
Brother Rice Junior High

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Annual School Development Report 2009-2010

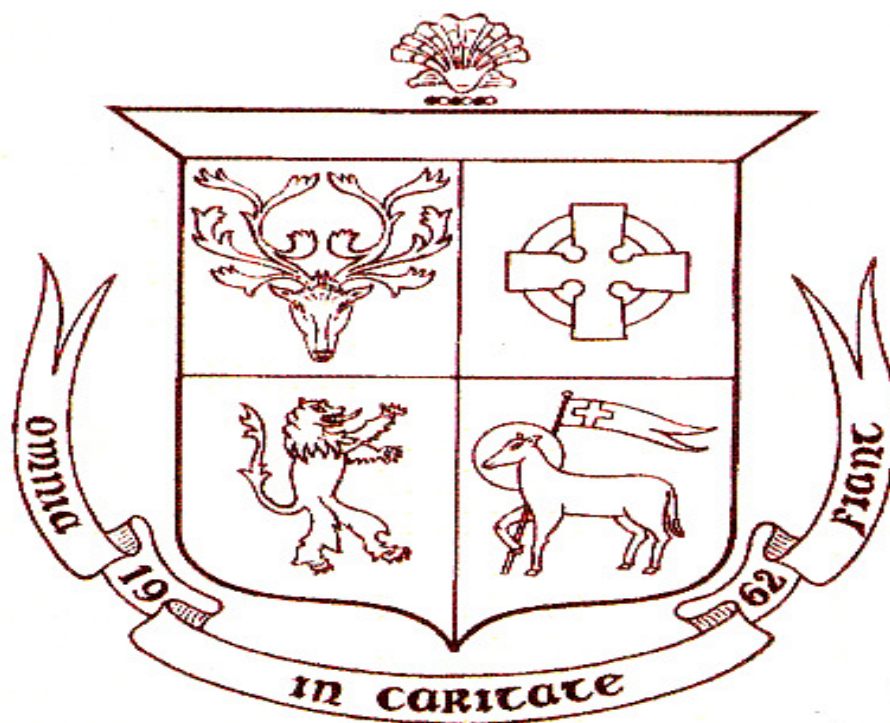


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Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

Message from Principal

Brother Rice Junior High School proved to be an exciting and challenging learning environment for the 2009-2010 school year. Keeping with tradition, our vision continued to be the development of the student as a whole with academics and safety as our primary concerns. We fully believe each and every child deserves a program that will afford them the opportunity to have success in all aspects of their school life.

This past year, as part of the School Development process, we participated in an external review by a group of our peers in the Education system. Students, parents, teachers, administrators and School Council members were given the opportunity to express their opinions on a multitude of topics within the Brother Rice school community. The experience was a positive one where many commendations and recommendations were shared with the ultimate goal of moving our school forward. As a staff, we will aggressively implement the recommendations from the Report to improve the quality of education our students receive on a daily basis.

On behalf of the Administrative team, I would like to thank the School Development team and the entire staff for investing the countless hours of time in helping move our School Development plan forward. We are 100% confident that our investment of time and energy into this plan will pay huge dividends to students in years to come. As with all activities in our school, students will be the primary beneficiaries of this investment.

I would also like to thank all stakeholders in the Brother Rice Junior High School community. With a common goal of improved student achievement, the school community has once again offered their unconditional support with initiatives such as: Breakfast program, First Lego League Competitions, Student Curriculum related trips, Musical performances, Athletics, Science and Historical Fairs, Drama, and many other wonderful opportunities for students to avail of. We are confident our school community will continue to grow and improve.

Yours in Education
R. Peter McDonald
Principal, B.SC., B.ED., Dip. Ad.Teacher. Ed., M.Ed.

Message from School Council

Brother Rice Junior High School Council consists of members who are representatives of parents, teaching staff, and the community at large, who work together to make shared decisions toward the common goal of improving the learning community at Brother Rice.

The School Development process has been essential in the development of the plan to focus on student achievement and assisting in the development and maintenance of a safe and caring environment for our students. We strive to maintain a school wide perspective on issues and encourage parents and community members to partner with us in our endeavors.

The Council wishes to acknowledge and thank the staff, students and school community for their efforts and accomplishments over the past year. We look forward to continuing the School Development Plan and we also look forward to working with the school board in the next school year.

Sincerely,

Bruce Little

School Council Chair

Overview of School

School Mission Statement

Our mission at Brother Rice is to develop the full potential of every child in our care. We aim to educate the whole child and to further intellectual, social, emotional, and physical development. We do this mindful of the fact that parents are the first educators of their children and that we work in conjunction with the home to further children's development and growth.

Our School Community

Brother Rice Junior High is a part of the Eastern School District, which has 122 schools with approximately 44,000 students, 3800 teaching and support staff. Our school has a current enrollment of 360 students and offers a curriculum program in both English and Early French Immersion from grades 7 to 9. The average class size is 25 students in the English program and 27 students in the French programs. Over 80 students in our school receive special services support. Brother Rice serves the inner city of St. John's from the downtown area as far west as Jensen Camp Road. Approximately 175 of our students are bussed to school.

Brother Rice has a total of 30 full and part time educational staff, which includes 16 classroom teachers and 5 special services personnel. We have 2 full time administrators, 1 full time guidance counselor, 2 specialist units in the areas of music, physical education and technology education. We have 1 full time teaching unit for the LEARN program. We are using one teaching unit to provide .5 numeracy support and .5 literacy support. We have the support of 6 student assistants as well as access to District Office personnel including speech pathologists, educational psychologists, and behavioral itinerants. The school has one full-time secretary, a day custodian and 4 fulltime/part-time evening maintenance staff.

Our school offers the prescribed curriculum in grade 7 through to grade 9 in both English and Early French Immersion programs. From September to January we had 5 special education units to meet the non-categorical and pervasive needs in our school. In January we received .5 of a special education unit to help address some of the more serious pervasive needs. These teachers offer individualized programs for students through the development and implementation of the IEP/ISSP process.

Key Highlights/Special Projects

Mathematics

The mathematics department at Brother Rice Junior High School consists of eight teachers, who work cooperatively throughout the year. As a department, our goal is to

encourage the development of our students as critical thinkers and confident problem solvers in everyday life. We strive to achieve this goal through a variety of teaching and learning strategies. In addition to unit tests and quizzes, students display their mathematical knowledge through problem solving, journal writing, reflections and portfolios. The incorporation of projects into our curriculum not only links mathematics with other subjects but also connects math with everyday life.

The mathematics department applies learning mathematics through other disciplines and the use of multiple intelligences, as well as cooperative learning. The inclusion of other members of other departments helps to foster the use of multiple intelligences and cross-curricular development. In an attempt to supplement classroom teaching, our math teachers hold regular weekly extra help sessions throughout the year. Ultimately, we want our students to experience success and develop confidence in mathematics. In addition to developing a responsible work ethic, we want them to have fun. We want to empower our students to become responsible citizens, critical thinkers and lifelong learners, which is a goal consistent with the entire staff at Brother Rice.

We encourage participation in Mathematics Contests and Competitions throughout the year. The Grade 7 and 8's participated in the Gauss Contest in May and performed really well.

Students also participated in our annual "Pi" contest where the top students who were able to recall the most digits of pi got to pie a teacher of their choice.

This year, our students were again involved in the Junior High Math League competitions sponsored by Memorial University of Newfoundland and Labrador. Our students enjoyed the opportunity to compete with other students from around the district and to challenge their mathematical ability.

As well, some of our grade nine students participated in the University of Waterloo Mathematics National Pascal Competition. We are pleased to announce that Brother Rice placed fifth in our zone and eighth in the province. We had four of our students placed in the top 25% of all the students who wrote across Canada. They were: Zach Northcott, James Bryson, Dennis White and Ian Scott. Each of these students received a Certificate of distinction and Zach Northcott received a medal for obtaining the top mark at Brother Rice.

Science Department

Prepared by: Kim Gosse (Science Department Head)

The Science Department has had another busy and successful year. Throughout the year there were a variety of Science related initiatives, field trips and new curriculum implementation.

Our Grade 7 students all participated in a project called *I cubed*. This initiative involved students creating an invention and then investigating and researching how to market their invention. They learned about patents, prepared a financial report and built a prototype of their design. The Science Department held a school Invention Convention in March and 37 students from our school attended the Local Invention Convention in May at the Avalon Mall.

Also in March the Science Department held a School Wide Science Exhibition that displayed a variety of Science Fair projects from Grade 8 and 9 students. Eight students were chosen to attend the Regional Science Fair at the College of the North Atlantic in April. Our students represented our school quite well at this Regional event.

In May, to tie in with the unit on the Earth's Crust, Grade 7 students visited the Johnson Geo Centre. During this field trip they had an opportunity to further enhance their learning about rocks and minerals as well as view the various exhibits offered by the centre.

This year a new Grade 9 Science curriculum was implemented provincially. This curriculum involves many new and exciting changes for Intermediate Science. It includes units such as Chemistry, Reproduction, Electricity and Space.

Throughout the year all the Science classes had the opportunity to learn both in the classroom and in the lab environment. As the school year came to an end students were busy preparing for final exams. There were many tutorials offered throughout the year and particularly at year-end to accommodate the need for extra study.

French Department

By: Carol A. Powell Department Head

The French Language Department at Brother Rice Junior has experienced a good level of success this year and we are looking forward to an increased number of French Immersion classes in September. This year we had a total of four French immersion homeroom classes and in September, will have five. The vast majority of our English stream students follow the Core French programme and a very high percentage have a positive experience.

Our immersion students, as always, achieved a high level of success and we had strong numbers of our grade 9 Core French students choose French at the high school level. This is always very encouraging. Our students earned much recognition and success in their undertakings. We were represented in the Regional French Public Speaking contest in the EFI category. Our immersion students also performed quite well at the Regional Science Fair, the Heritage Fair, and in our Math competitions. Our immersion students were also

representatives in the English public speaking programme and were the leaders of the athletic and music fields.

The Brother Rice French Department strongly believes in the importance of travel to French milieus in order to enhance the language experience. 3 night/4 day excursions to St-Pierre were offered to all of our Grade 8 students and this year we had record numbers who participated in this venture. All students attended the Francoforum where they were immersed in language and culture. An Easter trip to France and Italy was offered to our Grade 9 students and again we had a record number of students partaking in this very worthwhile activity – 17 students and chaperones. This summer, we have eight students who received a bursary from the Provincial/Federal government and will study in Québec for three weeks this summer. It is a wonderful opportunity and we are pleased that so many of our students expressed an interest.

Our focus for September will be to continue the excellence which we have achieved. There will be a new resource introduced at the Grade seven level of EFI in September and we will also work on a smooth implementation. We will also ensure that our Core French classes are as positive and as engaging as possible. With the installation of Smartboards in all of our classes, and with the expectation that all teachers will have access to this technology in the near future, we are very confident of our success.

English Department

Overview:

At the Intermediate School Level, the English Language Arts program is designed to develop the student's knowledge and strategies in speaking, listening, reading, viewing, writing and other ways of representing meaning. A number of specific activities in the program were designed with the outcomes for these strands in mind.

Activities

Visiting Artists Program:

The Visiting Artists Program provided funding to Brother Rice Junior High School to invite several local artists to the school. Ms. Janet McNaughton visited the school and held several book talk sessions as well as creative writing sessions with the grade 7 and 8 classes. This initiative was under the auspices of Ms. K. Yetman and Ms. P. Noseworthy.

Literacy Initiatives

Literacy Teacher

Several initiatives were undertaken this year. The grade 7's, upon entering the school, were assessed in vocabulary and comprehension. Students were identified for intervention and the literacy teacher provided in-class support throughout the year in classes 7-1, 7-2, and 7-3. The support was provided in the area of English Language Arts and Math. This intervention was deemed as having significant value. Its implementation

for the 10/11 school year will be in accordance with the literacy intervention model of the board.

Read and Relax

This initiative is under the umbrella of the Literacy Committee which in turn is under the umbrella of the School Development Team. This literacy committee was inactive this year. There was no apparent chair or actual committee.

However, during Education Week, all students, teachers and administration were encouraged to spend 20 minutes a day reading. Everyone was expected to have something to read for this 20 minute period. The intent of this initiative was to increase awareness of the importance of reading and to promote reading for enjoyment. This was also modeled by teachers.

Literacy Power Gr. 7, 8, and 9

This program has seen its second year of implementation. It was implemented to reinforce important areas of the curriculum and to address areas of need for the entire school population. Literacy Power resources were available to teachers at grade 7, 8 and 9. The resource booklets are a valuable tool in promoting literacy.

Cross-Curricular Study

A cross-curricular study was completed in cooperation with the Social Studies Department. This was related to the Heritage Fair. The study was a great success. The school year 2010/11 will include increased emphasis on cross-curricular activities.

Buzz Words

A number of buzz words common across curriculum areas were identified for all grades and posted in classrooms and around the school. The intent of these lists was to promote use of the terms in testing and classroom situations.

Curricular Activities

Other unit activities included newspaper writing/designing, foldables, Photo-story 3, role-playing, video connections and persuasive/argumentative essay writing.

Romeo and Juliet Grade 9

Once again this year the Romeo and Juliet competition was held with great success and increased student participation. The "Whose Line Is It Anyway" competition had all grade 9 classes involved in a round robin tournament for the coveted swords.

The music department entertained the audience with music from the Renaissance era. Teachers from several departments at Brother Rice staged a scene from the play. This was facilitated by Ms. P. Noseworthy and Mr. J. Dooley.

Heritage Fair

Three students competed in the provincial Heritage Fair competition. One student placed in the competition. This was facilitated by Ms. K. Yetman and Ms. E. Grandy.

Canspell Competition

One student represented the school in the Canspell competition. All grade 7 and 8 classes competed in-house and one student competed at the provincial level. This initiative was facilitated by Mr. J. Dooley.

Poetry and Creative Writing Competition and Activities

Several students from Brother Rice representative of all grade levels participated in the Arts and Letters Competition offered by the provincial government. One student won an award for short story writing.

Public Speak-off

One grade 9 student participated in the Eastern School District Public Speaking Showcase at the District School. As well, one grade 8 student participated in the Skills Canada Speaking component and received Bronze.

Special Services Department

One of the highlights for the Special Services Department is the celebration of Christmas with our second annual Christmas Dinner for our students. With generous donations from Fortis Properties, Coleman's, and several teachers on staff, the students, administration, student assistants and teachers enjoy a turkey dinner with all the trimmings. Students also enjoyed a special Christmas dessert prepared by Chef Roary McPherson from the Sheraton Hotel.

Partnerships

Brother Rice has coupled with outside agencies/individuals to enhance the co-curricular and extra-curricular opportunities for Students. These partnerships have helped support students' personal development and student leadership skills

Go Girls - group for girls sponsored and facilitated by Big Brothers Big Sisters Association. This group promotes healthy living and empowers young girls. Brother Rice is in planning stages to pilot a similar group for boys Winter of 2011.

Careers Initiatives and liaison with Michelle Park - YRAS funding for Student Leadership and career activities as well as implementation of Career Cruising.

RNC liaisons around issues like Drug Abuse Resistance and Violence Prevention - MAZE Program and STRIVE Program for Grade 8s that deals with issues like Cyber bullying and Internet Use.

Partnership with ACT the Alliance for the Control of Tobacco with initiatives like World No Smoking Day, poster contests and information for students.

Safe and Caring Schools - Grant for project involving collaboration of International Club, Student Leadership group, and ANC/SWIS worker

Tuition for Tutoring Program within school community - high school students tutor junior high students - a partnership with HHM to promote academic achievement.

Drama Club initiative between Brother Rice and outside individual from Boy Scouts Organization.

International Club - liaisons with School Settlement Worker and Association of New Canadians to promote integration of new students into our school community and link them with school activities and initiatives e.g. Day of Tolerance and other Social Justice committees.

Student Leadership - with over 60 students now involved, we have decided to create three Student Action Teams:

Green Team - Recycling and environmental awareness group with Student Leadership partners with MMSB on weekly recycling

Student Awareness and Information Team - to work with parents and feeder school community around student orientation needs and extra or -co-curricular supports available at the school.

Social Justice Team - to raise student awareness and support initiatives that foster social awareness and global issues e.g. Day of Tolerance, HIV and Aids Awareness etc.

3-4 Year School Development Plan

The 3-4 year School Development Plan outlines a school's **goals** and **objectives** over the life of the plan.

Goal 1: *Brother Rice Junior High will teach and assess each student to meet diverse learning needs.*

Year	Objective	Objective	Objective
2009-10	To improve student literacy and reading comprehension	To improve student work ethic, motivation and ownership of learning	To improve student success in all core subject areas
2010-11	To use diverse strategies to meet student needs in Mathematics	to use DI/Inclusive strategies to meet the needs of diverse learners	to further enhance communication regarding IEP/ISSP/Pathways
2011-12	Continue with 2010-11 objective	Continue with 2010-11 objective	To continue to move toward full implementation of the Inclusion Model

Goal 2: *Brother Rice Junior High will provide and support leadership opportunities for parents, students and staff.*

Year	Objective	Objective	Objective
2009-10			
2010-11	To increase parent awareness and involvement in their child's academic potential and social wellbeing.	Use varied strategies to enhance student leadership and motivation.	To acknowledge every staff member at Brother Rice as a leader
2011-12	to continue with objective 2.1	Continue with 2010-11 objective	Continue with 2010-11 objective

Goal 3: *Brother Rice Junior High will create a safe, socially just and healthy environment for all.*

Year	Objective	Objective	Objective
2009-10	Increase school wide initiatives that make students and staff feel cared about and safe.	Increase student and teacher ability to manage behaviors that impact on school climate	to review and implement PBS in our school community.
2010-11	Brother Rice community will promote	Brother Rice community will	

	and support mental, physical and social health and wellness.	implement Positive Behavioral Supports within our school to create a safer and empowering environment for all.	
<i>2011-12</i>	Continue with 2010-11 objective	Continue with 2010-11 objective	

Report on School Development Plan for Previous Year (2009-10)

In the template below, write in the goal, objectives for each goal, and a brief evaluation of each objective including any recommendations or commendations. The evaluation column of the template, though brief, should indicate if the objective has been achieved.

Goal 1. Student achievement will be increased in 2009-10		
Objective 1.1 To improve student literacy and reading comprehension	Objective 1.2 To improve student work ethic, motivation and ownership of learning	Objective 1.3 To improve student success in all core subject areas
Commendations 1.1 <ul style="list-style-type: none"> • the use of .5 of a teaching unit for literacy support • Involvement in French and English public speaking competitions • Visiting Artist program • Cross-curricular study between English and Social Studies • Renaissance Fair 	Commendations 1.2 <ul style="list-style-type: none"> • Honor roll recognition at assemblies and on wall displays • Participation in Pi contest, Math League, Gauss Contest, Heritage Fair • Field trips to Geo Centre • Renaissance Fair 	Commendations 1.3 <ul style="list-style-type: none"> • the use of .5 of a teaching unit for numeracy support • Participation in I Cubed and the Invention Convention, Science Fair • Travel trips to St. Pierre and Europe • Consistent use of foldables
Recommendations 1.1 <ul style="list-style-type: none"> • to pursue allocation for a literacy support teacher for the next school year • implementation of more cross-curricular projects 	Recommendations 1.2 <ul style="list-style-type: none"> • recognition of academic success at all reporting periods • greater use of field trips that link to curriculum outcomes 	Recommendations 1.3 <ul style="list-style-type: none"> • to pursue allocation for a numeracy support teacher for the next school year • use of foldables and other DI strategies in more subject areas

Report on School Development Plan for Previous Year (2009-10)

Goal 2. By 2009, the school community and teaching staff will promote and support a safe and Caring School environment.		
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<p>Objective 2.1 Increase school wide initiatives that make students and staff feel cared about and safe.</p>	<p>Objective 2.2 Increase student and teacher ability to manage behaviors that impact on school climate</p>	<p>Objective 2.3 to review and implement PBS in our school community.</p>
<p>Commendations 2.1</p> <ul style="list-style-type: none"> • special school wide breakfast events • Go Girls program • Leadership group • Stand Up to Bullying initiative 	<p>Commendations 2.2</p> <ul style="list-style-type: none"> • More consistent use of Winschool to track student conduct issues • After school detention program • Acknowledgement of attendance issues 	<p>Commendations 2.3</p> <ul style="list-style-type: none"> • Tracking of student behaviors
<p>Recommendations 2.1</p> <ul style="list-style-type: none"> • Continue to build partnerships with school community 	<p>Recommendations 2.2</p> <ul style="list-style-type: none"> • Focus on student attendance issues 	<p>Recommendations 2.3</p> <ul style="list-style-type: none"> • Post matrix in school

Summary Report on the School's Most Current Data

CRITERION REFERENCE TESTS

We recognize that our students have achieved below district and provincial levels for the 2009-10 school year. We are analyzing the results at the department level and with department heads, as a committee. We are committed to addressing these needs and improving our CRT scores. We are, however, encouraged by the improvement in our individual school scores over the past three years.

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	82.1%	79.4%	75.6%	77.2%	66.4%	71.0%	85.0%	85.1%
Informational	74.3%	74.5%	76.1%	78.1%	66.4%	83.1%	77.8%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	80.9%	83.5%	92.5%	86.2%	71.6%	83.0%	85.3%	85.4%
Poetic	66.7%	71.1%	69.7%	73.0%	59.6%	79.5%	50.9%	73.1%
Informational	65.3%	75.7%	73.1%	77.5%	53.6%	75.5%	63.8%	70.1%

Grade 9 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	55.4%	59.5%	#N/A	60.3%	38.6%	55.8%	60.5%	69.5%
Number Concepts	45.7%	47.1%	#N/A	68.9%	38.2%	39.3%	47.4%	59.0%
Patterns & Relations	49.7%	55.6%	#N/A	59.3%	54.4%	68.9%	69.1%	75.4%
Measurement	45.7%	55.3%	#N/A	55.1%	37.4%	59.9%	50.1%	67.6%
Geometry	59.0%	69.4%	#N/A	55.4%	38.7%	61.8%	62.4%	69.4%
Data Management & Probability	45.9%	48.6%	#N/A	63.2%	41.9%	53.7%	61.8%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	29.4%	32.5%	#N/A	51.0%	26.0%	44.5%	32.6%	48.9%
Patterns & Relations	38.2%	32.5%	#N/A	61.3%	35.0%	57.0%	42.5%	60.4%

School Development Plan for Current Year

1 Year School Development Plan

School Development Plan 2010-2011

Goal 1: <i>Brother Rice Junior High will teach and assess each student to meet diverse learning needs.</i>		
Objective 1.1: Use diverse strategies to meet student needs in Mathematics	Objective 1.2: to use DI/Inclusive strategies to meet the needs of diverse learners	Objective 1.3: to further enhance communication regarding IEP/ISSP/Pathways
Strategies: 1.1.1 include basic skill practice and review while developing new concepts (games, manipulatives, hands-on activities) 1.1.2 do a learning styles inventory through homerooms for all grade levels 1.1.3 use Math learning centers at all grade levels 1.1.4 communicate through newsletter and website of Math activities and eligibility for competitions 1.1.5 integrate Smart Board technology	Strategies: 1.2.1 LEARN teachers meet with teachers who are working with LEARN students to discuss student needs 1.2.2 each department will assess (with a view to increase) and plan for use of guest speakers, field trips and special interest days 1.2.3 Department heads will share CRT results with entire staff 1.2.4 Acquire Grade 6 CRT results from feeder schools 1.2.5 each department will specify at least 1 DI strategy that will be implemented in the subject area 1.2.6 encourage students to attend Parent-Teacher interviews with their parents 1.2.7 teachers will use individual reports from Winschool to inform students of breakdown of marks	Strategies: 1.3.1 invite input from all involved personnel for IEP/ISSP meetings 1.3.2 teachers of each homeroom will meet on students with identified exceptionalities 1.3.3 review of procedures for pre-referral, referral, and role in IEP/ISSP/Pathways during first staff meeting 1.3.4 subject teachers will become more familiar with modifying outcomes for P3 students 1.3.5 develop a plan to continue to meet the needs of pervasive students
Indicators of Success: 1.1.1 improved results on basic skills concept quizzes 1.1.2 learning styles inventories completed 1.1.3 completion of learning centers once a unit 1.1.4 monthly news letters 1.1.5 use of Smart Boards	Indicators of Success: 1.2.1 meetings will be held 1.2.2 increase in guest speakers, field trips and special interest days 1.2.3 results of CRT results are shared at staff meeting 1.2.4 results acquired from feeder schools in first term 1.2.5 the strategies are identified and implemented 1.2.6 students attend PT interviews with parents 1.2.7 teachers use individual reports	Indicators of Success: 1.3.1 input received/meetings held 1.3.2 teacher meetings held 1.3.3 review of procedures occurs 1.3.4 PD provided for subject teachers 1.3.5 development of a plan by Special Services team

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.2 possible costs associated with purchase of inventories 1.1.3 \$2000 for supplies for math learning centers 1.2.2 costs for guest speakers (\$500? per speaker), bus rentals (\$80 ?per bus), subsidizing student registration costs 1.4.2 \$10 000 to acquire reading materials 1.4.3 \$200 per class for manipulatives 1.4.4 \$1000 to purchase dictionaries for both languages	1.1.3 collaboration time to create Math learning centers 1.1.4 PD time for teachers to learn more Smart Board strategies 1.2.1 collaboration time with LEARN teacher and subject teachers 1.2.5 PD time for all teachers on DI strategies (1 closeout day) 1.2.5 collaboration time for teachers on DI 1.2.7 time for teachers to become familiar with individual reports in Winschool 1.3.4 PD time for teachers to collaborate concerning modifications for P3 students (.5 closeout day)

Goal 1: <i>Brother Rice Junior High will teach and assess each student to meet diverse learning needs.</i>		
Objective 1.4: Use diverse strategies to meet student needs in English and French		

<p>Strategies:</p> <p>1.4.1 English department will meet with program specialist to discuss strategies to address poetry concerns</p> <p>1.4.2 replenish and update the variety of reading materials in the LRC to accommodate all reading levels in both languages</p> <p>1.4.3 supply each class with manipulative materials (leads, scissors, glue, etc.) to achieve viewing and representing objectives</p> <p>1.4.4 supply each class with dictionaries for both languages to achieve vocabulary building, independent reading outcomes</p> <p>1.4.5 reintroduce common terminologies across curriculum areas</p> <p>1.4.6 reintroduce the Relax and Read program</p>		
<p>Indicators of Success:</p> <p>1.4.1 meeting occurs</p> <p>1.4.2 acquisition of reading materials for the LRC</p> <p>1.4.3 supply of materials received</p> <p>1.4.4 supply of dictionaries</p> <p>1.4.5 vocabulary posters displayed in all classrooms</p> <p>1.4.6 Relax and Read program reintroduced</p>		

Goal 2: Brother Rice Junior High will provide and support leadership opportunities for parents, students and staff.		
Objective 2.1: To increase parent awareness and involvement in their child's academic potential and social wellbeing. Year 2 objective – to continue with objective 2.1	Objective 2.2: Use varied strategies to enhance student leadership and motivation.	Objective 2.3: To acknowledge every staff member at Brother Rice as a leader
Strategies: 2.1.1 Provide an initiation package for all new parents to be distributed at Sept parent meeting and post online. 2.1.2 Provide an info sessions for parents regarding one of the following ie: bullying, homework, organization, CRT results etc, and creating a calendar online displaying such info. with RSVP. 2.1.3 Contact parents of those students who are having limited success by Synrevoice, email, radio and newsletter, etc (at reporting times) and remind them to attend PT interviews. 2.1.4 Contact parents via Synrevoice, email, radio and newsletter, etc regarding volunteer opportunities (ie. Breakfast Club, Field Trips, Resource Center, etc)	Strategies: 2.2.1 Hand out course outlines, post outlines on school website by department, post outlines on bulletin board in classrooms. 2.2.2 Monthly homeroom awards for student achievement, preparedness, attitude, ownership, etc. 2.2.3 Weekly Synrevoice messages regarding attendance and missed work (tie Synrevoice into email). 2.2.4 Post tutorial and homework club schedules on school website, bulletin boards and reinforce with monthly Synrevoice messages and newsletters. 2.2.5 More awards/recognition for students involved in leadership and/or volunteer activities throughout the school.	Strategies: 2.3.1 Recommit to high professional standards of behavior /attitudes regarding other staff members, students and parents with a sensitivity to issues of confidentiality. (make use of pd opportunities in respect of Respectful Workplace/Covey training) 2.3.2 To provide any interested teachers with administrative leadership opportunities to provide assistance in the office/other administrative duties as they arise. (Example: class lists to be complied by homeroom teachers or those who are most familiar with the individual student needs) 2.3.3To create a booklet of transparent guidelines of pertinent policies and procedures specific to Brother Rice (example: allotment and distribution of pd days, duty, discipline, detention, suspension, lockdowns, emergency drills, expectations of students and staff and administration etc.) 2.3.4 To create an informational booklet on winschool attendance, first class, smartboard usage and e-class grades 2.3.5 Seek outside sources to provide tutorial services such as Tutoring for Tuition and other community organizations offering similar programming. (Reminder: to departments and administration this is voluntary for teachers)

<p>Indicators of Success: 2.1.1 Packages were created and distributed. 2.1.2 Sessions were provided and people attended. 2.1.3 Increased parental attendance at interviews 2.1.4 Increase in volunteers</p>	<p>Indicators of Success: 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5</p>	<p>Indicators of Success: 2.3.1 Improved professional decorum 2.3.2 Rotational office duty schedule in place 2.3.3 Clarity amongst staff and improved staff morale; every staff member will have this information as a reference guide 2.3.4 More teachers effectively using technology in classrooms with less reliance of tech support personnel. 2.3.5 Provision of information regarding community tutorial services to guardians/students/staff</p>
Goal 2. Support Plan		
Financial	Professional Development/Time Required	
2.3.6 Money to finance smartboards and computers for all teachers 2.4 Possible registration costs for certain inservices	2.3.1 Time needed for Respectful Workplace inservice and Covey training 2.3.6 Smartboard inservicing to specific subject area (full day closeout) 2.4 Two sub days for admin to attend PD inservices	

<p>Objective 2.4: Admin Strategies: 2.4.1 Devise schedule of class visits 2.4.2 Provide schedule of class visits to teachers 2.4.3 Meet with teachers individually at least once during the school year to provide feedback on teaching and learning with a focus on PGP 2.4.4 Focus staff meeting agendas on PD about teaching and learning 2.4.5 Ask staff who is interested in instructional leadership opportunities with a view to participation in succession planning program 2.4.6 Ask interested staff how they can be supported by admin. in instructional leadership opportunities 2.4.7 Communicate to staff via Firstclass the availability of instructional leadership opportunities (within the school and ESD) 2.4.8 Develop a plan to increase instructional leadership in the area of inclusionary practices</p>

Indicators of Success:

- 2.4.1 Schedule of class visits written into admin. schedule on calendar in firstclass
- 2.4.2 Class visits by admin. conducted on a regular basis
- 2.4.3 Individual teacher meetings take place
- 2.4.4 More teacher concerns re. teaching and learning addressed at staff meetings
- 2.4.5 List of teachers interested in instructional leadership opportunities posted on First Class
- 2.4.6 Teachers supported in instructional leadership opportunities (by way of leave time for PDs, substitutes...)
- 2.4.7 Teachers indicate they are being supported in instructional leadership opportunities
- 2.4.8 Plan on instructional leadership in inclusion developed and communicated to staff

Goal 3: *Brother Rice Junior High will create a safe, socially just and healthy environment for all.***Objective 3.1: Brother Rice community will promote and support mental, physical and social health and wellness.****Objective 3.2: Brother Rice community will implement Positive Behavioral Supports within our school to create a safer and empowering environment for all.****Objective 3.3:**

<p>Strategies:</p> <p>3.1.1 Define and communicate expectations in physical literacy (moving and doing, participation, cooperation, attitude, etc.) via posters, web posting, PE rubrics.</p> <p>3.1.2 Promote, through consistent and varied communication, activities and opportunities in the school – web, weekly newsletter, posters, parent email database, and student leadership announcements weekly, extracurricular guide.</p> <p>3.1.3 Develop new recruitment techniques to involve community, staff, parents and business partners to provide a wider variety of sports and extra/co-curricular activities. Early planning in June for September activities and advertisement of need via newsletter, school council and web. Recognition of volunteerism at Brother Rice for students, staff and school community – e.g. BR Volunteer of the Year.</p> <p>3.1.4 Increase awareness of Wellness Room via staff meeting, posters etc and make inviting for all staff – teachers, support staff.</p> <p>3.1.5 Provide information regarding community support, funding and programs for activities in community e.g. REAL program, Community Centers. Email address bank as well as newsletters.</p> <p>3.1.6. Promotion of healthy eating e.g. Breakfast Club and Community Partnerships</p>	<p>Strategies:</p> <p>3.2.1 Conduct a Student Focus Group on student perceptions of why they feel unsafe at BR.</p> <p>3.2.2 Foster positive partnerships with RNC Liaison officers to develop more awareness regarding bullying, violence prevention, community safety.</p> <p>3.2.3 Develop or re-implement character education programs like Roots of Empathy, Lionsquest and deliver through the curriculum and interested teacher.</p> <p>3.2.4 Provide parent education opportunities regarding safety issues, rights and responsibilities via partnerships with outside agencies like RNC, Community Centers.</p> <p>3.2.5 Define moral and spiritual development and provide opportunities for volunteerism, student leadership and character development e.g. student leadership group.</p> <p>3.2.6 Revisit and implement the steps of PBS including the majors, middles, minors, behavioral matrix, consequences, and incentives.</p>	<p>Strategies;</p> <p>3.3.1</p> <p>3.3.2</p> <p>3.3.3</p> <p>3.3.4</p> <p>3.3.5</p>
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Indicators of Success: 3.1.1 Expectations defined and communicated. 3.1.2 Opportunities and activities promoted. 3.1.3 Strategies developed for recruitment of volunteers 3.1.4 Staff use of wellness room communicated 3.1.5 Community Information provided 3.1.6 Healthy eating practices promoted	Indicators of Success: 3.2.1 Focus Group results tabulated and examined 3.2.2 Partnerships created and implemented 3.2.3 Character education program awareness increased. 3.2.4 Education opportunities for school community provided. 3.2.5 Opportunities provided for moral/spiritual/volunteer development 3.2.6 Begin implementation and assess program for effectiveness/re-evaluation	Indicators of Success: 3.3.1 3.3.2 3.3.3 3.3.4 3.3.5
Goal 3. Support Plan		
Financial	Professional Development/Time Required	
3.1.1	3.1.1	

Operational Issues for 2010-11

Operational Issue	Intended Action
Accessing resources for new courses	
Appropriate facility for guest speaker – difficulty with use of Celtic Hall	
To provide all teachers with functioning computers and smartboard technologies (with training)	
To disallow students from moving from floor to floor during recess and lunch; and move all grade nines to the first floor to alleviate problems (overcrowding and behavioral) on the third floor.	

Appendix A – Summary of School Fundraising

We ran a 50/50 draw this year which yielded \$2500 profit.

We are beneficiaries of generous private donations which afforded our Lego Team to travel to the World Festival in Atlanta, Georgia.

We continue to receive funds from private gym rental groups.