

Mount Pearl Intermediate

2009-10 School Development Report



Mission

Mount Pearl Intermediate seeks to empower our school community by fostering a safe, respectful, student-centered learning environment. We promote a nurturing atmosphere where all learners are actively engaged in academic achievement, critical thinking and social responsibility. We promote and celebrate creative potential in preparation for lifelong learning and success.

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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!

Message from Principal

It is with great pride that we present to you our 2009-10 School Development report which will provide pertinent information to all of our stakeholders. The purpose of the report is to outline progress achieved in the school development plan and to report on student achievement.

The 2000-10 school year was another exciting and successful school year. The underlying mission at Mount Pearl Intermediate continues to be the achievement of academic excellence in a safe, caring and socially just learning environment. This goal is ever present throughout the tremendous displays of student work and participation at our First Annual Open House event. It is evident in our public speaking events and it is evident in the quality learning experiences our teachers provide on a daily basis whether within our classrooms, during cross curricular learning activities, on fieldtrips, or during tutorials.

Our school development plan for 2010- 2011, while a working document, has been completed due to the hard work and dedication of students, parents and staff. After the gathering of data during the 2009-2010 school year, the School Development Team worked with staff to come to consensus on values and vision for Mount Pearl Intermediate. Criteria statements were examined, critical issues identified and these formed the base on which the goals for Mount Pearl Intermediate were based. In May 2010, an external review team of four peer evaluators completed a positive and rewarding review of our plan. During the 2009-2010 school year, we developed a new school development plan from the external review and continued the process towards achieving our goals. The 2010-11 school year will be the first year for this school development plan

On behalf of the Administrative team, I would like to extend my thanks and appreciation to the school development team, and the entire staff for the time and effort that has been invested into this process with the purpose of improving the delivery of education to our students.

Della Healey
Principal

Message from School Council

Mount Pearl Intermediate school council is an active school council that meets monthly to facilitate communication and cooperation among the principal, parents, teachers and community representatives with the goal of enhancing the quality of school programs and increasing the levels of student achievement. The chair of the School Council is Mr. Dave Pretty and the community representative is Ms. Ramona Kelloway. The parent representatives are Mr. John Barron and Mr. Timothy Ford. Staff representatives are Mr. Andrew Moyst and Ms. Penelope Spracklin. The principal, Ms. Della Healey and assistant principals, Mr. Jim Moore and Mr. Dean McCarthy attend all school council meetings.

The school council has played an important role in monitoring and supporting the many aspects of the school development plan. Through the review of student achievement data and through the discussion of the various programs and activities related to student achievement, the school council has supported and promoted the new school development plan that is now in its first year.

The school council has approved and monitored the two successful fundraising activities. (See Appendix A) Funds raised at the school were used to purchase interactive whiteboards. It is hoped that the upcoming fundraisers will help with the purchase of more interactive whiteboards for our classrooms.

It has been a pleasure to be a part of the School Council of Mount Pearl Intermediate.

Dave Pretty
Chairperson

Overview of School

Our School Community

Mount Pearl Intermediate is located at 46 Ruth Avenue in Mount Pearl. It houses 780 students from Grades 5- 9. These students come from three feeder schools: Morris Academy, Paradise Elementary and St. Peter's Elementary. There is a total of 33 homerooms and 54 teaching units. The school avails of several itinerant services provided by Eastern School District as well as secretarial, maintenance and custodial services.

Mount Pearl Intermediate offers English stream classes at all grade levels. An Intensive Core French program is offered to Grade 6 students. An Early French Immersion Program is offered to students in Grades 6, 7, 8 and 9 and a Late French Immersion Program is offered for students in Grades 7, 8 and 9.

There is a strong Music program, which includes a Guitar Group, an Elementary Choir, a Junior High Choir and Junior and Senior Bands. The annual musical "*Etcetera*" has a cast of over 200 elementary and junior high students.

The Physical Education Department offers opportunities for student participation in many different sports at the Junior High and Elementary levels. There are sports leagues available for all Elementary students.

Our school is very proud of some new initiatives for 2009–2010 as well as the continuation of some of our yearly programs. Interactive whiteboards were introduced into several of our classrooms and into our Learning Resource Centre. Our teaching staff, who was introduced to Character Education in 2006-07, continued this initiative by introducing our school community to TRRFCC (Terrific) Panthers, our behaviour matrix. Students and staff alike throughout the year engaged in activities in support of this very worthwhile program.

Key Highlights/Special Projects

We are very proud of our Grades 7, 8 and Grade 9 Student Leadership Group who were involved in many programs such as The Tree of Warm Wishes, Coats for Kids, Operation Christmas Child, Food Hampers for Families, Grounds Clean-up, Adopt a Family, Junior Achievement and School Dances. This group was also very involved in the Kids Eat Smart Breakfast Club. This group of young people is exemplary role-models for the student body.

Our third annual Shave for the Brave fundraiser for Real-Time Cancer was a great success. Mount Pearl Intermediate was awarded the top fundraiser in 2008-09 and the momentum continued this year with over 90 students and teachers participating to raise over \$9000. (skype info)

Two grade 6 students initiated a fundraiser for Help for Haiti. Our school raised more than \$10,000 dollars for this cause. We are extremely proud of the generosity of our students.

In 2008, two of our grade 9 language arts classes were also given the opportunity to participate in a joint project with a university class at Memorial University. This project was a virtual relationship where students exchanged work with students at MUN who were learning about the teaching of writing. This relationship with MUN continued and our English department worked closely with Dr. Hammett to explore and implement some new technology into our English classrooms. (grant info)

Mount Pearl Intermediate participated and performed quite well in the Junior High Math League. Our grade 9 students also competed in the Pascal Math Competition.

Mount Pearl Intermediate Science students participated for the third year in the I-cubed project. The grade 9 Science Fair was a tremendous success with the display of various projects and ideas. We were proud once again to host the annual Intermediate Skills Canada competition.

Our students competed in several different speak-offs. There was an English Speak-off at some Grade levels. As well, both early French Immersion and Late French Immersion students competed in school based speak-offs.

Student groups traveled to Quebec City, St. Pierre and several students and teachers participated in a European Tour to France and Germany. All travel groups were excellent representatives of our school.

Various sports teams at all Grade levels competed in many tournaments. Our coaches were very proud of their teams and the wonderful school spirit that was created by our students.

Partnerships

Many community organizations helped to contribute to the success of Mount Pearl Intermediate.

One of our greatest sponsors was the Kids Eat Smart Foundation. This was the fourth year of a very successful daily breakfast program. Parents, students and teachers are to be commended for their dedication to this program. Contributions have been made to our breakfast program from businesses and individual donors. To those who contributed, a huge thank you!

Mount Pearl Intermediate was awarded a \$20,000 grant from the Department of Rural Trades (description needed)

Another community sponsor is Ches's Fish and Chips who provides daily copies of the Evening Telegram which are used in our classrooms and the Learning Resource Centre. As well, newspapers are utilized in the Newspapers in Education program.

The RNC worked with our Grade 6 students to educate them on the Drug Awareness Resistance Education program. The RNC provided a Drug Awareness presentation for our Grade 8 students as well as the STRIVE program. Grade 8's also had the opportunity to participate in the MAZE program.

In November, Junior Achievement sponsored The Economics of Staying in School presentations with our Grade 9 students. Junior Achievement volunteers also presented to our grade 5 classes.

At our annual awards assemblies, many students were recognized for their personal and academic achievements. The scholarship committee was pleased to receive the monetary donations from our many community sponsors. Thank you to the Mount Pearl Lions Club, Town of Paradise, Provincial School Studios, Mens Hockey League, Mount Pearl Show Choir, Student Leadership, Mount Pearl Soccer Association, Acropolis and Wendy's Restaurant.

Many of our parents and community groups have contributed to the school by volunteering their time to help the students and staff of Mount Pearl Intermediate.

Thank you to everyone who has contributed to the success of our school.

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 enhance the use of inclusive practices to support student learners in meeting their specific, individual needs.

Year	Objective	Objective	Objective
2009-10	Identify student preferred learning styles to inform instruction.	. Identify student activities and promote the link to specific curriculum outcomes.	Develop a variety of differentiated methods to support student learning.
2010-11	Foster student responsibility for learning		
2011-12			
2012-13			

Goal 2: to further develop awareness and involvement in leadership activities through promotion and recognition.

Year	Objective	Objective	Objective
2009-10	Provide and communicate leadership opportunities for all students	Increase staff awareness and involvement in leadership opportunities	Increase parent involvement and visibility in the school community
2010-11			
2011-12			
2012-13			

Goal 3: to cultivate a safe and socially just atmosphere with a focus on respect, wellness and the physical environment of the school.

Year	Objective	Objective	Objective
<i>2009-10</i>	Create and maintain a respectful environment amongst all stakeholders within the school community.	Promote a positive interactive environment for all students, teachers and staff.	Enhance the physical environment for students, parents, and staff
<i>2010-11</i>			Develop a student focus group
<i>2011-12</i>			
<i>2012-13</i>			

Operational Issues

Year	Issues	Issues	Issues
<i>2009-10</i>	<ul style="list-style-type: none"> increase PD opportunities for support staff 	<ul style="list-style-type: none"> reinforcement to staff of school development plan 	<ul style="list-style-type: none"> to include, on an individual basis, students in the IEP/ISSP team meeting
<i>2010-11</i>	to explore ways of increasing time available in teacher schedules for DI planning and other professional		
<i>2011-12</i>			
<i>2012-13</i>			

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.

*Included in this section is an optional **Operational Issues Report**.*

Goal 1: To Improve Student Learning		
Objective 1.1: Collaboration time between departments at the intermediate and elementary levels will be provided to learn to improve reading readiness and to improve quality written responses (Language Arts)	Objective 1.2: Collaboration time between departments at intermediate and elementary levels will be provided to improve basic math skills (mathematics)	Objective 1.3: To increase celebration of student achievement
Commendations 1.1 <ul style="list-style-type: none"> • Use of accelerated reader in Grades 5-7 • Connections between ELA outcomes and activities (as in new plan) • Inclusion of Grade 5 teachers on Literacy Action team • Purchase of high interest / low vocabulary books • Initiation of co-teaching practices 	Commendations 1.2 <ul style="list-style-type: none"> • Pi Day activities • Math awards program • Participation in Math league • “You Can Study Math” pamphlet • Connections and collaboration between School Development and Math Action Team 	Commendations 1.3 <ul style="list-style-type: none"> • Designation of school as a pilot school for Inclusion • Student achievement reports shared among all staff • Analyses of internal assessments • Implementation of differentiated practices • Purchase and use of professional materials on DI •

<p>Recommendations 1.1</p> <ul style="list-style-type: none"> • Move accelerated reader to Grades 8 (2010-11) & 9 (2011-12) • Delete 1.1.3 Strategy • Incorporate literacy initiatives into focus on inclusion and differentiation 	<p>Recommendations1.2</p> <ul style="list-style-type: none"> • Delete 1.2.3 • Incorporate numeracy initiatives into focus on inclusion and differentiation • Continue to incorporate hands on activities, guest speakers and outside opportunities into math instruction 	<p>Recommendations1.3</p> <ul style="list-style-type: none"> • Include teacher appreciation and recognition • Focus new plan on DI and inclusionary practices
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Report on School Development Plan for Previous Year (2009 -10)

Goal 2: To Foster A Safe, Caring and Healthy School Environment		
Objective 2.1: To increase student and staff morale	Objective 2.2: To improve the character of students through character counts	Objective 2.3: To promote Mount Pearl Intermediate as healthy and active living.
Commendations 2.1 <ul style="list-style-type: none"> • Recognition of student and staff achieving in Panther tracks, morning announcements, District Dispatch, web page, etc. • Social activities • Activities during teacher appreciation week, staff meetings, Parent teacher conferences, etc. 	Commendations 2.2 <ul style="list-style-type: none"> • Beyond the Hurt program and training • Student Leadership initiatives (Tree of Warm Wishes, Iris Kirby, Haiti, etc.) • Shave for the Brave (partnership with Calgary school) • Use of house system 	Commendations 2.3 <ul style="list-style-type: none"> • Use of cardio fitness room • Teacher fitness challenges • Recognition of social justice and activities to heighten awareness
Recommendations 2.1 <ul style="list-style-type: none"> • Student and staff recognition be included in monthly character education assemblies • Delete 2.1.2 • Continue teacher wellness program as per new plan (Objective 3.2) 	Recommendations 2.2 <ul style="list-style-type: none"> • Use of house system on a monthly basis • Include elementary grades in student leadership Revisit implementation of PBS program (as per new plan)	Recommendations 2.3 <ul style="list-style-type: none"> • Delete 2.3.2 • Consider how to incorporate school wide exercise activities into the school year • Include social justice in the goals of the new plan instead of as a strategy

Summary Report on the School's Most Current Data

School Development Plans are developed and subsequently revised using the most current data available to the school. The charts below provide the results of the 2009-10 CRT's which were administered in Mathematics and Language Arts at the Grade 6 level and Grade 9 level. The tables also show a comparison of the data from three previous assessments.

At the grade 6 level, students performed above the province in all but one section of the Language Arts CRT and above the province in all sections of the Mathematics CRT.

At the grade 9 level, MPI students performed above the province in all sections of the Language Arts CRT. In the Mathematics results again students scored above the province in all but one section. Results will be analyzed closely and an action plan will be developed by the Department and administration to address any needs identified.

CRITERION REFERENCE TESTS

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	79.2%	78.0%	88.0%	84.8%	89.9%	87.1%	85.3%	81.0%
Listening	96.7%	93.3%	94.0%	92.0%	90.6%	87.7%	89.1%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	71.7%	76.1%	92.0%	85.1%	85.7%	78.7%	90.5%	81.4%
Poetic	69.5%	73.3%	89.7%	81.2%	83.9%	69.6%	75.0%	69.9%
Informational	70.9%	58.8%	89.8%	78.9%	76.3%	68.0%	64.0%	68.4%
Listening	73.0%	58.4%	80.5%	62.6%	54.2%	47.4%	68.3%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	66.4%	68.2%	80.0%	78.0%	82.1%	77.1%	73.4%	72.3%
Number Concepts	66.4%	62.7%	71.4%	70.0%	75.3%	67.1%	79.1%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	37.9%	33.2%	51.8%	48.4%	45.8%	36.5%	60.4%	54.9%
Communication	36.5%	30.7%	47.1%	42.0%	42.5%	30.6%	47.2%	46.5%
Connections & Representations	46.0%	40.2%	49.4%	41.3%	45.0%	36.1%	45.3%	44.0%
Problem Solving	58.1%	50.6%	62.4%	55.4%	52.1%	42.5%	61.3%	55.8%

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	82.8%	79.4%	80.7%	77.2%	65.0%	71.0%	88.6%	85.1%
Informational	79.6%	74.5%	79.7%	78.1%	65.0%	83.1%	82.7%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	93.3%	83.5%	92.6%	86.2%	86.7%	83.0%	93.1%	85.4%
Poetic	78.3%	71.1%	76.9%	73.0%	86.3%	79.5%	83.2%	73.1%
Informational	90.3%	75.7%	86.8%	77.5%	88.8%	75.5%	77.1%	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	61.8%	59.5%	64.5%	60.3%	58.8%	55.8%	75.6%	69.5%
Number Concepts	56.6%	47.1%	70.4%	68.9%	45.4%	39.3%	61.9%	59.0%
Patterns & Relations	56.6%	55.6%	57.4%	59.3%	71.7%	68.9%	80.1%	75.4%
Measurement	49.2%	55.3%	49.5%	55.1%	58.6%	59.9%	66.5%	67.6%
Geometry	69.8%	69.4%	59.7%	55.4%	65.8%	61.8%	70.7%	69.4%
Data Management & Probability	50.8%	48.6%	65.7%	63.2%	58.3%	53.7%	69.2%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	39.7%	32.5%	58.2%	51.0%	50.9%	44.5%	56.5%	48.9%
Patterns & Relations	55.2%	32.5%	67.0%	61.3%	70.0%	57.0%	74.8%	60.4%

School Development Plan for Current Year

The school should provide a brief written summary of the goals and actions for the school's development plan. This would also be an appropriate place to provide a summary of the District's strategic planning goals, and how they relate to the schools. While this is in some respects redundant given the tables below, it is felt a succinct written summary may assist readers looking for a "tops of trees" view of the school.

This section outlines the School Development Plan for the current year. The templates list the goals, objectives, intended strategies, indicators of success, and support plans. Also included in this section is the **Operational Issues Report**.

Mount Pearl Intermediate School Development Plan 2010-2011

Goal 1: to enhance the use of inclusive practices to support student learners in meeting their specific, individual needs.

Objective 1.1: Learning Styles
Identify student preferred learning styles to inform instruction.

Objective 1.2: Motivation
Foster student responsibility for learning.

Objective 1.3: Differentiation
Develop a variety of differentiated methods to support student learning.

Objective 1.4
Identify student activities and promote the link to specific curriculum outcomes.

<p>Strategies:</p> <p>1.1.1. Analyze the various available surveys on learning styles</p> <p>1.1.2 Use learning style surveys</p> <p>1.1.3 Present to students information on the different learning styles, MI, and importance of identifying different learning styles</p> <p>1.1.4. Place MI posters in each classroom</p> <p>1.1.5. Present to staff the results of student learning style surveys so as to inform instruction</p>	<p>Strategies:</p> <p>1.2.1 Design and provide a student checklist that clearly defines the characteristics of a responsible student.</p> <p>1.2.2 Design and provide a parent checklist that clearly defines the characteristics of a responsible student.</p> <p>1.2.3 Include the NLTA publications “Parents are Teachers Too” and “Homework and Study Tips” with the Registration Form package on the first day of school.</p> <p>1.2.4 Communicate expectations for student responsibility in Grade Level assemblies throughout the year</p>	<p>Strategies:</p> <p>1.3.1 Continue to invite guest speakers across the subject areas and explore opportunities for learning outside the classroom.</p> <p>1.3.2 Create more hands on instruction in all subject areas (lesson plans that incorporate more hands on activities).</p> <p>1.3.3 Involve students in the creation of assessment rubrics.</p> <p>1.3.4 Explore ideas for the integration of fine arts and physical activity into all curriculum areas.</p> <p>1.3.5 Continue to assemble resources to support DI (books, Smart Boards, computers and printers, subscriptions to online resources.)</p>	<p>Strategies:</p> <p>1.4.1 The math and science departments will explore how to best promote their activities within the school.</p> <p>1.4.2 The Literacy Action Team will help to build awareness of the process of creating a curriculum linked document to share with staff and parents.</p> <p>1.4.3 To inform students, parents and staff of cross-curricular connections ie. Open House, staff meetings.</p>
<p>Indicators of Success:</p> <p>1.1.1. Completion of survey analysis</p> <p>1.1.2. Completion of student surveys</p> <p>1.1.3. Presentation for students on learning styles</p> <p>1.1.4. MI Posters in all classrooms</p> <p>1.1.5. Presentation to staff of student learning style results</p> <p>General Indicator:</p> <p>Improved student test scores</p>	<p>Indicators of Success:</p> <p>1.2.1 Checklist provided</p> <p>1.2.2 Checklist provided</p> <p>1.2.3 NLTA materials provided</p> <p>1.2.4 Assembly held</p>	<p>Indicators of Success:</p> <p>1.3.1 More guest speakers are available for students and increase in opportunities to learn outside the classroom.</p> <p>1.3.2 Students are engaged in more hands on activities.</p> <p>1.3.3 Shared folder created and increased entries.</p> <p>1.3.4 Student created rubrics are used in more subject areas.</p> <p>1.3.5 Wider integration of fine arts and physical activity in all subject areas.</p> <p>1.3.6 Growing collection on DI in the library, Smart boards in more classrooms, access to more technology ie. computers/printers/software</p>	<p>Indicators of Success:</p> <p>1.4.1 Promotion plan for math and science activities</p> <p>1.4.2 Increased awareness on how to complete a curriculum linked document</p> <p>1.4.2 Posting of curriculum linked document</p>

Goal 1. Support Plan	
Financial	Professional Development/Time Required

<p>1.1.2. Half day sub for teacher to collate surveys.</p> <p>1.1.4. Purchase a set of posters per class @ \$30 approx. each</p> <p>1.1.5. Half day sub for two teachers analyze and summarize surveys by class.</p> <p>1.3.6 Money for resources. This would include:</p> <ul style="list-style-type: none"> • Continued maintenance of computers, printers, photocopiers, risograph, • Purchase of additional technology (computers, printers, SMARTBoards) • Purchase of text (teacher resources on DI & leveled books) and paper resources (cardstock, chart paper) • Substitute time for professional development 	<p>1.1.1. Staff meeting for staff to choose survey.</p> <p>1.1.3 Have a learning styles specialist conduct a professional development day with staff</p> <p>1.1.5. Staff meeting for staff to see the results of each class.</p> <p>1.2.1 Time required to design and collate checklists</p> <p>1.3.7</p> <ul style="list-style-type: none"> • Schedule time for collaboration into teacher timetable • In-service refresher • Time to visit other teachers/schools to share and collaborate <p>1.4.1 Math and science department planning time</p> <p>1.4.2 Introductory time during a staff meeting to discuss or explain the process.</p> <p>1.4.2Technology support will be needed to post the curriculum linked document.</p>
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Goal 2: to further develop awareness and involvement in leadership activities through promotion and recognition.

<p>Objective 2.1: Provide and communicate leadership opportunities for all students</p>	<p>Objective 2.2: Increase staff awareness and involvement in leadership opportunities</p>	<p>Objective 2.3: Increase parent involvement and visibility in the school community</p>
<p>Strategies: 2.1.1 To identify and promote student leadership roles 2.1.2 To identify student leaders who will visit all classes seeking input and providing information about school leadership opportunities. 2.1.3 To establish student “focus groups” to provide input on areas which affect them and to increase student’s level of involvement and awareness. 2.1.4 To inform and encourage all homerooms to have representation in student leadership groups. 2.1.5 To enhance the promotion to students of the awards and recognition available through various levels of government. 2.1.6 To provide mentoring opportunities between junior high students and elementary students. 2.1.7 To increase “volunteerism” into the school community.</p>	<p>Strategies: 2.2.1 Highlight, through MPI Staff conference, leadership opportunities (PD Days, Conferences, Guest Speakers). 2.2.2 Provide opportunities for staff interested in Professional Development in the area of leadership 2.2.3 For administrators to enhance the frequency of ‘walk throughs.’ 2.2.5 Explore leadership possibilities for Student Assistants in pertinent areas</p>	<p>Strategies: 2.3.1 Canvas parents for assistance through Panther Tracks, Panther Pause, website. 2.3.2 Disperse a list of potential activities that parents can become involved in throughout the year. ie. Breakfast club, grounds clean up, dances, field trips, fundraising, community partnerships. 2.3.3 Seek interest in starting a parent volunteer group that will meet regularly (monthly/by term) to investigate possible areas for parent volunteerism. 2.3.4 Investigate the possibility of a parent volunteer/representative for each homeroom. 2.3.5 Engage school council in finding ways to increase parent involvement and awareness of activities that they can partake in. 2.3.6 Showcase volunteers and their actions in Panther Tracks, Panther Pause, school website, local media, district digest and news. 2.3.7 Submit student and parent names for volunteer awards. 2.3.8 Emphasize and increase volunteer recognition events.</p>

<p>Indicators of Success: 2.1.1 Augmentation of student involvement and implementation of students' suggestions. 2.1.3 Focus group sessions conducted. 2.1.4 Representation from all homerooms in student leadership. 2.1.5 Activities i.e. buddy reading, family groups, character education, etc. 2.1.7 Increase in student volunteering.</p> <p>General Indicators: Increase in school spirit. Increase in student/school identity.</p>	<p>Indicators of Success: 2.2.1 Increased communication in MPI firstclass folder on leadership opportunities 2.2.2 Increased presence of interested staff members at leadership professional development 2.2.3 Increased presence of administrators in class 2.2.4 Regular meetings arranged and conducted with all staff members 2.2.5 Attendance at professional development opportunities in areas related to the students they work with. 2.2.6 Minutes from department meetings with concerns for administrators indicated 2.2.8 Leadership examples will be outlined on a regular basis in Panther Tracks</p>	<p>Indicators of Success: 2.3.1 Observable increase in parent involvement and volunteer activities. 2.3.3 Schedule of Parent Volunteer group meetings 2.3.5 School council report on ways to involve increasing number of parents 2.3.6 Increased entries in Panther Tracks, Panther Pause, website and other media highlighting volunteers 2.3.4 Decision on whether to pursue parent volunteer representative for each homeroom 2.3.6 Posting of published media in a school lobby display. 2.3.8 Hosting of recognition events.</p> <p>General Indicator: Noticeable improvement in teacher and student wellness</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required

<p>2.1.1 \$1500 – for incentives/material etc.</p> <p>2.2.2 Substitute days for teachers 2.2.5 Substitute days for support staff</p> <p>2.3.1 Provisioning of code of conduct and roles and responsibilities 2.3.2 Budget allocation for hosting recognition events (i.e. breakfast) and lobby display case.</p>	<p>2.1.1 Meeting time required for elementary/junior high concerning mentoring opportunities 2.1.2 Meeting time required for focus groups 2.1.3 Meeting time required for information sessions providing teachers/students information on all possible awards and forms of recognition – i.e. student hand book, student assemblies, curriculum nights, website</p> <p>2.2.1 Time to coordinate information to share with staff 2.2.2 PD time for leadership opportunities 2.2.3 Time during recess and lunches for administrators to be a presence in the corridors 2.2.4 Half hour meetings with each staff member regularly 2.2.5 PD days</p> <p>2.3.1 Teacher moderators 2.3.4 Engaging staff, students and parents to help identify students and parents from their classes who volunteer. (Staff meetings, school council)</p>
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<p>Goal 3: to cultivate a safe and socially just atmosphere with a focus on respect, wellness and the physical environment of the school.</p>		
<p>Objective 3.1: Respect Create and maintain a respectful environment amongst all stakeholders within the school community.</p>	<p>Objective 3.2: Wellness Promote a positive interactive environment for all students, teachers and staff.</p>	<p>Objective 3.3: School Physical Environment Enhance the physical environment for students, parents, and staff</p>
<p>Strategies: 3.1.1 Revisit the PBS/Code of Conduct system. 3.1.2 Develop a system to monitor washrooms and hallways throughout the day (ex. Winschool). 3.1.3 Organize activities once a month for students and teachers to interact and build rapport using Character Education platform 3.1.4 Promote and introduce guidance counselors and their roles at the beginning of the year</p>	<p>Strategies: 3.2.1 Maintain and enhance the character education program within the classroom. 3.2.2 Incorporate physical activity in the classroom 3.2.3 Provide time for teachers to collaborate using specialist/resource/guidance teachers/administration 3.2.4. Invite parents and children to training sessions on how to incorporate physical activities and healthy food choices on a daily basis. 3.2.5 Continue reminders of nutritional information and guidelines via school website, newsletters, etc.</p>	<p>Strategies; 3.3.1 Develop a staff focus group to identify priorities around the physical environment. 3.3.2 Ensure consistent procedures in identifying and addressing to administration/maintenance issues regarding the physical environment 3.3.3 Update school council on issues regarding the physical environment 3.3.3 develop a cross-sectional focus group of students to discuss school safety and cleanliness 3.3.4 Define and communicate terms of reference for school beautification committee 3.3.5 Incorporate plans of Beautification Committee into school development plan</p>
<p>Indicators of Success: 3.1.1 Publishing PBS/ Code of Conduct through the school Web Site, parent memos, Curriculum Night, student assembly on first day 3.1.2 Implement a PBS/Code of Conduct system. 3.1.2 Fewer students in the hallways and washrooms during class time 3.1.3 Participation in monthly activities 3.1.4 Classroom visits by guidance counselors. 3.1.5 Presentations by guest speakers to all students as well as gender-specific presentations.</p>	<p>Indicators of Success: 3.2.1 Character Education program is maintained with enhanced activities in the classroom. 3.2.2 Enhance the character education outside the classroom. 3.2.3 Improved focus and concentration implemented by a creative physical activity 3.2.3 An increase in planning time for physical activity. 3.2.5 Attendance at the training sessions. 3.2.6 Publish nutritional information and guidelines on school website and in school newsletter.</p> <p>General Indicator: Decrease in number of issues and incidents within the classroom, hallway, and school. Decrease in number of incidents at the office. Staff survey on future school development (yearly)</p>	<p>Indicators of Success: 3.3.1 Focus group developed and implemented 3.3.2 Staff use of maintenance request book 3.3.3 Focus group meeting completed 3.3.4 Issues brought to administration 3.3.5 Staff provided terms of reference 3.3.6 Strategies are written in the school development plan</p>

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.