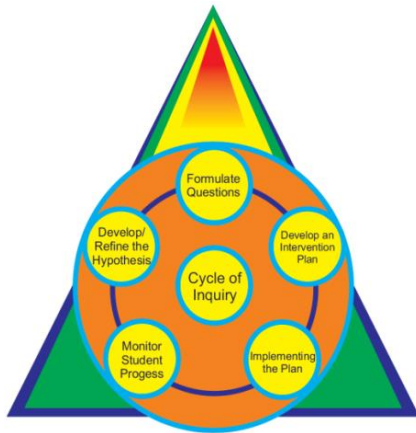


School Planning Document 2017-2018

Year of Plan		2		
	1	2	3	other

School Name: Cedar Community Secondary
Principal: Darcy Hoff
Date: Oct. 2017



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Cedar Community Secondary School was founded in 1999 and remained open until June of 2014. Following a two-year closure, it reopened for the 2016/17 school year. Cedar Community Secondary's population was approximately 400 students when it closed in 2014. The school has reopened with 232 students. In 2017-2018 we have increased to 253 students and 26 staff members. CCSS has an aboriginal student population of 56 students.

Through the reopening process, Cedar Community Secondary was given the unique opportunity to start fresh and put forth new initiatives, while honouring and maintaining the traditions that provided the strong community feel the school has always had.

What's our goal?

To take advantage of the unique opportunity of being small. Being small allows us to be flexible and at times forces us to be innovative in order to create an optimal learning environment.

1. Belonging is the beginning. Our goal is to create structures, ceremonies, and learning environments that will set the stage for a culture that is accepting of all students and meets them where they are at in their learning journey.

Action Plan:

- Collaborate with staff, students, and families to refine our goal
- Further action to be developed collaboratively
- Recreate our code of conduct (Done: 2016-2017)
- Recreate our Mission and Vision Statement (In Progress 2017-2018)

2. Engagement is the gateway. Through gaining an emotional and intellectual commitment to question, wonder, inquire, and dream, we will create the engagement for students to learn optimally.

Action Plan:

- Collaborate with staff, students, and families to refine our goal
- Further action to be developed collaboratively
- Continue our growth in personalized learning opportunities.

3. Student-centred learning opportunities. Striving towards personalized education we seek to provide flexible and authentic learning and assessment opportunities that allow the student to learn and show their best.

Action Plan:

- Collaborate with staff, students, and families to refine our goal
- Further action to be developed collaboratively
- Continue to use PLC time towards our inquiry framework and project-based learning.
- Continue to develop flexible summative assessment practices

What's our inquiry question?

How shall we provide learning opportunities flexible and rich enough to engage and challenge each student no matter where they are in their learning journey?

How do we want to get there?

What steps are we taking?

In order to set the stage for students to be fully engaged and challenged, we must provide a setting and encourage a culture of acceptance of failure, success, and belonging. We must offer a more personalized curriculum than in the past. We are already in progress by:

- Grade 8 PBL blocks within the timetable
- Genius hour elective option for grade 9 students
- Focus block timetabling to allow for more freedom in students accessing support and allocating learning time to their needs
- Celebrations of learning
- Reporting/assessment – continuing to improve our communication of learning with students and families.
- Engagement of parents through showcase events
- Use of PLC time
- Maker space/makerED – We have a makerspace that teachers can sign out for classroom use
- Our grade 8's and 9's have been working through the scientific method through creating bows and slingshots out of PVC
- Our grade 8 and 9 elective rotations have been learning how to code robots and create their own video games
- Humanities – Interdisciplinary learning opportunities
- Chromebooks - Each grade 8 and 9 core class has 1 to 1 access to Chromebooks
- Learning Commons – coordinator – change in the mindset of this space
- Multipurpose room serving as a learning commons annex.

How will we know that we have had an impact?

In order to know whether or not we are on our path to meeting our goals we will seek out qualitative and quantitative data. Collection, analysis, and reflection of the data will lead us towards further enhancement of our school plan to better inform and enhance our practice.

- We need to develop a simple data gathering tool.
- We will strive for a large completion rate of the satisfaction surveys in order to gather data from an already established source. We will also be able to use this as first year baseline data as well as use it to compare to years prior to closing.
- Attendance data
- Positive feedback from students, parents, and teachers. Preliminary feedback of the programs and structures we have put in place has been encouraging.
- A poster board was put out for students to add examples of when they have felt the 3 goals in action. Belonging, Engagement, and Personalized Learning opportunities. The data gathered is being turned into a hallway display