

St. John Bosco

2008-2009 School Development Report



Eastern School District's Vision Statement

To challenge and develop the learning and achievement capabilities of each student in a safe, caring and socially just learning environment.

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Message from the Director of Education

The strategic plan of the Eastern School District identifies the mission of our District to enhance achievement and success for all students, within a healthy, active, safe, caring and socially-just learning environment. We are supported by a strong team of professionals both at the school and district level who work diligently to achieve the goals of our individual school plans.

This report is an opportunity for schools to highlight the challenges and successes experienced over the past year. It celebrates the accomplishments of the school as it works to achieve its stated goals. Success is possible when teachers, parents, and community members work together in a supportive and collaborative manner.

I encourage you to review this report, reflect upon the information and discuss with your school's administrators and teachers items of interest. It is the ongoing dialogue and engagement that maintains the commitment to our goal of enhanced learning for all.

I would like to congratulate each school for their dedication to learning and teaching as evidenced by this Annual School Report.

FORD RICE

Message from Principal

We are pleased to present to you our annual school report that contains information about our students, staff, programs, and accomplishments over the past school year.

We continue to focus our academic achievement in the areas of literacy and mathematics as well as safe and caring schools. We commend our parents, students and staff for their efforts to ensure a safe and caring school environment. We continue to work to establish partnerships within our community through networking and volunteering.

Our Annual School Report will provide you with an update on our School Development Plan including a report on our objectives, student and staff achievements and a summary of our most recent CRT results. We are currently in the second year of our four-year School Development Plan. Many of our objectives have already been accomplished and were very carefully revised in the spring of 2009.

We acknowledge and sincerely thank our parents, guardians, staff and community members for their continued support of our projects. Our School Council has been very involved in supporting our projects this year and we look forward to their continued involvement and interest in our school. We would like to thank the School Development Team for their continued leadership and commitment to the School Development process. We encourage you to examine the information contained in this report and invite you to discuss any aspects of it with us. We value your opinions. Please feel free to contact us for further clarification and discussion.

Sarah Osmond
Principal, B. Sc., B. Ed., M. Ed

Message from School Council

The School Council continues to strive to assist and support both the staff and students whenever possible. In 2008-2009, the school council members have been involved with the school development process, fundraising for the purchase of the stage curtains for the school gym, the Arts Smarts projects and the start of the of Primary Learning Resource Centre. Council members have been involved with the challenges faced with the water damage in our Elementary/Junior High learning Resource Centre and worked diligently to see that these concerns were addressed.

In closing, we would like to take this opportunity to thank the members of our school council for their hard work and dedication. School council members for 2008-2009 were: Brenda Blundon, Kelly Collins, Juanita Follett, Deanne Hill, Diane King, Tracey King, Kathy Lohner, Bev Mercer, Sarah Osmond, Margaret Payne, Keith Perchard, Sherry Walsh, Dave Warford, and Megan Williams. Your input has made such a difference. It was an honor to have worked with you and we wish the new incoming school council the very best.

Finally to our parents and students, thank you for your continued support. We would like to wish each and every one of you a safe and enjoyable school year.

Deanne Hill and Dave Warford
Co- Chairpersons

Overview of School

St. John Bosco School Mission Statement

St. John Bosco is committed to life-long learning in a safe, respectful, caring environment. Students, parents, staff and community will nurture students' unique potential so they become productive, contributing members of society. Student success and school achievement depend on proactive involvement of all stakeholders in the learning process.

Our School Community

St. John Bosco is a neighborhood school serving the Shea Heights, Blackhead and Fort Amherst, located with the City of St. John's. St. John Bosco School is part of the Eastern School District which has 122 schools and 44,000 students. St. John Bosco serves 227 students from Kindergarten to Grade 9. The school's population is organized into 13 classroom groupings. We have one stream for Grades Kindergarten to Grade 7, and two streams for Grades 8 and 9. The pupil-teacher ratio in St. John Bosco was **11.07 and 26%** of our total school population is receiving special services support. In our school, 6% of the population is receiving bussing services.

St. John Bosco has a total of 20 full time and 1 part-time educational staff which includes 13 classroom teachers, 3 full-time and 1 half time categorical and non-categorical special education teachers, and special teachers in the areas of guidance, music, physical education, technology and learning resources. We also have four student assistants. In addition to staff based at the school, we have itinerant services for speech-language pathology, hearing impairment, visual impairment and education psychology. Secretarial, maintenance, and custodial support services are provided. We also have a social worker and Public Health nurse assigned to our school.

Programs Provided

Our school offers the entire provincially prescribed curriculum in Kindergarten through to Grade 9. Our curriculum is quite comprehensive and we make every attempt to meet Departmental requirements for curriculum coverage over the ten year period students are with us. The teaching staff is committed to quality teaching and learning that enables each student to think independently and respond critically in a positive and collaborative learning environment.

Key Highlights / Special Projects

2009 Chapter's Indigo Love of Reading Grant

On May 11 at 12:30 p.m., St. John Bosco School received a once in a lifetime call! Our school was selected as a recipient of the 2009 Chapters Indigo Love of Reading Foundation Grant! Our school will receive \$70,000 over the next three years. This is the

first time a school in the Eastern School District that has been awarded this grant. Our students visited Chapter in June to select reading material for our primary and elementary/junior high resource centers.

St. John's Rotary Club

The Tanglers, a group within the St. John's Rotary Club, became involved in our Primary Resource Centre Project in early September 2008. We identified the need for new reading material for our primary readers. Most of the books in the LRC were very worn and outdated and had little appeal to our readers. The Rotary Club was instrumental in providing ten shelving units as well as books and cash for this project. Five computers were installed for use by our primary students. Creative Publishers and Granny Bates were also very supportive of helping us begin the process of rebuilding our collection of books at the elementary and junior high level. We certainly appreciate their efforts in working with us.

Arts Smart Proposal

We were successful in obtaining a \$4000 grant from the Newfoundland and Labrador Arts Council for our "Ties that Bind" project. Students did research about their community and created different art projects in Grades 4-8. Anita Singh worked with our Grade 5 and 6 students to create books, painted squares and a quilt. John MacDonald worked with our Grade 6 and 8 students to create paper mache projects and Japanese lanterns.

Music / Instrumental Music

The music department at St. John Bosco has enjoyed another successful year. Students participated in various musical events at our school and in our community. The St. John Bosco Band program consisted of students from Grades five to nine. The band performed at the Christmas Concert, Rotary Festival, Harbor Lights Festival and Spring Concert.

Physical Education

Physical Education classes were offered to all students in grades Kindergarten to grade 9. Primary and Elementary students took part in a range of activities such as scavenger hunts, cross country running, stacking cups, skipping and basketball, just to name a few. An after-school sports league was organized for students in Grades 4-6. A variety of junior high activities were offered such as badminton, volleyball, basketball, softball, running, cultural dance, and orienteering. A variety of extra-curricular programs were offered.

Big Brothers Big Sisters – Go Girls! Program

In conjunction with the Big Brothers Big Sisters, we had an opportunity to provide this Go Girls! Program for eight Grade 7 and Grade 8 girls. This is offered to a diverse group of young girls of any size, shape or ethnicity who are not presently engaged in physical activity and healthy eating and who would benefit from such a program that addresses these issues. They are lead by trained mentors in a small participant to leader ratio in order to get an equal opportunity to participate and benefit from this program. We hope to provide this program again in the next school year.

Public Speaking

At St. John Bosco public speaking is a major outcome of the Language Arts program. Within each class students are encouraged to present to their peers at many different times during the school year. To highlight our interest in public speaking this year we held our annual Public Speaking Competition. At each grade level students presented a poem or speech to their classmates and teachers. The top eight speakers at each grade level we invited to attend a speak-off. At each grade level from 4-9 a first, second and third place winner was chosen. Medals were presented to the first, second and third place winners at each grade level. The six first-place winners then read their speeches to an audience of parents, teachers, judges and students.

Math Mania

A proposal was made in December 2008 to support purchasing Math games and Math reading material in the curriculum. All students from K-9 celebrated in a full day of activities with a math flavor. Parents, District personnel, and members of the community were invited to come and celebrate with us. Tom Osborne, MHA for St. John's South and Colleen King celebrated with us. Many of these games are available for students to play in their leisure time.

Art

All students in K-9 participated in art projects during the school year. Junior High students designed and painted the back-drops for our Christmas concert and the Drama Production. Three new wall murals were unveiled this year: Our Healthy Lifestyles throughout the Seasons (cafeteria), Wild for Reading (Primary LRC) and The French mural of Paris (Room 7).

Science Fair/ I-cubed

The annual school science fair for our Junior High classes was held during March. Projects were prepared by the majority of our students and displayed in the school. The focus of the fair was participation of students rather than competition between them and it is hoped that the experience gained by students will be useful. Our Grade 7 students also participated in the I-cubed event held at the Avalon Mall in May.

Heritage Fair

Students participated in a school wide fair. Projects were displayed in the Home Economics Room. This is an opportunity for students to share their projects with younger students.

Cultural Travel

Many of our students in Grade 8- 9 participated in a cultural excursion to Quebec City with Mr. Bramwell and Ms. Emberley. During their stay students took part in a variety of

activities to develop their French speaking, listening, reading and writing skills.

Student Events

A healthy commotion event was held in September to promote healthy lifestyle as well as support the Terry Fox Foundation. Students in K-6 participated in the Jump rope for heart event in early January. During Police Week, local officers and new trainees challenged our students to a basketball game in the gym. Grade 6 students participated in the DARE program. Several dances were held for our junior high students throughout the year.

Student Leadership

Students at the junior high level were given many opportunities to demonstrate leadership in the school. Many volunteered upstairs in the primary lunch room and in classrooms at recess and lunch time. Nine of Grade 8-9 students decided to “*Take the Challenge*” and registered for the Duke of Edinburgh Award at the bronze level. We travelled to Bell Island for a two-day hike. We are hoping to build participation in this program over time. Food items were collected and distributed to needy families within the school community during Christmas time.

Partnerships

St. John Bosco school community partners with two community groups. Brighter Futures continued to work in our school this year to provide parenting classes and activities as well as learning opportunities for pre-school aged children. Also, the school continued to partner with the Shea Heights Community Center in providing after school activities and special camps for students of varied ages. Students also collected clothing for the VOCM cares Foundation, “Coats for Kids” Campaign. Wal-Mart Canada, Stavanger Drive, sponsored our school in 2008-2009. Wal-Mart provided items for our School Barbeque, incentive prizes for our recycling program, microwaves for our cafeteria and staff room.

Recycling

Students and teachers were encouraged to recycle at recess and lunchtime. The school participated in the MMSB program with all proceeds distributed as needed for materials to benefit the entire school. Recycling was actively promoted as a good environmental practice. School-wide blitzes throughout the year helped promote recycling practices and reward participation.

Enrichment Mini Course Program

Each year students are invited to attend an enrichment mini-course program for interested and/or exceptionally able learners. These courses are taught by members of the faculties of Memorial University of Newfoundland, College of the North Atlantic and the Eastern School District, and are designed to provide exciting learning experiences that enable students to pursue topics in greater depth than can be provided in the regular classroom.

These courses are held on the campuses of these institutions during the months of April and May and vary in length from 2 to 3 days.

The District School organizes and administrates the program in collaboration with our Guidance Counselor. This year, students participated in the enrichment program. Course offerings proved to be diverse and challenging, and inclusive of such topics as Marine Biology, Discovering Archaeology, Vikings in the North Atlantic, and What is Human Nature? As always, our students proved themselves as excellent representatives of our school.

Tim Horton's Summer Camp

Four students attended the Tim Horton's Summer Camp this summer in Nova Scotia. This opportunity was a summer highlight for students and an opportunity to meet new friends across the country.

Horizons Scholarship

The Horizons Leadership program was developed to help all Fry Family Scholarship winners recognize their leadership skills and opportunities. In the 2008-2009 school year, Brittany Collins, a Grade 9 student, was one of the successful recipients of this scholarship.

The Fry Family Foundation are a New Jersey based not for profit organization funded and founded by Darryl and Marlene (nee Sellars) who were born and raised in St. John's, NL. The mission of the Fry Family Foundation is to help in the education and the development of students that have a financial need, provide assistance to battered women and children, enhance the lives of senior citizens and help develop an appreciation for nature. With most of the projects the Foundation is the only contributor, the primary contributor or the seeding contributor. The majority of the work of the Foundation is in Newfoundland.

Extreme Make-Over

The highlight of our efforts was celebrated in May when Tom Osborne, MHA for St. John's South, Tom Bartlett, District Office, Harold Druken, Chair of the Shea Heights Community Center, parents, teachers, members of the school community and students came to celebrate our Spring Concert and Drama production and to do a tour of the building. A viewing of our new LRC projects, Art projects K-9, Concert, Drama and renovations were a highlight of the evening. We would like to extend our many thanks to our parents, School Council members, Shea heights Community Centre executive, teachers and students for their efforts in making this such a successful event.

75th Birthday Celebration

St. John Bosco celebrated its 75th Birthday celebration this year. The school began as a single room school in September 1933.

3-4 Year School Development Plan

The 3-4 year School Development Plan outlines a school's goals and objectives over the life of the plan.

Goal 1: To improve student learning so all students reach their full potential

Year	Objectives	Objectives	Objectives
2007-08	1.1 To identify the needs of diverse learners and address their various learning styles.	1.2 To improve student literacy skills with a specific focus on reading of all print, especially poetry	1.3 To meet the diverse learning needs in math with a focus on number operations and patterns / relations
2008-09	1.1 To identify the needs of diverse learners and address their various learning styles.	1.2 To improve student literacy skills with a specific focus on reading & viewing	1.3 To meet the diverse learning needs in math with a focus on number operations and patterns / relations
2009-10	1.1 To focus on brain based research and theory of differentiated instruction	1.2 To improve student literacy skills with a specific focus on demand writing	1.3 To meet the diverse learning needs in math with a focus on communication, and reasoning
2010-11	1.1 To focus on brain based research and theory of differentiated instruction	1.2 To improve student literacy skills with a specific focus on demand writing and representing	1.3 To meet the diverse learning needs in math with a focus on problem solving
2011-12	1.1 To focus on brain based research and theory of differentiated instruction	1.2 To improve student literacy skills with a specific focus on speaking and listening	1.3 To meet the diverse learning needs in math with a focus on measurement and geometry

Goal 1: To improve student learning so all students reach their full potential

Year	Objectives	Objectives	Objectives
<i>2007-08</i>	1.4 To implement infrastructure throughout the school by completing an inventory of all technology and a wish list of high / low tech.	1.5 Administration to provide instructional leadership for all staff	
<i>2008-09</i>	1.4 To implement infrastructure in computer lab, LRC, and teacher desktops, approximately 30 -35 in total.	1.5 Administration to provide instructional leadership for all staff	
<i>2009-10</i>	1.4 Incorporate technology across the curriculum		
<i>2010-11</i>	1.4 Incorporate technology across the curriculum		
<i>2011-12</i>	1.4 Explore new technological advances to enhance the curriculum		

Goal 2: To promote a safe, caring, socially-just and health conscience school environment for all.

Year	Objectives	Objectives	Objectives
<i>2007-08</i>	2.1 To provide a safe school environment for all in an emergency / crisis	2.2 To promote behaviors reflecting self-respect and respect for their peers, staff, and school property.	2.3 To develop and enhance student leadership skills by providing educational opportunities
<i>2008-09</i>	2.1 To monitor the efficiency of the emergency response protocol and make necessary changes	2.2. To promote behaviors reflecting self-respect and respect for their peers, staff, and school property	2.3 To encourage application of leadership skills in promoting respectful behaviors within the school
<i>2009-10</i>	2.1 To monitor the efficiency of the emergency response protocol and make necessary changes	2.2. To promote behaviors reflecting self-respect and respect for their peers, staff, and school property	2.3 To encourage application of leadership skills in promoting respectful behaviors within the school community
<i>2010-11</i>	2.1 To monitor the efficiency of the emergency response protocol and make necessary changes	2.2 To increase respectful behaviors and foster a sense of school community.	2.3 To encourage application of leadership skills in promoting respectful behaviors within the school community
<i>2011-12</i>	2.1 To monitor the efficiency of the emergency response protocol and make necessary changes	2.2 To increase respectful behaviors and foster a sense of school community.	2.3 To encourage application of leadership skills in promoting respectful behaviors within the school community

Goal 2: To promote a safe, caring, and health conscience school environment for all.

Year	Objectives	Objectives	Objectives
<i>2007-08</i>	2.4 Increase parent and community interest and involvement in school activities	2.5 To enhance and support teacher wellness	
<i>2008-09</i>	2.4 Increase parent and community involvement in school activities	2.5 To enhance and support teacher wellness	
<i>2009-10</i>	2.4 To increase the leadership role of parents and community representatives in school activities	2.5 To enhance and support teacher wellness	
<i>2010-11</i>	2.4 To increase the leadership role of parents and community representatives in achieving the objectives / goals of the school development plan	2.5 Sustain teacher wellness	
<i>2011-12</i>	2.4 To increase the leadership role of parents and community representatives in achieving the objectives / goals of the school development plan	2.5 Sustain teacher wellness	

Report on School Development Plan for Previous Year (2008-09)

Goal 1: To improve student learning so all students reach their full potential		
Objective 1.1: To focus on the needs of diverse learners using brain research.	Objective 1.2: To improve student literacy skills with a specific focus on reading of all print, especially poetry	Objective 1.3: To meet the diverse learning needs in math with a focus on number operations and patterns / relations
Evaluation 1.1 Teachers continue use activities in the classroom to engage the brain. Professional readings are available to staff. District staff were involved to continue active schools activities.	Evaluation 1.2 Recognizing the need for modern reading material, a proposal was submitted to Chapter's Indigo Love of Reading. This successful grant has allowed us to forge ahead with our objectives to increase literacy.	Evaluation 1.3 Teachers continued to work with the math itinerant teachers and networked with other teachers to improve math practices. Station activities and unit portfolios continue to be incorporated as part of the practice.
Commendations 1.1 Active School Activities PD Session with Eric Jensen Grade Level Meetings to share best practices Staff meetings to share best practices	Commendations 1.2 Primary Library Silent reading Literature circles Book talks Visiting artists Communication with parents Poetry initiatives Book fairs Students select reading material for the new LRC	Commendations 1.3 Station activities Unit portfolios Networking with other teachers and schools Itinerant service Math Games Math Mania activities
Recommendations 1.1 Continue to focus on varies instructional strategies Continue to improve individual programming according to assessment results Continue readings	Recommendations 1.2 Review process of reading logs and connection to accelerated reading program Tie in new LRC and resources with informational texts Continue Drama Continue to use visual text (ie. Cartoons) Continue Chapter's visit	Recommendations 1.3 Continue unit portfolios Continue the focus on journal writing Continue to use FX Draw in math /math software

Goal 1: To improve student learning so all students reach their full potential		
Objective 1.4 To implement infrastructure throughout the school by completing an inventory of all technology and a wish list of high/low technology	Objective 1.5: Administration to provide instructional leadership for all staff	
Evaluation 1.4 Assessment of school needs was examined and prioritized. Computers were assessed, repaired or replaced. Two functional labs in place and computers were added to the primary library. One Smartboard was ordered and two more were ordered for 2009-2010. Computer network switches will be needed. Proposals were accepted from teachers interested in using new technology.	Evaluation 1.5 Action team felt this objective could be omitted as many of the objectives are now a part of the normal school routines. Reading materials are provided. Professional sharing in Grade level and or staff meetings.	
Commendations 1.4 Committee structure in place Policy Upgrade plan for network Refurbished functional lab Mapping of outcomes Use of smartboards PD initiatives	Commendations 1.5 All strategies completed	
Recommendations 1.4 Implement cross curricular units integrating technology Create PD plan noting priorities with a focus on smartboards	Recommendations 1.5 Delete Objective 1.5	

Goal 2: To promote a safe, caring, and health conscience school environment for all.		
Objective 2.1 To provide a safe school environment for all in an emergency or crisis	Objective 2.2: To promote behaviors reflecting self-respect for their peers, staff and school property	Objective 2.3 To develop and enhance student leadership skills
Evaluation 2.1 Action team reviewed school practices and ensured that the school policies adhered to the RNC /School Board directives. Fire department reviewed fire exit routes. Binders compiled with all the emergency information. Practice sessions went very smoothly.	Evaluation 2.2 Theme of the month continues and students are recognized for their efforts through gotchas and the monthly rewards. Work continues with PBS.	Evaluation 2.3 Opportunities are provided to students to encourage the development of leadership skills. The school is also working with the Community centre to partner on events.
Commendations 2.1 TERT team TERT binder RNC binder Synre-voice Message Management System Secure School procedures Lockdown procedures	Commendations 2.2 Office referrals Theme of the month MUN and CAN visits D.A.R.E. Extreme make-over to showcase student work Go-Girls' Program	Commendations 2.3 Coats for Kids Recycling program Environment Week Activities Student helpers Duke of Edinburgh Program Student Council
Recommendations 2.1 Add "socially just" to goal Delete Objective 2.1	Recommendations 2.2 Continue PBS focus Continue to develop student recognition program Expand "Gotchas" Re-Institute Youth Forum Day Continue to collect and graph data Use WIN School Conduct tabs	Recommendations 2.3 Delete 2.3.2

Goal 2: To promote a safe, caring, and health conscience school environment for all.		
Objective 2.4 Increase parent and community interest and involvement in school activities	Objective 2.5 To enhance and maintain teacher morale.	
Evaluation 2.4 The action teams and school council have worked very hard to increase parent visibility. And involvement. Parents were very supportive of school events and we have noted increased attendance in all school events. Our Extreme make-over event was well received.	Evaluation 2.5 We continued to work together to promote wellness and social activities for staff members. Events and activities were held throughout the year.	
Commendations 2.4 Quebec Trip School Council Assemblies Math Mania Extreme-Makeover Parent visibility and involvement	Commendations 2.5 Staff room changes Healthy snacks for staff meetings Socials PD Day with Rick Singleton Teacher Prep room PD Chapter's visit Increasing awareness of EAP services with NLTA Curling Lunches	
Recommendations 2.4 Delete 2.4.3, 2.4.4 , 2.4.5 and 2.4.6	Recommendations 2.5 Formalize social committee Delete 2.5.10	

Summary Report: June 2008 Data

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	69.6%	72.6%	85.2%	89.7%	76.0%	88.5%	80.6%	88.3%
Listening	96.0%	97.7%	90.0%	93.3%	72.5%	85.0%	92.1%	95.4%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	73.9%	82.1%	54.6%	74.5%	52.2%	72.6%	66.7%	74.9%
Poetic	4.2%	56.1%	18.5%	65.8%	39.2%	56.1%	25.0%	68.8%
Informational	30.4%	68.3%	45.5%	74.4%	41.0%	70.8%	43.8%	55.1%
Visual	4.4%	45.7%	18.2%	42.6%	42.8%	60.4%	21.4%	53.7%
Listening	60.9%	65.9%	26.3%	64.1%	30.4%	70.2%	31.6%	70.5%
Grade 3 Mathematics								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	68.2%	64.3%	61.0%	77.0%	58.0%	76.0%	71.1%	85.0%
Number Concepts	56.9%	73.1%	55.0%	71.3%	58.8%	76.3%	62.5%	73.5%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	4.2%	27.8%	0.0%	43.6%	50.0%	65.7%	21.1%	54.3%
Communication	0.0%	23.5%	0.0%	37.5%	45.5%	59.8%	26.3%	54.2%
Connections & Representations	0.0%	25.5%	0.0%	36.3%	45.5%	61.3%	36.8%	69.0%
Problem Solving	4.2%	34.5%	13.3%	51.9%	59.1%	76.2%	31.6%	68.8%

Grade 6 Language Arts

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	68.0%	80.0%	71.0%	78.0%	80.6%	84.8%	84.0%	87.1%
Listening	85.6%	89.1%	90.0%	93.3%	92.0%	92.0%	83.8%	87.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	90.0%	86.5%	75.0%	76.1%	86.9%	85.1%	52.4%	78.7%
Poetic	89.7%	81.9%	48.2%	73.3%	26.1%	81.2%	52.4%	69.6%
Informational	53.6%	82.5%	36.0%	58.8%	60.9%	78.9%	52.4%	68.0%
Visual	46.4%	77.1%	34.6%	54.8%	21.7%	82.1%	21.1%	47.7%
Listening	76.7%	73.6%	62.5%	58.4%	39.1%	62.6%	14.3%	47.4%

Grade 6 Mathematics

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	58.8%	71.7%	58.2%	68.2%	72.0%	78.0%	62.0%	77.1%
Number Concepts	63.3%	70.0%	51.8%	62.7%	62.9%	70.0%	40.7%	67.1%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	3.3%	26.7%	14.3%	33.2%	36.4%	48.4%	5.0%	36.5%
Communication	3.3%	26.7%	10.7%	30.7%	13.6%	42.0%	0.0%	30.6%
Connections & Representations	6.7%	26.7%	10.7%	40.2%	22.7%	41.3%	15.0%	36.1%
Problem Solving	13.3%	46.7%	35.7%	50.6%	27.3%	55.4%	5.0%	42.5%

Grade 9 Language Arts

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	61.1%	63.5%	70.8%	79.4%	66.7%	77.2%	63.1%	71.0%
Informational	72.2%	72.7%	65.8%	74.5%	75.2%	78.1%	75.4%	83.1%
Constructed Response: Percentage of students achieving at Level 3 or above								
Demand Writing	79.0%	80.3%	81.7%	83.5%	85.8%	86.2%	84.6%	83.0%
Poetry	22.2%	51.8%	51.4%	71.1%	38.1%	73.0%	72.7%	79.5%
Informational	52.8%	60.5%	54.1%	75.7%	61.9%	77.5%	63.6%	75.5%

Grade 9 Mathematics

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	44.7%	57.4%	44.6%	59.5%	44.3%	60.3%	46.8%	55.8%
Number Concepts	42.8%	51.7%	49.6%	47.1%	60.7%	68.9%	35.6%	39.3%
Patterns & Relations	59.2%	72.3%	31.1%	55.6%	48.9%	59.3%	57.1%	68.9%
Measurement	50.7%	66.2%	34.6%	55.3%	42.3%	55.1%	58.3%	59.9%
Geometry			51.4%	69.4%	46.1%	55.4%	59.6%	61.8%
Data Management & Probability	54.8%	73.0%	26.4%	48.6%	51.2%	63.2%	51.0%	53.7%
Constructed Response: Represents scores out of 100								
Number Operations	NA	NA	4.5%	32.5%	26.8%	51.0%	26.9%	44.5%
Patterns & Relations	NA	NA	14.4%	42.1%	34.9%	61.3%	48.1%	57.0%
Composite Score	44.0%	60.0%	NA	NA	44.9%	59.0%	49.9%	56.9%

Grade 9 Science

	02-03		05-06		08-09	
	School	Province	School	Province	School	Province
Environmental Quality	60.7%	64.7%	42.1%	57.5%	47.7%	66.7%
Chemical Changes	55.2%	58.3%	51.0%	57.8%	61.1%	65.3%
Electricity	46.0%	56.7%	59.0%	63.4%	56.0%	67.8%
Heat Transfer	63.8%	69.7%	55.9%	67.8%	72.1%	78.3%
Diversity of Living Things	53.5%	60.1%	55.1%	67.3%	59.3%	71.8%
Total Test	53.9%	60.0%	54.0%	63.1%	59.7%	69.6%

1 Year School Development Plan

School Development Plan 2009-2010

Goal 1: To improve student learning so all students reach their full potential		
Objective 1.1: To focus on the needs of diverse learners using brain research.	Objective 1.2: To improve student literacy skills with a specific focus on reading of all print, especially poetry	Objective 1.3: To meet the diverse learning needs in math with a focus on reasoning and communication.
Strategies: 1.1.1 Continue using brain based strategies to enhance learning 1.1.2 Link assessment results with literacy Initiative 1.1.3 Develop individual programs according to assessment results. 1.1.4 Explore of alternate representations of student learning	Strategies: 1.2.1 All students participate in silent reading every day 1.2.2 Implement Literature Circles 3-9 once per year 1.2.3 Engage students in Grades 3-9 in book talks once per year. Share talks. 1.2.4 Implement reading logs grades 1-9, from September to June. 1.2.5 Implement writers notebook	Strategies: 1.3.1 Station activities in 1-3 units in Math in Grades K-9 1.3.2 Complete unit portfolios in Math as needed. 1.3.3 Incorporate journal writing to promote understanding of math concepts 1.3.4 Use FX Draw in geometry units, Grades 7 – 9.
Indicators of Success: 1.1.1 Teachers routinely use brain based strategies to enhance learning 1.1.2 Increased student achievement as indicated by assessment results 1.1.3 Teachers to use variety of assessment tools and instructional strategies to meet the needs of the diverse learners 1.1.4 Alternate representations used by students to demonstrate understanding and learning.	Indicators of Success: 1.2.1 Increased reading 1.2.2 Improvement in student performance 1.2.3 Increased use of the LRC 1.2.4 Increased interest in accelerated reader 1.2.5 Improvement in classroom tests and internal assessments	Indicators of Success: 1.3.1 Observe students engaged in learning situations 1.3.2 Improvement in organizational skills 1.3.3 Improvement in performance in unit tests, assignments, and journals

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Accelerated reader (\$5000) 1.2.5 Teacher resources for Writer’s Notebook (\$500)	1.1.1

Goal 1: To improve student learning so all students reach their full potential		
Objective 1.4: Integrate technology use throughout the school		
Strategies: 1.4.1 Deliver PD for classroom teachers for integration technology in the classroom Example: Smartboards 1.4.2 Implement new technology in teaching 1.4.3 Implement cross curricular thematic units		
Indicators of Success: 1.4.1 Increased understanding of technology 1.4.2 Teachers using this technology to enhance teaching and learning 1.4.3 Successful implementation of thematic units 1.4.4 Increased student interest 1.4.5 Improved performance		

Goal 2. Support Plan	
Financial	Professional Development/Time Required
1.4.1 Smartboards (\$1600-\$3500 /each)	2.1.1 PD services by the District and during School PD days

Goal 2: To promote a safe, caring, and socially-just health conscience school environment for all.		
Objective 2.1 To provide a safe school environment for all in an emergency / crisis	Objective 2.2: To promote behaviors reflecting self-respect and respect for their peers, staff, and school property.	Objective 2.3 To develop student leadership skills
Strategies: Achieved in 2008-2009 Continue to monitir	Strategies: 2.2.1 Continue PBS / model behavior 2.2.2 Review Student Recognition Program 2.2.3 Expand Gotshas 2.2.4 Deliver the program Focus on Bullying 2.2.5 Create parent awareness 2.2.6 Youth forum day 2.2.7 Career exposure (skills Trade at CONA)	Strategies: 2.3.1 Continue student helpers Classroom, recess, lunch room, LRC) 2.3.2 Sponsor Duke of Edinburgh Awards Grade 9 2.3.3 Provide incentives for positive behavior (incentives) 2.3.4 Continue student focused action committees at the junior high and elementary level (recycling/environment)
Indicators of Success: Achieved in 2008-2009	Indicators of Success: 2.2.1 Decrease in number of level 3 office referrals Teachers observations 2.2.2 Revised criteria 2.2.3 Increased number awarded to students 2.2.4 Participation in program Survey information 2.2.5 Newsletter to Parents 2.2.6 Student Participation	Indicators of Success: 2.3.1 Participation rates 2.3.2 Examples of citizenship (volunteering & service learning) Number involved in program 2.3.3 Student participation /observation 2.3.4 Student action committees Student surveys

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Incentives for PBS (\$40 /week)	2.1.1 PBS Coach Itinerant

Goal 2: To promote a safe, caring, socially-just and health conscience school environment for all.		
Objective 2.4: Increase parent and community interest and involvement in school activities	Objective 3.2 To enhance and support teacher wellness	
Strategies: 2.4.1 Continue school and community awareness, school progress, and activities (school achievement, special events, etc) 2.4.2 Continue to extend invitations to parents by students to attend events / functions (celebration of learning fair; opening house) Provide incentives such as refreshments and/or door prizes. 2.4.3 Initiate a volunteer committee	Strategies: 2.5.1 Formalize Social Committee to include Wellness Committee, with attached minutes, agendas, etc. 2.5.2 Conduct regular monthly meetings of social committees 2.5.3 Enhance staff room aesthetics	
Indicators of Success: 2.4.1 Attendance at events 2.4.2 Parent Surveys Increased parent visibility 2.4.3 Increased number of volunteers	Indicators of Success: 2.5.1 Committee formation 2.5.2 Participation in social activities /wellness activities Surveys 2.5.3 Changes to staff room	

Goal 3. Support Plan	
Financial	Professional Development/Time Required
2.4.2 Funds for food/entertainment \$500	2.4 PD Day on Teacher Wellness / Healthy Living
2.4.3 Thank- you event \$200	

