

Annual School Development Report 2008 – 2009



St. Peter's Junior High School
Munden Drive, Mount Pearl, NL, A1N 2T5



St. Peter's Junior High Annual School Report 2008-2009



OFFICE OF THE DIRECTOR

Chairperson: Milton Peach, B.A., B.A.(Ed.)

CEO/Director of Education: Ford Rice, B.A., B.Ed.,M.Ed.

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 St. Peter's Junior High for their dedication to learning and teaching as evidenced by this Annual School Report.

FORD RICE



Message From Principal and School Council Chair

Principal – Tony Stack B.Sc, B.Ed, M.Ed

The Annual School Report focuses on progression of St. Peter's Junior High through the School Development Model. As well, it highlights and celebrates the considerable achievements of our students and the contribution of our entire school community in 2008-2009.

St. Peter's Junior High has been engaged in a process of continuous improvement through school development for some time. The focus for this past year was to continue implement and revise our plan and monitor progress. The support of the staff and leadership of Eastern School District is much appreciated in this endeavor. I would also like to thank the staff, students, and the entire school community for their ongoing efforts. Our School Council, ably led by Ms. Margaret Didham is deserving of high praise for their incredible support throughout the year including the highly successful auction fundraiser in support of technology to enhance student achievement.

Please take the time to read over this report. We are committed to providing the best possible learning opportunities for our students. Your continued informed support and involvement will assist us greatly in this regard.

School Council Chair – Margaret Didham

The 2008-2009 school year has been a very busy year for the St. Peter's Junior High School Council. A focus was our auction fundraiser in which we raised over \$7000.00 for the acquisition of Smart Board technology to directly support the aims and objectives of St. Peter's school development process.

In closing, I would like to take this opportunity to thank the members of the school council for their hard work and dedication. Our team of parents (Karen Penney, Nadine Perry, Jackie Morry, Karen Hancock, Kim Brushett, Jodi Hickey, and Mike Kavanagh and teachers (Lisa Budgell and Patty Clancy) worked collaboratively to support the student learning environment. Some of the team are moving on and I congratulate you for your tremendous contribution this year and last. I also look forward to cooperating with the returning members again next year.

Finally to all the students, staff, and parents of our school community - thank you for your tremendous support. I would like to wish each and every one of you a safe and enjoyable 2009-2010 school year.



Overview of School

Mission Statement

St. Peter's Junior High strives to empower our community through fostering a safe, respectful, student-centered learning environment.

We shall work together to promote life-long learning, where students are actively committed to academic achievement, critical thinking and social responsibility.

Our School Community

St. Peter's Junior High is a part of the Eastern School District, which has 125 schools with approximately 44,000 students, and 4000 teaching and support staff. Located on Munden Drive in Mount Pearl, we serve families from within the cities of Mount Pearl and St. John's (primarily Southlands). In 2008-2009 our school had an enrollment of 670 students and offered a curriculum program in both English and Late French Immersion from grades seven to nine. The average class size was 27.9 students. There were a total of 40 educational staff units and four student assistants, two administrators, one and a half guidance counselors, and specialist teachers in the areas of music, band, art, technology, home economics, physical education and learning resources -- all working together to provide the best possible learning environment for students. Essential to the day-to-day operation of our school are our two secretaries, four maintenance/cleaning personnel and three cafeteria workers.

In addition to the staff based in the school, we have access to District Office staff including: itinerant teachers for enrichment, the hearing impaired and the visually impaired; speech-language pathologists; educational psychologists and program implementation specialists.

There are three feeder schools: Newtown Elementary, Mary Queen of the World School, and St. Peter's Elementary. Our students then go to O'Donel High School for their senior high school years.

Programs Provided

Our school offers the entire provincially prescribed curriculum for junior high. We believe that student learning should be the focus of our instruction. With this in mind we develop curriculum initiatives that involve Resource Based Learning, Interdisciplinary Units, Cooperative Learning, Kagan Structures, Jensen Activities, and Assessment for Learning. Our activities and units are developed to be student centered and inclusionary, with many taking a cross-curricular approach. They involve collaborative program planning, encourage assessment of learning, integrate cooperative learning, and multiple intelligences. We design class and team building activities that help to improve classroom climate, promote respect, create a non-threatening environment, promote self esteem, and encourage mutual support, and a cooperative learning and working environment.



Key Highlights/Special Projects

During the 2008 – 2009 school year St. Peter's Junior High once again demonstrated strength in the areas of community and academia. Three new programs were introduced:

1. The **Roots of Empathy** program, an international classroom program proven to reduce levels of aggression among school children by raising social/emotional competence and increasing empathy, was delivered to a grade 7 class this year. At the heart of the program are an infant and parent who visited the class every three weeks. With a specially trained instructor on staff, this program was a great success and will be delivered again in 2010-2011.
2. The **Duke of Edinburgh** program is a goal setting program that guides youth in a fun and challenging way within the areas of community service, personal skill development, physical recreation, and adventurous journey. With 45 students participating, the leaders provided workshops on first aid, map reading, camping, meal preparation, and equipment knowledge. The culminating activity was a qualifying hike in May. All of the students involved are currently working on the bronze level award.
3. We introduced our **Positive Behaviour Supports (PBS)** program and enjoyed great success throughout the year in celebrating and recognizing appropriate student behavior as well as reducing incidents of inappropriate actions.

Our Guidance Committee was active in the Safe and Caring Schools domain, championing PBS as well as various special events such as the International Day of Peace, Diversity Awareness, Gossip-free day, Royal Newfoundland Constabulary Drug Awareness Presentation and The Youth anti-Violence Conference. In addition the "Go Girls Program - Mentoring Program offered by Big Brothers/Big Sisters" was implemented, a Tragic Event Response Protocol by Safe & Caring Schools Team (Implementation 2009-2010) was developed, and Professional Development for all staff in the areas of Learning Disabilities and ADHD was organized. As a part of our goal to improve student work ethic two separate presentations were given by motivational speakers: Mitch Drodge spoke to the grade 8s and 9s about problem solving and effective decision making, and RBC Olympic Athlete Lisa Ross spoke to the grade 7s and 8s regarding goal setting, motivation and healthy living.

In Science we started the year with fieldtrips to the Fluvarium. Several SPJH students were recognized at the Regional Science Fair with an honourable mention for Ryan Caines; and gold medals for both Megan Howse and Adam Parsons. At the National Science Fair our students were recognized with an honourable mention for Adam Parsons and a silver medal for Megan Howse. As well, Megan Howse received a 2nd place acknowledgment at the prestigious Biotech Challenge.

The Social Studies Department began the year with the Grade 8 students witnessing the unveiling of history at the Colony of Avalon Archaeology site in Ferryland. In March the Grade 9 classes participated in a cooperative day with members of the business community that was sponsored by Junior Achievement, and once again we held a very successful Heritage Fair in April with a number of students continuing on to represent the school at the regional competition.

The English Language Arts Department once again participated enthusiastically in our Cultural Expo. This event saw every student's work displayed in this curricular area. The annual public speaking event, was another huge success and selected students achieved recognition in external speak outs.



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Our Mathematics Department formed a team for the Junior High Mathematics League who successfully competed against other schools in the region. Using school funds and fundraising initiatives we were able to purchase and install Smart Boards in all of the Math classrooms, where the Math teachers have worked to incorporate SMART technology into their daily teaching and learning as a means to enhance student comprehension. The Mathematics Department also celebrated the highly engaging "Pi-days" with our students.

Our French Department sponsored a trip to the Province of Quebec, a field trip to École des Vents as well as participation in school-based and the Regional speak-off.

Musical groups last year included the Concert and Jazz Bands, Chamber and Concert Choirs, Fiddle and Guitar groups, a Brass Ensemble, a Flute Ensemble and the Dance Troupe. Our Music program was very active with the band and choir performing at the NLTA Christmas Suite, our own Christmas Concert, performances at the Health Sciences Centre, a senior's home, the Rotary Music Festival, and teamed up with the Drama Group for a production of our Spring musical "Annie". Some groups also provided entertainment for the silent auction fundraiser. The Band attended a performance of the Stadacona Band of the Canadian Forces Atlantic. Members of Grade 9 classroom music also attended a performance of the musical "Damn Yankees" put off by Gonzaga High. As well, last year was the first year of what we hope to be an annual Mitten Drive in which members of our performing groups collect mittens, gloves, hats and scarves for needy families at Christmas.

Our Physical Education program spearheaded the Terry Fox Run and our healthy commotion activities. Our co-curricular athletic program also featured many individuals and teams who garnered numerous awards, medals, and banners in cross-country running, track and field, soccer, volleyball, baseball, hockey, and basketball. The co-curricular program is well supported by parent volunteer coaches and teacher sponsors who deserve praise for their efforts and sacrifice of valuable time.

Our student leadership team sponsored many community outreach activities including the VOCM Coats for Kids campaign, VOCM Happy tree, NLTA Janeway Day, and Pennies from Heaven for Kinsmen/Kinnettes. We also conducted food drives to provide hampers to needy families during Thanksgiving, Christmas, and Easter. Our recycling program continues to grow. During the past year we recycled over 60 000 beverage containers. The Spirit Week activities were the highlight of the year and served to engender our student population with enthusiasm and high energy on a scale that surpassed anything in recent years.

Partnerships

Our Breakfast Program, led by Ms. Heather Whitt proved successful this year through the continued support of partnerships with TRA and Kids Eat Smart. The program served breakfast to approximately 275 students, three times a week, providing students with a healthy start to their instructional day.

The School Council embraced a massive undertaking in the conduct of a fundraising Auction that realized a profit of \$7051.41. Many local businesses and parents partnered with our hardworking council to amass a huge quantity of auction items. All of the funds raised were put towards the acquisition of Smart Board technology for our classrooms.



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: Improve Student Learning and Achievement

Year	Objective To improve student work ethic, motivation and ownership of learning	Objective Meeting the needs of diverse learners	Objective To enhance the use of technology
2008-09	<ul style="list-style-type: none"> ▪ refine and implement student assessment policy ▪ update resources for teachers and students (on-going) ▪ organize student seminars on motivation and work ethic ▪ develop student needs assessment tool 	<ul style="list-style-type: none"> ▪ refine and implement PBS ▪ conduct regular analysis of internal evaluation data to inform instruction ▪ use K12 Planet to keep student and parents informed 	<ul style="list-style-type: none"> ▪ Develop a new technology plan (attached) ▪ Install new computers in each classroom ▪ Determine and communicate teacher and classroom technology needs
2009-10	<ul style="list-style-type: none"> ▪ Continue student seminars on motivation and arrange for seminars on work ethic ▪ Create study skills, organizational skills, and note-taking skills seminars and publish materials ▪ Communicate weekly (newsletter) ideas for students ▪ Continue to have a staggered opening on first day (Grade 7's in longer, grades 8 & 9 in pm only) ▪ Develop a system of recognition for students who consistently come to class on time, are prepared, meet all deadlines and have few violations of conduct ▪ Review program for peer recognition of Student of the Month per grade level ▪ Encourage students to attend Parent-Teacher Conferences ▪ Implement student needs assessment tool 	<ul style="list-style-type: none"> ▪ Ensure collaboration between classroom teachers and special education teachers for P3 students within the context of inclusion ▪ Continue to optimize scheduling of courses to increase time and access (testing scheduled during periods with special ed. teacher available) Analyze student achievement data in all subject areas ▪ Use internal assessment data to inform instruction ▪ Incorporate MI into everyday learning (MI Inventory done with all students early in the school year, and specific lists of activities for each intelligence with criteria for instruction and evaluation). 	<ul style="list-style-type: none"> ▪ Create a running record of classroom deficiencies...use a teacher checklist ▪ Create a tech team ▪ Implement and communicate the new Technology Plan ▪ Create a First Class conference for localized technical trouble shooting ▪ Integrate SMART board technology across the curriculum
2010-11	<ul style="list-style-type: none"> ▪ establish student focus group for input and to determine success of objective 	<ul style="list-style-type: none"> ▪ establish student focus group for input and to determine success of objective 	



Goal 2: To promote a safe, caring, and health conscious professional learning community (PLC)

Year	Objective Staff Wellness	Objective Student Behavior and Accountability	Objective Build upon Relationships with Parents and Community
2008-09	<ul style="list-style-type: none"> ▪ develop staff response protocol ▪ develop schedule for better use of gym resources ▪ provide PD on Healthy Living initiatives 	<ul style="list-style-type: none"> ▪ implement PBS ▪ consistent approaches to policies and procedures through PBS ▪ examine additional methods to improve student accountability 	<ul style="list-style-type: none"> ▪ invite guest speakers, visitors and fieldtrips to present on topics such as bullying, drugs, etc. ▪ weekly updates in newsletters, K12, Synvoice ▪ establish a media-relations position
2009-10	<ul style="list-style-type: none"> ▪ Provide regular positive reinforcement among/toward all staff ▪ Ensure consistent approaches to policies and procedures ▪ Avail of parent volunteers ▪ Complete protocol for teacher support in extremely stressful or volatile situations. ▪ Consider how duty schedule can be organized ▪ Allot time after school when teachers can avail of the cardio equipment ▪ Include collegial team building activities in the school year ▪ Communicate PD opportunities from PD Calendar to teachers on a monthly basis ▪ update/revise school mentor program 	<ul style="list-style-type: none"> ▪ Implement a consist approach to the behavior matrix (majors, middles, minors) ▪ Encourage parent participation in seminars on bullying, drugs, etc. ▪ Incorporate discussion/lessons on student achievement into curriculum where possible ▪ Once or twice a year have a rep from NLTA speak to staff on professional topics and inclusionary practices ▪ Update mentor program (include substitute mentor plan) ▪ Revise “Positive Python” system to include a checklist of actions ▪ Survey students once per term on topics of bullying and drugs abuse ▪ Conduct staff survey on school life. For example, staff consistency with implementing school policies and procedures and mutual respect as professionals. 	<ul style="list-style-type: none"> ▪ Invite parents and others to be part of a master list as potential contacts for various curriculum projects ▪ Send a letter to community businesses/companies regarding support during the year (ex: present at functions or career days, finances, etc...). What do you do that could make a contribution to our school? ▪ Monthly, have members of the community come in to the school and expose student to areas of the community (ex: art, music, politics...) ▪ Identify and take advantage of community programs ▪ Volunteer (students) to keep WebPages updated ▪ Create opportunities for parental feedback (input in the form of surveys and questionnaires on newsletter or web page) ▪ Enhance Scholarships and memorials awarded program
2010-11	<ul style="list-style-type: none"> ▪ first aid training for teachers 	<ul style="list-style-type: none"> ▪ establish student focus group for input and to determine success of objective 	<ul style="list-style-type: none"> ▪ establish parent/community focus group for input and to determine success of objective



Operational Issues

Year	Issues	Issues	Issues
<i>2008-09</i>	<ul style="list-style-type: none">▪ beautification of school grounds to include repairs to stairs	<ul style="list-style-type: none">▪	
<i>2009-10</i>	<ul style="list-style-type: none">▪ exercise room	<ul style="list-style-type: none">▪ room for parent-volunteers	<ul style="list-style-type: none">▪ Path b/t Newtown and SPJH must be cleared during the Winter for Emergency Evacuation
<i>2010-11</i>	<ul style="list-style-type: none">▪ examine changes for parking lot entrance and exit		



St. Peter's Jr. High Technology Integration Plan 2008 - 2010

Step 1: SMART board Purchase and Installation

A	B	C	D	E
<ul style="list-style-type: none"> All classes have fully installed and operational SMART board systems 	<ul style="list-style-type: none"> Most classes have fully installed and operational SMART board systems Some classes have partially installed boards 	<ul style="list-style-type: none"> Some classes have fully installed and operational SMART board systems Some classes have partially installed boards A couple of classes do not have SMART board systems at all 	<ul style="list-style-type: none"> A couple of classes have fully installed and operational SMART board systems A couple of classes have partially installed boards Most classes do not have SMART board systems 	<ul style="list-style-type: none"> No classes have fully installed and operational SMART board systems A couple of classes have partially installed boards A few classes have boards available for installation
<p>Fully Installed and Operational is understood to include: board, projector, cables (w/splitters), and an adequate computer (w/ DVD capability)</p>				

Step 2: SMART board Usage and Implementation

A	B	C	D	E
<ul style="list-style-type: none"> All teachers are knowledgeable in SMART board technology All teachers actively use SMART board technology on a regular basis in classroom instruction 	<ul style="list-style-type: none"> Most teachers are knowledgeable in SMART board technology Most teachers actively use SMART board technology on a regular basis in classroom instruction Some teachers not using SMART boards at all 	<ul style="list-style-type: none"> Some teachers are using SMART board technology on a regular basis in classroom instruction Some teachers are using SMART board technology occasionally in classroom instruction A couple teachers are not using SMART boards at all 	<ul style="list-style-type: none"> A couple of teachers are knowledgeable in SMART board technology A couple of teachers using SMART board technology on a regular basis in classroom instruction Most teachers are not using SMART boards at all and are not knowledgeable in SMART board technology 	<ul style="list-style-type: none"> No teachers are knowledgeable in SMART board technology No teachers using SMART board technology on a regular basis in classroom instruction
<p>SMART board knowledgeable is understood to include planning and integrating SMART board usage into the curriculum to enhance student learning</p>				



Report on Most Current Data and Last Year's School Development Plan (2008-2009)

Summary Analysis of Most Current School Data

CRITERION REFERENCE TESTS

In June 2009, the Province conducted Criterion Reference Tests (CRTS) for all Grade 9 students in the core subjects of English Language Arts, Mathematics, and Science. The data below represents a comparison chart of St. Peter's Junior High students in relation to the Provincial averages for 2008-2009 and in every year that these tests were conducted in the last decade.

In English Language Arts, the SPJH results exceeded the provincial average in every subtest. The English Department continues to work diligently to improve achievement in all facets of the curriculum. Despite obvious successes, maintaining continuous improvement is the goal. Particular emphasis will focus on the poetic and informational text reading subtest in the 2009-2010 school year.

In Mathematics, SPJH compared favorably exceeding the provincial average in four subtests, meeting the average in one subtest, and averaging just under the provincial average in three areas. Improving the scores in Measurement, Geometry, and Patterns & Relations is a focus for the 2009-2010 school year.

In Science, SPJH scored slightly under the provincial average in all but one of five categories. This is the last year for this particular test and a new curriculum has been adopted. In the absence of external measurement, the Science department will focus on analyzing internal performance data with a view to continually improve student performance.



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Grade 9 Language Arts

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	63.7%	63.5%	84.2%	79.4%	82.4%	77.2%	74.1%	71.0%
Informational	77.4%	72.7%	78.8%	74.5%	81.2%	78.1%	86.5%	83.1%
Constructed Response: Percentage of students achieving at Level 3 or above								
Demand Writing	89.5%	80.3%	92.3%	83.5%	89.2%	86.2%	85.5%	83.0%
Poetry	52.6%	51.8%	78.0%	71.1%	79.0%	73.0%	83.5%	79.5%
Informational	71.8%	60.5%	82.4%	75.7%	86.0%	77.5%	80.9%	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	56.2%	57.4%	57.4%	59.5%	59.2%	60.3%	56.1%	55.8%
Number Concepts	57.8%	51.7%	51.1%	47.1%	71.5%	68.9%	41.2%	39.3%
Patterns & Relations	74.4%	72.3%	58.3%	55.6%	60.6%	59.3%	69.3%	68.9%
Measurement	68.0%	66.2%	49.3%	55.3%	53.2%	55.1%	58.0%	59.9%
Geometry			69.6%	69.4%	57.6%	55.4%	59.5%	61.8%
Data Management & Probability	79.8%	73.0%	47.1%	48.6%	71.3%	63.2%	53.7%	53.7%
Constructed Response: Represents scores out of 100								
Number Operations	NA	NA	33.2%	32.5%	48.8%	51.0%	45.9%	44.5%
Patterns & Relations	NA	NA	37.1%	42.1%	64.2%	61.3%	54.5%	57.0%
Composite Score	61.9%	60.0%	NA	NA	60.2%	59.0%	56.5%	56.9%



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Grade 9 Science

	02-03		05-06		08-09	
	School	Province	School	Province	School	Province
Environmental Quality	70.0%	64.7%	62.3%	57.5%	64.4%	66.7%
Chemical Changes	56.3%	58.3%	60.3%	57.8%	65.6%	65.3%
Electricity	57.2%	56.7%	67.8%	63.4%	62.4%	67.8%
Heat Transfer	64.0%	69.7%	70.0%	67.8%	76.0%	78.3%
Diversity of Living Things	58.6%	60.1%	68.3%	67.3%	69.3%	71.8%
Total Test	58.8%	60.0%	65.8%	63.1%	67.2%	69.6%



Report on School Development Plan for Previous Year (2008-2009)

Goal 1. Improve Student Learning and Achievement		
Objective 1.1 Improve student work ethic, motivation and ownership of learning.	Objective 1.2 Meet the needs of Diverse Learners	Objective 1.3 Integrate Technology Across the Curriculum
Commendations 1.1 <ul style="list-style-type: none"> • Student assessment policy • Seminars on motivation • Multiple cross curricular activities • Student needs assessment tool • Parent information package • Student recognition through Positive Pythons program 	Commendations 1.2 <ul style="list-style-type: none"> • Collaboration between classroom and special education teachers • Scheduling of testing linked with teacher schedules • Analysis of student achievement data • Use of K12 Planet 	Commendations 1.3 <ul style="list-style-type: none"> • New plan developed • Use of SMART board technology • Teacher collaboration • New computers for all teachers
Recommendations 1.1 <ul style="list-style-type: none"> • Develop seminars on work ethic • Combine PBS initiative with Goal 2 • Use assessment tool in Sept. • Consider how recognition system might blend with PBS initiative • Review peer recognition program • Develop process for student attendance at PT meetings 	Recommendations 1.2 <ul style="list-style-type: none"> • Consider inclusionary practices within program delivery • Use internal assessment data to inform instruction • Re-establish focus on MI 	Recommendations 1.3 <ul style="list-style-type: none"> • Communicate plan • Integrate SMART board technology across the curriculum • Create a technology team



Report on School Development Plan for Previous Year (2008-2009)

Goal 2. To promote a safe, caring and health conscious PLC		
Objective 2.1 Promote staff wellness	Objective 2.2 Improve student behavior and accountability	Objective 2.3 Build upon relationships with parents and community
Commendations 2.1 <ul style="list-style-type: none"> • May PD Session • Parent Volunteers • Staff Response Protocol Development 	Commendations 2.2 <ul style="list-style-type: none"> • PBS implementation • Motivational speakers • Student introduction to PBS • Positive Pythons 	Commendations 2.3 <ul style="list-style-type: none"> • Partnership with community (TRA) • Use of K12 Planet • Weekly Newsletter • Student initiatives focus on charitable organizations
Recommendations 2.1 <ul style="list-style-type: none"> • Implement Staff Response Protocol • Improve use of recreational facilities and resources 	Recommendations 2.2 <ul style="list-style-type: none"> • Explore ways to encourage parents to attend seminars • Ensure a consistent approach to the behavior matrix (majors, middles, minors) 	Recommendations 2.3 <ul style="list-style-type: none"> • Examine Webpage effectiveness • Examine strategies from 2008/09 for inclusion into operational structures

Operational Issues Report 2008-2009

Year	Issues	Issues	Issues
2008-2009	Building congestion	Traffic congestion	
Report	An extension has been granted for six new classrooms to be constructed.	A "Right Turn Only" sign/regulation has been put in for vehicles exiting the school parking lot	



School Development Plan for Current Year

1 Year School Development Plan 2009-2010

Goal 1: Improve Student Learning and Achievement		
Objective 1.1 Improve student learning and achievement	Objective 1.2 Meet the needs of diverse learners	Objective 1.3 Integrate technology across the curriculum
Strategies: 1.1.1 Continue student seminars on motivation and arrange for seminars on work ethic 1.1.2 Create study skills, organizational skills, and note-taking skills seminars and publish materials 1.1.3 Communicate weekly (newsletter) ideas for students 1.1.4 Continue to have a staggered opening on first day (Grade 7's in longer, grades 8 & 9 in pm only) 1.1.5 Develop a system of recognition for students who consistently come to class on time, are prepared, meet all deadlines and have few violations of conduct (Positive Pythons and other rewards) 1.1.6 Review program for peer recognition of Student of the Month per grade level– Student of the Year would come from this list. 1.1.7 Encourage students to attend Parent-Teacher Conferences	Strategies: 1.2.1 Ensure collaboration between classroom teachers and special education teachers for P3 students within the context of inclusion 1.2.2 Continue to optimize scheduling of courses to increase time and access (testing scheduled during periods with special ed. teacher available) Analyze student achievement data in all subject areas 1.2.3 Use internal assessment data to inform instruction 1.2.4 Incorporate MI into everyday learning (MI Inventory done with all students early in the school year, and specific lists of activities for each intelligence with criteria for instruction and evaluation).	Strategies: 1.3.1 Determine and communicate teacher and classroom technology needs 1.3.2 Create a running record of classroom deficiencies...use a teacher checklist 1.3.3 Create a tech team 1.3.4 Implement and communicate the new Technology Plan 1.3.5 Create a First Class conference for localized technical trouble shooting 1.3.6 Integrate SMART board technology across the curriculum



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<p>Indicators of Success:</p> <p>1.1.1 Teacher observation</p> <p>1.1.2 Increased student interest in academic performance</p> <p>1.1.3 Increase in the # of students completing and passing in work on time</p> <p>1.1.4 Student preparedness for class</p> <p>1.1.5 Student arrival on time (to class and to school)</p> <p>1.1.6 Increase in # of students passing all subject areas</p> <p>1.1.7 Increased (positive) parental involvement in their children's achievement</p> <p>1.1.8 Increase in opportunities for involvement in academic events</p> <p>1.1.9 Monitored by Win School and / or teacher record books.</p>	<p>Indicators of Success:</p> <p>1.2.1 Teacher literature easily accessed by teachers</p> <p>1.2.2 Teacher surveys</p> <p>1.2.3 Improved student grades</p> <p>1.2.4 Win school printouts of each department results for unit tests, final exams, end of term/end of year and compare within department</p> <p>1.2.5 K12 used regularly and consistently by teachers, students and parents</p> <p>1.2.6 Teacher observation/discussion</p> <p>1.2.7 Numbers/variety of projects being used</p> <p>1.2.8 variety of instruction (measured through survey and observation)</p>	<p>Indicators of Success:</p> <p>1.3.1 Classroom teachers report fewer deficiencies</p> <p>1.3.2 Tech. Team report fewer teachers coming to them less often for assistance</p> <p>1.3.3 Survey Teachers to determine satisfaction with technology resources in their classroom</p> <p>1.3.4 Anecdotal reports by teachers on level of student engagement.</p>
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Goal 1 Support Plan		
Financial	Professional Development/Time Required	Communication
<ul style="list-style-type: none"> • Presenter fee: \$500 • Publish booklets: \$1500 • Student incentives: \$500 • Technology Plan: TBD 	<ul style="list-style-type: none"> • Technology Based – 1 day • Inclusionary Practices – 1 day • Collaboration (SD) – ½ day • PBS – ½ day 	



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Goal 2: To promote a safe, caring, and health conscious Professional Learning Community (PLC)		
Objective 2.1 Staff wellness	Objective 2.2 Improve student behavior and accountability (PBS)	Objective 2.3 Build upon relationships with parents and community
<p>Strategies:</p> <p>2.1.1 Provide regular positive reinforcement among/toward all staff</p> <p>2.1.2 Ensure consistent approaches to policies and procedures</p> <p>2.1.3 Avail of parent volunteers</p> <p>2.1.4 Complete protocol for teacher support in extremely stressful or volatile situations.</p> <p>2.1.5 Consider how duty schedule can be organized</p> <p>2.1.6 Allot time after school when teachers can avail of the cardio equipment</p> <p>2.1.7 Include collegial team building activities in the school year</p> <p>2.1.8 Communicate PD opportunities from PD Calendar to teachers on a monthly basis</p>	<p>Strategies:</p> <p>2.2.1 Implement a consist approach to the behavior matrix (majors, middles, minors)</p> <p>2.2.2 Encourage parent participation in seminars on bullying, drugs, etc.</p> <p>2.2.3 Incorporate discussion/lessons on student achievement into curriculum where possible</p> <p>2.2.4 Once or twice a year have a rep from NLTA speak to staff on professional topics and inclusionary practices</p> <p>2.2.5 Update mentor program (include substitute mentor plan)</p> <p>2.2.6 Revise "Positive Python" system to include a checklist of actions</p> <p>2.2.7 Survey students once per term on topics of bullying and drugs abuse</p> <p>2.2.8 Conduct staff survey on school life. For example, staff consistency with implementing school policies and procedures and mutual respect as professionals.</p>	<p>Strategies:</p> <p>2.3.1 Invite parents and others to be part of a master list as potential contacts for various curriculum projects</p> <p>2.3.2 Send a letter to community businesses/companies regarding support during the year (ex: present at functions or career days, finances, etc...). What do you do that could make a contribution to our school?</p> <p>2.3.3 Monthly, have members of the community come in to the school and expose student to areas of the community (ex: art, music, politics...)</p> <p>2.3.4 Identify and take advantage of community programs</p> <p>2.3.5 Volunteer (students) to keep WebPages updated</p> <p>2.3.6 Create opportunities for parental feedback (input in the form of surveys and questionnaires on newsletter or web page)</p> <p>2.3.7 Enhance Scholarships and memorials awarded program</p>



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<p>Indicators of Success:</p> <p>2.1.1 Survey results of teacher wellness</p> <p>2.1.2 Survey to determine participation in outside PD offered by the district</p> <p>2.1.3 Increase in number of available parent volunteers</p> <p>2.1.4 Results from student (random) survey to determine consistency of school policy and procedures</p> <p>2.1.5 Less disturbances for classes due to announcements</p> <p>2.1.6 Number of teachers using the gym equipment and discussion of progress in the staff room</p> <p>2.1.7 Fewer infractions of school regulations, rules and policy</p>	<p>Indicators of Success:</p> <p>2.2.1 Decreased use of electronic devices in school, bullying, hats, assigned student detentions, student lateness</p> <p>2.2.2 Positive survey results</p> <p>2.2.3 Fewer office referrals</p>	<p>Indicators of Success:</p> <p>2.3.1 Number of parents involved in school and present in building</p> <p>2.3.2 Parental feedback provided</p> <p>2.3.3 Success of events (ex: spectators to events)</p> <p>2.3.4 Number of parent volunteers</p> <p>2.3.5 Amount of presenters form community</p> <p>2.3.6 Number of businesses responding to call for support</p> <p>2.3.7 Number of parents and students attending conferences or specific parents that are attending conferences</p>
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Goal 2 Support Plan		
Financial	Professional Development/Time Required	Communication
<ul style="list-style-type: none"> • First Aid Training: TBD • Parent Meetings: \$500 	<ul style="list-style-type: none"> • As above, PBS – ½ day • First Aid training TBD • Collaboration (SD) – ½ day • Substitute Time (SD) – 4 days 	



Operational Issues for 2009-2010

Operational Issue	Intended Action
Deficient in Number of Classrooms	Support extension of 6 new classrooms
School security	Pursue District acquisition of security cameras; add new exit to gym
Sinking Gym floor	Install new floor
Parking lot congestion	Extend parking lot and/or advocate for new "out" route
Winter emergency evacuation route blocked	Arrange for continual clearing of path between St. Peter's and Newtown

In conclusion, 2008-2009 was a highly successful year in which we delved into the heart of our school development initiatives. The 2009-2010 school year will see the commencement and potentially the conclusion of an extension project which will result in a modernized challenging needs room and an additional 5 classrooms. In terms of school development we will focus on concluding some initiatives while at the same time beginning a new internal review phase to stake out future long term goals and objectives for continuous improvement of student achievement and refining our safe and caring schools program.



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Appendix A – Summary of School Fundraising

<u>ACTIVITY</u>	<u>AMOUNT</u>
Recycling	\$5,386.70
Christmas & Spring Concert	\$1192.00
Dances	\$409.00
Vegetable Fundraiser	\$6358.25
Auction	\$7,787.60
Cake Auction	\$3,817.90
TOTAL	\$24,950.75