

Macdonald Drive Junior High School Development Report 2009-10

Mission

Our mission at Macdonald Drive Junior High, in partnership with all members of our school community, is to provide a safe and caring environment that nurtures life long learning, fosters independence, celebrates student achievement, and promotes responsibility as citizens in a changing world.

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OFFICE OF THE DIRECTOR

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

C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.

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

The 2009-10 school year, was both a busy and productive year, for MDJH. This was the final year of our school development process and the action teams have worked hard to accomplish the goals outlines over the past three years.

Within the three identified areas for school development progress has been made. Character Education, Positive Behavioral Supports, Expectation Matrix development and implementation were but some of the initiatives undertaken with great success. The installation of Smartboards in all classrooms along with further in-service on maximizing their use to enhance learning in the classroom was a significant focus in the 2009-10 school year. The further evolution of the school development process will continue in preparation for the next round of external review in 2010-2011.

Academically the school has excelled in all subject areas with numerous achievements in the English language arts, sciences, arts, mathematics and social studies. As reflected in the Criterion Reference Test results our students have performed above both the district and provincial levels in virtually all areas. All departments, under the guidance of the Special Services Division, have specifically identified students who were experiencing academic difficulty, whether they were on a support plan or not, and implemented remediation plans that had a very positive impact for these students.

Overall the staff has worked hard to ensure that optimal educational benefits have accrued to our students. We are very fortunate to have a very supportive and encouraging parent base at our school and this has made the task that much more achievable.

Message from School Council

This 2009-10 school year has been a very productive one for the school council. The following were the members of the school council. Cathy Favre, Rita Roach, Lucy Price, Deanne Stapleton, Peter Ayres, Chris Dawson as parent representatives, Jeff Babstock, Ron Ellsworth, Stephen Lee as Community representatives, Don Mackey as staff representative and Leo Etchegary and Keith Coombs, school administration.

The school council has been supportive of the school development planning process having attended some of the school closeouts on the topic, providing input on the initiatives as well as assisting in giving direction as it relates to the plan. The feedback that was provided involving issues such as dealing with disruptive students, homework and assisting with school fundraising was very much appreciated.

The school council was very instrumental in ensuring that the lockers throughout the school were replaced and the school soccer field was remediated this past summer and should be up and running by the spring of 2010.

Overview of School

Our School Community

Macdonald Drive Junior High School had a population of 653 students, 37 teachers, and 4 student assistants, responsible for delivering the program.

Key Highlights/Special Projects

English Department 2009-2010

The English Language Arts program had another busy, successful year.

The drama component was extremely active this year. Optional theatre arts courses were offered at each grade level. In the realm of extra – curricular activities, the school's **Improv Team** , under the direction of Mr. Brenton participated in the Avalon East District Junior Division competition. As well, the drama club performed.

The focus on public speaking was maintained this year. Every student at all grade levels prepared and presented a formal speech to his/her class. Grade level speak-offs were held. The winners of these were: **Grade 7 – Darcy Taylor Grade 8 – Kristina Bernardo Grade 9 –Danielle Leonard.**

The grade 7 and 8 students participated in the Canspell competition. The winner in each class competed in a school competition where the final two contestants represented the school at the regional competition.

This year the grade 9 students were involved with the completion of **Criterion Reference Testing**. All grade 9 students throughout the province completed this testing in June. It tested various strands of the English Language Arts curriculum (**demand writing, reading and viewing**,). The results of these tests will be available next year.

All grade 8 students participated in an Arts/Smarts project:

Our project was entitled “Past Meets Present: Macdonald Drive Brings NL History to Life”. Director/playwright, Chuck Herriott, led grade eight classes (approx. 250 students) through the process of creating a play based on Newfoundland stories from the past. Student activities included research and story writing, as well as script development, mask exploration, and play rehearsal. The process commenced in the fall of 2009 with all students collecting information and writing stories. Then, Herriott led all of the grade eight English students through improvisational exercises He also provided workshops in improv, acting, fencing and masks exploration. In addition, under Herriott's direction , the grade 7 drama class presented a play, "Peg Bearskin" written by Andy Jones, to the students from our band and musical theatre programs.

As in past years the Mathematics department sent two teams of four students to both Junior High Math League competitions sponsored by the Eastern School District and run by the Mathematics Department at MUN. We are pleased to report that in the November competition one of our teams placed 1st in the league and that in March our teams placed 1st and 2nd.

We would also like to make special mention of Christopher Stanbridge, a grade 9 student who was a member of both 1st place teams as he also scored in the top 3% of Canadian students who wrote the Grade 9 Pascal Mathematics contest.

Science Department 2009-2010

MacDonald Drive Junior High has a long history of participation in its annual school science fair and the regional science fair. Highlights in the Eastern Nfld. Regional Science Fair are listed below. .

Winners at Eastern Nfld Regional Science Fair 2010

- (1) Honorable Mention Junior Physical Science : Leah Clarke
- (2) Best Biology Project Intermediate Division :Holly Fleming & April Colombe
- (3) Best Physics Project Intermediate Division : Jennifer Clark
- (4) Best Engineering Project Junior Division : Mark Jackman
- (5) Best Engineering Project Intermediate Division :Anna Gosine
- (6) Natural Sciences & Engineering Research Council of Canada Award : Anna Gosine
- (7) NL and Lab. Agrologists Award : Luke Burton
- (8) NE Avalon Atlantic Coastal Action Plan Award : Holly Fleming & April Colombe
- (9) Bronze Medal Intermediate Physical Science : Jennifer Clark
- (10) Bronze Medal Intermediate Physical Science : Ioana Dobre
- (11) Bronze medal Junior Engineering : Danial Dimitrov
- (12) Bronze Medal Junior Engineering : Mark Jackman
- (13) Bronze Medal Junior Life Science : Alex Johnson
- (14) Gold Medal Junior Life science : Alana Careen
- (15) Gold Medal Junior Life Science : Emily Collis

(16) Gold Medal Intermediate Life Science : Holly Fleming & April Colombe

(17) Gold Medal Intermediate Physical Science : Hilary Strong

(18) Gold Medal Intermediate Engineering : Anna Gosine

(19) Canada Wide Science Fair Finalist : Anna Gosine
Trip to Peterborough , Ontario, May, 2010.

Mathematics Department 2009-2010

New Curriculum – Math Makes Sense 7 & 8

The mathematics curriculum continued its implementation this past year at the grade 8 level.

Assessment in mathematics continued to be broad and offered students a variety of ways to demonstrate their knowledge. While exams and tests/quizzes still involved an important part of the overall mark, assessment in term projects, assignments and journal writings provided other methods. Students who experienced difficulty had opportunities to receive extra help through weekly math tutorials given by math teachers after school.

Math Contests – MDJH Scores Big

Students at this school have been encouraged to participate in math league competitions at the Board level as well as national contests sponsored by universities in Waterloo and Windsor.

The junior high math league continued with its fall and spring competitions at the district center. About twenty teams from various junior high schools in the district competed in a friendly 2-hour problem-solving contest. MDJH continued its tradition of performing extremely well. In both competitions, our school had the highest scoring team and received a plaque for the school as well as medals for themselves.

In February, grade 7 & 8 students participated in the Canadian National Math League Competition, sponsored by the University of Windsor. Students with the top five scores at each grade level made up the school team. Our grade 7 AND our grade 8 team placed first in the province. The students received certificates and the school received plaques which were presented in the year end assembly.

Also, in February, about 75 grade 9 students wrote the Pascal Contest which is a national contest sponsored by the University of Waterloo. We were ecstatic to discover that our grade 9 team also placed first in the province. The top 3 scores made up our school score. The school received a plaque engraved with the names of the students. All of these students received Certificates at the year end assembly.

Matholympics at MDJH

The math department applied for and received funds of over \$1600 from the Dept of Education to hold Matholympics at the same time as the winter Olympics were held in Vancouver. It was designed to highlight and promote mathematics in the 2-week period from Feb. 11 to Feb. 26. The math dept. also worked closely with the physical education dept to combine problem-solving and physical activity on the final day - our theme was *Inukshuk Meets Pi*. Students solved Winter Olympic math questions and participated in indoor variations of the luge and biathlon events. First, second and third place homerooms were awarded gold, silver and bronze medals. Authentic Olympic scarves, toques and mittens were awarded as prizes as well as T-shirts the front.

French Department 2009-2010

Trips:

The trip to St. Pierre took place from May 9 to 12, 2010. 26 students participated along with 4 chaperones (Patricia Greene – trip director / MDJH French teacher, Jodi Sauv  – MDJH French teacher, Leo Etchegary – MDJH assistant principal, Alan Goodridge – retired French teacher and long time trip chaperone). The weather was cooperative and a great time was had by all.

The trip to Quebec took place from February 4 to 8, 2010. 12 students participated along with 2 chaperones (Patricia Greene – trip director / MDJH French teacher, Ches West – MDJH Sciences Humaines teacher. It was a very successful trip that allowed students from MDJH to learn more about French culture and heritage and to augment their French Language skills through their interaction with native French speakers. Highlights included guided tours of Ste. Anne de Beaupr , l' le d'Orl ans, the Ice Hotel, a variety of museums and interactive events, and the Carnaval du Qu bec.

La Semaine de la Francophonie (French Week) – March 15-19, 2010:

Several activities took place during this week including a French bake sale, French PA announcements, and prize draws for use of French among student population.

Speak-Off Participants and Results:

School-wide concours d'art oratoire: May 31, 2010.

Grade 7 Participants: Leslie-Claire Amminson (EFI); Marijke Den Otter (EFI); Darcy Taylor (LFI); Pallas Loreda (LFI).

Grade 7 Results : Leslie-Claire Amminson (EFI); Darcy Taylor (LFI).

Grade 8 Participants: Rosemary Stanoev (EFI); Teba Hamodat (LFI); Maria Roach (LFI); Jennifer Fleming (LFI); Alex Johnson (LFI).

Grade 8 Results : Rosemary Stanoev (EFI); Teba Hamodat (LFI).

Grade 9 Participants: Alycia Leonard (EFI); Hilary Strong (EFI); Anna Thorne (EFI); Ioana Dobre (LFI); Michael Williams (LFI); Connie Lewis (LFI); Stephen Pope (LFI).

Grade 9 Results : Hilary Strong (EFI) – school level; Alycia Leonard (EFI) – second place in Regional competition (invited to Provincials in Marystown but did not attend);

Connie Lewis (LFI) – school level; Ioana Dobre (LFI) - second place in Regional competition, first place in Provincials in Marystown.

Hubert Hillier French Award:

Hilary Strong was the French Immersion recipient.

Courtney Bell was the Core French recipient.

Both students displayed excellence in all areas of French throughout their three years at MDJH.

Partnerships

The school has partnered with a number of organizations over the past year to expand its outreach as well as expose our students to the larger community. The community organizations and groups that we have partnered with this year include: The MacMoran Community Center, Avalon Dragon Boaters, Junior Achievement, RealTime Cancer, VOXM Coats for Kids, College of North Atlantic Recreation Department, St. John’s Department of Recreation, Memorial University Faculty of Education, Newfoundland and Labrador Multicultural Association, Avalon Woodturners Guild, Nita Sutton Chambers Charity,

Music Department 2009-2010

Our choral groups and various band groups participated in a number of concerts, and musical festivals this past year. Three groups, involving one hundred and twenty students in choir, band and modern art travelled to Disney World in Orlando, Florida and participated in various performances.

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: To improve student achievement by maximizing the effective use of diverse instructional strategies.

Year	Objective 1-1	Objective 1-2	Objective 1-3	Objective 1-4
2008-09	To maximize the effective use of cross-curricular reading tools/literacy in classroom instruction. STARTED – PD with Sherry Skinner	To maximize the effectiveness of Smart Boards in classroom instruction. STARTED – PD provided both through district and school close-outs. 9 SmartBoards in operation in school, more on the way.	To maximize the effective use of inclusion strategies in classroom instruction. STARTED – PD with (??) and Connie has received PD training to be Lead Teacher on Inclusion.	To review the effectiveness and optimal use of homework to maximize student learning, while maximizing the use of students' and teachers' time. STARTED – committee formed, has met several times.
2009-10	ASSESS: to review teachers' interest level, determine whether to expand.	TO CONTINUE	TO CONTINUE	TO CONTINUE.
2010-11	To continue to maximize the effective use of cross-curricular reading tools/literacy in classroom instruction	To continue with SmartBoard expansion and integration in instructional planning (and student use).	To continue to maximize the effective use of inclusion strategies in classroom instruction	To review the purpose of homework and communicate the policy to both parents and students.

Goal 2: To continue the development of a safe and caring school climate that fosters respect for all, by explicitly teaching positive values and by giving clear guidance to students in choosing positive behaviours.

Year	Objective2-1	Objective 2-2	Objective 2-3	Objective 2-4	Objective 2-5
2008-09	To develop and implement a program following the Positive Behavioral Supports (PBS) process (i.e. the PBS Matrix). Code of Discipline completed	To implement a program of Character Education. IMPLEMENTED starting Jan 2009.	To develop and implement an anti-bullying program. STARTED in fall.	To develop respectful workplace initiative. PD day offered May 15, 2009.	To implement a program to promote recycling within school, as well as other behaviours respectful of the environment. STARTED – committee formed, has met several times.
2009-10	TO CONTINUE with other elements of PBS program Strategies : Re-teach behaviour matrix at start of school year. To implement GRRREAT reward program To review means of monitoring incidence of discipline issues among students in order to evaluate effectiveness.	TO EVALUATE and fine-tune as appropriate; to continue next year.	TO REVIEW. CONTINUE next year, possibly expand.	TO CONTINUE	TO CONTINUE
2010-	TO CONTINUE, evaluate, fine-tune.	To continue further development of character education	To continue to promote an anti-bullying program	To continue to promote the respectful workplace initiative.	To continue to promote our recycling program

Goal 3: To encourage a culture of collaborative decision-making.

Year	Objective 3-1	Objective 3-2
2008-09	<p>To improve functioning and growth of School Development Process and Action Teams.</p> <p>IN PROGRESS. School Dev is getting things done!</p>	<p>To create opportunities for collaborative instructional planning among teachers.</p> <p>STARTED: PD day providing opportunities for teachers to meet with their departments for collaborative instructional planning.</p>
2009-10	<p>TO CONTINUE - need to move make greater use of Action Teams rather than having most work be carried by School Dev team.</p> <p>Also need new members in School Development Leadership Team.</p>	<p>TO CONTINUE with more opportunities for PD within depts.</p>
2010-11	<p>To continue to improve the functioning and growth of School Development Process and Action Teams.</p>	<p>To continue to create opportunities for collaborative instructional planning among teachers.</p>

Report on School Development Plan for (2009-10)

Goal 1: Student Achievement

<p>Goal Statement: <i>To improve student achievement by maximizing the effective use of diverse instructional strategies, including the use of technology, in classroom instruction.</i></p>	
<p>Objective 1.1 To maximize the effective use of cross-curricular reading tools/literacy in classroom instruction.</p>	<p>Objective 1.2 To maximize the effectiveness of SmartBoards in classroom instruction</p>
<p>Commendations 1.1 : PD was held with Sherry Skinner</p>	<p>Commendations 1.2 : Nine SmartBoards installed last year, more were purchased over the summer, enough for every classroom in the building. The “pioneer” teachers who received the original SmartBoards have developed considerable collective expertise.</p>
<p>Recommendations 1.1 ASSESS: to review teachers’ interest level, determine whether to expand.</p>	<p>Recommendations 1.2 To provide PD opportunities for teachers now receiving SmartBoards, and opportunities for sharing the expertise developed within the school.</p>

Report on School Development Plan for 2009-10

Goal 2: Safe and Caring School

Goal Statement: <i>To continue the development of a safe and caring school climate that fosters respect for all, by explicitly teaching positive values and by giving clear guidance to students in choosing positive behaviours.</i>	
Objective 2.1 To develop a program following the <i>Positive Behavioural Supports (PBS)</i> process	Objective 2.2 To implement a program of Character Education
Commendations 2.1 Code of Discipline completed. PBS Matrix completed. To use PBS to promote and acknowledge good behaviour	Commendations 2.2 : IMPLEMENTED starting Jan 2009.
Recommendations 2.1 TO CONTINUE with other elements of PBS program Re-teach behaviour matrix at start of each school year. To implement GRRREAT reward program To implement system of monitoring incidence of discipline issues among students in order to evaluate effectiveness.	Recommendations 2.2 TO EVALUATE and fine-tune as appropriate; to continue next year.

Report on School Development Plan for 2009-10

Goal 3: Collaborative Culture

Goal Statement: <i>To encourage a culture of collaborative decision making.</i>	
Objective 3.1 To improve functioning and growth of School Development process and Action Teams.	Objective 3.2 To create opportunities for collaborative instructional planning among teachers.

<p>Commendations 3.1 IN PROGRESS. School Development Leadership team is meeting as needed, is efficient and effective.</p>	<p>Commendations3.2 : STARTED: a half-day of PD time was provided as an opportunity for teachers to meet with their departments for collaborative instructional planning, and was very well received.</p>
<p>Recommendations 1.1 To move to make greater use of Action Teams rather than having most work be carried by School Development Leadership team. Also need new members in School Dev Leadership Team. To continue to promote team building</p>	<p>Recommendations 1.2 To continue to promote collaborative instructional planning within departments</p>

Summary Report on the School's Most Current Data

CRITERION REFERENCE TESTS

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	88.1%	79.4%	77.6%	77.2%	70.4%	71.0%	90.1%	85.1%
Informational	86.7%	74.5%	85.6%	78.1%	70.4%	83.1%	82.8%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	90.1%	83.5%	92.4%	86.2%	90.5%	83.0%	96.1%	85.4%
Poetic	85.4%	71.1%	86.7%	73.0%	91.9%	79.5%	85.1%	73.1%
Informational	87.8%	75.7%	84.7%	77.5%	90.5%	75.5%	78.7%	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	65.3%	59.5%	63.6%	60.3%	61.5%	55.8%	78.7%	69.5%
Number Concepts	57.9%	47.1%	77.0%	68.9%	48.6%	39.3%	64.0%	59.0%
Patterns & Relations	56.2%	55.6%	63.9%	59.3%	71.8%	68.9%	78.9%	75.4%
Measurement	53.4%	55.3%	57.9%	55.1%	64.6%	59.9%	74.5%	67.6%
Geometry	72.5%	69.4%	57.3%	55.4%	63.7%	61.8%	74.9%	69.4%
Data Management & Probability	54.0%	48.6%	67.1%	63.2%	51.9%	53.7%	67.2%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	44.6%	32.5%	57.1%	51.0%	51.3%	44.5%	56.4%	48.9%
Patterns & Relations	55.4%	32.5%	67.2%	61.3%	64.2%	57.0%	69.6%	60.4%

School Development Plan for 2010-2011

1 Year School Development Plan

Goal 1: Student Achievement

Goal 1: To improve student achievement by maximizing the effective use of diverse instructional strategies.		
Objective 1.1: To maximize the effectiveness of SmartBoards in classroom instruction.	Objective 1.2: To maximize the effective use of inclusion strategies in classroom instruction.	Objective 1.3: To review the purpose of homework and communicate the policy to both parents and students.
Strategies: 1.1.1 To install new smartboards 1.1.2 To use response remotes in activities 1.1.3 To create interactive activities using a smartboard 1.1.4 To attend additional inservice 1.1.5 To share expertise among staff	Strategies: 1.2.1 To define changing roles of teachers 1.2.2 To understand the learning needs of students 1.2.3 To share practices in collegial circles 1.2.4 To share practices in staff meetings	Strategies: 1.3.1 To set up action team to review purpose of homework 1.3.2 To develop policy for homework 1.3.3 To communicate policy to parents and students 1.3.4 To communicate the policy to students 1.3.5 To update school web site
Indicators of Success: 1.1.1 Smartboards functional in each class 1.1.2 Teachers and students using remotes in interactive activities 1.1.3 Observations ; Interactive activities 1.1.4 Improved use of smartboards 1.1.5 Sharing of expertise among staff members	Indicators of Success: 1.2.1 Implementation of inclusion strategies 1.2.2 Observations of teachers working together 1.2.3 Learning style inventories completed on all students 1.2.4 Success stories to share 1.2.5 Improvements in meeting needs	Indicators of Success: 1.3.1 Define the purpose of homework 1.3.2 Policy to be posted on school web site 1.3.3 Policy to be posted in newsletter to parents 1.3.4 Homework posted daily on web site 1.3.5 Links to subject teacher and classes

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Computer upgrades to support new technology \$5000 Purchase speakers for each classroom \$ 350	1.1.1 Additional in-service in how to use a smartboard 1.2 Additional in-service on inclusionary practices.

Goal 2 : Safe and Caring School

Goal 2: : To continue the development of a safe and caring school climate that fosters respect for all, by explicitly teaching positive values and by giving clear guidance to students in choosing positive behaviours.			
Objective 2.1: To develop and implement a program following the Positive Behavioral Supports (PBS) process.	Objective 2.2: To implement a program of Character Education.	Objective 2.3: To develop and implement an anti-bullying program.	Objective 2.4: To promote respect of the environment and school property.
Strategies: 2.1.1 Continue PBS / model behavior 2.1.2 Use office referrals to collect data and graph /display 2.1.3 Expand Grreats 2.1.4 Create parent awareness 2.1.5 Place behavior matrix in all classrooms	Strategies: 2.2.1 Continue to promote character education in health program 2.2.2 To examine its effectiveness 2.2.3 To model appropriate behavior 2.2.4 To communicate to parent 2.2.5 To use Gottchas to reward students exhibiting good behavior.	Strategies: 2.3.1 To promote an anti-bullying environment 2.3.2 To promote parent awareness 2.3.2 To participate in a Day of PINK 2.3.3 To use the STRIVE in Grade 8 to create awareness 2.3.4 To record number of Incidents 2.3.5 To uses student surveys	Strategies: 2.4.1 Promote student focused action committees (recycling/environment) 2.4.2 Promote school ground clean-up 2.4.3 Participate in the AMAZING WASTE Race 2.4.4 Collect data on the amount recycled 2.4.5 Use incentives 2.4.6 Increase parent awarens
Indicators of Success: 2.1.1 Decrease in number of level 3 office referrals Teachers observations 2.1.2 Display data 2.1.2 Increased number awarded to students 2.1.3 Participation in program Survey information 2.1.4 Newsletter to Parents 2.1.5 Improvement in behaviour Using surveys /observations	Indicators of Success: 2.2.1 Improvement in behaviour Teacher observations/ increased number of Grreats rewarded 2.2.2 Surveys /observations 2.2.3 Student demonstration of Behavior /number of gotchas awarded 2.2.4 Newsletters/School web site 2.2.5 Increase in number of gotchas warded	Indicators of Success: 2.3.1 Decrease in the number of Incidents of bullying 2.3.2 Parent newsletter /links to we sites 2.3.3 Number of participants wearing pink 2.3.4 Decreased incidents in bullying 2.3.5 Results of student surveys	Indicators of Success: 2.4.1 Student action committee 2.4.2 Number of participants in grounds clean up 2.4.3 Increase in the number of items recycled 2.4.4 Record and display data Newsletter /school web site 2.4.5 Number of tickets awarded 2.4.5 Share successes in newsletters and web site

Goal 2. Support Plan		
Financial		Professional Development/Time Required
2.1.1	Funds to purchase incentives /awards \$1000	2.1.1

Goal 3 : Collaborative Culture

Goal 3: : To encourage a culture of collaborative decision-making.		
Objective 3.1: To improve functioning and growth of School Development Process and Action Teams.	Objective 3.2 To create opportunities for collaborative instructional planning among teachers.	Objective 3.3: To develop respectful workplace initiative.
Strategies: 3.1.1 To develop action teams for new school development process 3.1.2 To use action teams to review current practices 3.1.3 To report findings to staff 3.1.4 To improve communication on the process to all players 3.1.5 To action regular meetings	Strategies: 3.2.1 To continue to share expertise in Department meetings 3.2.2 To use PD Day to collaborate and plan 3.2.3 To share expertise in collegial circles 3.2.4 To share expertise in staff meetings 3.2.5 To problem together	Strategies; 3.3.1 To continue to model respect 3.3.2 To continue to build a sense of team
Indicators of Success: 3.1.1 All teachers assigned to an action team 3.1.2 Current practice reviewed with recommendations for discussion 3.1.3 Minutes of meetings 3.1.4 Share updates in newsletters /web site 3.1.5 Regularly held meetings	Indicators of Success: 3.2.1 Department minutes 3.2.2 A product from shared collaboration 3.2.3 Sharing success stories in collegial circles 3.2.4 Sharing in staff meetings 3.2.5 Team approach	Indicators of Success: 3.3.1 Observations 3.3.2 Team building / staff surveys
Goal 3. Support Plan		
Financial	Professional Development/Time Required	
3.1.1	3.1.1	

Operational Issues for 2010-11

Operational Issue	Intended Action
Divide Common Room into two additional class rooms	To approach the District team
Increase the number of volunteers in the building	To encourage more parent volunteers
Use calendar to monitor and book time for practice sports	Use first class calendar
Install additional smartboards	To request support from maintenance team

Summary Report on the School's Most Current Data

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Number Concepts	57.9%	47.1%	77.0%	68.9%	48.6%	39.3%	64.0%	59.0%
Patterns & Relations	56.2%	55.6%	63.9%	59.3%	71.8%	68.9%	78.9%	75.4%
Measurement	53.4%	55.3%	57.9%	55.1%	64.6%	59.9%	74.5%	67.6%
Geometry	72.5%	69.4%	57.3%	55.4%	63.7%	61.8%	74.9%	69.4%
Data Management & Probability	54.0%	48.6%	67.1%	63.2%	51.9%	53.7%	67.2%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	44.6%	32.5%	57.1%	51.0%	51.3%	44.5%	56.4%	48.9%
Patterns & Relations	55.4%	32.5%	67.2%	61.3%	64.2%	57.0%	69.6%	60.4%

Appendix A – Summary of School Fundraising

As per school fundraising policy:

9.3 Each year, a summary of fundraising activities shall be prepared. A copy of this report must be sent to the Assistant Director of Education – Finance at the District Office. This summary information shall also be included in the Annual School Development Report.

