

CLARENVILLE MIDDLE SCHOOL  
SCHOOL DEVELOPMENT REPORT  
NOVEMBER 2006



**Vision of Eastern School District**

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

**Strategic Issues**

The two strategic issues for Eastern School District are:

1. Student Achievement, and
2. Safe and Caring schools.

## **Message from Director of Education**

The preliminary strategic goals of the newly constituted Eastern School Board are as follows:

- 1) To challenge and develop the learning and achievement capabilities of **each** student in Eastern School District.
- 2) To provide safe, caring learning environments in all schools in the Eastern School District.

This school report provides you with information about your school's performance during the school year 2005-2006. It allows you to assess how well your school and its community are doing toward accomplishing the goals set by the Eastern School Board. It allows you to learn about the school and its challenges and successes, and it provides insights on how you might be able to better support your school.

Eastern School Board is proud of the accomplishments of all schools within its jurisdiction. As a result of many dedicated professionals, parents, and community volunteers, our schools continue to provide excellent educational opportunities for our students. However, if we are to maximize our efforts in the achievement of the above noted goals, the Eastern School Board, district professional support personnel, teachers, parents, and school communities will have to work together to ensure that each student's learning is supported to the extent necessary to ensure success. Some students will require more time and effort from parents, teachers, and other supportive members of the school community. They will need to spend more time than others on their own learning and teachers will have to provide alternate teaching interventions for them. If we are to succeed in our goal of ensuring success for each student, our school communities will have to be more committed to education than ever.

During the 2006-2007 school year, Eastern School Board will engage all district partners in a comprehensive strategic planning process that will set direction for the future. Your input in developing the Board's strategic plan is important because that plan will impact each school and each student's learning experience. We encourage you to participate in the quest to improve educational opportunities for our children and our youth and to advocate for public education at every opportunity.

**DARIN T. KING, Ph.D.**

## **Principal's Message**

This Annual School Development Report outlines our students' achievements, our programs and services, our current academic data, and the time lines for the implementation for our new school development plan.

Clarendville Middle School has just received the results of our Elementary Math and English Language Arts (ELA) CRT written in May 2006. Our Math results are almost exclusively above the provincial and district results, while our ELA results show a notable improvement over their previous provincial assessment (CRT) written in Grade 3. We have also administered the 'Brigance Reading Inventory' to determine the reading comprehension level of our school population. This data, along with information gathered from the upcoming survey results, will direct our school in its new school development plan.

We look forward to working with our school council, the working committees created and the school community as a whole in making schooling at Clarendville Middle School the best it can be. If you require any information that this report does not present, please feel free to contact us.

Craig Pardy

## **School Council Chair Message**

It is with great appreciation that I greet you on behalf of School Council. We are cognizant of all the work and planning which takes place to ultimately benefit the education of our children.

Throughout the past year Council has been mindful of School Development needs. Our members have embraced the opportunity to learn and work with the school's administration, staff and students. We have made it a priority to examine the academic data within our school, including CRT results. This has given Council a good perspective of both the strengths and needs of our school within a regional and provincial context. We look forward to participating in whatever changes and growth may come and wish to ensure that the school's positive culture continues to grow.

We acknowledge and thank the staff, students and school community for both their efforts and accomplishments. We look forward to working with you through the coming year and support the direction of the School Development Plan.

Troy Mitchell  
Chair

**“Imagine that each child had an annual education check-up - a set of assessments created to measure agreed-on expectations. The results of this check-up would help teachers chart a course for individual student improvement.” Educational Leadership / February 2003 p. 23**

## **Overview of School**

### **MISSION STATEMENT**

To provide within a caring environment, an educational experience which nurtures to its fullest, the innate potential of every learner. This pursuit, in partnership with parents and the community, will foster a life long process of learning and development resulting in responsible citizens.

### **OUR SCHOOL COMMUNITY**

Our school, Clarenville Middle School, is part of the **Eastern School District** which has 122 schools with approximately 44,000 students and 3800 teaching and support staff. The school ended the 2005-06 school year with an enrolment of **288 students** in grades 4 to 8. Our school currently has an enrollment of **272 students** with the following class sizes:

| <b>Class</b> | <b># of students</b> |
|--------------|----------------------|
| 4Drover      | 25                   |
| 4Vey         | 24                   |
| 5Andrews     | 27                   |
| 5Pye         | 26                   |
| 6Avery       | 21                   |
| 6Davis       | 22                   |
| 7Parrott     | 24                   |
| 7Fitzgerald  | 23                   |
| 7Stewart     | 22                   |
| 8Waye        | 29                   |
| 8Organ       | 29                   |

The average class size is 24.7 students and 13.1 per cent of our student population is

receiving special services support. Our school serves the 9 communities of Goobies, Adeytown, Deep Bight, Ivany's Cove, St. Jone's Within, Hatchet Cove, North West Brook, Clarenville, and Port Blanford.

Our school has a total of 17 full-time and 2 part-time educational staff which includes 11 classroom teachers and 3 special services personnel. We have 1 guidance counselor (shared with Primary School), 4 specialist teachers in the areas of music, physical education, and technology education, as well as the support of 3 student assistants (for a total of 11.5 hours per day). In addition to staff based at the school, we have access to District Office staff including: Program Specialists, Educational Psychologists, a Speech Language Pathologist and Visual and Hearing Itinerant teachers. The school also has the services of secretarial (30 hours per week) and caretaker/maintenance personnel(75 hours per week).

## **PROGRAMS PROVIDED**

Our school offers the entire provincially prescribed curriculum in grades 4 through grade 8. We also offer an instrumental music program to 122 students and a choral program to 137 students. Drama, Art, Public Speaking, Guitar Club, and many different athletic clubs are offered as well.

## **KEY HIGHLIGHTS AND SPECIAL PROJECTS**

Robotics Program - starting this year under the direction of Ms. Sandy Stewart, Intermediate students will be introduced to and taught robotics. A grade 7 class will be selected to launch this new program.

Instrumental Music and Choral Programs - With over 50 % of our students involved in the choral program and over 30 % in the instrumental program and Kiwanis and Rotary Music festivals confirming the quality of both, we are very pleased.

Public Speaking Program - Launched three years ago public speaking has stemmed from each classroom and grown to achievements in regional speak-offs. The level of competence is significantly increasing as are the numbers involved.

Extra-Curricular Program - This year we have added Badminton to a full slate of activities afford to our student body. Our school has consistently won provincial titles while maintaining high participation levels on a club basis.

## **PARTNERSHIPS**

Kids Eat Smart Program - We offer a breakfast and hot lunch program which both deliver nutritious selections each day of the week and are operationalized solely by a network of parent and community volunteers.

Clarendville and Area Crime Prevention - Sponsors D.A.R.E. & a host of presenters such as ...

Dan Frazell, a police officer from Maine, U.S. who presented to parents on October 26, 2006, on the topic "Is Media Violence Killing Our Children". Given the incidents of violence that we have seen in the province over the recent past, this topic was a very timely one for all educators and parents. During his dynamic, multi-media presentation, Officer Frazell took a hard look at some of today's top music, top TV programs, video games and the internet and examined in detail the impact these venues have on our children. The evening was jointly sponsored by the Clarendville Area Crime Prevention Committee, the Clarendville RCMP, and Clarendville Middle School.

Insp. Sean Ryan who will present to our grade 7 & 8 students this month on 'Dating Violence'. This is also a joint sponsorship.

College of The North Atlantic - Through school council participation and technology support.

Community Health Addictions personnel will be more involved this year in the drug awareness programming at Clarendville Middle School under the direction of Mr. Troy Mitchell.

### **School Development Plan 2006-07**

Clarendville Middle School is currently conducting an internal review **{next section}** and ordered the surveys to commence the school development process resulting in a three year plan. We will follow the provincial School Development Model to solicit input from stakeholders and assess our school using the criteria statements therein.

Our school council is cognizant that scheduled for September 2007 Clarendville Primary is scheduled to close with Balbo students from grade 4 to 8 attending the Middle School. This will increase our population by over 200 students leading to a review of the process and its objectives.

## Report on Most Current Data and Last Year's School Development Plan

Our school's most current data is a summary of the school, district and provincial CRT results as well as an internal assessment of reading comprehension using the Brigance Inventory of Reading Comprehension conducted in October 2006. This data has led to internal meetings of educational staff and district personnel in order to analyze strengths and needs and to develop an action plan. Preliminary discussion was held at the most recent school council meeting with a more in-depth focus scheduled for the October 30<sup>th</sup> meeting of council.

**“In medicine, no one seriously questions the connection between testing and appropriate medical treatment.” Educational Leadership / February 2003 p. 23**

### The Brigance Comprehensive Inventory of Basic Skills {administered Oct. 2006}

The Comprehensive Inventory of Basic Skills (Brigance) is designed primarily for use in elementary and middle schools. It's a valuable resource for those school programs that emphasize individualized instruction. The inventory is comprehensive because:

- √ Students' mastery of developmental and academic skills can be tracked over an extensive range - pre-kindergarten to grade nine
- √ skill can be assessed in the area of readiness, reading listening, spelling, language and math ( **we focused on reading only**)

The assessment may be used as an assessment instrument:

- √ to identify areas of strength and weakness
- √ to identify basic skills within these areas that have or have not been mastered
- √ to identify instructional objectives that should be met by the student in order to master a specific skill level

In summary the Brigance is an instrument that measures the basic skills which the elementary and middle school student must master in order that his or her success at higher grade levels may be assured. This was the goal for our internal assessment.

**GRADE LEVEL RESULTS (Clarenville Middle School : Oct. 2006)**

| <b>GRADE 4 RESULTS: BRIGANCE READING COMPREHENSION INVENTORY</b> |            |            |     |      |      |      |     |      |
|--|------------|------------|-----|------|------|------|-----|------|
| <b>READING LEVEL : GRADE</b>                                     |            |            |     |      |      |      |     |      |
|  | 2          | 3          | 4   | 5    | 6    | 7    | 8   | 9    |
| # STUDENTS   | 2          | 3          | 2   | 7    | 9    | 12   | 4   | 8    |
| % STUDENTS   | <b>4 %</b> | <b>6 %</b> | 4 % | 15 % | 19 % | 26 % | 9 % | 19 % |
| <b>% OF STUDENTS READING BELOW GRADE LEVEL: 10 %</b>             |            |            |     |      |      |      |     |      |

| <b>GRADE 5 RESULTS: BRIGANCE READING COMPREHENSION INVENTORY</b> |            |   |            |      |      |      |     |      |
|--|------------|---|------------|------|------|------|-----|------|
| <b>READING LEVEL : GRADE</b>                                     |            |   |            |      |      |      |     |      |
|  | 2          | 3 | 4          | 5    | 6    | 7    | 8   | 9    |
| # STUDENTS   | 4          | - | 3          | 9    | 6    | 9    | 2   | 17   |
| % STUDENTS   | <b>8 %</b> | - | <b>6 %</b> | 18 % | 12 % | 18 % | 4 % | 34 % |
| <b>% OF STUDENTS READING BELOW GRADE LEVEL: 14 %</b>             |            |   |            |      |      |      |     |      |

| <b>GRADE 6 RESULTS: BRIGANCE READING COMPREHENSION INVENTORY</b> |            |   |   |             |      |      |     |      |
|--|------------|---|---|-------------|------|------|-----|------|
| <b>READING LEVEL : GRADE</b>                                     |            |   |   |             |      |      |     |      |
|  | 2          | 3 | 4 | 5           | 6    | 7    | 8   | 9    |
| # STUDENTS   | 1          | - | - | 5           | 5    | 8    | 1   | 16   |
| % STUDENTS   | <b>3 %</b> |   |   | <b>14 %</b> | 14 % | 22 % | 3 % | 47 % |
| <b>% OF STUDENTS READING BELOW GRADE LEVEL: 17 %</b>             |            |   |   |             |      |      |     |      |

| <b>GRADE 7 RESULTS: BRIGANCE READING COMPREHENSION INVENTORY</b> |            |   |            |            |             |      |     |      |
|--|------------|---|------------|------------|-------------|------|-----|------|
| <b>READING LEVEL : GRADE</b>                                     |            |   |            |            |             |      |     |      |
|  | 2          | 3 | 4          | 5          | 6           | 7    | 8   | 9    |
| # STUDENTS   | 1          | - | 1          | 5          | 7           | 13   | 1   | 36   |
| % STUDENTS   | <b>2 %</b> |   | <b>2 %</b> | <b>8 %</b> | <b>11 %</b> | 20 % | 2 % | 56 % |
| <b>% OF STUDENTS READING BELOW GRADE LEVEL: 23 %</b>             |            |   |            |            |             |      |     |      |

| <b>GRADE 8 RESULTS: BRIGANCE READING COMPREHENSION INVENTORY</b> |   |   |            |   |             |             |     |      |
|--|---|---|------------|---|-------------|-------------|-----|------|
| <b>READING LEVEL : GRADE</b>                                     |   |   |            |   |             |             |     |      |
|  | 2 | 3 | 4          | 5 | 6           | 7           | 8   | 9    |
| # STUDENTS   | - | - | 1          | - | 8           | 6           | 4   | 31   |
| % STUDENTS   |   |   | <b>2 %</b> |   | <b>16 %</b> | <b>12 %</b> | 8 % | 62 % |
| <b>% OF STUDENTS READING BELOW GRADE LEVEL: 30 %</b>             |   |   |            |   |             |             |     |      |

| <b>BRIGANCE READING COMPREHENSION INVENTORY : OCT. 2006</b> |                             |                          |                                   |
|---|-----------------------------|--------------------------|-----------------------------------|
| GRADE LEVEL   | % READING BELOW GRADE LEVEL | % READING AT GRADE LEVEL | % READING AT OR ABOVE GRADE LEVEL |
| 4   | 10 %                        | 4 %                      | 90 %                              |
| 5   | 14 %                        | 18 %                     | 86 %                              |
| 6   | 17 %                        | 14 %                     | 83 %                              |
| 7   | 23 %                        | 20 %                     | 77 %                              |
| 8   | 30 %                        | 8 %                      | 60 %                              |
| <b>TOTAL - SCHOOL</b>                                       | <b>19 %</b>                 | <b>13 %</b>              | <b>80 %</b>                       |

### Elementary English Language Arts CRT Results 2006

|                       | <b>Provincial<br/>Level 3 and<br/>above</b> | <b>District 4<br/>Level 3 and<br/>above</b> | <b>CMS<br/>Level 3 and<br/>above</b> | <b>Provincial<br/>Level 4 and<br/>above</b> | <b>District<br/>4<br/>Level 4<br/>and<br/>above</b> | <b>CMS<br/>Level 4<br/>and<br/>above</b> |
|-----------------------|---|---|--------------------------------------|---|---|--|
| Demand Writing        | 86.5%                                       | 87.5%                                       | 77.6%                                | 25.3%                                       | 27%   | 23.9%                                    |
| Informational Reading | 82.4%                                       | 83.1%                                       | 74.6%                                | 23.2%                                       | 23.4%   | 17.5%                                    |
| Poetic Reading        | 81.8%                                       | 82.6%                                       | 72.3%                                | 28.3%                                       | 29.4%   | 15.4%                                    |
| Visual Reading        | 77.3%                                       | 78.2%                                       | 66.2%                                | 24.2%                                       | 24.9%   | 18.5%                                    |
| Listening             | 73.6%                                       | 75.6%                                       | 70.9%                                | 18.2%                                       | 19.2%   | 17%                                      |
| Speaking              | 90.1%                                       | 90.6%                                       | 100%                                 | 36.1%                                       | 41.9%   | 28.6%                                    |

In order to glean a true appreciation of the above data we accessed the data for the same group of students who wrote the Grade 3 CRT in May 2003.

### PRIMARY English Language Arts CRT Results MAY 2003

{SAME GROUP OF STUDENTS}

|                       | <b>Provincial<br/>Level 3 and<br/>above</b> | <b>Vista Dist.<br/>Level 3 and<br/>above</b> | <b>Clar. Prim.<br/>Level 3 and<br/>above</b> | <b>Provincial<br/>Level 4 and<br/>above</b> | <b>Vista Dist.<br/>Level 4 and<br/>above</b> | <b>Clar. Prim.<br/>Level 4<br/>and above</b> |
|-----------------------|---|--|--|---|--|--|
| Demand Writing        | 78.4 %                                      | 77.3 %                                       | 58.5 %                                       | 10.9 %                                      | 14.8 %                                       | 3.1 %  |
| Informational Reading | 49.5 %                                      | 42.9 %                                       | 27.8 %                                       | 10.4 %                                      | 7.2 %  | 1.6 %  |
| Poetic Reading        | 64.5 %                                      | 52.8 %                                       | 38.1 %                                       | 16.2 %                                      | 12.5 %                                       | 3.2 %  |
| Visual Reading        | 49 %  | 47.5 %                                       | 21.9 %                                       | 7.7 %                                       | 7.8 %  | 3.1 %  |
| Listening             | 38.7 %                                      | 31.2 %                                       | 7.8 %  | 4.9 %                                       | 1.2 %  | 0.0 %  |

|          |        |        |     |        |       |     |
|----------|--------|--------|-----|--------|-------|-----|
| Speaking | 73.3 % | 88.5 % | n/a | 15.4 % | 7.7 % | n/a |
|----------|--------|--------|-----|--------|-------|-----|

Note : **District Results** are those of the Previous Vista School District.

| <i>Clarenville Primary English Language Arts CRT Results 2006 : CURRENT MIDDLE SCHOOL<br/>GRADE 4'S</i> |   |   |  |   |   |  |
|---|---|---|--|---|---|--|
|   | <b>Provincial<br/>Level 3<br/>and<br/>above</b> | <b>District 4<br/>Level 3<br/>and<br/>above</b> | <b>Clarenville<br/>Primary<br/>Level 3<br/>and above</b> | <b>Provincial<br/>Level 4<br/>and<br/>above</b> | <b>District 4<br/>Level 4<br/>and<br/>above</b> | <b>Clarenville<br/>Primary<br/>Level 4<br/>and above</b> |
| <b>Demand Writing</b>   | 82.2%   | 84.3%   | 88.9%  | 23.7%   | 25.9%   | 22.2%  |
|   |   |   |  |   |   |  |
| <b>Informational Reading</b>  | 68.5%   | 69.3%   | 54.5%  | 20.7%   | 22.4%   | 13.6%  |
|   |   |   |  |   |   |  |
| <b>Poetic Reading</b>   | 56.1%   | 57.7%   | 40.9%  | 12.9%   | 14.1%   | 9.1%   |
|   |   |   |  |   |   |  |
| <b>Visual Reading</b>   | 45.7%   | 44.1%   | 25%  | 16.3%   | 16.2%   | 6.8%   |
|   |   |   |  |   |   |  |
| <b>Listening</b>  | 65.9%   | 67.5%   | 60.4%  | 17.4%   | 19.2%   | 13.9%  |
|   |   |   |  |   |   |  |
| <b>Speaking</b>   | 84.1%   | 83.2%   | 60%  | 28.7%   | 29.4%   | 20%  |

| <i>Elementary Math 2006 CRT : Clarenville Middle School</i> |                                 |   |                   |            |   |                   |            |
|---|---------------------------------|---|-------------------|------------|---|-------------------|------------|
| <b>Number Operations</b>                                    |                                 | <b>Level 3<br/>and Above<br/>(District)</b> | <b>Provincial</b> | <b>CMS</b> | <b>Level 4<br/>and above<br/>(District)</b> | <b>Provincial</b> | <b>CMS</b> |
|   | Reasoning                       | 20.4%                                       | 21.2%             | 36.4%      | 4.1%  | 4.2%              | 6.1%       |
|   | Communication                   | 18.2%                                       | 19.4%             | 30.3%      | 3.8%  | 3.9%              | 4.5%       |
|   | Connections and representations | 24.7%                                       | 25.4%             | 37.9%      | 5.0%  | 5.2%              | 7.6%       |
|   | Problem Solving                 | 38.5%                                       | 39.7%             | 47%        | 9.7%  | 10.2%             | 12.1%      |

|                        |             |       |       |       |       |       |       |
|------------------------|-------------|-------|-------|-------|-------|-------|-------|
| <b>Number Concepts</b> | Ratio       | 59.2% | 49.6% | 53%   | 15.5% | 17.4% | 19.7% |
|                        | Place Value | 46.5% | 36.2% | 32.4% | 18.3% | 13.6% | 18.5% |
| <b>Shape and Space</b> | Geometry    | 30.9% | 23.5% | 20%   | 8.4%  | 5.1%  | 7.7%  |
|                        | Measurement | 56.4% | 30.5% | 32.3% | 14.1% | 6.3%  | 7.7%  |

| <i>Clarenville Primary MATH CRT Results 2006 :CURRENT MIDDLE SCHOOL GRADE 4'S</i> |                                 |                                     |              |                            |                                     |              |                            |
|---|---------------------------------|-------------------------------------|--------------|----------------------------|-------------------------------------|--------------|----------------------------|
|   |                                 | <b>Level 3 and Above (District)</b> | <b>Prov.</b> | <b>Clarenville Primary</b> | <b>Level 4 and above (District)</b> | <b>Prov.</b> | <b>Clarenville Primary</b> |
| <b>Number Operations</b>  | Reasoning                       | 27.8%                               | 27.9%        | 26.6%                      | 8.2%                                | 7.6%         | 4.4%                       |
|   | Communication                   | 23.4%                               | 23.5%        | 15.6%                      | 6.9%                                | 6.4%         | 6.7%                       |
|   | Connections and representations | 25.5%                               | 25.5%        | 20%                        | 7.6%                                | 7.3%         | 6.7%                       |
|   | Problem Solving                 | 34.6%                               | 34.4%        | 26.7%                      | 11.8%                               | 11.1%        | 8.9%                       |
| <b>Number Concepts</b>  | Estimation                      | 28.6%                               | 28.9%        | 2.2%                       | 8.4%                                | 7.6%         | 2.2%                       |
|   | Place Value                     | 44.5%                               | 44.6%        | 6.7%                       | 12.4%                               | 12.2%        | 0%                         |
| <b>Shape and Space</b>  | Geometry                        | 37.9%                               | 38.7%        | 20.5%                      | 7.5%                                | 7.4%         | 2.3%                       |
|   | Measurement                     | 27.7%                               | 26.1%        | 4.6%                       | 5.5%                                | 5.3%         | 0%                         |

| Intermediate ELA Provincial Assessment June 2006 { % of our Grade 8 graduates } |                                |                                     |                   |                                |                                     |                   |
|---|--------------------------------|-------------------------------------|-------------------|--------------------------------|-------------------------------------|-------------------|
| <u>Clarenville High School Constructed Response</u>                             |                                |                                     |                   |                                |                                     |                   |
|   | <b>Prov. Level 3 and Above</b> | <b>District 4 Level 3 and Above</b> | <b>CHS School</b> | <b>Prov. Level 4 and above</b> | <b>District 4 Level 4 and above</b> | <b>CHS School</b> |
| <b>Demand Writing</b>   | 80.1%                          | 84.4%                               | 80%               | 16.8%                          | 20.8%                               | 0%                |
|   |                                |                                     |                   |                                |                                     |                   |

|  |       |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|-------|
| <b>Informational<br/>Constructed<br/>Response</b>  | 60.5% | 65.0% | 61.9% | 12.8% | 14.7% | 13.1% |
|  |       |       |       |       |       |       |
| <b>Poetic Reading<br/>Constructed<br/>Response</b> | 51.8% | 56.8% | 47.6% | 9.5%  | 11.2% | 11.9% |

| Intermediate SCIENCE Provincial Assessment June 2006 { % of our Grade 8 graduates } |                                      |   |                        |
|---|--------------------------------------|---|------------------------|
|   | Average Scores<br>Provincial results | District 4<br>Eastern<br>Average Scores | Clarenville<br>Average |
| <b>Total test<br/>( Items 1- 60)</b>  | 63.2                                 | 63.9                                    | 68.9                   |
| <b>Environmental<br/>Quality<br/>(Items 1-5)</b>                                    | 57.6                                 | 59.2                                    | 65.2                   |
| <b>Chemical<br/>Changes<br/>(Item 6-21)</b>   | 57.9                                 | 58.4                                    | 60.8                   |
| <b>Electricity<br/>(Items 22-35)</b>  | 63.5                                 | 64.9                                    | 68.0                   |
| <b>Heat transfer<br/>(Items 36-43)</b>  | 67.7                                 | 67.8                                    | 80.7                   |
| <b>Diversity of Living<br/>Things<br/>(Items 44-60)</b>                             | 67.3                                 | 67.9                                    | 72.8                   |

The following was gathered from an internal review of the above data by the Middle School Educational Staff and Program Specialists from Vista Regional Office

### **STRENGTHS DETERMINED FROM INTERNAL DATA**

- 100% of students in Clarenville Middle are at Level 3 or above in speaking section of ELA assessment.
- Science Intermediate results are higher than province and district in all areas showing that outcomes are being achieved in this area.
- Intermediate ELA results are above provincial and district in level 4 and above.
- Reading Comprehension: 80% of students (according to Brigance) reading at or above grade level.
- Elementary Math results are well above province
- Elementary ELA - percentage is high moving toward 85% at level 3 or better and there is a marked improvement from this group's previous grade 3 CRT results.

## NEEDS DETERMINED FROM INTERNAL DATA

- To increase reading level as grade levels increase. The decline in reading level as grade level increases (according to Brigance) needs to be addressed.
- To increase poetic reading constructed response at level 3 and above.
- Math results are above the province but not where we want them to be.
- Elementary Math - More emphasis on concepts in Math, especially in place value and geometry.
- Consider Primary Math results to help determine the focus in Elementary Math.
- Need to compare CRT results with those of individualized classroom assessment
- To increase overall 'language skills' of our students.
- Elementary ELA - 10% down across the board.

## MIDDLE SCHOOLS ACTIONS AND RESOLUTIONS

- Focus on individual students - reading comprehension level.
- Teach poetry as a genre and focus upon poetic devices and response.
- Examine individual student results for CRT and compare with classroom results
- School collectively examine outcomes and look at results to see where they are falling down.
- Assessments that parallel the curriculum guides.
- Delivery of curriculum - cumulative in nature so that unit 1 taught in September is revisited again throughout the year.

## 2005-2006 School Development Plan Review

- Continue pursuit of a balanced approach to ELA, with instruction addressing all SCOs and GCOs. An **instructional template** has been adopted for the delivery of the ELA program for 2005-06 at all grade levels to seek this balance. At the same time, it will be necessary to pay special attention to all areas of our ELA program .

- In-service on the use of rubrics as instructional tools, and assessment tools to guide instruction, particularly the holistic rubrics for reading and viewing. There has been a significant difference between internal and external assessment data recently in ELA (2005 data).

- Continue the focus on how to construct responses, at all grades, for all subject areas. Traditionally it has been a focus solely with the ELA staff. Special attention should be given to making personal connections and supporting answers with information from the text

- Professional development in the area of **assessment**.

- ▶ Using the curriculum guide to design classroom assessments that parallel the CRT design

- ▶ Using data from classroom assessments to guide instruction
- Math in-servicing through divisional meetings. Possible topics:
  - ▶ the Analytic Math Rubric using an integrated approach to problem-solving
  - ▶ Assessment in Math. The June 2002 CRT was administered to provide feedback on achievement of ILO's of our current grade 6 math students and a correlation made to final grade attained by these students.
  - ▶ Discussion/dialogue on article '**How Classroom Assessments Improve Learning**' from February 2003 Educational Leadership.
  - ▶ Grade 4-8 Math teachers will meet once per month with divisional meetings occurring bi-weekly.
- On-going review of special needs programming to ensure the most effective use of special needs resources. Areas for consideration/discussion include:
  - ▶ New Pathway document (2005) and assistive technology in-service.
  - ▶ Special needs personnel will meet once per cycle for professional development
  - ▶ Technology utilization to support need for oral testing as an accommodation. This has traditionally taken much valued time away from instruction in alternate courses.

### **What extra-curricular activities are offered at our school?**

The following activities were offered during the 2004-05 school year:

- ▶ Participated in many writing and art contests
- ▶ All available Math Contests.(i.e. Gauss Mathematics Test)
- ▶ Provincial and District Volleyball Tournaments
- ▶ Provincial and District Cross-Country Running Events.
- ▶ DARE Program offered in school.
- ▶ Guitar Club
- ▶ Provincial Music Festival
- ▶ Educational Field Trips
- ▶ Special Olympics- District
- ▶ Book Fairs
- ▶ School Council
- ▶ Elementary Drama Club
- ▶ Junior High Drama Club
- ▶ Computer Club
- ▶ School Newsletter
- ▶ Guidance Programs: Conflict mediation training ; career education (gr. 8) ; study skills ( gr. 4 & 5) ; internet safety & youth violence issues (gr. 7) ; health program (gr. 6) ; peer tutoring program
  - ◆ Public Speaking Clubs
  - ◆ Kiwanis Music Festival
  - ◆ All district sponsored sporting events.
- ◆ Heritage Fair
- ◆ Chess Club

## **Student Achievement and Special Distinctions Awarded**

To view student involvements and activities for the past year at Clarendville Middle School we would invite readers to visit our school homepage for school photos, award winners and all published newsletters. It is a 'tiger-iffic' site. Check it out at [www.k12.nf.ca/cms](http://www.k12.nf.ca/cms)

## **SCHOOL DEVELOPMENT PLAN (2006-2009)**

The following are time lines for the development and implementation of the new 3 year school development plan:

- ✓ Sept. - Nov. 2006                      Collection of data through surveys , CRT results and internal assessments such as Brigance Reading Inventory, Middle School Term 1 student results, Woodcock Johnson Math Inventory, and quality of life surveys.
  
- ✓ Sept. - Nov. 2006                      Two committees have been struck - an academic and school climate committee. These groups will spearhead this process.
  
- ✓ Feb. 2007                                School Development Day to analyze and report on data and survey results to reflect on each of the criteria statements presented in the model.
  
- ✓ March 2007                              School Development Plan created and fully operationalized.