

St. Kevin's Junior High School

2016-17 School Development Report



St. Kevin's Junior High School
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St. Kevin's Junior High is committed to creating a positive and welcoming inclusive school community, supportive of diversity, where students can maximize achievement, build positive relationships, and engage in academic excellence and extracurricular programming.



**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 read 'Tony Stack'.

Tony Stack
CEO/Director of Education (Interim)

Message from Principal

I am pleased to present the Annual School Report for the 2016-17 school year.

2016-17 was a productive and positive year at St. Kevin's Junior High. This year, we engaged in a School Development Internal/External Review process. This process involved School Development team members, staff, students, and school council engaging in preparing our school development yearly plan followed by a peer validation of our school's procedures, practices and policies. This was a positive and empowering process, which resulted in an external report of recommendations and commendations we are very proud of as a school community.

Our School Development Plan focuses on two main goals:

Student Achievement - To increase student achievement across the curriculum through enhanced learning within an inclusive learning environment

Safe and Caring - To enhance school culture that fosters a safe, healthy, caring, socially-just learning environment

The plan in its entirety, which outlines objectives and strategies, is included in this report.

We are excited to continue with our school council and school community into the 2017-18 school year to work collectively to achieve our identified goals.

I wish to extend a sincere thank you to our School Council and School Development committee members for their active participation in our external review process as well as the support and involvement in the development of our goals.

Thank you to our school community for your continued support and we look forward to working together in 2017-18.

Yvonne Barry
Principal

Message from School Council

I am pleased to bring greetings on behalf of the St. Kevin's Junior High School Council.

The commitment and dedication shown daily by the administration, teachers and support staff in providing our children with high quality learning experiences in a safe and caring environment does not go unnoticed. School Council was informed of the School Development plan for the 2016-2017 school year. Development goals of increasing student's achievement across the curriculum and enhancing school culture to foster a safe, caring and socially just learning environment will continue to be priorities for the St. Kevin's Junior High School Council for the 2017-2018 year. The School Council will work with administration, teachers, students and parents in an effort to achieve the goals as outlined within the plan.

School Council members participated in an Internal/External Review this year. They also provided feedback regarding the NLESD Strategic Plan.

School Council provided input into fundraisers for the school itself, and for other teams and groups within the school. Plans are being made for improvement to the school grounds, funded partially through a Supportive Environment Grant from the Provincial Government.

I would like to wish our students continued success in their endeavours, both curricular and extra-curricular, as you represent St. Kevin's Junior High.

St. Kevin's Junior High School Council would like to thank our parents, families, and school community for the continued support they show in so many ways.

Jeannie Reddy
Chair

Overview of School

Our School Community

Our school, St. Kevin's Junior High, is part of the Newfoundland and Labrador English School District, which manages 259 schools with approximately 67,000 students and over 8,000 employees. The school currently has an enrolment of 290 students and offers Grades 6-8 to the communities of Goulds, Petty Harbour, and Maddox Cove. Our feeder school is Goulds Elementary and the students from our school feed into St. Kevin's High School.

Our Staff and Classes

Our school had a total of 21 full-time educational staff that included 1.25 administrators, 12 classroom teachers and 3.25 instructional support teachers (including pervasive needs teacher). We had a 0.75 guidance counsellor, 1.71 specialist teachers in the areas of Music, Physical Education and Art, 0.27 learning resources teacher, as well as, the support of 2 student assistant (8.5 hours per week). In addition to staff based at the school, we had 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 had the services of 1 secretary (7 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 2015-2016 the pupil-teacher ratio in St. Kevin's Junior High was 12.8. This compares to a pupil-teacher ratio of 12.5 for the District and 12.1 for the Province.

Average Class Size

The Average Class Size for our school was 23.5 in comparison to the District Average Class Size of 21.0 and the Provincial Average Class Size of 19.7.

How has our Enrolment Changed?

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

Grades								
7-9						6-8		
08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
318	308	284	280	288	279	279	282	290

Key Highlights/Special Projects

TERRY FOX WALK - On Friday, September 16th, the students and staff took part in our Annual Terry Fox Walk. This is a very important event for our school as it allows us to discuss a very important person and event that took place in our history that still continues to influence us today. We would like to say thank you to Sgt. Kevin Foley from the RNC for his safety patrol on our route. We raised a total of \$ 433.95 which will be donated to the Terry Fox Foundation.

FILL THE TRACTOR—FALL FOOD DRIVE - Our Fall Food Drive was a huge success. As a school we were able to donate 1544 items to the St. Kevin's Parish Hall Food Bank. Thank you for your support in helping us "Fill the Tractor."

HOMEWORK HAVEN - We offer Homework Haven every Tuesday, Wednesday and Thursday afternoon from 2:15- 3:15 in the school library. During this time a teacher is present to assist students with any school work they may have. The English sessions take place in the library each afternoon and the French sessions take place in a French classroom with a French teacher.

EUROPE TRIP 2017 - Over Easter Break, some of our students took part in touring the Canadian Battlefields in Europe. Despite the cool temperatures our students had an excellent experience viewing first-hand the effect Newfoundlanders and Canadians had in the first and second world war.

ENGLISH AND FRENCH SPEAK OFF On April 6 and April 11 our English and French Speak Offs took place. We would like to say congratulations to all students who participated. All the speeches were fantastic and all the students did a wonderful job!

Partnerships

DARE GRADUATION

Once again this year, our Grade 6's took part in the DARE program. Our DARE officers, Constable Ken Milks and Sergeant Kevin Foley of the RNC came into our classrooms each week for 10 weeks in order to teach students the importance of making good choices. While it is a very educational program, it was also a lot of fun for students. We would like to send out a big thanks to Constable Milks and the RNC for their hard work and dedication so that this program can be a part of our school each year!

CHRISTMAS BREAKFAST

This year we will be having our 4th Annual Christmas Breakfast on Wednesday December 21st for all students and staff. Students will enjoyed a lovely cooked breakfast with their classmates and teachers. This is a wonderful morning that the students really enjoy. Students are permitted to wear their favorite pajamas (school appropriate) on this day. A big thank you to all the teachers who were up bright and early to cook this breakfast for our students. Also a big thank you to Rod Forward and his staff at the Big R Restaurant for their help and to The Egg Farmers of NL and NFLD Eggs for their gracious donations.

BRIDGE BUILDING COMPETITION- over 50 of our students competed in the PEGNL Model Bridge Building Competition which took place on Saturday, March 6th at the Johnson Geo Centre. Students were amazed at just how strong their bridges were and the strongest bridge for our school held 321.8 kg (702lbs).

SCIENCE FAIR-On April 7th and 8th five of our students represented our school at The Eastern NL Science and Technology Fair where two of our students were Bronze Medal winners.

HERITAGE FAIR- Five of our students represented our school at the Regional Heritage Fair in May. One of our projects was the winner of the Biographical Award at this fair.

SKJH CHAPTERS NIGHT - On Monday March 27th we had our 2nd Annual SKJH Chapter's Night. Our school choir and band members entertained us. Chapters and Starbucks donated 20% of purchases to our school. Chapters donated \$680 to SKJH!

MUSIC MONDAY - on May 1, our school participated in Music Monday. This musical event was in partnership with the Coalition for Music Education commemorating Canada's musical heritage and celebrates the unifying power of music. We enjoyed wonderful performances from our band and choirs.

JUMPFEST- on May 12, Our Grade 6 students participated in the Heart and Stroke Foundation's annual JUMPFEST. This event motivates kids to get active, reinforces healthy habits like healthy eating and physical activity, teaches the importance of social responsibility and helping others in the community and across Canada, empowers kids to make a difference by supporting a good cause and boosts school spirit.

Summary Report on the School's Most Current Data

Provincial Assessment Data

Grade 6 English Language Arts

Grade 6 Enrolment = 85

	2012/13			2014/15			2016/17		
	School	Region	Province	School	Region	Province	School	Region	Province
Reading		79.0	78.5	80.4	81.5	81.0	97.5	96.6	96.5
Demand Writing		78.9	76.5	74.7	85.9	85.1	87.8	89.3	90.0
Creative Writing							87.8	89.3	90.0
Persuasive Writing							98.7	93.1	92.8
Poetic/Fiction		83.6	82.1	79.4	86.6	86.3	88.0	82.0	83.0
Informational /Non-Fiction		83.9	83.6	88.9	89.6	89.2	88.0	82.0	83.0

What do these results tell us? These results indicate that students in Grade 6 at St. Kevin's Junior High are meeting or exceeding the regional and provincial scores in Reading, Persuasive Writing, Fiction, and Non-Fiction. These results also indicate that our students scored below regional and provincial scores in Demand Writing/Creative.

Grade 6 Mathematics

Grade 6 Enrolment = 85

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Number Concepts					57.2	58.0				65.9	63.9	64.3
Number Operations					63.3	64.1				68.1	65.2	65.4
Patterns & Relations					53.8	54.6				63.0	61.9	62.0
Shape & Space					68.7	69.7				61.6	62.1	61.8
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts					60.0	61.6				68.3	71.5	72.0
Number Operations					66.1	66.4				80.8	74.6	74.9
Patterns & Relations					49.7	52.6				67.1	60.5	61.1
Shape & Space					60.4	61.5				63.6	62.2	61.9
Mental Math					76.1	76.7				94.9	84.3	84.2
Problem Solving					60.4	62.1				65.1	65.6	65.8
Reasoning and Communication					50.7	52.7				50.0	47.9	49.1

**There was no Provincial Assessment in Grade 6 Mathematics in 2016-17*

Internal Assessment Data (synthesis of report card data to report trends)

Grade 6

	% scoring 4	% scoring 3	% scoring 2	% scoring 1	
Speaks with purpose to communicate ideas appropriate to the situation	T1 23 T2 36 T3 38	T1 68 T2 58 T3 57	T1 10 T2 6 T3 3	T1 0 T2 0 T3 0	
Listens with purpose to communicate ideas appropriate to the situation	T1 31 T2 44 T3 44	T1 61 T2 49 T3 53	T1 8 T2 7 T3 3	T1 0 T2 0 T3 0	
Reads and views a variety of texts with purpose and understanding	T1 27 T2 36 T3 31	T1 56 T2 53 T3 60	T1 15 T2 10 T3 9	T1 2 T2 0 T3 0	
Demonstrates an understanding of number	T1 23 T2 24 T3 38	T1 65 T2 66 T3 51	T1 12 T2 9 T3 11	T1 0 T2 0 T3 0	
Demonstrates an understanding of patterns and relations	T1 T2 22 T3 25	T1 T2 66 T3 60	T1 T2 12 T3 15	T1 T2 0 T3 0	
Demonstrates an understanding of shape and space	T1 T2 44 T3 39	T1 T2 51 T3 44	T1 T2 5 T3 14	T1 T2 1 T3 3	

T1 – Term 1 – December 2016

T2 – Term 2 – March 2017

T3 – Term 3 – June 2017

Grade 7 & 8 Intermediate English Language Arts and Mathematics

Course	% passing		% at risk (<60%)		% failing	
Language Arts 7	T1	95	T1	12	T1	5
	T2	96	T2	12	T2	4
	T3	100	T3	16	T3	0
Language Arts 8	T1	100	T1	6	T1	0
	T2	98	T2	7	T2	2
	T3	97	T3	14	T3	3
Math 7	T1	99	T1	1	T1	1
	T2	100	T2	4	T2	0
	T3	100	T3	9	T3	0
Mathematiques 7	T1	100	T1	0	T1	0
	T2	100	T2	0	T2	0
	T3	100	T3	0	T3	0
Math 8	T1	99	T1	1	T1	1
	T2	97	T2	7	T2	3
	T3	98	T3	10	T3	2
Mathematiques 8	T1	100	T1	5	T1	0
	T2	100	T2	5	T2	0
	T3	100	T3	10	T3	0

T1 – Term 1 – December 2016

T2 – Term 2 – March 2017

T3 – Term 3 – June 2017

What do these results tell us?

These results come from our December 2016, March 2017 and June 2017 data.

The % at Risk indicates students who scored less than 60% in June.

In June, the pass rate for Grade 8 students in Language Arts was 97% and 98%/100% in Math/Mathematiques.

In June, the pass rate for Grade 7 students in Language Arts was 100% and 100%/100% in Math/Mathematiques.

The percentage of students passing in Grade 7 or 8 Language Arts or Math increased in all areas from December to June.

The percentage of students at risk (scoring at or less than 60), from Term 2 to Term 3 increased in:

Math 7 by 5 %

Math 8 by 3%

Mathematiques 8 by 5%

The percentage of students at risk (scoring at or less than 60), from Term 2 to Term 3 increased in:

Language Arts 7 by 4%

Language Arts 8 by 7%

The percentage of students failing in all above courses decreased from Term 2 to Term 3 overall, except Language Arts 8

27% of Grade 7 students achieved Honour Roll status in June 2017

5% of Grade 7 students achieved Principal's List status in June 2017

37% of Grade 8 students achieved Honour Roll status in June 2017

11% of Grade 8 students achieved Principal's List status in June 2017

Based on the Internal Data presented, teachers collaborated on School Development teams to analyze our data, present objectives for our Annual School Development Plan, and prepare strategies and action plans to address the academic priorities from the data.

Specifically, for Language Arts, a priority is to improve the quality of student written output and reading comprehension through strategies such as developing writing convention skills, initiating reading programs, and modelling comprehension skills.

In Mathematics, a focus is to increase math operations with Math Activity Days, collaborative team sessions for teachers, and availing of valuable professional learning opportunities for Math teachers.

See included below our Annual School Development Plan which includes Goals for Student Achievement and Safe and Caring Schools. The goal statements, objectives, strategies, indicators of success are listed below as well as a brief descriptor of each progress to date.

Report on School Development Plan for Previous Year (2 – 3 pages)

**1 Year School Development Plan
St. Kevin’s Junior High
School Development Plan 2016-2017**

Goal 1 STUDENT ACHIEVEMENT: To increase student achievement across the curriculum through enhanced learning within an inclusive learning environment			
Objective 1.1: To improve student application, analysis, and evaluation of scientific concepts by June 2017	Objective 1.2: To improve the quality of student written output and comprehension of text by June 2017	Objective 1.3: To increase achievement in reading comprehension by June 2017	Objective 1.4: Increase achievement in basic math operations by June 2017
Strategies: 1.1.1: Create teacher liaison between grade 6 and junior high 1.1.2: Explore and develop more cross-curricular opportunities 1.1.3: Use Senteo remotes, apps, etc, on a regular basis 1.1.4: Continued use of graphic organizers 1.1.5: Continue to explore and use models, applets, activities and videos 1.1.6: Explore ways to further emphasize STEM applications	Strategies: 1.2.1: Continue to develop student skills and use of conventions in writing (grammar, paragraphing/structure, vocabulary & spelling) through various in class exercises and assessments 1.2.2: Continue to follow reading programs with focus on reading strategies (Nelson literacy, library reading periods, etc)	Strategies: 1.3.1: Ongoing use of running records to determine individual reading levels 1.3.2: Model comprehension strategies (use of contextual/visual cues, re-reading, etc) 1.3.3: Facilitate small group instruction and guided reading 1.3.4: Continued use of exemplars 1.3.5: Invite program specialists/other to share	Strategies: 1.4.1: PD sessions with numeracy itinerants (elementary and junior high) to share ideas on improving skills (1 per term) 1.4.2: In-house PD Math Department sessions to plan/share/collaborate in the creation of resources with topic connections across grade levels 6-8 92 per term) 1.4.3: Math teacher to be present for 1 Homework Haven session per week

	<p>1.2.3: Use technology to model proper writing skills (interactive surface technology)</p> <p>1.2.4: Continue to develop editing skills</p> <p>1.2.5: Ensure student comprehension of rubrics for assessment</p>	<p>strategies to improve reading comprehension</p> <p>1.3.6: Use Assessment as Learning through self and peer evaluation</p> <p>1.3.7: Expand various leveled reading materials</p>	<p>1.4.4: 3 Math Activity Days with focus on operations (school-wide; 2 per term)</p> <p>1.4.5: Increase Math Buddy sessions across grades</p>
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Goal 1: Support Plan	
Financial	Professional Development/Time Allocation
<p>1.1.1 Licensing for sites *\$2500 (Brain POP, Explore Learning including Gizmos, app purchases)</p> <p>1.2.1 \$300 for acquisition of current reading materials to engage students in reading</p> <p>1.2.2 \$250 for replacement of damaged reference materials (dictionaries, thesaurus', etc)</p> <p>1.3.1 \$500 purchase of variety of multi-leveled reading materials</p> <p>1.3.2 5@\$150/200 purchase of round table for small group instruction and guided reading</p> <p>1.3.3 \$100 Comprehension strategies posters</p> <p>1.4.1 *\$2500 funding for Smart Notebook licensing, Smart Math Software, Senteo Clickers licensing, Apple math app purchases, ExamView software, Math activity office supplies; colouring markers; mini-whiteboards & paddles;</p>	<p>1.1.1 PD to develop cross curricular activities (1/2 day)</p> <p>1.1.2 PD exploring and developing of STEM activities (1/2 day)</p> <p>1.2.1 Provision of PD leave time to collaborate with other schools in district</p> <p>1.2.2 Time for teachers within departments to collaborate during school day (2 teachers, 1 hour, 3 times a year)</p> <p>1.3.1 Program specialist/other for Running Records – Full day PD session</p> <p>1.3.2 Time to develop a grade level model on comprehension strategies – PD session (1/2 day)</p>

<p>*1.1.1 & 1.4.1 are supported, but ways will need to be explored to: a). see what licensing the district has b). fundraising efforts</p>	
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Goal 2 SAFE & CARING: To enhance school culture that fosters a safe, healthy, caring, socially-just learning environment		
Objective 2.1: To continue to enhance a socially just and inclusive school by June 2016	Objective 2.2: To create a climate of awareness and support relating to mental wellness	Objective 2.3: To continue to improve student and staff sense of Digital Citizenship by June 2016
<p>Strategies: 2.1.1: In-Service/school exchange for staff/students regarding LGBTQ and GSA programs and initiatives 2.1.2: Review and implement Code of Conduct with school community 2.1.3: Implement a social justice committee 2.1.4: Conduct student survey to determine what social justice issues are most important to students 2.1.5: To have guest speakers come in and present on social justice topics 2.1.6: Increased announcements and signage to promote staff/student involvement in social justice programs 2.1.7: Continue with our Leisure Pal program</p>	<p>Strategies: 2.2.1 To explore ways to support students dealing with mental wellness issues i). to invite outside agencies to address mental wellness ii). To establish a student focus group to determine areas of concern 2.2.2 To increase awareness about mental health issues through classroom sessions and guest speakers for students 2.2.3 To create visual awareness within the school 2.2.4 To foster an environment of peer support for mental health awareness i). continue with GSA 2.2.5 School participation on Bell “Let’s Talk” Day</p>	<p>Strategies: 2.3.1 To schedule and present specific grade level workshops on the new lessons provided on Digital Citizenship and Internet Safety by June 2016 2.3.2 Present edited Code of Conduct and SWPBS matrix to students and staff in September 2015 2.3.3 Present edited Code of Conduct and SWPBS matrix to school community in September 2015 2.3.4 Create student focus groups to discuss social media responsibility, Digital Citizenship and Internet Safety</p>

<p>Indicators of Success:</p> <p>2.1.1 In-service/school exchange held/completed and information shared with school GSA</p> <p>2.1.2 Implemented school Code of Conduct</p> <p>2.1.3 Formation of social justice committee</p> <p>2.1.4 Survey completed and data analyzed</p> <p>2.1.5 Guest speaker presented</p> <p>2.1.6 Increased student/staff involvement in social justice programs</p> <p>2.1.7 Student involvement in Leisure Pal program</p>	<p>Indicators of Success:</p> <p>2.2.1 In-service agenda was provided and has taken place; focus groups are organized and have met</p> <p>2.2.2 Classroom sessions have taken place</p> <p>2.2.3 Posters/visuals are easily seen around the school</p> <p>2.2.4 GSA has been established and have met on a regular basis</p> <p>2.2.5 Participation in Bell “Let’s Talk” Day took place</p>	<p>Indicators of Success:</p> <p>2.3.1 Scheduled sessions are completed by May 2016</p> <p>2.3.2 Code of Conduct and SWPBS matric presented in homeroom sessions in Sept 2015</p> <p>2.3.3 Code of Conduct and SWPBS presented to school community of Curriculum Night, ion school website, in school newsletter, and on visual displays around the building</p> <p>2.3.4 Create a student-led focus group through Mustang Motivator student leadership group in September 2015</p>
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Goal 2: Support Plan	
Financial	Professional Development/Time Allocation
<p>2.1.1 \$400 for guest speakers</p> <p>2.1.2 \$300 for posters, materials and signage</p> <p>2.1.7 \$100 incentives for Leisure Pals</p> <p>2.2.1 \$150 nutrition break for staff</p> <p>2.3.2 and 2.3.3 \$300 to print Matrix displays</p> <p>2.3.3 \$150 to upgrade school website</p> <p>2.3.4 \$250 for pizza lunches for student focus group sessions</p>	<p>2.1.1 PD re: Social Justice programs and initiatives (1 day)</p> <p>2.1.3 Student survey (to be completed during an extended homeroom)</p> <p>2.1.3 School assembly/guest speaker presentation</p> <p>2.2.1 1 day staff PD on mental wellness</p> <p>2.3.1 Focus on Digital Citizenship at each of 5 PD days</p>

Goal 1.		
Objective 1.1	Objective 1.2	Objective 1.3
Evaluation 1.1 BrainPop, Explore Learning and Gizmos apps purchased;	Evaluation 1.2 funds provided for additional reading and small group instruction; SmartNotebook and ExamView software available	Evaluation 1.3 Purchased multi leveled reading materials, replacement dictionaries, thesaurus'; 4 round tables purchased for Grade 6 classrooms for guided reading

Goal 2.		
Objective 2.1	Objective 2.2	Objective 2.3
Evaluation 2.1 Code of Conduct implemented; Student Awareness group active; need to initiate a social justice student committee;	Evaluation 2.2 LGBTQ pilot completed; engaged in Bell Let's Talk awareness Day; GSA group established and active; posters/visuals around school;	Evaluation 2.3 Digital Citizenship/ISMS materials presented to all grade levels; Code of Conduct and Behaviour Matrix presented to students and school community and shared at Curriculum Night, in class, and on school website

Operational Issues Report 2016-17_Year	Issue	Action	Evaluation
Report	Technology Upgrades, maintenance, and repair	Purchased 20 additional school computers Purchased 20 additional school iPads Purchased new server Purchased 25 Google Chrome Books to outfit a Google Lab for 2017-18	Technology is widely used by all students and staff and having sufficient technology for all programming needs is extremely important for our school

Actions for Change (2 – 3 pages)

In the Actions for Change section, provide a summary of the changes in strategies that will be used for each objective in the current year’s plan. Also, provide an explanation for the change based on the data analysis and evaluation of the previous year’s plan.

Goal 1.		
Objective 1.1	Objective 1.2	Objective 1.3

<p>Actions for Change 1.1 Continue to develop student skills and use of conventions in writing; Daily Stop Drop and Read sessions in morning homeroom; seek ways to support the running records in Grade 6; we have a French monitor approved for 2017-18; continued use of assistive technology for students with exceptionalities</p>	<p>Actions for Change 1.2 Explore ways to create time for Grade 6 and intermediate teacher team meetings; promote use of student graphic organizers, explore STEM applications; encourage more cross-curricular activities</p>	<p>Actions for Change 1.3 Enroll Math teachers in Math PL sessions; schedule a Math teacher to attend Homework Haven; plan Math Activity Days; establish PD time for math and other lead teachers to have more time for collaboration</p>
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Goal 2.		
Objective 2.1	Objective 2.2	Objective 2.3
<p>Actions for Change 2.1 SKJH continues to participate in physical fitness to support wellness for all: Terry Fox Walk Walk to Breakfast Jump Fest Skiing Skating Bowling Geocaching Sliding Hut Construction Snowshoeing Tennis Intramurals Badminton Table Tennis Softball Hockey Cross Country Running Go Girls Recreation</p>	<p>Actions for Change 2.2 Continued GSA group, Social Awareness Team, LGBTQ awareness Continued presentations on Digital Citizenship and Internet Safety Code of Conduct review with students Continued altruistic events such as Thanksgiving Food Drive Monthly awareness campaigns on Autism, Tourette's Syndrome, Diabetes, Epilepsy, etc.</p>	<p>Actions for Change 2.3</p>

School Development Plan for Current Year (3 – 4 pages)

The school development plan for the current year is part of a 3 – 4 year plan developed using the Provincial School Development Model. The school's plan is revisited yearly using the results from the Report on School Development Plan from Previous Year and the Analysis of Most Current School Data. While a school endeavors to meet the target dates of its 3 – 4 year plan, it recognizes that its plan is flexible and that revisions may occur annually.

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

***St. Kevin's Junior High
School Development Plan
2017-2018***

Goal 1: To increase student achievement across the curriculum through enhanced learning with an inclusive learning environment		
<i>1.1 To improve the quality of student written output and reading comprehension by June 2018.</i>	<i>Objective 1.2: To improve, through instruction and assessment, student ability to complete level 2 and 3 questions (application, analysis, synthesis and evaluation) of scientific concepts by June 2018</i>	<i>1.3 Increase achievement in basic math operations by June 2018</i>
<p>Strategies:</p> <p>1.1.1: Continue to develop student skills and use of conventions in writing (grammar, paragraphing/structure, vocabulary, spelling, editing and evaluation rubrics) through various in-class exercises, assessments, and technology.</p> <p>1.1.2: Continue to utilize reading programs with focus on reading strategies (Nelson literacy, library reading periods, monthly Stop, Drop, and Read, etc.)</p> <p>1.1.3: Find a way to support the implementation of running records in grade six to determine individual reading levels</p>	<p>Strategies:</p> <p>1.2.1: Create dept. meetings between grade 6 and Junior High. To encourage science skill development, lab use. etc.</p> <p>1.2.2: Explore and develop more cross-curricular opportunities</p> <p>1.2.3: Increase use of student generated graphic organizers</p> <p>1.2.4: Continue to explore and use models, applets, activities and videos</p> <p>1.2.5: Explore ways to further emphasize STEM applications</p>	<p>Strategies:</p> <p>1.3.1: PD sessions with numeracy itinerants (elementary and junior high) to share ideas on improving skills (1 per term)</p> <p>1.3.2: In-house PD Math Department sessions to plan/share/collaborate in the creation of resources with topic connections across grade levels 6-8 (2 per term)</p> <p>1.3.3: Math teacher to be present for 1 Homework Haven session per week in both English and French</p> <p>1.3.4: Math Activity Days with focus on operations (school-wide; at least 1 per year)</p> <p>1.3.5: Establish a routine during PD days for math and other departments to collaborate.</p>

<p>1.1.4: Model comprehension strategies (use of contextual/visual cues, re-reading, small group instruction, guided reading, self and peer evaluation)</p> <p>1.1.5 Explore the possibility of having a French monitor</p> <p>1.1.6 Increase/improve the use of assistive technology for students with exceptionalities</p>		
<p>Indicators of success:</p> <p>1.1.1 Improved performance of written output in assessments (formal writing and essay composition)</p> <p>1.1.2 Improved reading comprehension data</p> <p>1.1.3 Grade six running record evaluation runs smoother with the help of teachers (IRTs, subs, scheduling, freeing up grade six teachers)</p> <p>1.1.4 Students use of comprehension strategies in formal/informal evaluations</p> <p>1.1.5 Placement of a French monitor in the school</p>	<p>Indicators of Success:</p> <ol style="list-style-type: none"> 1. Dept. meetings take place 2. Increase in cross-curricular activities 3. Increase in student generated graphic organizers (e.g: mind maps) 4. Improved performance in assessment (For, As, and Of learning) 5. An increase in student participation in STEM competitions (e.g: bridge competition, science fair, etc.) 	<p>Indicators of success:</p> <p>1.3.1: Meetings held with itinerants; materials prepared</p> <p>1.3.2: Departmental sessions held; materials prepared and shared</p> <p>1.3.3: Schedule of teacher sessions based on Homework Haven timetable recorded</p> <p>1.3.4: Activities scheduled in annual school calendar</p> <p>1.3.5: Collaboration time set aside during PD days.</p>

<p>1.1.6 Increased use of assistive technology for students with exceptionalities across all subject areas</p>		
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<p>Financial</p>	<p>Professional Development/Time Required</p>
<p>1.1.1 – Class sets of Thesaurus and dictionaries (in both French and English) (\$1000)</p> <p>1.1.1 – Purchase of multimedia for writing conventions and reading comprehension (\$500)</p> <p>1.1.2 - Each classroom to be equipped with current and varied reading texts. (\$1000)</p> <ul style="list-style-type: none"> • \$100 to purchase exercise books to facilitate new morning reading/writing initiative. <p>1.1.2 – Update library with current varied reading texts. (\$500)</p> <p>1.1.4 - Purchase of kidney table for small group instruction and guided reading (4@\$150/200 = \$800)</p>	<p>1.1.3 – IRT or sub time or re-working of teacher schedules in order to allow for the implementation of grade 6 reading records - PL time for departmental collaboration.</p> <p>1.2.1 and 1.3.5 Time for teachers within departments to collaborate during school day (2 teachers, 1 hour, 3 times a year)</p> <p>1.2.2 PD to develop cross curricular activities (1/2 day)</p> <p>1.2.6 PL time to provide support to teachers in the use of assistive technology</p> <p>1.3.2 Math PD on creation of resources; Purchase site license for <i>Math-Aids.com</i>; purchase license for <i>superteacherworksheets.com</i></p>

1.1.4 - Visual Strategies materials including classroom posters and hall signage (in both French and English) (\$600)

1.1.6 - Provide sub time for professional development on assistive technology

1.1.6 - The purchase of ipads for use exclusively by special services for evaluation (~\$4000 - 10 ipad minis and durable cases)

1.2.4 and 1.4.2 Licensing for sites *\$2500 (Brain POP, Explore Learning including Gizmos, app purchases) and *\$2500 funding for Smart Notebook licensing, Smart Math Software, Senteo Clickers licensing, Apple math app purchases, ExamView software, Math activity office supplies

1.3.1 - Purchase computers, monitors, sound equipment, etc. (\$20 000)

1.3 - Explore possible funding and grant opportunities in specialty areas (in particular Tech Ed., Home Ec., and Phys. Ed)

1.3 - Explore grant opportunities for funding to purchase much needed outdoor equipment for the Phys. Ed program
Specifically:

-\$2500 for snowshoes, poles, bags

-\$4000 for smaller sized ski boots to fit grade 6 and 7 students

-\$200 to replace broken ski poles

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Goal 2: To enhance school culture and climate that fosters a safe, healthy, caring, socially, just learning environment.		
<i>2.1 To create a safe environment which supports physical and mental wellness for all.</i>	<i>2.2 To create a safe environment which acknowledges and celebrates individual differences and enhances respectful relationships in all settings.</i>	
<p>Strategies:</p> <p>2.1.1 Continue to implement physical fitness outside the prescribed physical education classes across <u>ALL</u> grade levels.</p> <ul style="list-style-type: none"> -Terry Fox Walk -Kids Eat Smart Walk to Breakfast -Jump Fest -Skiing -Skating/Bowling -Swimming -Sliding -Geocaching -Hut Construction 	<p>2.2.1 Continue to offer student driven groups that support a safe and inclusive learning environment such as the Diversity Group and LGBTQ Group.</p> <p>2.2.2 Continue to provide student and parent sessions on digital citizenship through staff experts and community partnership.</p> <p>2.2.3 Continue to increase student and parent awareness on bullying awareness through classroom discussions, presentations and school newsletters.</p>	

<ul style="list-style-type: none"> -Sliding -Snowshoeing -Tennis -Math Pi Day Activities -Intramurals - Table Tennis - Badminton - Girls Recreation (“Go Girls”) - Various Sports Teams (Cross country running, Basketball, Soccer, Softball, Ice Hockey, Volleyball, Track and Field, Baseball) <p>2.1.2 Implement physical fitness outside the prescribed physical education classes across ALL grade levels.</p> <ul style="list-style-type: none"> -Weekly 20 minute physical play -All 6-8 students spend half of lunchtime outside involved in physical activity when weather permits. -Creation of outdoor space (other than outdoor classroom/old, west side of the building) for students to access physical activity during the school day (instructional and non-instructional time). <p>2.1.3 Continue to implement mental wellness activities:</p> <ul style="list-style-type: none"> -Organization and Time Managements Sessions -Anxiety and Stress Relief Sessions -Pink Shirt Day -Awareness group monthly initiatives 	<p>2.2.4 Continue to emphasize St. Kevin’s Junior High’s positive behaviour supports expectations/Code of Conduct through regular teaching and dialogue.</p> <p>2.2.5 Continue to support relationships through team building events such as Spirit Week.</p> <p>2.2.6 Continue to support altruistic actions through events such as the Thanksgiving Drive, Christmas Food Drive, etc.</p> <p>2.2.7 Continue with monthly awareness campaigns on Autism, Tourette's Syndrome,LGBTQ, etc.</p> <p>2.2.8 Continue to offer the Breakfast Program and Homework Haven where students and staff are able to connect and develop positive relationships outside the school day.</p>	
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<ul style="list-style-type: none"> -GSA group -Pride day -Bell Let's Talk event -Spirit Week days -Diversity presentations (Native Friendship, ANC, Eastern Health) -Increase the number of teachers trained in Mental Health/First Aid -Staff gatherings in a non-academic environment -Develop Outdoor Quiet Space/Classroom -Develop School Gardening Program 		
<p>Indicators of success:</p> <p>2.1.1 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p> <p>2.1.2 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p> <p>2.1.3 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p>	<p>Indicators of success:</p> <p>2.2.1 Students are participating in these events/activities.</p> <p>2.2.2 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p> <p>2.2.3. Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p> <p>2.2.4 Review of documentation in Review 360 as well as reports to office and guidance.</p> <p>Begin a teacher committee to initiate a formalized PBIS program.</p> <p>2.2.5 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p>	<p>School Calendar</p>

	<p>2.2.6 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p> <p>2.2.7 Dates are inserted into the school google calendar for various activities/events with estimated timelines indicated.</p> <p>2.2.8 Breakfast program is being offered 5 days a week.</p> <p>Homework Haven is offered 4 days a week.</p>	

Financial	Professional Development/Time Required

Operational Issues

1.3 To improve the quality of and upgrade equipment in all specialty areas (Tech, Phys. Ed., Music, Art, Home Ec.)

Strategies

1.3.1: Upgrade computers in the technology lab and library

1.3.2: Ensure all student and teacher computers are equipped with sound cards and working sound systems

1.3.3: Update and improve the school sound system and equipment

1.3.4: Expand the existing technology lab

1.3.5 Ensure the Home Economics lab is equipped with working equipment and that each kitchen station is fully operational and functional with necessary equipment

1.3.6 Replacement of the gymnasium floor

1.3.7 Upgrades to male and female washrooms/change rooms adjacent to gymnasium

1.3.8 Ride on Lawn Mower

1.3.9 Outdoor Storage Shed