

**Beaconsfield Junior High 400-324
210 Waterford Bridge Road
St. John's NL
A1E 1E2**



Vision

Beaconsfield Junior High embraces diversity in a safe and caring environment, where all students succeed now and in the future.



A Message From
TONY STACK
CEO / DIRECTOR OF EDUCATION (Interim)



The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in

this report.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack', written in a cursive style.

Tony Stack
CEO/Director of Education (Interim)



Message from Principal

As with previous years, the entire school community at Beaconsfield Junior High continued with its commitment of maximizing student learning in a safe and socially just school environment in the 2016/17 school year. As we continue to be guided by our school development plan, both students and staff achieved set goals to maximize student achievement by staying committed to the process.

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

At this time, I would like to extend my gratitude to all stakeholders involved with Beaconsfield Junior High. It is a pleasure to partner with teachers, parents, and community members and most importantly, our students as we continue to move the agenda forward. I am 100% confident our school community will continue to grow and improve during the 2017/18 school year.

Yours in Education,
R. Peter McDonald
Principal,
B.SC., B.ED., Adult Education Diploma, M.Ed.

Message from School Council

The 2016-2017 School Council Members included:

Chair/Parent Representative: Rhonda Shortall
Principal Representative: R. Peter McDonald & Alastair Gregory
Teacher/Staff Representatives: Jennifer Lawlor-March & Gord Ryan
Parent Representatives: Len White, Jennifer Roche & Diane Hollett
Community Representative: Ron Ellsworth

I would like to take this opportunity, on behalf of the Beaconsfield Junior High School Council, to thank the students, parents, teachers, administrators and support staff of the school for another successful 2016/2017 school year. It has certainly been an exciting and productive year with focus on issues ranging from structural, accessibility, and floor repairs; school yard clean up days; development of a beautification plan for the school grounds, and input into the School District Assessment, Evaluation and Reporting (draft) Policy, to name a few. I would be remiss if I didn't thank the Council members for their support and commitment, as they continued to invest their time into the many Council activities, as well as studying and understanding the School Development Plan outlined by Mr. McDonald. Further, in recognizing and supporting the District's initiatives, the Council members devoted much time to identifying the needs of the school and discussing how progress could be made to continually implement the school's plan to ensure they were in align with the District's provincial plans.

Beaconsfield Junior High continues to demonstrate a strong student-centered approach, with a commitment to excellence, recognition of diversity, development of a safe and caring environment, and focus on academic achievement and quality education. It has been a pleasure to Chair and serve on this Council, and I wish you all a wonderful summer as I look forward to the new school year with anticipation.

Regards,
Rhonda Shortall
School Council Chair

Overview of School

Our School Community

Beaconsfield Junior High School, located in the beautiful Waterford Valley, is a Grade 7-9 school of 483 students. Our students normally range in age from 12 to 15 years old. We offered English and Late French Immersion programming in grade 7 through 9 and Early French Immersion programming in grades 8 and 9.

Our feeder schools include Hazelwood Elementary and St. Mary's Elementary, where students join us in grade 7. As well, students from Cowan Heights Elementary and St. Matthews Elementary join us in grade 8.

Our teaching staff consisted of 32.5 units. This included a full time Principal and Assistant Principal and Guidance Counselor. Our school size allowed us to have five Department Heads, one in each of the following subject areas: Language Arts, Mathematics, Science, Social Studies and French. We also availed of teachers in the following areas: Physical Education, Learning Resources, Design Technology and Music. In our Special Service department, we had 5.5 Special Education teacher units. However, this included 0.5 for the LEARN program which was implemented for the first time at BJH part way through the school year. Beaconsfield also has access to Speech Pathology services, Hearing and Vision Itinerant services and Educational Psychologist services as needed.

Our Mission

The Beaconsfield Community strives to enhance student achievement in a safe and caring school environment.

Our Core Values

- Listen Attentively
- Respect Yourself and Others
- Be Prepared
- Do your Best
- Be Fair
- Work Together
- Participate
- Communicate Openly
- Make Smart Decisions
- Accept Everyone

Key Highlights/Special Projects

Mathematics Department

Math Help

After school Math Help was offered to all students throughout the year. Teachers were available to help students on an individual basis with any and all math needs. The program was quite a success with numerous students attending on a drop in basis. We hope to continue this endeavor next year.

Developing Mathematics Basic Skills

Throughout this past year we have been devoted to determining gaps in learning and in developing missing basic math skills. This has been accomplished in several ways. First we spent some Professional Development time analyzing our June 2016 Grade 9 CRT results. From this analysis we were able to identify some common misunderstandings and errors. These items were then studied and action plans were put into place. For example, we noticed that students were unsure when they should or should not apply the Pythagorean Relation. Some time was then spent in class discussing and investigating the possible uses and misuses of the Theorem.

All of the students in our school also participated in an online Inventory Assessment which included math outcomes from the previous year of study which are prerequisites for their current year. From the analysis of these results we were able to again identify gaps in skills and misunderstandings. These were addressed during instruction and, in some cases, were incorporated into Welcome Work. Another initiative to improve math skills was the inclusion of Work Samples in our Performance Assessment. These samples were taken from students work and encouraged students to keep their work organized and to ensure all work is understood, completed and corrected.

Math Contests

This year we also had a large number of students participate in the grade 7 and 8 National Mathematics League Competitions as well as the grade 9 Pascal Competition. Once the results were tallied the top scorers were Morgan Whelan in Grade 7, Mackenzie Stevenson in Grade 8 and Daniel Butt and Jacob Walsh in Grade 9. Well done all!

Science Department

Let's Talk Science: All Science Challenge 2017

Beaconsfield Junior High had three teams of students compete in the All Science Challenge held at Memorial University in April. The students competed in hands on design challenges as well as Jeopardy style game show competition. The students had the opportunity to experience science beyond the curriculum in a fun, team oriented way.

Scholastic Challenge

30 grade eight students were provided with an entertaining and challenging enrichment activity that allowed them to demonstrate a variety of problem solving skills and knowledge in many academic areas. The students competed in an online contest with other grade eight all regions of Canada.

Youth in IT

The Youth in Technology Conference was held Thursday April 27th, , at the College of the North Atlantic Prince Philip Drive Campus in St. John's. Thirty-five grade nine students from Beaconsfield attended. This exciting event promoted Information Technology as a rewarding career and academic choice with a wide variety of speakers working in all spectrums of the industry.

Let's Talk Science Model School

Beaconsfield was lucky to be invited to participate in this model school program this year. Teachers and students received in servicing in, and access to the materials presented through Curio City a web-enabled program that brings the relevance of STEM to life for teens using a social and issues-based perspective, with a strong careers component. Educator resources include planning space, instructional strategies, exemplars and more were made available to teachers as well as mentorship through the school coordinator.

PCAP

The Pan-Canadian Assessment Program (PCAP) is the most recent commitment from CMEC to inform Canadians about how well their education systems are meeting the needs of students and society. The information gathered in these cyclical tests of student achievement in mathematics, reading, and science provides the provinces and territories with a basis for examining their curriculum and improving their assessment tools. As school programs differ from one part of the country to another, making comparisons of results is complex; however, these tests help determine whether students across Canada reach similar levels of performance at about the same time in their schooling. Two grade 8 classes at Beaconsfield were randomly selected to complete this assessment in May.

French Department

The French department at Beaconsfield Junior High offers three streams of programming: Core French 7 through 9, Français 7 through 9 (LFI) and Français 8 and 9 (EFI). During the school year 2016-2017 we had 9 homerooms of FI- one LFI in grade 7, five in grade 8 (two EFI and three LFI), and three in grade 9 (one EFI and two LFI). Success rates throughout the three streams are quite high. This school year all French and Français classes were given the opportunity to work with a French-language monitor from the Odyssey program from September to February. The monitor saw each group once or twice a cycle and was able to enrich their knowledge of francophone culture through games, music and other exercises. The students very much enjoyed working with him. From January to March we had an intern from Memorial University; she was a big help with our fifth annual *Café français*. BJH holds this event each year during the ‘*semaine internationale de la francophonie*’ in March. All students in the school get the chance to come by the café for pastries and chocolat chaud, with decor and music to simulate the Parisian experience.

English Language Arts Department

Reading and Writing

The English Language Arts department has been increasing the number of creative writing, demand writing and basic skills assignments at all grade levels this year and the results are beginning to be reflected in our assessment results. Increasing student reading comprehension has been identified as a key component of our school development plan and members of our department will continue experimenting with the latest reading comprehension strategies in Nelson Literacy and other research-based reading programs in an effort to meet the diverse needs of our students. There will also be an increased emphasis on student-directed reading and independent reading this coming school year for students at all grade levels.

Interdisciplinary Collaboration

The English Language Arts Department will continue collaborating with the Social Studies and Science Departments to identify ways to improve student content area reading comprehension. This also includes an increased focus on reading strategies for informational readings and text features to help increase student reading comprehension. The English Language Arts and Social Studies departments have also been collaborating to find ways to improve the paraphrasing and essay writing skills of our students. Students in both

subject areas have received increased direct instruction in paragraph and essay formatting, summarizing and paraphrasing readings, and demand writing activities and assignments.

Drama and Improv

The past year has been very positive as an increased number of our students participated in the drama and improv festivals this year. At this year's drama festival, Beaconsfield student, Ben Mercer, won best supporting actor and the school also won an award for best student directors, former students Heather Power and Ethan King. The school was also nominated for best costumes, best actress-lead- Isabella Mullins, best actor-lead- Cainan Rose, and best actress-supporting- Maddi Healy. The drama group has benefitted from the hard work and dedication of substitute teacher, John Battcock, who volunteered to work with our students every Wednesday and Thursday throughout the school year. A student drama award will also be presented at the school awards assembly in June.

Creative Writing

Poetry and creative writing activities were built into the curriculum this year as students created their own poetry anthologies and short stories. Demand writing competitions in grades 7-9 are held during the latter part of the year. Students who craft the strongest demand writing pieces on the final exams receive awards for outstanding writing. The winners of the grade level poetry and demand writing competition are recognized at the school awards assembly in June. .

Public Speaking

Increased numbers of Grade 7-9 students participated in the Waterford Lions Club public speaking competition in May. This school level competition attracted 24 student speakers in grades 7-9. This year's top speaker was Emma McIsaac, a grade eight student, received a top prize of 125 dollars at the event. Ms. McIsaac went on to compete in a regional competition which involved the top public speakers from schools across the district. Other students received public speaking cash prizes this year. The first runner up was a grade seven student, Jack White, he received 100 dollars and this year's second runner up was Brianna Squires a grade nine student at the school who received a cash prize of 75 dollars. In addition to funding the school public speaking awards at Beaconsfield, the Waterford Hospital Lions club has also agreed to fund an essay writing contest next year. Student interest in public speaking and creative writing has been on the increase at the school and teachers in our department will be making a concerted effort to promote student participation in both public speaking and creative writing activities and competitions in the years to come.

Social Studies Department

Throughout the 2016-2017 school year the Social Studies Department had two main goals. Firstly, to increase the literacy levels of students, and secondly to heighten student awareness within all components of the Social Studies programs.

Improvement in literacy levels was noted as the year progressed and this will continue to be an initiative of our department. However, low reading levels for many students, especially in grade seven, continues to present some challenges. Some of the strategies implemented this year worked well however we will continue to evaluate and revise on a year to year basis. Early in the school year it was part of our mandate to expose students to various related reading materials, such as newspapers and case studies, to increase reading interest as it appeared to as a department that student reading interest levels were average at best. As the year progressed, this strategy seemed to work as motivating students to read can be a challenge at the junior high level. As a result, over time generally students displayed more confidence in note taking, comprehension and critical thinking. We will continue to collaborate with the Language Arts Department to revise and/or implement new strategies as needed.

The second goal this year was to increase student interest in Social Studies overall. As a department, we planned to attain this goal in many ways. Throughout the year we had various guest speakers, field trips and opportunities to present student work such Heritage Night whereby all student projects were displayed for parents and the school community. As well on that night, we offered various international (New Canadians) and Newfoundland traditional foods and had students perform traditional Newfoundland music for those in attendance. The night was a huge success! As usual, in September we organized our annual Terry Fox Walk with the entire school population which involved a walk to Bowring Park and a lunch time barbeque for the students. Our school donation this year to the foundation was \$1500.00. We had Heather Strong, NL provincial Terry Fox Foundation Coordinator, come to our school to accept our donation and speak to all students about Terry's legacy and important role they play in keeping this initiative alive.

Finally, on November 10 we had our annual Remembrance Day assembly. This somber day of reverence was emceed by students council members, involved our school band and choir and students reading poems pertaining to the war years. As always, Royal Canadian Legion took the time to attend and participate in the assembly. This added tremendous meaning to the importance of this day. As well, we had Mr. Edward Roberts for the guest speaker this year. Students and staff were engulfed by his presentation on the importance of remembering.

We had two major field trips this year. First of all, in September we did our annual visit to the Colony of Avalon in Ferryland whereby our grade eight students benefitted from this wonderful educational experience by visiting this archeological site depicting early settlement in Newfoundland. Secondly, in November, we had our Remembrance Day trip to Ottawa, Montreal and Quebec City. There was a total of 32 students and four staff on the six day trip. Students got to experience the Remembrance Day ceremony in

Ottawa and took in the culture of our capital city. The remaining four days had the opportunity to experience the culture of Montreal and Quebec City. One of the highlights of the trip for the students was being able to watch a NHL game in Ottawa and Montreal. This was an exceptional trip for all.

Also this year we had a some of our grade nine students went to New York City and had the opportunity to see the Broadway play “Come From Away”. The students were overwhelmed by the production and even got to visit with the cast after the show.

Finally in May, MP Seamus O'Regan visited the school to speak to the grade nine students about being a member of parliament. Students were captivated with his experiences of being on Canada AM and his decision to become a member of parliament. Great experience for the students.

We have had an overall great year.

Partnerships

Duke of Edinburgh Award Program

This year 30 students will be eligible to receive the Bronze Duke of Edinburgh Award. Under the leadership of Ms. Brooker and Ms. Genge, these young adults took up the Duke challenge and have persevered in the categories of volunteerism, fitness, personal development and adventurous journey. After several training sessions and a practice hike, these students and their leaders embarked on a 20 km hike along the East Coast Trail. We are hoping that these young adults will continue with the Duke program into high school. Ten students from Waterford Valley High completed their Silver or Gold practice hike with BJH students. They are scheduled to complete their qualifying hike this summer.

Mini-Enrichment Courses

Almost 50 students from Beaconsfield participated in the mini- enrichment program this year. The program is offered in partnership with post-secondary institutions such as Memorial University, CONA, and the Marine Institute. It is designed to challenge and intrigue students with the course offerings including science, languages, philosophy, athletics, engineering and art.

Recycling

BJH staff and students continue to participate in the MMSB recycling program. This year BJH recycled over 16,000 beverage containers! The matched donation from MMSB brings the dollar amount to over \$1600. This money will be used for student activities within the school.

Lunch Time T.V.

This year teachers continued to provide an alternative to students for lunch hour. Popular TV shows were shown at lunch in several classrooms providing students a place to eat lunch and socialize in smaller groups.

BSU Global Club

The year 2016-2017 marked the coming together of two separate Student Groups to create one streamlined, enthusiastic group designed to promote social awareness and community spirit. Approximately 20 students and teacher sponsors met once a cycle to discuss and organize our initiatives. For the fourth consecutive year we participated in the WE Schools Program which mandates one

local and one global action during the year. Some of our events included a Thanksgiving Food Drive, the Twelve Days of Giving Food Drive, bake sales, Spirit Week and continued support of our sponsor child from Cambodia.

Breakfast Program/ Lunchtime Open Cupboard

Three mornings a week from September to June, our teacher, student and parent volunteers came to school at 7:30 to serve up breakfast to our students. Numbers ranged from in the twenties and thirties to up as high as sixty-five breakfasts served in a morning! All students were trained in food safety before beginning and many of our volunteers have returned for multiple years running. We are very fortunate to have partnered with St. Vincent de Paul who provide us many generous donations of bagels, cheese and milk coupons. Depending on availability we have served up breakfast sandwiches, pancakes and smoothies which are all well-received by our students and set them up for a day of learning.

Beyond the Hurt

2016-2017 marked the debut of this program at our school. 14 students were trained as Youth Facilitators in May of 2016. This two-day training session certified them to, in their turn, go into our four grade 7 classes during this school year to complete workshops in the areas of healthy relationships, healthy schools and anti-bullying. Both the classes and the YFs found this to be an interesting and rewarding experience. We look forward to recruiting and training new Youth Facilitators in the coming school year in order to grow the profile of this worthwhile program.

Yearbook

Ms. Lawlor-March and Ms. Snow with the help of a group of students created a BHJ school yearbook for the fourth year in a row. The committee took pictures throughout the school year and formatted a scrapbook style keepsake for students highlighting all the major events throughout the school year.

New York New York

From May 18th to 23rd, 27 students and 4 chaperones from BJH traveled to New York City. This was a great opportunity to expose

our students to history, to major world tourist attractions, and to many cultural experiences that shape us for the rest of our lives. This trip promotes independence and problem solving skills among our students and exposes them to life in a major international city. While there, we visited many of the traditional New York City attractions such as the 9/11 Memorial, Times Square, the Statue of Liberty and the Empire State Building just to name a few. Students were exposed to incredible learning opportunities while visiting The Museum of Natural History, The Metropolitan Museum, the 9/11 Memorial, and the Statue of Liberty. Numerous cultural experiences were a part of itinerary as well, such as attending the Broadway musical "Come From Away" where we were able to interact with the cast and producers in a Q & A after the show, a walk through Central Park and across the Brooklyn Bridge, and a New York Mets game. While students were evidently tired from the fast pace and busy schedule, the trip was clearly a positive experience and overall success.

Europe 2017

Seven students from Beaconsfield, along with students from St. Paul's, Brother Rice, Macdonald Drive, and Menihek, Labrador were very fortunate to participate in a trip to France and Italy over the Easter break. The trip included visiting the War Memorial at Beaumont Hamel, the Louvre Museum, Eiffel Tower and the South of France including Arle, Nice and Monaco. In Italy the students were immersed in the art and culture of Florence and Rome, including visits to the Duomo, and the Accademia in Florence, the Colosseum and Roman Forum in Rome and St. Peter's Basilica and the Sistine Chapel in Vatican City. It was the trip of a lifetime!

Fundraising

This year we had two fundraisers. We placed orders with Norcard in the fall, generating approximately \$3000. This money was used to support our Home Economics Program and Year End Awards ceremony. During March month we held a 50/50 draw which raised \$5200. This money is set aside to support the outside beautification project.

Internal Assessment Data

Percentage of Students Achieving 60% or Above

| | Grade 7 | | Grade 8 | | Grade 9 | |
|----------------------------------|---------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts | 68% | 95% | 71.1% | 77% | 75.4% | 80% |
| Francais (LFI) | 92.8% | 100% | 90.2% | 92% | 87.5% | 100% |
| Francais (EFI) | NA | NA | 96.7% | 94% | 95% | 100% |
| Core French | 66.1% | 98% | 85% | 88% | 73.8% | 86% |
| Science/Sciences | 72.8% | 89.5% | 76.1% | 90.2% | 78.9% | 93.8% |
| Social Studies/Sciences Humaines | 84.8% | 97.6% | 79.9% | 85.9% | 84.8% | 91.6% |
| Math/Mathematiques | 73.6% | 89.5% | 70.7% | 80% | 68.2% | 73% |

The table above indicates that BJH students have improved in all academic areas. In addition, there was also a decrease in the percentage of students at risk from 30% in June of 2016 to 27% in June of 2017. However, there is still a need for further improvement in the areas of ELA and Math, particularly in the english stream. The academic goal for this current school year is to increase student achievement across the curriculum, with a focus on improving students’ independent reading comprehension and strengthening their number sense skills. Improvements in these areas would then follow through with improvements in all subject areas. Continued use of graphic organizers, foldables, welcome work, cross-curricular activities, online math resources, hands-on activities, field trips, and increased opportunities for independent reading and numeracy support will help continue this positive trend. We also plan to extend and expand our curriculum based on our student’s interests. Through extension and expansion student’s interest in learning should be peaked, developing students who want to become lifelong learners.

Report on School Development Plan for 2016/2017

| Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment. | |
|---|--|
| Objective 1.1: Students will increase independent reading comprehension skills. | Objective 1.2: To strengthen students' number sense in grades 7, 8 and 9 by June 2017. |
| <p>Evaluation:</p> <p>Most of the strategies below were successfully implemented and we plan to continue them for 2017-18.</p> <p>Strategies:</p> <p>1.1.1 – Increase opportunities for student directed reading (novels, non-fiction)</p> <p>1.1.2 – Increase opportunities for classroom based independent silent reading</p> <p>1.1.3 – Continue teaching vocabulary, spelling and reading strategies (V-THOC, Nelson Literacy)</p> <p>1.1.4 – Continue the use graphic organizers and anticipation guides</p> <p>1.1.5 – Increase emphasis on summary strategies in reading activities and assignments.</p> <p>1.1.6 – Promote cross curricular reading opportunities (social studies, science)</p> | <p>Evaluation:</p> <p>Most of the strategies below were successfully implemented and we plan to continue them for 2017-18. However, the extra class per cycle (1.2.3) has been limited to the grades 7 & 8 English stream, and we would like to extend this to include grade 9 English stream next year. As well, due to circumstances beyond our control the Student Intervention Initiatives will not be available via Moodle (1.2.4), however, Google resources are still available.</p> <p>Strategies:</p> <p>1.2.1 – Continue to incorporate Welcome Work into the math class daily routine focusing on number sense (English Stream only).</p> <p>1.2.2 – Offer extra help after school two days per week.</p> <p>1.2.3 – Incorporate an extra class per cycle for all students to develop number sense skills.</p> <p>1.2.4 – Expand the NLESD Mathematics Student Intervention Initiative via the Moodle site to include both Grade 7 and Grade 8 students.</p> <p>1.2.5 – To continue as a mathematics PLC to discuss and share resources/activities/plans/etc. as a mathematics department on a monthly basis and through GAFE, how we are teaching, learning and assessing the Number strand, at a Grade level.</p> |

| Goal 2: To enhance a school culture and climate that fosters a safe, healthy, caring, socially just learning environment. | | |
|---|---|--|
| Objective 2.1: To improve student’s sense of safety in and around the school. | Objective 2.2: To develop a better understanding of and appreciation for digital citizenship. | Objective 2.3: To enhance communication in the school community by June 2017. |
| <p>Evaluation 2.1</p> <p>The strategies below were successfully implemented and we plan to continue them for 2017-18. However, we plan to increase the profile of the Beyond the Hurt Program Facilitators with our student body. Since we have youth facilitators, 2.1.3. can be deleted, however, we will need to train more facilitators in Fall 2017.</p> <p>Strategies:</p> <p>2.1.1 – To establish a Red Cross Beyond the Hurt Program</p> <p>2.1.2 – Monthly administration visits to classrooms to reinforce a safe environment.</p> <p>2.1.3 – To develop a mechanism to enable students to communicate safety concerns to staff.</p> <p>2.1.4 – To increase teachers presence outside classrooms during transition times.</p> | <p>Evaluation 2.2</p> <p>2.2.1, 2.2.4 and 2.2.5 were successfully implemented and we plan to continue them for 2017-18. However, 2.2.2 will be deleted from the plan as it is not feasible at this time. We plan to start a focus group in the Fall 2017 (2.2.3)</p> <p>Strategies:</p> <p>2.2.1 – Implement a policy for appropriate use of social media.</p> <p>2.2.2 – Establish peer mediation for social media related issues.</p> <p>2.2.3 – Focus group with teacher and students to assess and implement policy.</p> <p>2.2.4 – Educate teachers about their own personal use of social media.</p> <p>2.2.5 – Educate students and staff about legal ramifications of inappropriate use of social media</p> | <p>Evaluation 2.3</p> <p>Most of the strategies below were successfully implemented and we plan to continue them for 2017-18. However, there are still room for improvements in many areas. 2.3.6 will be deleted as we have enough scheduled assemblies. However, felt it be replaced with grade level meetings at the beginning of each grading period. 2.3.8 will be deleted as bringing issues to administration has been assigned to Department Heads.</p> <p>Strategies:</p> <p>2.3.1 – formal, opening day assembly first day of school for students</p> <p>2.3.2 – first staff meeting to go over school routines, policies, and procedures</p> <p>2.3.3 – new teacher orientation/refresher</p> <p>2.2.4 – to increase feedback to staff concerning teaching & learning</p> <p>2.3.5 – monthly staff meetings to include upcoming PD opportunities & school</p> |

| | | |
|--|--|--|
| | | development 2.3.6 – to increase school assemblies 2.3.7 – decrease interruptions with announcements 2.3.8 – reintroduce faculty council to bring issues to administration |
|--|--|--|

Operational Issues Report 2016-2017

| Year | Issue | Action | Evaluation |
|---------|--|---|--|
| 2016-17 | continue classroom painting | 3/22 rooms completed | The plan was to complete 2 classes per year starting in September 2016, however, it has been very slow progress. |
| 2016-17 | outside beautification project started | plans created by School Council to start clean-up, purchase tables and landscape changes. | A fall and spring clean-up was organized by the school council. We had originally planned to purchase 5 more picnic tables, however, through consultation with the school council it was decided that some round tables and seating benches would be more appropriate. |
| 2016-17 | assess gym floor; replacement | Gym floor was assessed and it will be replaced over summer break under warranty. | We are delighted that we will be receiving a new gym floor for the Fall 2017. |
| 2016-17 | wheelchair accessibility | Coordinate plan with District Maintenance Office; replace and repair. | In consultation with District Maintenance Office BJH has been approved for a new school walkway/entrance which will be wheelchair accessible. |

Actions for Change

| Goal 1. To increase student achievement across the curriculum through enhanced learning within an inclusive environment. | |
|---|---|
| Objective 1.1 Students will increase independent reading comprehension skills. | Objective 1.2 To strengthen students' number sense in grades 7, 8 and 9 by June 2017. |
| No Actions for Change 1.1 | <p>Actions for Change 1.2</p> <p>1.2.1. Welcome Work will be extended to include grade 9.</p> <p>1.2.3. An extra class per cycle will also be extended to grade 9 English stream.</p> <p>1.2.4. Grade 8 classes will avail of the Google resources provided by the NLESD Mathematics Student Intervention Initiative.</p> |

| Goal 2. To enhance a school culture and climate that fosters a safe, healthy, caring, socially just learning environment. | | |
|---|--|--|
| Objective 2.1 To improve student’s sense of safety in and around the school. | Objective 2.2 To develop a better understanding of and appreciation for digital citizenship. | Objective 2.3 To enhance communication in the school community by June 2017 |
| <p>Actions for Change 2.1</p> <p>Delete 2.1.3 – To develop a mechanism to enable students to communicate safety concerns to staff.</p> <p>There will be trained youth facilitators with the red cross beyond the hurt program who will focus delivering workshops on healthy relationships, healthy schools and anti-bullying.</p> <p>We will need to train new youth facilitators in the Fall 2017.</p> | <p>Actions for Change 2.2</p> <p>Delete 2.2.2 – Establish peer mediation for social media related issues.</p> | <p>Actions for Change 2.3</p> <p>Delete 2.3.6 as we have enough scheduled assemblies. However, we will add grade level meetings at the beginning of each grading period.</p> <p>Delete 2.3.8 – reintroduce faculty council to bring issues to administration. As this has been assigned by Administration to Department Heads</p> |

School Development Plan for 2017-2018

| | |
|--|---|
| Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment. | |
| Objective 1.1: Students will increase independent reading comprehension skills. | Objective 1.2: To strengthen students' number sense in grades 7, 8 and 9 by June 2018. |
| <p>Strategies:</p> <p>1.1.1 – Increase opportunities for student directed reading (novels, non-fiction)</p> <p>1.1.2 – Increase opportunities for classroom based independent silent reading</p> <p>1.1.3 – Continue teaching vocabulary, spelling and reading strategies (V-THOC, Nelson Literacy)</p> <p>1.1.4 – Continue the use of graphic organizers and anticipation guides</p> <p>1.1.5 – Increase emphasis on summary strategies in reading activities and assignments.</p> <p>1.1.6 – Promote cross curricular reading opportunities (social studies, science)</p> | <p>Strategies:</p> <p>1.2.1 – Continue to incorporate Welcome Work into the math class daily routine focusing on number sense (English Stream only).</p> <p>1.2.2 – Offer extra help after school two days per week.</p> <p>1.2.3 – Continue to incorporate an extra class per cycle for all students to develop number sense skills (English Stream only) .</p> <p>1.2.4 – Continue the NLESD Mathematics Student Intervention Initiative via the Moodle Site for Grade 7 and promote the Grade 8 Google resources for students.</p> <p>1.2.5 – Continue to provide monthly opportunities to collaborate through department meetings and the use of GAFE with a focus on the number strand and student achievement.</p> |
| <p>Indicators of Success:</p> <p>1.1.1 – Measure numbers of students selecting their own reading material via informal teacher observation and assessment.</p> <p>1.1.2 – Increased student independent reading in ELA classrooms (via teacher observation and assessment of independent reading)</p> <p>1.1.3 – Increased student use of reading strategies (via teacher observation, informal assessment, and independent and in-depth novel study assessments)</p> <p>1.1.2 Increased student use of graphic organizers and</p> | <p>Indicators of Success:</p> <p>1.2.1 – Track student achievement in Welcome Work and the Number strand by collecting scribblers, using stickers, etc.</p> <p>1.2.2 – Track student attendance and level of engagement.</p> <p>1.2.3 – Student achievement in the Number strand; and teacher sharing at department meetings.</p> <p>1.2.4 – Student participation and student/teacher conference feedback.</p> <p>1.2.5 – Teacher conferences with other members of the professional learning community.</p> |

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| <p>anticipation guides as a reading strategy.</p> <p>1.1.5 – Improved student summary skills in reading and writing activities (formal and informal teacher assessments).</p> <p>1.1.6 – Increased inter-departmental collaboration on cross-curricular reading assignments and activities.</p> | |
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| Goal 1. Support Plan | |
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| Financial | Professional Development/Time Required |
| <p>1.1.1 – Funds made available to purchase more student reading resources \$1000-2000</p> <p>1.1.2 – Funds made available to purchase teacher reading resource materials \$500</p> <p>1.2.1 - Funds made available to purchase mini-scribblers for Welcome Work</p> | <p>1.1.3 – PD to familiarize teachers with NLESD online resources</p> <p>1.1.4 – Cross curricular PD on reading strategies</p> <p>1.2.4 – PD session for Grade 7 math teachers regarding the use of the NLESD Mathematics Student Intervention Initiative (5 teachers @ 2 hrs)</p> |

| Goal 2: To enhance a school culture and climate that fosters a safe, healthy, caring, and socially just learning environment. | | |
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| Objective 2.1: To improve student’s sense of safety in and around the school. | Objective 2.2: To develop a better understanding of and appreciation for | Objective 2.3: To enhance communication in the school community |

| | digital citizenship. | by June 2018. |
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| <p>Strategies:</p> <p>2.1.1 – Continue to provide the Red Cross Beyond the Hurt Program and increase their profile throughout the student body.</p> <p>2.1.2 – Monthly administration visits to classrooms to reinforce a safe environment.</p> <p>2.1.3 – To recruit and train new youth facilitators to continue and expand the scope of the Red Cross Beyond the Hurt Program.</p> <p>2.1.4 – To increase teachers presence outside classrooms during transition times.</p> <p>2.1.5 - To create an outside atmosphere that promotes safety and physical activity.</p> <p>2.1.6 - To establish bi-annual cleanups (Fall and Spring) to create a healthier outside environment.</p> | <p>Strategies:</p> <p>2.2.1 – Implement a policy for appropriate use of social media.</p> <p>2.2.2 – Implement a focus group with teacher and students to assess and implement policy.</p> <p>2.2.3 – Continue to educate teachers about their own personal use of social media.</p> <p>2.2.4 – Continue to educate students and staff about legal ramifications of inappropriate use of social media.</p> | <p>Strategies:</p> <p>2.3.1 – Implement a formal, opening day assembly first day of school for students.</p> <p>2.3.2 – To improve upon the first staff meeting to go over school routines, policies, and procedures.</p> <p>2.3.3 – Implement a formal teacher orientation for new BJH teachers.</p> <p>2.3.4 – To increase feedback to staff concerning teaching & learning.</p> <p>2.3.5 – Continue to have monthly staff meetings to include upcoming PD opportunities & school development.</p> <p>2.3.6 – Continue to decrease interruptions with announcements during instructional time.</p> <p>2.3.7 – To implement grade level meetings at the beginning of each reporting period.</p> |
| <p>Indicators of Success:</p> <p>2.1.1 – A group is formed to deliver workshops in the areas of healthy relationships, healthy schools and anti-bullying.</p> <p>2.1.2 – Implementation of regular classroom visits to ensure open</p> | <p>Indicators of Success:</p> <p>2.2.1 – The establishment of a school-wide policy.</p> <p>2.2.2 – Formation of a focus group.</p> <p>2.2.3 – PD focusing on teacher use of personal social media.</p> <p>2.2.4 – Presentations to staff and students</p> | <p>Indicators of Success:</p> <p>2.3.1 – First day of school: Sept. 9th</p> <p>2.3.2 – First admin day: Sept. 8th</p> <p>2.3.3 – First admin day: Sept. 8th, and regularly scheduled follow up meetings</p> <p>2.3.4 – Walk Through App (e-checklist) and collegial circles: sharing of best</p> |

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| <p>communication.</p> <p>2.1.3 – An increase in student facilitators.</p> <p>2.1.4 – Student’s see more teachers during transition between classes.</p> <p>2.1.5 - Student’s use the developed area.</p> <p>2.1.6 - Cleanups produce a cleaner, safer environment for student usage.</p> | <p>from various members of the community knowledgeable and affected by inappropriate use of social media.</p> | <p>practices</p> <p>2.3.5 – Scheduled on BJH GAFE calendar of events in Sept.</p> <p>2.3.6 – Use only designated times for announcements, not during class time</p> <p>2.3.7 - Set dates for grade level meetings in September.</p> |
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| Goal 2. Support Plan | |
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| Financial | Professional Development/Time Required |
| <p>2.1.1 – \$500.00 for promotional materials.</p> <p>2.1.5 - Exact Price To Be Determined (\$20 000 - \$30 000)</p> <p>2.3.1 and 2.3.7 – \$1000 set aside for stage enhancements (banner), paint touchups, new podium, etc...</p> | <p>2.1.2 – Revisiting/reviewing related data during staff meetings.</p> <p>2.1.3 – 2 PD days to train the youth facilitators</p> <p>2.2.1. – 2 sub days to develop and implement policy</p> <p>2.2.4. – 1 School wide PD day</p> |

Operational Issues for 2017 -2018

| Operational Issue | Intended Action |
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| continue painting classrooms | 2 classes per year |
| purchase round tables and side benches for outside the school | money has been committed to this project as discussed at school council |
| assess gym floor; replacement | Gym floor is to be replaced under warranty by the end of 2017. |
| wheelchair accessibility | A plan is in place in coordination with the District Maintenance Office to replace the front entrance to make it wheelchair accessible |
| Paint the main foyer and put up a plaque with our school mission statement. | Main Foyer to be painted over summer, Plaque to be ordered |
| Purchase either posters or flags to promote the core values at the entrance of each classroom | Posters/Flags to be ordered |