

King Academy Annual School Development Report 2018 -2019

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Our Vision Statement

“Every person is a promise – we will be a community of learners and leaders, fostering respect and tolerance, united in our goal of enrichment through knowledge, understanding and experience.”

Our Mission Statement

“King Academy students and teachers will grow together as an independent learning community that fosters critical and creative thinking, motivation to succeed and healthy lifestyle

Principal's Message

The annual school development report outlines key goals and actions to address the needs of students at King Academy. The plan is being updated on a regular basis throughout the year by our action teams and new initiatives are being implemented. The whole process of the School Development Plan has become a part of the culture of the school. It is simply a guide for the school to monitor the academic, social and mental well-being of all stakeholders. This plan has been shared with all stakeholders and is available on the NLESD website as well as our school website. Our plan is focused on two very important areas; **improving student learning within an inclusive environment and fostering a safe and caring school which embraces respect and wellness for all stakeholders.** As a staff we are also required to complete professional growth plans. These plans are also directly aligned with both the provincial strategic plan and our school development plan.

Both of our school development goals are connected to student learning and achievement. They are also connected to the strategic plan with the department of education for safe and caring schools. Goals are very specific and certainly meet the needs of an ever changing and technological challenging educational system. Over the years we have seen a need to change strategies and implement new ones based on the needs of the student population. This in particular is in the area of mental health. Both students and the parent community are instrumental in driving the plan as they complete the online school development surveys issued by the Department of Education. The results are instrumental in determining where we need to focus our strategies for the upcoming year.

Within the ASDR it is very important that the community members understand that the goals set for the school are based on the data that has been received. This data comes from academics both external and internal as well as the school climate surveys that are completed by all stakeholders. Thus, it's extremely important for the online surveys to be completed.

We have also done a great deal of work in integrating Google Classroom into our plan. We currently use Google Classroom as our platform for all courses and 100% of the students are enrolled in each course. This has also enabled us to educate the parents in this area and they too are a part of the student classrooms. This enables better communication with the home, with students and between the staff members. We are committed to providing the best possible learning opportunities for our students and keeping the parents informed.

Sincerely,
Ms. Bernetta Delaney
Principal King Academy



Message from School Council

Once again, it is a pleasure to bring greetings from the school council of King Academy. We have had a very positive year working with the school and feel our role is an important one as a stakeholder in the education of our children. Being members of the school council has provided us with an opportunity to realize the goals of the school development plan and provide guidance in the actions that affect our children on a daily basis. We are constantly being updated with the happenings at the school and certainly feel a part of the learning circle. Each year the plan is presented to us via a slideshow at our School Council meeting and shared in the Google Classroom. We are happy to realize our contribution to the plan.

In realizing the goals of King Academy school, we are always seeking ways to become more involved as parents to help our children. With the introduction of the google classrooms, PowerSchool and School Messenger, we feel that we are more a part of the happenings at the school than ever. We have direct access to our children's classes online and have a wonderful avenue to reach the teachers. We feel that the embracing of the technology at King Academy has allowed for better communication with the home. We receive all messages through either the KA Classroom, email or the phone system. We appreciate these new initiatives and feel that we are in direct contact with the school at all times. We appreciate the open communication we have with the staff. We also appreciate the implementation of the Digital Citizenship program in helping our students make safe and caring choices. As a council we feel that we are directly involved in the decision-making process at King Academy that impacts our children. We appreciate having a voice in the concerns of the children at our school and making it a secure, positive and happy environment.

As chair, I truly appreciate representing the voices of the parents of the community. It definitely creates a positive connection between the school and the community to better support the needs of our children. We are looking forward to developing new goals for the school this year based on the needs from the results of the school development surveys this year.

Respectfully submitted,
Ms. Tracie Carter
Tracie Carter
King Academy School Council Chair

Overview of School

Our School Community

King Academy is located in Harbour Breton and serves students from this community only which is located on the island's South Coast. The population of Hr. Breton is approximately 1600. Most students at King Academy are bussed to school while some have personal transportation or live within walking distance. King Academy is also the home of the community public library.

Our school enrolment for the 2018 - 2019 school year was 90 students with programs offered from grade 7 to Level III. The average class size was 16 - 17. Approximately 25% of our students received special services support.

In 2018-2019, King Academy School had a total of 10.25 units allocated which included 6.00 regular units, 1.0 Guidance (.40 for King Academy) and special services personnel. We had the services of a guidance counselor who is shared with 4 other schools, and specialist teachers in the areas of Physical Education, Technology, Math, English, Social Studies, Science, Music and French. Of the 10.25 units, our support services consist of 1.25 units. We also availed of CDLI for two courses course in Physics 2204 and Advanced Math 2200.

King Academy has the support of 2 student assistants with one at 6 hours and another at 2.5 hours, secretarial, maintenance, custodial and transportation personnel. Itinerant services are also available at King Academy which includes services for Speech Language.

We are a feeder school for St. Joseph's Elementary. We share a busing system and regularly coordinate our efforts to have the same days for our Professional Development. We also have been sharing a music and French teacher for the past number of years so that we can offer the best possible choices for the students. This year we have lost our lunch time busing and started a lunch program at the school. Despite being a new and daunting initiative, it has turned out to be very positive. Students are able to take advantage of tutoring opportunities during this time as well.

We have a very extensive extracurricular program that runs all year round. Our goal is to establish more technology programs for after school to involve more students who are not a part of the sports teams. We have integrated coding into the system and unfortunately the after-school program for robotics did not launch itself this year. We plan to try it again for the upcoming year.

We are a small staff and we have many parent volunteers in the community for our extracurricular activities. We also have a well-established breakfast that runs five days a week. Typically, it is a grab and go but, on Wednesdays we have volunteers from the community to cook. We also have a very well-established technology program at King Academy, and we pride ourselves on staying ahead of the constant changes despite the cost. This year we have invested in chrome books for the school and were fortunate to have a donation to the school by a former graduate enabling us to by an extra class set.

Internal Assessment Data 2017 - 2018

Grade 7 Internal Data

	Sum of # Students	Average of Percent	Sum of passing	Sum of At Risk	Sum of Failing	% Passing	% At Risk	% Failing
Core French 7	12	92	12	0	0	100	0	0
English Language Arts 7	12	86	12	0	0	100	0	0
Health 7	12	91	12	0	0	100	0	0
Mathematics 7	12	88	12	0	0	100	0	0
Music 7	12	92	12	0	0	100	0	0
Physical Education 7	12	93	12	0	0	100	0	0
Religious Education 7	12	88	12	0	0	100	0	0
Science 7	12	77	12	2	0	100	17	0
Social Studies 7	12	87	12	0	0	100	0	0
Technology Education 7	12	96	12	0	0	100	0	0

Overall, the percentage passing rate in grade 7 class is 100%. This can be attributed to the fact that the class number is low with very few incident reports if any. The instructional time is valued at the school and safety measures are put in place for students when they appear to be at risk. As administrators we have been promoting grade book accuracy, formative assessment, second chance opportunities, and evaluation outside the box for the school. We firmly believe that we need to engage all aspects of the student's being in order to help them achieve. This includes mentally, socially and academically. Communication with the home is ongoing. Supports include: Tutoring for tuition, teacher tutoring and TWEP

School Dev. Initiatives: Google Classroom, parent engagement, better communication

Grade 8 Internal Data

	Sum of # Students	Average of Percent	Sum of passing	Sum of At Risk	Sum of Failing	% Passing	% At Risk	% Failing
Core French 8	19	81	18	3	1	95	16	5
English Language Arts 8	19	76	19	3	0	100	16	0
Health 8	19	98	19	0	0	100	0	0
Mathematics 8	19	80	19	3	0	100	16	0
Music 8	19	89	19	1	0	100	5	0
Physical Education 8	19	91	19	0	0	100	0	0
Religious Education 8	19	87	19	0	0	100	0	0
Science 8	19	77	18	1	1	95	5	5
Social Studies 8	19	82	19	0	0	100	0	0
Technology Education 8	19	93	19	0	0	100	0	0

Data indicates that 1 student in jeopardy of failing French and Science. Supports have been put in place and scheduled based on a focus in the needed at risk areas. Opportunities were provided with the IRT, peer tutoring, teacher tutoring, surface pro, and TWEP. Lunchtime French conversation classes were also organized but the lack of attendance was a breakdown. The school has also been promoting grade book accuracy, formative assessment, and second chance opportunities. We believe that we need to engage all aspects of the student's being in order to help them achieve. This includes mentally, socially and academically. Communication with the home is ongoing. Supports include: Tutoring for tuition, teacher tutoring and TWEP

School Dev. Initiatives: Google Classroom, parent engagement, better communication

Grade 9 Internal Data

	Sum of # Students	Average of Percent	Sum of passing	Sum of At Risk	Sum of Failing	% Passing	% At Risk	% Failing
Core French 9	14	83	14	0	0	100	0	0
English Language Arts 9	15	71	14	2	1	93	13	7
Health 9	16	77	15	2	1	94	13	6
Mathematics 9	14	73	13	2	1	93	14	7
Physical Education 9	16	86	15	0	1	94	0	6
Religious Education 9	16	92	15	0	1	94	0	6
Science 9	15	71	13	1	2	87	7	13
Social Studies 9	15	81	14	1	1	93	7	7
Technology Education 9	16	75	12	0	4	75	0	25

Data indicates that there are a couple of students struggling with the program overall in grade 9. Some of these courses have been modified for struggling students and with the extra supports that have been put in place like the tutoring, extra classes, IRT interventions, technology usage, success rate still does not change. With regard to the technology course and the 25% failing rate, this was attributed to students who had not submitted their work. The best possible program is being considered for the following year to best meet the needs of all students. Overall, this is a very high achieving class and they benefit from the implementation of more formative assessments and having a say in the evaluation pieces.

Level 1 Internal Data

	Sum of # Students	Average of Percent	Sum of passing	Sum of At Risk	Sum of Failing	% Passing	% At Risk	% Failing
Biology 2201	12	73	12	2	0	100	17	0
Biology 3201	1	0	0	0	1	0	0	100
Career Development 2201	1	1	0	0	1	0	0	100
Chemistry 2202	1	0	0	0	1	0	0	100
Communications Technology 3104	15	78	14	1	1	93	7	7
English 1201	13	79	13	1	0	100	8	0
English 1202	1	61	1	0	0	100	0	0
English 2201	1	0	0	0	1	0	0	100
Environmental Science 3205	2	67	2	1	0	100	50	0
French 2200	14	82	14	2	0	100	14	0
French 3200	1	1	0	0	1	0	0	100
Mathematics 1201	11	70	11	5	0	100	45	0
Mathematics 1202	3	65	3	1	0	100	33	0
Mathematics 2201	1	0	0	0	1	0	0	100
Physical Education 3100	14	88	14	0	0	100	0	0
Physical Education 3101	1	0	0	0	1	0	0	100
Science 1206	14	68	13	5	1	93	36	7
Social Studies 1201	14	82	14	1	0	100	7	0

Despite how the data looks in the chart, it is an anomaly due an attendance issue. As a result we see the 100% failing rate in 7 of the courses. Within the level 1 data we have a number of students who are struggling with the Math and Science. This typically is the norm for grade 10's. In order to combat that, we put extra classes in place toward the end of the year. Fortunately the Math teacher is also the Science teacher. Therefore, with the extra time that was provided both during the school day and after school, we were very successful with the overall passing rate for the class. A couple of students were considering the general program for the following year based on their final academic performance however, sometimes when supports are put in place and they are not availed of, it is very difficult to meet the 100% passing goal that we would like to have.

Level 2 Internal Data

	Sum of # Students	Average of Percent	Sum of passing	Sum of At Risk	Sum of Failing	% Passing	% At Risk	% Failing
Biology 3201	8	79	8	0	0	100	0	0
Career Development 2201	11	94	11	0	0	100	0	0
Chemistry 2202	9	79	9	2	0	100	22	0
Drama 2206	11	91	11	0	0	100	0	0
English 2201	10	81	10	1	0	100	10	0
English 2202	1	68	1	0	0	100	0	0
Environmental Science 3205	3	81	3	0	0	100	0	0
French 3200	11	89	11	0	0	100	0	0
Mathematics 2200	2	88	2	0	0	100	0	0
Mathematics 2201	6	75	6	0	0	100	0	0
Mathematics 3202	3	83	3	0	0	100	0	0
World Literature 3207	2	68	2	0	0	100	0	0

Based on the data it is obvious that students in this class are having a very successful year. We have 2 students who are struggling with the Chemistry and one who is at risk in English. Again, supports were certainly put in place for these and all the rest of the students who wished to avail of extra help. This included peer tutoring, TWEP, teacher support after school/lunchtime and online instructional support from CDLI. The small number of students in the classes as well contributes to the high success rate. More one on one instruction is able to be provided. This along with the increase in formative assessments has and the communication with the home leads to a successful program.

Level 3 Internal Data

	Sum of # Students	Average of Percent	Sum of passing	Sum of At Risk	Sum of Failing	% Passing	% At Risk	% Failing
Biology 3201	7	86	7	1	0	100	14	0
Career Development 2201	1	87	1	0	0	100	0	0
Chemistry 3212 (PILOT)	6	87	6	0	0	100	0	0
Communications Technology 3104	1	25	0	0	1	0	0	100
Design and Fabrication 2202	10	90	10	0	0	100	0	0
English 2202	1	61	1	0	0	100	0	0
English 3201	8	88	8	0	0	100	0	0
English 3202	6	74	6	0	0	100	0	0
Environmental Science 3205	8	79	7	0	1	88	0	13
Healthy Living 1200	1	80	1	0	0	100	0	0
Mathematics 3200	6	80	6	1	0	100	17	0
Mathematics 3202	9	72	8	0	1	89	0	11
Nutrition 3102	14	82	14	0	0	100	0	0
Physical Education 3101	14	89	14	0	0	100	0	0
Physics 2204	3	95	3	0	0	100	0	0
World Geography 3200	6	68	6	1	0	100	17	0
World Geography 3202	8	87	8	0	0	100	0	0
World Literature 3207	8	80	8	0	0	100	0	0

Overall there are 14 students in this class. Six students are on an academic program and eight are on the general program. Results indicate that we are having a very successful year with the level 3 class. Again, like all students who are struggling as they enter that last few weeks of school, supports are put in place. The TWEP program is very beneficial for the grade 12 students. Accommodations are made to support them in any way we can to help ensure that they graduate. Our focus would be at risk students, but others who wished to avail of the opportunity were also permitted. Again, the anomaly that exists here in Com. Tech 3104 is from lack of attendance. The struggling or at risk students were provided with every opportunity needed to be successful. Parental contact again is key to ensuring success as well as the development of the mental and social areas.

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

Course	2014/15			2015/16			2016/17			2017/18			2018/19		
	School	Region	Province												
Math 3205/3200	75.8	79.9	77.4	79.4	79.2	77.3	83.3	79.9	78.5	82.5	76.1	73.3	73.8	75.3	73.3
Math 3204/3201	69.0	68.3	66.1	71.3	68.1	66.4	66.7	69.2	77.0	70.5	70.5	65.5	N/A	N/A	N/A
W. Geography 3202	78.7	73.1	69.7	82.8	71.5	70.4	76.7	73.9	70.5	72.9	71.0	67.9	87.3	73.0	70.4
Biology 3201		68.4	67.6	75.8	68.6	68.0	69.7	69.0	67.9	66.3	66.3	64.1	74.7	61.0	60.8
Chemistry 3202	73.4	74.3	72.8	79.3	77.0	73.7	80.7	71.4	69.6				85.3*	n/a	63.3*
Physics 3204	59.3	78.4	73.4	76.8	77.8	75.9	71.0	75.8	75.0						
English 3201	71.4	69.7	69.9	80.1	71.8	70.9	74.5	71.7	70.9	64.6	63.1	62.8	72.5	65.4	64.2

*Marks are based on Chemistry 3212 pilot course.

What do these results tell us?

Math 3200:

The trend data for our school is slightly below that of the region but on par with the province.

Rationale:

Looking at the 4 year trend for our school, one area of concern would be the Radicals unit that had a significant drop from previous years. More emphasis needs to be placed on this unit through exit cards, more formal assessments etc. With the number of students enrolled in the course, the average can easily be skewed if even one student misses the ideas of a particular unit.

Another area where there was a significant drop was in the Permutations unit. This unit is the last one to be taught so timing is probably an issue. Quite a few of the topics in this unit are brand new to students and with the unfamiliarity comes uncertainty.

Most areas on par with previous years but the Trigonometric unit is slightly above, possibly because a great deal of emphasis is placed on the understanding of these concepts. Students know that a lot of people struggle with this topic and are more inclined to put more work into it. As a school we have also been placing emphasis on more formative assessments which we believe ultimately leads to better understanding and better learning, leading into the summative.

Math 3201

No students writing this year.

Rationale:**Biology 3201**

Students performed exceptionally well in all areas of the public exam as compared to the provincial averages.

Rationale:

Student wrote 14% above the provincial average on the public exam overall and finished with a final mark 12% above provincial averages. Each unit of study ranged from 11% to 17% above provincial averages on the same units. 4 year trend data showed a marked improvement in Unit 1 and 2 results, with Unit 3 matching the high set 4 years ago. Unit 4 on Evolution, although higher than the previous two years, was still slightly lower than the high set 4 years ago. This may be due to the length of the unit and time of the year it is completed. This year the exam consisted of only multiple choice items and no long answer which also may have contributed to a drop in the provincial average. Despite that fact, the school performed its best this year compared to all other years.

Chemistry 3202 (3212 - Pilot)

This was a pilot course with 132 students writing provincially. The results, although limited in scope, show that our students performed at an extremely high level as compared to the others. Unfortunately the regional data was not available to include in the results as a comparison.

Rationale:

Given the small sample size, it is difficult to perform an accurate analysis of results. The particular group of students we had this year were exceptional chemistry students and the results across all units demonstrate this. Averages through the four units on the exam were 85%, 83%, 88% and 86% respectively as compared to the provincial average (132 students) were 63%, 57%, 76% and 66%. Of note, students really outperformed the provincial average in acids and bases (unit 2) which is also the largest unit of the course.

The use of new technologies and hands-on teaching have greatly impacted how students can attempt and practice chemistry. Google apps are used extensively in this course to provide practice and feedback to students in real time while tackling problems that mirror what they are to be able to do on their public exam. Lab work has become a primary part of the chemistry classroom as well which provides students with hands-on experiences to take with them to their post-secondary training. These experiences are not easily forgotten and allow students to master skills as well as understand the purpose of their learning in many topics. Also, over the past few years, the teacher has been involved in department level grading of public exams, curriculum writing of the new chemistry 2202/3202 and is currently piloting both the 2212/3212 this year. Such PLC's help to build a knowledge base towards the new curriculum direction and is much valued PD that drives teaching and as a result learning.

World Geography 3202

The public exam results far surpass the provincial averages in every subtest of this exam. Our school trend data indicates that improvements have been made in all areas from last year's public exam. Students exceeded the averages of the region and the province in all subsets.

Rationale:

All subtest school mark trends have increased from last year and in fact higher last year than the last four years, however, marks consistently lower in population geography may be due to this being the shortest unit and completed quickly at the end of the year. Many factors have contributed to the success of students in World Geography 3202 in the past and continue to do so today. A significant portion of the public exam focuses on case studies and questions associated with them. Due to this, there is an emphasis on the use of case studies as assessments in the classroom throughout the year. The use of sample public exams from previous years allow students to prepare for the multiple-choice portion of the public exam. King Academy chooses to provide students with these resources after each unit rather than cumulatively near the end of the course. The multiple choice serve as a review in preparation for unit test, midyear assessments and the provincial assessment. We correct and discuss sample multiple choice as a group to ensure students are aware of the correct answers while studying. Exemplars are also used to demonstrate what is expected from the students for the long answer questions; this allows students to differentiate between an excellent, satisfactory, and unsatisfactory response. King Academy continues to provide students with copies of notes to allow them to concentrate on the material and become fully engaged in classroom discussion as opposed to taking notes. All diagrams are provided to students to ensure they can visualize the material being discussed and tested. Technology is utilized in the classroom in the form of slides, videos, and the use of google classroom to provide a wide variety of resources. These results tell us that King Academy students continue to excel in World Geography 3202. Frequent ongoing formative assessment helps to guide the teacher in what outcomes need more emphasis

than others, and to see where students need support. King Academy promotes a positive school atmosphere where the students will feel comfortable approaching their teacher for assistance, clarification, and will encourage students to do their best.

English 3201

Over the past 4 years, English 3201 marks have been above overall averages of the province for both the public exam mark and the final overall mark of the public and school marks combined. This year marks the highest difference above provincial mean for the exam mark (8) and final mark (11). There has been an overall increase in grades for a number of reasons:

- Students are becoming increasingly aware of the six strands and how the marking scheme is allotted. This allows them to consciously recognize where their strengths and weaknesses are and where they need work.
- More exemplars and practice for the analytical essay have been given.
- Peer assessment and grading has been implemented.
- Practice of public exams have increased.
- Increased group work in completing assigned work. Group work for learning, not assessment.
- Poetry is still one of my lowest grades. The focus obviously this year will be to further implement strategies to focus on increasing the grades in this particular strand.

Report on Action Plan 2018-2019 and Actions for Change

Goal 1: To improve student learning within an inclusive environment			
<p>Objective 1.1: Increase opportunities for instructional leadership, staff collaboration and the sharing of best practices</p>	<p>Objective 1.2: Increase knowledge and use of Diverse Instruction</p>	<p>Objective 1.3: Increase knowledge and use of Diverse Assessment</p>	<p>Objective 1.4 Enhance school wide practices designed to respond to academically at-risk students</p>
Evaluation/Recommendations	Evaluation/Recommendations	Evaluation/Recommendations	Evaluation/Recommendations
<p>Strategies: 1.1 1.1.1 More focus on establishing productive PLC groups within the region via skype. Evaluation: Skype has been encouraged for PD and is growing as a positive means of support for all staff members</p> <p>1.1.2 Provide opportunities for action teams to report back Evaluation: More emphasis needs to be placed on the plan as a whole as opposed to the three action teams working independently. This is a focus for 2019/20)</p> <p>1.1.3 Expand microteaching with more members of the staff Evaluation: This has been a very positive experience for teachers, and they wish to continue it and they encourage it especially for</p>	<p>Strategies: 1.2 1.2.1 Continue to utilize the technology in the classroom. Evaluation: Positive growth in this regard. We have purchased class sets of chrome books for the school and teachers feel that students are more engaged instead of leaving the classroom and going to a tech room.</p> <p>1.2.2 Continue the staff information sessions on all students to support their diverse needs. Evaluation: Every staff meeting begins with Support Services items which keeps all staff members updated with the needs of students. When needed, separate meetings are held specifically for this purpose. (Positive growth)</p>	<p>Strategies: 1.3 1.3.1 Re-visit the matrix of diverse learners to investigate the best ways students learn Evaluation: Some focus has been placed on this objective, but more work needs to be completed</p> <p>1.3.2 To investigate “9 types of learners” for application in the classroom in terms of assessment Evaluation: Diverse assessment practices have been initiated but it does not address the “9 types of learners.”</p> <p>1.3.3 Increase familiarity and be more aware of the pre-referral strategy manual Evaluation: As a staff we have made great progress in this area. This topic is continuously a part of our</p>	<p>Strategies: 1.4 1.4.1 Continue our BEV meetings Evaluation: Discussions of every student in the school always benefit the school community. It continues to be a part of our school culture.</p> <p>1.4.2 Continue the successful communication practices with home (google classroom/PS & Academic Notifications/Phone/SM) Evaluation: The communication between school and home has grown and teachers are more receptive to using technology for this. Students as well communication better with teachers using the Gmail system. It’s a positive use of technology.</p> <p>1.4.3 Initiate Cooperative Teaching opportunities Evaluation: CT was done on a full-time basis</p>

<p>new teachers</p> <p>1.1.4 To ensure proper curriculum delivery Evaluation: A close evaluation/analysis of gradebook has permitted the administration to further confidence that curriculum is being taught and completed.</p>	<p>1.2.3 Continue to stay up to date with the ever-changing technology Evaluation: Although it's a costly venture, the school tries to keep up or keep ahead of the technology trends. The district is very supportive with the technical support.</p> <p>1.2.4 Focus on student strengths for instruction purposes (e.g., visual, auditory, kinesthetic) Evaluation: The varied instructional methods have begun, and learning needs have been embraced. With more focus on this objective, success will flourish.</p>	<p>monthly staff meetings</p> <p>1.3.4 Utilize emerging technologies ex: chrome books, google apps Evaluation: There has been an enormous amount of success pertaining to this objective. Staff has embraced the technology and continue to want more.</p>	<p>last year and worked very well. This year we managed to try some micro-teaching with a new teacher and a more experienced one. The results were great.</p> <p>1.4.4. Utilize peer instruction/tutoring Extra teacher tutoring session after school Evaluation: Again, the TWEP program provides some fabulous opportunities for struggling students. Interventions are put in place and students benefit along with the extra classes from with the teachers.</p> <p>1.4.5 Spring Interventions for at Risk Students/TWEP Evaluation: Same as 1.4.4</p>
<p>Recommendations: More focus on establishing productive PLC groups within the region via skype. Opportunities need to be provided for the staff to be able to share the plan as a whole. Each action team needs to evaluate their goals along the way throughout the year. Micro-teaching should be integrated for all staff, not just new members.</p>	<p>Recommendations: The current goal is to try to have enough chrome books for all students. The Service Delivery Team needs to re-establish itself as a functional unit in the school with minutes arising from its committee. The continued monitoring of varied assessment through gradebook/classroom visits/feedback. Shared practices among staff</p>	<p>Recommendations: With the familiarity of the pre-referral strategies, staff needs to also embrace these for all students. Just as technology is being embraced, so too should the varied instruction/assessment. With the provincial strategic plan, teachers are being encouraged more so to identify the varied needs of the students. This is also required to be reflected in the gradebooks which will be visited randomly</p>	<p>Recommendations: This past year we tried family meeting conferences on a volunteer basis. The turnout rate was low. We have recommended that we return to our past method with appointments. Expand on the micro-teaching for all staff members.</p>

		throughout the year.	
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Goal 2: To foster a safe and caring school which embraces respect and wellness for all stakeholders		
Objective 2.1: Increase respect and tolerance for diversity	Objective 2.2: Enhance a school climate that recognizes and celebrates success of all students	Objective 2.3: Increase stake holder’s involvement in activities that enhance social, physical and mental wellness
Evaluation/Recommendations	Evaluation/Recommendations	Evaluation/Recommendations
<p>Strategies 2.1:</p> <p>2.1.1 To create a new plan on how to better integrate the digital citizenship lessons into the classroom Evaluation: The lessons were completed but once again with a little difficulty especially in the senior high level.</p> <p>2.1.2 Continue to host respect/mental health forums Evaluation: A forum was held at the school for the entire COB region with our Well Coalition. Guest speaker was Jeremy Bennett. Great success.</p> <p>2.1.3 Continue to build relationships with community wellness partners Evaluation: Our relationships continue to grow with more partners/family contributors</p>	<p>Strategies 2.2</p> <p>2.2.1 To share school climate survey results with the school community Evaluation: The intent to share the surveys is always there but for some reason it does not reach the full community population.</p> <p>2.2.2 Review and share public exam data with student body Evaluation: This has been completed and it basically lets the students know where the focus has to be for the current year. The grades are immaterial to the students apparently</p> <p>2.2.3 To use media coverage for all student successes (gotcha program/academic ceremonies) Evaluation: As a school, Google Classroom and the Student Council Facebook page are the media platforms. Successes are celebrated and posted</p>	<p>Strategies 2.3</p> <p>2.3.1 Utilize the mental health coordinator more often Evaluation: This year in conjunction with the CYN/Mental Health, the grade 8 Health class was led by the mental health coordinator. A new program was taught that encompass all curriculum outcomes.</p> <p>2.3.2 Review of Crisis plan with entire staff again Evaluation: An in-depth view of the plan was completed with the entire staff.</p> <p>2.3.3 Availability of gymnasium during recess/lunch (extracurricular sports program) and implementation of academic portion of the gotcha program Evaluation: Successful addition to the day which also alleviated duty challenges</p>

<p>2.1.4 To promote diversity in the school matrix Evaluation: Completed and it gets reinforced on a daily/weekly basis</p> <p>2.1.5 Restructure gotcha program to include student involvement (i.e., student distribution of gotchas for “respect”) Evaluation: As a staff we continually discuss the gotcha program and how to improve it. Constant reminders for teachers are needed to encourage the flow of the program</p>	<p>there along with the School Messenger email system.</p> <p>2.2.4 Daily announcements/google classroom recognizing successes/birthdays/special events Evaluation: Successful and growing.</p> <p>2.2.5 Student initiated/maintained school calendar in main lobby & on second floor Evaluation: Successful and growing. This may lead to an individual classroom calendar with student leaders.</p>	<p>2.3.4 Utilize the trained “Beyond the Hurt” students Evaluation: This group was utilized periodically throughout the year. With guidance being at 5 different schools it's difficult to have the constant connection and scheduling.</p>
<p>Recommendations: During the first admin day, discussion on DC and how to best meet needs of this program for students. To recognize and continue to expand on our partnerships within and outside the community. In depth discussion to be held with regard to the gotcha program and how to rejuvenate the interest.</p>	<p>Recommendations: To make a more conscious effort to deliver the results of the climate surveys to the students/staff and families in a timely and effective manner. Just as the Public exam data is shared, so too should the internal data be shared with the student body to encourage a goal/direction for the upcoming year. Expand on the student led calendars to promote ownership in the school.</p>	<p>Recommendations: To continue to partner with the CYN/Mental Health to offer the Health program using curriculum ILO's. Revisit the crisis plan again in Sept as a refresher for all staff Continue to open the gym during recess and lunch for participation and socialization Recognize the “BTH” group in the school with their mandate posted. Make them more visible as a go-to peer helper group.</p>

Report on the Operational Issues for 2018-19

Year	Issue	Action	Evaluation
2017 – 2018	Public library and security concerns during the day	Revise the hours of operation to evening hours only	Hours have been changed to evenings only.
2017 – 2018	Development of a cafeteria (first year without lunchtime bussing)	In September we will determine numbers and from there create a plan	Lunchroom has been created with minimal difficulty.
2017 – 2018	To operate with one bus as opposed to two.	We have been reduced from two to one bus. Time changes to the schedule in the other school in the community to accommodate this reduction. Our schedule is CDLI based and times can't be altered.	Some concerns from parents over the lack of space on the bus but dept regulations determine that the numbers were approved.
2017-18	To re-key the school for security	Locks have been sent to the school to be re-keyed during summer months	The school has been re-keyed.
2016-17	Fire exit doors do not properly close during a fire drill due to lack of proper hardware and cannot be locked	The issue is continuously being placed on the OHS report	New hardware has been tried and the issue continues to be a concern

Action Plan for 2019 - 2020

Goal 1: To improve student learning within an inclusive environment			
Objective 1.1: Increase opportunities for instructional leadership, staff collaboration and the sharing of best practices	Objective 1.2: Increase knowledge and use of Diverse Instruction	Objective 1.3: Increase knowledge and use of Diverse Assessment	Objective 1.4 Enhance school wide practices designed to respond to academically at-risk students
<p>Strategies: 1.1</p> <p>1.1.1 To encourage/support staff in attending PD in a variety of curriculum areas.</p> <p>1.1.2 Increase knowledge of Gradebook assessment practices through variety of assessments in all areas.</p> <p>1.1.3 Expand microteaching with more members of the staff to foster the sharing of best practices.</p> <p>1.1.4 To continue to monitor proper curriculum delivery.</p>	<p>Strategies: 1.2</p> <p>1.2.1 Continue to utilize the technology in the classroom.</p> <p>1.2.2 Continue staff information sessions on all students to support their diverse needs.</p> <p>1.2.3 Begin the process of learning and utilizing Deep Learning in instructional practices.</p> <p>1.2.4 Focus on student strengths for instruction purposes (e.g., visual, auditory, kinesthetic)</p> <p>1.2.5 Begin the process of increasing staff knowledge of sign language for communication purposes with diverse students.</p>	<p>Strategies: 1.3</p> <p>1.3.1 Research how Deep Learning can be achieved through assessment practices.</p> <p>1.3.2 Modify classroom teaching practices to enhance the learning of students through knowledge of Deep Learning.</p> <p>1.3.3 To continue to utilize the pre-referral strategy manual and PowerSchool to reach at-risk students.</p> <p>1.3.4 Continue to utilize technologies (ex: chrome books, google apps) to diversify assessment.</p> <p>1.3.5 Increase usage of a variety of assessment techniques to gauge student learning. (Entrance/Exit Cards etc.)</p> <p>1.3.6 To utilize external test standards to enrich student achievement (PCAP/Math Centrum)</p>	<p>Strategies: 1.4</p> <p>1.4.1 Continue our BEV meetings (Twice year)</p> <p>1.4.2 Continue the successful communication practices with home (google classroom/PS & Academic Notifications/Phone/SM)</p> <p>1.4.3 Continue cooperative teaching opportunities</p> <p>1.4.4. Continue peer instruction/tutoring Extra teacher tutoring session after school</p> <p>1.4.5 Spring/Mid-winter Interventions for at Risk Students/TWEP</p> <p>1.4.6 Teacher self-analysis of Grade Book to ensure number of assessments/ weighing is of benefit to students.</p>

Indicators of Success 1.1	Indicators of Success 1.2	Indicators of Success 1.3	Indicators of Success 1.4
<p>1.1.1 PD opportunities both face-to-face and online (ex. Skype) are attended.</p> <p>1.1.2 Meet as a staff to discuss/review gradebook practices and ensure all areas of curriculum are equally assessed.</p> <p>1.1.3 More staff involved in microteaching, sharing best practices.</p> <p>1.1.4 Track outcomes throughout the year to ensure completion, new curriculum PD, utilize team drives. Collaboration amongst staff in similar curriculum areas.</p>	<p>1.2.1 All students and staff have access to current technology (chrome books, iPads, team boards, etc.)</p> <p>1.2.2 To continue to update staff with student profiles and apply necessary diversification</p> <p>1.2.3 PD/staff meetings should include necessary information sessions on new teaching strategies such as Deep Learning.</p> <p>1.2.4 An increase in student success within the regular classroom.</p> <p>1.2.5 An increase in staff ability to communicate with and understand nonverbal students.</p>	<p>1.3.1 Staff receives PD on the topic of Deep Learning.</p> <p>1.3.2 Collaboration among staff to discuss/implement teaching practices that promote Deep Learning.</p> <p>1.3.3 The pre-referral strategy manual is utilized by staff when needed. PowerSchool student profiles are referenced to aid in teaching/learning.</p> <p>1.3.4 Technologies are made available to students and used for meaningful assessment.</p> <p>1.3.5 Variety of different assessment practices are used more often to improve knowledge of student progress and learning on a regular basis.</p> <p>1.3.6 Utilization of the external results to improve teaching practices</p>	<p>1.4.1 Implementation of interventions/parent meetings</p> <p>1.4.2 Parent feedback at open house and turn out rates</p> <p>1.4.3 Utilizing and implementing based on feedback from students and staff.</p> <p>1.4.4 Established schedule with consistent Participation</p> <p>1.4.5 Success rate of at-risk students</p> <p>1.4.6 Mid-year and year end analysis of grade book by both staff and admin</p>

Goal 2: To foster a safe and caring school which embraces respect and wellness for all stakeholders		
Objective 2.1: Increase respect and tolerance for diversity	Objective 2.2: Enhance a school climate that recognizes and celebrates success of all students	Objective 2.3: Increase stake holder’s involvement in activities that enhance social, physical and mental wellness
Strategies 2.1: 2.1.1 To create a new plan on how to better integrate the digital citizenship lessons into the classroom 2.1.2 Continue to host respect/mental health forums 2.1.3 Continue to build relationships with community wellness partners 2.1.4 To promote diversity in the school matrix 2.1.5 Restructure gotcha program to include student involvement (i.e., student distribution of gotchas for “respect”) 2.1.6 to foster an environment of inclusion through integrative practices	Strategies 2.2 2.2.1 To share school climate survey results with the school community 2.2.2 Review and share public exam data with student body/school council/parents 2.2.3 To publicly recognize student success (gotcha program/academic ceremonies, graduation) 2.2.4 Daily announcements/google classroom recognizing successes/birthdays/special events 2.2.5 Student initiated/maintained school calendar in main lobby & on second floor 2.2.6 to enrich the school environment with student painted murals	Strategies 2.3 2.3.1 Utilize trained mental health professionals more often 2.3.2 To continue to utilize the partnership with the local CYN 2.3.3 Availability of gymnasium during recess/lunch (extracurricular sports program) 2.3.4 Better utilize and develop a schedule for the trained “Beyond the Hurt” students 2.3.5 Development of a mental health group for students (led by school counsellor)

<p>Indicators of Success 2.1</p> <p>2.1.1 All classes complete the DC lessons by December</p> <p>2.1.2 Students take a lead role in organizing and presenting</p> <p>2.1.3 Objectives covered in courses in conjunction with community wellness groups</p> <p>2.1.4 Respectful school environment</p> <p>2.1.5 An increase in interpersonal student respect.</p> <p>2.1.6 Ongoing programs involving the inclusion of all students in the school</p>	<p>Indicators of Success 2.2</p> <p>2.2.1 Feedback from school community for celebrations and improvements</p> <p>2.2.2 Improved results in upcoming courses and celebrations of successes. Increase in scholarships set up by community.</p> <p>2.2.3 Community being aware of the successes and achievements celebrated at the school.</p> <p>2.2.4 Newsletter provided to show contributor donations to scholarships.</p> <p>2.2.5 Well informed student body/increased enthusiasm. Student ownership</p> <p>2.2.6 Utilization of calendar by school community. Maintained regularly by students.</p> <p>2.2.6 Removal of outdated murals to be replaced with new ones to reflect current cultural practices</p>	<p>Indicators of success 2.3</p> <p>2.3.1 Presentations completed by mental health professionals using curriculum ILO</p> <p>2.3.2 The increased programs offered by CYN and participated in by students.</p> <p>2.3.3 Increase Student participation rate of both junior and senior students and its entailing socialization. Introduction of mixed grade teams for spirit days.</p> <p>2.3.4 Recognition of the “BTH” group in the school with their mandate posted.</p> <p>2.3.5 Scheduled meeting times established for group to meet. Increased feeling of support amongst students.</p>

Operational Issues 2019 - 2020

Year	Issue	Intended Action
2019 – 2020	Renovations to school to accommodate a new Support Services Classroom	To convert the fitness room to a regular classroom. Remove cabinets/equipment. To paint the room and install a smartboard.
2019 - 2020	To convert the grade 9 homeroom to a Support Services Room due to its close proximity to the other two support services rooms.	All equipment/material must be removed from the current support services room to the current grade 9 homeroom. This is being done to accommodate the needs of the incoming students.
2019 - 2020	A request has been made in SIEMS to replace the vanity in the boy’s bathroom upstairs due to wear and damage.	To remove the current countertop and replace it with another one that looks more presentable.
2019 - 2020	To repair/resurface the cement walkway to the front entrance of the school.	To create a level walkway by repairing the holes that have developed over time in the current walkway.
2019 - 2020	Unwelcoming site at the back entrance of the school.	This area is the same area where the garbage bin is located. Some landscaping needs to be completed to make it more appealing. It currently is not a very attractable site for a school. It would alleviate some of the parking issues at the school.
2019 - 2020	Main stairway needs to be plastered and painted.	Plaster and paint the area.
2019 - 2020	All staff members need to be trained in CPI	To ensure that all staff members are trained