

Leary's Brook Junior High

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School Report 2016 - 2017



School Vision Statement

The vision of Leary's Brook Junior High School is to continue to improve and promote student achievement in a safe, caring, healthy and active learning environment.



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.

Annual School Devel

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack'.

Tony Stack

Message from the principal

The 2016-2017 school year was my first year as principal of Leary's brook Junior High and it was a very successful year. Our school community of students, staff , parents and guardians worked together to help our students in a variety of areas: literacy, numeracy, improved academic results in school and district assessments, physical education, programming reflecting individual needs and service learning projects.

This past year, as part of the School Development process, our school community continued to improve the delivery of services to our students. We adjusted our School Development Plan to focus on improving student achievement throughout all curriculum areas and ensuring that our school is a safe and caring environment for all students. Details of this plan as well as the progress made during the 2016-2017 school year can be found in the second half of this report.

On behalf of the Administrative team, I would like to extend thanks and appreciation to the school development team, and the entire staff, for the time and effort they have invested into the improvement of education for the students of Leary's Brook.

Thank you for your continued involvement in our school.

Elizabeth Ares
Principal for 2016-2017

Message from the School council chair

The Leary's Brook Junior High school council is integral in the development of the School Development plan and consistently endeavors to create an active and stimulating learning environment for both the student and staff. The council is dedicated to working closely with the administration and staff to identify any issues directly related to the school development and help to create a healthy environment for our children.

To achieve this goal, the council reviews the School Development plan during each monthly school council meeting. School development is a permanent item on our agenda and the council members are engaged in a round table discussion which highlights any further questions and suggestions to advance the plan.

To this end, school development is an important aspect of the regular council meetings and we are always open to suggestions and comments to help forward the School Development Plan.

Regards,



Darrell Wells

LBJH Council Chair

Our School Community

Leary's Brook Junior High currently has an enrolment of approximately 551 students in grade 7, 8, and 9. Presently, our feeder schools are Larkhall Academy, Beachy Cove Elementary and St. Andrews Elementary. Upon completion of the Junior High program the students of Leary's Brook feed into Prince of Wales Collegiate.

Our school has a total of 36.25 teachers which includes 20 classroom teachers and 8 special services personnel who have the support of 5 student assistants. We have 2 administrators, 1 Guidance Counselor, and a number of specialist teachers in the areas of music, technology education, physical education, and learning resources. In addition to staff based at the school, we have access to District office staff including Educational Psychologist, itinerant services for the Visually Impaired, Hearing Impaired, Learning Disabled, and Behavior and Gifted students. The school also has the services of secretarial and maintenance personnel.

This was our first year with our LEARN program. This program (Literacy Enrichment and Academic Readiness for Newcomers) is developed to meet the academic needs of immigrant students with gaps in formal education. Many of these students are arriving in Canada as Government Assisted Refugees. Our newcomer students and their families have added immensely to our school community.

Leary's Brook Junior High offers a broad and diverse program of academics in both English French Immersion (including Early and Late) meant to challenge all students to excel to their maximum potential.

Students at Leary's Brook are offered a strong curricular and extra curricular Music program. Classroom music is offered to all students and is taught through the use of the guitar. The extracurricular program includes several bands, a choir, guitar ensemble and flute choir. Our drama program involves two areas: improv and drama production.

As for the Athletics Department, students have the opportunity to be involved in a variety of sports both as part of the curricular and extracurricular life of the school. Sports include soccer, basketball, hockey, volleyball, cross country running, to name just a few.

LBJH English Language Arts Report 2017

The Intermediate English Language Arts Program at Leary's Brook Junior High is designed to develop student knowledge and strategies in speaking, listening, reading, viewing, writing, and other ways of representing meaning.

As part of the Atlantic Canada English Language Arts Curriculum, its purpose is to enable and encourage students to become reflective, articulate, literate individuals who use language successfully for learning and communication in both personal and public contexts. The program encompasses an interactive experience, study, and appreciation of language, literature, media, and communication. Forming the basis of the program is a series of specific curriculum outcomes for each grade level. Additional support is made available within the regular class or in a smaller group setting for more individualized instruction.

A variety of curriculum-based and supplemental resources are intended to reinforce fundamental language concepts, evoke personal responses, promote small group and whole class discussion, and presentation of values and ideas. The program is ultimately designed to consolidate understanding of language, form and genre, both in the school setting and in the community.

In the Intermediate English Language Arts Program, students develop and refine language arts skills through the reading and viewing of novels, plays, poems, and prose selections.

Literacy promotion is also visible in many aspects of Language integration throughout the school:

- The Literacy Initiative at Leary's Brook has provided:
 - Advanced development of *The Caighlan Smith Creative Writing Award* whose namesake is a published author and former Leary's Brook student. Promotion of the elite status of this award through a collaborative approach through our elementary/intermediate/secondary feeder schools has provided a unique language arts opportunity.

- Implementation of a comprehensive *Conventions Assessment Tool* (grade 7/8) that has successfully addressed documented weaknesses from areas of concern such as spelling, capitalization, punctuation, and usage, as evident through provincial assessment results.
 - Introduction of an *Outreach Collaboration Initiative* focused upon sharing of internal intermediate assessment pieces with other junior high schools. Modelling of provincial assessment logistics and collaborating new materials with district colleagues has been received positively and enthusiastically.
 - Development of a *Digital Exemplar Pool*. Cross-curricular potential has been introduced both on-site and externally within the district in conjunction with the *Outreach Collaboration Initiative*.
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- Language Arts Certificates are promoted and awarded annually to students for excellence in reading and writing.
 - A sustained silent reading period during the morning homeroom session has been successfully implemented on a daily basis. Positive behavioral results have been noted.
 - Student work is regularly presented by students in assemblies where they have been encouraged and supported to take on leadership roles.
 - Tenth-year involvement in a *Human Rights and Holocaust Awareness Program* has begun. Students have been selected through a detailed application process through the English Language Arts program. They will be required to complete a school-created nine-week extra-curricular educational component, in conjunction with required community volunteer work,

prior to program culmination with a trip to Washington, DC in 2018. Trip itinerary will include visits to several museums and memorials dedicated to freedom and human rights. The trip highlight will be a day at The Holocaust Museum, including a Holocaust survivor presentation. This unforgettable cultural and educational experience is correlated directly and intentionally into the in-depth novel component of the English curriculum at all three grade levels.

- Leary's Brook Language Arts novel resources have been specifically selected at grade seven, eight, and nine levels to complement the human rights theme which permeates *The Human Rights and Holocaust Awareness Program*.
- Each English classroom in the school contains a mini-library containing a variety of novels from the Intermediate Annotated Bibliography of novels. Independent learning is promoted and encouraged through the availability of resources combined with a diverse set of project opportunities based on the Inclusive Education model.

LBJH English Language Arts
Action Plan 2017-2018

- To incorporate practice and assessment of INFORMATIONAL TEXT/TEXT FEATURES
- To create a student EXEMPLAR pool
- To incorporate practice and assessment of writing CONVENTIONS
- To format more grade 7/8 assessment based on CRT 9 format logistics
- To encourage and provide more opportunities for INDEPENDENT READING

Provincial Assessment Data

Grade 9 English Language Arts

Grade 9 Enrolment = 180

	2012/13			2013/14			2014/15			2015/16			2016-2017		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice															
Informational /Non-Fiction	54.7	56.7	55.9				68.8	68.7	68.4						
Constructed Response: Percentage of students meeting/exceeding grade level expectations															
Demand Writing	90.9	93.6	92.7				81.9	86.1	85.3				75.0		
Informational /Non-Fiction	80.9	87.5	86.2				79.0	80.7	80.6				77.5		

Mathematics

The 2016 - 2017 year at Leary's Brook Junior High has been another very successful one which brought some outstanding achievements from our students. They range from the successful use of mathematical manipulatives and games in the classroom to national competitions.

The junior high mathematics program has been fully implemented in all three grades. The new program contains fewer outcomes, more focus on Numeracy and a more balanced approach to basic skills, conceptual understanding and problem solving. It also places more focus on mathematical manipulatives, games and activities.

Students at Leary's Brook attended two Math League Competitions which were invitational events to all of the English District schools (Eastern Region). The team performed very well at both competitions, finishing 3rd at the second competition. Team members include: Andrew d'Entremont, Grace Pearcey, Claudia Matchem, Ashtyn Wells, Adam Miller, Kathryn Collier, Hageer Birama, Kaitlyn Hall and Karoline Keating.

Students at LBJH also competed in a National Mathematics Competition. The grade 7 and 8 students competed in the Gauss contest. The highest score in Grade 7 was achieved by Jessica Hall . Jessica scored 120 out of a possible 150 points. Adiba Mahajabeen placed second with a score of 105. Evan Boland placed Third with a score of 102 . The highest score in the Grade 8 was achieved by Ocean Racett-Campell who achieved a score of 126. Mitchell Crane finished second with a score of 118. Lily Dobrowski and Mitch Roberts tied for third with a score of 112.

The Grade 9 students competed in the Pascal Contest. The top score of 127 was achieved by Grace Pearcey. Jordan Tucker placed second with a score of 115. Ty Matthews placed third with a score of 114. Ashtyn Wells placed fourth with a score of 116. Amber Crane finished fifth with a score of 112. All five students received a special award for placing in the top 25% in Canada.

The Mathematics Department at Leary's Brook Junior High is happy with their achievements during the 2016 –17 school year and look forward to helping students enjoy mathematics next year.

Grade 9 Mathematics

Grade 9 Enrolment = 180

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Number				72.9	66.1	66.6				71.7	68.0	66.9
Patterns and Relations				74.8	71.0	71.3				63.5	65.3	64.4
Shape & Space				77.0	72.8	73.3				66.5	65.3	65.0
Statistics and Probability				55.7	63.2	65.4				75.5	72.5	72.3
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Criteria				73.5	64.0	65.5				64.9	67.5	65.5

What do these results tell us?

- There was a marked improvement in the areas of statistics and probability, which shows that the Math department’s focus on this area has been worth the effort.
- However, the areas of patterns and relations, and shape and space have showed a decline since the last provincial assessment in 2013-2014. Our revised School Development report shows how the Math dept will address these concerns.

**Leary's Brook Junior High
Mathematics
2016 – 17**

FINAL EXAM Results Mathematics 2016-17		
Grade	Average Mark	Percentage of Pass/Fail
7	71	86/14
8	69	79/21
9	63	74/26

**YEAR END Results
Mathematics
2016-17**

Grade	Average Mark	Percentage of Pass/Fail
7	80	98/2
8	76	91/9
9	76	89/11

**LBJH Exam and Final Results by Class
Mathematics - June 2017**

Grade 7	Final Exam Average %	Year Final Average %	Final Exam % Pass / Fail	Year Final % Pass / Fail
103	85	90	100/0	100/0
112	65	76	85/15	96/4
115	76	83	95/5	100/0
202	72	86	94/6	100/0
211	71	79	83/17	100/0
213	52	68	43/57	91/9
217	74	80	92/8	100/0

School	71	80	86/14	98/2
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Grade 8	Final Exam Average %	Year Final Average %	Final Exam % Pass / Fail	Year Final % Pass / Fail
104	59	72	59/41	77/23
106	63	72	70/30	93/7
107	87	93	100/0	100/0
206	75	79	100/0	100/0
207	67	70	72/28	81/19
208	59	69	62/38	91/9

212	70	80	89/11	95/5
SCHOOL	69	76	79/21	91/9

Grade 9	Final Exam Average %	Year Final Average %	Final Exam % Pass / Fail	Year Final % Pass / Fail
102	62	75	70/30	85/15
111	48	60	52/48	74/26
204	61	79	68/32	95/5
210	80	90	96/4	96/4

216	70	81	100/0	100/0
219	56	69	59/41	83/17
SCHOOL	63	76	74/16	89/11

<p>Comparative Final Year End Results 2011-12 to 2016-17 Mathematics</p>

Grade	avg 11-12	avg 12-13	avg 13-14	avg 14-15	avg 15-16	avg 16-17	% pass/fail 11-12	% pass/fail 12-13	% pass/fail 13-14	% pass/fail 14-15	% pass/fail 15-16	% pass/fail 16-17
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7	74%	72%	74%	77%	80%	80	93/7	91/9	93/7	93/7	95/5	98/2
8	64%	70%	71%	74%	77%	76	80/20	86/14	90/10	87/13	94/6	91/9
9	67%	64%	68%	70%	76%	76	79/21	81/18	85/15	86/14	91/9	89/11

**Mathematics Exams 2016-17
Areas of Concern**

Grade Level: 7

- Ø Order of operations(BEDMAS)**
- Ø Multiplying/dividing Decimals**
 - Ø Area of shaded regions**
 - Ø Adding Fractions**
- Ø Graphing and writing relations**

Ø Central Angle On Circle Graph

Grade Level: 8

- Ø Surface Area vs Volume**
- Ø Pythagorean Theorem**
 - Ø BEDMAS**
 - Ø Unit Rates**
- Ø Discrete Data- Graphing**

Grade Level: 9

- Ø Exponent Laws**
- Ø Similar triangles**
- Ø Matching graphs to Equations**
- Ø Discrete data on number line**
 - Ø Scale diagrams**

Mathematics Action Plan 2017-2018

Ø Continue with Numeracy Project

Ø Math games, smartboard activities, etc. to promote numeracy skills.

Ø Use of technology to enhance math program – Google Classroom

Ø Promote NLESD online videos/assessments as a learning tool in grade 7, 8 and 9

Science

The Science Program at Leary's Brook Junior High is designed to develop scientific literacy.

Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge students need to develop inquiry, problem-solving, and decision-making abilities; to become lifelong learners; and to maintain a sense of wonder about the world around them.

(<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/science/grade9/introduction.pdf>)

To develop scientific literacy, students require diverse learning experiences. In order to facilitate these experiences, the Science Department at Leary's Brook Junior High used a wide range of differentiated instruction and student assessment strategies. Some of the strategies used included: curriculum prescribed labs and STSE's, foldables, student choice of assignment content and method of output. In order to maximize the efficacy of student learning and assessment, teachers focused on including practices involving technology. Some of these practices included: using classroom sets of iPads, interactive SMART board simulations, wiki-links web pages, and the use of smart board clickers for multiple choice tests that allow both students and teachers instant feedback on the

teaching and learning process. All teachers are encouraging students to work hard on their unit tests by offering the incentive of replacing poor quiz scores with an improved unit test mark. In keeping with the provincial evaluation policy, students were also encouraged to resubmit work in order to improve learning and evaluation.

Guidance

Leary's Brook Junior High promotes a safe and caring environment that is respectful of individual differences and is committed to meeting the social, emotional, physical, and intellectual needs of our diverse student population. The guidance program at Leary's Brook Junior High assists students in the development of personal skills, social skills, academic skills, and career skills. The goal of this program is to help any student in need of academic, social and emotional assistance and to empower our students by providing the skills necessary for success in our ever-changing society.

The guidance program at Leary's Brook Junior High school offers the following services:

- Individual and small group counseling
- Individual and school crisis intervention
- Collaborating with staff and administration to identify and support "at risk" students
- Referrals for students to appropriate services and community agencies
- Consultation with parents, administration, teachers, other professionals and outside agencies to help meet student needs
- Providing information on coping strategies, careers, study skills, and various other subjects
- Providing mediations for students to resolve conflict
- Comprehensive and individual assessment of students
- Assisting with programming and placement of students
- Actively involving parents or legal guardians in the development and implementation of further interventions
- Assisting students with transitioning to and from Leary's Brook Junior High
- Arranging information sessions for parents, teachers and students
- Coordinating tutoring programs for students
- Promoting positive peer relationships and a positive school climate

Social Studies

The Social Studies Department has continued to integrate technology into the Social Studies curriculum with the use of smartboards and power point presentations to assist with curriculum delivery as well as video production equipment to produce exciting research projects. The use of Powerpoint and video presentation software has also enriched the types of research projects that students in all grades can accomplish. The students appeared to be more engaged with the increased use of visual and audio material.

This year, the grade 9 classes have learning centers on the topics of global warming, World War 2 and the Holocaust which has included moviemaker projects, art, language arts skills, music and math skills.

In grade 7 and 8, the department has added more curriculum content than in previous years and are engaging in a wide variety of inclusion activities this year.

In regards to assessment, all tests are in multiple choice formats which cover more of the material but requires less writing for our students. Students are still required to do some short answer work as well when necessary. Student achievement continues to improve with this format. In addition, we have also decreased the need for students to use alternate environments for testing by putting our tests on power point and reading them in class. This has improved student's confidence, decreased the demand on paper while increasing student achievement.

The department has continued with its efforts to improve the literacy of our students through the continued use of 5 minute silent reading sessions at the beginning of each class. This has meant that the students have read an entire textbook of curriculum content over and above what the course requires and have done reports on these. This continues to strengthen their preparation for doing case studies at the High school level.

The Social Studies department covers a broad range of cross-curricular activities while meeting the required curriculum outcomes.

The grade 9 students do a written research paper which also counts for their Language Arts research paper as well. Math skills have been enriched through the use of various methods such as profile maps, climographs, line graphs, and bar graphs.

In grade 8 this year we have a new component on World War I where students have cross-curricular project centers including various forms of assessment. In grade 9, we have also included a major unit of work on both the Cold War and on World War II including human rights issues such as the Holocaust covering both Social Studies and Religious Studies program outcomes. Finally, Art skills like posters and dioramas have been reinforced throughout all of the Social Studies courses.

The Social Studies department are hoping to build on the accessibility of video production software, with more classroom space available for the 2017-2018 school year. With the absence of exams in Social Studies, student achievement is improving. We are hoping to create more inclusionary activities for students to become engaged in their learning of Social Studies outcomes.

Music Department

The music program at Leary's Brook offers students a number of opportunities to experience music. The classroom music curriculum provides students the opportunity to perform, create and express themselves through music using guitars, world drums and iPad technology.

Leary's Brook offers a number of performance opportunities through its various ensembles which include a Concert and Symphonic band, jazz band, guitar ensemble, string ensemble, choir and a flute choir. These groups were featured during our school's Thanksgiving Day assembly, Remembrance Day ceremony, as well as our annual Christmas Concert and Spring Dessert concert. Community performances include: participation in the NLTA Christmas Suite, the Symphonic and Concert Band and choir's involvement in the St. John's Rotary Music Festival. Our music students also took part in a day long interactive PD session at Memorial University where our students had the opportunity to work with faculty from the school of Music.

PHYSICAL EDUCATION

Personnel

Two Physical Education teachers

- Full time teacher- 15 different classes (Winter Intern assisted)
- Part time teacher- 5 different classes

Note: 2 times per 7-day cycle, pervasive needs students are in large classes and also have one period for their group (in cooperation with the City of St. John's Inclusion team)

THEMES

- Cooperative/Leadership Activities : Problem Solving Movement Games/tasks (emphasis Safety, Strategy, Inclusion, Fun)
- Court Sports : Basketball, Badminton, Tennis, Volleyball , Strategy Dodgeball games
- Field Sports: Touch Football, Soccer, Ultimate Frisbee
- Fitness Component: Walk/Run with Goal, Fitness Area
- Alternate Activities: Boccia, Omnikin Ball , Goal Ball (visually impaired), Inuit Games
- Rhythmic Activities: Skipping, Wii Dance, Kinect Dance
- Outdoor Activities: Hiking, Walking, Field Activities

Evaluation

In context of Hellison's Levels of Responsibilities as outlined in the Department of Education Curriculum. The emphasis is on personal and group responsibility to set goals for skill work, safety, attire decisions appropriate to movement, management of equipment, contribution to class that fosters a safe and caring environment. Students were also given time and means to periodically reflect on their responsibility levels with regard to each aspect.

Paradigm for Instruction

- Focus on Safe and Caring Atmosphere (Bully Free, Inclusion)

- Encouragement of Power of Play (Choice Classes and Unstructured Play with prior support of tools/skills)
- Standards for Inclusion (Physical Disabilities, Varied Learning Styles, Multicultural, Gender Inequities)
Part B
Outside of class Instruction Initiatives to Foster Same Paradigm
- Drop-in in Gym when students arrive in a.m.
- Grab and Go Breakfast at Gym entrance 3 times a week
- Active extra-curricular program
- Student leaders for assemblies
- Partnerships with outside groups to include all students (Easter Seals, Para Olympic Committee, Portugal Cove-St Phillips Rec, City of St. John's Inclusion team Terry Fox Foundation)

Extra-curricular

- Basketball teams (M, F). Hosted several tournaments. Participated in provincials.
- Volleyball (M,F) exhibition games/tournaments/provincials
- Softball (M). Played local tournament.
- Soccer (2 M, 1F) fall school league
- Cross-country running

School Development

In 2017, progress was made on the Leary's Brook school development plan in several areas. Subject-area teachers made progress on their respective objectives, in science, French, English language arts, math, and social studies. The entire staff completed the Phase 8 inclusion in-servicing. Digital safety and citizenship was also a focus for the staff, with Internet and Social Media Safety lessons delivered to all students. A student wellness day was held that allowed students to experience a wide range of activities related to physical and mental well-being. In May, our staff reviewed our progress throughout the year, and updated our plan for 2017-2018.

***Leary's Brook Junior High
2017-2018 School Development Plan***

Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.		
<p>Objective 1.1: To continue to improve student learning in literacy contexts by June 2018.</p>	<p>Objective 1.2: To continue to improve student learning by effectively implementing the service delivery model by June 2018.</p>	<p>Objective 1.3: To continue to improve number sense in mathematics for grades 6-9 by June 2018.</p>
<p>Strategies: 1.1.1 - Provide opportunities for students to read individually throughout the school day, with subject- or context-specific materials 1.1.2 - Expand literacy resources (classroom libraries, iPads, apps, web site subscriptions) 1.1.3 - Develop practices that engage students to summarize and paraphrase material. 1.1.4 - Develop practices that engage students to write more effective constructed responses. 1.1.5 - Analyze internal literacy achievement data (running record analysis (Gr. 6), report cards, literacy portfolios, LLI data) and use it to inform instruction and identify at-risk learners 1.1.6 - Implement literacy structures that include independent activities small-group instruction, and whole class instruction (literacy blocks, centers, guided reading, guided writing, independent reading)</p>	<p>Strategies: 1.2.1 – Continue to support subject teachers in the completion of the pre-referral process 1.2.2 – Language appropriate to new model (not old “P2”) will be used consistently by all staff 1.2.3 – Support subject teachers in the modification of subject courses 1.2.4 – Subject teachers will complete all modifications which are student specific and reflect the outcomes of the modified courses (notes, assignments, tests, exams) In consultation with Program Specialists, as needed. 1.2.5 – Increase involvement in the IEP / ISSP / BMP process through a) staff, parents & student attendance and contribution, and b) provision of strengths / needs 1.2.6 – Continue to implement Assistive technology wherever possible 1.2.7 – Establish a testing room</p>	<p>Strategies: 1.3.1 – Administer a multiple choice assessment focused on number sense that can be used to monitor student progress in each grade and inform teaching practices 1.3.2 - To continue to provide differentiated instruction and assessment 1.3.3 To implement numeracy structures that include independent activities small-group instruction, and whole class instruction (numeracy blocks, centers, guided math, math apps, web sites, daily math)</p>

<p>1.1.7 - Promote literacy via school wide activities (ie; spelling bee, oratorical, literacy day, morning silent reading, Harry Potter club, etc).</p> <p><i>French</i></p> <p>1.1.8 – Teachers will focus on writing conventions, grammar and vocabulary in subject courses (Math, Science, Social Studies) taught in French.</p> <p>1.1.9 – Teachers will develop and provide rubrics that assess oral expression, based on the Référentiel standards.</p> <p>1.1.10 - Teachers will collaborate on developing strategies that will provide grade 6 students with a good foundation for beginning LFI.</p>		
<p>Indicators of Success:</p> <p>1.1.1 - Students read individually throughout the day in homeroom and subject courses</p> <p>1.1.2 - Literacy resources are purchased and are made available to students</p> <p>1.1.3 - Staff implement a variety of strategies that encourage students to summarize and paraphrase material.</p> <p>1.1.4 – Staff implement a variety of strategies that engage students to write more effective constructed</p>	<p>Indicators of Success:</p> <p>1.2.1 – Pre-referrals documents are received from subject teachers.</p> <p>1.2.2 – Staff communication uses language appropriate to the Model.</p> <p>1.2.3 – Subject teachers complete required course modifications</p> <p>1.2.4 – The Student Support Services team is not responsible for modifications of course materials and classroom teachers are consulting with Program Specialists.</p> <p>1.2.5 – Strengths and needs forms are more complete; an increase attendance at IEP / ISSP meetings is observed.</p>	<p>Indicators of Success:</p> <p>1.3.1 – Improvement in assessment results from October to May.</p> <p>1.3.2 - Teachers provide differentiated assessment</p> <p>1.3.3 – Frequent administration of interactive drills. Regular feedback at monthly department meetings.</p>

<p>responses.</p> <p>1.1.5 - Staff analyze LLI data and adjust teaching practices</p> <p>1.1.6 - Staff implement a variety of literacy structures.</p> <p>1.1.7 - The school carries out a series of school wide activities that promote literacy</p> <p><i>French</i></p> <p>1.1.8 – Teachers observe improvements in writing conventions, grammar and vocabulary among French students.</p> <p>1.1.9 – Teachers have developed and provided students with rubrics that assess oral expression, based on the Référentiel standards.</p> <p>1.1.10 - Teachers have prepared a set of strategies to provide grade 6 students with a good foundation for beginning LFI.</p>	<p>1.2.6 - Teachers make use of assistive technology as available</p> <p>1.2.7 - A room is established for testing</p>	
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.2 - Literacy resources (\$3000) 1.1.5 - LLI Kits (\$3000) 1.2.1 – More copies of Pre-Referral Intervention Manual 1.2.6 – Chromebooks for alternate testing exclusively (\$6000)	1.1.5 & 1.3.3 - PD for grade 6 teachers on literacy and numeracy blocks

Goal 2: To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.		
Objective 2.1: To improve digital safety in our school community and reduce incidents of online aggression.	Objective 2.2: To foster a school community partnership that encourages student and staff mental and physical wellness, and greater community involvement	Objective 2.3: To develop a school community that demonstrates an awareness and appreciation of diversity
Strategies: 2.1.1 – Implement the use of Review 360 by all staff. 2.1.2 – RNC presentation on cyber safety to all grade levels. 2.1.3 – Better prepare teachers for the implementation of digital citizenship and ISMS (Internet and Social Media Safety) lessons by increasing pre-planning for all staff. 2.1.4 - Provide the DARE program for grade 6 students 2.1.5 - Implement consistently the technology and media policy	Strategies: 2.2.1 – Give students access to activities in gym/outside during non-instructional time. 2.2.2 – Increase awareness of community opportunities for health and wellness. 2.2.3 – Offer and promote lifelong leisure activities to help cope with various mental illnesses. 2.2.4 – Bring in guest speaker to educate on mental health/wellness. 2.2.5 – Collaborate with outside agencies to promote mental health and wellness. 2.2.6 – To offer a full day student wellness session on mental health with students input. 2.2.7 – To offer full day staff wellness sessions to	Strategies: 2.3.1 - Revising the Code of Conduct to be more inclusive 2.3.2 - Obtain Code of Conduct posters in French 2.3.3 - Increase an understanding and awareness of LGBTQ in our school community 2.3.4 - Increase parent attendance to PTI's, Curriculum Night, etc 2.3.5 - Find ways to overcome language barriers with parents for whom English is not their first language (eg. Interpreters, etc)

	<p>promote mental health.</p> <p>2.2.8 - To develop a place for outside play for Grade Six and Seven students</p> <p>2.2.9 - Implement strategies that promote community building (eg. Our fundraiser, sports/family nights)</p>	
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<p>Indicators of Success: 2.1.1 – Gather data using Review 360. 2.1.2 – RNC presentation occurs by June 2018 2.1.3 – Implement consistent lessons regarding digital citizenship. 2.1.4 - Grade 6 students complete the DARE program 2.1.5 - All staff and students follow the technology and media policy</p>	<p>Indicators of Success: 2.2.1 – Schedule of activities completed and displayed and students participating 2.2.2 – ‘Check it out’ wall used by students and staff on a regular basis, announcements, newsletters, website, social media, mental wellness, etc. 2.2.3 – Variety of programs offered to students and staff by volunteers (parents, teachers, student assistants). 2.2.4 – Having a guest speaker into individual classes/whole school. 2.2.5 – Community agencies such as; Bell Let’s Talk reps in Lobby, promoting through announcements, newsletter, social media. 2.2.6 – Having a Healthy Commotion Day dedicated to overall health (mental, physical, emotional). 2.2.7 - Having a wellness day for staff. 2.2.8 - An outside space created and used. 2.2.9 - Improved punctuality, attendance and achievement</p>	<p>Indicators of Success: 2.3.1 - The school Code of Conduct is updated and made more inclusive 2.3.2 - Code of Conduct posters are printed in French 2.3.3 - Staff participate in LGBTQ professional development 2.3.4 - Attendance among parents has increased 2.3.5 - Increased communication with parents through second-language services</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.2 Healthy Commotion Day - \$1000.00 Presenters, other costs - \$1000.00 Staff PD Day - <u>\$500.00</u> Total: \$2500.00	2.1.4 – Make time in staff meeting to prepare homeroom teachers for the implementation of ISMS lessons. 2.2 Full PD Day related to Mental and Physical Health (1 PD Day) School day dedicated for Healthy Commotion Day (1 Instructional Day) Staff time to attend mental health first aid training course Class time for guest speaker (Instructional Time)

