

BEACONSFIELD JUNIOR HIGH SCHOOL

2010-2011 School Development Report



Beaconsfield Junior High's Mission Statement

The community of Beaconsfield is committed to excellence. In a safe and caring environment, we recognize diversity and strive to encourage knowledgeable, responsible and caring individuals who will develop as lifelong learners and good citizens.

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OFFICE OF THE DIRECTOR



CEO/Director of Education:

Chairperson: Milton Peach, B.A., B.A.(Ed.)

Ford Rice, B.A., B.Ed.,M.Ed.

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.

C.E.O./DIRECTOR OF EDUCATION

Message from Principal

As the new Principal, I am very impressed and proud of our students' achievements, programs, services, and the School Development Plan which are outlined in this Annual School Development Report for the 2010-2011 school year.

This report is intended to capture some of the highlights which have happened in our community. Beaconsfield Junior High has had success due to all of students, teachers and parents/guardians working together to provide an enhanced learning environment.

Each member of Beaconsfield Junior High community is valued and plays an important role in making our school so successful. Let's continue to commit to a partnership of continuous improvement and positive experiences for all in our community.

Along with Ms. Hillier, Assistant Principal, I look forward to another great year of building on the great work evidenced in this report. We are proud to serve this community.

Sincerely,

Edward A. Connolly B.A., B.Ed, M.Ed

Principal

Message from School Council

It is our pleasure to bring greetings on behalf of the School Council. Many activities and initiatives have already started for the 2011-2012 school year at Beaconsfield Junior High of which we as a School Council are very proud.

To the wonderful staff, thank you for caring and supporting our school community and its many endeavors, as well for your dedication to your profession.

To the parents of Beaconsfield Junior High., thank you for your continued involvement in our school. Your interest as well as your child's participation helps to strengthen many of the wonderful activities and opportunities available at our school. It is through this ongoing support that we can continue to strengthen many of our positive school programs.

Our members are pleased to work with and support the school's administration, staff, and students in the development and implementation of the School Development Plan.

We look forward to working with the administration, staff, students and parents to represent the best interest of our children.

Sincerely,

Paula Dingle, Chair
On behalf of our school council

Overview of School

Our School Community

Beaconsfield Junior High School, located in the beautiful Waterford Valley, is a Grade 7-9 school of 417 students. Our school zone includes children who live in Kilbride, Sesame Park, Richmond Hill and east of Topsail Road (including areas such as Hamlyn Road and the vicinity and extending to Anspach Street and Glenview Terrace). Our students normally range in age from 12 years to 15 years old. At the Grade 7 level, we have two Late French Immersion classes with a combined enrollment of 50 students. Also at the Grade 7 level, there are an additional 4 classes of English stream students, which an average class size of 19 students. Similarly at the Grade 8 level, there are two Late French Immersion streams with 23 and 23 students respectively. There are 4 English stream classes at this level with an average of 25 students in each class. At the Grade 9 level, there are two classes of Late French Immersion with 16 and 17 students respectively, and 5 English classes with an average of 22 students per class. There are a total of 19 grade specific homerooms.

Our teaching staff is made up of 33 staff members. In that number, provision is made for a full time Principal, a .75 Assistant Principal who also teaches Physical Education, and a .85 Guidance Counselor. Our school size allows us to have five Department Heads, one in each of the following subject areas: Language Arts, Mathematics, Science, French and Social Studies. Besides coordination duties for their departments, these teachers also teach full-time. We have a .56 Learning Resources person, who is also responsible for technology and two Gr. 9 Language Arts courses. We have a full time Physical Education teacher, a Design Technology teacher, a Home Economics teacher, a Classroom/Choral Music teacher, an Instrumental Music teacher who is also the Art teacher. In our Special Services, we have 5.75 Special Education teachers. Beaconsfield has access to Speech Language Pathology services, Hearing and Vision Itinerant services and Educational Psychologist services as needed.

Key Highlights/Special Projects

Student Council

Each year our student body elects a Beaconsfield Student Union (BSU) as a way of promoting student involvement and ownership of various school activities. Elected members initiate activities with the purpose of promoting a positive atmosphere and high level of inclusion. Such events include creating a haunted house during Halloween, acting as masters of ceremonies and hosts of school assemblies and events, and organizing a school talent show. They also take an active leadership role in fund raising projects such as the Run for the Cure and Thanksgiving food drive. Through their participation in the planning of events such as school dances, spirit week and student reward days to name a few, the leadership of the BSU provides a voice of the wants and needs of all students. The overall effort makes Beaconsfield a better place for both

staff and students, and provides countless learning and leadership opportunities both in and out of the classroom.

Math

The 2010-2011 school year was quite active for the Math Department. Students participated in a variety of activities while staff took advantage of Professional Development opportunities and explored the co-teaching model. Several of our students in each grade level participated in the Canadian National Mathematics League competition. The highlight was a group of grade 9 students placing in the top ten percent in Canada. Beaconsfield also had two teams of four students participate in the Junior Math League Competitions. These competitions are great fun for our Math-Letes. Also, the entire school population participated in a fun day of math activities centered on the number pi. Listening to Pi songs, a memorization contest, a scavenger hunt, as well as a pineapple recess treat were a hit with all students.

Teachers were given the opportunity to develop strategies for Inclusion. Professional Development days were spent learning Differentiated Instruction strategies which could be easily employed in math classes. Also, some teachers in grade 7 were able to collaborate as co-teachers. This experience was very positive for both the teachers and the students.

Our staff and students had many accomplishments in the 2010-2011 school year and we hope to continue to offer our students a variety of experiences.

Social Studies

During the 2010-11 school year, grade Eight students had the opportunity to participate in the school Heritage Fair. As a result of placing at the school level, three students went on to the Heritage Fair Regional's which was held at McDonald Junior High. Grade 8 Social Studies students and teachers embarked on their annual field trip to The Colony of Avalon in Ferryland. Also, the Social Studies Department were active with the Terry Fox walk in October and the Remembrance day ceremony.

Science

The Science department in conjunction with Technology saw all grade 7 students research and design an invention. Projects were chosen and students went to the Avalon Mall to showcase their inventions with other schools in the Eastern School District in a non-competitive display of work.

In an attempt to help our students set goals and start thinking about future endeavours Beaconsfield students were given many opportunities to experience career and educational choices. The grade 9s participated in the "Take your kid to work" day, Career Cruising, and a

presentations from post secondary institutions including MUN, CNA and the Marine Institute. Tours of the Marine Institute were also conducted for all Grade 9 students. Ms. Brooker had the opportunity to take 15 students to the Women in IT conference held at the College of the North Atlantic. The grade 8 students also got a taste of future careers with a Career Fair held in the Resource Center, presentations were made by the RNC, Fire Department, NL Power and many others.

Music/ Art

At Beaconsfield Junior High, in keeping with support for Arts Education, our music and arts program continued to be active. In November and December, soloists and small choral and instrumental ensembles from the Choir and Band Program performed at Chapter's and Music City respectively. The purpose of these performances were three-fold: to encourage our students to share their gift of music, to build community spirit-student, parent and teacher and to build partnerships with the business community. In doing so, all stakeholders benefitted from these experiences. The profit from Chapter's (@\$700.00) was returned to the students at the year-end school award assembly. The profit from Music City helped purchase music supplies for our school programs. Students throughout the year performed in many assemblies and concerts (Christmas, Spring, Remembrance, BJH Variety show) It is important that we continue to encourage students of all disciplines in Arts Education to share their gifts and talents to the school community. Another musical highlight of the year was the formation of a teacher-parent choral group for the BJH Irish Night. Having this group practice and perform provided many hours of fun and laughter and contributed to positive growth in building school community spirit. The Avalon East District Band continued to have representation from Beaconsfield Junior High. The Band provides an enrichment opportunity to those students who audition and achieve a high level of playing proficiency. The band and choir had plans in place to do an "Excursion Around the Bay" to Placentia. Due to a busy month of May, plans had to be postponed until the school year 2011-2012.

Beaconsfield Junior High School submitted a number of entries to the Newfoundland and Labrador Arts and Letters Competition. This competition is sponsored by the Government of Newfoundland and Labrador.

French

This year, our total enrollment in the Late French Immersion program stood at approximately 130 students. We had two streams at each grade level with class size ranging from 17 to 26. English-stream students completed Core French programming. Two school trips were undertaken- the grade 7 LFI classes voyaged to St. Pierre in May with four accompanying teachers. Another group of 25 students travelled to Quebec City and Montreal for a 6 day, 5 night French experience. Le carnaval d'hiver provided excitement: a city's pride on display. We learned of the city's history through reenactments at Mortello Towers, we walked the Plains of Abraham, walked within the city's fortified walls, visited the citadelle and even ate breakfast at

the parliament building. The carnival's mascot Bonhomme, visited our group (a true honour indeed), we watched several teams row across the ice filled Fleuve Saint Laurent and participated in some games and activities ourselves. Comments from students upon our return were "C'etait le temps de ma vie!" et "Je suis fatigué!".

Duke of Edinburgh

The Duke of Edinburgh Award is a programme that encourages youth to be active, to participate in new activities and pursue current interests in four different areas; community service, physical recreation, personal skill, and adventurous journey. It offers young people the opportunity to set goals and achieve results in fun and challenging ways. Beaconsfield began its first Duke group in October under the leadership of Ms. Genge and Ms. Brooker. A total of 17 students participated in the qualifying hike from LaManche to Brigus South as the finale of the year and the Bronze Award.

Safe and Caring Schools

In May, 2005, Beaconsfield Junior High was designated as a member of Peaceful Schools International (PSI)... As a member, our school is committed to a safe and caring school community. To this end, many initiatives were put into place. These include an Anti- Bullying policy, Lockdown and Secure School policy, Transition policy, Positive Behavior Support and Behavior Matrix, policies.

The teachers who serve on the Safe and Caring Schools (SACS) committee visited each homeroom at the beginning of the year and outlined the steps needed to take when a student is bullied. As well, the consequences for bullying were also highlighted. It is made very clear at Beaconsfield that bullying will not be tolerated.

In order to ensure students are safe should an outside and or inside threat occur, all homerooms had three practice drills in the Lockdown and Secure School Safety model. As well, ten Fire Evacuation drills were also carried out. Parents should be reassured that their child's safety is of utmost importance and is taken very seriously. Finally, an exterior intercom system has been installed so that all visitors to our school are screened before entry is permitted. The school has video cameras inside and out in compliance with ATIPP.

Between classes, it has been necessary to enforce a transition route because of the school's narrow corridors. With all students traveling in the same direction there is less chance that our younger and smaller students will bump into the older and bigger students when moving from class to class.

To recognize and reward positive behavior, the SACS committee introduced the Positive Behavior Support (PBS) model. As a result, the Saxon Smiley's and Smarties was created. In

addition to these reward systems, PBS also outlines expectations of behaviors, the Behavior Matrix, in various settings both throughout the school, on busses, outside on school property and outside venues when students are representing the school. At all times students are encouraged to be respectful and responsible. Assemblies are held regularly to recognize positive behaviours.

The SACS committee also oversees projects. Last year, these projects included Operation Christmas Child, Christmas Hampers and Christmas Shopping, Pancake Breakfast, War Child Canada, GULU Walk, Stand Up to Bullying, Gossip Free Day, Haiti Relief Fundraiser, Terry Fox Run, and Shave for the Brave, Coats for Kids, Breakfast Club, Open Cupboard, Haiti Relief, Hurricane Igor.

We recognize at Beaconsfield Junior High that school culture is very important. Students at the Junior High level come to school to socialize and we try to balance their need for social interaction with academic success. Plans were set last year to promote our school culture. The House League system is just one example of how we intend as a committee to promote a love of our school and a true Saxon Spirit. The house league here at Beaconsfield is part of our safe and caring schools initiative with enhanced positive school culture as its ultimate goal. It consists of six houses; the Red Raiders, the Blue Chieftains, The Gold Invaders, The Green Warriors, the Black Knights, and the Silver Spartans. Each house has a Grade 7, 8, & 9 homeroom with roughly the same number of members. Houses are awarded points for participation in various activities throughout the year. Some of the events include: Terry Fox contribution, performance of house chant, Christmas hamper efforts, dress for theme days, friendly competition during Spirit Week activities. At the end of the year the house with the most points holds the prestigious honor of having their name engraved on the trophy. In addition to this, we plan to display the Behavior Matrix in lexans throughout the school. We will fly our PSI and Canadian flags in the gymnasium for all to see. "Street Signs" promoting character tenets were permanently placed in the school corridors, and Resource Center Pillars were created containing "good will messages".

Beaconsfield Junior High War Child Club

The War Child club is a group that studies the conditions of children in war torn countries. They raise monies through various events and donate those monies to the registered charity War Child Canada. The club membership hovers at around 50 students who are globally aware and who believe that we all have a role to play in making the world a better place, one child at a time. The focus of this group is civic responsibility and character education. Fundraisers such as Halloween candy bags, water and bake sales provide funds and promote awareness of conditions of life in developing and war-affected countries. The War Child club also provides monthly sponsorship for a foster child in Cambodia and is instrumental in organizing the World Vision 30 Hour Famine at Beaconsfield. The Famine participants have raised over \$1000 each year.

Thank you to the SACS committee, staff, students, and parents who have helped with all the initiatives and projects during the past school year. We look forward to your continued support.

Athletics

During the 2009-2010 school year, Beaconsfield Junior High continued their long standing tradition of an active athletics program. Basketball was well represented with a male and female team in each of grade 7, 8, and 9. Volleyball had teams compete in both male and female at the grade 8 and 9 level. Soccer had a male and female team that competed in the fall. We also had students compete in the annual fall cross country competitions. Our school also had a female cheerleading team comprised of students in grade 7, 8, and 9.

Wellness

Our after school wellness program continued last year. Each day after school the gym is reserved for students and staff to participate in variety activities. Activities included strength and conditioning, ultimate frisbee, basketball, dodge ball, floor hockey, and martial arts.

Community

As part of our ongoing commitment to our community, the students, staff, and parents here at Beaconsfield took part in the national campaign Shave for the Brave which supports young adult cancer in this province. It was a great success with over 30 participants and almost \$4000 presented to the foundation on the schools behalf. We are hoping this will become an annual event.

Partnerships

Summary of School Fundraising

Last year Beaconsfield sold tickets on a Trip for four to Disney World. The school raised close to \$18000. Prizes to students totaled \$1300 and the remaining funds were put towards upkeep of technology, purchase of equipment for the music program, purchase of consumables, the year End Awards Assembly and helping subsidize various school programs.

This year all fund raising monies will be used towards the upkeep of technology (LCD bulbs, keyboards, etc), purchase of consumables and upgrades in regards to Music and physical Education equipment. We will also use the funds for our Awards Ceremony held in June. During the school year, this money will help subsidize our Open Cupboard Lunch Program, Breakfast Program and Christmas Hampers.

We are hoping to fund raise \$20, 000. 00

In November, Beaconsfield Junior High partnered with Chapter's and hosted a fun-filled fundraising event. A percentage of the proceeds of the purchases for the evening were fundraised for the school awards program. It was also a fun tonight for the entire school community of students, parents and teachers.

Each year, Beaconsfield has a year end student scholarship and awards assembly. Many businesses have contributed to the overwhelming success of this event. Each year, we provide approximately \$5000.00 worth of prizes and awards. Yearly support comes from Cougar Construction, Lawlor's Trophies and Engraving, the Vera Perlin Society, the Canadian Progress Club, the Geoff Walsh family, Chartwells, LifeTouch, the Village Shopping Mall and Newfoundland Resources. Sobey's and the Kids Eat Smart Foundation are sponsors of our Breakfast Program. Last year at the year end assembly, we presented the Fry Family Foundation Junior Leadership Award, (Horizons), valued at \$1,200.00 for attendance at Memorial University of Newfoundland and Labrador to Cody Donaghey, one of our grade nine students.

3-4 Year School Development Plan

Goal 1: To improve student assessment practices to better inform instruction

Year	Objective 1.1	Objective 1.2	Objective 1.3
2009-10	To improve student assessment practices to better inform instruction	To develop inter-disciplinary approaches	To provide opportunities for students to develop spiritually and morally in a multi-culturally environment
2010-11	To improve student assessment practices to better inform instruction	To develop inter-disciplinary approaches to include other subject areas.	
2011-12	To improve student assessment practices to better inform instruction	To develop inter-disciplinary approaches	

Year	Objective 1.4	Objective 1.5
2009-10	To develop a clear understanding of the roles of student support services and subject teachers within the inclusion model	To develop a clear understanding of how to support students who are meeting and/or exceeding curriculum outcomes.
2010-11	To develop models of inclusionary practices	
2011-12	To implement inclusionary practices	

Goal 2: To create a positive school culture and climate

Year	Objective 2.1	Objective 2.2	Objective 2.3
2009-10	Increase and encourage participation in wellness	Improve student safety and build a respectful school environment	Encourage parental involvement in all areas of school community
2010-11	To continue to increase and encourage participation in wellness	Consistently maintain behavior matrix throughout the school	To continue to encourage parental involvement in all areas of school community
2011-12		Consistently maintain behavior matrix throughout the school	

Year	Objective 2.4
2009-10	Motivate students to contribute to the school
2010-2011	Motivate students to contribute to the school
2010-2012	

Operational Issues

Year	Issues	Issues	Issues
2009-2010	Sliding walls solidified to enable better teaching and learning	To improve air quality within the school building.	To improve the heating supply in the building.
2010-2011	Upgrade available technology in each classroom	To repair and replace gym floor	To improve air quality within the school building. To improve the heating supply in the building.
2011-2012	To improve the outside environment through upgrading of exterior facilities to allow for more student activities		

Report on School Development Plan for Previous Year (2009-2010)

During 2009-2010, we continued to work on strategies to help us achieve our goals for Beaconsfield Junior High. We identified areas where we had achieved success and we recognized that success with all staff, students and all shareholders of Beaconsfield Junior High. We will continue to work on our current goals and objectives while recognizing that this is a working document and it will reflect the ever-changing needs in our junior high school.

Beaconsfield 1 Year School Development Plan Sept. 2010– June 2011

Goal 1: To meet the needs of all learners through varied and diverse instructional approaches.		
Objective 1.1: To continue to improve and analyze student assessment practices to better inform instruction	Objective 1.2: To develop inter-disciplinary approaches to include other subject areas.	Objectives 1.3: To develop models of inclusionary practices
<p>Strategies:</p> <p>1.1.1 Continue to explore ways to access assessment data through Eclass/Win school/First-class</p> <p>1.1.2 Continue to use results from CRT and common assessments to inform instructional decisions and assessment</p> <p>1.1.3 Encourage professional reading of resources related to best assessment and inclusive practices</p>	<p>Strategies:</p> <p>1.2.1 To explore ways to utilize the LRT within the inclusion model</p> <p>1.2.2 To examine ways to refine and improve the current Social Studies, Language and LFI cross curricular project.</p> <p>1.2.3 To develop cross curricular projects among other disciplines.</p>	<p>Strategies:</p> <p>1.3.1 To continue to develop an understanding and appreciation for the roles of the IRT and classroom teacher in the inclusion model.</p> <p>1.3.2 Employ a variety of co-teaching strategies in the inclusive classroom</p> <p>1.3.3 Obtain common planning time to allow for collaboration and sharing in the areas of math and English lang. arts</p> <p>1.3.4 Examine ways to implement the inclusion model through classroom scheduling</p>

<p>Indicators of Success:</p> <p>1.1.1 Compile E class data using First class to facilitate departmental discussions <i>(was utilized within the ELA dept, however, needs to be reviewed this year)</i></p> <p>1.1.2 To develop instructional strategies based on CRT results to make improvements in constructed response questions in Math <i>(ongoing within the Math Dept)</i></p> <p>1.1.3 More varied assessment practices and instructional strategies within the classroom <i>(yes, ongoing within the various depts.)</i></p>	<p>Indicators of Success:</p> <p>1.2.1. To have classroom teachers meet with the LRT and IRT to create interdisciplinary units <i>(Elemental Superhero project was completed between Science 9 & ELA 9 & LRT)</i></p> <p>1.2.2 Students show increased participation in the completion of the research project <i>(have to review the data to see completion rates were higher)</i></p> <p>1.2.3 Additional cross-curricular project before June 2011 <i>(Elemental Superhero)</i></p> <p><i>Indicators of success need to be reviewed – current indicators speak only of cross-curricular and interdisciplinary, not technology integration</i></p>	<p>Indicators of Success:</p> <p>1.3.1 Students needs met and improved instruction through the co-teaching models <i>(students needs were met in some classes through co-teaching)</i></p> <p>1.3.2 Students needs met and improved instruction through the co-teaching models <i>(Co-teaching strategies are bring implemented more frequently and seems beneficial to students – need to check data results to confirm)</i></p> <p>1.3.3 Common planning time once a month as a pilot school <i>(did not occur once a month in the school day, but it did occur in monthly dept. meetings)</i></p> <p>1.3.4 Math and LA classes will collapse from 7 to 6 classes and classes will be backed <i>(Math and ELA at grade 9 are collapsed from 7 to 6 classes with 2 groups of 3 classes backed; Math and ELA at grades 7 & 8 have 2 of the 4 classes backed)</i></p>
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Financial	Professional Development/Time Required
<p>1.1.3 Professional reading material (\$500)</p> <p>1.3.2 Teaching supplies to facilitate DI in the classroom (markers; colored paper; scissors; calculators, etc....)</p> <p>1.2.3 Money for guest speakers and resource materials</p>	<p>1.2.1 PD team building / Inclusion model (October 15, 2010)</p> <p>1.3.3 Substitute time from the department for common planning</p> <p>1.2.1. Substitute time from the department for common planning with the LRT</p>

Goal 2: To create a positive school culture and climate		
Objective 2.1: Increase and encourage participation in wellness after school	Objective 2.2: Consistently maintain behavior matrix throughout the school	Objective 2.3: Encourage parental involvement in all areas of school community
<p>Strategies:</p> <p>2.1.1 Implement new activities identified from Student survey: Floor Hockey/Dodge</p> <p>2.1.2 To continue to encourage students to participate in Annual Energizing Day</p> <p>2.1.3 To repair and maintain Cardiovascular equipment</p> <p>2.1.4 To explore and investigate ways to accommodate bussed student into our after school program</p>	<p>Strategies:</p> <p>2.2.1 To continue to educate and remind students of the proper behavior in different school settings.</p> <p>2.2.2 To refine the reward system for BPS</p> <p>2.2.3 Explore the displaying of the Pillars of Characters within the school building</p> <p>2.3.4 To examine and analysis data collected as it relates to student behaviors</p> <p>2.3.5 To develop strategies to address behaviors of identified Red Zone students</p>	<p>Strategies;</p> <p>2.3.1 Invite parents in for open information session (to be held during Curriculum night) led by members of school council</p> <p>2.3.2 Continue to increase PR \ volunteer requests to parents through use of mass email (K-12 Planet) & school website and through a newsletter outlining specific volunteer opportunities. Letter to be sent home in report cards and reinforced during parent –teacher interviews)</p> <p>2.3.3 Create a more positive persona of the junior high in the eyes of parents through informing the parents of student successes in all areas</p> <p>2.3.4 To have an OPEN HOUSE during the spring of each school year so as to showcase BJH and students. Contact feeder schools students and parents with an invitation to attend</p> <p>2.3.5 To formal recognize volunteer parents during the year end assembly.</p>

<p>Indicators of Success:</p> <p>2.1.1 Increased student participation Ball <i>(new activities have been implemented as identified by the student survey. Floor hockey, dodgeball, yoga/pilates, strength and conditioning have been offered in our After School Wellness program)</i></p> <p>2.1.2 All student will participate<i>(Our Energizing Days was a tremendous success. This was an enjoyable day for students and staff. It is recommended this day be planned again)</i></p> <p>2.1.3 Equipment will be repaired<i>(To date, this has not been met. Meeting this objective will require allocation of funds and clarification on the chain of protocol regarding the repairing and inspecting of cardiovascular equipment)</i></p> <p>2.3.4 Increase after school participation<i>(This objective has been explored. Contact was made with Metrobus (day pass) and they were unable or unwilling to offer assistance. Contact was also made with Coleman's through their grants for wellness program and that was also unsuccessful).</i></p>	<p>Indicators of Success:</p> <p>2.2.1. Behavior Matrix displayed in lexans throughout the school <i>(achieved)</i></p> <p>2.2.1 Classroom instruction on behavior matrix at the beginning of the school year <i>(ongoing)</i></p> <p>2.2.2 Recognition in monthly assemblies <i>(ongoing. Recommended student committee to take on more leadership in the actual planning/running of assemblies i.e. student council under the direction from the teacher's assembly committee. Could incorporate skits etc... from 2.2.1)</i></p> <p>2.2.2. Introduction and use of the Saxon Smarties and the Who's a Saxon Awards pad <i>(ongoing)</i></p> <p>2.2.3 Pillars of Character displayed in the Resource Centre <i>(being explored by SACS. Suggested incorporation of student ideas/input. May open up to parent involvement to incorporate objective 2.3)</i></p> <p>2.2.4 Red Zone students identified <i>(Data collected by SACS)</i></p> <p>2.2.5 Decrease in discipline reports on Red Zone students <i>(Unable to assess; however, we believe with the number of students sent to district school, and the number of students with reduced schedules, there is an apparent decrease.)</i></p>	<p>Indicators of Success:</p> <p>2.3.1 Increased parental attendance in school<i>(on curriculum night, schedule a strictly parent volunteer session versus all call in the gym prior to classroom sessions)</i></p> <p>2.3.2 Increased feedback and participation from parents<i>(specific volunteer opportunities should be on a sign up basis, presented to parents during curriculum night, parent teacher interviews, etc... As well, rather than included in newsletters, K12 Planet, in order to highlight its importance an individual letter should be sent home addressing volunteers opportunities (ie. Insert with report card)</i></p> <p>2.3.3 Increase in positive communication between school, students and school community<i>(in addition – increase awareness of achievement assemblies (SACS, etc...) by extending invites to parents)</i></p> <p>2.3.4 Attendance of Grade 6 parents as a means to enhance transition<i>(at the beginning of the year, set a specific date for open house and extending invites to feeder schools)</i></p> <p>2.3.5 Increase in parent volunteer in the school</p>
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Objective 2.4 Motivate students to contribute to the school
<p>Strategies</p> <p>2.4.1 Establish an assembly committee to recognize student achievement and house league assessments 2.4.2 Implement recently developed policy concerning detention through the SACS committee 2.4.3 To foster respect for self and responsibility through the incentive program of Saxon Smiley / Smarties 2.4.4 To create a website to showcase student achievement 2.4.5 Encourage participation from former students/community in mentoring and developing talents of students in various fine arts disciplines</p>
<p>Indicators of Success:</p> <p>2.4.1 Assembly committee with have monthly assemblies to recognize student achievement and house league assessments. <i>.(yes, has become part of school calendar)</i> 2.4.2 Lunchtime detentions instead of after school will be held on a regular basis (all staff has work together to make this a strategies to deal with late) 2.4.3 Increase in the number of Saxon Smiley / Smarty tickets distributed (Yes) 2.4.3 Encourage all teachers to recognize student personal success through the use of the “Who’s a Saxon” pad (yes) 2.4.4 Monthly assembly; BJH Brag Board; School Website (not completed yet) 2.4.5 Website launched by January 2011 2.4.5 Increase in number of former students and community members participating in fine arts</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>2.1 School clothing to foster a sense of school spirit and belonging.</p> <p>2.2 \$3500.00 + to purchase and protect with Plexiglas/laminate large, visible behavior matrix signs for specific areas of the building.</p> <ul style="list-style-type: none"> - Pay wellness guest instructors - Money for house rewards - Pillars of Character <p>Money for repairs to equipment</p>	

Operational Issues for 2010-2011

Operational Issue	Intended Action
1.1 To have sliding classroom walls solidified to enable better teaching and learning.	Submit email to district office outlining concerns about the movable walls in our school. (Emails sent, still in progress)
2.1 To lobby for the replacement of windows that are leaking and nonfunctional.	Submit email to district office outlining concerns about the leaking windows in our school. (<i>New windows installed throughout all of the school</i>)
3.1 To improve air quality in the building.	Air quality surveys completed by staff members and administration. Work with district and implement procedures to improve air quality in our building. (<i>Still in progress</i>)

Summary Report on the School's Most Current Data

CRITERION REFERENCE TESTS

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	80.7%	77.2%	70.3%	71.0%	85.7%	85.1%	63.5%	64.7%
Informational	83.1%	78.1%	70.3%	83.1%	79.2%	79.3%	72.6%	71.2%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	84.0%	86.2%	83.6%	83.0%	90.1%	85.4%	88.7%	83.3%
Poetic	80.6%	73.0%	82.4%	79.5%	72.1%	73.1%	67.5%	61.4%
Informational	86.1%	77.5%	75.8%	75.5%	72.8%	70.1%	72.5%	69.2%

Analysis Constructed Response (Paragraphing)

- Students at Beaconsfield scored 5.4 percentage points higher than the province and 6.0 percentage points higher than the district in the demand writing section of the CRT.
- The results also show that our students scored 6.1 percentage points higher than the province and 4.7 percentage points higher than the district in the poetic constructed response sections of the test.
- Beaconsfield students also scored 3.3 percentage points higher than the province and 2.9 percentage points higher than the district in the informational constructed response section of the CRT.

Analysis Selected Response (Multiple Choice)

- The results show that our students scored slightly higher than the province and the district in the informational reading section of the assessment.
- However, Beaconsfield students scored 1.2 percentage points lower than the province and 1.9 percentage points lower than the district in poetry multiple choice section of the CRT.

Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	58.2%	60.3%	52.3%	55.8%	66.2%	69.5%	56.0%	59.1%
Number Concepts	69.9%	68.9%	38.2%	39.3%	57.8%	59.0%		
Patterns & Relations	61.1%	59.3%	64.5%	68.9%	69.2%	75.4%	54.9%	62.8%
Measurement	56.4%	55.1%	59.4%	59.9%	60.6%	67.6%	64.0%	65.7%
Geometry	51.7%	55.4%	56.6%	61.8%	64.8%	69.4%		
Data Management & Probability	64.3%	63.2%	55.2%	53.7%	64.2%	65.9%	75.0%	79.4%

- The 2010-2011 CRT was the first since implementing the new *Math Makes Sense* curriculum. Comparisons of this data to previous years CRT's may not necessarily reflect accurate trends.
- On the 2011 CRT, Beaconsfield students overall have performed below the Provincial average in all strands.
- When compared to previous years, Beaconsfield students in 2011 performed below average in the Number and Patterns strands and above average in the Measurement/Geometry and Data and Probability strands.
- Beaconsfield students performed significantly lower than the province in the area of Patterns and Relations and significantly lower than previous years.
- Further data provided on the Department of Education website (http://www.education.gov.nl.ca/sch_rep/2010/reports/MT11SCH.pdf) indicates that Beaconsfield students performed at or above the average of other metro area schools.

School Development Plan for Current Year

The vision of the the Eastern School District is the empowering all students to achieve and succeed. Its mission is that by 2011, the Eastern School District will have enhanced achievement and success for all students within a healthy, active, safe, caring, and socially-just learning environment. As a school under the direction of The Eastern School District, our school development plan aligns with the district's plans. To improve our academic achievement, we are looking at our instructional approaches so that we can meet the needs of our students. By creating a positive school culture and climate here at Beaconsfield Junior High, we want our students to be healthy and active in a safe, caring and socially -just environment. This year we are looking forward to working on this plan with all of our students, staff, families and community partners.

This year the school community is in the midst of change due to reorganization of schools in the Metro St. John's region of the Eastern School District. Our feeder school paradigm has somewhat changed.

I.J. Samson Junior High closed in June of last year and the grade seven student have now been rezoned to Beaconsfield. Similarly, St. Mary's Elementary school has been rezoned to feed to us for grade seven. Hazelwood still retains its current feed to us; however, the two elementary school in Cowan Heights, St. Matthews and Cowan Heights have been reconfigured to be permanent Kindergarten to grade 7 schools. In effect, these students have been reconfigured to now come to us for grade 8 and grade 9.

All this change is taking place within the context of building a new West End High School in the city to which we will feed our students. Until that is built, we will feed our students to Bishop's College or Booth Memorial High School, depending on their original zone.

We intend to stay with our current three year plan for this year. In September 2012, with many new members joining our community, we will engage in the School Development process to write a new three year plan for our school community.

Operational Issues for 2011-2012

Operational Issue	Intended Action
Sliding walls solidified to enable better teaching and learning	Submit emails to district office outlining concerns about the movable walls in our school. To continue to discuss this issue with appropriate district staff whenever possible.
To improve air quality within the school building	Air quality surveys completed by staff members and administration. Work with district and implement procedures to improve air quality in our building.
Upgrade available technology in each classroom	Continue to use money from fundraising events to add extra technology in our classrooms
To improve the heating supply in the building.	Submit email and make phone calls to appropriate district staff about improving the heating supply in our school as it is not consistent.

Appendix A – Summary of School Fundraising

This year all fund raising monies will be used towards the purchases of technology such as Smart boards and projectors, computers, etc... We will also use the funds for our Awards Ceremony held in June. During the school year, we will provide money for our Open Cupboard Lunch Program and Christmas Hampers.

We are hoping to fund raise \$15, 000. 00