

St. Kevin's Junior High School

2009-10 School Development Report



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The mission of St. Kevin's Junior High is to prepare students to become active community members by providing a safe and caring learning environment with a focus on achieving one's personal potential while striving for academic excellence.

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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

Thank-you for taking time to read our School Report. It outlines the current profile of our school and provides information about staffing, population trends and provincial testing. Most importantly, this School Report also examines how our school performed when compared to the goals set forth for St. Kevin's Junior High.

The goals each school sets for itself are developed with input from teachers, parents, students, School Council, and the community. This is a Government requirement that all schools work through a School Growth and Development process to develop their goals. St. Kevin's Junior High developed its first set of school goals in 2007-08. We are nearing the completion of these goals and, during 2010-11, we will be developing a new set to guide us through the next 3-5 years. Many of the professional development days planned for 2010 will center around work in this area.

As mentioned, we are nearing the completion of goals we first developed in 2007-08. However, the goals outlined then are still relevant today and our school will continue with efforts to improve academic achievement in all subject areas. In addition, we will continue with efforts to create a safe and caring environment, and one that supports student learning. Finally, we still have needs in the area of technology, but will continue with upgrades in the coming years.

In 2010-11, we will require your involvement with the School Development process. Together, we can all help make St. Kevin's Junior High a stronger and more innovative school where students achieve to their highest potential. Students come first at our school, and we strive to address the need of each student.

Parental involvement is key to any successful school, and I value your input. Feel free to contact me should you have any questions or suggestions about future changes, improvements, or anything contained here. Please keep in mind that this School Report is only a summary of some key points. Therefore, you may want to browse our school's web site (www.stke.k12.nf.ca) to find out more about what we do throughout the entire year.

John Murrin,
Principal

Message from School Council

First, please allow me to take this opportunity to introduce myself as the new School Council Chair at St. Kevin's Junior High. The position was left vacant when the former Chair, Ms. Isobel Keefe, finished her term last year. I was elected to the position as Chair during the first Council meeting in October, and look forward to helping our students achieve to the best of their potential.

Along with Ms. Keefe, who finished her term on School Council last year, I would also like to thank Mr. Dick Bruce and Ms. Janet Critch for their past service. Together, they helped develop a strong and proactive Council, and I aim to continue with that tradition. For 2010-11, we have another dedicated group of volunteers. Members include (1) community representatives (Ms. Karen Adams and Mr. Ron Whitten), (2) parent representatives (Mr. Dave Power, Ms. Tammy McCabe, Ms. Helen Mackey, and myself, Mr. Dave Ryan), and (3) staff representatives (Ms. Barb Doran, Mr. Wade Smith, Mr. Dave Stinson, and Mr. John Murrin).

As mentioned by Mr. Murrin in the Principal's Report, St. Kevin's Junior High will be heavily involved in the School Growth and Development process during 2010-11 in an attempt to develop school goals for the next 3-5 years. I look upon this as an opportunity for School Council, and the entire school community, to participate in the process and help invoke meaningful change for our school. School Council will be taking a leadership role in this process and we are asking for your involvement and support throughout the coming year.

Sincerely,

Mr. David Ryan
School Council Chair

Overview of School

Our School Community

Our school, St. Kevin's Junior High, is part of the Eastern School District, which manages 122 schools with a total of approximately 40,950 students and approximately 4100 teaching and support staff. The school currently has an enrolment of 308 students and offers Grades 7-9 to the communities of Goulds, Petty Harbour, and Maddox Cove. Our feeder school is Gould's Elementary and the students from our school feed into St. Kevin's High School.

Our Staff and Classes

Our school has a total of 24.2 full-time educational staff that includes 1.5 administrators, 13.5 classroom teachers and 4 special services personnel. We have a 0.60 guidance counselor, 2.5 specialist teachers in the areas of Music, Physical Education and Art, 0.4 learning resources teacher, as well as, the support of 3 student assistants (18.5 hours per week total combined). In addition to staff based at the school, we have access to District office staff including speech-language pathologists, educational psychologists, itinerant teachers for the visually impaired, hearing impaired, and learning disabled. The school also has the services of 1 secretary (5 hours per day) and 3 maintenance personnel.

Pupil-Teacher Ratio- fixed

Pupil-teacher ratio refers to the number of full-time equivalent students in a school compared to the number of full-time equivalent educators.

For 2009-2010 the pupil-teacher ratio in St. Kevin's Junior High was 12.6. This compares to a pupil-teacher ratio of 12.7 for the district and 12.1 for the Province.

How has our Enrolment Changed?

The table below shows the enrolment changes at St. Kevin's Junior High:

03-04	04-05	05-06	06-07	07-08	08-09	09-10
373	386	345	339	338	318	308

What programs are offered in our school?

The following table shows the percentage of students enrolled in some selected programs offered at St Kevin's Junior High School.

Program	Percentage of Eligible Students Enrolled				
	2005-06	2006-07	2007-2008	2008-2009	2009-2010
French Immersion	60	56	55	71	96
Fine Arts: Music	281	339	338	318	298
Art	293	339	338	318	308
Technology	285	219	232	206	306
Band	70	70	70	55	52
Physical Education	345	339	338	318	306
Special Services	79	72	60	47	34

St. Kevin's Junior High offers the provincially prescribed curriculum in both English and Late French Immersion. We offer Science, Mathematics, Language Arts, Social Studies, Core French, Health, Religion, Art, Music, Home Economics and Technology Education. Late French Immersion also offers Français (French Language Arts).

Key Highlights/Special Projects

- Two of our students represented St. Kevin's Junior High at the St. John's Clean and Beautiful speak-off. We placed first, Brady Kinsella, and second, Stephen Connors, in the competition.
- The Grade 9 Elizabethan Feast was a huge success again this year. Students enjoyed the fun filled day with food, costumes, and prizes.
- The Math department provided many fun-filled experiences for the students, including Math Problem -Solving Basketball Relay, "Pi" Day, "Shape" Day, and many contests.
- Our annual Science Showcase was a successful event again this year where many students were recognized for their outstanding work.
- Regional Science Fair Winners:
 - Gregory Abbott – Bronze medal winner in Physical science
 - Connor Simmonds, DJ Clarke – Honorable mention
- Many of our Grade 7 students took part in the Professional Engineers and Geoscientists Annual Bridge Building Competition, in March, at the GEO Centre.

- Our Year End Awards Ceremony recognized many of our students for their achievements during the school year. Numerous awards, academic and non-academic, were presented to students.
- Stephen Connors was the recipient of the Horizon's Fry Scholarship award.
- The Grade 9 Girls basketball team traveled to Corner Brook to win the 9 B Basketball Provincials.
- The Grade 8 Girls Basketball Team got a silver medal at the U14 Provincials in Basketball.
- The Cheerleading team won a silver medal at Provincials.
- Sports Day, in May, was a fun filled day with many activities for both students and staff.
- Our diverse Physical education program offered: Skiing, Curling, Basketball, Soccer, Lacrosse, Ultimate Frisbee, Volleyball, Badminton, Scooter Games, Team Handball, Flag Football, Kickboxing, Yoga and intramurals for students during lunchtime.
- Our Band performed at the Remembrance Day Assembly, Christmas Assembly, Christmas concert, Spring Concert, Week to Imagine, and Volunteer Appreciation Night.
- Breakfast Club was a very successful this year due to the dedication of a large group of volunteers who helped to run this program:
 - Student volunteers: Alyssa Bishop, Patsy Campbell, Jessica Finn, Mathew Howlett, Nicholas Power, Lance Saunders, David Williams, Gabrielle Williams, Hilary Williams, Rebecca Williams
 - Parent Volunteers: Patsy Hynes, Angela Saunders, Stephanie Stack, Tracy Thompkins
 - Staff Volunteers: Charlie Simmonds, Nicole Collins, Lina Gallant, Elizabeth Norman, Tammy O'Brien, Laura Tucker, Pam Whitten
- Ms. Cindy Hicks ran our Re-cycling club with the help of her student volunteers: Amanda Boyles, Stephen Connors, Alyssa Bishop, Kayla Dicks, Stephen Hunt, and Zach Clarke.
- Students and Staff raised \$1901 for the Haiti relief fund during a week of activities in January which included: Hats for Haiti, Recess for Haiti, Bake Sales, Individual Donations and a School Dance.

- Our annual Terry Fox Run brought the entire school community together to help raise funds for cancer research.
- Students at St. Kevin's also raised money for the Janeway Hospital.
- Our music teacher, Ms. Allana Fitzpatrick spent her Easter holiday helping to build a school in Ghana. Students at our school held fundraisers for a week to help. A total of \$1000 was raised through these efforts. The money was used towards various projects in the small village of Dzogadze in Ghana. There was need for funds to have running water made available within the village. Money was used to buy mosquito nets for pregnant and nursing women to prevent the spread of malaria, and money was given to the junior high school in Dzogadze to purchase school uniforms (uniforms are mandatory, and many students cannot afford them), geometry sets, pencils, exercise books, drawing boards. Some of the money was also used for the installation of additional lights and electrical outlets in the school complex. Ms. Fitzpatrick shared her experiences during a year-end assembly, through a slideshow presentation, allowing students to see the benefit of their fundraising efforts.
- A number of our students and staff received training in the Red Cross Beyond the Hurt Antibullying program:
 - Staff Volunteers included: Terry Ryan, Ms. Angela Newman, and Ms. Nicole Collins
 - Student Volunteers: Anthony Chafe, Meagan Williams, Laura Dinn, Matthew Howlett, Kayla Dinn, Julia Dunne, Raylene Mackey, Alison Kennedy, Reghan Macdonald, Ryan Doyle, Shannon Morry
- Ryan Fleet, a Grade 8 student, was the recipient of the Mary Rhind Orientation and Mobility Award.
- Art Club provided many students with the opportunity to explore their artistic talents.
- Our "Week to Imagine" continued to be a huge success. During this week our school emphasized principles that are essential to the creation of a safe & caring school environment: respect, compassion and non-violence. Each day of this week had a theme and various activities and guest speakers supported this theme.

Partnerships

The success of our school cannot happen without the partnerships that we have developed within our community, including agencies, businesses and organizations. Below are some highlights of these partnerships:

- The Goulds Lions Club provided financing for the school to purchase a new digital scoreboard for the gymnasium. The school receives \$1500.00 annually for the next three years and proudly displays the Lions Club banner over the new scoreboard.
- The RNC often supports us during school walk initiatives, such as our annual Terry Fox run, and by providing us with guest speakers for students and parents.
- St. Kevin's Parish sometimes provides donations for our school breakfast program and our students help with the Parish food bank.
- St. Kevin's Junior High students donated \$500.00 to the Parish for their Christmas food hampers.
- Our students also support community events by participating in the local Santa Claus parade, the winter Carnival and the Haunted House.
- The following businesses provided donations for our year end awards: Mary Brown's (C and M Foods), Jenkin's Power Sheet Metal, Bidgoods Wholesale, Tim Horton's (Sunrise Ventures), HJ Bartlett Electric, Corner Store (O and P Interiors)
- At our year end awards Scotiabank presented an award to one male and female student in Grade 9 who worked hard and persevered to reach their potential.

3-4 Year School Development Plan

St. Kevin's Junior High 3-4 Year School Development Plan

Goal 1: To continue to promote a safe, caring, socially just and healthy environment for our school community.

Year	Objectives	Objectives	Objectives	Objectives
<i>2007-08</i>	To improve and increase participation and involvement by all members of the school community.	To recognize and celebrate student and teacher achievement.	To promote a climate of mutual respect and caring using Professional Learning Communities	N/A (fourth objective was not yet added)
<i>2008-09</i>	To increase student involvement in school events.	Teachers will work together to increase the recognition of student and teacher achievement on a regular basis.	To increase student awareness and understanding of the anti-bullying program.	N/A (fourth objective was not yet added)
<i>2009-10</i>	To increase opportunities for parents and community to participate/volunteer in school activities, events and committees.	An increase in more positive relationships will be developed within the school and school spirit will increase.	To promote a healthy lifestyle including healthy eating habits.	Teachers will continue to develop professional skills as part of a Professional Learning Community
<i>2010-11</i>	To increase student volunteering in school and community.	Student scores will improve on internal and external assessment.	Students will respect, and appreciate differences within each other and will therefore develop more positive behaviors.	Teachers will continue to build upon their professional skills by sharing their expertise, reviewing professional literature, and planning with the LRT

Goal 2: To improve student learning using diverse strategies.

Year	Objectives	Objectives	Objectives
<i>2007-08</i>	To improve student work ethic (completion/quality of work), motivation and ownership of learning.	To improve student knowledge of basic skills and critical thinking in mathematics	NA (third objective was not yet added)
<i>2008-09</i>	To improve student learning and achievement.	To improve student use of mathematical language.	NA (third objective was not yet added)
<i>2009-10</i>	To improve parent involvement in ensuring student work completion and quality of work completion.	Students will improve their mental math strategies.	To explore strategies and differentiated instruction to meet students' diverse learning needs.
<i>2010-11</i>	To continue to motivate students using strategies such as assemblies awards and other forms of recognition.	Students will improve their ability to respond to a variety of mathematical text	To continue to share strategies and to use differentiated instruction to meet students' diverse learning needs.

Operational Issues

Year	Issues	Issues	Issues
<i>2007-08</i>	Implement school technology plan and continue to upgrade technology (including purchase of laptops and data projectors)	Special services will work to ensure that ISSP meetings will be scheduled in a more efficient manner and student attendance at ISSP's will be encouraged	Guidance will reinstate and implement Peer Counseling/Peer Mediation
<i>2008-09</i>	Continue technology upgrade	As we adopt the new framework for Pathways, special services will continue work to ensure that ISSP meetings will be scheduled in a more efficient manner and student attendance at ISSP's will be encouraged.	Administration will continue to work to ensure that teachers are utilized in their area of expertise when scheduling courses for the following school year.
<i>2009-10</i>	Continue Technology Upgrade (Smartboard technology)	Increased focus on specials services sharing sessions with teachers (i.e. student needs, inclusion practices etc)	Development of a professional learning library for teachers (includes staff Dept. conference on first class)
<i>2010-11</i>	Continue computer and Smartboard Technology upgrades	Increased focus on specials services sharing sessions with teachers on inclusion and differentiated instruction	Continue to build upon professional learning library for teachers (including material in staff Dept. conferences in First Class)

Report on School Development Plan for 2009-10

Goal 1. To continue to promote a safe, caring, socially just and healthy environment for our school community.			
Objective 1.1 To improve and increase participation and involvement by all members of the school community.	Objective 1.2 To recognize and celebrate student and teacher achievement.	Objective 1.3 To promote a climate of mutual respect and caring.	Objective 1.4 To continue to develop professional skills as part of a Professional Learning Community
Evaluation 1.1 This objective has been achieved although we will continue encourage parent and student involvement in our school community.	Evaluation 1.2 Student achievement (both academic and non-academic) is recognized on a regular basis and will explore ways to hold regular student assemblies.	Evaluation 1.3 PBS implementation began in term 2, during which student sessions were held.	Evaluation 1.4 We continued to promote the LRT, purchased professional literature and tapped into teacher expertise to provide smartboard instruction to fellow teachers.
Commendations 1.1 <ul style="list-style-type: none"> • Grade level presentations • Parent session on Internet Safety • School-wide charity fundraisers • Increased attendance at breakfast club • Active lunchtime activities intramurals program • Use of synvoice for student attendance and other school related reminders 	Commendations 1.2 <ul style="list-style-type: none"> • Year-end awards ceremony • Recognition of student participation in activities • December assembly to celebrate students • Week to Imagine initiative • Efforts to display student work • Students making special announcements 	Commendations 1.3 <ul style="list-style-type: none"> • Development of behavior matrix • Teachers' use of office referrals • Identification of majors, middles and minors • Lesson plan development and implementation • TERT established • Installation of hallway sensors • Allied youth connections 	Commendations 1.4 <ul style="list-style-type: none"> • Collaborative efforts to plan units with LRT • Teacher sharing at staff meetings • Teacher work area • Professional literature for teachers • Use of PD time to share teacher expertise • Allocation of PD time for teachers – fair and equitable measures in place • Clarity around the role of student assistants

<p>Recommendations 1.1</p> <ul style="list-style-type: none"> • Develop e-mail lists for parents • Hold parents sessions re: drug and alcohol abuse • Explore other lunchtime activities (i.e. use of library etc.) 	<p>Recommendations1.2</p> <ul style="list-style-type: none"> • Regularly (every week or bi-weekly) send newsletter to parents (student centered about student accomplishments and news) • Develop a plan to regularly hold assemblies to recognize student and teacher accomplishments • Discuss, as a full staff, at a staff meeting why and how to display student work • Continue to promote students making special announcements 	<p>Recommendations1.3</p> <ul style="list-style-type: none"> • Display matrix in all areas • Use excel spread sheet to track and analyze referrals and behaviors • Continually reinforce consequence guide • Convey to all staff the role and responsibilities of TERT (staff meeting in fall) 	<p>Recommendations1.4</p> <ul style="list-style-type: none"> • Promote cross-curricular initiatives – define a standard/minimum for each subject area and/or teacher – develop time line per grade level, subject, teacher, etc. • Continue to build team activities at staff meetings • Continue to use PD time to offer PD – consider using a needs assessment and query staff as to various areas of expertise • Continue to collaborate as a school development team with regard to PGPs, PD days, and the subsequent decision making
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Goal 2: To improve student learning using diverse strategies.		
Objective 2.1 To improve student work ethic (completion /quality of work), motivation and ownership of learning	Objective 2.2 To improve student knowledge of basic skills and critical thinking in mathematics.	Objective 2.3 To use differentiated instruction to meet students' diverse learning needs.
Evaluation: 2.1 We will continue to explore ways to utilize data to improve teaching and learning. Regular assemblies will acknowledge student effort and therefore increase motivation	Evaluation: 2.2 More work will be needed in this area, as shown by the CRT results. The half-time numeracy teacher will work with regular teachers to enhance the math curriculum with diverse strategies, including technology.	Evaluation: 2.3 PD was provided to teachers and the sharing of best practices was promoted among staff through various venues (i.e. staff meetings, PD days, Dept. conferences on First Class, Dept. meetings etc.)
Commendations 2.1 <ul style="list-style-type: none"> • Work done on the assignment/project/testing policies • Student attendance at ISSP meetings and PT conferences • Work done in identifying and supporting students at risk • Individual efforts to track work completion • Use of archived grades (data) 	Commendations 2.2 <ul style="list-style-type: none"> • Team teaching • Increased use of technology • Increased use of games • Increased use of motivational activities (e.g. competitions, special events) 	Commendations 2.3 <ul style="list-style-type: none"> • PD on Inclusion with district itinerants • Increased use of smartboards • Increased use of technology across all subject areas • PD teacher sharing session
Recommendations 2.1 <ul style="list-style-type: none"> • Assess the status of the assignment/project/testing policies • Continue to promote student attendance at ISSP meetings and PT conferences • Continue strategies to identify and support students at risk • Assess the need to have all teachers consistently track work completion (alignment with district homework policy) • Continue to develop ways to use assessment data to inform instruction • Student feedback forms for at risk students 	Recommendations 2.2 <ul style="list-style-type: none"> • More numeracy support on a regular basis • Continue to explore the integration of technology in the delivery of the math curriculum 	Recommendations 2.3 <ul style="list-style-type: none"> • Explore ways to regularly include the school inclusion coach at staff meetings • As a staff continue to share best practices in regards to differentiated instruction

Operational Issues Report 2009-10

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009-10	Continue Technology Upgrade (Smartboard technology)	Increased focus on specials services sharing sessions with teachers (i.e. student needs, inclusion practices etc)	Development of a professional learning library for teachers (includes staff Dept. conference on first class)
<i>Report</i>	Classroom computers have been upgraded and most classrooms are now equipped with Smartboards. We also now have a set of Smartboard remotes.	Special services held sharing sessions, in early September, to provide teachers with information and suggestions regarding student needs and accommodations.	All core subject areas now have their own in school subject conference on First Class. Professional Literature is received on a regular basis for all staff to access.

Summary Report on the School's Most Current Data

Criterion Referenced Tests (CRTs) measure how well students achieve the outcomes of various provincial programs. To date, students have been tested in Language Arts and Mathematics in Grades 3, 6, and 9, and Science in Grade 9. Each test is made up of subtests that focus on different parts of the programs. For our school, Grade 9 students wrote CRTs in Mathematics and Language Arts in June 2010.

This data directly relates to the second goal of our School Growth and Development Plan that focuses on improving student learning using diverse strategies. These CRT results are one set of data that allow us to make comparisons to the rest of the province.

The results in the tables below for Language Arts and Mathematics describe the average percentage of items correct on the test.

For example, in the 2009-10 CRT:

- *In Language Arts, **78.5** % of grade nine students achieved at Level 3 or above in Constructed Response for Poetic, compared with the provincial average of 73.1%.*
- *In Mathematics, the average score for grade nine students in Measurement was **70.1** compared to a provincial average of 67.6*

Results of these CRT scores below indicate the following:

Language Arts

- Our school performed higher than both the district and the province in all five areas tested by the Provincial Language Arts assessment in June 2010.
- Compared to the previous year, our school improved in three areas tested by the Provincial Language Arts assessment in June 2010. For the remaining two areas our school was below the province by 0.9% and the same as the province for the other.
- Since 2006, students at St. Kevin's Junior High have performed extremely well in Language Arts with scores consistently above the provincial average.

Mathematics

- Our school Performed higher that the province in four of the eight areas tested by the Provincial Mathematics assessment in June. For the other four areas, our school was below the province by 0.5%, 0.3%, 4.0% and 3.2%.
- Compared to the previous year, our school improved in all eight areas tested by the Provincial Mathematics assessment.
- Since 2006, students at St. Kevin's Junior High have consistently and significantly improved their scores in the area of mathematics.

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	82.4%	79.4%	75.4%	77.2%	78.1%	71.0%	85.7%	85.1%
Informational	74.9%	74.5%	83.8%	78.1%	78.1%	83.1%	81.9%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	77.3%	83.5%	90.1%	86.2%	79.4%	83.0%	93.5%	85.4%
Poetic	72.6%	71.1%	78.2%	73.0%	79.4%	79.5%	78.5%	73.1%
Informational	71.3%	75.7%	82.8%	77.5%	72.0%	75.5%	72.0%	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	53.9%	59.5%	50.4%	60.3%	49.6%	55.8%	69.0%	69.5%
Number Concepts	46.4%	47.1%	62.9%	68.9%	33.1%	39.3%	58.7%	59.0%
Patterns & Relations	45.1%	55.6%	52.6%	59.3%	63.0%	68.9%	77.8%	75.4%
Measurement	46.5%	55.3%	46.5%	55.1%	60.2%	59.9%	70.1%	67.6%
Geometry	65.0%	69.4%	44.7%	55.4%	52.9%	61.8%	70.8%	69.4%
Data Management & Probability	36.1%	48.6%	50.3%	63.2%	42.4%	53.7%	68.2%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	18.6%	32.5%	40.5%	51.0%	37.3%	44.5%	44.9%	48.9%
Patterns & Relations	33.6%	32.5%	46.7%	61.3%	49.8%	57.0%	57.2%	60.4%

School Development Plan for Current Year

During the 2010-2011 school year we will undergo both an internal and external review. The process of the internal review involves surveying students, staff and parents, as well as, collecting data from the school. The results of this process will be used by our school to formulate a new school development plan. Later in the school year an external team, comprised of school board personnel and staff from other schools, will then help our school to review our plan and make recommendations.

In the interim, we will continue to work with our current school development plan which has two major areas of focus:

Areas of focus for Goal 1 (To continue to promote a safe, caring, socially just and healthy environment for our school community) include:

Objective 1.1: To improve and increase participation and involvement by all members of the school community.

- Student involvement in service learning/volunteering

We will continue to promote school and community involvement for our students. Volunteering, charity fundraisers, etc. are an important part of making students active participants in the world around them. We will continue to explore ways to provide opportunities for our students to become involved and lend a helping hand.

Objective 1.2: To recognize and celebrate student and teacher achievement

- Celebrating success

Over the last couple of years we have made great strides in celebrating the success (academic and non-academic) of our staff and students. We will continue to further explore ways to celebrate these successes on a regular basis (i.e. assemblies)

Objective 1.3: To promote a climate of mutual respect and caring.

➤ Positive Behavior Supports

The PBS (Positive Behavior Supports) was introduced to students in the spring of 2010. Members of the Safe and Caring Schools committee delivered lessons to students on the behaviour matrix. These lessons were delivered in various environments around our school. Behaviour Matrix posters have been placed around the school and each specific setting is highlighted in yellow to further enhance these positive expectations. Education on the PBS philosophy will be ongoing throughout the 2010-2011 school year.

Objective 1.4: To continue to develop professional skills as part of a Professional Learning Community:

- We will continue to promote the LRT role in resource-based units, especially cross-curricular units.
- We will continue to build upon the professional expertise of our staff through the professional learning library, teacher sharing sessions, and staff meetings.

Areas of focus for Goal 2 (To improve student learning using diverse strategies) include:

Objective 2.1: To improve student work ethic (completion /quality of work), motivation and ownership of learning

- We will continue to explore ways motivate students to strive for their best. Strategies such as differentiated instruction and close home contact will help to motivate students. We recognize that involvement in co-curricular activities is an important aspect of student motivation and we will continue to explore opportunities for student involvement.

Objective 2.2: To improve student knowledge of basic skills and critical thinking in mathematics.

- Increasing student achievement in the area of mathematics has been a major focus of this goal. Our CRT results indicate that the numerous strategies implemented by the math department have been successful and we will continue to work towards improving in those areas still showing some weakness.

Objective 2.3 To use differentiated instruction to meet students' diverse learning needs.

- Inclusion brings students of varying abilities and talents together. Teachers need to reach this diverse group of learners within the classroom and because everyone learns in a different way, variety is the key to student success. Differentiated instructional strategies provide students with different ways of learning. Learning becomes more fun and students are engaged in their learning. We will continue to explore new and varied differentiated instructional strategies to keep our students motivated to learn.
- New computers this year will support the integration of smartboard technology to engage students and to meet the diverse learning needs. Staff will continue to work collaboratively in exploring and sharing smartboard technology lessons.
- The Inclusion coach, along with our special services department will take a lead role in the sharing and promoting of differentiated instructional strategies.

The goals of our school are aligned with the issues and goals of the Eastern School District summarized below:

Strategic Issue One: Student achievement and success.

All efforts of the District are devoted to supporting students. This plan lays out the basis for student academic achievement by ensuring all staff, teaching and non-teaching, receives professional development. This in turn enables the creation of an optimal learning community, which will facilitate student achievement. The promotion of high quality instruction and assessment helps ensure that students reach their potential, which defines success for a district. The Eastern School District is committed to the success of each child.

Strategic Issue Two: Healthy and active, safe and caring, and socially just learning environments.

Physical well being of staff and students is promoted by “healthy and active”, and acknowledges that personal physical well being is a necessary component to academic success. “Safe and caring” recognizes that students need to be nurtured in a safe environment in order to focus on learning. Finally, “socially-just” acknowledges that there are many social issues underlying, and affected by, decisions made by the Eastern School District.

Strategic Issue Three: Organizational effectiveness and efficiency.

The Eastern School District is a large corporate body, and by optimizing its processes, the District can greatly contribute to learning and teaching.

**1 Year School Development Plan
St. Kevin's Junior High
School Development Plan 2010-2011**

Goal 1: To continue to promote a safe, caring, socially just and healthy environment for our school community			
Objective 1.1: To improve and increase participation and involvement by all members of the school community.	Objective 1.2: To recognize and celebrate student and teacher achievement.	Objective 1.3: To promote a climate of mutual respect and caring.	Objective 1.4: To continue to develop professional skills as part of a Professional Learning Community
Indicators of Success: <ul style="list-style-type: none"> • More parent volunteers and committee membership • Increased attendance at parent teacher conferences • Increased attendance at school events • Increase in student involvement in service learning / volunteering (example: helping out with breakfast program, recycling, school / community cleanup etc.) 	Indicators of Success: <ul style="list-style-type: none"> • Observation • Improved scores on internal and external assessment • Attendance and interest in school events (school spirit) • Staff involvement in professional development and community initiatives 	Indicators of Success <ul style="list-style-type: none"> • Survey • Observation • Reduction in students referred for anti bullying remediation. • Participation in positive behavioral supports program (PBS) • Cafeteria sales (healthy food choices) 	Indicators of Success: <ul style="list-style-type: none"> • Staff involvement in PD choices and events • Better climate, healthier, happy staff (survey) • Consistent availability of all technology in each classroom (i.e. TV's, DVD's. LCD's etc.) • Increased use of technology • Decrease in significant student behavioral issues • Increase in access for teacher PD

<p>Strategies: 1.1.1 Develop Communication sheet for teachers. (Homeroom parent email lists). 1.1.2 Organize and promote Parent orientation sessions (internet safety, drug & alcohol) 1.1.3 Use synervoice for communication with parents beyond student attendance</p>	<p>Strategies: 1.2.1 Recognize student participation in curricular and extracurricular activities. (PA, newsletter and website) 1.2.2 Organize and hold assemblies to recognize student and teacher accomplishments 1.2.4 Continue to improve displays of student work in classrooms (student ownership) 1.2.5 Give students opportunities to make special announcements</p>	<p>Strategies: 1.3.1 Implement PBS Behavior Matrix 1.3.2 Organize assemblies to reinforce student code of conduct and consequences 1.3.3 Establish and communicate information Tragic events team responsibilities (TERT) 1.3.4 Promote and communicate student leadership opportunities</p>	<p>Strategies: 1.4.1 Plan collaboratively with LRT 1.4.2 Promote teachers sharing during staff meetings. 1.4.3 Organize and maintain teacher work area with working computers (in staff room); include professional literature and academic journals on display 1.4.4 Identify teacher expertise to deliver voluntary learning sessions by staff on needs identified by teachers. 1.4.5 Restructure staff meetings to allow for the development of professional skills 1.4.6 Develop a professional development priority committee (SG&D→Dept. Head→Staff)</p>
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Goal 1. Support Plan	
Financial	Professional Development / Time Allocation
<ul style="list-style-type: none"> • Rewards/incentives for students (\$1500-\$2000) • Professional Development (\$1000 for registration fees) • Dance security (\$400) • Motivational Posters (\$250) • Purchase of Educational literature (\$500) 	<ul style="list-style-type: none"> • Time from the instructional day to implement activities and programs such as anti-bullying, guest speakers, spirit day, etc... • Time for peer collaboration within and across departments (i.e. planning units etc.); ex: 1 sub day per unit or 1 day per grade level

Goal 2: To improve student learning using diverse strategies.		
Objective 2.1: To improve student work ethic (completion /quality of work), motivation and ownership of learning	Objective 2.2: To improve student knowledge of basic skills and critical thinking in mathematics.	Objective 2.3 To use differentiated instruction to meet students' diverse learning needs.
Indicators of Success: <ul style="list-style-type: none"> • Amount/Quality of homework/assignment/class work completed (tracked by teacher records and checklists) • More involvement in academics and co-curricular activities (tracked by teacher records, student grades, student achievements, student involvement in after school clubs, etc.) • Survey students and teachers • Parent involvement through homework page, e-mail, telephone and parent teacher conferences. • Increase in student performance-comparison of 2009-2010 result marks with 2010-2011 marks, which will show an increase of 5%. 	Indicators of Success <ul style="list-style-type: none"> • Effective use of math language by all students. (Measured by journal entries and portfolios) • Results of school developed basic skills assessment • Evidence of increased participation performance on mental math activities. • Improve or maintain scores on internal and external assessments 	Indicators of Success: <ul style="list-style-type: none"> • Improve scores on internal and external assessments • Improved student attendance • Increased student participation in school activities

<p>Strategies:</p> <p>2.1.1 Monitor new assignment/project policy</p> <p>2.1.2 Recommend student attendance at ISSP meeting and parent teacher conference to students and families.</p> <p>2.1.3 Formal approach (i.e. Grade level meetings, student feedback forms and parent contact) in dealing with students at risk of failing with formal parental reply.</p> <p>2.1.4 Assess and monitor record keeping for work completion</p> <p>2.1.5 Archive marks from E-class reports and use these for assessments within individual departments.</p> <p>2.1.6 Use results spreadsheets to assess student successes and needs</p>	<p>Strategies:</p> <p>2.2.1 Continue to use a variety of methods of evaluation to suit different types of learners with a particular focus on the Portfolio.</p> <p>2.2.2 Determine alternate assessment forms to be used and shared among math teachers</p> <p>2.2.3 Dedicate one period per cycle to basic skills in math</p> <p>2.2.4 Team teach (Numeracy Support Teacher)</p> <p>2.2.5 Consistently use math language (both oral and written)</p> <p>2.2.6 Identify terms that pose challenges to students – develop a strategy for support</p> <p>2.2.7 Continue to use visuals (including math posters) in class to reinforce basic skills across the curriculum</p> <p>2.2.8 Use motivational games to improve student basic skills (ie Jeopardy, Reach for the top) – use these strategies within the teaching of the curriculum on a regular and consistent basis</p> <p>2.2.9 Implement a math (school wide) competition to promote critical thinking</p> <p>2.2.10 Use common math terminology between other school subjects (example: science)</p> <p>2.2.11 Use first week of September as basic skills observation period and administer a basic skills assessment at the beginning of the year and again at year-end. (identify, share and promote)</p> <p>2.2.12 Work with Numeracy support teacher</p>	<p>Strategies:</p> <p>2.3.1 Connect with the itinerants for Inclusion at the district level</p> <p>2.3.2 Promote the role of the in school coach for inclusion</p> <p>2.3.3 Include differentiation on the agenda for staff meetings</p> <p>2.3.4 Integrate technology into the curriculum on a consistent basis particularly to address needs of visual learners or those with keen interest in technology</p> <p>2.3.5 Create opportunities to work collaboratively in using and learning about new approaches and skills in technology</p> <p>2.3.6 Explore Smartboard technology and resources to best suit teacher, subject and learner needs</p>
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Goal 2. Support Plan	
Financial	Professional Development / Time Allocation
<ul style="list-style-type: none"> Curriculum dependent materials (i.e. motivational games, posters, visuals - \$300) 	<ul style="list-style-type: none"> PD for motivational strategies (1 day) PD with Numeracy support teacher and colleagues from other schools (regular) PD for differentiation and inclusion (1 – 2 days)

Operational Issues

Year	Issues	Issues	Issues
2010-2011	Continue computer and Smartboard Technology upgrades	Increased focus on specials services sharing sessions with teachers on inclusion and differentiated instruction	Continue to build upon professional learning library for teachers (including material in staff Dept. conferences in First Class)

Appendix A – Summary of School Fundraising

School Fundraising

Supported by School Council, St. Kevin's Junior High had one major fundraiser, in the form of a 50/50 draw.

50/50 Draw selling period: November 20 – December 11, 2009

- 1) Ticket Sales = \$5760.00
- 2) Printing = \$325.00
- 3) Seller's Prizes for Students = \$290.00
- 4) Gross Profit = \$5145.00
- 5) 50/50 Split = \$2572.00