

MacDonald Drive Junior High
400-343
2016-2017
Annual School Development Report



Mission Statement

To encourage students to be lifelong learners in an environment that fosters their physical and mental well-being.

Vision Statement

An inclusive community creating a respectful, safe, and caring environment where all students reach their full potential.



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'.

Tony Stack
CEO/Director of Education (Interim)

Message from Principal and School Council

The Principal's message:

A huge thank you to the staff and School Council at Macdonald Drive Junior High for a wonderful first year. The 2016-2017 school year saw a new administration and Guidance staff at Macdonald Drive Junior High. This was also year five in the review cycle for the school. This meant that the staff lead by the School Development team completed an Internal Review and then took part in an extensive External Review. Three of our four Professional Development days were focussed on the Review Process. The final report was informative and very positive. It, along with our one year plan, will serve to guide us in the next year.

Macdonald Drive Junior High is a very busy place with many things happening each day. As the largest junior highs in the province, it is comforting to know that we are truly a community school.

Christina Pike, Principal

The School Council Chair's message:

Macdonald Drive Junior High is a school that strives for academic excellence and a school culture of respect for self, others and learning.

On behalf of MDJH School Council 2016-2017 we would like to thank the dedicated staff and volunteers, who contribute in countless ways throughout our classrooms and offices as well as school and community events.

Our staff, students, families, volunteers and community partners together create the caring and inclusive culture here at MDJH which is modelled, recognized and reinforced when it occurs. This collaboration builds a culture of success for all our students: academic, athletic, and within the arts and recreation and leisure. With the creation of our school Green Apple Alliance we have built a brand: a culture respectful of diversity; a place which celebrates culture, abilities, difference, and expression of identity.

Respect and belonging is essential in student learning and achievement. Our school community can take pride in its accomplishments in building a place where all members of our school community feel safe, comfortable and accepted.

The council coordinated two major fundraising activities that generated \$8000 which was used to purchase 30 chrome books to be used for educational activities in the school. As well, the School Council had the opportunity to have considerable input and discussion around the School Development Plan.

MDJH achieved great success this year, and we thank our committed school community who inspire our students every day to be the very best version of themselves!

Gerry Mayo & Susan LeDrew, Co-chairs

Overview of School

Our School Community

Macdonald Drive Junior High is part of the Newfoundland and Labrador English School District and is located on 110 Toronto Street in St. John's. The school has a population of 710 students and offers programming from Grade 7-9 in English, as well as, Early and Late French Immersion. There are students attending here that represent twenty nine different countries and we are very proud of our cultural diversity. Our school serves the communities of St. John's, Logy Bay, Middle Cove, Outer Cove and outer edge of Torbay. Its feeder system includes Macdonald Drive Elementary, Rennies River Elementary, Roncalli Elementary, St. Francis of Assisi and Vanier Elementary.

Our school had a total of 45 teachers including two administrative units, 1.35 guidance counselors, 25 classroom teachers, 0.69 learning resource teacher, 4.61 specialist teachers in art, home economics, music (choral and band), physical education and technology, and English as a second language itinerant service, 7.25 Instructional resource teachers and 5 student assistants. In addition to staff based at the school, we have access to District office staff including program specialists for language arts, French, mathematics, social studies, science and technology, a speech language pathologist, itinerant teachers for hearing and visually impaired, a behavioral itinerant teacher and educational psychologists. The school also has the services of two secretaries, one day-time custodian and four nighttime maintenance custodians. The school's cafeteria is operated by an outside organization, Chartwells Compass group.

Key Highlights/Special Projects

Partnerships

This year Macdonald Drive Junior High partnered with the RNC to deliver talks on Internet Safety, Cyber Bullying, Drugs; MUN, Department of Education English - Theatre Arts, Science Department; Eastern Health; Techsploration; Regional Science Fair; EVERFI - NHL/ Cyber Bullying for Grade 8s .

French Department

The French Language Department had a great year this year and we are looking forward to our French classes in September of 2017! We started the 2016 year with 1 Early French Immersion and 3 Late French immersion classes in grades 8 and 9. Our present grade 7 immersion classes were large with 2 early groups and 4 late groups. Our projected grade 7 classes will be the same upon entry in September. Our grade 8 and 9 classes will comprise of 2 early groups each and of 3 late in 2017.

The majority of our English stream students follow the Core French programme and most have a positive experience. Our immersion students, as always, achieved a high level of success and we had strong numbers in our grade 9 Core French students who continue to choose French at the high school level. This is always very encouraging as most of our students continue on with French studies into their high school years.

Our students earned much recognition and success as they are always represented in both the Regional Science Fair and the Heritage Fair. We are always represented as well in various Math competitions. Our immersion students were also representatives in the English public speaking programme and were the leaders of both athletic and music invitations. Many of our immersion students are representatives of the student council, leadership council, and our community aid groups as well as many are volunteers at the school's Breakfast program.

Macdonald Drive Junior High strongly believes in the importance of travel to French milieus in order enhance language experiences. Our Grade 8 students attended the Quebec City trip and our grade 9 students attended an Easter trip to France and Italy. This summer, we had once again record high numbers applying and receiving a bursary from the Provincial/ Federal government and will study in Quebec for three weeks this summer. It's a fantastic program and opportunity. We are very pleased that so many of our students expressed an interest. We are also very proud to offer French Support Services: Equal and varied services for students needing support in a second language classroom were provided by French speaking personnel within the French Department. French teachers continued to increase differentiated instruction and assessment in their classes as well as the use of Assistive technology in the classroom /alternate setting for testing accommodations.

Our goal for September is to continue the excellence which Macdonald Drive Junior is known to achieve. We will continue to ensure that our Core French classes are positive and engaging as possible and we will also continue to ensure that our French Special Services

children are and will be provided with equal and varied supports as English Special Services children. This is an important achievement for Macdonald Drive Junior High this year, as all of our children needing support in a second language classroom

Social Studies Department Year End Report

The Social Studies Department has had another interesting and successful year. As in past years a the grade 8 students participated in the school wide Heritage Fair. At the Regional Fair held in St. John`s Momin Anwar was awarded the prestigious Heritage Ambassadors Prize. HE will be traveling to France in July to tour Beaumont-Hamel and other World War 1 battlefields.

This year the Social Studies department collaborated with the English department on a cross-curricular project focusing on Newfoundland's` involvement in WW 1. This project was received very well by the students and we look forward to offering it again next year. One of the highlights of this unit is a fail trip to The Rooms permanent WW1 exhibit. All eight homerooms participated in these trips.

In our continuing effort to promote the importance of heritage in students lives, grade 9 teachers revived an old project known as the `Ancestor Project`. This project provides students with an opportunity to explore the history of their family. Students are taught about interview, video and audio recording techniques. They compiled primary and secondary materials for presentation to their classmates. While these projects were graded as their major research project for the year, students were encouraged to see their research as representing something even more significant. Their finished products are now family keepsakes that they can copy and share with family members.

We are pleased with the success we have had this year but there is still much to do. We look forward to developing more cross-curricular projects at the 7 and 9 levels next year.

English Language Arts

The Intermediate English Language Arts Program is designed to develop student knowledge and strategies in speaking, listening, reading, viewing, writing and other means and ways of representing meaning. Students are encouraged to become reflective, articulate, and literate thinkers.

A variety of curriculum-based and supplemental resources are used to reinforce fundamental language concepts, encourage student responses, and promote both whole and small group discussions. Every student is exposed to a wide variety of novels, plays, poems and prose selections. Literacy promotion is also visible in many aspects of language integration throughout our school:

- Storyteller, Jean Pierre Makosso visited on Wednesday, October 7 to regale some of our grade 8 students with exotic, mesmerizing tales.
- Members of the grade 8-9 class participated in a Super Sale on November 4. Proceeds from the sale (\$300) were divided between The Madagascar School Project and people in need within our school community. Students started the project as a way to experience being global citizens – a topic in their Nelson Literacy texts.

- **REMEMBRANCE DAY CEREMONY**

On Monday, November 9, students of Macdonald Drive Junior High observed Remembrance Day. An Honour Guard from The Royal Canadian Legion in Pleasantville was on hand to lend an air of solemnity to the occasion. The theme this year was “Women in War” and we heard the stories of Clara Hawker, a Carbonear mother of two sons in World War I; Frances Cluett, a resident of Belleoram who served on the front lines as a nurse during the Great War; Bertha Butler, a 100-year-old woman who lived in St. John’s throughout World War II; and Sergeant Donna McDonald, who serves in the Canadian Armed Services today.

- Spelling Bee: Two students participated in The Telegram Spelling Bee, held Saturday, February 27, 2016, at Holy Heart Auditorium. Representing MDJH in the regional competition were Linda Zhang (8-6) and Momin Anwar (7-3) who did very well but were eliminated in the 8th round of the competition.
- Improv Club: The club participated in several competitions this year, including the X Games in December and competed in the regional Junior High Tournament In February where they placed second.
- Grade 9 Speeches were held on April 28. The results were as follows:
 - 1st – Abi Schwartz
 - 2nd – Caroline Keats
 - 3rd – Emily MacDonald

Abi represented the school at the regional level on May 10th. She delivered a speech entitled *Don’t Stop the Music* about the importance of the arts in schools. Abi memorized most of her speech which enabled her to speak directly to the audience. Her strong and expressive voice helped her to stand out among the 19 other speakers in this non-competitive event.

- Digital Citizenship Unit: For the second year, a unit was combined with a planned media literacy unit by the English department. Cross-curricular units are part of the school development plan. The unit was delivered by all English teachers to their students over the course of two weeks in April and May. This year, new resource (and added activities), a graphic story called *Social Smarts: Privacy, the Internet and You*. The resource cut to the heart of the matter of digital safety for grade nine students and presented lively topics for discussion based on its teenage-friendly format.
- Turning Points: Eleven students in grade seven had their Turning Points essays submitted for a regional competition which was sponsored by The Learning Partnership. The Turning Points essays are personal narratives in which students reflect on

an important time in their lives. One student, Michaela Wells, placed third overall in the province. Michaela's speech concerned the topic of empathy and was entitled *Everyone Matters*. She was honored along with other top ten writers at a ceremony hosted by The Learning Partnership in CBS on June 1.

- Drama Club – Safe & Caring Schools Special Project

The drama club members along with teacher sponsor, Ms. Donna Mills, created an original play to create an awareness of gender stereotypes and the challenges that transgendered youth face. The drama club then used these ideas to create an original one act play entitled "Ray - the Boy with the Feather Boa". The process involved 18-20 students who worked as a collective playwriting group. All students were involved in the writing process and also served as actors for the play. The project was inclusive in that there were no auditions for the parts. The play was presented in the High School Drama Festival. The group also presented their play to two of our feeder schools. Teachers/guidance counsellors who viewed the production gave us positive feedback as did the students. Following each school show, the actors did a Q & A with the audience and it was clear that the grades fours and fives understood the theme of the play. Every English classroom in the school contains a mini-library containing a variety of novels.

- Assistive technology is used in the classroom /alternate setting for testing accommodations.
- English teachers continued to increase differentiated instruction and assessment in their classes.

Celebration of Mathematics
A Summary of the 2016 – 2017 Competition Season
School-Wide Standings and Special Recognition

Grade 9	Pascal Mathematics Competition				
		Student:	Score:	Student Grade:	Notes:
	1 st	Gosse, Daniel	118	9	
	2 nd	Hong, Sam	116	9	
	2 nd	Huang, Xingbo	116	9	
	3 rd	Benson, Cassidy	115	9	
	3 rd	Cole, Kathryn	115	9	
	3 rd	Jiang, Harvey	115	9	

Grade 8	CNML Mathematics Competition (Grade 8)				
		Student:	Score:	Student Grade:	Notes:
	1 st	Ayman Islam	23	8	
	2 nd	Tang, Xiaohan (Isabella)	20	8	

	3 rd	Kerr, Geoffrey	17	8	
	3 rd	R, Nangyal	17	8	

Grade	Gauss Mathematics Competition (Grade 8)				
		Student:	Score:	Student Grade:	Notes:
8	1 st	Tang, Xiaohan (Isabella)	136	8	
	2 nd	Islam, Ayman	132	8	
	3 rd	Kosanam, Ashok	112	8	
	3 rd	Sheppard, Sam	112	8	

Grade	CNML Mathematics Competition (Grade 7)				
		Student:	Score:	Student Grade:	Notes:
7	1 st	Michael, Flynn	24	7	
	2 nd	Burton, Vincent	20	7	
	2 nd	Parmar, Shreya	20	7	
	3 rd	Keough, Maria 19	19	7	

Grade 7	Gauss Mathematics Competition (Grade 7)				
	Student:	Score:	Student Grade:	Notes:	
	1 st	Drover, James	126	7	
	2 nd	Parmar, Shreya	124	7	
	3 rd	Stratton, Carter	116	7	
	3 rd	Burton, Vincent	116	7	

Grades 7-9	Pi Memorization Contest				
	Student:	Score:	Student Grade:	Notes:	
	1 st	Zhang, Linda	461	9	
	2 nd	Tang, Xiaohan (Isabella)	396	8	
3 rd	Palmer, Lauren	311	7		

Grade 7-9	Junior High Mathematics League (November)				
	Student:	Student:	Student:	Student:	Team Place
	Momin Anwar	Ella Berlin	Daniel Gosse	Martha Snelgrove	1 st

	Sarah Hassan	Xingbo Huang	Harvey Jiang	Isabella Tang	3rd
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Grade 7-9		Junior High Mathematics League (March)			
	Student:	Student:	Student:	Student:	Team Place
	Momin Anwar	Xingbo Huang	Harvey Jiang	Isabella Tang	2 nd
	Misha Batino	Emily Meade	Emma Petersen	Grace Way	5 th

Summary Report on the School's Most Current Data

Provincial Assessment Data

Grade 9 English Language Arts

Grade 9 Enrolment = 213

	2012/13			2014/15			2016/17		
	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice									
Informational /Non-Fiction	60.3	56.7	55.9	71.3	68.7	68.4	84.6	82.6	82.4
Constructed Response: Percentage of students meeting/exceeding grade level expectations									
Demand Writing	96.0	93.6	92.7	89.4	86.1	85.3	83.6	81.1	80.7
Informational /Non-Fiction	89.1	87.5	86.2	78.9	80.7	80.6	91.5	87.8	89.1

What do these results tell us?

In terms of the Provincial Assessment in ELA, our students consistently perform better than the Region and Province in all areas. In terms of specific Outcomes, we are below Region and Province in the following:

Non Fiction SR (Grade Level) / Outcome no./ Outcome Description

2. Comprehension (1)/ 4.2/7.2/ Identify Text Features and evaluate Text form. 5. Inference (2)/ 7.2/7.4/ Use a text's content and language to determine meaning.
 6. Inference (2)/4.3/ Use reading strategies to infer meaning. 8. Inference (2)/7.4/ Use text to evaluate meaning. Our departments will look at these Outcomes and incorporate lessons to address these concerns.

Grade 9 Mathematics

Grade 9 Enrolment = 214

	2013/14			2015/16		
	School	Region	Province	School	Region	Province
Multiple Choice						
Number	77.5	66.1	66.6	74.2	68.0	66.9
Patterns and Relations	78.4	71.0	71.3	73.2	65.3	64.4
Shape & Space	79.9	72.8	73.3	71.9	65.3	65.0
Statistics and Probability	70.9	63.2	65.4	73.5	72.5	72.3
Constructed Response: Percentage of students meeting/exceeding grade level expectations						
Criteria	77.6	64.0	65.5	76.2	67.5	65.5

What do these results tell us? In terms of our Provincial Assessment, our students consistently outperform the Region and Province. Specifically, in terms of Outcomes, we were below the District in the following:

Patterns and Relations

9PR7 (L1) Simply the multiplication of a given polynomial expression by a monomial expression 72.6 to 73.3 (District)

Statistics and Probability

9S{4 (L1) Identify the type of probability 67 to 70.1 (District). The Math Department will practice these skills with student to increase competency.

Internal Assessment Data

Our BEV Tables identified Grade 8 Math as a focus for MDJH.

What do these results tell us?

The results tell us that Grade 8 Math is an area of concern and there needs to be a focus on the Grade 8 Program. As well, given that these Grade 8 students are in Grade 9 , we also need to support these students in their learning.

In June, during our promotion meetings we identified students that were At-Risk. A plan was put in place which would then be followed up in September. These notes were shared and passed to current subject teachers of these students. Notes were also sent to High Schools, Gonzaga and Holy Heart so they could monitor At-Risk in Level 1.

During our shut down day in September all At-Risk students were identified and each Department went through each student and identified Academic Interventions to implement. These students were then discussed put on the agenda again in our subsequent Staff Meetings and in each Department Meeting. There will be three Catch-Up days to give students the opportunity to complete work. One of these days will occur BEFORE first Reporting so that the At-Risk students will recognize how completing their work will positively affect their mark(s).

Report on School Development Plan for Previous Year

Goal 1. To improve achievement across the curriculum within an inclusive classroom.		
<p>Objective 1.1 Enhance the collection and analysis of student achievement data to drive instruction and improve levels of achievement.</p>	<p>Objective 1.2: Improve collaboration between classroom teachers and Instructional Resource Teachers.</p>	<p>Objective 1.3 Develop and implement an inter-disciplinary units at each grade level.</p>
<p>Strategies 1.1.1 Continue to collect and analyze student achievement data for each subject/grade level including attendance. 1.1.2 Continue to engage in student specific item analysis to identify individual learning needs (Learning Needs Inventory / Pre-referral Interventions Manual). 1.1.3 Continue to develop and analyze common assessments within each department. 1.1.4 Continue to create subject/strand specific SMART action plans within departments to address identified instructional / student learning needs gleaned from the data. 1.1.5 Continue to analyze internal and external data. 1.1.6 Continue to identify students-at-risk. 1.1.7 Investigate and devise a school-wide mentoring program (i.e. S.O.S to support students-at-risk with a teacher responsible for one student). 1.1.8 Continue to provide opportunities for professional development in PowerSchool and Review 360. 1.1.9 Investigate and develop a school-wide policy to consistently address attendance /lateness. 1.1.10 Investigate and create a new homework page linked to PowerSchool.</p>	<p>Strategies 1.2.1 Continue to review the service delivery model (Pre-Referral Process) in first staff meeting. 1.2.2. Continue to use and share best practices for instruction for using differentiated instruction in department and staff meetings 1.2.3 Continue to use and share alternate forms assessment in department and staff meetings. 1.2.4 Continue to implement common assessments in each department. 1.2.4 Continue to explore and use of technology for testing accommodations (Classroom Based). 1.2.5 Compile an electronic bank of questions within each department in the staff shared folder. 1.2.6 Continue to use department heads to coordinate testing accommodations for tests within departments to allow more IRT support time in the classroom. 1.2.7 Continue to explore seek opportunities to team build and collaborate with staff. 1.2.8 Continue to find opportunities for collaboration with IRT teachers and classroom teachers.</p>	<p>Strategies 1.3.1 Continue with the inter-disciplinary unit in Grade 7, 8 and 9 in the English Language Arts program and responsible use of technology. 1.3.2 Continue to compile resources needed and store in the staff shared folder online. 1.3.3 Continue to explore and integrate opportunities to encourage digital responsibility in all subject areas. 1.3.4 Continue to investigate opportunities to implement interdisciplinary units in multiple subject areas.</p>

Evaluation 1.1	Evaluation 1.2	Evaluation 1.3
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<p>Goal 2: To create a safe, caring and inclusive culture, based upon the principle of respect for self, others the learning process and the learning environment.</p>		
<p>Objective 2.1: Extend School Wide Positive Behavioural Supports (SWPBS).</p>	<p>Objective 2.2: The school will continue to collect, analyze and evaluate data regarding implementation of the safe and caring school’s policy.</p>	<p>Objective 2.3: Review the plan to teach digital citizenship.</p>
<p>Strategies 2.1.1 Continue to review our school based code of conduct in September and periodically during the year, with all stakeholders. 2.1.2 Continue to promote and encourage all stakeholders to access information about safe and caring schools initiatives and resources. 2.1.3 Continue to identify and facilitate the sharing of school based successful initiatives and best practices. 2.1.4 Review the role and responsibility of staff in the implementation and monitoring of safe and caring schools policy in September. 2.1.5 Continue to connect safe and caring schools initiatives with curriculum outcomes, whenever possible. 2.1.6 Continue to teach, model & practice, positive social behaviours both in person and online and acknowledge students when they achieve same. 2.1.7 Continue to recognize the various elements of our diverse school population so as to facilitate an inclusive culture. 2.1-8 Promote the Green Apple Alliance as the mechanism to create a positive culture/ environment to prevent the development and occurrence of problem behavior.</p>	<p>Strategies 2.2.1 Continue to engage in safe and caring schools data collection and analysis and use these data to inform daily practice, decision making and professional learning needs. 2.2.2 Ensure staff are familiar with the data collection elements of SWPBS, including the <u><i>Inappropriate Student Behavior Documentation Protocol Form</i></u>, as well as the <u><i>Classroom Management Self-Assessment</i></u> sections of the <i>Safe & Caring Schools Policy</i>. 2.2.3 Continue to develop a <u><i>continuum</i></u> of evidence based interventions and supports for academic and behavioral excellence applied to the entire student population.</p>	<p>Strategies 2.3.1 Continue to educate all stakeholders as to the elements and risks of the digital environment and the degree to which students are immersed in it. 2.3.2 Staff will teach, model & practice, positive and appropriate digital citizenship rooted in Ribble’s model of Respect, Educate and Protect and the associated nine pillars. (<i>See Safe and Caring Schools Policy</i>) 2.3.3 Implement a school wide, non-discretionary safe use electronics policy. 2.3.4 Ensure staff are aware of available resources pertinent to digital citizenship.</p>

Evaluation 2.1	Evaluation 2.2	Evaluation 2.3
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Operational Issues Report 200_-0_

Year	Issue	Action	Evaluation
20__-__			
Report			

Actions for Change

Goal 1. To improve achievement across the curriculum within an inclusive classroom.		
Objective 1.1 Enhance the collection and analysis of student achievement data to drive instruction and improve levels of achievement.	Objective 1.2: Improve collaboration between classroom teachers and Instructional Resource Teachers.	Objective 1.3 Develop and implement an inter-disciplinary units at each grade level.
<p>Actions for Change 1.1</p> <p>1.1.1 Use student achievement data for each subject/grade level including attendance to identify individual learning needs (Learning Needs Inventory / Pre-referral Interventions Manual).</p> <p>1.1.3 Develop and analyze common assessments within each department.</p> <p>1.1.4 Create subject/strand specific SMART action plans within departments to address identified instructional / student learning needs gleaned from the data.</p> <p>1.1.5 Analyze internal and external data.</p> <p>1.1.6 Identify students-at-risk in June for following year and at end of September for current year.</p> <p>1.1.7 Investigate and devise a school-wide mentoring program (i.e. S.O.S to support students-at-risk with a teacher responsible for one student).</p> <p>1.1.8 Provide opportunities for professional development in PowerSchool and Review 360.</p> <p>1.1.9 Investigate and develop a school-wide policy to consistently address attendance /lateness.</p> <p>1.1.10 Investigate and create a new homework page linked to PowerSchool.</p>	<p>Actions for Change 1.2</p> <p>1.2.1 Review the service delivery model (Pre-Referral Process) in first staff meeting.</p> <p>1.2.2. Use and share best practices for instruction for using differentiated instruction in department and staff meetings.</p> <p>1.2.3 Use and share alternate forms assessment in department and staff meetings.</p> <p>1.2.4 Implement common assessments in each department.</p> <p>1.2.4 Explore and use of technology for testing accommodations (Classroom Based).</p> <p>1.2.5 Compile an electronic bank of questions within each department in the staff shared folder.</p> <p>1.2.6 Use department heads to coordinate testing accommodations for tests within departments to allow more IRT support time in the classroom.</p> <p>1.2.7 Explore opportunities to team build and collaborate with staff.</p> <p>1.2.8 Continue to find opportunities for collaboration with IRT teachers and classroom teachers.</p>	<p>Actions for Change 1.3</p> <p>1.3.1 Continue with the inter-disciplinary units in Grade 7, 8 and 9 in the English Language Arts program and responsible use of technology.</p> <p>1.3.2 Compile resources needed and store in the staff shared folder online.</p> <p>1.3.3 Explore and integrate opportunities to encourage digital responsibility in all subject areas.</p> <p>1.3.4 Investigate opportunities to implement interdisciplinary units in multiple subject areas.</p>

Goal 2: To create a safe, caring and inclusive culture, based upon the principle of respect for self, others the learning process and the learning environment.		
Objective 2.1: Extend School Wide Positive Behavioural Supports (SWPBS).	Objective 2.2: The school will continue to collect, analyze and evaluate data regarding implementation of the safe and caring school's policy.	Objective 2.3: Review the plan to teach digital citizenship.
<p>Actions for Change 2.1</p> <p>2.1.1 Review our school based code of conduct in September and periodically during the year, with all stakeholders.</p> <p>2.1.2 Promote and encourage all stakeholders to access information about safe and caring schools initiatives and resources.</p> <p>2.1.3 Identify and facilitate the sharing of school based successful initiatives and best practices.</p> <p>2.1.4 Review the role and responsibility of staff in the implementation and monitoring of safe and caring schools policy in September.</p> <p>2.1.5 Connect safe and caring schools initiatives with curriculum outcomes, whenever possible.</p> <p>2.1.6 Teach, model & practice, positive social behaviours both in person and online and acknowledge students when they achieve same.</p> <p>2.1.7 Recognize the various elements of our diverse school population so as to facilitate an inclusive culture.</p> <p>2.1-8 Promote the Green Apple Alliance as the mechanism to create a positive culture/ environment to prevent the development and occurrence of problem behavior.</p>	<p>Actions for Change 2.2</p> <p>2.2.1 Engage in safe and caring schools data collection and analysis and use these data to inform daily practice, decision making and professional learning needs.</p> <p>2.2.2 Ensure staff are familiar with the data collection elements of SWPBS, including the <u>Inappropriate Student Behavior Documentation Protocol Form</u>, as well as the <u>Classroom Management Self-Assessment</u> sections of the <u>Safe & Caring Schools Policy</u>.</p> <p>2.2.3 Develop a <u>continuum</u> of evidence based interventions and supports for academic and behavioral excellence applied to the entire student population.</p>	<p>Actions for Change 2.3</p> <p>2.3.1 Educate all stakeholders as to the elements and risks of the digital environment and the degree to which students are immersed in it.</p> <p>2.3.2 Staff will teach, model & practice, positive and appropriate digital citizenship rooted in Ribble's model of Respect, Educate and Protect and the associated nine pillars. (See <u>Safe and Caring Schools Policy</u>)</p> <p>2.3.3 Implement a school wide, non-discretionary safe use electronics policy.</p> <p>2.3.4 Ensure staff are aware of available resources pertinent to digital citizenship.</p>

**School Development Plan for Current Year
FINAL School Development Plan 2017-2018**

Goal 1: To improve the achievement across the curriculum within an inclusive classroom.						
Objective 1.1: To increase/ enhance independence of our students.	Objective 1.2: To make clearer connections of moral and spiritual diversity within school social groups.	Objective 1.3: To promote authentic learning experiences.	Objective 1.4: To increase the availability of Technology/Tech education	Objective 1.5 To continue to strengthen student understanding and comprehension of mathematics.	Objective 1.6: To vary the assessment tools used in measuring student performance.	Objective 1.7: To increase cross-curricular cooperation on outcomes covered.
<p>Strategies: 1.1.1- To have all students log into their PowerSchool accounts, Homework Page, and to increase attendance at tutorials. 1.1.2 - Administration will ensure all students have their PowerSchool Accounts; Subject teachers will encourage students to use PowerSchool. 1.1.3- Teachers make students</p>	<p>Strategies: 1.2.1 – To promote ethical awareness. 1.2.2 – To promote empathy. 1.2.3 – To increase diversity awareness in education. 1.2.4 – To establish a multicultural school social group 1.2.5 – To celebrate diversity.</p>	<p>Strategies: 1.3.1 - Invite guest speakers 1.3.2 – Coordinate Field trips. 1.3.3 – To increase lab based activities in science. 1.3.4 - Relate lessons to current, global events. 1.3.5 – incorporate Differentiated Instruction (DI) in lessons.</p>	<p>Strategies: 1.4.1 – To relocate scheduled classes from LRC to available classrooms. 1.4.2 – To increase the amount of computers/labs. 1.4.3 - To increase computer availability – chromebooks, lab 1.4.4 – To increase Efficiency of tech lab deployment. 1.4.5 – To emphasis Tech literacy within curriculum.</p>	<p>Strategies: 1.5.1- To establish an inventory of outcomes being achieved and to recognize the outcomes requiring improvement. 1.5.2- To improve performance on in-class assignments by implementing new formats. (Learning centers, Choice boards, etc....) 1.5.3- To meet the diverse needs of students through a variety of opportunities to engage</p>	<p>Strategies: 1.6.1 - To limit the number of formal (paper/pencil test) assessments with consistency across departments. 1.6.2- To increase cross-curricular assessments to reduce the total number of paper / pencil type tests. 1.6.3- To share / learn about the different assessment options.</p>	<p>Strategies: 1.7.1- To share the long-range plans among departments to discover commonalities. 1.7.2- To create co-teaching opportunities to cover selected material. 1.7.3 - To share resources among departments. 1.7.4- To create shared Google Classroom assignments between courses.</p>

<p>aware / show students how to access Homework Page; Subject teachers update Homework daily; Students access/ keep track of assigned Homework (Homework Page) daily; Subject Teachers check Homework completion.</p> <p>1.1.4- By publicizing tutorials, to increase attendance at tutorials.</p> <p>1.1.5- To ensure accountability for attendance.</p>				<p>mathematics learning.</p> <p>1.5.4- To administer the numeracy assessment.</p> <p>1.5.5- To continue offering the recovery assessments.u</p> <p>1.5.6- To shadow other schools to gather ideas with respect to instruction and assessment in mathematics. (Quick Key)</p>		
<p>Indicators of Success:</p> <p>1.1.1- Check log in.</p> <p>1.1.2 - Using class time, teachers have ALL students log on to Homework Site Periodically Homework checks are recorded</p> <p>1.1.3- verify numbers of promotion in</p>	<p>Indicators of Success:</p> <p>1.2.1 – Participation of students in mentioned discussions.</p> <p>1.2.2 – Students demonstrate empathy</p> <p>1.2.3 – Student appreciation of differences.</p> <p>1.2.4 –</p>	<p>Indicators of Success:</p> <p>1.3.1 – Participation of guest speakers in our school</p> <p>1.3.2 – Field trips booked and participated</p> <p>1.3.3 – More students understanding the scientific process</p> <p>1.3.4 – Increased global awareness</p> <p>1.3.5 – Student academic success</p>	<p>Indicators of Success:</p> <p>1.4.1 – Regular classes not scheduled in LRC</p> <p>1.4.2 – Students have more access to computers</p> <p>1.4.3 – Purchase technology (Chromebooks)</p> <p>1.4.4 – Scheduling permits the availability of the tech labs.</p>	<p>Indicators of Success:</p> <p>1.5.1. - A shared inventory of end of unit assessment data. (Google Sheet)</p> <p>1.5.2- Data analysis</p> <p>1.5.3- Participation in: Math Help, Cloud Eight, Math League, Math Enrichment, Math</p>	<p>Indicators of Success:</p> <p>1.6.1- Reduce the number of formal assessments across departments.</p> <p>1.6.2- Increase the number of cross-curricular assessments implemented.</p> <p>1.6.3- The creation of opportunities for staff to share and learn about varied assessments.</p>	<p>Indicators of Success:</p> <p>1.7.1- More collaboration occurring among departments.</p> <p>1.7.2- Co-teaching opportunities created / implemented.</p> <p>1.7.3- Resources shared among departments.</p> <p>1.7.4- Cross-curricular assignments created on Google classroom.</p>

Power School Use. 1.1.4- a measureable increase in the attendance at tutorials. 1.1.5- teachers ensure attendance is completed and accurate on a period by period basis.	Creation of and participation in existing, multicultural groups (like the fun club) 1.2.5 – Less incidents of culturally based bullying.		1.4.5 – Students are more technologically literate (possess basic computer skills).	competitions, etc....) 1.5.4- Review the results of the numeracy assessment to inform classroom instruction. 1.5.5- Comparison of unit test scores to recovery assessment scores. 1.5.6- A catalogue of strategies to implement within the mathematics classroom.		
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1- 1.1.7- N/A	1.1.1-1.1.7- N/A
1.2.1-1.2.5- N/A	1.2.1-1.2.5- N/A
1.3.1-1.3.5- 500\$ for Speakers/ 500\$ for DI materials	1.3.1-1.3.5- N/A
1.4.1-1.4.5- 10.000\$ Chromebooks/	1.4.1-1.4.5- 6 days for Department Heads -PD for Chromebook deployment
1.5.1-1.5.6- N/A	1.5.1-1.5.6- 7 days for assessment tool investigation
1.6.1-1.6.3- N/A	1.6.1-1.6.3- 6 days for Department Head training
1.7.1-1.7.4- N/A	1.7.1-1.7.4- 6 days for Resource development

Goal 2: To create a safe, caring, and inclusive culture, based upon the principles of respect for self, others, the learning process, and the learning environment.

<p>Objective 2.1: Extend School Wide Positive Behavioral Supports (SWPBS)</p>	<p>Objective 2.2: To enhance communication among all stakeholders in the school community by June 2018.</p>	<p>Objective 2.3: Clear and consistent use of expectations of positive behavior</p>	<p>Objective 2.4: To promote a culture of inclusion, compassion, and respect</p>
<p>Strategies: 2.1.1-First day teach Respect for Self, Others, Learning; Follow up Day Term 2; Updated Signage. 2.1.2- Continue to identify and facilitate the sharing of school based successful initiatives and best practices. 2.1.3- Continue to connect safe and caring schools initiatives with curriculum outcomes, whenever possible. i.e. Character Education, Digital Citizenship, STRIVE, Drug Awareness; including parent/ guardian sessions.</p>	<p>Strategies: 2.2.1 -To create a mentorship program for new staff (secretaries, student assistants, custodians, teachers, parent volunteers).</p>	<p>Strategies: 2.3.1-Short biweekly lessons to help teach positive behavior to students. 2.3.2 -Review the PBS matrix expectations for key areas of the school. 2.3.3- Educate staff and students on these key areas.</p>	<p>Strategies: 2.4.1 – to engage in the NLTA and NLESD to assist with PD to foster a positive working environment that supports all members of the school community. 2.4.2- A committee to re-examine the in-coming grade 7 and outgoing grade 9 meeting in May and curriculum night to make better use of that time to clarify our expectations of the school versus focusing on individual subject areas. 2.4.3- To engage the inclusion itinerant to help with the organization of Green Apple Days event to promote compassion and inclusion.</p>
<p>Indicators of Success: 2.1.1- Decrease in Review 360 degree incidents. 2.1.2- Increase in identification and sharing of best practices for both staff and students. 2.1.3- Decrease in incidents in Review 360 degree; increase in attendance at parent/ guardian session.</p>	<p>Indicators of Success: 2.2.1- MDJH APP / School Website / MDJH Newsletter / Monday Memos / Twitter / Synervoice / TV in school hallways / Announcements; New staff member and mentor meetings (collaboration; Orientation binder for new staff.</p>	<p>Indicators of Success: 2.3.1- Improvement in behavior. 2.3.2- matrix is well understood and consistent implementation noted. 2.3.3- Consistent reminder and implementation of the PBS key areas.</p>	<p>Indicators of Success: 2.4.1- PD with SCS district program specialist. 2.4.2- liaison committee established. 2.4.3- liaison with inclusion itinerant .</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1-2.1.3 N/A	2.1.1-2.1.3- N/A
2.2.1- N/A	2.2.1- 1 day Mentorship Program- lead person to access PD for training purposes.
2.3.1-2.3.3- N/A	2.3.1-2.3.3- N/A
2.4.1-2.4.3- N/A	2.4.1-2.4.3- 1 day to liaise with SCS itinerant and inclusion itinerant to discuss more efficient means to engage members of the school community, i.e.(grade 6-7 transition meetings for students and teachers).