







Focus of Improvement				Growth Agents			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Identified action area	Broad outcome	Desired student products and performance (SMART goal)	Required student knowledge, skills and dispositions	Desired teaching products and performances (SMART goal)	Required teacher knowledge, skills, and dispositions	Desired team products and performances	Required team knowledge, skills and dispositions
Credits Obtainment	Increase total number of credits earned during school year	<ul style="list-style-type: none"> <li>- Each student will achieve a minimum of two credits</li> <li>- One of these credits will be in either English or mathematics</li> </ul>	<ul style="list-style-type: none"> <li>- Thorough intake process for each student to determine and assess specific needs</li> <li>- Customized schedule for each student</li> <li>- Setting realistic goals with clear criteria, expectations and deadlines for each course</li> <li>- Adapted coursework, activities and assignments tailored to specific student strengths and interests.</li> <li>- Publicly shared work - on display, social media, articles, videos</li> <li>- Community involvement in school-based activities</li> </ul>	<ul style="list-style-type: none"> <li>- Student engagement in course content</li> <li>- Clear expectations and criteria set with all students</li> <li>- Responsive and meaningful instruction and facilitation of course content</li> <li>- Appropriate, relevant and practical programming</li> <li>- Provide opportunities for students to use mathematics and number sense to connect ideas to real-world situations</li> <li>- Teacher initiated activities to engage students in learning (Maker's Group, Tuesday's Table, Student Voice, fitness opportunities)</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and consideration of circumstance</li> <li>- Recognizing when intervention is needed</li> <li>- Strong focus on numeracy and literacy - teacher consideration and transparency of numeracy and literacy variables in every course and subject area</li> <li>- Open communication and conferencing with students</li> <li>- Identifying student strengths and challenges and adapting coursework accordingly</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting the successful completing of credits towards graduation</li> <li>- Clear communication about relevant intake information and student situations</li> <li>- Supporting all basic needs so students can focus on coursework</li> <li>- Expectations for program consistently communicated</li> <li>- Consistent procedure for intake and process</li> <li>- Providing direct 1-1 support when required</li> </ul>	<ul style="list-style-type: none"> <li>- Data collection and regular program review to identify and support situations as they arise</li> <li>- Professional development opportunities for staff throughout the year so staff can engage in conversations about literacy, shared beliefs about teaching and learning, UDL, RTI</li> </ul>

Engagement	Improving regular attendance	<ul style="list-style-type: none"> <li>- Students will meet their individual goals towards course completion</li> </ul>	<ul style="list-style-type: none"> <li>- Clear and consistent expectations outlining student accountability and responsibility</li> <li>- Intake process to determine programming and to identify goals, strenghts and challenges</li> <li>- Development of Student Profile checklist outlining attendance, time on task, progress in course, adaptations, other required supports and potential options.</li> <li>- Agree to dis-engage from the distraction of "online life" during class periods</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher advisors for each student</li> <li>- Facilitate regular conferences with students to go over Student Profile checklist</li> <li>- Maintain regular contact with students</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and direct academic, emotional and social support</li> <li>- Regular and consistent communication protocol with all students</li> </ul>	<ul style="list-style-type: none"> <li>- Regular and consistent attendance in all classes</li> <li>- Student participation and engagement in school activities</li> </ul>	<ul style="list-style-type: none"> <li>- Continued participation with the Child Nutrition Council of Manitoba to provide healthy food for our students</li> <li>- Continued partnership with Winnipeg Harvest</li> <li>- Continued programming with divisional coordinators -</li> <li>- Maker's Group, AAA cultural opportunities</li> <li>- Student Voice (Youth Forum, Safe Schools)</li> <li>- Physical literacy opportunities</li> <li>- We Day - supporting local and global initiatives</li> <li>- Tuesday's Table - menus and recipes for community meals</li> <li>- Tell Them From Me survey data collection</li> <li>- Apprenticeship and work placement support</li> <li>- Collaboration with on-site Career Development coordinator</li> <li>- Professional Development for</li> </ul>

