

Enrolment
(September 30th)
580 students
Grade 7: 219
Grade 8: 184
Grade 9: 177

Dr. Kearney Middle School Framework for Enhancing Student Learning 2020-2021

At Dr. Kearney we challenge, encourage and support all our community members to become responsible citizens capable of adapting to and changing the world.

DKMS Staff

1 Principal
1 Vice-Principal
33 teachers including:
2 Counsellors
2 Learning Assistant Teachers
1 Resource Teacher
1 Librarian
1 Indigenous Support Teacher
3 Secretaries
2 Indigenous Support Workers
15 Educational Assistants
2 Youth Care Workers
3 Custodians

Courses

Art, Sculpting & Pottery,
Drama, Musical Theatre,
Music 7-8, Metalwork,
Mechanics, Woodwork,
Band, Foods,
Computers, French,
Outdoor Recreation,
Yearbook, Careers,
Tutorial, Reading
Intervention, Math
Intervention, W.E.B.,
Enrichment

Programs

Resource Centre
Concert Band 7-9
Musical Theatre 8/9
Stagecraft 8/9
Hockey Academy 8/9
Behaviour Support
Strength First Program
Enrichment

Structures

Class Cohorts, Grade 7 & Grade 8 elective wheels, collaboration time (PLCs), TAG, Common Lunch, House System, PAC, MyBlueprint, MyEdBC Family Portal, DKAP

Student Body Composition

Total: 580
Male - 303 (52%) Female - 277 (48%)

Grade 7 - 219

Male - 112 (51%) Female - 107 (49%)

Grade 8 - 184

Male - 96 (52%) Female - 88 (48%)

Grade 9 - 177

Male - 95 (54%) Female - 82 (46%)

Indigenous Students

Total: 131

Male - 78 (60%) Female - 53 (40%)

Grade 7 - 54

Male - 24 Female - 30

Grade 8 - 33

Male - 30 Female - 11

Grade 9 - 52

Male - 23 Female - 11

Student Body Composition - Support Services

77 students (13%) with a Ministry designation
30 - English Language Learners (5%)

Feeder Schools

Alwin Holland
ARYE
Baldonnel
Bert Ambrose
Duncan Cran
Robert Ogilvie
Upper Pine (Gr.9)

Internal Leadership

4 - House Coordinators
1 - Dr. Kearney
Activities Planner (DKAP)
1 - Athletic Director
1 - Student Support
Coordinator

Goal #1 – To develop a community-minded and socially responsible school culture, unique to DKMS, Where Everyone Belongs.

Where are we?

- Beautification of DKMS initiative underway. 11 classrooms, Yak Shak, Art Room, Foods Room and Staff Room updated with new furniture.
- Implemented Student & Teacher Clubs
- Increase light & green space in building with five garden towers.
- Community service projects - Snow shoveling
- Gathering input from staff, students and parents on timetable/schedule changes for the 2020/2021 school year.
- Majority of students feel connected to at least two adults in our school (Avg. 77%)
- Overall reduction in the number of students with 0-1 behaviour referral.
- Whole-school Positive Spirit Assembly activities (ex. Minecraft tournament)

Where are we trying to go?

- Reenergize and refocus the use of Teacher Advisory Groups (TAG).
- Exploring Looping of TAG groups to build greater community & connection through TAG/House system.
- Ensure a safe, inclusive, student-centred culture by through an increased focus on social-emotional learning.
- Expand connections between the DKMS, and our parents/guardians as well as the wider community.
- Make DKMS a place where all students and staff want to be by increase student voice.
- Explore ways to reduce chronic absenteeism.
- Encourage and model prosocial behaviour in our students.

**How will we know?
Evidence to Collect**

- Student Learning Survey
- Student Connectedness Survey
- Attendance Data
- Behaviour incident referrals
- Sense of Belonging Survey Data

Staff Development Initiatives

- Ongoing team building for whole-staff
- Staff morale activities
- Ongoing staff development on Planning Day and staff meetings
- Updated staff collaboration space
- Out of District conferences (BC CAISE, UBC Summer Institute, Association of Middle Level Educators Conference...)

Goal # 2 - To encourage, support and advance student achievement in literacy, numeracy and communication.

Where are we?

- Working to improve reading comprehension across all grades as measured by the RAD.
- 6 Minute Solution in all English classes to maintain or improve reading fluency.
- Math grades (A, B, C+) show an overall decrease over the same time period, down 9% to 68%.
- General decrease in Math achievement as students progress from Grade 7 to 9. Exploring factors impacting achievement over three years at Middle School.
- MAP assessment used whole-school
- Exploring greater cross-curricular infusion of Math/numeracy.
- Thinking Classroom Pilot ongoing.

Where are we trying to go?

- Improve overall reading comprehension levels across all grades as measured by the RAD.
- Maintain or increase the overall achievement in English. Current a trending upward at 80%
- Implement UDL strategies across all grades and subject areas. Intended to increase overall achievement for all students.
- Use whole-school class review process to target extra supports to classrooms in need.
- Make clear connections between learning standards, classroom experiences and career education.
- Improve basic numeracy skills & number sense
- Improve overall achievement scores as measured by the FSA and MAP.

**How will we know?
Evidence to Collect**

- FSA Results
- RAD Results
- Report Card Marks
- MAP Data

Staff Development

Spring 2021 - Working with Learning Services & Educational Consultants

Staff Team building activities

Professional Learning Community focussed on Universal Design for Learning

Ongoing staff development at Planning Day and staff meetings

School team will be sent to BC CAISE who will report back to whole staff after the conference to build overall capacity within staff. (Post-COVID)

School team will be sent to UDL summer institute @ UBC in August who will report back to whole staff. (Post-COVID)

Goal # 3 - To encourage, support and advance career connections through Career and Applied Design Skills Technology (ADST)

Where are we?

- Collaboration group focussed on STEM
- Created of Robotics 7-9 elective course
- Created dedicated Career Education 7-9 course
- Collaboration group focussed on Career Education planning for the school.
- Student-driven design process for new Learning Commons/Maker Space. This new space is slated to replace/supplement our current library.
- Hired new metalshop and mechanics teacher who is certified as a teacher and red-seal journeyman automotive technician
- Women-in-Trades initiative

Where are we trying to go?

- Transform our library into a 21st Century Learning Commons and Maker Space.
- myBlueprint required for all students.
- Enrichment block added to new timetable.
- Ongoing connection and support of District Principal of Career Education.
- Expansion and revitalization of the metalwork and mechanics program. Consideration of introductory automotive program.

How will we know? Evidence to Collect

- Student feedback surveys on Enrichment
- Student input on elective course offerings
- PAC feedback on Enrichment

Staff Development

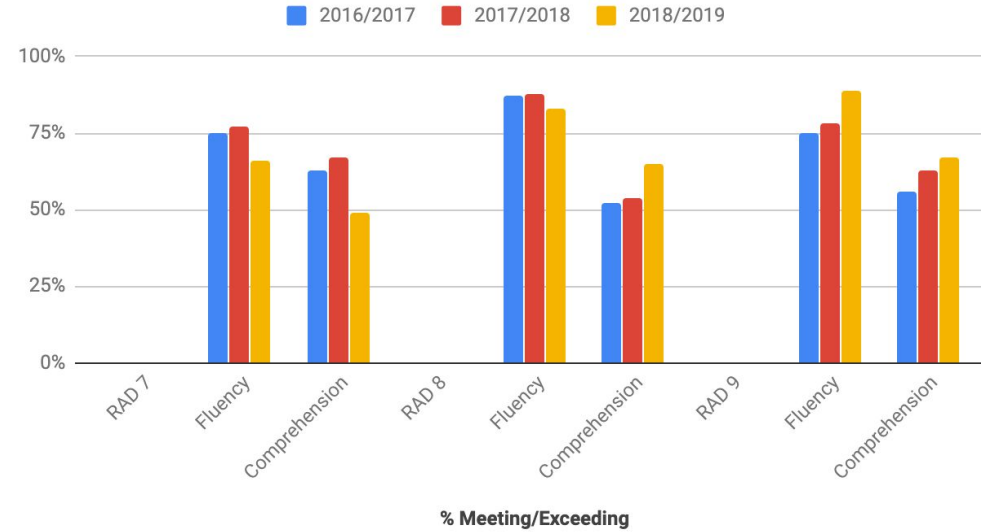
- Spring 2021 - Working with Learning Services & Leyton Schnellert
- Staff Team building activities
- Engage support of District Numeracy Itinerant to support Math teachers
- Professional Learning Community focussed on Numeracy & STEM
- School team will be sent to BC CAISE who will report back to whole staff after the conference to build overall capacity within staff.
- School team will be send to UDL summer institute @ UBC in August who will report back to whole staff.

DATA DASHBOARD SUMMARY (To be updated when 2020/2021 data available)

For more information please visit our complete achievement data dashboard: *LINK TEMPORARILY REMOVED*

FSA 2018								
READING			WRITING			NUMERACY		
EMERGING	43	25%	EMERGING	8	4.6%	EMERGING	88	50.3%
ON TRACK	115	66%	ON TRACK	120	68.6%	ON TRACK	62	35.4%
EXTENDING	7	4%	EXTENDING	25	14.3%	EXTENDING	9	5.1%
LEVEL UNKNOWN	10	6%	LEVEL UNKNOWN	22	12.6%	LEVEL UNKNOWN	16	9.1%
FSA 2019								
READING			WRITING			NUMERACY		
EMERGING	42	20.9%	EMERGING	30	15.9%	EMERGING	74	36.6%
ON TRACK	131	65.2%	ON TRACK	119	63.0%	ON TRACK	91	45.0%
EXTENDING	7	3.5%	EXTENDING	19	10.1%	EXTENDING	16	7.9%
LEVEL UNKNOWN	21	10.4%	LEVEL UNKNOWN	21	11.1%	LEVEL UNKNOWN	21	10.4%

RAD RESULTS



Attendance Data 2019/2020

Sept. - Dec. 2019/2020	Total Absences	Unexcused	% Unexcused
Greater or Equal to 10	18	205	37%
Greater or Equal to 20	5	98	18%
Greater or Equal to 36	3	29	5%
Greater or Equal to 50	0	11	2%

Behaviour Incident Referral Count

