
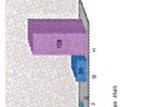


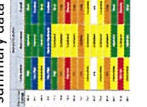
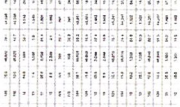
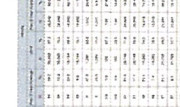


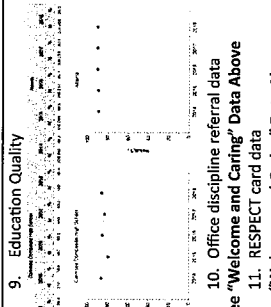
	<p><b>4. Student Forum Data</b></p> <p><b>Eastport Middle School</b>  <b>Maternal Health Capacity Building/SAVY Project</b></p> <p><b>For Eastern Chatham County High School</b></p> <p>What are the projected outcomes or needs of students related to high school students in your community?</p> <ol style="list-style-type: none"> <li>1. Increase health and wellness awareness</li> <li>2. Increase maternal health awareness</li> <li>3. Increase awareness of local, national, and global health issues and solutions</li> <li>4. Increase awareness of reproductive health issues</li> </ol> <p>What are the long-term goals for the project? (How do you plan to measure success or impact?)</p> <ul style="list-style-type: none"> <li>• At-risk populations: Outreach activities to reach out to high school students in your community.</li> <li>• Peer educators: Train students to become peer educators to help disseminate information.</li> <li>• Parental involvement: Increase parental involvement in their children's lives.</li> <li>• Community health fairs: Organize health fairs to provide information and resources to the community.</li> <li>• Health education materials: Develop and distribute health education materials.</li> <li>• Support groups: Establish support groups for students and parents.</li> <li>• Health fairs: Organize health fairs to provide information and resources to the community.</li> <li>• Peer educators: Train students to become peer educators to help disseminate information.</li> <li>• Parental involvement: Increase parental involvement in their children's lives.</li> <li>• Community health fairs: Organize health fairs to provide information and resources to the community.</li> <li>• Health education materials: Develop and distribute health education materials.</li> <li>• Support groups: Establish support groups for students and parents.</li> </ul>														
	<p><b>5. High school drop-out rates</b></p> <p><b>6. High school completion rates</b></p> <p><b>7. Safe &amp; Caring data</b></p> <p><b>8. Citizenship</b></p> <table border="1"> <tr> <td>Very High</td> <td>Improved Significantly</td> <td>Excellent</td> </tr> <tr> <td>High</td> <td>Improved</td> <td>Good</td> </tr> <tr> <td>High</td> <td>Improved</td> <td>Good</td> </tr> <tr> <td>Intermediate</td> <td>Improved</td> <td>Good</td> </tr> </table>	Very High	Improved Significantly	Excellent	High	Improved	Good	High	Improved	Good	Intermediate	Improved	Good		
Very High	Improved Significantly	Excellent													
High	Improved	Good													
High	Improved	Good													
Intermediate	Improved	Good													

<p>Success Stories:</p> <ol style="list-style-type: none"> <li>1. Trojan RESPECT Card program</li> <li>2. Our new belief statement and mantra (and banners posted around the school)</li> <li>3. Awards program</li> <li>4. Breakfast program</li> <li>5. Mental Health work with MHCB</li> <li>6. Student SAVY Forums</li> <li>7. FSLW Support</li> <li>8. AHS Addictions Counselor Support</li> <li>9. AHS Mental Health Therapist Support</li> <li>10. School Resource Officer Support &amp; Boys' Club</li> <li>11. Relax Group</li> <li>12. Field Trips/Events (Skills Canada, Quebec trip, canoe trip, music trips, athletic competitions, international travel, Science Olympics, Drama production, PE trip, SAVY, student council events, etc.)</li> <li>13. Career Counselling program</li> <li>14. Student attendance collaboration</li> <li>15. Graduation rate</li> <li>16. Reduced Drop-out rate</li> <li>17. Safe and Caring data</li> <li>18. Citizenship data</li> <li>19. ECCHS clothing drives and online clothing store</li> <li>20. International Student program and Country-of-Origin Flag program</li> <li>21. QSA program</li> <li>22. Dual track programming</li> <li>23. Flexible timetabling and program redesign for all students</li> <li>24. School (Parent) Council presentations (drug awareness, anxiety, scholarships, electronic liability, etc.)</li> <li>25. Student assemblies</li> <li>26. Parent/Guardian attendance at PTIs</li> <li>27. School (Parent) Council presentations</li> <li>28. Musical Theatre Production</li> <li>29. Athletic Teams</li> <li>30. Games Club</li> <li>31. French Club</li> </ol>			<p><b>9. Student attendance initiative data</b></p> <p><b>Student Attendance</b></p> <ol style="list-style-type: none"> <li>1. What "traditional" means "outside-the-box" initiatives are we currently using to the initiative? (Which, when, how, how often?)</li> <li>2. How are we currently using "traditional" initiatives to the initiative? (Which, when, how, how often?)</li> <li>3. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>4. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>5. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>6. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>7. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>8. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>9. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>10. How are we currently using "innovative" initiatives to the initiative? (Which, when, how, how often?)</li> <li>11. 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<p><b>Literacy</b></p> <ol style="list-style-type: none"> <li>Every ECCHS student is successful in literacy at or exceeding their developmental level through quality programming</li> <li>All students will demonstrate proficiency in literacy at or exceeding their developmental level through quality programming</li> <li>Students will be committed to their learning as exhibited by their attendance and completion of work to the best of their ability</li> <li>All students will be engaged in learning environments designated to support their individualized academic success</li> </ol>	<ol style="list-style-type: none"> <li>Literacy presentation for ECCHS staff</li> <li>Literacy strategies integrated in all subject areas</li> <li>Embedded literacy support for our teachers and students by Melissa S.</li> <li>Ei. tech support for numeracy teachers and students by Krysta R.</li> <li>Grade 9 Literacy/Numeracy class supports grade 9 student literacy and learning needs</li> <li>DORA assessment information and individual strategies utilized by our ELA department/teachers</li> <li>Teacher analysis of and collaboration around DORA data</li> <li>Restructuring of our library learning commons area to better suit student literacy needs</li> <li>Continue to provide a flexible timetable and school resources (staffing, resources, etc.) for each student to meet his/her unique literacy needs (i.e. FIM, K &amp; E, SOR, CTS/ILC, Off-Campus, etc.)</li> <li>ECCHS Literacy Lead Teacher on a division committee</li> <li>ECCHS literacy committee and literacy plan</li> </ol>	 <p>1. June 2018 ELA/FLA PAT Results</p>  <p>2. Fall 2018 DORA Assessment data</p> <p>3. June 2019 ELA/FLA PAT Results</p> <p>4. DE data</p> <p>See "21st Century Teaching and Learning" Data Below</p> <p>5. Student attendance initiative data</p> <p>See "Welcome and Caring" Data Above</p> <p>6. High school drop-out rates</p> <p>See "Welcome and Caring" Data Above</p> <p>7. High school completion rates</p> <p>See "Welcome and Caring" Data Above</p> <p>8. Rutherford eligibility rates</p> <p>See "21st Century Teaching and Learning" Data Below</p> <p>9. Office discipline referral data</p> <p>See "Welcome and Caring" Data Above</p> <p>10. RESPECT card data</p> <p>See "Welcome and Caring" Data Above</p>	<ol style="list-style-type: none"> <li>Engaging instruction, differentiated instruction and assessment practices, supported by DORA results and recommended student learning strategies</li> <li>Use of a grade 9 Literacy/Numeracy class supports grade 9 student literacy and learning needs</li> <li>Revised key messages for students, staff, and parents in regards to literacy, the expectations for attendance, course completion and effort required to achieve success</li> <li>Share all key literacy messages and data with staff, students and parents via meetings, school newsletter, school messenger, school sign, internal TV broadcast system, school website and social media</li> </ol>	<p>1. TBD/TBA</p>
<p><b>Success Stories:</b></p> <ol style="list-style-type: none"> <li>School literacy lead teacher for school literacy and staff support</li> <li>Grade 9 literacy/numeracy class every other day</li> <li>Student attendance and engagement (i.e. DORA recommendations, quality teaching practice, rich/descriptive feedback, etc.)</li> <li>Classroom libraries</li> <li>Well structured/functional library learning commons area (collaborative learning space)</li> <li>Integration of literacy in all subject areas</li> <li>Literacy initiatives in the regular, K&amp;E, and SOR programs</li> <li>Department collaboration to explore cross-curricular school literacy initiatives</li> <li>Reduced high school drop-out rate</li> <li>High school completion rate</li> <li>Graduation rate</li> <li>Rutherford eligibility rates</li> </ol>				

<p><b>Numeracy</b></p>	<ol style="list-style-type: none"> <li>Every ECCHS student is successful</li> <li>All students will demonstrate proficiency in numeracy at or exceeding their developmental level through quality programming</li> <li>Students will be committed to their learning as exhibited by their attendance and completion of work to the best of their ability</li> <li>All students will be engaged in learning environments designated to support their individualized academic success</li> </ol>	<ol style="list-style-type: none"> <li>Division-wide math collaboration through grade 9 to 12 BRSP#31 Numeracy Cohort</li> <li>Numeracy strategies integrated in various subject areas</li> <li>Embedded numeracy support for our teachers and students by Randy R.</li> <li>Ed. tech support for numeracy teachers and students by Krysta R.</li> <li>Grade 9 Literacy/Numeracy class supports grade 9 student numeracy and learning needs</li> <li>MIPI assessment information and individual strategies utilized by our math department/teachers</li> <li>Teacher analysis of and teacher collaboration around MIPI data</li> <li>Restructuring of our library/learning commons area to better suit student numeracy needs</li> <li>Continue to provide a flexible timetable for each student to meet his/her unique numeracy needs (i.e. FIM, K &amp; E, SOR, CTS/ILC, Off-Campus, etc.)</li> <li>ECCHS Numeracy Lead Teacher on a division committee</li> </ol>		<ol style="list-style-type: none"> <li>Engaging instruction, differentiated instruction and assessment practices, supported by MIPI results and high impact student learning strategies</li> <li>Use of a grade 9 Literacy/Numeracy class supports grade 9 student numeracy and learning needs</li> <li>Revised key messages for students, staff, and parents in regards to numeracy, the expectations for attendance, course completion and effort required to achieve success</li> <li>Share all key numeracy messages and data with staff, students and parents via meetings, school newsletter, school messenger, school sign, internal TV broadcast system, school website and social media</li> </ol>	<ol style="list-style-type: none"> <li>TBD/TBA</li> </ol>
<p><b>Success Stories:</b></p> <ol style="list-style-type: none"> <li>Numeracy steering committee member on staff and school numeracy lead teacher for school numeracy and staff support</li> <li>Grade 9 literacy/numeracy class every other day</li> <li>Student attendance and engagement (i.e. DORA recommendations, quality teaching practice, rich/descriptive feedback, etc.)</li> <li>Classroom libraries</li> <li>Well structured/functional Library learning commons area (collaborative learning space)</li> <li>Integration of numeracy in all subject areas</li> <li>Numeracy initiatives in the regular, K&amp;E, and SOR programs</li> <li>Department collaboration to explore cross-curricular school numeracy initiatives</li> <li>Reduced high school drop-out rate</li> <li>High school completion rate</li> <li>Graduation rate</li> <li>Rutherford eligibility rates</li> </ol>					

<p><b>21<sup>st</sup> Century Teaching and Learning</b></p>	<p>1. Every ECCHS student is successful 2. All students will be engaged in learning environments designated to support their individualized academic success, inside a new high school redesign timetable to better accommodate learning and provide flexibility/choice for students 3. Launch our grade 9 WIN program to support and promote teacher advocacy for our students 4. All students will demonstrate engaged thinking, ethical citizenship, and the entrepreneurial spirit embedded within the 21<sup>st</sup> century learning competencies 5. Students will be committed to their learning as exhibited by their attendance and completion of work to the best of their ability 6. The achievement gap between First Nations, Metis, and Inuit (FNMI) students and all other students is reduced and eliminated 7. Staff will follow our student attendance initiative (developed through staff collaboration) and use engaging teaching strategies/student learning activities</p>	<p>1. Staff members continue to develop their skills and competencies (i.e. high school redesign, behaviour matrix, self-directed PD, division professional learning series, staff collaboration, school-based PD, department collaboration/meetings, etc.) 2. Staff, student and parent/guardian collaboration around what high school redesign and our new timetable (to support learning and provide flexibility/choice) should/will look like for 2019-20 3. Grade 9 WIN Time (What I Need) class built into the 2018-19 ECCHS timetable 4. Grade 9 Numeracy and Literacy classes built into the 2018-19 ECCHS timetable 5. Launch a new grade 10 enrichment program in grade 10 ELA, SS, Math and Science (in preparation for our Advanced Placement program) Plan for the 2019/20 6. Implementation of our grade 10 Advanced Placement program (ELA 10 AP, SS 10 AP, Math 10 AP and Science 10 AP) and our grade 11 Advanced Placement program (ELA 20 AP, SS 20 AP, Math 20 AP and Biology 20 AP) 7. Continue to provide a flexible timetable for each student to meet his/her unique learning and technology needs (i.e. EL, FIM, K &amp; E, SOR, CTS/LC, Off-Campus, etc.) 8. Financial contribution to our school evergreen program 9. Promote digital citizenship with our students, parents and staff 10. Celebrate school successes and communicate student functions (SAVY, Student Council, etc.) at assemblies, ceremonies, graduation, newsletters, school website, social media and all forms of electronic communication</p>	<p>1. Accountability Pillar summary data 2. PAT data 3. DE data</p>   	<p>1. Grade 9 WIN Time (What I Need) class built into the 2018-19 ECCHS timetable to smooth their transition into our building and provide student advocacy for our students 2. Grade 9 Numeracy and Literacy classes built into the 2018-19 ECCHS timetable to support our student MPI and DORA results 3. Students are engaged in learning environments designated to support their diversity and individualized academic success 4. Effective learning and teaching achieved through collaborative leadership, high standards and support for professional growth towards best practice 5. ECCHS continues to build relationships to foster an inclusive and flexible high school redesign environment 6. Students and staff demonstrate digital citizenship daily 7. Use of school website, school messenger, technology, twitter, school newsletters and school sign to communicate school information and student success/activities (SAVY, student council, etc.)</p>	<p>1. School-based evergreen funding (school chromebooks through mini-budget small equipment - \$25,000) 2. Division-based evergreen funding (TBD)</p>
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		<p>9. Education Quality</p>  <p>10. Office discipline referral data See "Welcome and Caring" Data Above 11. RESPECT card data See "Welcome and Caring" Data Above</p>		<p>Success Stories:</p> <ol style="list-style-type: none"> <li>Grade 9 WIN time (What I Need)</li> <li>High school redesign and program flexibility for 21st century teaching and learning</li> <li>Grade 9 Literacy and Numeracy class</li> <li>High school redesign program/timetable plan developed this year through collaboration with staff, students and parents/guardians.</li> <li>School and department collaboration and strategic planning to support staff and school teaching and learning needs</li> <li>BRSD#31 Professional Learning Series, School-Based PD (high school redesign) and School/Department collaboration (behavior matrix)</li> <li>Well structured/functional school learning environments and library learning commons area (collaborative learning space)</li> <li>Student/computer ratio</li> <li>Reduced high school drop-out rate</li> <li>High school completion rate</li> <li>Graduation rate</li> <li>Rutherford eligibility rates</li> </ol>
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