

**Enrolment**  
(September 30<sup>th</sup>)  
**567 students**  
Grade 7: 198  
Grade 8: 170  
Grade 9:198

## Dr. Kearney Middle School Framework for Enhancing Student Learning 2019-2020

*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  
18 Educational Assistants  
1 Youth Care Worker  
4 Lunch Period Monitors  
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.

### **Programs**

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

### **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**

**Total:** 567  
Male - 301 (53%) Female - 266 (47%)

**Grade 7** - 199  
Male - 107 (54%) Female - 92 (46%)

**Grade 8** - 170  
Male - 92 (54%) Female - 78 (46%)

**Grade 9** - 198  
Male - 102 (52%) Female - 96 (48%)

### **Indigenous Students**

**Total:** 133  
Male - 80 (60%) Female - 53 (40%)

**Grade 7** - 47  
Male - 27 Female - 20

**Grade 8** - 33  
Male - 20 Female - 13

**Grade 9** - 53  
Male - 28 Female - 25

### **Student Body Composition – Support Services**

78 students (13.7%) with a Ministry designation  
30 - English Language Learners (5%)

### **Feeder Schools**

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

### **Internal Leadership**

Four House  
Coordinators, 10  
Teacher-Leaders, one  
Dr. Kearney Activities  
Planner (DKAP)

**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. 5 classrooms, Yak Shak, Art Room, and Foods Room updated with new furniture.
- Implemented Student/Teacher Clubs
- Increase light & green space in building with 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.
- 5% of our students have missed 20% of the school year. This is a source of concern for our school.

**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 prosocial behaviour in our students.

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

- Student Learning Survey
- Student Connectedness Survey
- Attendance Data
- Anecdotal comments from staff students, guests
- Attendance at school-wide events
- Behaviour incident referrals

**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 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.
- Continued improvement in reading fluency across grades.
- FSA Reading scores holding steady around 65% at On Track while 7% are Extending.
- FSA Writing scores are similar to reading scores; however, there has been 11% increase at the Emerging level.
- English grades (A, B, C+) show an overall increase since 2017/2018 to present, 80%.
- Career Education taught in all TAGs Grade 7-9.

### 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.

### How will we know? Evidence to Collect

- FSA Results
- RAD Results
- Report Card Marks

### Staff Development

Spring 2020 - 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.

School team will be sent to UDL summer institute @ UBC in August who will report back to whole staff.

## Goal # 3 - To encourage, support and advance student achievement in numeracy.

### Where are we?

- FSA Numeracy scores show an overall decrease in the number of students at the Emerging level, while there is an increase at the On Track, 45%.
- 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.
- Currently working on new timetable/structures to support greater support in Grade 9 core subjects.
- Exploring greater cross-curricular infusion of Math/numeracy.
- Career Education taught in all TAGs Grade 7-9.

### Where are we trying to go?

- Improve basic numeracy skills & number sense
- Improve overall achievement scores as measured by the FSA and MAP.
- Foster improved confidence in Math
- Exploring cohort model in Grade 9 Math/Science to improve achievement, engagement and tracking.
- Build staff capacity in using Universal Design for Learning as a means to better support diverse learning needs in classrooms.
- Make clear connections between learning standards, classroom experiences and career education.

### How will we know? Evidence to Collect

- FSA Results
- RAD Results
- DNA Results
- Report Card Marks

### Staff Development

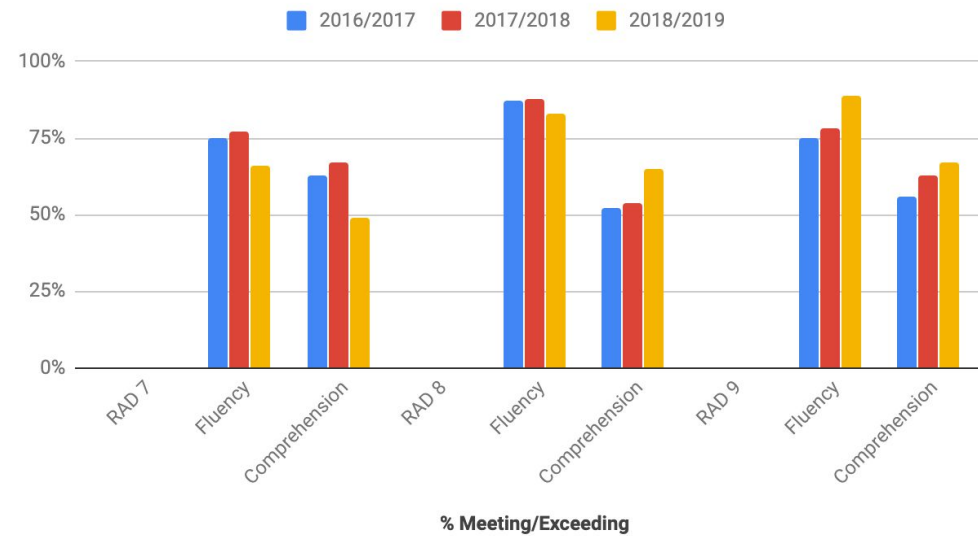
- Spring 2020 - Working with Learning Services & Educational Consultants
- Staff Team building activities
- Engage support of District Numeracy Itinerant to support Math teachers
- Professional Learning Community focussed on Numeracy & STEM
- School team will be sent to BC CAISE who will report back to whole staff after the conference to build overall capacity within staff.
- School team will be sent to UDL summer institute @ UBC in August who will report back to whole staff.

## DATA DASHBOARD SUMMARY

For more information please visit our complete achievement data dashboard <https://bit.ly/2QzgtNk>

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

