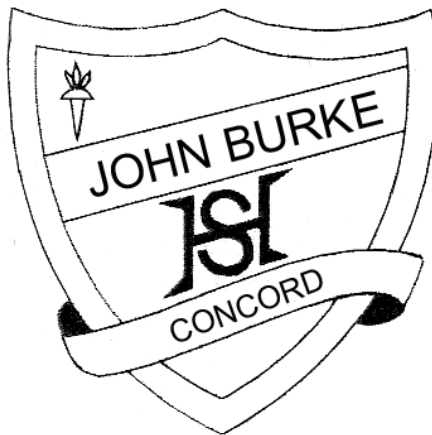


# John Burke High School

48 Main Street  
Grand Bank, NL  
A0E 1W0

## 2012-2013 School Development Report



"Where Students Come First"



### *Vision*

John Burke High School applies to create a community of respectful and enthusiastic citizens striving to reach their potential.

### *Mission*

The mission of John Burke High School is to provide a safe and respectful learning environment which promotes academic learning, healthy lifestyles and a cooperative relationship between home, school, and community.



A Message From  
**DARRIN PIKE**  
CEO/DIRECTOR OF EDUCATION

This school development plan for 2013-14 outlines your school's successes and highlights, while also determining the direction of the school in matters such as student achievement and professional development for the coming year.

The planning and execution of a school development plan is an important process that must be undertaken by the entire school community. A thorough plan lays the foundation for a productive and successful school year and will be beneficial to every member of the school community, most importantly the students of your school.

The school development plan contained in this report will be the final one completed under the strategic plans of the former English school districts. As we move forward with the development of a new strategic plan for the Newfoundland and Labrador English School District I thank our administrators, teaching staff, school councils and school communities for their efforts in developing and implementing the previous plans to ensure student success and achievement.

I look forward with great enthusiasm to the progress we are going to make as we build upon these school development plans and continue to provide a quality education for every student in our province.

Sincerely,

A handwritten signature in black ink that reads 'Darrin Pike'. The signature is written in a cursive, flowing style.

Darrin Pike  
CEO/Director of Education

## **Message from Principal and School Council**

### **Message from Principal**

The annual school development report is an opportunity to communicate with the school community the status of the School Development Plan and an overview of the student achievement on the provinces Provincial Assessments in Grade 9 and the Public Exam results.

During 2011-2012 the school underwent an internal and external review process that involved the collection of data from the school community on various aspects of the school. An analysis of this data determined the goals of the development plan for 2012-2015. This plan was verified by an external review process. The school development plan focuses on fostering wellness & caring, increasing effectiveness of communication and student achievement across the curriculum within an inclusive learning environment.

From reading this school report it is my hope that you gather a sense of where John Burke High School is as a school and the direction we are headed towards as a community of learners.

Principal – Paul Snook

### **Message from School Council**

It gives me great pleasure to greet you on behalf of the John Burke High School Council. I would like to take this opportunity, on behalf of the members of the School Council, to express our sincere thanks to the administration, the teachers, the student assistants, and the support staff for their commitment to our children.

The purpose of the school council is to develop, encourage, and promote policies and practices that will enhance the school and improve the level of student achievement and development in the school. We feel our efforts in these and other areas have made a contribution to the well being of our school. When meeting throughout the past year, we have regularly reviewed and contributed on the school development plan and its progress.

We will continue to work with the school in an active role to do whatever we can to move forward.

Once again we thank the school community for their efforts and accomplishments over the past year and look forward to another rewarding year to come.

Juanita Rose  
Chairperson

## **Overview of School**

### **Our School Community**

John Burke High School (JBHS) is part of the Newfoundland and Labrador English School District, the school located in the community of Grand Bank where it offers grade 8 – 12 to students in the communities of Grand Bank, Fortune and Grand Beach. The school has a population of 208 Students: 45 in Grade 8; 41 in Grade 9; 43 in Level I; 43 in Level II; 29 in Level III and 7 in Level IV.

The school has 14 teaching units which includes 2.25 special services, a 0.50 guidance counselor shared half-time between JBHS and Lake Academy, and a 0.2 learning resource teacher. Students at JBHS also receive services from the school board – speech-language pathology, hearing impairment and Educational Psychologist.

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

#### **Partnerships**

#### **Annual Awards Night**

Through the continued support of the families, business and the municipal councils of the Grand Bank – Fortune area, the school is able to provide graduating students with a range of academic and personal development awards.

#### **Take Your Kid to Work Day**

Grade 9 students participated in the annual Take Your Kid to Work day program which all students to start exploring career options in a practical way and gain a better understanding of career choices open to them.

#### **ScotiaBank**

ScotiaBank provided the school with a matching donation on what has become our annual lobster ticket sale.

#### **School Christmas Dinner**

School council provided students and staff with a Christmas dinner, Town Council members from Grand Bank volunteered in serving meals to students

## **College Day**

Level III students participated in the College of the North Atlantic's College Day event which exposes students to programs and services available at CONA.

## **Mental Health and Addictions Presentation**

Eastern Health provided Level III students with a presentation on mental health and addictions.

## **Grade 9 Junior Achievement**

Partnership with Junior Achievement NL, Scotiabank and Dynamic Air to provide students with direction on resume writing and job interviews.

## **Grade 9 Health Fair**

The school health team, public health and mental health and addictions held workshops for students on topics such as self esteem, healthy relationship, respect and character education.

## **Burin Peninsula Voices Against Violence**

Presentation to students on healthy relationships and sexual assault.

## **Moevember**

Students, staff, community members participated in the Moevember fundraiser for research on prostate cancer.

## **Shave for the Brave**

The students and Mr. Snook participated in the Shave for the Brave fundraiser in support of Young Adults Against Cancer Canada.

## **Safe Grad Partnership with CYN**

The school and the CYN partnered to provide the Level III students with a Safe Prom.

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

School Development Plans are revised yearly using the most current data available to the school. In this section, include an analysis of the school's most current data, including both quantitative and qualitative data gathered at the provincial, district and school level. This data, along with the evaluation of last year's objectives for each goal, help inform the development of the plan for the current year. **If the reporting of any of this data compromises the anonymity of students, it should not be included.**

The data presented in this section should be summarized using bullet statements as well as tables (see templates). Appropriate comparisons should be made to district and provincial data and standards where relevant. Explanatory notes should be included where applicable to assist in the interpretation of data.

Though all raw data pertinent to a school should be analyzed thoroughly at the school level, not all data needs to be reported in this section. This section should include:

### Provincial Assessment Data

#### Grade 9 English Language Arts

Grade 9 Enrolment = 34

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province	School	District	Province	School	District	Province	School	District	Province
Multiple Choice												
Poetic	86.7	85.3	85.2	53.9	65.4	64.7	63.7	67.3	66.6			
Informational	80.7	79.8	79.3	67.0	72.3	71.2	76.3	77.1	76.8	54.4	56.7	55.9
Constructed Response: Percentage of students achieving at Level 3 (i.e., grade level) or above												
Demand Writing	97.9	86.6	85.5	77.8	82.7	83.3	87.5	91.5	90.6	100.0	93.6	92.7

Poetic	71.1	74.3	73.2	53.9	62.9	61.4	95.1	92.6	91.9			
Informational	82.2	70.5	70.2	59.3	69.6	69.2	90.2	90.9	88.8	91.2	87.5	86.2

**What do these results tell us?**

**9-1 Derek Strang**

Overall, my class performed well on the provincial assessment. The class outperformed the district and province in all sections.

Demand Piece -creative writing

On the demand piece, 100% of the students either met or exceeded grade level expectations. This is compared to 94% for the district and 93% for the province.

Non-Fiction Reading - Open Response

On the non-fiction reading section, 100% of the students either met or exceeded grade level expectations. This is compared to 88% for the district and 86% for the province.

Non-Fiction Reading - Selected Response

The only area of concern was the selected response to the non-fiction reading. The class average for the section was 61.9%; although, this was above both the district (56.7%) and the province (55.9%). Although we did spend an amount of time practicing these types of questions, more time needs to be dedicated to this to ensure the level rises.

After analyzing the questions it seems that a lot of students had trouble with 4 areas: 1) identifying the “main purpose of the text”; 2) “analyze the tools authors use to achieve different purposes” (metaphor); 3) “What phrase best represents the meaning of this text?”; and 4) “Understand the significance of the symbol portrayed in the visual”. All higher level questions. Again, this needs to be addressed in future.

## 9-2 Dale Parsons

Overall results for the 2012-13 Language Arts Grade 9 CRT were excellent. We had 100% of students at or above grade level in demand writing, 91% of students at or above grade level in Non-fiction written response and 91% at or above grade level in Poetic Reading written response. In addition, all scores were well above district and provincial results for written response. However, one area of concern is Non-Fiction Reading multiple choice questions. Although at the top of our district, results were 1% below the provincial average. Increased attention to reading and understanding non-fiction texts and an emphasis on strategies to answer multiple choice questions will be implemented to improve this area.



## Grade 9 Mathematics

Grade 9 Enrolment = 34

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province	School	District	Province	School	District	Province	School	District	Province
<b>Multiple Choice</b>												
Number Operations	74.2	69.1	69.4	64.6	64.2	64.4	60.9	68.0	68.0			
Number Concepts	68.9	59.0	59.0	64.6	64.2	64.4	60.9	68.0	68.0			
Patterns and Relations	81.8	74.8	75.2	68.3	66.5	66.0	67.9	70.8	70.7			
Measurement	69.4	65.9	67.5	58.5	63.4	63.7						
Geometry	74.1	68.6	69.4	66.7	74.8	76.0						
Data Management and Probability	80.6	65.3	65.9	94.4	88.2	87.9	85.9	85.8	85.5			
<b>Constructed Response: Percentage of students achieving at Level 3 (i.e., grade level) or above</b>												
Number Operations	51.7	48.2	48.9	48.9	52.8	53.6	54.8	68.1	68.1			
Patterns and Relations	66.7	61.0	60.4	49.0	60.5	59.5	34.9	55.2	55.2			

### What do these results tell us?

This area was not assessed on the CRT.

**Public Exam data (4-year trend data (average final mark))**

Course	2009/10			2010/11			2011/12			2012/13		
	School	District	Province	School	District	Province	School	District	Province	School	District	Province
Mathematics 3204	47.8	61.1	61.7	52.3	61.4	62.0	40.9	62.6	62.8	52.3	60.6	61.3
Mathematics 3205	63.0	79.0	77.9		80.1	79.3	65.3	80.1	79.1	78.1	79.8	79.8
World Geography 3202	69.9	63.7	64.6	60.5	67.3	68.0	67.8	68.4	68.8	70.8	68.2	70.0
Biology 3201	61.9	64.1	64.4	54.9	64.8	64.0	67.2	66.1	65.9	66.0	67.5	66.5
Chemistry 3202	65.7	70.5	70.8	59.2	71.7	71.1	62.0	72.2	71.3	71.2	71.6	71.9
Physics 3204	68.5	70.8	71.0	50.0	74.4	74.0	65.8	74.6	74.5	81.7	74.8	75.0
English 3201	64.8	66.7	66.5	65.0	66.3	66.2	62.1	65.2	65.0	69.1	69.6	69.3

**What do these results tell us?**

Note, in some cases, performance below the Provincial average can be attributed to a particular area or areas in the curriculum. These areas can be identified by analysis of “sub-test” results. These areas if they exist should be identified.

Math 3204

This year, math scores in all subtest were below District and Provincial levels. The public exam mark was 12.1 points below the provincial average and 11.7 points below the district average,

Overall, the final marks were 9 points below the provincial average and 8.3 points below the District average.

Compared to 2012, all subtest scores increased from 2012 to 2013 in all subtests.

### Math 3205

This year, math scores in all subtest were below District and Provincial levels. The public exam mark was 2.6 points below the provincial average and 2.9 points below the district average.

Overall, the final marks were 1.7 points below the provincial average and 1.7 points below the District average.

Compared to 2012, all subtest scores increased from 2012 to 2013 in all subtests.

### World Geography 3202

For the year 2010 the final mark was a class average of 70, for 2011 it was 60, for 2012 it was 68 and for 2013 it was 71. You that see the average mark is somewhere around 69 or 70 for the past 4 years with the exception of 2011.

For the year 2013 we were above the district and province in most units with the exception of unit 4 (Primary Resources). My focus this year is to maintain a similar mark for the units on the previous year and try to improve the mark on Unit 4, Primary Resources. Obviously the mark from year to year cannot to increase. We hope to maintain 2013 levels with a slight improvement in Unit 4(Primary Resources)

### Biology 3201

The school results were below provincial average by 0.5%. This was to be expected with several students going into the provincial exam with failing/marginal marks. The school performed well in Unit 3, Genetics, where we were 2% above provincial average. However, students were below provincial average in the following units:

Unit 1: Maintaining Dynamic Equilibrium	- 3%
Unit 2: Reproduction and Development	- 4%
Unit 4: Evolutionary Mechanisms	- 5%

End of year results were slightly lower than this teacher expected. Focus will need to be placed on Units 1,2 and 4 to try to improve

results in this area.

### **Chemistry 3202**

I was pleased with the June 2012, Chemistry 3202 results. The Provincial public exam average score was 66.9%, the District was 66.3%, and the school was 65.2%. The Final Provincial score was 71.9%, the District was 71.6%, and the school was 71.2%.

In terms of trends, the Exam mark has increased from an average of 54% in June, 2011 to 65% in June, 2013. Likewise, there has also been a significant increase in the average overall Final mark from 59% in June, 2011 to 71% in June 2013.

### **Advanced/Academic/General Enrolment**

#### **Percentage of Students enrolled in Academic/Advanced/General Level III courses**

High School Enrolment = 200

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province	School	District	Province	School	District	Province	School	District	Province
Advanced Mathematics (Math 3205)	14.3	19.3	61.3	14.1	21.0	20.3	21.4	21.6	21.2	30.0	20.5	19.6
Academic Mathematics (Math 3204)	65.1	62.6	18.6	68.8	58.6	58.0	53.6	58.2	58.4	58.6	62.6	62.5
General Mathematics (Math 3206)	20.6	18.2	20.1	17.2	20.4	21.7	25.0	20.3	20.5	11.4	16.9	17.9
Academic English (English 3201)	82.2	76.8	75.0	80.4	77.3	74.2	88.2	79.3	76.6	70.5	79.0	76.5
General English English 3202	17.8	23.2	25.0	19.6	22.7	25.8	11.8	20.7	23.4	29.5	21.0	23.5

### **What do these results tell us?**

There has been a steady increase in the percent of students enrolled in Advanced Math, while the general enrolment has continued to drop. More students in the academic stream are taking advance math, and we have been able to keep a portion of the students who would have went into the general route into the academic.

The percentage of students enrolled in academic and general english do not correlate with the enrollment in academic and general math. This is due to the grouping of students in general english. The English 3202 course is comprise of grade 11 and 12 students, the English 2202 and 3202 are offered on alternating years.

## Graduation Rate and Status

### Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honours, Academic, or General

High School Enrolment = 200

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province	School	District	Province	School	District	Province	School	District	Province
Graduation Rate	84.4	91.6	92.6	93.8	91.4	91.7	90.6	92.5	92.7	88.1	94.2	94.2
Graduation Status												
Honours	21.1	26.9	24.6	20.0	29.5	26.3	13.8	30.5	27.7	35.1	31.6	29.6
Academic	44.7	41.5	39.0	33.3	41.8	40.8	37.9	40.8	40.1	40.5	39.8	38.6
General	34.2	31.6	36.4	46.7	28.7	32.9	48.3	28.7	32.2	24.3	28.6	31.8

### What do these results tell us?

The graduation rate has taken a small decrease due to one student who withdrew from school in May and another three who were eligible to graduate, however they did not successfully complete the graduation requirements.

Our general rate is higher than anticipated due to three students who did not pass Math 3204, resulting in them having a general status.

## Scholarships

### Total Scholarship/Bursary Offers

	2009/10	2010/11	2011/12	2012/13
Number of Students Awarded a Scholarship or Bursary				
Total (estimated) Dollar Figure Offered (all students)	\$6500	\$6500	\$6500	\$6500

### What do these results tell us?

The school hosts an Annual Awards Night in December during which students who have completed graduation requirements are eligible for scholarships in a variety of areas, some of which are academic based while others are character / activity based. These awards are reflective of the talent possessed by students.

In 2011/12 the award program was expanded to include recognition to those students who performed at a high level in course areas, such as fine arts, technology, math, etc.

## Report on School Development Plan for Previous Year (2 – 3 pages)

In the template below, write in the goal and objectives for each goal, and a brief evaluation of each objective (i.e., progress made to date in achieving the objective). The evaluation of last year’s objectives for each goal, with the analysis of the school’s current data, help inform the development of the plan for the current year.

An evaluation of each objective includes:

- Revisit the strategies and their respective indicators from the plan
- Determine which strategies were successfully implemented and which were not, based on the indicators
- Provide an explanation for those strategies that were unsuccessful

Included in this section is an **Operational Issues Report**. State the operational issues as outlined in the previous plan. List the actions that were taken to address the issues as well as comment, in the evaluation section, on how effective the actions were. If the issue was not adequately addressed, it should be carried forward to the current plan with new actions.

<b>Goal 1: To foster wellness &amp; caring in a safe &amp; socially just, inclusive school environment.</b>		
<b>Objective 1.1:</b> Improve student sense of safety at school.	<b>Objective 1.2:</b> Improve students sense of safety on the bus by June 2013	<b>Objective 1.3:</b> Increase student awareness around the concept of respect by June 2013.
<b>Strategies:</b> 1.1.1 Cyber bullying Presentation (completed) 1.1.2 Educate students/parents on the legal issues surrounding Facebook and other forms of social media through an information session ( <b>need to be looked at in September</b> ) 1.1.3 Improve Stand Up Day (ongoing, but new activities used this year). 1.1.4 Set up a mentoring program to support students who may be at risk. ( <b>need to be looked at in September</b> ). 1.1.5 Conduct school safety surveys twice a year, once in December and once in May. (completed, issues are reduced) 1.1.6 Provide training in First Aid /CPR fro students. (students and staff will have the course)	<b>Strategies:</b> 1.2.1 Preliminary survey to determine why students feel unsafe on the bus. 1.2.2 Administration meets with the bus drivers, to determine issues. 1.2.3 All members of the school community are clearly informed of the rules and consequences.  - <b>Issues no longer a worry for students therefore strategy will be replaced next year.</b>	<b>Strategies:</b> 1.3.1 Vine of kindness ( <b>ongoing</b> ) 1.3.2 Incorporate respect activities in bullying days including role plays such as Walk a Mile in their shoes which fosters respect for women. ( <b>ongoing</b> ) 1.3.3 Integrate respect activities into the curriculum including use of transgender examples where possible in all subject areas. ( <b>ongoing</b> ) 1.3.4 Designate a bulletin board in the school to promote respect through posters, etc. ( <b>to look at for September</b> ) 1.3.5 Implement PBS. - review



<p><b>Indicators of Success:</b></p> <p>1.1.1 Cyberbullying presentation is completed. <b>(completed)</b></p> <p>1.1.2 Students and parents are given necessary information pertaining to social media.</p> <p>1.1.3 Stand Up Day includes new and improved activities. <b>(completed)</b></p> <p>1.1.4 Mentoring program is established.</p> <p>1.1.5 Increased and improved data on student safety. <b>(completed)</b></p> <p>1.1.6 Training should be for at least 10 students. <b>(completed)</b></p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Survey completed</p> <p>1.2.2 Meeting with Administration and bus drivers has occurred.</p> <p>1.2.3 Rules and consequences are relayed to the school community via staff meeting, school council meeting, homeroom session, Synervoice message to parents and posts on the school website.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Regular additions of leaves to the vine. <b>(ongoing)</b></p> <p>1.3.2 Student participation in Walk a Mile in their shoes. <b>(look at for next year)</b></p> <p>1.3.3 Increased use of transgender examples in the curriculum.</p> <p>1.3.4 Regular use and updating of the respect Board. <b>(look at for September)</b></p> <p>1.3.5 PBS is in use and students understand and follow the expectations set out through the PBS model.</p>
---	---	---

<p><b>Objective 2.1:</b> Improve school-to-home contact using various forms of media.</p>	<p><b>Objective 2.2:</b> Improve communication among staff.</p>	<p><b>Objective 2.3:</b> Improve communication between school and students to increase student achievement</p>
<p><b>Strategies:</b></p> <p>2.1.1 Implementation of PowerSchool in the Fall 2012 as a communication tool.</p> <p>2.1.2 Continue the use of the automated telephone system, regarding late assignments and extracurricular announcements and release of public/CRT results.</p> <p>2.1.3 Increased use of the school website to inform parents of school activities and events.</p> <p>2.1.4 Update social media tools daily.</p>	<p><b>Strategies:</b></p> <p>2.2.1 Arrange periodic departmental meetings to collaborate on teaching strategies and evaluation.</p> <p>2.2.2 Provide more opportunities for teachers in different disciplines to collaborate on teaching strategies.</p>	<p><b>Strategies:</b></p> <p>2.3.1 Make clear expectations and definitions of procedures (define: “speaker and fine arts”) in class.</p> <p>2.3.2 Make students aware of opportunities for fine arts and French extra-curricular activities.</p> <p>2.3.3 Teachers will explore various ways to improve feedback (eg. annotated/checklist/rubric) on assessments to ensure student’s awareness of how to improve.</p>

<p><b>Indicators of Success:</b>  2.1.1 Use of PowerSchool by administration, staff and parents.  2.1.2 Continued use of SynerVoice.  2.1.3 School website regularly updated with new and current information.  2.1.4 Social media tools updated daily.</p>	<p><b>Indicators of Success:</b>  2.2.1 Minutes of meetings taken and posted in the staff forum of First Class and a hard copy posted in the staffroom.  2.2.1 More activities being completed in the classrooms that are collaborations of two or more subject areas.  2.2.3 Weekly memo posted in the staffroom conference.</p>	<p><b>Indicators of Success:</b>  2.3.1 Survey students.  2.3.2 Increased participation in previously listed activities.  2.3.3 Improved student achievement.</p>
---	---	---

<b>Goal 3: Increase student achievement across the curriculum within an inclusive learning environment</b>		
<p><b>Objective 3.1:</b> Increase academic performance in math.</p>	<p><b>Objective 3.2:</b> Increase academic performance in language arts.</p>	<p><b>Objective 3.3:</b> Identify students who are struggling academically.</p>
<p><b>Strategies:</b>  3.1.1 IRT Assignments  3.1.2 Provide students opportunities to enhance their mathematical skills outside of the classroom  3.1.3 Provide teachers more time to collaborate  3.1.4 Intervention Policy  3.1.5 Continue to use <b>21<sup>st</sup> century teaching practices</b>  3.1.6 Use past CRT/Public exam results as indicators of success and areas of concern.</p>	<p><b>Strategies:</b>  3.2.1 IRT Assignments  3.2.2 Provide students opportunities to enhance their mathematical skills outside of the classroom  3.2.3 Provide teachers more time to collaborate  3.2.4 Intervention Policy  3.2.5 Continue to use <b>21<sup>st</sup> century teaching practices</b>  3.2.6 Use past CRT/Public exam results as indicators of success and areas of concern</p>	<p><b>Strategies:</b>  3.3.1 Intervention Policy  3.3.2 Analyze report cards for students who may be struggling after each reporting period.</p>

<p><b>Indicators of Success:</b></p> <p>3.1.1 At the end of 3 Years CRT &amp; Public Exam scores increase.</p> <p>3.1.2 Number of Interventions decrease.</p> <p>3.1.3 Reduced Number of Office Referrals</p> <p>3.1.4 Lower General Programming Enrollment</p>	<p><b>Indicators of Success:</b></p> <p>3.2.1 At the end of 3 Years CRT &amp; Public Exam scores increase.</p> <p>3.2.2 Number of Interventions decrease.</p> <p>3.2.3 Reduced Number of Office Referrals</p> <p>3.2.4 Lower General Programming Enrollment</p>	<p><b>Indicators of Success:</b></p> <p>3.3.1 At the end of 3 Years CRT &amp; Public Exam scores increase.</p> <p>3.3.2 Reduced Number of Office Referrals</p> <p>3.3.3 Lower General Programming Enrollment</p>
---	---	--

**Operational Issues Report 2012-13**

<b>Year</b>	<b>Issue</b>	<b>Action</b>	<b>Evaluation</b>
2012-13	Storage Areas	To be tidied up and de-cluttered before school closes June 2012.	<i>Completed</i>
	Security Doors	Contact the school board to find out the status of the doors being installed.	Completed
	Blinds	Set up a fund to raise money to put blinds in all windows.	Two classrooms to be finished
	Bussing (Extra for after school)	Contact the school board re: the possibility and cost of acquiring a late bus for two afternoons a week.	Awaiting review of bussing operations
	Lawn Mower	Ride on lawn mower has been purchased through cost share with the board.	Completed
	Bussing Pick up and Drop off Procedures	Brainstorming several possible options with regards to pick up and drop off of students with the goal of picking the safest and most efficient procedure possible.	A plan has been submitted to the Board, awaiting funding.
	Curtains for the gym stage	Set up a “curtain” fund to raise money to replace the curtains on the stage in the gym.	Completed.