

# **Frank Roberts Junior High**

## **400-300**



### **Vision**

Frank Roberts Junior High is dedicated to promoting independent life long learning in a safe, caring and respectful environment.

### **Mission**

The community of Frank Roberts Junior High promotes learning and encourages mutual respect to enable students to reach their maximum potential.

## Message from Director



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 School Council

2016-2017 brought another successful school year to Frank Roberts Junior High and it truly was an honor and pleasure to have had the opportunity to serve our school community. This past year, we served as Co-Chairs on the school council and were surrounded by a dedicated group of parents, staff and administration that helped focus the role of the council as we continue to work together to better the learning environment of the students in our community.

This year saw increased emphasis on board policies that govern not only Frank Roberts Junior High but all other institutions under the jurisdiction. There was great opportunity to provide input from the perspective of a school council member and as a parent of a student within the school system and it was very interesting and educational to hear points of view from those outside the education system as well as those working directly in it. In addition to these policies, this year also brought a chance to provide input and suggestions into the new CBS Elementary School with regards to zoning, bussing, etc... and its effects on Frank Roberts Junior High. With the planned opening in September 2017, it was great that our school council was invited to meet with members from the board and all other councils that would be directly affected by this new facility. We feel the outcomes from these sessions were successful for all those involved.

Another focus of the year was once again school development, with an emphasis on promoting school core values as well as student wellness. On core values, the school was able to install a number of banners throughout the corridors over classroom doors with each one displaying a core value of the school. This is an excellent way to put front and center the values the school stands behind making it highly visible for students, staff and visitors alike. The caring schools program ***Beyond the Hurt*** continues to grow and enhance their efforts in making the school environment one in which students feel welcomed and safe. In addition to the normal topics of discussion such as bullying and acceptance, the program was able to focus on the idea of student wellness with increased awareness of healthy relationships and physical wellness, the latter being addressed with the future installation of a dedicated fitness room. This will undoubtedly provide a great outlet for students to become more physically fit as well as an accepting place where existing and new friendships can grow and develop, further promoting the concepts of the core values.

As usual, fundraising continues to be a topic within the school, probably more so this year due to the tight economic restraints that face our province. Two key fundraising events which the school put together this year was a successful 50/50 ticket draw and an outstanding night of music in their "A Night at the Movies" music gala. The latter witnessed a packed gymnasium listening to students and staff perform a variety of musical numbers from some classic films. The amount of

organization that was required to put this event together is evidence of the dedication of staff, students, parent volunteers and community members alike in regards to their interest in supporting their school.

And of course we cannot forget the number of students who excelled this year in academics, athletics and charitable efforts. It is such a pleasure to see so many young people dedicated to bettering themselves, their school and their community. From what we see on a daily basis the future truly is bright!

In conclusion we wish to say thank you to all those involved in some way or another within the school. Parents, volunteers, staff, administration and of course fellow members of the school council. It is the efforts of these individuals that make Frank Roberts Junior High the outstanding school it is. Thank you for all you do. Here is to a great summer and we look forward to the challenges and opportunities that the next school year will bring.

Sincerely,

Edward Smith and Norine Taylor  
School Council Co-Chairs

Council Members for 2016 – 2017:

Edward Smith: Co-chair and Parent Representative  
Norine Taylor: Co-chair and Community Representative  
Michelle Hanrahan: Community Representative  
Kim Sutton: Parent Representative  
Nicole MacDonald: Parent Representative  
Michelle Pendergast: Teacher Representative  
Frances Santos: Teacher Representative  
Christina Cox: Teacher Representative  
Gail Butler: Principal

## **Message from Principal**

I am pleased to present to you the 2016-2017 School Report for Frank Roberts Junior High School. This Annual School Development Report outlines students' and staffs' involvement in the School Development Process and highlights achievements in academic and co-curricular areas, special projects, services and programs.

Our plan focuses on increasing student achievement across the curriculum with strategies for each of our core subject areas. As well, Frank Roberts Junior High is committed to creating a safe, caring, healthy, inclusive and socially just environment where each student is motivated to learn. This will be evident in the summary of the objectives of the plan later in the report.

This year we also take great pride in the display of banners throughout the school which highlight our core values: Be involved, Be accepting and kind, Be respectful, Be cooperative, Be Your Best and Know You are Important. Showcasing these values in the corridors and the classrooms has helped us to maintain a safe and caring environment.

I am pleased to report that the staff enthusiastically supported the co-curricular programs as a complement to our academic efforts. The academic program was strongly supported by the school's Guidance Counsellor and Service Delivery team who intervened on behalf of students who experienced emotional, social and academic distress. The contents of this report will reflect the well-rounded program provided by the staff, which I believe added significantly to the educational experience of our students.

Gail Butler, B.Sc., B. ED., M. ED.  
Principal

## **Overview of School**

### **Our School Community**

Frank Roberts Junior High is part of the Newfoundland and Labrador English School District and is located at 350 Foxtrap Access Road, CBS. Its catchment area includes all grade 7, 8 and 9 students from west of the Manuels River to Seal Cove. Its feeder system includes Upper Gullies Elementary, St. Edwards Elementary and St. George's Elementary. During the 2016-17 school year, the school had an enrolment of 578 students and offered programming in English and both Early and Late French Immersion.

During the 2016-2017 school year, the average class size in the Late French Immersion classes was 27 students in grade seven, 28 students in grade 8 and 29 students in grade 9. In the Early French Immersion classes, the class size was 24 in grade 7, 21 in grade 8 and 23 in grade 9. Within the English stream, class sizes averaged 29 students in grade 7, 25 students in grade 8 and 27 students in grade 9. The school also offered programming for students with pervasive needs.

Our school had a total of 37.25 full-time educational staff which included 2 administration units, 5 department heads, 0.55 learning resource teacher, 1 guidance counselor, 4.95 specialist teachers – physical education, music (choral and band), art, home economics teachers, 6 instructional resource teachers, 22 regular teachers and the support of 3 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, science and technology, social studies, a speech language pathologist, itinerant teachers for the hearing and visually impaired, a behaviour itinerant teacher and educational psychologists. The school also has the services of two secretaries, one daytime custodian and two nighttime maintenance custodians and one four hour cleaner (every second night). The school's cafeteria is run by an outside organization, Chartwells, Compass Group.

## **Key Highlights/Special Projects**

### **Fundraising**

This past year the school held a catalogue order in the fall. In addition, a 50/50 ticket draw was held prior to the Easter break. Monies were used to install ARUBA units throughout the school to enabling wifi access for all. As well, Chromebooks were purchased for student use.

### **Public Speaking**

Students in Language Arts classes researched, wrote and delivered speeches to their classes. Each class then selected a representative to compete at their grade level. The school held a public speaking night inviting parents along to enjoy the speeches. Awards were given at each grade level. Students then went on to compete in the CBS Lions club speak-off winning several awards.

### **Code is Cool Club**

This year our ***Coding is Cool at Frank Roberts Junior High*** coding club continued. Students had the opportunity to work with industry professionals writing code and developing an app. The school also participated in the Hour of Code event in December where coding club members brought a friend along to their meeting to check out the cool things they were working on. As well, during the week of December 7 – 11 all students had the opportunity to learn one hour of computer coding. It worked to demystify code and show that anyone can learn the basics.

### **Heritage Fair**

Students participated in the Heritage Fair. Social Studies teachers worked with their students to help them select a topic related to Newfoundland and Labrador Heritage. The teachers then worked with the students to show them how to effectively research their chosen topic. The students used their research to create a project for the Heritage Fair. The top three projects for each class were on display during the school's Heritage Fair in April. Three projects were selected to compete in the Regional Heritage Fair held at Waterford Valley High in May. Students represented the school well winning recognition for their projects.

### **Ambassador Program – Beaumont Hamel trip**

As well, students competed in the Ambassador Program which recognized excellence in projects where students commemorated the men and women who answered the call to serve in the First World War, both at home and abroad. Under the program, students were selected to participate in a European battlefield tour, primarily throughout Northern France and Belgium. The students visited significant sites where the Royal Newfoundland Regiment fought and spent time in the five communities that are home to the bronze caribou monuments, the official memorial to the Regiment. One student from Frank Roberts produced a winning project for this award!

## **Regional Science Fair**

Students competed in a school wide science fair. Science teachers worked with their students to select a topic in which research could be conducted to either prove or disprove their hypothesis. One student went onto the Regional Science Fair receiving an Honourable Mention for his project.

## **Techsploration**

Students had the opportunity to pair with Nalcor engineers as part of Techsploration. The goal of Techsploration is to increase the number of women working in science, trades, technical and technology-related occupations by assisting young women from diverse backgrounds to explore a wide range of career options in these fields. Techsploration provides young women from grades nine through twelve with opportunities to explore science, trades, and technology occupations, while creating awareness about the critical role of work in their lives. It also helps them understand the significance of high school math and science for their future careers.

## **MUN Spacemaker Workshop**

Students attended a two day workshop called "Making At MUN". At this event, students learned about careers in Engineering Technology and engaged in a hands-on activity where they designed and built a solar smartphone charger.

## **Safe and Caring Schools Initiatives**

**S.T.R.I.V.E. Presentations** - Grade eight students were involved in the S.T.R.I.V.E program. This program is presented by the Royal Newfoundland Constabulary. **STRIVE** stands for **Students Taking Responsibility in Violence Education**. The STRIVE program is based on the notion that all students attending schools in Newfoundland and Labrador have the right to attend classes, participate in school activities, and enjoy free time without fear of being the victim of youth violence, being intimidated, verbally or physically abused, sexually harassed, or made to feel excluded or like a victim.

The Royal Newfoundland Constabulary STRIVE program was designed to provide information on youth violence for youth attending intermediate school (grade 8). The goal of the program is to empower these students to take ownership of the problem and work within their schools and communities to find real-life solutions to problems encountered. The program contains information, statistics and photographs that are aimed to inform and enlighten the students to the effects of their own behavior and to that of other students. The STRIVE program aims to communicate to youth themes of respect, responsibility, empowerment and action. These themes complement each other, and as each one is revealed and discussed in the presentation it builds upon the next theme.

**Roots of Empathy** – This year we were once again fortunate to have one of our Grade 8 classes participate in the Roots of Empathy program. This program involved a monthly visit by a baby and her mom so that students had the opportunity to observe the baby grow and develop. The focus of this program was to build capacity for the next generation to be responsible citizens and responsive parents. In the short term the program focused on raising levels of empathy thereby



resulting in more caring and respectful relationships and reduced levels of bullying and aggression. The program was a big success.

**Internet safety** - presentations were held in March. These presentations, done by Con. Coombs, of the RNC were given to our grade 7 students and covered internet do's and don'ts. Con. Coombs also ran a poster contest where winners visited the RNC stables.

**RNC Sexting presentation** – The RNC also presented to students regarding students' sexting – sending sexual messages and pictures - and the consequences both short and long term of sexting.

**Bell Let's Talk Day-** Students participated in the Bell Let's Talk Day where talk about mental health and the stigma associated with mental illness was encouraged through writing positive and supportive texts and tweets that were then posted around the school creating a collage of positivity. Students also watched a student made video explaining what mental health is and what they can do to help themselves and each other.

**Digital Citizenship** - As part of the Department of Education's Safe and Caring Schools Policy, Frank Roberts Junior High was involved in teaching students how to safely and appropriately engage in the use of technology. Teachers concentrated on Digital Law/Security delivering three lessons to students.

**Pink Shirt Day** - Wednesday, February 22 was Pink Shirt Day and students and staff took a stand against bullying at our pink day celebrations. The Beyond the Hurt group got students energized with flash mob and team building activities that focused on working together, being supportive and bring positive. Student were joined by Director Darrin Pike and his communications officer, Mr. Ken Morrissey. The message - that standing up for others is often the best way to show kindness came through loud and clear!

**Breakfast program** – A breakfast program was offered every day serving toast, cereal, grilled cheese sandwiches, yogurt, juice, smoothies and milk. Staff, student and parent volunteers prepared and served the food items to an enthusiastic group.

**MADD presentation** – Students participated in a Mothers Against Drunk Driving where students were shown a video highlighting the impact of impaired driving and provided students with bookmarks that could be used to help them access the MADD website. Four things that students could do to avoid being placed in dangerous situations were outlined by the presenter.

**Live Different presentation** - Students also attended a nd staff were treated to the **Live Different** presentation. This group is based out of Hamilton, Ontario and travels around Canada. The presentation was lively and interactive teaching us about the power of empathy through their message to **Fix the Focus**. Students were shown ways to listen effectively following the R.A.P. technique – respect, ask and posture – an excellent takeaway skill.

**Colours Day** - The GSA group ran an “Acceptance comes in many Colours” day. Students and staff were encouraged to wear tie-dye and the group setup a photo booth where you and your friends could have your picture taken by the backdrop they had designed. It was a special event!

**Jeremy Bennett presentation – Calm your Mind and Transform your Life** – Students attended this presentation entitled “Calm Your Mind and Transform Your Life” regarding mental health and self-esteem issues.

**Core Values** – The school’s core values **Be Respectful, Be Accepting and Kind, Be your Best, Be Cooperative, Be Involved and Know You’re Important** were highlighted through monthly themes, presentations and activities. Banners and flags were also purchased to be hung throughout the school.

**Duke of Edinburgh Program** – Fifty students enrolled in the bronze level of the Duke of Ed. Program. This program strives to build students’ leadership skills and abilities through volunteerism, skill development, athletics and an adventurous journey.

**Athletics** – Frank Roberts Junior High experienced great successes in a variety of extracurricular activities. The school hosted its 13<sup>th</sup> Annual hockey tournament. It was a huge success and showcased the talents of hockey players from all over the metro region. All of the schools’ volleyball teams were successful in several tournaments throughout the year. Winning medals and banners. One of the school teams also travelled to a National Tournament in Ontario. The ultimate Frisbee team was also successful in the provincial tournament and was named the most spirited team. The school also fielded teams in basketball and baseball attending and medaling in local tournaments.

## Partnerships

Frank Roberts Junior High is very fortunate to have the sponsorship of Home Hardware in contributing to The Newspapers in Education Program. It assists in the delivery of The Telegram on a daily basis to our school. This resource is widely used throughout the year in all subject areas.

Another of our successful partnerships has allowed us to operate a daily breakfast program. Through the generosity of the Conception Bay South Lions Club, the Kids Eat Smart Foundation, Matthew Fagan Memorial Softball Tournament, Canada Post – Foxtrap office and parent contributions and the help of a dedicated group of parent, student and teacher volunteers a breakfast consisting of toast, cereal, cereal bars, grilled cheese sandwiches, pancakes, waffles, smoothies, yogurt and fruit is served to over 175 people each morning. Students, staff, our parent volunteers and these organizations are to be commended for their commitment.

The school also enjoys a sports day lunch sponsored by the Tobin family in memory of their son, Zach. They provide all students and staff with hotdogs, drinks and cool treats on sports day.

Ensuring a safe and caring school environment is an integral part of Frank Roberts Junior High’s school development process. To assist the school in achieving this goal the school has been fortunate to be able to avail of the generosity of several partners – both corporate and parental.

## Summary Report on the School's Most Current Data

### Provincial Assessment Data

#### Provincial Assessment data by strand for grade 9

#### Grade 9 English Language Arts

Grade 9 Enrolment = 183

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Informational /Non-Fiction	59.5	56.7	55.9				69.4	68.7	68.4			
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	93.9	93.6	92.7				85.3	86.1	85.3			
Informational /Non-Fiction	92.4	87.5	86.2				83.9	80.7	80.6			

#### What do these results tell us?

The Grade 9 Language Arts Provincial Assessment was not written in June 2016.

## Grade 9 Mathematics

Grade 9 Enrolment = 183

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Number				57.8	66.1	66.6				69.8	68.0	66.9
Patterns and Relations				69.8	71.0	71.3				72.6	65.3	64.4
Shape & Space				74.4	72.8	73.3				67.3	65.3	65.0
Statistics and Probability				58.4	63.2	65.4				70.5	72.5	72.3
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Criteria				62.3	64.0	65.5				77.2	67.5	65.5

### What do these results tell us?

#### Internal Assessment Data

Frank Roberts Junior High has a long history of promoting Academic success. This is evident in the number of students who were successful in achieving the learning outcomes at each grade level and those who demonstrated academic excellence by making the honour roll or the principal's list.

An analysis of the 2016-17 school report cards showed that 94.56% of students were successful in achieving the learning outcomes – 96.31% of grade 7 students, 96.02% of grade 8 students and 90.69% of grade 9 students successfully completed the learning outcomes. This is an improvement over the prior year's results.

As well, 37.89% of the student body – 145 students - made either the honour roll (at least 80% in all subjects) or the principal's list (met the criteria for the honour roll, 90% in Math, English, French/Francais, Social Studies and Science and also had a >90% average). Seventy-one students in grade 7, seventy-sixht students in grade 8 and sixty-nine grade 9 students were successful in achieving this honour. Once again this is an improvement over the previous year's results.

As well, staff takes great pride in doing everything possible to ensure that all students are achieving to the best of their abilities. This is evident by the importance placed on academic interventions when students aren't achieving. They are relentless in encouraging students to do their best, work hard and avail of any additional support needed to help them succeed. Once identified as not achieving to their potential, staff begin meeting with the students, contacting parents, making themselves available for tutoring during non-structured time, as well as encouraging other avenues of supports such as Tutoring for Tuition as an option for helping them achieve to the best of their abilities. Staff also participated in Catch-up days in an effort to provide with every opportunity to complete missed work. The teaching staff also promotes the use of technology to aid students in achieving their academic goals.

The school also has positive results on their climate and culture survey that is administered each year by the Department of Education. These results are very important as they assist the school in maintaining a safe environment conducive for student learning. However, it was determined that continued work needs to be done in enhancing student interactions and improving washroom and school bus safety. As part of this year's school development plan, the school will continue to focus on building those positive relationships and maintaining its welcoming and caring environment.

As can be observed throughout this report, the School Development Plan is constantly looking at strategies to help ensure staff and students are successful. Strategies have been developed for all subject areas to allow teachers to provide students with a variety of skills to improve their numeracy and literacy skills thereby allowing them to become more independent learners.

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

<b>Goal 1. To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>			
Objective 1.1 To improve student achievement through consistent delivery of the Science program by June 2017	Objective 1.2 To improve student performance in accuracy in process writing by June, 2017	Objective 1.3 To improve student accuracy and independence in demand writing within the Français programs by June 2017	Objective 1.4 To improve student learning in the strand of Number (Number Sense) by June 2017
<p><b>Evaluation 1.1</b> -Data Analysis sheets were compiled in Google Docs and science teachers have access to these files. Teachers are entering marks for each of their classes on a unit-by-unit basis. To date, Unit 1 STSE's have been re-vamped for all grades levels and Unit 2 STSEs have been completed for grades 8 and 9.</p>	<p><b>Evaluation 1.2</b> - Teacher modelling of editing and revision completed - Color-coded process lesson outlining the editing process designed and delivered. - Created new viewing assessments so that the number of student assessments increased</p>	<p><b>Evaluation 1.3</b> - Sample of current writing skills in all Français programs was created. (Small paragraph sample of demand writing) - Created a set of student exemplars (excellent, fair, poor) for student reference at all levels and programs of Français. Shared in a Google folder - CHAPOS stamps purchased and distributed. Grammatical spelling is included in all assessment</p>	<p><b>Evaluation 1.4</b> - Created and used unit evaluations to assess student pre-requisite knowledge and then re0assessed later in the year to determine improvements and identify further areas in need of focus. - Worked with the district mathematics program specialist to improve number sense results for students.</p>

<b>Goal 2. To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.</b>		
<b>Objective 2.1</b> To promote a safe environment for all members of the school community by June 2017.	<b>Objective 2.2</b> To promote an environment that will focus on physical and mental wellness by June 2017.	<b>Objective 2.3</b> To increase the number of students involved in leadership opportunities by June 2017
<b>Evaluation 2.1</b> -Student survey was completed and analyzed by guidance counsellor and SACS committee. -Review 360 is used and analysed on a regular basis -Digital citizenship lessons delivered three times throughout year	<b>Evaluation 2.2</b> -Wellness activities occurred during non-structured time. Topics included: Organization strategies, Anxiety and stress management, Positive thinking, Yoga, Art therapy - The Beyond the Hurt student group designed and delivered presentations to students on healthy relationships - GSA group established and meeting. Activity day planned and delivered - Techers attended a mental health PD session and a LGBTQ PD session	<b>Evaluation 2.3</b> - Fair/bulletin board display created and placed on Bulletin board in main corridor -Survey indicated that student involvement in the school clubs and teams increased from last year.

**Operational Issues Report 2016-17**

<b>Year</b>	<b>Issue</b>	<b>Action</b>	<b>Evaluation</b>
2016-17	Inconsistency of wi-fi coverage throughout the building	Install additional ARUBAS	ARUBAS installed and school opened wifi to all prior to end of school year
2016-17	Ventilation in tech room/home ec room and science lab	District assessed area indicating ventilation unit working	Still insufficient ventilation in center block
2016-17	Heating in the gym	District assessed heating	Appears to be working



## Actions for Change

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.

<b>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>			
<b>Objective 1.1</b> To improve student achievement through consistent delivery of the Science program by June 2017	<b>Objective 1.2</b> To improve student performance in accuracy in process writing by June, 2017	<b>Objective 1.3</b> To improve student accuracy and independence in demand writing within the Français programs by June 2017	<b>Objective 1.4</b> To improve student learning in the strand of Number (Number Sense) by June 2017
<b>Actions for Change 1.1</b>  - To obtain additional technology so that students can access Google classroom during instructional time. - To continue to develop and modify STSEs - Use Google classroom to deliver, complete and assess Gr. 7 science fair projects -To continue to develop chapter workbooks for student use	<b>Actions for Change 1.2</b>  - Develop a step-by-step lesson plan for teacher modeling of editing and revision - Provide a list of editing short-hands for use throughout the school year. - Implement a common answer format for all ELA in grade 7 and 8. (RACES model)	<b>Actions for Change 1.3</b>  - Teachers will help students build a comprehensive set of language tools and resources to ensure they are able to be autonomous in their writing. - Teachers will generate a one page aide-memoire to keep in their planners for reference purposes - Teachers and students will use the commenting and suggesting features of Google Docs to regularly provide feedback during stages of the writing process. - Teachers will learn about Doctopus and Goobric and their use for both peer assessment and teacher evaluation of student writing.	<b>Actions for Change 1.4</b>  - Analyze and interpret data - Make the determined resources available via homework page / resource page. - Utilize IRT teachers and a portion of the double math period day to reinforce deficient areas. - Create assessments related to the identified areas of concern

<b>Goal 2. To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.</b>		
<b>Objective 2.1 To promote a safe environment for all members of the school community by June 2017.</b>	<b>Objective 2.2 To promote an environment that will focus on physical and mental wellness by June 2017.</b>	<b>Objective 2.3 To increase the number of students involved in leadership opportunities by June 2017</b>
<p><b>Actions for Change 2.1</b></p> <ul style="list-style-type: none"> <li>-Continue the use of 360 to obtain data regarding behavioral incidents and share the data with staff on a monthly basis.</li> <li>- Place additional garbage cans outside and purchase proper recycling bins</li> <li>- Add signage to the garbage cans and recycling bins</li> <li>- Create an environmental group that encompasses the recycling group</li> </ul>	<p><b>Actions for Change 2.2</b></p> <ul style="list-style-type: none"> <li>- Continue to offer wellness activities during non-structured time to highlight the school’s core values: be accepting and kind, be your best, be involved, be cooperative, be respectful and know you’re important</li> <li>- Continue to support LGBTQ awareness through GSA</li> <li>- Develop a wellness room</li> </ul>	<p><b>Actions for Change 2.3</b></p> <ul style="list-style-type: none"> <li>- Hold an extra-curricular activity fair to be held by the end of September. (sign-up sheet: name and availability)</li> <li>- Play a slideshow video highlighting extra-curricular activities to be shown in homeroom on the first day of school and then displayed on monitor in main lobby.</li> <li>- Create bulletin board display showcasing extra-curricular activities.</li> <li>- Explore ways to incorporate class reps in the Spirit Council/Beyond the Hurt</li> </ul>

## School Development Plan for Current Year

# One Year School Development Plan

## School Development Plan 2017 - 2018

<b>Goal 1: : To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>			
<b>Objective 1.1:</b> To improve student achievement through consistent delivery of the Science program by June 2018	<b>Objective 1.2:</b> To improve student performance in accuracy in process writing by June, 2018	<b>Objective 1.3:</b> To improve student accuracy and independence in demand writing within the Français programs by June 2018	<b>Objective 1.4</b> To improve student learning in the strand of Number (Number Sense) by June 2018
<b>Strategies:</b> 1.1.1 To continue to compile data by units and assessment type. 1.1.2 To interpret compiled course assessment data to guide course delivery 1.1.3 To obtain additional technology so that students can access Google classroom during instructional time. 1.1.4 To continue to develop and modify STSEs 1.1.5 Collaborate with other teachers experienced in using G-Suite 1.1.6 Use Google classroom to deliver, complete and assess Gr. 7 science fair projects 1.1.7 To continue to develop chapter workbooks for student use	<b>Strategies:</b> 1.2.1 Continue to focus on proper grammatical structure early in fall. 1.2.2 Develop a step-by-step lesson plan for teacher modeling of editing and revision 1.2.3 In the fall provide a list of editing short-hands for use throughout the school year. 1.2.4 Implement a common answer format for all ELA in grade 7 and 8. (RACES model) 1.2.5 Develop assessment that targets multiple strands 1.2.6 Assess the order of units so that major projects are better spaced	<b>Strategies:</b> 1.3.1 Teachers will help students build a comprehensive set of language tools and resources to ensure they are able to be autonomous in their writing. 1.3.2 Teachers will generate a one page aide-memoire for teachers to keep in their planners so that they may reference this particular RAC on a regular basis. 1.3.3 Teachers and students will use the commenting and suggesting features of Google Docs to regularly provide and use feedback during all stages of the writing process. 1.3.4 Teachers through the use of CHAPOS will help students build a comprehensive set of language tools and resources to ensure they are able to be autonomous in their writing 1.3.4 Teachers will learn about Doctopus and Goobric and their use for peer assessment and teacher evaluation of student writing.	<b>Strategies:</b> 1.4.1 Development and implementation of the assessment. 1.4.2 To analyze and interpret data as a department 1.4.3 Making the determined resources available via homework page / resource page. 1.4.4 Using IRT teachers and a portion of the double math period day to reinforce deficient areas. 1.4.5 Student performance on formative assessments. ie unit assignments, test, and/or re-administering of the initial assessment. 1.4.6 Creation of unit assessments related to the identified areas of concern

<p><b>Indicators of Success:</b></p> <p>1.1.1 Data available for analysis.  1.1.2 Assessment data is compiled into a spreadsheet and used to improve prior teaching strategies  1.1.3 Technology is being used by students to access Google classroom  1.1.4 Increased student success with STSEs  1.1.5 Effective use of G-Suite within the science department  1.1.6 Students are using Google classroom to complete science fair projects  1.1.7 Chapter workbooks are being used by students</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Student progress on evaluations in grammar.  1.2.2 Completion of assessment with grammatical errors demonstrates understanding of editing process.  1.2.3 Rough drafts of student work will show clear evidence of editing short-hands.  1.2.4 Students are using common answer format in all subject areas  1.2.5 Students writing improves on more ELA assessments  1.2.6</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 We can use these samples to describe and observe changes noted over time. This change can be noted both to teachers and to students to help students improve their writing.  1.3.2 Student work would be more reflective of the excellent exemplars. We can anecdotally report on student use of those exemplars to improve their writing.  1.3.3 RISC/LIRE implementation will be observable in all subject areas.  1.3.4 The use of CHAPOS as a means of teacher assessment of learning and student self-assessment will be seen in all subjects taught in French.  1.3.5 Students will, in particular, be seen to improve in: Le contenu, la structure et l'organisation, la precision de la langue, la presentation des informations précises en se servant d'un langage juste et approprié, l'orthographe générale et gramaticale, les règles de punctuation et de l'emploi de la majuscules, l'évitation des anglicismes.</p>	<p><b>Indicators of Success:</b></p> <p>1.4.1 Development and implementation of the assessment.  1.4.2 To analyze and interpret data as a department  1.4.3 Making the determined resources available via homework page / resource page.  1.4.4 Using IRT teachers and a portion of the double math period day to reinforce deficient areas.  1.4.5 Student performance on formative assessments. ie unit assignments, test, and/or re-administering of the initial assessment.  1.4.6 Creation of unit assessments related to the identified areas of concern</p>
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**Goal 1. Support Plan**

Financial	Professional Development/Time Required
<p>1.1.3 15 /Chromebooks/iPads (approx. \$4500.00- \$6000)</p> <p>1.2.4 Ziploc bags, laminated student posters, colored writing utensils (\$300)</p> <p>1.2.5 Laminated posters for each classroom which state the common answer format process. (\$500)</p> <p>1.3.2 Student exemplars should be preserved through folders and/or lamination for continued good use year after year. 50 folders = \$25 1 roll lamination film = \$300</p> <p>1.3.3 We would like for a Frank Roberts version of RACES/LIRE poster to be printed in color and posted in every classroom, on the school website and to Google classrooms. Paper and cost of printing on color paper estimated at \$40.</p> <p>1.3.5 We would like a supply of cardstock for the creation of learning materials (2000 sheets in a variety of colours at a cost of about \$80).</p>	<p>1.1.4 Two common days for two teachers to develop/modify STSEs – 4 days total</p> <p>1.1.5 One day for teacher to collaborate using G-Suite</p> <p>1.1.6 One day to allow teachers to effectively facilitate implementation of Google classroom</p> <p>1.1.7 One day per unit for two teachers to develop remaining chapter workbooks</p> <p>1.2.1 P.D. time to develop grammar unit.*</p> <p>1.2.2 P.D. time to develop teacher modeling.*</p> <p>1.2.3 P.D. time to develop editing short-hand.*</p> <p>1.2.4 P.D. time to create and put together color-coding kits.*</p> <p><b>*All of these items could be completed in one day.</b></p> <p>1.3.1As quickly as possible, all teachers will need to be inserviced in the use of GAFE and students will need to begin using it as their primary source of written interaction with French teachers. (1 day)</p> <p>1.3.2As early as possible in the new year, we would require one day for teachers to meet and sort through existing projects and student work to locate and created exemplars as outlined. We would appreciate the assistance of Jacqui Rideout to help us communicate with other schools as we locate these invaluable resources.</p> <p>1.3.4 and 1.3.5 1 day of inservice for all teachers of subjects taught in French. This day will be used to review/introduce the Austin’s Butterfly peer editing process, the CHAPOS model for self editing and correction as well as a review of curriculum outcomes under RAC 8.</p>

**Goal 2: To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.**

Objective 2.1: To promote a safe environment for all members of the school community by June 2017.	Objective 2.2: To promote an environment that will focus on physical and mental wellness by June 2017.	Objective 2.3: To increase the number of students involved in leadership opportunities by June 2017
<p><b>Strategies:</b></p> <p>2.1.1-Teachers will be in the door way of their classroom during the changing of classes to monitor behavior.</p>	<p><b>Strategies:</b></p> <p>2.2.1 Arrange 7 monthly wellness activities during non-structured time: to highlight the school’s core values: be accepting and kind, be your best, be involved, be cooperative, be respectful and know you’re important</p>	<p><b>Strategies:</b></p> <p>2.3.1 Hold an extra-curricular activity fair to be held by the end of September. (sign-up sheet: name and availability)</p> <p>2.3.2 Play a slideshow video highlighting extra-curricular activities to be shown in homeroom on the first day of school and then displayed on monitor in main lobby.</p> <p>2.3.3 Regularly update slideshow throughout the year. (ex. twitter?, student photographers)</p>

<p>2.1.2 –Continue the use of 360 to obtain data regarding behavioral incidents.</p> <p>2.1.3 – Continue to teach lessons surrounding digital citizenship.</p> <p>2.1.4 – Implement the use of “Gotchas” to reward positive behavior/positive words weekly. (target those we know need motivation regarding appropriate behavior)</p> <p>2.1.5 Place additional garbage cans outside</p> <p>2.1.6 Purchase proper recycling bins and add signage to the garbage cans and recycling bins</p> <p>2.1.7 create an environmental group that encompasses the recycling group</p>	<p><b>2.2.2</b> Continue to support LGBTQ awareness through GSA</p> <p><b>2.2.3</b> Develop a wellness room</p>	<p><b>2.3.4</b> Create bulletin board display showcasing extra-curricular activities.</p> <p><b>2.3.5</b> Explore ways to incorporate class reps in the Spirit Council/Beyond the Hurt</p>
<p><b>Indicators of Success:</b></p> <p>2.1.1 – the number of incidents during the change of classes decline. (360 and survey)</p> <p>2.1.2- using of the data from the survey should indicate students feeling safe in all school environments and the incidents of inappropriate behavior should decrease.</p> <p>2.1.3 – Lessons are taught about digital citizenship and classroom discussions are held.</p> <p>2.1.4 –To give Gotchas. (Target those we know need motivation regarding appropriate behavior (individual and whole class).</p> <p>2.1.5/2.1.6 - Less garbage in school and on the grounds.</p> <p>2.1.7 – environmental group established</p>	<p><b>Indicators of Success:</b></p> <p>2.2.1 – activities are designed and delivered</p> <p>2.2.2 – Regular meetings are held once a cycle</p> <p>2.2.3 – Wellness room is up and running</p>	<p><b>Indicators of Success:</b></p> <p>2.3.1 Sign up list generated at extra-curricular activity fair in September.</p> <p>2.3.2 Slideshow is created and displayed.</p> <p>2.3.3 Twitter, student photographers being used regularly.</p> <p>2.3.4 Bulletin board is created and updated regularly.</p> <p>2.3.5 Class reps are active on the spirit council</p>

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.6 – Money for Gotcha prizes. (\$500) 2.1.6 – Money to purchase bins (\$500) 2.2.3 - Cost for fitness room (Water, prizes, healthy snacks) - \$1000  2.3.1 \$400 to create display boards for fair 2.3.2 \$500 for Computer and Monitor system and setup 2.3.4 \$100 for materials and bulletin boards	

**Operational Issues for 2017 - 18**

<b>Operational Issue</b>	<b>Intended Action</b>
Ventilation in cafeteria	Assessed by district personnel for action
Ventilation in the tech room	Assessed by district personnel for action

