

CLARENVILLE MIDDLE SCHOOL

2010-11 School Development Report



Vision of Eastern School District

To challenge and develop the learning and achievement capabilities of each student in a safe, caring, and socially just learning environment.

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Message from the Director of Education

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

This Annual School Development Report outlines our students' achievements, our programs and services, our current academic data, and the concluding year of our school development plan after completion of the external review on May 22nd, 2008. This is currently the third year of our school development plan and with the restructuring of the Clarenville School system slated for 2011-12, complete with a new grade configuration, we will commence the school development process again in the upcoming year.

Clarenville Middle School has recently received the results of our Elementary Math and English Language Arts (ELA) CRT's written in June 2011. Our ELA and Math results are significantly above the provincial and district results in the multiple choice components, but the constructed responses portion of the assessment will need to be reviewed in our planning.

We look forward to working with our school council, the working committees created and the school community as a whole in making schooling at Clarenville Middle School the best it can be. If you require any information that this report does not present, please feel free to contact us.

Craig Pardy
Principal
Clarenville Middle School
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Message from School Council

Our school brings together much great strength to create a positive learning and teaching environment. On behalf of an energetic and involved School Council, it is a pleasure to bring greetings. We recognize the efforts of staff and administration to build an environment which is in the best interests of all students.

Our current school council is dedicated to working with the school's administration and staff to foster the optimum learning experiences for the children. The current members representing parents, in addition to myself, are: Veregarthy Vasanthan, Rhonda Holloway and Carol Verster. Representing the community are: Dave Hains, Paula Roberts, John Mahar and Tracy Fleming with school representatives Craig Pardy, Gerry Organ and Lisa Drover.

A balanced and insightful School Development Plan provides a framework through which our school will educate students. The Council is mindful of the quality of student's educational opportunities and the environment itself. We will continue to examine academic results and curriculum requirements. Considering both the strengths and needs of our school we will weigh whatever opportunities come our way.

We acknowledge and thank the staff, students and school community for their efforts and accomplishments. We look forward to working with you through the coming year and once again, support the direction of this Plan within our newly formed Intermediate School containing grades 7 to 9.

Gwen Hiscock
Chair
Clarenville Middle School

Imagine that each child had an annual education check-up - a set of assessments created to measure agreed-on expectations. The results of this check-up would help teachers chart a course for individual student improvement. @ Educational Leadership / February 2003 p. 23

Overview of School

OUR SCHOOL COMMUNITY

Our school, Clarenville Middle School, is part of the **Eastern School District** which has 119 schools with approximately 40,000 students and 4200 teaching and support staff. Our school has an enrollment of **311 students for the 2010-11 school year**. 13.5 per cent of our student population receives special services support.

Our school serves the 9 communities of Goobies, Adeytown, Deep Bight, Ivany=s Cove, St. Jone=s Within, Hatchet Cove, North West Brook, Clarenville, and Port Blanford.

Our school has a total of 24 full-time and 2 part-time educational staff which includes 13 classroom teachers and 4 special services personnel. We have 1 guidance counselor (shared with Primary School), 4 specialist teachers in the areas of music, physical education, and technology education, as well as the support of 3 student assistants (for a total of 13 hours per day). In addition to staff based at the school, we have access to District Office staff including: Program Specialists, Educational Psychologists, a Speech Language Pathologist and Visual and Hearing Itinerant teachers. The school also has the services of a secretary (35 hours per week) and caretaker/maintenance personnel (75 hours per week).

PROGRAMS PROVIDED

Our school offers the entire provincially prescribed curriculum in grades 4 through grade 8 and provides Quality Daily Physical Education. Elementary students receive 30 minutes of physical education each day during the same timetable slot while Intermediate students have a total of 3.5 hours in the 7 day timetable. All physical education classes are taught by 2 physical education specialists. We also offer an instrumental music program to 108 students and a choral program to 178 students. Drama, Art, French Immersion, Public Speaking, and many different athletic clubs are offered as well.

KEY HIGHLIGHTS AND SPECIAL PROJECTS

Intermediate Module Program - Students register at the beginning of the year for three modules (Music ; Art ; Home Economics ; Tech 7 ; Tech 8 ; Swimming and Skating). This concept empowers students to select their preferred choices and also mixes students from different grade levels and programs (Late French Immersion and the English Stream) leading to an enhanced school climate.

Inclusionary School – Clarendville Middle is proud to be part of the Department of Education’s pilot project. Through differentiated instruction (DI), we strive to better meet the needs of all students and become a more inclusionary school.

Quality Daily Physical Education (QDPE) – Students receive 210 minutes (10%) of quality physical education in each cycle. With healthier, more active students, we strongly feel the research is correct in the potential for further academic gains.

Late French Immersion (LFI) – This program began with grade 7 in Sept. 2007. We now have a LFI class in both grades 7 & 8. The French communication skills of those students involved is rewarding with the attrition level minimal.

Junior High Music Curriculum Pilot Project participant. Students are exploring, through discovery and interactive learning, a new way of learning music through technology. This project will be ongoing and it will be examining the integration of technology as a resource to support the delivery of the intermediate music program in this province.

Instrumental Music and Choral Programs - With over 50 % of our students involved in the choral program and over 30 % in the instrumental program and Kiwanis and Rotary Music festivals confirming the quality of both, we are very pleased.

Extra-Curricular Program - Our school offers a wide variety of activities that are available to our student body and our participation rate is great. For example, 25 females are involved in the grade 7 Girls Volleyball Program accounting for 83% of the grade 7 female population. Our school has consistently won provincial titles while maintaining these high participation levels on a club basis. All students who wish to participate do so with no student being eliminated.

PARTNERSHIPS

Kids Eat Smart Program - We offer a breakfast and hot lunch program both of which deliver nutritious selections each day of the week and are operated solely by a network of parent and community volunteers.

Community Health Addictions personnel have been involved in the drug awareness programming at Clarendville Middle School under the direction of Ms. Shona Stoyles.

Clarendville Fire Chief, Mr. Corey Feltham, and his personnel have been involved with education regarding the safe evacuation of students and staff from Clarendville Middle School in the event of a fire.

Healthy Motion Commotion Day is planned and launched each year in partnership with the provincial government and local agencies. All students and staff participate in the physical activity sessions.

The Town of Clarendville and its recreation arm, CARA, partners with us on ice skating and swimming for our elementary students.

SCHOOL DEVELOPMENT PLAN COMPLETE

Clarenville Middle School conducted an internal review of its operations in 2008, culminating in an external review of our school ending with the external team=s oral report on Thursday May 22nd, 2008. We are very proud of our past results and feel **we have concluded the current school development plan. We plan on commencing the school development process once again in 2011- 2012 with CMS containing grades 7 – 9** . The recent CRT results will be the focus of staff PD during the 2011-12 school year.

RECENT HISTORY

Clarenville Middle School has been very active in promoting the principles of inclusion, especially since our selection as a part of the original pilot group in 2008. The inclusion committee, consisting of Lisa Drover, Craig Pardy and Gerry Organ has been dedicated to developing and implementing strategies that encourage instruction which best meets the needs of all students within an inclusive environment. Within the past two years we have focused on the following broad goals:

- 2009-2010: To develop staff understanding and foster implementation of differentiated instruction and co-teaching strategies **as per objectives 1-1 and 2-6 of our school development plan**
- 2010-2011: To focus on the essential relationship between assessment and effective inclusion. This is in keeping with **objectives 1-1, 2-3, and 2-6 of the school development plan.**

We have been very fortunate in that the staff of CMS has been very receptive to the principles and reality of inclusion. There has, for example, been a genuine interest and effort on the part of staff members to implement differentiated instruction strategies and to get used to the concept of co-teaching (which, for many, has represented a major paradigm shift).

2010-11

As indicated above, our primary focus for the 2010-2011 school year has been assessment in an inclusive environment. Through our own inservicing and experience, it has become clear that schools cannot divorce the idea of assessment and inclusion. If we are going to effectively differentiate in order to meet all needs we have to have a good understanding of the principles of pre-assessment, formative assessment and summative assessment. This belief is driving our inservice program for the current school year:

- October 12: Small group discussion related to the three types of assessment (full day)
- December 10: Review of assessment data for a target group of students and discussion of instructional and evaluation strategies to facilitate improvement within this group.

February 18th : During our third session we looked at tiering and flexible grouping and their implications for student assessment. We also looked at future directions with inclusion, especially given our transition from middle school to junior high scheduled for Sept. 2011. This will be done, keeping in mind the goals and objectives of our school development plan.

February 21st : The Eastern Active Living Team lead staff in delivering an active and engaging curriculum tailored for an inclusive class.

Other activities:

- Meeting with Vivian Rose, Inclusion Itinerant for ESD (October)
- Lisa Drover and Gerry Organ attended the Carol Ann Tomlinson session (October)
- Lisa Drover, Gerry Organ and Mike Penney presented on the topic of co-teaching at a family of schools meeting (November)

Closing Observations:

Clarenville Middle School has been on the inclusion journey for two years. In that time some of the broad lessons we have learned include:

- The implementation of the principle of inclusion has to be seen as a long term concept. Our experience has taught us that there is a significant learning curve for our staff as we attempt to implement effective inclusion strategies. They must be given the time, inservice and administrative support to adjust to the concept and its implications for the school and their teaching.
- Inclusion is more than a student support services initiative – it needs to be seen in terms of the whole school climate. As such, all school practices and activities should be considered, keeping in mind the philosophy and principles of inclusion. This includes such things as co-curricular activities, social justice concepts and gifted education.
- Schools need to be innovative and flexible in their approach to scheduling in order to allow for co-teaching. For example, co-teaching teams have to have released time to allow for planning.
- Planning for **block scheduling**, which would result in two teachers per classroom {ELA block teaching with single teacher and Math/Science block teaching with single teacher}. This will assist in building stronger teacher-student relations with the greatest benefit to the students who struggle academically.
- We will also entertain and **plan for looping** for the 2011-12 school year. Teachers in Grade 9 will move to grade 7 and remain with the students for a 3 year block. We project that our academic results and school climate will be further enhanced!

Summary Report on the School's Most Current Data

The data on the following page represents a snapshot of the Dept. of Education's Provincial Assessment where all schools in the province are assessed in the areas of Math and English Language Arts (ELA). Exemption rates reflect students who are excused from participation in this assessment. Exemptions may be applied for and granted by the Department for a variety of reasons. Clarendville Middle School has exempted as few students as possible and is consistently below the provincial exemption average. We wish for all students to participate. In May 2010, we had no exemptions whereas the provincial average was 5%. In May 2011 (the current data) CMS had 1 student exempt (2%), whereas the provincial average was 7%.

The results below represent the current grade 7's who attended CMS last year and does not factor those students who were in Balbo last year. While we exceeded the province in all multiple choice components of the Math and ELA assessments, we were slightly below in the constructed responses where students had to explain their answers in writing. The exceptions to these written responses were the **poetic and problem solving components**, in which our school significantly exceeded the provincial average.

Our school will certainly endeavor to improve its written responses. The 2011-12 school year will see each classroom having at most, two teachers for the bulk of their course load. One teacher for Math and Science who has a degree in one or the other, while an ELA specialist will teach all the language based courses (ELA, Social Studies, Religion, Health). The Math – Science block accounts for approximately 680 minutes in the 7 day timetable while the ELA block has approximately 780 minutes. We feel the consistency of teaching staff and the addition of significantly more time allocated to ELA, ought to increase our school's performance in written responses.

While performing well in their June 2011 CRT results, with the noted exceptions above, it is also worthy to note that the same group of students performed significantly better on their grade 6 Provincial Assessment than they did in their grade 3 Provincial Assessment. In fact, our students achieved **19% higher** than they did in reading and **6% higher** as a group in writing. This increase is complementary for our schooling at CMS. Again, it is noteworthy that we had fewer students exempt from participation in the provincial assessment.

CRITERION REFERENCE TESTS

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	84.9%	84.8%	89.0%	87.1%	79.2%	81.0%	80.9%	79.5%
Listening	94.0%	92.0%	87.9%	87.7%	87.1%	86.7%	70.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	80.8%	85.1%	84.9%	78.7%	84.7%	81.4%	72.4%	74.7%
Poetic	85.7%	81.2%	74.1%	69.6%	55.9%	69.9%	92.8%	66.2%
Informational	89.0%	78.9%	81.1%	68.0%	59.3%	68.4%	44.4%	58.7%
Listening	64.3%	62.6%	45.1%	47.4%	64.9%	66.7%	49.2%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	79.0%	78.0%	79.1%	77.1%	66.5%	72.3%	73.8%	67.5%
Number Concepts	70.0%	70.0%	70.1%	67.1%	72.6%	76.9%	86.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	44.5%	48.4%	47.2%	36.5%	40.4%	54.9%	42.6%	52.3%
Communication	39.0%	42.0%	34.0%	30.6%	31.6%	46.5%	31.5%	44.3%
Connections & Representations	50.1%	41.3%	52.8%	36.1%	29.8%	44.0%	13.0%	35.2%
Problem Solving	55.6%	55.4%	49.1%	42.5%	47.4%	55.8%	77.8%	68.1%

School Development Plan for 2011-12

With our school due to commence a new school development plan, this year has been granted as a transition year for our new grade 7-9 population. In May of 2012, we will begin planning for commencement in the 2012-13 school year by surveying all students, parents and staff. The results from these surveys and recent school data will form the foundation of our new 3-4 year school development plan.

Currently, we are looking at further differentiating our instruction within an inclusive environment and further building on our assessment practices.

Appendix A – Summary of School Fundraising

Clarenville Middle participated in no fundraising activities during the 2010-2011 school year.