and other similar initiatives in cooperation with Western Health Nurses who work with students directly here at our school

The partnership with the YMCA Alternative to Suspension Program continues to provide us with another option for troubled students.

This arrangement works quite well for all involved - students, families and school administration / guidance.

Internal Assessment Data (synthesis of report card data to report trends)

English Language Arts:

Grade 9 English Language Arts

Grade 9 Enrolment = 226

	2012/13			2014/15			2016/2017					
	S c h o o l	R e g i o n	P r o v i n c e	S c h o o l	R e g i o n	Pr ovi nc e	S c h o o l	R e g i o n	P r o v i n c e			
Multiple Choice												
Info rmational /Non- Fiction		5 4 .2	5 5 .9	6 8 7	6 7 7	68. 4	8 4 7	8 2 4	8 2. 4			
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
De mand Writing		9 2 .0	9 2 7	8 5 4	8 4 5	85. 3	8 7 9	8 0 6	8 0. 7			
Info rmational /Non- Fiction		8 2 .8	8 6 2	8 2 5	8 2 6	80. 6	9 4 7	9 0 3	8 9. 1			

What do these results tell us?

Our results for 2016-2017 were above provincial average in all areas. Students at Corner Brook Intermediate continue their high rate of student achievement when it comes to ELA.

Mathematics:

Grade 9 Mathematics

Grade 9 Enrolment = 226

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Number					68.2	66.6				73.9	67.3	66.9
Patterns and Relations					72.1	71.3				71.8	63.3	64.4
Shape & Space					76.0	73.3				72.7	65.6	65.0
Statistics and					73.0	65.4				78.2	74.5	72.3

Probability												
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Criteria					67.9	65.5				74.8	62.7	65.5

What do these results tell us?

In 2016-2017 there was no provincial assessment; however our Grade 9 Students wrote the Common District Final Exam in June, 2017. Our school scored higher most other schools in our region. The scored higher than all other larger Junior High Schools in our region. Our Grade 8 students also wrote a Common District Final Exam in June 2017. Our school scored higher on the exam than most other schools in our region. For Grade 7, our students did well overall. We still see many students arriving at our school with under average math skills. In all 3 grades, once again teams from our school placed first in the Western Region in the Gauss and Pascal Math contests. In all 3 grades, some of the issues we addressed last year seemed to have improved this past year. We will continue to focus on instructing and assessing using higher order questions. We will also focus on improving basic math computational skills, including having a focus on mastering times tables and using calculators proficiently.

French Language Arts:

	Grade 7 Core French June Data Analysis 2017					

Group	Listening	Reading	Speaking	Writing	Total/100%
A	72	68	88	80	78
B	80	79	84	82	81
C	79	74	91	84	80
D	77	79	82	79	79
E	74	73	77	78	75
H	78	67	79	73	72
	76.67	73.33	83.50	79.33	77.50

	Grade 8 Core French June Data Analysis 2017				
Group	Listening	Reading	Speaking	Writing	Total/100%
A	81	74	85	86	82

B	84	69	78	72	75	
C	83	80	87	87	84	
D	81	78	88	83	82	
E	83	79	91	97	85	
F	72	68	88	80	78	
	80.67	74.67	86.17	84.17	81	

	Grade 9 Core French June Data Analysis 2017					
Group	Listening	Reading	Speaking	Writing	Total/100%	
A	80	76	84	87	80	
B	71	65	89	79	74	
C	70	65	85	82	74	
D	74	71	81	83	76	
E	71	70	82	90		

F	77	73	85	82	78
G	74	72	86	83	77
	73.86	70.29	84.57	83.71	76.50

	Grade 7 French Language Arts June Data Analysis 2017								
Group	Listening	Reading	Speaking	Writing	Midyear Writing	Midyear Interview	Final Writing	Final Interview	Total/100 %
F									
G	91.8	91.6	92.6	89.7		89	82.5	82.5	

Grade 8 French Language Arts June Data Analysis 2017									
Group	Listening	Reading	Speaking	Writing	Midyear Interview	Midyear writing	Final Interview	Final writing	Total/100 %
G									
H	79	77	82	76	73		81	83	78.71
I	88	79	86	87	80		84	86	84
	83.5	78	84	81.5	76.5		82.5	84.5	81.5

Grade 9 French Language Arts June Data Analysis 2019									

Group	Listening	Reading	Speaking	Writing	Midyear reading	Midyear Interview	Final Writing	Final Interview	Total/100 %
H	90.7	72.4	85.7	72.8	69.7	85.1	79.6	86.6	80
I	89.3	73.1	87.1	69.7	68	88	74.4	90.2	80
J	81.7	81.4	89	82.7		75	75.7	78.5	
	87.23	75.63	87.27	75.07	68.85	82.70	76.57	85.10	80.00

Science:

Course	SUM of # Students	AVERAGE of Percent	% passing	% At Risk	% Failing
Science 7	159	73	97	15	3
Science 8	163	82	99	3	1

Science 9	180	77	97	12	3
Sciences 7	46	89	100	2	0
Sciences 8	58	82	100	5	0
Sciences 9	70	88	100	3	0

Grade 7 Units to Focus on 2017 - 2018

- **Unit 3 – Mixtures and Solutions**
 - **More demonstrations**
 - **Hands on activities (particle theory of matter boxes)**
 - **Collaborative problem solving activities**

Grade 8 Unit to Focus on 2017 - 2018

- **Unit 3 – Optics**
 - **Co-teaching in the classroom and lab setting for ray diagrams**

- Teach one concept for 20 mins and then rest of the class have them familiarize themselves with ray boxes and practice(“Ray Art” and peer teach)
- Use technology: Use PhET site to simulate ray diagrams and link to school science webpage
- More visuals up around in classroom (make ray boxes to use as demos)

Grade 9 Unit to Focus on 2017 - 2018

- More hands-on play with circuits
- Use PhET simulations to determine relationship between series and parallel circuits
- Make a real-life model (wiring a house, light-up sneakers)
- Peer teaching (opportunity for students with background knowledge to educate others)
- Use real EnerGuide labels as examples for mathematical calculations of cost of electricity
- Do extra mathematical practice for all the calculations

FINAL EXAMS

- Final exam marks are lower than the unit marks
- Exams are not practical (hands on) in nature so students struggle
- Really need to focus on exams for grade 9

- Encourage good test taking skills by using practice exams and exemplar long answers (teacher and student created)

Social Studies:

The social studies department continues to make improvements to student learning and communication with parents. Updating the department's website keeps parents and students aware of the outcomes in social studies and provides parents with updated slideshows of curriculum and access to student projects and assignments. This year the department has developed a common rubric in the department for all teachers when assessing projects and assignments, adding to the common focus on assessment and testing within the department. The department continues to improve communication with parents. This year all teachers in the social studies department will be using Google Classroom to keep parents aware of due dates of projects/assignments and tests. This teaching tool will be also used to promote G-Suite learning digital applications. The department has also introduced a team share drive highlighting the importance of using G-Suite within the workplace. The social studies department continues to strive for high academic standards and is focusing on higher order questioning in assessments and writing good constructive response answers. The department was very successful where the average mark was above 80% in all grade levels in both French and English.

What do these results tell us?

Students at Corner Brook Intermediate continue to perform well in all core subject areas. Our school development plan will continue to have a strong academic focus and department heads will maintain a strong academic focus on curriculum issues / teaching and learning strategies in their departments.

Report on School Development Plan for Previous Year

This past year was the first year of implementation of our school development plan, which was developed during the 2015-2016 school year. During the 2016-2017 school year, there was a strong focus on academics and our school data shows that this focus was successful.

During the 2016-2017 school year, Corner Brook Intermediate also had strong focus on PBS, using a coupon-reward system that saw students earn coupons in order to bid at prize auctions. Our PMF data for the 2016-2017 school year, did show a stronger focus needed to be placed on building a positive school climate.

Our school development plan for the 2017-2018 school year is below:

Goal 1. To improve student achievement across the curriculum within an inclusive teaching and learning environment.		
Objective 1.1 Continue the use of internal and external assessment to inform instruction.	Objective 1.2 Increase the knowledge and use of diverse instructional and assessment practices.	Objective 1.3 Improve student motivation and responsibility for their learning.
Evaluation 1.1 All core departments working together on common assessments. Consistent data analysis that affects planning and instruction happening in all departments. Great academic results.	Evaluation 1.2 Diverse learning and assessment strategies happening in all departments.	Evaluation 1.3 Still work to be done on this objective. Teachers reporting that student motivation across the school needs to improve.

Goal 2. To foster a safe, caring, healthy, and inclusive school environment.		
Objective 2.1 Continue implementation of the Safe and Caring Schools Policy.	Objective 2.2 Improve communication between and amongst teachers, students and parents / guardians.	Objective 2.3 Increase opportunities for students, staff and families to engage in health initiatives.

<p>Evaluation 2.1</p> <p>A lot of work to be done in this area. PMF data indicates major concerns around safety and security around CBI. Many “major” behaviours being reported in review 360 compared to the rest of province.</p>	<p>Evaluation 2.2</p> <p>G-Suite came on line last year and gave teachers the tools to help communication in this regard. That being said, there is still a lot of work to do, and teachers probably are not using GSuite to their capability.</p>	<p>Evaluation 2.3</p> <p>Staff Wellness is of a major concerns and major work needs to be done in this area.</p>
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Operational Issues Report 2016-2017

Year	Issue	Action	Evaluation
2016-2017	Internal student integration / social activities (\$550) New TVs for CCTV System (\$1000) Health Cooking Classes (\$300) Healthy Actions (\$500) Medidation CDS SWAT (\$500) School Gifts (\$1000)		

	Bulletin Board (\$500) PBS Coupons (\$700) PBS Prizes (\$1300) Outdoor Signage (\$1000) Guest Speakers (\$500)		
Report			

Actions for Change (2 – 3 pages)

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.

Goal 1. To improve student achievement across the curriculum within an inclusive teaching and learning environment..			
Objective 1.1 Continue the use of internal and external assessment to inform instruction.	Objective 1.2 Increase the knowledge and use of diverse instructional and assessment practices.	Objective 1.3 Improve student motivation and responsibility for their own learning.	1.4. Increase opportunities for instructional leadership, staff collaboration and the sharing of best practices.
<p>Actions for Change 1.1</p> <p>No change at this time.</p>	<p>Actions for Change 1.2</p> <p>No change at this time.</p>	<p>Actions for Change 1.3</p> <p>Establish a “school climate” committee” that will focus on helping students and staff build connections to the CBI school community.</p>	<p>Actions for Change 1.4</p> <p>No change at this time.</p>

Goal 2. To foster a safe, caring, healthy and inclusive school community.		
Objective 2.1 Develop a safe and caring atmosphere.	Objective 2.2 Improve communication between and amongst staff, students and parents / guardians.	Objective 2.3 Invest in staff and student mental health and wellness.
<p>Actions for Change 2.1</p> <p>New strategies for this year:</p> <p>2.1.1. Review, revise, communicate and consistently implement PBS.</p> <p>2.1.2. Foster a culture of respect amongst students.</p> <p>2.1.3. Increase safety and security of the building.</p> <p>2.1.4. Decrease bullying incidents amongst students.</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Develop clear and concise rules and expectations for students and consequence guide ● More school wide assemblies to discuss expectations / problems / and build a culture ● Common strategies around staff when it comes to dealing with bullying amongst students. 	<p>Actions for Change 2.2</p> <p>New strategy for this year:</p> <p>2.2.1. Provide effective and transparent communication between staff, students, and home.</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Parent assembly to discuss school climate and provide parental feedback. 	<p>Actions for Change 2.3</p> <p>New strategy for this year:</p> <p>2.3.1. Promote and protect staff mental health and wellness:</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Develop activities / events aimed at improving staff morale and building support systems within the school.

One Year School Development Plan

School Development Plan 2017 - 2018

Goal 1: To improve student achievement across the curriculum within an inclusive teaching and learning environment.			
Objective 1.1: Continue the use of internal and external assessment to inform instruction.	Objective 1.2: Increase the knowledge and use of diverse instructional and assessment practices.	Objective 1.3. Improve student motivation and responsibility for learning.	Objective 1.4. Increase opportunities for instructional leadership, staff collaboration and the sharing of best practices.
<p>Strategies:</p> <p>1.1.1. Collate and analyze student achievement data (internal and external).</p> <p>1.1.2 Engage in item analysis to identify individual learning needs.</p> <p>1.1.3 Create subject/strand specific SMART action plans to address the learning needs identified.</p> <p>1.1.4 Collaboratively develop and analyze common assessments within school.</p>	<p>Strategies:</p> <p>1.2.1 Provide opportunities for professional development related to differentiated instruction and assessment.</p> <p>1.2.2 Implement a variety of instructional strategies to meet the needs of all learners.</p> <p>1.2.3 Enhance program integration across the curriculum (i.e., technology, fine-arts)</p> <p>1.2.4 Implement a variety of assessment practices.</p> <p>1.2.5 Ensure consistent understanding and implementation of the Service Delivery Model.</p>	<p>Strategies:</p> <p>1.3.1 Engage in a school-wide approach to identify students at risk.</p> <p>1.3.2 Implement a school wide intervention program (Track numbers of students receiving interventions)</p> <p>1.3.3 Engage in a school -wide approach to determine why students are motivated to learn.</p> <p>1.3.4 Provide staff with PD opportunities related to student motivation.</p> <p>1.3.5 Using the information collected from strategies 3 and 4, develop and implement a protocol to address individual issues of student motivation</p> <p>1.3.6. Consistently communicate the school's expectations related to academic achievement to all members of the school community.</p>	<p>Strategies:</p> <p>1.4.1 Provide opportunities for staff to collaborate and share best practices.</p> <p>1.4.2. Develop a common understanding of instructional leadership and collaborative cultures.</p> <p>1.4.3. Engage in formal divisional / subject-based collaborative planning</p> <p>1.4.4 Initiate partnerships with neighboring schools for collaboration on instruction and assessment.</p>
<p>Indicators of Success:</p> <p><u>General Indicator:</u> improved student achievement results on internal and external assessments</p>	<p>Indicators of Success:</p> <p>1.2.1 Records of PD sessions and those who attended</p>	<p>Indicators of Success:</p> <p>1.3.1 List of students</p>	<p>Indicators of Success:</p> <p>1.4.1 Minutes of meetings/record of opportunities provided and those in attendance; record of practices shared</p>

<p>1.1.1 Record of analysis for each subject/division/grade level</p> <p>1.1.2 Record of individual student learning needs (portfolio)</p> <p>1.1.3 Copies/portfolio of action plans</p> <p>1.1.4 Copies of the assessments and a record of the results/analysis/minutes of meetings</p>	<p>1.2.2 Portfolio of instructional strategies used; minutes of staff and department meetings</p> <p>1.2.3 Portfolios, sample lesson plans</p> <p>1.2.4 Portfolio of assessment strategies used; minutes of staff and department meetings</p> <p>1.2.5 Record of PD provided/minutes of meetings</p>	<p>1.3.2 Copy of the program implemented; list of interventions implemented</p> <p>1.3.3 List of motivational factors</p> <p>1.3.4 Record of PD sessions and those who attended</p> <p>1.3.5 Copy of the protocol/plan</p> <p>1.3.6 Record/copies of communication used</p>	<p>1.4.2 Observed practice and minutes of meetings; records of staff discussions</p> <p>1.4.3 Copies of plans; minutes of meetings</p> <p>1.4.4 Record of collaborative sessions with other schools and file of instructional/assessment materials</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>New laptops (\$4000)</p> <p>Wifi capable printers (\$1000)</p>	<p>Flipped Classroom as it related to Service Delivery Model</p> <p>Development varying assessments</p> <p>Paired teacher PD</p> <p>Technology Integration/Implementation</p> <p>Motivation – Best practices</p> <p>DI Implementing Lesson Plans/ Best practices</p> <p>Subject area collaboration</p> <p>Departmental data analysis</p> <p>Common assessment and analysis</p> <p>Grade level planning meeting</p> <p>School-wide Intervention</p> <p>Cross-curricular / Team teaching</p>

Goal 2: To foster a safe, caring, healthy and inclusive school environment.		
Objective 2.1: Develop a Safe and Caring School	Objective 2.2: Improve communication between and amongst staff, students and parents / guardians.	Objective 2.3: Invest in staff and student mental health and wellness.
<p>Strategies:</p> <p>2.1.1 Reveal, revise, communicate and consistently implement PBS.</p> <p>2.1.2 Foster a culture of respect amongst students.</p> <p>2.1.3 Increase safety and security in the building.</p> <p>2.1.4 Decrease bullying incidents amongst students.</p>	<p>Strategies:</p> <p>2.2.1 Provide effective and transparent communication between staff, students, and home.</p>	<p>Strategies:</p> <p>2.3.1 Promote and protect staff mental health and wellness.</p>
<p>Indicators of Success:</p> <p>2.1.1 Review 360 Data.</p> <p>2.1.2 Review 360 Data and Student Surveys.</p> <p>2.1.3 Review 260 Data, Staff, Student and Parent Surveys.</p> <p>2.1.4 Review 360 Data and Student Surveys.</p>	<p>Indicators of Success:</p> <p>2.2.1 Staff, Student, and Parent Surveys.</p>	<p>Indicators of Success:</p> <p>2.3.1 Staff Surveys / Decrease in sick time.</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1	2.1.1

Operational Issues

Some operational issues that were identified:

1. Increase communication/immediacy for emergency situations
2. Increase the sharing/display of student work
3. Large class sizes prevent teachers from making all necessary accommodations for students who need support
4. All staff take responsibility for monitoring their classrooms and adjacent areas such as hallways, washrooms, etc.
5. Installation of video surveillance
6. Scheduling – core subjects every day; teachers teaching in areas of expertise; equitable
7. Space needed to implement programming
8. Computer lab availability
9. Maintaining current hardware/software
10. Wheelchair lift on third floor annex
11. Class sizes
12. Collaboration time / common preps