## SCHOOL PERFORMANCE AUDIT SUMMARY PAGE (for Audit Lead)

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th>Cornwall Collegiate and Vocational School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Patricia Brown</td>
</tr>
<tr>
<td><strong>Coordinating Administrative Principal &amp; School Family</strong></td>
<td>Chris Boulay</td>
</tr>
<tr>
<td><strong>Nominee / Professional Peer</strong></td>
<td>Chris Boulay</td>
</tr>
<tr>
<td><strong>Audit Team Members</strong></td>
<td>Terry Gardiner, Jeremy Hobbs, Chris Boulay</td>
</tr>
<tr>
<td><strong>Audit Date(s)</strong></td>
<td>Day 1: ½ day October 8, 2014</td>
</tr>
<tr>
<td></td>
<td>Day 2: full day October 28, 2014</td>
</tr>
</tbody>
</table>

### OPERATIONAL & SERVICE EXCELLENCE - ALIGNMENT TO HIGH PERFORMANCE

**Please check to indicate these conversations have occurred, with notes contained in the attached template:**

- **Unrequested OSRs:** **NEW 2014-15**
  - Cohort tracking electronic tool with names of each child in each cohort will become the new tool to track student movement.

- **Student Safety – OSAID (CREW Charter W23) NEW 2014-15**
  - Zero tolerance supported with police presence at all dances – prom etc. Students at C.C. have responded positively to this. M.A.D.D. presentations and partnerships support safety.


### ACTION AND NEXT STEPS:

- **Apply for HP** □
  - Principal advised to begin process to seek High Performance School status. *(Details will follow.)*

- **Follow up Review** □
  - Principal advised a follow up review will be scheduled in ________ months.

- **Date for review set and confirmed with Principal as:**
  - __________________________

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**RECOMMENDATION:**

- **Principal advised that both Financial and Social Media Audits are required as part of the process for High Performance status. *(Details will follow through Manager of School Support/Internal Audit & Communications Officer.)*

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**X** Director or Designate  **X** Audit Champion  **X** Acct/Alignment Officer

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*Please submit this report within 2 weeks following completion of the Audit to the Director, c/o P. Whyte, Manager of CREW Alignment*
**SCHOOL PERFORMANCE AUDIT**

**PART 1**

**OPERATIONAL and SERVICE EXCELLENCE ALIGNMENT TO HIGH PERFORMANCE**

<table>
<thead>
<tr>
<th>C</th>
<th>Communication</th>
<th>To facilitate parent involvement, student achievement and public confidence, communication must be clear, purposeful, effective, targeted and branded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Resources</td>
<td>To create an engaging learning environment, support student achievement, and sustain public confidence, resources must be allocated equitably, responsibly, and timely.</td>
</tr>
<tr>
<td>E</td>
<td>Educational Programs</td>
<td>To provide relevant and challenging experiences, educational programs must be delivered by qualified, innovative, caring staff, supported by pertinent and engaging professional development.</td>
</tr>
<tr>
<td>W</td>
<td>Wellness</td>
<td>For staff and students to be able to function at an effective level we must recognize, model and encourage spiritual, mental and physical wellness.</td>
</tr>
</tbody>
</table>

**NEW 2014-15**

- **The “Dead Files”**

  - **Unrequested OSRs**
    Please be prepared to share specific information about your school’s “Dead Files”, put the faces and names to your data, and speak to your plans to address this concern to the benefit of the students.

- **CREW Strategic Plan 4.1 - Charter W23**

  - **Student Safety (OSAID)**
    Please be prepared to speak about, and provide evidence to demonstrate how you are moving your school forward in meeting the objectives of this charter.

- **11 Identified Policies**

  - **“Top 11” High Priority Policies – Review/Audit**
    11 policies have been identified by the Board of Trustees as requiring a high priority focus for the 2014-15 school year and beyond. A detailed, documented assessment and discussion around these policies is a new component of the audit process. These policies can be accessed on our UCDSB website at: [http://www.ucdsb.on.ca/aboutus/policies/Pages/default.aspx](http://www.ucdsb.on.ca/aboutus/policies/Pages/default.aspx)
## SCHOOL PERFORMANCE AUDIT

### PART 1

<table>
<thead>
<tr>
<th>Policy #</th>
<th>Policy</th>
<th>Status Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>307 Freedom of Information</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>125 Bullying Prevention and Intervention</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>204 Employee Performance</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>452 Fees for Learning Materials</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>120 Student Transportation</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>220 Conflict of Interest</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>301 Social Media</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>418 Fundraising</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>425 Standards of Supervision</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>107 Safe Arrival</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>124 Code of Conduct</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Highlights:

- **307 OSR’s are locked up.** Office staff meetings support mindful distribution of student information. (Particularly regarding custody) A climate of safety where office staff can “ask if they don’t know”. As a hiring practice the question of confidentiality is always included. All Facebook posting flows through a single source. Code of conduct has clear rules against students or staff posting information or pictures without consent. Guidance office assistant compiles “do not post” information from Power School.
- **125** - Behaviour tracking on a behavior referral form for staff. Students have C.Y.W., office, Student success teacher and their own teachers available for confidential reporting of bullying. (Also reporting concerns that a friend may do self-harm.) Character Always! Assemblies – staff are engaged in the anti-bullying agenda – Staff members run anti-bullying assemblies. Link and WEB promote belonging. Restorative practice with C.Y.W. – Students’ backgrounds and cultures celebrated.
- **452** - Field trip request form utilized and reviewed for 452 compliance. Teachers have access to learning materials (pens, binders, paper, thumb drives, etc.)
- **301** - Daily messages on facebook for parents.
- **107** – A text messaging service for student attendance was suggested by an office assistant and implemented. (some parents in the community only have text on their phones)
- Vests and Walkie-Talkies used for supervision.
- Code of conduct updated in student manual that is sent home.
Part 2

School Walk-Through

Observations during walk-throughs by the audit team:

**Communication:**
- Audit team noted Character Always! messaging that aligned with UCDSB Character Traits.
- Communication on walls was inclusive and was representative of the diverse population of CCVS.
- The audit team found the office a welcoming place where parents and visitors were made welcome.

**Resources**
- Smart boards were noted in all intermediate classes, and technology classes, shops, and Secondary computer labs were well resourced.
- Students were observed being engaged and supported in the native resource hub, and secondary and intermediate resource rooms.
- The audit team was impressed with the level of engagement and support for students that occurred in the Learning Commons. A culture of student collaboration that is appropriate for young adults has obviously been cultivated in this space. It seemed to be a space for all students on spare interested in engaging in their studies.

**Educational Programs**
- In walk-throughs the audit team noted a very wide range of engaging educational programs for students at CCVS. Students were eager to share their accomplishments in their dance class, wood shop, aesthetics class, computer technology, and intermediate English classes that the audit team visited.
- The audit team saw examples of student art displayed but noted an absence of co-created learning criteria, learning goals posted, and student-teacher created anchor charts.

**Wellness:**
- Students were very willing to engage in conversation with the visiting adults and positive about their school.
- A free and easy exchange between students and staff (teachers, custodians, administration, Educational Assistants, C.Y.W.) was noted by the audit team. It was obvious that students felt comfortable approaching the adults in the building.
### School Success Plan
- **Goals**
- **Indicators/Results**
- **Branding of School** (Mission, Vision, Values)

### Goal: To improve student engagement and sense of belonging at CCVS in order to increase attendance by 5% and key TTFM indicators by 10% over the school year.

### Tactics:
- Use Web and Link Crew to help engage grade 7 and 9 students and promote positive sense of belonging
  - Survey students in grade 7 and 9 to gain a better understanding of their experience with WEB and LINK and beyond, and then plan accordingly from this.
- Offer diverse extracurricular programming that engages
  - monitor student participation in extra-curricular activities and ensure all student groups are represented (Equitable and Inclusive)
  - hire occasional admin assistants to enter data on our graduating class of _____ data sheet so that we can determine who is participating in what
  - Plan activities to engage students who are not seen to be included in the activities that our school sponsor
- Release classroom teachers to support students using targeted strategies
- Engage in innovative teaching practices and assessment practices which will promote positive student attendance and achievement
  - monitor monthly attendance and student achievement with Program Leaders and teachers through SST and using Graduating Class of _____ list and use data to track individual student progress

### Measures of Success:
- TTFM data that indicates positive sense of belonging trend within the school (We were below the National norm and similar school profile in this area)

### Budget implications: (Board and non-Board):
- SST Funds ($10,000)-for occasional teacher
- $1000 to Office Support for tracking purposes
- $2000 for additional Extra-curricular opportunities in response to student feedback

### Goal: To improve academic achievement in All courses by 5% as measured by final marks this school year and by 5% in EQAO achievement.

### Tactics:
- focus on instructional practices (school wide) through collaborative inquiry practice, making thinking visible, student voice, assessment choices and descriptive feedback
  - using hub work and in school PD and Program
Leadership develop, promote and track purposeful teaching
- make connections to career and future academic possibilities using the “Creating Pathways to Success” document
- use technology in the classroom to support student learning, specifically, Assistive Technology
  - purchase tablets in consultation with IT

**Measures of Success:**
- student achievement improves and positive attitudes toward learning are revealed in our TTFM data
- Qualitative evidence of learning today for tomorrow in the form of anchor charts, posted learning goals and evidence of student work/learning
- student achievement re: credit attainment and Achievement levels will improve as per Quarterly Power School data analysis
- use of myBlueprint and Community Resources to connect students to their futures.
- Course selections which include career exploration tools
- evidence of greater student use of technology in classroom (eportfolio)

**Budget implications: (Board and non-Board)**
- Allocate $10,000 to tablet purchase
- Allocate $5000 teacher release time for collaboration
Evidence of Student and Staff Learning

Some examples of evidence could include:

Quantitative
- EQAO
- Credit accumulation (yearly) including 16 x 16
- Grad Rate
- Report Card Marks
- Diagnostic Assessments
- School Data Profile – elemental data

Qualitative
- Student Work
- Making Thinking Visible
- Portfolios and artifacts

Staff Learning:

Staff learning has been very focused on reducing the gap. Principal Brown has invited the UCDSB native program resource teacher to lead development using residential schools as a tool to speak about teachers’ approach to C.C.’s 125 native students.

UCDSB E.L.L. program leaders have worked with CC ESL teachers to understand STEP language proficiency and how to assist ELL students in the classroom. Student voice was utilized as ELL students were interviewed and asked to respond to how teachers may better serve them.

Principal Brown responded to student achievement data for students with special education needs by training teachers in assistive technology. Principal Brown has assigned one L.R.T at Cornwall Collegiate to champion assistive technology and staff learning.

BMS training and ABA Structured teach has been delivered to specific staff members.

An analysis of CCVS EQAO data indicated that there is a three year trend in improvement in OSSLT achievement. Building on and strengthening these results continues to be a focus at the school. (Note: there is only three years of data for OSSLT and grade 9 math)

<table>
<thead>
<tr>
<th>OSSLT Year</th>
<th>Province % Successful</th>
<th>CCVS % Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>82%</td>
<td>53%</td>
</tr>
<tr>
<td>2013</td>
<td>82%</td>
<td>54%</td>
</tr>
<tr>
<td>2014</td>
<td>83%</td>
<td>67%</td>
</tr>
</tbody>
</table>

The three years of grade 9 Applied Math results indicate a trend upward with a positive value added from grade six to 9.

Grade 9 Applied Math

<table>
<thead>
<tr>
<th>Grade 9 Applied Math Year</th>
<th>Province</th>
<th>CCVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>44%</td>
<td>26%</td>
</tr>
<tr>
<td>2013</td>
<td>44%</td>
<td>55%</td>
</tr>
<tr>
<td>2014</td>
<td>47%</td>
<td>35%</td>
</tr>
</tbody>
</table>

The three year trend in grade 9 academic Math shows a slight trend up with a positive value added from grade six to 9.

<table>
<thead>
<tr>
<th>Grade 9 Academic</th>
<th>Province</th>
<th>CCVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>84%</td>
<td>71%</td>
</tr>
<tr>
<td>2013</td>
<td>84%</td>
<td>66%</td>
</tr>
<tr>
<td>2014</td>
<td>85%</td>
<td>74%</td>
</tr>
</tbody>
</table>
An analysis of students’ achievement in grade 6 EQAO and grade 9 mathematics and the OSSLT assessment reveals a net improvement in student’s achievement from grade 6 in every category.

### Tracking Cohort Grade 6 to 9 or grade 6 to 10

<table>
<thead>
<tr>
<th>EQAO Test</th>
<th>Maintained Standard</th>
<th>Rose to Standard</th>
<th>Dropped from Standard</th>
<th>Never Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Math</td>
<td>15%</td>
<td>20%</td>
<td>2%</td>
<td>62%</td>
</tr>
<tr>
<td>Academic Math</td>
<td>56%</td>
<td>15%</td>
<td>3%</td>
<td>25%</td>
</tr>
<tr>
<td>OSSLT Writing</td>
<td>46%</td>
<td>21%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>OSSLT Reading</td>
<td>57%</td>
<td>10%</td>
<td>6%</td>
<td>37%</td>
</tr>
</tbody>
</table>

### 16 Credits by the End of grade 10

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCVS</td>
<td>63%</td>
<td>52%</td>
<td>66%</td>
</tr>
<tr>
<td>Province</td>
<td>76%</td>
<td>78%</td>
<td>No Data</td>
</tr>
</tbody>
</table>

### Graduation Rate at C.C.V.S.

- 2012: 73.5%
- 2013: 73.8%
- 2014: 77.3%
Graduation Rate (5 year cohort)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>76%</td>
</tr>
<tr>
<td>2013</td>
<td>73.5</td>
</tr>
<tr>
<td>2014</td>
<td>77.3</td>
</tr>
</tbody>
</table>

Of interest in an analysis of CCVS’s graduation rate is the number of students who completed their diploma in the fifth year of High school. 18% of the 2014 graduating class completed their journey in 5 years. The highest amount of returning students to earn their diploma in Upper Canada.
Evidence of Student Engagement
Some examples of evidence could include:

- Pathways, Planning and Programming
- Creating Pathways to Success (IPP) K-12
- Portfolios and artifacts
- Attendance Data
- Tell Them From Me
- Surveys and Questionnaires (student, parent, community)
- Attitudinal Data (EQAO)

Educational assistants at Cornwall Collegiate run an after school homework club 4 nights a week. It is well attended.

TTFM data shows that students at CCVS feel engaged in their learning near or above the Canadian norms. Students show that they more interested and motivated in their learning than the Canadian norm.

The after school homework club, open workout time at lunch, after school open dance time with student leaders leading the dance are excellent unique programs that engage students at CCVS.
Evidence of Safe, Caring, Inclusive Schools
Some examples of evidence could include:
- Students with Special Needs (identification, assessment, monitoring)
- Michelangelo (identification, assessment, monitoring)
- Character Always Strategy
- Safe Arrival Procedures
- Safety (gymnasiums, labs, shops)
- Attendance Data
- Suspension Data
- Behavioural Tracking
- Bullying Tracking
- Tell Them From Me
- Surveys and Questionnaires (student, parent, community)
- Portfolios and artifacts

Big Brothers and Big Sisters of Cornwall deliver the “Game On” program for boys and the “Go Girls”. This is a mentoring program aimed at grade seven and eight children.

The hair styling and esthetics program in secondary reach down to the intermediate students. The program creates positive connections and builds self-esteem.

C.C.V.S. multi-cultural committee is a student driven group that puts on events that celebrates the various cultures represented at the school.

Interact Club is a student driven organization that is connected to the Rotary Club. They do public Service in the community and also support world vision.

Character Always! Regular recognition of students with celebration. Guest speakers including Eva Olson, Make a difference, and are supported by in class prompts.

Photo of the Cornwall Collegiate annual chalk-a-thon for CHEO. The Art club and Interact club work together to raise money for CHEO

A snap shot of attendance at CCVS for the month of October shows 78.75% daily average attendance.
Attendance at CCVS for October 2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Daily Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>78.57%</td>
</tr>
<tr>
<td>10</td>
<td>79.85%</td>
</tr>
<tr>
<td>11</td>
<td>81.14%</td>
</tr>
<tr>
<td>12</td>
<td>76.07%</td>
</tr>
<tr>
<td>Total</td>
<td>78.75%</td>
</tr>
</tbody>
</table>

A Tribute to Leweras Gray, an Akwesasne student who passed away last year from Leukemia. She spent many days at CHEO in her lifetime.

Michelangelo list of students examined bi-weekly at SST meetings. SST meetings are bi-weekly. Staff champions are identified for students that need support. (Especially students who are in credit deficit.)

SST system is well developed: Staff champions are identified for each grade. A promising practice at C.C. is an intermediate teacher is cross panel champion for grade 9 students.

Student tracking is formatted as cohort tracking. (for example graduating class of 2021 list)

School discipline incident forms are collected and correlated. The Child and Youth Worker engage students in a restorative practice exercise.
Evidence of Student Wellness
Some examples of evidence could include:
- School Culture Scan
- Tell Them From Me
- QDPE
- Co and Extra curricular offerings
- Surveys and Questionnaires (student, parent, community)
- Portfolios and artifacts

CCVS offers a wide range of extra –curricular activities that are formal and informal. Students spoke about the: chemistry club, open fitness room time at lunch, after school dance, choir and vocal music for intermediate students, open dance time after school.

Evidence of School, Home and Community Partnership (s)
Some examples of evidence could include:
- School Culture Scan
- Communication Metrics and tracking
- Communication avenues (traditional and social media)
- Demographic Data
- Surveys and Questionnaires (student, parent, community)

TTFM data indicates that students feel that learning time is used effectively at CCVS and that their studies were relevant. Community partnerships and co-ops support this relevance.

School Culture Scan data indicates that 79% of the staff feel that there is periodic or ongoing engagement with parents to support student learning at CCVS.

School council is active in fund raising and is prominent at school events of all kinds.
<table>
<thead>
<tr>
<th>School:</th>
<th>CCVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Patricia Brown</td>
</tr>
</tbody>
</table>

CCVS enjoys healthy partnerships with: a variety of local businesses that support Co-op opportunities, Big Brothers/Big Sisters in school mentoring, Children’s mental health, health unit, and Akwesasne.
**MEETINGS WITH STAKEHOLDERS**

The meetings with stakeholders will focus on the following areas:

1. School Success Plan
2. Student Achievement and Engagement
3. Staff Relationships and Communications
4. School, Home, Community
5. Staff Learning and Student Focus
6. Operational and Service Excellence

**STUDENTS**
(16-20 students: 4 groups of 4-5 students)

<table>
<thead>
<tr>
<th><strong>What do you like about your school?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Diversity, get a chance to meet people from different backgrounds that will last through to grade 12</td>
</tr>
<tr>
<td>- Some sports really fun, a little bit unorganized but other schools were involved.</td>
</tr>
<tr>
<td>- Can participate in some sport, but there are limits in some</td>
</tr>
<tr>
<td>- A lot of clubs – find your own place, chemistry club – participation in competitions, interact club – different causes around the world, skype conversation, raise money to help others in other countries</td>
</tr>
<tr>
<td>- Programs – more programs than other schools, something for everyone</td>
</tr>
<tr>
<td>- Gives students the opportunity to look at different cultures – diversity – learn to appreciate other cultures, forces you to learn &amp; interact</td>
</tr>
<tr>
<td>- Lot of clubs to get involved in - Reach, web, sports, home economic club, chess, athletic council, art club</td>
</tr>
</tbody>
</table>

**What would you tell someone who has never been at your school?**

- Anyone is accepted, not clique
- Great bursaries and scholarships available if you want to go to university or college
- Feel safe - If you were bullied – talk to guidance counsellors and school nurse, you can talk to them – easy to talk to teachers and administration, not intimidating

**What are you really proud of?**

- Academic awards, sports banquet – feel good about yourself, acknowledged for something |
| - 7/8 – vocal program |
| - Cooking class – make a lot of amazing food, for parent teacher nights, set up for a lot of events |
### MEETINGS WITH STAKEHOLDERS

The meetings with stakeholders will focus on the following areas:

1. School Success Plan
2. Student Achievement and Engagement
3. Staff Relationships and Communications
4. School, Home, Community
5. Staff Learning and Student Focus
6. Operational and Service Excellence

#### Who would students talk to, to get their ideas known?

- Ms. Brown, very easy to talk to
- Sports – to the sports council
- 7/8 – go to the Ms. Brown, for clubs it would be the teacher
- who is organizing it, listen to their ideas
- There are some 7-12 clubs and some are 7-8 and 9-12

#### What would you Change at CCVS?

- Wall colors need to be changed – raider colors
- How other people view CCVS – dirty school, old building
- Media seem to zero in on anything bad that happens here
- Over the last four years, the moral and pride has gone up dramatically
- Celebrate achievement in sports, students should be able to go to all sporting events
- Building is dull, needs to be brightened, no door handles on 4th street
- Teachers need to be more lenient re: student learning styles
- Depending on who your teachers are, they have a great impact on your future, caring individuals
- If students are engaged, teachers will help you excel

#### School Success Plan:

- Plan was discussed at the 1st professional development day in Sept. staff were asked to go into dept. groups and look at the two main goals
- Graduation rate and attendance are an issue

#### Student Achievement and Engagement

- Student projects – blown me away, won awards at car shows, they are engaged and doing something bigger than themselves.

#### Safe, Caring Inclusive School

- More handicapped buttons, attitude is here but building is not quite there yet

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**STAFF**

(8 staff members, to include teachers, support staff, custodial etc. at principal’s choosing)
### MEETINGS WITH STAKEHOLDERS

<table>
<thead>
<tr>
<th>PART 4</th>
<th>MEETINGS WITH STAKEHOLDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The meetings with stakeholders will focus on the following areas:</td>
</tr>
<tr>
<td></td>
<td>1. School Success Plan</td>
</tr>
<tr>
<td></td>
<td>2. Student Achievement and Engagement</td>
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<tr>
<td></td>
<td>3. Staff Relationships and Communications</td>
</tr>
<tr>
<td></td>
<td>4. School, Home, Community</td>
</tr>
<tr>
<td></td>
<td>5. Staff Learning and Student Focus</td>
</tr>
<tr>
<td></td>
<td>6. Operational and Service Excellence</td>
</tr>
<tr>
<td></td>
<td>• Cultures/languages – not seen as an issue here, nobody seems to care about gay students or Muslim</td>
</tr>
<tr>
<td></td>
<td>• Have worked through some inappropriate things in the past but they have been well handled</td>
</tr>
<tr>
<td><strong>Student Well-Being</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Home School and Community partnerships</strong></td>
<td>On the whole parents are very supportive and attend parent teacher night</td>
</tr>
<tr>
<td><strong>PARENTS, SCHOOL COUNCIL, COMMUNITY</strong></td>
<td>(4 parent/school council/school community members)</td>
</tr>
<tr>
<td><strong>School Success Plan</strong></td>
<td>Spoke about graduation success</td>
</tr>
<tr>
<td></td>
<td>Goals communicated - Briefly touched on at school council. Know about CREW. School success plan is a work in progress. Trish updates them.</td>
</tr>
<tr>
<td></td>
<td>• Good things miss being known, published – need publicity</td>
</tr>
<tr>
<td><strong>Student Achievement and Engagement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent happy with school and opportunities given to special needs students</td>
</tr>
<tr>
<td></td>
<td>• Students are given opportunities to get involved in most extra-curricular activities (Special Education students also)</td>
</tr>
<tr>
<td></td>
<td>• Grandson loves coming to the school</td>
</tr>
<tr>
<td></td>
<td>• Arts program is strong here. It doesn’t stand out but both children have taken arts and have excelled. School does not boast, underground, but very strong. A shame that it is not touted a bit more.</td>
</tr>
<tr>
<td><strong>Staff Relationships and Communications</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Good or bad you get information from teachers in real time. No surprises.</td>
</tr>
<tr>
<td></td>
<td>• Current issue with transgender student – washroom problem being looked at, confident that it will be resolved. School seems progressive to handle.</td>
</tr>
<tr>
<td></td>
<td>• 7-12 everything has gelled, parents happy</td>
</tr>
<tr>
<td><strong>School, Home, Community</strong></td>
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</tr>
</tbody>
</table>
### PART 4

#### MEETINGS WITH STAKEHOLDERS

The meetings with stakeholders will focus on the following areas:

1. School Success Plan
2. Student Achievement and Engagement
3. Staff Relationships and Communications
4. School, Home, Community
5. Staff Learning and Student Focus
6. Operational and Service Excellence

- Strong foundation here with last principal, and carried over with the current principal, always available
- Same council members do everything.

**Other Themes from Parent Interview:**
- SDC yard needs to be improved. (functional but not aesthetically pleasing)
- The transition from Kinsmen is still ongoing, staff still need support in meeting those children’s needs.
- Community partnerships need to help with the transition from school to community living more effectively.

- There are great things going on at CCVS that do not get recognized in the community and in local media.
- Physical Plant of the school needs more upkeep.

**COMMENTS:**

School Audit Team

The audit team noted a very friendly, open feeling to CCVS. Student interaction with adults in the building was very positive.

The audit team was particularly impressed with the positive environment that has been established in the Learning Commons at CCVS. Students used the space in a very positive, collaborative way throughout the day and even after school with the homework groups.

It was noted that student achievement has improved at the same time as greater staff collaboration has been occurring after the transition of CCVS to a 7 to 12 school.

The audit team heard time and time again how the students at CCVS should be commended in leading the way in creating a space where diversity is celebrated. CCVS should be commended on the diverse program offerings as well as extracurricular activities at the school. The audit team noted a conscious effort to celebrate student success and achievement in all pathways and programs.
PART 5  GENERAL NOTES

PART 6  ACTION AND NEXT STEPS

The audit team noted areas of excellence in the practice at CCVS that don’t necessarily occur in other schools. The school team is urged to share the promising practice identified in the audit with schools in their family of schools.

The team recommends that CCVS continue to lever the community partnerships to further enhance student engagement and their sense of relevancy to their learning.

The audit team saw student work posted, but suggests that student work can be used even more purposefully to improve student learning. For example the use of: co-created anchor charts, use of student created leveled work, math bansho.

The audit team recommends a focus for CCVS to be continued attention on academic programming and student engagement, for all pathways.

CCVS’s achievement data is showing improvement over time. The audit team recommends that the work being done in staff development in Differentiated Instruction and to start to develop a focused literacy plan 7 to 10.

There are very strong anti-bullying and Character Always programs and procedures in place at CCVS. The TTFM data indicates that there could be a benefit to focusing interventions at specific grade levels and perhaps holding student focus groups.

Administration has shared that there is a committee looking at improving the aesthetics of the SDC recreation area outside. This will respond to a concern that parents spoke about during interviews.

The audit team recommends that school administration continue to work with facility and plant to ensure that the school building is accessible to all students: gender neutral.
There are outstanding things going on at CCVS. The audit team recommends that CCVS continue to work on their communication plan in the community to raise the positive profile of CCVS in the community.

Financial Audit - to be scheduled and completed by Tracey Mayer, Manager of School Support/Internal Audit.

Social Media Audit - to be scheduled and completed by Cindy Peters, Communications Officer.

Thank you for your participation in the School Performance Audit process.

Information to assist you in your reflective journey to “high performance” can be found at this link:

School Performance Audits and High Performance