

# Crescent Collegiate

## 2010-11 School Development Report



### *Vision*

Learn for Life – Une Vie D'Apprentissage

### *Mission*

The mission of Crescent Collegiate is to create a safe and caring learning environment where education and individual differences are respected and valued. Within this environment, we aim to inspire our students to high standards of personal, physical, and academic achievement that will enable them to become lifelong learners and meaningful contributors to our society.

## Table of Contents

Message from the Director of Education .....	3
Message from Principal.....	4
Message from School Council.....	5
Overview of School.....	6
Our School Community.....	6
Key Highlights/Special Projects.....	6
Partnerships .....	7
3-5 Year School Development Plan .....	8
Summary Report on the School’s Most Current Data.....	10
School Developman Plan for Current School Year.....	16
Appendix A – Summary of School Fundraising .....	18

## **Message from the Director of Education**

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

**FORD RICE, B.A., B.Ed., M.Ed.**  
**C.E.O./DIRECTOR OF EDUCATION**

## **Message from Principal**

The school year 2010-11 was the second year of a second cycle for the School Development Model. We are very pleased with our progress last year. In fact, we developed the 3 year plan to bring us to 2014. The external review team then met with staff, and interviewed 20-23 staff. From this we were then able to adjust our plans in certain areas. We recognize that the implementation phase of the plan is now the order for the next 3 years.

We celebrated many successes this past year, and are very proud of a number of events that took place. We also had many academic accomplishments, and educational opportunities for our students. It is here in this annual school report that we have the opportunity to celebrate these publically.

We would also like to thank our communities, school council, volunteers, business community members, and parents for their continued support during the past year.

Thank You,

Michelle Chislett Lahe

## **Message from School Council**

The school council at Crescent Collegiate represents a dedicated group of individuals who work with the administration and staff of Crescent to further the needs of our children. We had a full council this year consisting of community representatives, parents, teachers, and students. Our parent representatives included SherryLynn Newhook, and Nita Bradbury. Other community representatives included Steve Crocker and Michael Woolcock (RCMP). The teacher representatives were Steve Pinsent and Andrew Gallant. We also had a student representative - Brittany Warren (Level 3).

This years' council met regularly to discuss the operational issues of Crescent Collegiate and support the school development plan. The continued focus on increasing student enrolment in academic programs, continuing improvements on the culture of the school and improving the grounds and facilities remained the focus of meetings. We are very pleased with the schools efforts to maintain partnerships with the RCMP, The Kids Eat Smart Foundation, and the many sponsors and supporters of the school. We hope to support the school with these initiatives in the future.

For the coming years, the school council will continue to review and support the staff in their efforts to improve achievement. Our compliments are extended to the staff, students, and school community for their efforts and accomplishments during this past year. We look forward to supporting and working with the school throughout the next cycle of the school development process.

## **Overview of School**

### ***Our School Community***

Crescent Collegiate is a Grade 7 to Grade 12 School located in the community of Blaketown on Route 80 in Trinity Bay. Our school services a very large geographical area that extends from Chance Cove and Fair Haven on one end and extends to include Hearts Desire on the other. We are one of 122 schools operated by the Eastern School district which employs some 4000 teachers to provide educational programs and services to some 44,000 students.

Specifically, our school boasted an enrolment of students. We have 320 students in high school (grades 10-12) with an average class size of 29.1. We have 265 students in junior high (grades 7-9) with an average class size of 22.

To meet the educational and functional needs of the students, we had 41 full time teaching staff, 4 student assistants, 3 custodians and one full time and one part time secretary. Within our 41 teaching units, we have one full time and one part time guidance councilor to complement a special services department of 8 who offer support services to our Pathway 2, 3, 4 and 5 students. There is a 0.80 LRT teacher, a full time music teacher, a full time technology education program along with 3 teaching units dedicated to the delivery of a Late French Immersion program.

We also have a range of services available to us through the Eastern School District. These services include speech language pathologists, educational psychologists, curriculum program specialists, and itinerant teachers for learning disabled, visually impaired and hearing impaired students.

### ***Key Highlights/Special Projects***

Our school offers mainly an English stream program. However, the Late French Immersion program starts for students in grade 7 and continues to graduation. Core French is also available in the high school course offerings. In total, we offer 72 courses at the high school level including Advanced Mathematics and a complete Science program.

To support the efforts of our students, we offer the Tutoring for Tuition Program (TFT) and the Tutoring Work Experience (TWEP) Programs. In the TFT Program, high school students receive training and then tutor other students in Crescent and the feeder schools in areas as required. The tutors receive tuition vouchers for their efforts while providing a service that also serves to reinforce their own learning. The TWEP program is similar to the TFT program but uses former students presently attending post secondary to provide tutoring services.

In addition to an extensive extra-curricular sports program, our school offers exceptional programs in Art, Music, and Theatre Arts. This past year, one student won the right to go to Beaumont Hamel for their exceptional first

place prize winning entry in the Royal Canadian Legions Remembrance Day competition. Our art students also took first, second and third other categories for the contest.

Crescent Collegiate Sports program was extremely active this year. We boasted winning Cheerleading Team, Basket ball, volley ball, socce, hockey and softball teams.

The music program had an exciting year as they competed in the Kiwanas Music Festival.

The Drama Troupe competed once again in the regional contest, and won various awards there.

We have very active groups in our school – Allied Youth, Spirit Committee, Debate Team, Human Rights Groups, Students Against Drunk Driving, Remote Operated Vehicle Team, Military Challenge Team and a Chess Team.

Our school is extremely proud to announce that the graduation class of 2011 again participated in a Safe Grad to complement the formal graduation ceremonies. This was the fifth consecutive year now for the Safe Grad. It is especially gratifying to see the level of graduate participation grow from 35% in its first year to 95% in five years. It is now the highlight for the students.

### ***Partnerships***

Crescent Collegiate has developed many strong relationships within the community. We would not be where we are without them.

**Student Awards and Recognition Program:** Some 60 local businesses and organizations supported our annual Awards program this year. A total of \$20,000 was given to over 80 students in the form of various academic and extra-curricular awards.

Vale Inco supports our scholarship program with 10 scholarships valued at \$600 each for the next 4 years.

**Kids Eat Smart Foundation:** Our School Council worked with the Kids Eat Smart Foundation, local businesses, and community volunteers (especially the Salvation Army) to maintain a Breakfast Club at our school. This past year, we spent over \$23,000 and expanded the program to include daily servings of yogurt, cereal, cheese and fresh fruit. Waffles are also available one day a week. This program serves approximately 200 students five days a week.

**Canadian Blood Services:** We again hosted blood donor clinics at our school this year for students and the community at large. This program served to greatly enhance the social conscience of our students.

**Royal Canadian Legion:** Mr. George Brown continued his efforts to promote remembrance amongst our youth and visited our school to promote the Remembrance Day Poetry, Essay and Poem Contests. They continued to support our Annual Student Awards Program. Mr. Brown also has us involved in the Regional Military Challenge.

**Local Lions Clubs:** Continued to host speak-offs in the various regions for our students and again this year we had a student selected as a regional winner. The group also continued their support of our Annual Student Awards Program.

**Junior Achievers:** Students enrolled in the Enterprise 3205 course were again enrolled in the Junior Achievers program. This program enables students to follow through and actually apply their business plans to establish what they hope to be profitable businesses.

**Public Health:** In addition to the standard services they provide, representatives from Community Health conducted various sessions with our grade 9 students around the theme of Healthy Decision Making, Healthy Relationships, Sexual Health and the Criminal Youth Justice system. .

**RCMP:** Worked with the school to promote Drug Awareness. This year they conducted the Kids and Drugs program with parents. The aim of this program is to assist parents in speaking to their children about drugs.

**Doctors Without Borders:** We had a number of students who became involved in a group with Doctors to get firsthand knowledge of Refugee Camps, and human rights issues.

It was truly a very busy year for our students. These partnerships have complemented our school goals and are an integral part of developing a safe and caring atmosphere for our students.

### **3-4 Year School Development Plan**

In the 2009 – 2010 school year, we underwent an internal review with an aim to establish and maintain new goals and essentially develop a blueprint for another 3-5 years. Due to a set back with surveys at the Department level, we did not receive our surveys until March. We did complete them and received our results in June. It is our goal to develop the blueprint for the new plan in the next 2 months. With that said, we are continuing to implement the plan that we designed 3-4 years ago.

## **3-5 Year School Development Plan** ***3 Year School Development Plan*** ***Crescent Collegiate***

**Goal 1: To increase leadership opportunities and the level of involvement in school activities of students, parents, staff and community members.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2011-12</i>	To increase student leadership opportunities.	To increase staff leadership opportunities.	To increase the modes of communication available to students, parents and community members.
<i>2012-13</i>	To increase student leadership opportunities	To increase staff leadership opportunities.	To increase and acknowledge leadership opportunities for community members.
<i>2013-14</i>	To increase student leadership opportunities	To increase staff leadership opportunities.	To increase connections with all communities in the catchment area.

**Goal 2: Increase student academic success and teacher’s effectiveness.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
2011-12	Organize and allocate resources so access is maximized.	Evaluate effectiveness of inclusionary practices.	Review District and school evaluation policies.
2012-13	The appropriate placement of students through increased parent and student awareness of programming.	Modify and implement new inclusionary practices	Increase the frequency of staff collaboration opportunities.
2013-14			

**Goal 3: To provide a healthy, safe, caring, and respectful environment for students and staff.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
2011-12	Increase educational opportunities that promote better life choices.	Physically improve the safety of the school	
2012-13			
2013-14			

**Operational Issues**

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
2011-12	<i>Organizing Resources in School (Smartboards, Computer Labs etc.)</i>	<i>Create Committees for School Activities such as Healthy Living, Technology, Inclusion, Awards etc.</i>	<i>The need to Improve Classroom Technology (i.e. PC Viewers in each classroom)</i>
2012-13			
2013-14			

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

### CRITERION REFERENCE TESTS

Challenges and strategies made clear by data analysis in English CRT Grade 9 :

- The poetry unit can be enhanced by additional differentiated learning strategies to suit the wide spectrum of learning styles.
- It must be noted though that the poetry section results on the CRT showed a marked difference with in-school results for top students.
- There is also an emergent need for further close assessments for learning, the strategy for which is further frequent monitoring of student work and more intensive responses to specific needs within classes.
- Additional assessments for learning include the use of worksheets for basic practise and applied use of good language practice in the context of their own writing. More frequent quizzing of students on information covered in sub-units should help to reinforce term knowledge.
- General strategy to enhance students' confidence and performance is through further exposure to unseen pieces and to have students practice more intensely the art of analyzing different kinds of writing.
- All of the above will help to address the needs which emerge from the broad range of academic performances demonstrated by students who write the CRT in Grade 9.
- Here it should be noted that the exemption ratio for Crescent students writing the CRT is much lower than regional and provincial averages. This may have impacted the overall results with a drop in performance success.

### Grade 9 Mathematics 2011 CRT

The **Grade 9 Mathematics 2011 CRT** results overall are comparable to previous years.

The area of number operations and number concepts has now been combined for the new program as Number. However, our students on the average have been generally within 1.5% of the provincial result in number operations, and within 5% on number concepts. This can be attributed to powers and exponent laws which students tend to struggle with. Both areas require a more concentrated focus on the practice and teaching of these concepts. In patterns and relations, our students have been consistently within 2.5% of the provincial average. This is the student's first real focus on algebra, polynomials, and linear equations. More time is required on helping students understand the basic concepts of algebra with respect to patterns and relations.

For measurement and geometry (the new shape and space), our students are generally on par with the provincial average  $\pm 1\%$ . In fact, previous years has shown in the geometry section, our students have been ahead of the province as high as 7%.

In Data Management and Probability (the new statistics and probability), for the past two years, our students have been consistently ahead of the provincial average.

One of the major issues for teachers of the grade 9 math program is students who have failed grade 7 or grade 8, or both, are placed in the program. This creates a situation where students do not have the basic skills to understand the basis of number operations and number concepts. Teachers have to try and re-teach parts of the earlier grades and time is a factor which is not on our side.

For the present year, student progress we be closely monitored and instructional strategies adjusted towards student needs/learning styles. The focus will be to try and improve number operations and number concepts, patterns and relations.

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Poetic	82.2%	77.2%	71.9%	71.0%	84.1%	85.1%	58.4%	64.7%
Informational	76.4%	78.1%	71.9%	83.1%	78.5%	79.3%	66.4%	71.2%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	91.1%	86.2%	83.7%	83.0%	86.2%	85.4%	81.1%	83.3%
Poetic	75.2%	73.0%	69.2%	79.5%	78.2%	73.1%	41.9%	61.4%
Informational	74.8%	77.5%	72.5%	75.5%	70.3%	70.1%	59.5%	69.2%
<b>Grade 9 Mathematics</b>								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	61.6%	60.3%	55.4%	55.8%	66.5%	69.5%	56.0%	59.1%
Number Concepts	64.1%	68.9%	45.9%	39.3%	53.3%	59.0%		
Patterns & Relations	57.4%	59.3%	64.8%	68.9%	73.9%	75.4%	56.1%	62.8%
Measurement	51.5%	55.1%	56.0%	59.9%	69.2%	67.6%	64.7%	65.7%
Geometry	57.6%	55.4%	68.9%	61.8%	70.4%	69.4%		
Data Management & Probability	58.9%	63.2%	47.8%	53.7%	71.4%	65.9%	81.5%	79.4%

## PUBLIC EXAMS

A review of trends for public exam data indicates the high school program is essentially on par with the province in the following areas: Math 3205, Biology 3201. The results in English 3201 and Physics 3204 have remained consistently at or above the provincial average. In fact our Physics 3204 results have been above for 3 straight years! This year in particular amazing results. Academic Math 3204, Francais 3202, French 3200, and Chemistry 3202 have been below the province. Departments are now doing item analysis to see where they can concentrate efforts.

However, we do have to recognize that we are working on changing a culture at Crescent Collegiate, in which more students are entering our Academic Programs. That being said, for the most part there were no adjustments in our D-Factors.

### French 3200

- Will focus on listening in 7 -12
- Will try to vary who is speaking (teacher; cd; tv; radio, internet, etc
- Decreasing enrolment around the province, especially in Core French. Our numbers are very good; we offer 3201 and a lot of schools don't have 3200.
- Some students who did Core French last year should not have been in the course. Two students just passed, which brought down the class average.
- Varying levels of students; did not do well in other courses either.

- There have been improvements in areas such as reading from previous years. We will continue to work on this and work with vocab. (The 4 skills - reading, writing, listening and speaking)
- Will give students more opportunity to speak French
- Other courses are also seeing a drop - seems to be a trend all across.
- Will offer more tutorials
- Will Collaborate with English Language Arts Teachers for techniques including the writing process, literacy and transitional words. With the focus on DEER in our Junior High classes, hopefully this will start to transfer into French as well.
- There is certainly a lack of work ethic in our students
- Use technology more to try and make the learning more engaging, realistic and relevant.

### English 3201

- Results are above the district and provincial average.
- The Personal Response section showed a slight drop, but this may be due in part to the fact that students wrote two consecutive essays. Students are practised in devoting most effort to the literary analysis. (25% comparison/contrast essay).
- A general strategy to enhance students' confidence and performance is through further exposure to unseen pieces and to have students practice more intensely the art of responding with different genres of writing.
- Student performance was lower than anticipated on the Prose Section (especially Multiple Choice). We have begun more extensive practice in answering this type of question.

### World Geography 3202

- Lower overall average on provincial public exams due to a broad range of academic student performance in social studies courses. One of our school goals is to increase the number of students enrolled in academic courses. After consultation with the student, parent / guardian, we encourage students, who we feel could be successful in an academic course, and who would normally enroll in a general course, to attempt the academic social studies course. This practice has been successful and has increased the enrollment in academic courses, but has reduced the overall average in some provincial public exams.

### World History 3201

#### Challenges and strategies made clear by data analysis :

- The first three units need to incorporate extensive use of visual maps, and live footage, and additional differentiated learning strategies to suit the wide spectrum of learning styles.
- There is also an emergent need for further close assessments for learning, the strategy for which is further frequent monitoring of student study guide notes, and more intensive responses to specific needs on a class by class basis.
- Additional assessments for learning include the use of gaming strategies for quizzing students on information covered in sub-units.
- All of the above will help to address the needs which emerge from the broad range of academic performances demonstrated by students who enroll in the course.

## Physics 3204

The **Physics 3204** results were excellent; a generally good group of students who were very motivated-very few student placement concerns and an outstanding overall result. Most, if not all, of the students in Physics 3204 were Level III students who had specifically targeted Physics as the course they needed for post-secondary; kudos to the Physics teacher and students. **It would appear that the instructional strategies in place are effective and a continuation will serve students well.**

## Biology 3201

The **Biology 3201** results were satisfactory, all things considered. As usual the most heavily subscribed Science course was Biology 3201. There were a large number of students doing this course and a wide spectrum of ability was evident. There are concerns surrounding proper placement of students in the Biology 3201 course. However, it would appear that the nature of the exam (75 % selected response) is probably an advantage in obtaining a reasonable overall result. The Biology teacher is to be commended for guiding such a diverse group of students to the results obtained. Many students taking Biology do so because they will not, under any circumstances, take the other academic science. These students do not approach the course as seriously as they should; in addition, some students lack a satisfactory prerequisite knowledge of Biology 2201 as they have not completed it; the lack of a prerequisite is a fact of life as it is not required by the Department of Education.

**For the present school year student progress will be closely monitored and instructional strategies will be used that are consistent with student needs/learning styles as deemed appropriate.**

## Chemistry 3202

The **Chemistry 3202** results were very disappointing, somewhat discouraging, but not surprising; there was a great effort invested, by the Chemistry teacher, in ensuring that students were adequately prepared (both whole class and individual instruction); despite the overall result there were a number of excellent individual efforts. The 2011 results reversed what had been an improving trend in the past number of years. Many students choose Chemistry 3202 because of their favourable experience in the prerequisite (Chemistry 2202) course, very popular with Level I and Level II students; unfortunately, Chemistry 3202 is a much more demanding course; the concepts are much more difficult and the mathematical aspects more complex. A further complication is that most of the students are level II students and many, when they discover the challenge of Chemistry 3202, do not give their best effort; rather, they then take the attitude of relying on another Level III Science course (generally Biology) to complete their Science requirements for post-secondary entrance average. **For the present school year student progress will be closely monitored and instructional strategies will be used that are consistent with student needs/learning styles as deemed appropriate.**

## Math 3205

Students did better than previous years in quadratics.

Student results in circle geometry improved by 7% as compared to last year.

Student results in exponential growth went down by 4%.

Some strategies for improvement are: (i) to show more visuals in exponential chapter as was done in circle geometry, and (ii) to create more basic exponent work.

## Math 3204

Student results were below on just about all categories.

Student results were better in previous years on quadratics. The areas of exponential growth and circle geometry needing the most work.

Some strategies for improvement are: (i) to have more practice with basic exponent skills, (ii) provide more visuals, (iii) continue with smart board use with interactive lessons, and (iv) practice public exam questions throughout the year.

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
French 3200	65.3%	65.1%	58.9%	68.3%	62.8%	68.1%	60.1%	69.6%
Francais 3202	62.0%	68.6%	67.9%	70.1%	65.4%	72.4%	62.0%	69.8%
Math 3204	43.7%	57.4%	53.1%	58.9%	52.6%	58.0%	49.7%	58.2%
Math 3205	60.6%	78.9%	76.3%	74.9%	70.4%	75.3%	73.3%	77.9%
World History 3201	47.2%	61.7%	61.9%	63.6%	56.7%	61.5%	58.7%	65.6%
World Geography 3202	63.6%	63.1%	55.0%	63.2%	57.0%	58.8%	57.9%	64.4%
Histoire Mondiale 3231	55.4%	67.4%	N/A	65.8%	N/A	62.5%	N/A	63.0%
Biology 3201	58.2%	61.2%	57.4%	58.4%	57.6%	60.7%	58.6%	60.5%
Chemistry 3202	56.1%	64.6%	55.8%	62.2%	61.6%	66.4%	52.3%	66.9%
Physics 3204	65.5%	68.3%	74.0%	67.2%	69.9%	65.5%	80.6%	70.8%
English 3201	68.6%	65.3%	61.8%	60.2%	69.2%	64.6%	65.0%	63.4%

## GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Honours	10.4%	25.1%	13.5%	23.1%	15.0%	25.2%	20.7%	26.1%
Academic	27.3%	35.7%	38.5%	40.9%	33.8%	39.5%	36.8%	40.6%
General	62.3%	39.3%	47.9%	36.0%	51.3%	35.2%	42.5%	33.3%

We have been working very hard in trying to increase the enrolment in the academic courses. June 2010 was the first group to graduate since our efforts began. This year was the second group that graduated since we began to target our issue. We have certainly made great strides to which we are very proud. Our staff should hold their heads high, since we have finally changed the culture and mind set of the school community beliefs. This is the lowest number of general graduated since the school graduated its first group in 2001! Since 2007, we have doubled our percentage of honors students, we have gained 10% more academic students for a total of 20%. As a result, our percentage of General students has dropped by 20%. We are EXTREMELY proud of these results.

## TRENDS OF OUR EFFORTS

<b>Year</b>	<b>Honors</b>	<b>Academic</b>	<b>General</b>
<b>June 2006</b>	<b>11%</b>	<b>34%</b>	<b>55%</b>
<b>June 2007</b>	<b>12%</b>	<b>36%</b>	<b>53%</b>
<b>June 2008</b>	<b>10%</b>	<b>28%</b>	<b>63%</b>
<b>June 2009</b>	<b>14%</b>	<b>39%</b>	<b>47%</b>
<b>June 2010</b>	<b>15%</b>	<b>34%</b>	<b>51%</b>
<b>June 2011</b>	<b>21%</b>	<b>37%</b>	<b>43%</b>

### Enrolment - Academic Courses.

<b>Year</b>	<b>Level I</b>		<b>Level II</b>		<b>Level III</b>	
	<b>Academic Math</b>	<b>Academic English</b>	<b>Academic Math</b>	<b>Academic English</b>	<b>Academic Math</b>	<b>Academic English</b>
<b>Sept. 2006</b>	<b>68%</b>	<b>69%</b>				
<b>Sept. 2007</b>	<b>73%</b>	<b>66%</b>	<b>68%</b>	<b>60%</b>	<b>58%</b>	<b>52%</b>
<b>Sept. 2008</b>	<b>76%</b>	<b>72%</b>	<b>57%</b>	<b>59%</b>	<b>71%</b>	<b>57%</b>
<b>Sept. 2009</b>	<b>67%</b>	<b>70%</b>	<b>74%</b>	<b>72%</b>	<b>58%</b>	<b>55%</b>
<b>Sept. 2010</b>	<b>81%</b>	<b>81%</b>	<b>62%</b>	<b>69%</b>	<b>71%</b>	<b>70%</b>
<b>Sept. 2011</b>	<b>81%</b>	<b>82%</b>	<b>80%</b>	<b>77%</b>	<b>71%</b>	<b>69%</b>

According to our enrolments, the next 3 years should have our Academic and Honors Graduation statistics on par with the province. There should be another substantial jump in our Academic vs General graduation rates after 2012. We are certainly making great progress.

## School Development Plan for Current Year

### *Crescent Collegiate* School Development Plan 2011-2012

<b>Goal 1:</b> <b>To increase leadership opportunities and the level of involvement in school activities of students, Parent's, staff and community members.</b>		
<b>Objective 1.1:</b> To increase student leadership opportunities in senior high.	<b>Objective 1.2:</b> To increase the modes of communication available to students, parents and community members.	
<b>Strategies:</b> 1.1.1. Recognize leadership within sports teams. 1.1.2 Raise the profile of student leaders by having these leaders take on responsibilities within the school such as P.A. announcements, speaking at school concerts, awards ceremonies, school assemblies etc. 1.1.3 Create a Student Advisory Committee that will work with Administration and Staff to provide feedback from the student body. 1.1.4 Ensure that student leaders attend student leadership conferences and workshops (i.e. PSLC, NL Youth Parliament etc.)	<b>Strategies:</b> 1.2.1 Create a "Calendar of Events" and a "Gym Schedule" on the school webpage. 1.2.2 Purchase and install a message sign outside the school. 1.2.3 Send home the description of programs offered during the course selection process and post these to the school web page. 1.2.4 Check out the feasibility of online survey technology. 1.2.5 Survey students on the need for student agendas and obtain quotes for the costs and types of agendas.	
<b>Indicators of Success:</b> 1.1.2 Increased participation rates of student leaders in public speaking roles at school events. 1.1.3 Established Student Advisory Committee. 1.1.4 Repeated annual attendance at Student Leadership conferences and workshops.	<b>Indicators of Success:</b> 1.2.1 Creation and use of these lists. 1.2.2 Erection of sign. 1.2.3 Links established on the webpage & and the letter being sent home. 1.2.4 Follow through on the feasibility. 1.2.5 Creation of the online survey. Quotes gathered on agendas.	
<b>Goal 1. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
1.1.4 Subsidize funding to offset the cost of attending by the school.		
<b>Goal 2: Increase student academic success and teacher's effectiveness.</b>		
<b>Objective 2.1:</b> Organize and allocate resources so access is maximized.	<b>Objective 2.2:</b> Evaluate effectiveness of inclusionary practices. (Inclusion Team)	<b>Objective 2.3:</b> Review District and School Evaluation/Exemption Policies

<p><b>Strategies:</b>  2.1.1 Develop Financial Committee to oversee funding allocation  2.1.2 Develop Technology Committee to identify needs, secure resources and deployment of same.</p>	<p><b>Strategies:</b>  2.2.1 Increase opportunities for teacher collaboration about inclusionary practices and new courses coming on-stream.  2.2.2 Student Survey on oppressed groups to be developed  2.2.3 Purchase of visual markers (floor model) to replace slippery when wet signs currently being used.  2.2.4 A video to inform students of the learning survey. Andrew Gallant to host assembly and informational video prior to student survey completion.  2.2.5 Development of conference on First Class to share inclusionary practices.  2.2.6 New learning survey will be completed by students.</p>	<p><b>Strategies:</b>  2.3. 1 Communicate to teachers and parents the evaluation policy</p>
<p><b>Indicators of Success:</b>  2.1.1 Financial Committee established  2.1.2 Technology Committee established  2.1.3 Healthy Living Committee established  2.1.4 List created and shared with staff</p>	<p><b>Indicators of Success:</b>  2.2.1 Time allotted for collaboration.  2.2.2 Completion of teacher information session.  2.2.3 Markers purchased.  2.2.4 Student assembly completed.  2.2.5 Conference established.  2.2.6 Completion of the survey.</p>	<p><b>Indicators of Success:</b>  2.3.1 Communication through different media.</p>
<p><b>Goal 2. Support Plan</b></p>		
<p><b>Financial</b></p>	<p><b>Professional Development/Time Required</b></p>	
<p>2.2.3 School purchase of visual markers.  2.2.4 School purchase and placement of appropriate road gravel.</p>	<p>2.1.1 Collaboration time during PD days etc.  2.2.1 Time allotted through substitute and PD Days.</p>	
<p><b>Goal 3: To provide a healthy, safe, caring, and respectful environment for students and staff.</b></p>		
<p><b>Objective 3.1:</b> Increase educational opportunities that promote better life choices. (Academic vs. General)</p>	<p><b>Objective 3.2:</b> To ensure that students feel safe while attending Crescent Collegiate.</p>	
<p><b>Strategies:</b>  3.1.1 Request to be a pilot school for grade nines upcoming Career Development module.  3.1.2 Parent presentation on the high school program (prior to student presentation).  3.1.3 Review and modify course selection protocol for high school programming.</p>	<p><b>Strategies:</b>  3.2.1 Conduct police presentations on issues such as school safety, bullying, use of internet etc.  3.2.2 Create specific school programs to tackle the issues of smoking, bullying, drugs, texting, etc.  3.2.3 Purchase and install additional camera in and around the school.</p>	
<p><b>Indicators of Success:</b>  3.1.1 Chosen as a pilot school.  3.1.2 Implementation of pilot.</p>	<p><b>Indicators of Success:</b>  3.2.1 Police presentations conducted.  3.2.2 Participation in social programs.  3.2.3 Analysis of need.</p>	

<b>Goal 3. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
3.2.1 Secure financial support from district for intercom system. 3.2.3 Purchase additional camera equipment.	3.2.2 Staff attendance at PD on these topics.

### **Operational Issues for 2011-2012**

<b>Operational Issue</b>	<b>Intended Action</b>
After school bussing	Development of proposal for application of funding for district.

### **Appendix A – Summary of School Fundraising**

Crescent Collegiate did not do their annual Spring Sweep Fundraiser this year, due to unforeseen circumstances.