

Enrolment
(September 30th)
549 students
Grade 7: 174
Grade 8: 184
Grade 9: 191

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

Programs
Resource Centre
Concert Band 7-9
Musical Theatre 8/9
Stagecraft
Hockey Academy 8/9
Equine Assisted Learning
Behaviour Support
Grade 9 Adapted Program

Dr. Kearney Middle School
Framework For Enhancing
Student Learning 2018-2019
At Dr. Kearney we challenge, encourage and support all our community members to become responsible citizens capable of adapting to and changing the world.

Structures
Grade 7 and Grade 8 cohorts, Grade 7 and Grade 8 elective wheels, collaboration time (PLCs), TAG, Common Lunch, House System, PAC, WEB, MyBlueprint, MyEdBC Family Portal, DKAP

Student Body Composition – Support Services
77 students (14%) with a Ministry designation
26 – English Language Learners

Feeder Schools
Duncan Cran
Robert Ogilvie
Alwin Holland
Bert Ambrose
Upper Pine (Gr.9)

Internal Leadership
Four house coordinators, 10 posts of responsibility (department heads), one activity planner

Staffing
1 Principal
1 Vice-Principal
34 teachers including:
2 Counsellors
2 Learning Assistants
1 Resource Centre teacher
1 Librarian
1 Indigenous Ed. & Support Secretaries
3 Secretaries
2 Aboriginal Support Workers
10 Educational Assistants
4 Lunch Period Monitors
3 Custodians

Student Body Composition
Total: 549
Male - 276 (50%) Female - 273 (50%)

Grade 7 - 174
Male - 92 (53%) Female - 82 (47%)
Grade 8 - 184
Male - 95 (52%) Female - 89 (48%)
Grade 9 - 191
Male - 89 (47%) Female - 102 (53%)

128 students (23%) Aboriginal ancestry

Grade 7 - 35
Male - 22 Female - 13
Grade 8 - 46
Male - 26 Female - 22
Grade 9 - 46
Male - 24 Female - 22
Total - Male: 71 Female: 57

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

Strategies

- Common TAG at the beginning of the day
- TAG & Ca
- Common lunch
- Intramurals
- Clubs/Groups – Diversity, Bridging the Gap, Circle of Friends, Choir
- Rooms open on lunch: art, band, grade 7, gym, Foods room, Therapy
- Aboriginal activities and tutorial during collaboration
- Aboriginal teacher building capacity in other teachers by developing and team teaching lessons/units
- Ab collaboration group
- TAG/Culture collaboration group
- TAG phone calls at the start of the year
- Opportunities for stakeholders: open house, celebration of learning, PAC meetings
- Positive Spirit Assemblies – monthly
- Kearney/Kojo
- Grade 7 community events
- House meetings/Community/Grade meetings
- Programmes: Frontier Housemanship, Hockey Academy, Musical Theatre, WEB
- Sports teams: volleyball, cross country running, basketball, badminton, track and field
- Cultural Activities
- Spirit week
- TAG fanners
- Grades 8/9 TAGs and Specialty TAGs

What are we trying to do? Revitalize the use and purpose of TAG

- Ensure a safe, caring atmosphere of inclusion and sense of belonging for all
- Make connections with students, parents, guardians, community members
- Make DKMS a place where all students and staff want to be
- Encourage social interactions among students

Evidence to Collect

- Satisfaction Survey – Grade 7
- DKMS Belonging Survey
- TAG attendance
- General attendance including lates
- Participation in: team sports, intramurals, clubs,
- Anecdotal comments from staff, students, guests
- Attendance at school-wide events

Resources

- Have Encouraging and supportive staff
- Counsellors, Behaviour Support, Ab.Ed Teacher, ASSW
- Collaboration groups
- The Advisor Book
- TOC guide
- Handbook
- \$100 budget for each TAG for permanent items
- Need
- Staff book with names and photos
- Opportunities for community involvement (RCMP, fire department)
- Centralized resource depository for TAG, team building activities

Staff Development

- Team building activities
- Social committee
- Pro-D presentations

Data Summary

- Diversity Club – 10 students
- Circle of Friends
- Fall & Spring Open Houses – 100+ average attendance
- Bridging the Gap
- Volleyball, Basketball Teams
- Cross Country Runners
- Inter-mural sports – extensive participation at lunchtime,

Goal #2 – To encourage, model and support a high level of student social responsibility.

Strategies

- Counsellor support
- Behaviour support
- Outside agency support
- Extra support/other adult
- Provide role models
- Weekly check-in
- FABs/BIPs
- Altered timetables
- School liaison officers
- Social Responsibility focus
- Rewarding and promoting positive behaviour
- Monthly Positive Spirits Assemblies
- Kearney Koin
- Class reviews
- TAG/ House system
- Connectedness/relationships
- Teams
- Clubs
- Spirit week
- Community Meetings
- New cell phone policy

What are we trying to do?

- Keep green zone kids green
- Increase number of students in green zone
- Reduce yellow/red zone
- Help develop great students
- Set students up for success

Evidence to Collect

- Behaviour Incident Referral data
- FAB/BIP
- Class reviews
- Satisfaction survey

Staff Development

- Guests/speakers /workshops
- PLCs
- Research-based strategies, organization
- Circle talks
- TAG Advisory
- Book
- Positive School Culture PLC
- Tribes-Focused PLC

Resources

- Have
- Code of Conduct
 - 3 R's Posters
 - TAG system for teaching
 - Assess Portal
 - Circle talks
- Need
- Games
 - Strategies for kids
 - links to community
 - intergenerational teaching
 - Links with feeder schools

Data Summary

Kearney Koin - 2,313 (435 students received at least 1 Kearney Koin)

Assess: Behaviour Incident Referral Data 2016/17

- 113 students had behaviour incident referrals (increase of 27% from 2016/2017)
- 59 students had 0-1 referral (52%)
- 46 students had 2-5 referrals (41%)
- 8 students had 6+ referrals (7%)

W.F.B. Leaders (Where Everyone Belongs): 29 students

Diversity Club: 10 students

Yearbook: 20 students

New Cell phone policy tracking data in 2018/2019

Goal #3a – To encourage and support student achievement in all aspects of their learning. LITERACY & COMMUNICATION

Strategies

- Cowriter
- Speech-to-Text
- Scribe
- iPads (Resources centre)
- Reading Intervention
- Corrective teaching
- Intensive peer support
- Essay – give models/rewrite in own words
- cloze notes
- graphic organizers
- computers for editing
- text-to-speech / SetBC project
- Grade 9 Applied Program
- High interest/low vocab books
- LAT in-class supports
- Chunking

- Personal collections
- Learning articles
- Linking oral to writing
- Traits of Writing/Writing 40
- Google-drive/shared writing
- Peer editing/assessment
- AVID Cornell Notes
- AFL/UDL
- Jobs: internet resources
- Rubrics for self-assessment
- Online ABC subscriptions/websites
- Practice vocabulary
- Class view
- Graphic novels

What are we trying to do?

- Set goals for entire class
- Work towards goal of improving writing fluency
- Organizing information
- Being creative
- Informal vs formal writing
- Improve fluency/comprehension
- Critical and creative thinking

Evidence to Collect

- FSAs
- Report card grades
- RAD
- Anecdotal Data

Staff development

- Google drive education
- Mentoring
- Collaboration
- Team teaching
- ProD – writing/reading instruction
- AFL/UDL
- Team-teaching

Resources

- Have
- District-wide rubrics
 - New Learning standards
 - Experts in house
 - Speech-to-text
 - 6 min. solution
- Need
- More computers
 - Resources/idea banks
 - Poster sized exemplars
 - Levelled lit sets

Data Summary

RAD Results 2017/18 (% of students meeting/exceeding) [2016/2017 Score]

- Grade 7 - Fluency: 77% Comprehension: 67% [75%/63%]
- Grade 8 - Fluency: 88% Comprehension: 54% [87%/52%]
- Grade 9 - Fluency: 78% Comprehension: 63% [75%/56%]

Report Card Data: [2017/2018 Score]

- English 7: A,B,C+ = 80%, C, C- = 15%, F = 5% [78%/20%/2%]
- English 8: A,B,C+ = 65%, C, C- = 24%, F = 11% [65%/27%/8%]
- English 9: A,B,C+ = 63%, C, C- = 25%, F = 12% [66%/23%/11%]

FSA – Grade 7 (Current Grade 9's)

- Writing: 91% Meeting/Exceeding (District = 93%, Province = 86%)
- Reading: 73% Meeting/Exceeding (District = 71%, Province = 78%)

Goal #3b – To encourage and support student achievement in all aspects of their learning.

NUMERACY

Strategies

- Functional math skills class
- Connections to everyday life
- Math facts
- Grade 9 – Applied Program

- Visual supports
- Adapted resources
- Reduce writing
- Chunk problems
- Daily practise
- Calculators
- Adapted classes

- Logic puzzles/games
- Problems connect to real life
- Manipulatives
- Mathletes
- Math Academy
- Standard based assessment
- Homework
- Problem solving skills
- Teaching basic skills with strategies
- After school/bunch hour tutorials

What are we trying to do?

- Improve numeracy skills
- Increase achievement
- Teach basic skills
- Instil confidence
- Improve number sense

Evidence to Collect

- DNA results
- VIN multiple choice and problem solving
- FSA
- Summary of report card grades

Staff Development

- Middle School/High School collaboration
- Math Pro-D District Numeracy Math Coach

Resources Have

- Onsite math coach
- Manipulatives
- Mathletics
- Common understanding
- Community members – guest speakers who use math
- More time devoted to Math

Data Summary

District Numeracy Assessment (DNA) Grade 9 [2017/2018 Score] {District Score}

- Number Sense: 21% Meeting/Exceeding [22%] {26%}
- Computation: 32% Meeting/Exceeding [33%] {37%}

Report Card Data: [2017/2018 Score]

- Math 7: A, B, C+ = 76%, C, C- = 17%, F = 7% [77%/25%/3%]
- Math 8: A, B, C+ = 62%, C, C- = 27%, F = 11% [56%/34%/10%]
- Math 9: A, B, C+ = 60%, C, C- = 27%, F = 13% [43%/36%/22%]

FSA - Grade 7 (Current Grade 9's)

- 69% Meeting/Exceeding (District = 63%, Province = 73%)

