

# New Sarepta Community High School

2021-2022



Photos



Foods



Ukulele Online



STEM Day



St. Patrick's Day fun



Student recognition



Track

# **New Sarepta Community High School Education Assurance Plan 2021/22**

## **School Profile**

NSCHS is a small secondary school located in the village of New Sarepta, about 30 KM South East of the offices of Black Gold School Division (BGSD).

- o The school serves approximately 220 students in grades 7 to 12. This includes 12 students in semester 1 taking courses through the BGSD distance learning environment.
- o Grade 7 – 40 students
- o Grade 8 – 38 students
- o Grade 9 – 47 students
- o Grade 10 – 37 students
- o Grade 11 – 20 students
- o Grade 12 – 36 students
- o Currently we have 1 student in grade 8 K & E programming.
- o We have 1 student in high school adapted programming.
- o We currently have 51 students who receive special accommodations.
  - o Of these 32 students are coded with either learning or medical disabilities.
  - o of these - we have three students who are ESL
  - o and four of these students are coded for severe behaviour disorders
- o NSCHS has 13 certificated staff, 2 of which are part time. We have a counsellor and a learning support teacher who share some duties as they also teach classes. We have one full-time principal.
- o NSCHS has 3 educational assistants (one that is part time), 2 front office staff, 2 custodians, and 1 part-time school librarian.
- o Our school library is open to the students during school hours on Monday, Wednesday, and Friday. The school library is also the town's public library, which is open to the community on Tuesday and Thursday evenings, and during the day each Saturday.

- o There were only a few minor facility upgrades in the last year. Classroom 118 received new cabinets. Work is being done on the exterior of the building to address some of the important upkeep to the school.
- o NSCHS offers a full slate of academic programming in Math, English, Social Studies and Science classes. Biology is offered every year while Physics and Chemistry are cycled. We are continuing to offer Dual Credit programming to the high school students and an increase to 8 complimentary courses for our junior high students. Recent additions to our options include Cosmetology, year-long PE 20/30, Yarn Crafts, Ukulele, Sewing, and American Sign Language!
- o In 2020/21, NSCHS continues to offer “Inreach” programming to our high school students. Inreach programming allows students to select courses from a wide-array of CTS and social sciences. These are very flexible learning opportunities. These courses are self-paced and allow students to complete courses that are of interest and applicable to future career goals.

NSCHS offers a broad range of complimentary programming including:

- o Woods/Construction
- o Cosmetology
- o Foods
- o Drama
- o Music
- o Art
- o Leadership
- o PE
- o Recreational Sports/Arena Games
- o Robotics/Computers
- o Outdoor Education
- o Off Campus programs (Work Experience, Green Certificate, and RAP)
- o Academic Support
- o Film and Media studies
- o Photography
- o Dual Credit Programming
- o 8 quarterly option blocks.

NSCHS offers a broad range of opportunities for athletics including:

- o Basketball
- o Volleyball
- o Badminton
- o Track
- o Archery
- o Tripleball
- o Handball
- o Cross Country
- o Golf

### **NSCHS Celebrations**

The 2020-2021 school year was an interesting, but successful year for student learning. We are proud of our staff and students for navigating a challenging year with restrictions due to the COVID-19 pandemic that included masking for the majority of the day, lots of hand sanitizing, limits to options at the junior high level and more. We also had to shut the school to in-class instruction for two extended periods in December and in May, but our students resiliently continued their learning virtually. This also happened to individual groups of students when cases of COVID-19 were reported in their classes. However, we saw students and teachers work together with patience and care to make the most of it.

We are incredibly proud of the feedback that was gathered from all educational stakeholders (parents, students, staff). NSCHS continues to offer an incredible variety of learning opportunities and a wide array of universal and targeted supports for mental health and wellness. We remain proud of providing students the support and care that a “small-school” provides. Below is a comprehensive snapshot of the proud successes enjoyed during the 2020-21 school year:

**Career, Health and Wellness**

- o Continuing Jr High Health program delivery - through presentations with various stakeholders. We were limited to virtual presentations from outside partners, but we still had presentations from Seventh Step, AHS, and Jack.org. In other years, and hopefully again soon, we have had presentations from the RCMP, Saffron Center, Let's Wait, FyreFly, FLSW Liaison Workers, etc.
- o We are an active school and promote healthy living by inviting various guest speakers, including MHCB, who have expertise in promoting proper nutrition, healthy relationships, mental health, inclusivity, sexual health, active living, budgeting, first aid, substance abuse, stress management, drivers training, taking healthy risks and leadership.
- o To help students prepare for the future, CALM students used *myblueprint* to take personality, skill set and interest surveys that then match with specific careers which were researched. Further, we were able to have virtual presentations by Augustana and NAIT admission counsellors. In previous years, we also would have had presentations from many post-secondary institutions, including those from Lakeland, MacEwan, Norquest, U of A, Concordia, and King's University. Our Grade 11 and 12 students also focused on revisiting *myblueprint* to keep career planning and goal setting at the forefront of their thoughts.
- o Mental health and wellness day were extremely successful for students and staff! Professional speakers from Alberta Mental Health were greatly appreciated.
- o Career Exploration counselling program for grades 9 – 12, led by our school guidance counselor.
- o In the spring of 2021, we held virtual Gr 7 and Gr 10 Orientation Nights to ease the transition of new students and families into “different” levels of programming.
- o Our Grade 9 students were unable to attend the PARTY program at the Misericordia Hospital in Edmonton, but we hope we can return soon.
- o The annual Terry Fox Run emphasized wellness, Canadiana, and the importance of philanthropy.
- o Students actively participated in “Bike to School Day” (focus on wellness), “Pink Shirt Day” (anti-bullying & acts of kindness), “Orange Shirt Day” (focus on reconciliation).
- o We continue to offer food to students who were unable to bring breakfast or a lunch through help from the Leduc Food Bank and other kind donations. This enables students who came to school without breakfast, to energize their brains for better learning.
- o NSCHS hopes to begin offering our Hot Lunch program again soon which is greatly appreciated by students and staff.
- o NSCHS is incredibly lucky to have a thriving School Council. The parents on this Council provide great feedback and are a huge support to our school.

### **Complimentary Courses**

- o NSCHS continues to have an incredibly supportive Band Parent Association that holds a Spaghetti Supper and Silent Auction. This last year, the supper was canceled due to the pandemic and they held a virtual auction instead. All fundraisers were very successful and NSCHS is incredibly appreciative of the great community involvement.
- o The Sr. Band and other students participated in the NSCHS/NSE Virtual Remembrance Day Ceremony.
- o Traditionally, our junior and senior high bands were part of numerous Christmas events: the NSCHS Christmas concert, Cloverlawn Community Centre Family Christmas Evening (senior band only) and the Planeview Place Senior Residence Christmas Performance (Senior band). Last year, a video of 4 tracks was shared with parents and the students did perform an outdoor concert for the grade 6 classes at New Sarepta Elementary from a distance.
- o Traditionally, in the first semester, the Sr. High Drama class put on a scary haunted house for the students at NSCHS and presented a powerful, dramatic performance at the Remembrance Day Ceremony. In the second semester, the class participates in the one act festival. Hopefully, some of that can return this year.
- o Our wonderful Foods program supplements the Hot Lunch program for all of our students to enjoy.

### **Enriched Learning Activities**

- o NSCHS and NSE combined for a wonderful Remembrance Day Ceremony. This also served as our community ceremony.
- o Leadership theme days, Star Wars, Spooktacular, Santa's Olympics
- o Five NSCHS girls participated in the Girls in Science, Technology, Engineering, and Mathematics Conference. We had two other senior high girls who took part in a national STEM conference in February.
- o NSCHS started Wellness Wednesdays that include an opportunity to ponder and respond to fun, thought-provoking questions, as well as a monthly fun class activity, like pumpkin decorating or creating the biggest St. Patrick's day symbol.

### **Individual and Athletic Achievements**

- o Unfortunately, we were unable to participate in school athletics and most other community athletics were also canceled due to the pandemic.

**NSCHS Challenges**

NSCHS remains vigilant and focused on the relentless pursuit of school improvement. There are always areas where we can strive for better. We continue to focus our attention in the areas of better student achievement on the Junior High provincial achievement exams. As has been the pattern in recent years, NSCHS needs to better assist our students in demonstrating excellence in both the PAT and Diploma standardized exams. Our focus of improving student academic achievement will involve every single faculty member in our building. Improving student achievement is the result of focusing on the academic performance of our students from the start of Grade 7 and only ends after the graduating class finishes in Grade 12. Placing increased emphasis on literacy and numeracy, at home and in school, will assist in bolstering our students' performance.

**New Sarepta Community High School  
School Council and Parent Advisory Association Report**

September 30,2021

The NSCHS School Council and Parent Advisory Association continued to meet virtually once a month, except for January. We often had attendance with a full executive this year but struggled to attract additional committed parents from month to month. On the bright side, the staff from the school still attended meetings to give us a great update on events, student activity and overall situation during the year.

We continued to encourage any parent involvement and participation by sending out messages to invite all parents to our meeting times prior to each meeting. We created a Facebook page to communicate with the parents in the community in an attempt to increase engagement. We meet on the 2<sup>nd</sup> Tuesday of each month.

The Council has focused on areas such as fundraising, the principals wish list, teachers supplies, updates with the Covid 19 changes throughout the year, and many other acts of service to support the school.

Our School Trustee, Mrs. Eckert attends our meetings and was always happy to update us of BGRS happenings. She is always a strong supporter of keeping our council running and encouraged us to participate in the ASHA this year in April. This year it was virtual, but no one from the NSCHS council was able to attend.

David Holbrow has been available to consult with our executive at monthly meetings and prepare us for the Covid updates whenever possible.

The Parent Advisory Association (PAA), which is primarily our fundraising arm, had planned monthly fundraisers to assist and meet our financial commitments to the school and our students.

We had 3 successful fundraisers that were centered around consumable products that always sell easily in our community. Little Caesars, Purdy's chocolate and Pampered Chef were all successful.

Our main goal is to use the funds where they can be of greatest benefit to the students and teachers at the school. We do this through a live

Google document where teachers add their requests. This gives us a real idea of what struggles the teachers and students are facing, and where the PAA can be of most service. Some of the items we purchased recently for the school have been a high jump mat for athletic purposes and t-shirts for mental health objectives for both teachers and students.

In years past we have wanted to assist in providing for the breakfast club, but with the Covid 19 rules that was unable to happen during this school year. We are looking forward to resuming this option to students as soon as we can.

At the end of this school year, we had a resignation from both the Treasurer and Secretary positions. In August, I was also in a position to give up the position of Chair, so we actively started recruiting new parents to join.

We want to take the opportunity to thank the staff who work with us to make NSCHS one of the best schools in Black Gold School Division.

Regards,

Tara Nessler (Co-Chair)

NSCHS School Council and PAA – 2020/21

Assurance Domain	Measure	New Sarepta Community High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	73.4	79.2	79.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	93.1	88.2	86.2	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	91.9	89.9	86.4	86.2	85.3	84.8	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	71.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	86.7	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	22.3	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	77.3	89.4	87.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.0	82.7	82.9	79.5	81.8	81.4	n/a	n/a	n/a
Assurance Domain	Measure	New Sarepta Community High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	73.4	79.2	79.4	83.2	83.3	83.0	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## School Goal 1: Place greater attention upon kindness, caring and compassion within our school.

*Alignment with Division Values / Strat Plan / Tech plan, etc.: Wellness*

**Timeline:** 3-year plan (2019 - 2022)

**Rationale:** From survey results (Accountability Pillar & Our School) and comments/observations from students, staff and School Council, NSCHS needs to focus more attention upon:

- Continuing to nurture an environment that is **safe and caring**. We will place more deliberate attention upon modelling healthy and respectful relationships.
- Respecting all types of diversity. **Diversity** will be respected, celebrated and understood as a strength.
- Creating opportunities for students to share mental health concerns and develop necessary bonds to others (staff, students, community) to keep students safe.

Timeline	Strategies	Supporting Data
2019-20 – (Year 1)  2020-2021 – (Year 2)  2021-2022 - (Year 3)	<p><b>1) <u>Increasing focus on Conflict Resolution</u></b></p> <ul style="list-style-type: none"> <li>● The Mental Health Capacity Building (MHCB) team will work with NSCHS students and staff to develop presentations for classroom use.</li> <li>● An emphasis will be placed upon teaching bullying prevention and teaching the difference between conflict and bullying.</li> </ul>	Assurance Survey data - learning supports.

<p><b>Nurturing an environment that is safe and caring.</b></p>	<ul style="list-style-type: none"> <li>● The MHCB will use the Second Step program to promote social/emotional learning. This will be implemented in Jr. High flex time and in CALM classes</li> <li>● Continued counseling supports around being passive, assertive and aggressive. This can be achieved through personal and group counseling.</li> <li>● All teachers and support staff will be given Non-Violent Crisis Intervention training during the 2019/20 school year.</li> <li>● Wellness coaches will be offering Character education topics to our Division 3 students throughout the school year.</li> <li>● Guest speakers compliment the division 3 Health and division 4 CALM curricula where suitable.</li> </ul> <p><b>2) <u>Increasing Feelings of Community-Minded Citizenship</u></b></p> <ul style="list-style-type: none"> <li>● Moving from a “me” mind-set to a more compassionate “we” approach. Our goal is to build empathy and more of a shared understanding. We need to nurture a sense of “school family”.</li> <li>● Work with FCSS to allow high school students the opportunity to earn leadership/volunteer credits.</li> <li>● NSCHS is the first school in Black Gold to the Jack.org organization that works to destigmatize mental health issues and promote positive steps towards better mental health.</li> <li>● We will continue to promote participation in the Junior High Student Leadership club.</li> <li>● Encouraging students to have greater participation in school spirit activities.</li> </ul>	
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	<ul style="list-style-type: none"> <li>● The WE Team has identified an area of need for more peer-mentorship in our building. We are developing an implementation plan.             <ul style="list-style-type: none"> <li>- The Jack.org group has taken on peer-mentorship.</li> </ul> </li> <li>3) <b><u>Increasing Importance of Safety and Reporting</u></b> <ul style="list-style-type: none"> <li>● <u>Mental Health Capacity Building (MHCB) team</u> will work with NSCHS students and staff to develop presentations for classroom use.</li> <li>● <u>Use “Go-To” training</u> for students to report concerns appropriately – Mrs. Osness and Mrs. Gartner.</li> <li>● <u>Presentations</u> (ex. ATV, Train Safety, Weed Out the Risk)</li> <li>● <u>(New 2020-2021)</u> Create opportunities for students to reflect and share their thoughts and feelings through Google Surveys.</li> <li>● Wellness Wednesdays promote fun discussions on random topics and once per month, bring students together for fun challenges and activities.</li> </ul> </li> <li>4) <b><u>Increasing Awareness about Consent</u></b> <ul style="list-style-type: none"> <li>● MHCB will be invited to lead sessions for students on the topic of consent.</li> <li>● Increasing awareness of age of consent</li> <li>● <u>Increasing awareness of unsafe situations and risk-elevating factors</u></li> <li>● <u>Support from the Saffron Centre</u> to bring this issue to students</li> </ul> </li> </ul>	
<p>2019-2020 (year 1)</p> <p>2020-2021 (year 2)</p>	<p>1) <b><u>Promoting Diversity within the Classroom</u></b></p>	<ul style="list-style-type: none"> <li>● High graduation rates</li> </ul>

<p><b>All types of diversity will be respected, celebrated and understood as a strength.</b></p>	<ul style="list-style-type: none"><li>● Encouraging teachers to immediately address offensive statements in a way that is appropriate and respectful.</li><li>● Encouraging teachers and students to use inclusive language.</li><li>● Educating students to use appropriate terminology and language in an inclusive way.</li><li>● Be mindful of designing lesson plans that are multicultural and diverse.</li><li>● Be mindful of our classroom displays and publications to reflect the importance of diversity.</li><li>● Choosing junior high options that embed diversity and multiculturalism within the classroom.</li></ul> <p>2) <b><u>Promoting Diversity within the School</u></b></p> <ul style="list-style-type: none"><li>● Promoting events that increase multicultural awareness.</li><li>● Creating displays that reflect greater diversity and promote awareness.</li><li>● Inviting speakers, elders and other representatives of diverse groups that will raise student appreciation and diversity.</li></ul> <p>3) <b><u>Promoting Diversity within the Community</u></b></p> <ul style="list-style-type: none"><li>● Working collaboratively with New Sarepta Elementary School, community members, and School Council to promote diversity in New Sarepta through education and joint planning.</li><li>● Inviting speakers, elders and other representatives of diverse groups that will raise student appreciation of diversity.</li></ul>	
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<ul style="list-style-type: none"> <li>· <b>Review &amp; Reflection:</b> (Narrative) Feedback, anecdotes,                      Transition rates of students entering a trade/college program/university program (within 6 years of high school) is slightly below provincial average. Our CALM teacher and Learning Support Teachers are focusing their professional development on increasing our school use of myblueprint and career focused learning opportunities. We are excited to be hosting a Post-Secondary Open House on November 15 this year. This year we are working with our Gr 10s in Sem 2 to complete CTR 2310 and 3310. Gr. 11s and 12s will revisit their myblueprint accounts in Grade 11 and 12 in Social Studies. The myblueprint software is a great student tool. Student academic plans and career goals will be revisited from year to year to help student focus.</li> </ul>		
<ul style="list-style-type: none"> <li>· Revised goal if necessary</li> </ul>	<ul style="list-style-type: none"> <li>· Revised Strategy if necessary</li> </ul>	<ul style="list-style-type: none"> <li>· Supporting data should be the same</li> </ul>

## School Goal 2: Improved Student Performance on Student Achievement.

*Alignment with Division Goals / Strat Plan / tech plan, etc.: Success*

**Timeline:** 3 year plan (2020-2023)

**Rationale:** While it is important to note that student performance on Provincial standardized exams is only one measure of student achievement, it is important for students with regards to graduation and post-secondary entrance. This goal was chosen based on PAT and Diploma Exam results from the past 3 years.

Timeline	Strategies	Supporting Data
<p>STANDARDIZED EXAM FOCUS</p> <p>Sem 1 2020</p> <p>Sem 1 2021</p> <p>Sem 1 2022</p>	<ul style="list-style-type: none"> <li>● Group analysis of PAT and Diploma Results. We will look for trends or other indicators that may help us respond to this goal. To occur during staff meetings and school-based PD.</li> <li>● Group analysis of HLAT, 3Ts and MIPI results to determine 'gaps' in learning due to COVID school closures.</li> <li>● Each Diploma teacher will complete an analysis of last year's results.</li> <li>● Admin/Teacher 1 on 1 Collaboration meetings to discuss PAT/Diploma results and teacher strategies to address areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>● The analysis process will be complete by December.</li> <li>● Plan in place for day 1 of semester 2</li> <li>● Focused scrutiny of synthesized data from Accountability Pillar, PAT, Diploma, and Our School results.</li> <li>● Focus of attention on the PAT and Diploma Standard of Excellence category for student performance.</li> </ul>

<p>TEACHER COLLABORATION TO ENHANCE LEARNING</p> <p>Full year 2020-21</p> <p>Full year 2021-22</p> <p>Full year 2022-23</p>	<ul style="list-style-type: none"> <li>● Increased time for core subjects at junior high level. Excess time for LA and Health has been re-tasked for Science, Math and Social Studies. Health will be integrated into the PE program with occasional classroom time taken from the above core support periods.</li> <li>● Collaboration between teachers of similar subject areas during school-based PD to examine curriculum to ensure vertical alignment between grade levels.</li> <li>● Grade level meetings to address students at risk.</li> <li>● Increased teacher/administration collaboration.</li> <li>● Teacher participation in curriculum mapping and common subject specific approaches to subject areas.</li> <li>● Division supported time for Instructional Support Teachers in the areas of Numeracy and Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>● Time allotments for each subject including “core support” time.</li> <li>● Creation of skill or outcome inventories to illustrate the progression of curriculum between grade levels.</li> <li>● Development of support/intervention plans for academically at-risk students.</li> <li>● Increase in professional supervision “events” for all teachers and an ongoing “conversation” regarding professional practice.</li> </ul>
<p>CURRICULUM BLUEPRINTING</p>	<ul style="list-style-type: none"> <li>● Curriculum blueprinting of final assessments to ensure that outcomes are being appropriately assessed. (Ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum blueprints of final exams at the grades 7, 8, 10 and 11 levels. These maps are to be shared amongst the subject area teachers for increased clarity.</li> </ul>
<p>FOCUS ON MATH LEARNING</p>	<ul style="list-style-type: none"> <li>● Teacher participation in a Secondary Math Working Group to focus on robust strategies to enhance student learning.</li> <li>● Common Math Meetings between NSE and NSCHS to better align math teaching practice.</li> <li>● Focus on MIPI screener results to guide our attention to Math struggling learners</li> </ul>	<ul style="list-style-type: none"> <li>● Anecdotal feedback from students and teachers</li> <li>● Observational feedback from students and teachers</li> <li>● Improved results on the PATs re: students achieving acceptable standard and standard of excellence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Be intentional with review in the classroom. “Entrance” assessments and “Exit” assessments with students (carry forward learning).</li> <li>● An increased use of formative assessment in math class.</li> <li>● Smaller assessments given more frequently. Assess concepts in small chunks.</li> <li>● Structure regular review from past units throughout the year. Ex.- revisit September learning throughout the year.</li> <li>● Increased Gr. 7-9 practice of math without calculators.</li> <li>● Increased use of students working in a “vertical space”. That is, students working on math problems standing at the white board. This encourages student collaboration and increased visual acquisition of process and knowledge.</li> <li>● Use of educational software with Junior High students with IXL software.</li> </ul>	
<p>Year 2 and 3</p>	<ul style="list-style-type: none"> <li>● Review previous year’s program and revise as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● PAT, Diploma, Accountability Pillar Results as well as teacher-created final exams will be reviewed.</li> <li>● Teacher anecdotal evidence will be considered</li> </ul>

<p>School Goal 1 Reflection  <b>Alignment with Division Goals / Strat Plan / tech plan, etc.:</b></p> <p><b>Timeline:</b> 3 year plan (2020-23)</p> <p><b>Rationale:</b> While it is important to note that student performance on Provincial standardized exams is only one measure of student achievement, it is important for students with regards to graduation and post-secondary entrance. This goal was chosen based on PAT and Diploma Exam results from the past 3 years.</p>		
Timeline	Strategies	Supporting Data
Year 1/2/3	<ul style="list-style-type: none"> <li>● Review provincial measures</li> <li>● Review final exams and grades for courses not subject to Provincial testing</li> <li>● Review teacher anecdotal impressions</li> </ul>	<ul style="list-style-type: none"> <li>● PAT, Diploma, Accountability Pillar Results</li> </ul>
<p><b>Review &amp; Reflection:</b> (Narrative) Feedback, anecdotes,</p>		
Revised goal if necessary	Revised Strategy if necessary	Supporting data should impact the same as above.