

**Simonds High School
School Improvement Plan
2015 - 2018**

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September 2015 – June 2018**

Profile

Simonds High is a community based comprehensive school which serves the vast majority of grade 9 to 12 students from East Saint John.

The school opened in the fall of 1970 and currently has a population of approximately 900 students, 55.5 faculty members and a large support staff.

The facility offers tremendous opportunities for the students, staff, families and interest groups of East Saint John. In addition to classrooms and lecture theatres Simonds High has a large gymnasium, 25 metre swimming pool, 275 seat theatre, weight-lifting room, billiards room, large cafeteria, spacious library, radio station, Broad-base technology lab, woodworking shop, metals shop and a number of science and computer labs.

On the 25 acre site there are outside tennis courts, a city owned arena, an outside basketball court and a newly renovated sports field – all surrounded by beautifully treed lots.

Mission

Simonds High School is committed to creating a community of empowered learners in an environment of mutual respect and trust. Students will be inspired and challenged to acquire the knowledge, skills, attitudes and values to successfully contribute to our evolving society.

Objectives:

1. To ensure the learning environment encourages and supports the active involvement and inclusion of every student socially, physically, academically and culturally. (Indicators #101, #102, #103).
2. To ensure processes are in place to provide access for all families to be involved in the school.
3. Using PLOP, (Present Level of Performance) subject teachers will create meaningful goals, outcomes, strategies and interventions for modified students in order to increase student success by 2018.
4. To increase the percentage of students who achieve the provincial standard in reading and writing on the ELPA and ELPR.
5. To use timely and efficient formative assessment practices in order to ensure effective and meaningful intervention.
6. For classroom teachers to design and deliver curricula, materials, and environments in a manner that makes them accessible and usable to all students by 2018. (Indicators 29, 39, 51, 102)
7. To ensure classroom teachers take responsibilities for teaching all students with exceptionalities by making sure that all supports are in place. (Indicators 29, 38 and 60)
8. For classroom teachers to create meaningful goals with outcomes for students with modification in a particular subject area using the present level of performance given to the teacher through testing or previous year performance by 2018.
9. To ensure all French Immersion students attain a proficiency level of Intermediate Plus (Late FI) or Advanced (Early FI) on the Oral Proficiency Interview at the end of grade 12.
10. To ensure all French Immersion students attain a reading achievement level of appropriate or strong on the Grade 10 Literacy Assessment.
11. To ensure all French Immersion students attain a writing achievement level of appropriate or strong on the Grade 10 Literacy Assessment.
12. To ensure students are actively involved in creating a school inclusive school culture (Indicator #78) by reducing waste and maintain shop safety
13. For Physical Education Teachers to co-develop with students and EST-R's strategies pertaining to specific outcomes with a focus on healthy living.

Positive Learning Environment

SMART GOAL #1: The learning environment encourages and supports the active involvement and inclusion of every student socially, physically, academically and culturally. (Indicators #101, #102, #103). In order to do this students will be actively involved in creating an inclusive school cultural (Indicator #78). The school leaders are actively involved in creating and furthering an inclusive school culture (Indicator #60)

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
<p>To enhance the positive learning environment of SHS the culture of inclusion will have the leaders of the school prompt planning and actions that are centered on the best interests of all students. (Indicator #60)</p>	<p>a) Anti-bullying Program continues and is improved on</p>	<p>a) <i>Beyond the Hurt</i> Assembly Anti-bullying week Guidance Presentation Student Presenters</p>	<p>Annual</p>	<p>Guidance/Admin</p>
	<p>b) PBIS</p>	<p>b) Improve on Tier 1 strategies Peer mentoring SOS Program focusing on grade repeaters Behavior Matrix –Core Values developed by teachers, admin, SPRs and EAs. (Indicator #60) Greeting in the Halls / increase teachers presences(Indicator #77) Staff emails as well as teacher emails Intermural Program with a teacher team present. Student Lead PBIS Core leadership team (Indicator #78) Parent Lead PBIS Core leadership team (Indicator #119)</p>	<p>Monthly</p>	<p>Core Leadership Team for PBIS</p>
	<p>c) Advisory</p>	<p>c) All students randomly placed in homerooms for their years at Simonds. Behavior Matrix is taught and re-enforced</p>	<p>Semester</p>	<p>Admin and PLEP Committee</p>

	d) Support Centre	<p>Information is shared with all students and teachers during this time in the form of announcements as well as an area where students and teachers can view the announcements after the period.</p> <p>Team building Music in the Hallways Mentoring of peers in the class.</p> <p>d) Short term interventions (PLP) Anger Management Program Self-esteem program Link to lunch program Academic Upgrading Long term intervention Behavior strategies for classrooms Gradual integration back into class</p>	Weekly	EST-R/SPR EST-R/Admin
There are processes in place to support regular student attendance. (Indicator #105)	a) Exemption Policy	a) Improve data collection and sharing of information with teachers. Review the exemption Policy	Semester	Admin
	b) Attendance Policy	b) Decrease the number of classes missed through PBIS Data Collected on Chronic attendance cases Decrease in dropout rate by grade. Use SOS program to make a secondary connection to Chronic Attendance issues	Bi-weekly	Admin/Advisory Teachers/ESST

The physical Simonds building encourages and supports the active involvement of every student physically.	a) Interior Upgrades	a) Green room completed Stage built Student and staff using it Bulletin boards adopted by different clubs, groups or advisory groups to be updated and maintained. Bathroom upgrades that included doors that lock, painting, soap dispenser	Annual	Amin / Custodial / PBIS Student and Parent Committees / PLEP/
	b) Exterior Upgrades	b) Trees, ramps Repaint the Football Wall	Annual	Same as above
Process in place to ensure student's needs are met for nutrition, wellness and as well as academic.	a) Nutrition and essential needs	a) Brown bag lunch Free Bee Shop being used more frequently Cafe Cash Gift Cards at Christmas	Monthly	Staff / Guidance
	b) Wellness	b) Intermural program Fitness Club AM Workouts Weight Room Equality Project (GSA) Student Clubs SRC Club such as chess, games, debate Team Green, Poetry Club, etc...	Monthly	Staff
	c) Math Support Centre and Literacy Centre	c) Increase grade 9 use of math center Increase overall math scores in the school	Semester	EST-R's/ Math Department / English Department

	<p>d) Outside Agencies (Indicator #103)</p> <p>e) ESST</p>	<p>Increase the number of students taking up level math in grade 11 and 12. Increase grade 9 use of literacy center Lower the number of students in grade 11 and 12 rewriting the ELPA Read 180 is used as an intervention to improve grade level outcomes with students being filter through. Have an AP English class</p> <p>d) Addiction Mental Health Public Health Nurse School Social Worker TRC NBACL Investigate other agencies to partner with</p> <p>e) Teacher referrals through the portal increased EAs being involved Examines and develops solutions for systemic issues school wide Sub-meetings made up of a multidiscipline group to deal with students before the larger ESST is involved. Made up of EST-R for grade, EST-G and EST-A (VP).</p>	<p>Annually</p> <p>Weekly</p>	<p>EST-G/EST-R/Admin</p> <p>ESST</p>
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SMART GOAL #2: Processes are in place to provide access for all families to be involved in the school. The focus will center on families who come from identified valuable neighborhoods, families who struggle to be connected to the school due to economic limitations, students with exceptionalities, families with members who are non-traditional gender identities or sexual orientation, and new families to Simonds.

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Enhancing Communication with the home.	Parents are using schools multi-media sites.	Use of school website is used more frequently by parents as well as students. Increase the use of Edline for more than just marks but also for notes, homework and upcoming assignments. Every parent has an email address on Edline for teachers to connect to them.	Timeline and Review Review Bi-weekly	Webmaster/Admin/Advisory Teachers/PSSC
	Information is sent home that is clear and brief.	Simple memos and voice mail. Advisor teachers call to make grade 9 students feel welcome. Information about upcoming events, report cards and other activities are posted on Edline, as well as the website. Administrative Assistants are given information in regards to upcoming events to help answer questions when parents call the school.	Monthly	Advisory Teachers/Admin
	Parent Involvement in the School increases	Parent PBIS Committee has a waiting list of parents. Parents are involved in extra-curricular. Increase presence of the PSSC.	Monthly	PBIS CLT/PSSC
	Parents are accessing Advisory Teachers, EST – R’s, EST – G’s, and Admin to help problem solve.	Connecting parents to outside agencies such as Mental Health, Addictions, Options and NBACL	Weekly	EST-R/EST-G/Admin

Educational Support Services

SMART GOAL: Using PLOP, (Present Level of Performance) subject teachers will create meaningful goals, outcomes, strategies and interventions for modified students in order to increase student success by 2018.

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
<ul style="list-style-type: none"> Co-develop goals using curriculum documents from previous grades to coincide with grade level goals in all academic subject areas from grade 9 to 12 to meet all students learning styles and intellectual needs. (Indicator #41) 	a) Using a lesson plan with guide questions to assist the teacher to meet different grade level for students who are modified and other learners who may struggle with the overall outcome of the day's lesson.	a) Teachers are using programs such as Inspiration and voice to text to assist in lesson planning.	Review Jan 2015 – June 2015	All EST-Rs and PLC
	b) Provide planning time to review curriculum documents that coincide with grade level goals and outcomes for academic courses. Focus will be on finding the strains that connect content from year to year.	b) Professional Learning time is set aside to work in PLC groups to review curriculum documents and build differential lesson plans using UDLs	Jan 2015 – June 2016	SPRs and EST-Rs
	c) Classroom teachers will do a learning Inventor for each of their classes to identify the learning styles of their students to assist in planning for the class as a whole.	c) At the beginning of each semester every classroom teacher has used the learning inventories used in 2013-2014 PD to develop a plan for learning profile for each classroom. This data will be shared with the entire school,	Sept 2015 – Jan 2018 Per- Semester	PLC and SPRs

<ul style="list-style-type: none"> Through co-teaching, EST-Rs and PLC will co-create lesson plans that are differential through Universal Delivery and differential evaluation to reflect the learning styles of the students (Indicator #39) 	<ul style="list-style-type: none"> a) All EST-Rs will be attending ESST meetings on a regular bases. b) EST-R, SPRs and the Inclusion Facilitator are meeting weekly to develop action plans coinciding with indicators #38, #39, #41 and report to ESST. c) EST-Rs with the classroom teachers will develop “look for” lessons to demonstrate specific outcomes student with exceptionalities are moving towards. d) Classroom teachers are supported by EST-Rs when small group settings are needed for specific outcomes and both the classroom teacher and EST-R use an inclusive lesson planner to rotate who works in the small groups. 	<ul style="list-style-type: none"> a) Attendance at the weekly ESST meetings and the ESS Teacher referrals reflect EST-R as the Assisting ESS member. b) EST-R working in priority classrooms using strategies co-developed by classroom teachers, ESS and EST-R meeting co-created goals and outcomes. c) Classroom teachers will be actively observing students working towards modified outcomes to achieve goals stated in the PLPs. d) Teachers will be using parallel teaching with members of EST-R to working with small groups for enrichment, modifications, individual and other groupings. 	<p>Sept 2015 – June 2016 Annually</p> <p>Sept 2014 – Weekly</p> <p>Sept 2015 – Jan 2018 Monthly</p> <p>Jan 2015 – Jan 2018 Monthly</p>	<p>ESST</p> <p>Mrs Reinhart</p> <p>EST-Rs</p> <p>EST-R, EST-A, SPRS, EST-G and classrooms</p>
<ul style="list-style-type: none"> Classroom teachers use EST-R, as support, to model strategies for students with exceptionalities and other behavioural classroom challenges to create a 	<ul style="list-style-type: none"> a) Teachers refer to PLP goals and outcomes daily when they are lesson planning. b) Teachers will update PLPs to show what particular UDLs have brought success to students or which have 	<ul style="list-style-type: none"> a) b) PLPs are frequently updated by teachers either on paper copy or electronic as indicated on the comments or the goals/outcomes. 	<p>Sept 2015 – Bi-weekly</p> <p>Nov 2015 (1st term reporting period)</p>	<p>EST-Rs</p>

<p>learning environment for all learners. (Indicator #38)</p>	<p>not brought success using examples from their classroom.</p> <p>c) Formative assessment will be used to find the Present Level of student Performance and will be done for each new Unit of study and in turn this will be developed into Modified Goals or Accommodations.</p> <p>d) Teachers will be a part of Tiered intervention by attending ESST meetings, having input on PLPs and time to co-plan with other non-teaching personnel.</p>	<p>c) Teachers have co-constructing criteria present in classroom and other visual formative assessments.</p> <p>d) Classroom teachers are filling out the ESS-Teacher Referral with an ESS-Assisting teachers.</p>	<p>Sept 2015 – Jan 2018 By unit</p> <p>Sept 2016 – Jan 2018 Monthly</p> <p>Quarterly (by term)</p> <p>Per Semester</p> <p>Monthly</p>	<p>PLC and EST-Rs</p> <p>ESST and classroom teachers</p>
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English

SMART GOAL #1: To increase the percentage of students who achieve the provincial standard in reading and writing on the ELPA and ELPR.

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
<ul style="list-style-type: none"> • 85% of students reach or exceed the standard in grades 9-12 on ELPA/ELPR. • Reach targets for provincial assessments with a focus on reading. 	<p>d) Classroom teachers will place more focus on reading strategies in the three levels of reading comprehension: literal, inferential/interpretive, and personal/critical/evaluative.</p> <p>e) Include choice with the option of reading current materials whenever possible. For example, using the book club method when studying the longer narrative.</p> <p>f) Place more emphasis on formal writing skills. Include the teaching and co-construction of rubrics to assess the writing and address the writing traits.</p> <p>g) Intervention for those students who are unsuccessful on the ELPA in grade 9. Teachers of grade 9 ELA and EST-R will recommend students who are unsuccessful on the ELPA, to enroll in the READ</p>	<p>d) PLC meetings focused on specific reading strategies. More formative assessments used when reading various texts employing these strategies. Use of the Reading and Writing Achievement Standards at each grade level to guide in lesson planning.</p> <p>e) Order more texts allowing for a variety of options.</p> <p>f) Professional learning time is set aside to work in our PLC to review the Writing Achievement Standards at each grade level.</p> <p>g) An increase of students achieving appropriate in Reading and Writing on ELPA.</p>	<p>Review Jan 2015 – June 2016</p> <p>Jan 2015 – June 2018</p> <p>Sept 2015 – June 2018 Per- Semester</p> <p>Jan 2015-June 2018 Per Spring semester(results)</p>	<p>All ELA Teachers</p> <p>SPR, ELA teachers and EST-Rs</p> <p>PLC , SPR, and EST-Rs</p>

	180 class (Reading Intervention course) in grade 10 to help prepare for the ELPR in grade 11.			
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** We also have a Learning Strategies 110 course as an intervention for those students who have been unsuccessful on the ELPA in grade 9 and who do not meet the criteria for READ 180.

Smart Goal#2: To use timely and efficient formative assessment practices in order to ensure effective and meaningful intervention.

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
<ul style="list-style-type: none"> Increased use of formative assessment to enhance learning. 	a) Define formative assessment.	a) PLCs focusing and collaborating on formative assessment practices	Review Jan 2015-June 2018	SPR, ELA Teachers
		b) Common formative assessments created	End of each semester	SPR, ELA Teachers
		c) Formative assessments being actively implemented within the ELA classroom	End of each semester	SPR, ELA Teachers
	b) Provide opportunities for teachers to meet with others in the district, school or school to work on common formative assessments. Subject Coordinators will also aid in some areas.	a) Arranging meeting times with the Literacy Subject Area Coordinators and other teachers within the school or district.	Jan 2015-June 2018 Per Semester	SPR, ELA Teachers

Math

SMART GOAL: For classroom teachers to design and deliver curricula, materials, and environments in a manner that makes them accessible and usable to all students by 2018. (Indicators 29, 39, 51, 102)

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Teachers will present alternative methods of delivering curricula to ensure that all students have multiple opportunities for engagement. (Indicator 29)	a) Provide common planning time with PLC's to develop UDL's for all math courses.	a) Lectures are supplemented with visual aids and/or real-world significance is explained for applicable topics. These are observable during walkthroughs.	Sept 2015 – Jan 2018 Monthly	EST-R's, SPR and Classroom Teacher
	b) School leaders (SPR, EST-R's) will provide guidance in the development of course materials and long term lesson planning.	b) Teachers are posting electronic notes and assignments to Edline or class wiki.	Jan 2015 – Jan 2018 Monthly	Classroom Teacher SPR
	c) Provide access to Laptops for enrichment/stretch learning purposes and/or to enable students to work at an independent pace, i.e. the teacher becomes a facilitator.	c) Difficult topics have embedded links to videos in the notes allowing students the opportunity for multiple viewings of a lesson. These videos may be teacher created or other appropriate links.	Sept 2016 – Jan 2018 Per-Semester	Classroom Teacher SPR & EST-R's
Teachers will continue to implement assessment techniques that are varied and purpose-driven. (Indicators #51 & #102)	a) Teachers will receive additional professional development on assessment for learning.	a) Assessments are varied (e.g., projects, tests, hands-on demonstrations, portfolios, informal verbal explanations) to meet the academic needs of all students.	Jan 2015 – Jan 2018 Per-Semester	Classroom Teacher SPR
	b) School leaders (SPR, EST-R's) will provide guidance in the development of pre-tests, formative assessments and differentiated summative evaluations.	b) Teacher lesson plans demonstrate a balance of formative and summative assessment.	Jan 2015 – Jan 2018 Per-Semester	Classroom Teacher SPR

<p>EST-R's and PLC's will collaborate with the classroom teacher to determine methodologies that meet the needs of all students. Indicator 39</p>	<p>a) Whenever possible the same class will be scheduled with multiple teachers in the same period to enable flexible grouping and co-teaching.</p> <p>b) Classroom teachers are supported by EST-R's when short term small group settings are required.</p>	<p>a) When possible, PLC's will be using some form of Co-teaching approach (e.g. Station Teaching, Parallel Teaching, Teaming, Alternative Teaching, etc.) to enhance differentiated instruction.</p> <p>b) EST-R's are present in priority classrooms working in conjunction with the classroom teacher.</p>	<p>Sept 2015 – Jan 2018 Per-Semester</p> <p>Jan 2015 – Jan 2018</p>	<p>Admin SPR</p> <p>EST-R's and Classroom Teacher</p>
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Science

SMART GOAL: Classroom teachers take responsibilities for teaching all students with exceptionalities by making sure that all supports are in place. (Indicators 29, 38 and 60)

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Develop an inventory list for sites and videos for the grade 9 and 10 science curriculum to meet the needs of visual and auditory learners as well as have this available on Edline for parents to access. (indicators #38)	<p>Educational support staff will be provided with plans to give directions and support for learners in the classroom.</p> <p>Teachers know and use PLP goals and outcomes daily in their plan</p>	<p>An increase in students taking level 2 and 1 science course courses.</p> <p>Teachers are adjusting the living PLP by updating and commenting on the outcomes.</p>	June 2016 update every semester	
Develop an inventory list for sites and videos for the Biology 11 and 12 curriculum to meet the needs of visual and auditory learners as well as have this available on Edline for parents to access.	<p>Educational support staff will be provided with plans to give directions and support for learners in the classroom.</p> <p>Teachers know and use PLP goals and outcomes daily in their plan</p>	<p>An increase in students taking level 2 and 1 science course courses.</p> <p>Teachers are adjusting the living PLP by updating and commenting on the outcomes.</p>	June 2016 update every semester	
Decrease the number of missing textbooks by setting up a sign in check box list on the S Drive for teachers to track textbooks from semester to semester – year to year. (Indicator #29)	Running inventory of books will be developed and kept on the Teachers' Share Drive from semester to semester; Year to year.	100% books returned by end of year.	End of each semester	Science PLC
Re-establish Chemistry, Biology and Physics 111 as its own course (operating outside of a 112 classroom). This will foster a sense	Development of UDLs in the grade 9 and 10 science classrooms will increase the number of students who want and need to take	Increases in the number of students taking Chemistry, Biology and Physics 111.	September 2018	Science PLC

of student's competency (mental fitness) by providing courses to meet their wants and needs as learners.(Indicators #60)

science classes in their future. This will increase the number of students in these classes creating the space in the school calendar for the level 1 science courses.

Continuation of the UDLs from the Science 9/10 will ensure the growth of the science classes at the grade 11 level.

Humanities

SMART GOAL: For classroom teachers to create meaningful goals with outcomes for students with modification in a particular subject area using the present level of performance given to the teacher through testing or previous year performance by 2018.

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Re-establish Modern History 111 as a course scheduled on its own (operating outside of the 112 classrooms).	h) SPR work with the Vice-Principal responsible for scheduling to evaluate options to make the scheduling of Modern History 111 more attainable.	h) Teachers are using programs such as Inspiration and voice to text to assist in lesson planning.	June 2015-June 2018 Review Annually	SPR & Scheduling VP
	i) Provide planning time to review curriculum document and align goals established through outcomes using varied delivery methods and blends of formative and summative assessment practices that will encourage a range of higher order thinking and interest students more than the current approach.	i) Professional Learning time is set aside to work in PLC group to review curriculum document and build lesson plans that challenge using approaches that appeal to all learning styles and at the same time encourage higher order thinking.	Jan 2015 – June 2018 Review by Semester	SPRs, EST-R and Subject Teachers
	j) Classroom teachers will do a learning Inventor for each of their classes to identify the learning styles of their students to assist in planning for the class as a whole.	j) At the beginning of each semester every classroom teacher has used the learning inventories used in 2013-2014 PD to develop a plan for learning profile for each classroom. This data will be shared with the entire school,	Sept 2015 – Jan 2018 Per- Semester	PLC and SPRs

<p>Through co-teaching and co-planning create a unit of lessons across the Humanities courses that focuses on the same person, period or event.</p>	<p>e) Use PLC time to pick a focus (ex: Roaring 20's) and plan for a cross curricular unit within the Humanities umbrella.</p> <p>f) Co-planned and cross curricular units are in line with indicators 38, 39, 41 to assure that lessons are Universal.</p> <p>g) Data collection used to monitor previous learning being transferred from one subject to the next during the cross-curricular unit.</p> <p>h) Unit's success and cross curricular benefits will be examined to enhance the next semester's effort.</p>	<p>e) PLC time established for the planning and creation of this endeavor.</p> <p>f) EST-R working with the Humanities PLC during planning and also working in priority classrooms using strategies developed with the teachers when the unit is brought into action.</p> <p>g) Classroom teachers will be actively observing students and using methods such as KWL Charts and Double Journal Entries, particularly focusing on students in multiple Humanities classes during this unit section.</p> <p>h) Teachers, SPR, and EST-R will meet and evaluate the strengths and weaknesses of the cross curricular effort and recommend changes moving forward.</p>	<p>Jan - June 2015 Monthly</p> <p>Sept 2015 – Weekly</p> <p>Duration of the Unit (Each Semester) Daily</p> <p>End of Unit (Each Semester)</p>	<p>SPR</p> <p>Humanities PLC and EST-R PLC</p> <p>Classroom Teacher</p> <p>EST-R, EST-A, SPRS, EST-G and classroom teachers.</p>
<p>Increased inter-departmental walkthroughs and co-teaching to take advantage of Professional Learning opportunities in action.</p>	<p>e) Teachers will read Co-Teaching and Planning and review sections during PLC's.</p> <p>f) Teachers will update PLPs to show what particular UDLs have brought success to students or which have not brought success using</p>	<p>b) Number of chapters designated for review per each PLC meeting.</p> <p>c) PLPs are frequently updated by teachers either on paper copy or electronic as indicated on the comments or the goals/outcomes.</p>	<p>Jan 2015-June 2015 Monthly</p> <p>Nov 2015 (1st term reporting period)</p> <p>Sept 2015 – Jan 2018</p>	<p>Humanities PLC</p> <p>PLC and EST-Rs</p>

	<p>examples from their classroom.</p> <p>g) Formative assessment will be used to find the Present Level of student Performance and will be done for each new Unit of study and in turn this will be developed into Modified Goals or Accommodations.</p> <p>h) Teachers will be a part of Tiered intervention by attending ESST meetings, having input on PLPs and time to co-plan with other non-teaching personnel.</p>	<p>e) Teachers have co-constructing criteria present in classroom and other visual formative assessments.</p> <p>f) Classroom teachers are filling out the ESS-Teacher Referral with an ESS-Assisting teachers.</p>	<p>By unit</p> <p>Sept 2016 – Jan 2018 Monthly</p> <p>Quarterly (by term)</p>	<p>ESST and classroom teachers</p>
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French

SMART GOAL 1: All French Immersion students will attain a proficiency level of Intermediate Plus (Late FI) or Advanced (Early FI) on the Oral Proficiency Interview at the end of grade 12.

AREA: LISTENING AND ORAL EXPRESSION

Objective	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Enhance student achievement in oral comprehension and proficiency.	a) All students and their parents will receive a letter of engagement in the FI Program.	a) All students and parents will understand the goals of the FI program by signing the letter of engagement.	Beginning of each semester starting in January 2015	a) SPR and all FILA teachers
	b) FILA teachers will model and correct students.	b) All students will spend 10 minutes every day in FILA on oral expression.	January 2015-2018	b) FILA teachers
	c) FI subject teachers will model and correct students.	c) All students will use the French language to communicate.	January 2015-2018	c) FI subject teachers
	d) Use the school website and Edline for French Immersion Enrichment Opportunities (exchange Québec/NB, camp at U de M, etc.)	d) Students will participate in some enrichment opportunities.	Annually	d) SPR
	e) French for the Future Forum.	e) All FI Grade 12 Conversational French students will participate at the annual French for the Future forum in Fredericton.	Annually in April	e) SPR and subject teacher
	f) Maintain a minimum of 5 FI courses or 25% of FI	f) All FI students will follow a minimum of 5 FI courses in grades 11 and 12	January 2015-2018	f) SPR and Administration

	courses in grades 11 and 12 as per Policy 309.			
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SMART GOAL 2: All French Immersion students will attain a reading achievement level of appropriate or strong on the Grade 10 Literacy Assessment.

AREA: *READING AND VIEWING*

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Enhance student achievement in reading comprehension.	a) Program: *Litt�ratie en Action 9 (FILA 9 & FILA 10) *Litt�ratie en Action 10 (FILA 110 & FILA 120)	a) Reading strategies: before, during and after. Three levels of comprehension: literal, inferential and critical.	a) January 2015- 2018	a) SPR and FILA teachers
	b) Put in place class libraries in all FILA classes.	b) All students will have access to a variety of fiction and non-fiction works.	b) January 2015- 2018	b) SPR
	c) Benchmark	c) All students will complete a benchmark in reading upon entering FI grade 9 in order to identify strengths and weaknesses.	c) Annually starting in September 2015	c) SPR, FILA teachers and Literacy Mentor

SMART GOAL 3: All French Immersion student will attain a writing achievement level of appropriate or strong on the Grade 10 Literacy Assessment.

AREA: WRITING AND REPRESENTING

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Enhance student achievement in writing.	a) Program: *Litt�ratie en Action 9 (FILA 9 & FILA 10) *Litt�ratie en Action 10 (FILA 110 & FILA 120)	a) Students will write on a variety of topics and use different writing format.	a) January 2015-2018	a) SPR and FILA teachers
	b) Writer's Workshop	b) Students will write with the guidance of the teacher and collaboration of their peers.	b) January 2015-2018	b) FILA teachers
	c) Journal writing	c) Students will write weekly on a variety of topics.	c) January 2015-2018	c) FILA teachers
	d) Six Writing Traits	d) Emphasis will be on Conventions and Sentence Structures.	d) January 2015-2018	d) FILA teachers
	e) Benchmark	e) All students will complete a benchmark in writing upon entering grade 9 to identify strengths and weaknesses.	e) Annually starting September 2015	e) SPR, FILA teachers and Literacy Mentor
	f) Writing Folder	f) Students keep their writing to monitor progress.	f) January 2015-2018	f) FILA teachers

Technology and Trades

SMART GOAL: Students are actively involved in creating a school inclusive school culture (Indicator #78) by reducing waste and maintain shop safety. Students will take initiative and are proactive in caring for equipment (tools and text book) as well as reporting tool loss and maintaining an accurate inventory of tools and other supplies.,

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
Tool loss and damage will be reduced by 90%	<p>Make an inventory of equipment</p> <p>Tools kept in secure area when not use.</p>	(Indicator #81) Data collect	Each Semester	Mr. K Gordon
To enhance circular outcomes such as WHMIS, OMSA and shop safety (general and specific) to meet diversities in the learning needs while decreasing the number of student accidents.	<p>Cover all the safe paper work before entering the shop by having EAs / EST-R available for reading and scribing when needed.</p> <p>Videos for the visual learners</p> <p>Taped lessons for the auditory learner.</p>	<p>(Indicator # 29) 100% Accident free shop</p> <p>(Indicator #81) Data collection by gathering accident reports from previous years.</p>	Each Semester	Mr. K Gordon

Physical Education

SMART GOAL: For Physical Education Teachers to co-develop with students and EST-R's strategies pertaining to specific outcomes with a focus on healthy living.

Objectives	Strategies	Indicator/Evidence	Timeline and Review	Responsibility
<ul style="list-style-type: none"> Co-develop goals for each student to involve the use of many body management concepts like effort, relationships, and body and spatial awareness. (Indicator #41) 	<ul style="list-style-type: none"> k) Through the use of various games, skills, and various styles of exercise. l) Provide ongoing modifications for each student to meet their needs and for them to be able to achieve success. (Ex: reducing the number of badminton serves to complete.) m) Physical Education teachers will do a learning inventory and checklist for each of their classes to identify the learning styles of their students to assist in planning for the class as a whole. 	<ul style="list-style-type: none"> a) Each student achieves and maintains a health-enhancing level of physical fitness. And informative education as to how to do it properly. b) Each student exhibits personal and social behavior that respects their self and others in the physical education settings. c) Each student values physical activity for enjoyment, fun, health, challenges, self-expression and social interaction. d) The student develops competency in motor skills and movement patterns needed to perform a wide variety of physical activities. e) Teachers will do daily formative observations/assessments. Using easily identified commands (NC- no clothes, NP- no participation, etc.) 	Review Jan 2015 – June 2015	All teachers within the Physical Education Department.
			Jan 2015 – June 2016	SPR and Teachers
<ul style="list-style-type: none"> Through co-teaching, EST-Rs and PLC will co-create lesson plans that are 	<ul style="list-style-type: none"> i) All EST-Rs will be attending ESST meetings on a regular bases. 	<ul style="list-style-type: none"> i) Attendance at the weekly ESST meetings and the ESS Teacher referrals reflect EST-R as the Assisting ESS member. 	Sept 2015 – Jan 2018 Per- Semester	PLC and SPR
			Sept 2015 – June 2016 Annually	ESST

<p>differential through Universal Delivery and differential evaluation to reflect the learning styles of the students (Indicator #39)</p>	<p>j) EST-R, SPRs and the Inclusion Facilitator are meeting weekly to develop action plans coinciding with indicators #38, #39, #41 and report to ESST.</p> <p>k) EST-Rs with the classroom teachers will develop “look for” lessons to demonstrate specific outcomes student with exceptionalities are moving towards.</p> <p>l) Classroom teachers are supported by EST-Rs when small group settings are needed for specific outcomes and both the classroom teacher and EST-R use an inclusive lesson planner to rotate who works in the small groups.</p>	<p>j) EST-R working in priority classrooms using strategies co-developed by classroom teachers, ESS and EST-R meeting co-created goals and outcomes.</p> <p>k) Classroom teachers will be actively observing students working towards modified outcomes to achieve goals stated in the PLPs.</p> <p>l) Teachers will be using parallel teaching with members of EST-R to working with small groups for enrichment, modifications, individual and other groupings.</p>	<p>Sept 2014 – Weekly</p> <p>Sept 2015 – Jan 2018 Monthly</p> <p>Jan 2015 – Jan 2018 Monthly</p>	<p>Mrs. Reinhart</p> <p>EST-Rs</p> <p>EST-R, EST-A, SPRS, EST-G and classrooms</p>
<ul style="list-style-type: none"> Classroom teachers use EST-R, as support, to model strategies for students with exceptionalities and other behavioural classroom challenges to create a learning environment for all learners. (Indicator #38) 	<p>i) Teachers refer to PLP goals and outcomes daily when they are lesson planning.</p> <p>j) Teachers will update PLPs to show what particular UDLs have brought success to students or which have not brought success using examples from their classroom.</p>	<p>d) b) PLPs are frequently updated by teachers either on paper copy or electronic as indicated on the comments or the goals/outcomes.</p>	<p>Sept 2015 – Bi-weekly</p> <p>Nov 2015 (1st term reporting period)</p>	<p>EST-Rs</p> <p>PLC and EST-Rs</p>

	<p>k) Formative assessment will be used to find the Present Level of student Performance and will be done for each new Unit of study and in turn this will be developed into Modified Goals or Accommodations.</p> <p>l) Teachers will be a part of Tiered intervention by attending ESST meetings, having input on PLPs and time to co-plan with other non-teaching personnel.</p>	<p>g) Teachers have co-constructing criteria present in classroom and other visual formative assessments.</p> <p>h) Classroom teachers are filling out the ESS-Teacher Referral with a ESS-Assisting teachers.</p>	<p>Sept 2015 – Jan 2018 By unit</p> <p>Sept 2016 – Jan 2018 Monthly</p> <p>Quarterly (by term)</p>	<p>ESST and classroom teachers</p>
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