



EXTERNAL REVIEW REPORT

St. Kevin's Junior High
Goulds, NL
May 4th – 6th, 2011

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The External Review Process

The External Review component of the School Development Process at St. Kevin's Junior High was conducted using the following process and activities:

1. The External Team received (electronically) and reviewed all school Internal Review data prior to coming to the school
2. On May 4th, 2011, the team was given a tour of school followed by an interview with the Assistant Principal.
3. On May 5th, 2011, the team conducted interviews with teachers, school council, parents, administration, students, and support staff. The data gathered during the day was analyzed that evening.
4. On May 6th, 2011 the team continued with interviews until 12:30 PM, concluding with an interview with the Principal. The team then completed the oral report.
5. The Oral Report was presented on May 6th, 2011 at 1:30 PM

AREA 1

SCHOOL ORGANIZATION

The organization of a school refers to how a school maximizes the use of its resources and facilities to support student learning.

Based on our examination of the data gathered and analyzed by the school during the Internal Review, and the data gathered through the External Review process, we offer the following commendations and recommendations.

Commendations:

- Establishing a balanced and effective daily schedule that meets needs of school population (i.e., Phys. Ed. year round)
- Offering the full range of Junior High programs
- The variety of co-curricular programs offered to students (e.g., Music, Art)
- Teaching schedules that maximize the expertise of staff in most areas
- Supervision schedules that are fair and equitable
- Display of behaviour matrix in most rooms throughout the building
- The regular use of the First Class® conference as a communication tool for administration and staff
- Use of staff meetings as a means of addressing policy development and concerns
- Use of a variety of tools in school-wide communication (e.g., homeroom, web page meetings, Synrevoice®, memos/communiqués to home)
- Frequent communication with bus drivers in promoting policy awareness and general safety
- A building that is clean and well-maintained
- An efficient custodial and cleaning staff that deals with issues as requested (“Custodians and cleaning staff are top-notch. Mention an issue and it’s done.”)
- A dedicated, personable and approachable secretary

Recommendations:

- Continue efforts to assign teachers to areas of expertise and suitability, as much as possible
- Consider scheduling to maximize teacher expertise and reduce preparation by assigning multiple sections of the same course
- Continue efforts to systematically allow for teacher input into policy development
- Seek ways to schedule teacher collaboration (grade level and/or departmental meetings) during the day to facilitate professional dialogue
- Explore avenues to increase communication of policies and practices to parents (i.e., newsletter, school website, meetings)
- Consider ways of changing to a recess format that allows students to leave the classroom
- Consider options for extending lunch
- Explore ways to increase consistency in policy development and communication
- Consider a schedule for the release of newsletters (i.e., weekly, bi-weekly)

AREA 2

LEADERSHIP

Leadership refers to the actions and behaviors of individuals within the school community that function to move the school toward its vision. Students, teachers, parents and administrators have various leadership roles in the school.

Based on our examination of the data gathered and analyzed by the school during the Internal Review, and the data gathered through the External Review process, we offer the following commendations and recommendations.

Commendations:

- Existing opportunities provided for students to develop their leadership skills (i.e., Week to Imagine, recycling, breakfast program, sports programs)
- Recognizing the need to expand student leadership opportunities (Obj. 1.2)
- Providing opportunities for teachers to facilitate in-service sessions and share best practices at school
- Leadership opportunities provided for teachers (i.e., department heads, support for professional learning, committee work, lead team for school development, mentoring, co-ordinators of extra-curricular activities, clubs, groups, school council teacher reps)
- Teachers who assume leadership roles in the District and at the Department (i.e., committees, marking boards, external review teams, Lead teacher training, Succession Planning, mentor training, facilitators at PD sessions)
- A department head team that is supportive and works in unison (“works well with open discussion with administrative team”)

Recommendations:

- Continue to seek new opportunities for students to further develop their leadership skills and to further encourage their participation (i.e., Duke of Edinburgh, Skills Canada, student council style committee to take on specific tasks/responsibilities, school media groups, expansion of the arts)
- Consider ways to acknowledge and celebrate contributions of students in leadership roles
- Explore opportunities for teachers to collaborate with colleagues in other schools in the sharing of best practices (i.e., Differentiated Instruction implementation, inclusive practices, sharing Professional Learning)

Area 3

TEACHING & LEARNING

Teaching and learning refers to the actions and practices of all educators, students and parents in the school that contribute to teaching and learning.

Based on our examination of the data gathered and analyzed by the school during the Internal Review, and the data gathered through the External Review process, we offer the following commendations and recommendations.

Commendations:

- Providing students with access to tutoring (i.e., Tutoring for Tuition, teacher delivered, teacher-coordinated student tutorials)
- Sustaining an academic focus through a departmental meeting structure (i.e., regularly scheduled meetings with a focus on data-guided practice and action, collaborative planning, minutes kept, administrative presence)
- The completion of the Academic Intervention Forms in all core areas after each reporting period in order to assess the degree of success with strategies targeting a specific need, and to revise the plan of action accordingly
- Recognizing the need to increase student awareness of options for academic and non-academic support (Strategy 1.1.8)
- Recognizing the need to increase student-teacher conferencing (Strategy 2.2.3)
- Efforts to recognize and celebrate student success (i.e., regular and year-end awards and recognition assemblies, announcements, planned photo display project)
- Development of a user-friendly school web page, including homework
- The installation and use of Smartboard® technology
- Activities that support the curriculum (i.e., Music (band) program, Elizabethan Festival, after school Art program/club, public speaking)
- Recognizing the need for a broad approach to differentiated instruction in enhancing instruction and learning opportunities (Obj. 2.1)
- Implementing teacher-teacher mentoring program

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- For recognizing the need to utilize teacher-student conferencing in implementing inclusive teaching practice and differentiated instruction (i.e., discussion of learning styles, learning goals and outcomes, Strategy 2.2.3)

Recommendations:

- Seek ways to encourage greater parent participation in various aspects of the teaching and learning process
- Consider developing a school-wide consistent approach to meaningful homework (i.e., purpose, value, link to achievement, motivation)
- Continue analysis of internal data after each reporting period to identify areas of concern and to develop strategies to address student performance issues
- Explore ways of expanding activities that support the curriculum and further engage students (e.g., hands-on activities, guest speakers, cross-curricular units, field trips, opportunities in the Arts)

Area 4

SCHOOL CULTURE & CLIMATE

Climate and culture generally refers to the atmosphere of the school that was created over time with regard to how things are done, how people interact with each other and how teachers, students, parents, support staff and the community perceive and feel about the school.

Based on our examination of the data gathered and analyzed by the school during the Internal Review, and the data gathered through the External Review process, we offer the following commendations and recommendations.

Commendations:

- A supportive and dedicated group of teachers that shows strong evidence of genuine care and concern for student learning and well-being (i.e., others stated: “they do the best they can and are not thanked enough”)
- Nurturing and maintaining a safe, warm, caring, welcoming atmosphere for students
- Displays of student work and materials that contribute to an aesthetically pleasing and academically stimulating environment
- Recognizing the need to promote a culture of wellness (Obj. 1.1)
- Recognizing the need to address student issues through consultation and feedback (Strategy 1.1.4)
- Maintaining a daily breakfast program
- Fostering an awareness of social justice issues through participation in activities such as Haiti fundraiser, Japan fundraiser, local food bank
- Prominent display of murals enhancing aesthetic appeal
- Display of Honour Roll and Principal’s List in recognizing achievement
- Transitioning to a more varied and inclusive approach to awards and recognition
- An established wide base of community support for awards and recognition programs (i.e., local businesses)
- The establishment of a wide variety of community partners in providing opportunities in sports programs (e.g., Hoopsters, Kickers/Metropolitan United, cheerleading, hockey)
- Recognizing the need to re-implement a Positive Behaviour Supports Program (PBS) in fostering a safe environment (Obj. 1.3)

Recommendations:

- Continue to foster a professional learning community that includes consistent shared leadership, open communication, and respectful dialogue
- Continue to broaden the recognition and celebration of staff accomplishments and achievements by fellow staff and administration (as per school development plan, Obj. 1.1)
- Explore ways to enhance the welcoming nature of the school for all stakeholders
- Seek ways to foster a learning culture that enhances team spirit, support, trust and student and staff morale
- Explore ways to encourage parent and community member participation in supportive leadership and volunteer roles in the school
- Explore ways to build upon student involvement in the community (e.g., environmental stewardship, Duke of Edinburgh)
- Where appropriate, consider a consistent focus on shared decision-making practices that incorporate a consensus approach, input from all, trust, and professional judgement (win-win for all stakeholders)

The Internal School Review Process and Plan

A school development plan is designed to sustain and extend school strengths and to address areas needing change. This is achieved through achievable goals, objectives, and strategies articulated by action plans that include time lines, individual responsibilities, indicators of success, and resources required.

This section will include commendations and recommendations about the process and plan. A more detailed analysis, together with suggested additions/revisions, is included on the School Development Plan.

Commendations:

- For seeing the process through to the external review, despite some reservations along the way
- For the work completed on the 1 year and 3 year plan
- For seeing the connection to the school goals, strategies and support plan
- For writing some excellent strategies in all goal areas
- For including current practices as strategies in the plan
- For individuals who took on the lead roles in the Internal Review
- For linking school goals to the district's strategic plan and to individual goals

Recommendations:

- Establish action teams for each of the goals in the plan
- Use staff/divisional meetings to action and track school development goals
- Ensure that the implementation of the plan continues to occur in unison with day to day teaching and learning activities
- Ensure that the plan continues to be a priority for the school. It will direct teaching and learning, resource allocation and professional learning for the next three to four years.
- Include the school council and support staff in the implementation of the plan and in the next internal review
- Communicate the school development plan and its progress to the school community
- Include students in the implementation of the goals in the plan that are appropriate for them
- Employ the SMART principle to your objectives and strategies
- Continue to identify and track operational issues using the SD template
- Consider the recommended revisions to the plan (see recommendations)

**St. Kevin's Junior High
School Development Plan 2011-2012**

Comment **Suggested deletion**

<p>Goal 1: To promote a safe, caring and socially just environment of mutual respect and wellness among all members of our school community.</p>		
<p>Objective 1.1: To improve the culture of wellness for students and staff Begin objectives with a verb</p>	<p>Objective 1.2: To increase leadership opportunities for our junior high students</p>	<p>Objective 1.3 To create a safe, caring and socially just environment for our students</p>
<p>Strategies: 1.1.1 Identify ways to improve wellness 1.1.2 Create a formal mechanism to address teacher needs and concerns 1.1.3 Create and administer a survey to determine how to improve the culture of wellness for students and teachers using an assessment tool here (survey, needs assessment) would be a first step 1.1.4 Create a focus group to address student issues and concerns regarding their opinions</p>	<p>Strategies: 1.2.1 To identify leadership roles within our school 1.2.2 To establish a student focus group to provide input could be an action under 1.2.3 1.2.3 Create or expand upon leadership roles within our school 1.2.4 To establish a teacher sponsor group to oversee student activities. 1.2.5 Increase parental involvement in school centered activities 1.2.6 Create a student leadership group with pre-defined responsibilities 1.2.7 Include student representatives on select school initiatives and committees (e.g. safe and caring schools)</p>	<p>Strategies: 1.3.1 Analyze current practices and assess as being socially just 1.3.2 Explore ways to promote and enhance current PBS (e.g. reward system) 1.3.3 Provide more activities to promote school spirit 1.3.4 Survey students to identify specific areas of safety concerns within our school 1.3.5 Teach students early in September the school expectations as outlined in our behavior matrix action under 1.3.2</p>

<p>Strategies (cont'd):</p> <p>1.1.5 Promote better nutritional choices for staff and students</p> <p>1.1.6 Continue to promote the breakfast program to our students and staff</p> <p>1.1.7 Plan a PD day to promote teacher wellness</p> <p>1.1.8 Increase student awareness of support for academic and non-academic issues</p> <p>1.1.9 Recognize staff birthdays, achievements etc. with a special treat day each month this is specific, could be written as an action</p> <p>1.1.10 Avail of District recognition program for staff accomplishments action</p> <p>1.1.11 Allocate small classroom budgets for motivational material move to support plan</p> <p>1.1.12 Continue to display student work in classrooms/hallways action</p>		<p>Strategies (cont'd):</p> <p>1.3.6 Continuously promote school expectations throughout the year. action under 1.3.2</p> <p>1.3.7 Promote participation in non-academic teacher–student interactions</p> <p>1.3.8 Encourage students to attend parent-teacher conferences</p> <p>1.3.9 Include NLTA publications “Parents are Teachers Too” and “Homework and Study Tips” with the parent handout given out in September action</p> <p>1.3.10 Continue to promote a culture of “volunteerism”</p>
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Indicators of Success:	Indicators of Success:	Indicators of Success
<ul style="list-style-type: none"> 1.1.1 Methods of improving wellness have been identified 1.1.2 Formal mechanism for addressing needs have been created 1.1.3 Create and administer a survey to determine how to improve the culture of wellness for students and teachers 1.1.4 Focus group conducted, issues identified and acted upon 1.1.5 Healthier menu choices in cafeteria, PD days etc. 1.1.6 Increased participation in the breakfast program 1.1.7 PD time allocated for teacher wellness 1.1.8 Increase in the number of students seeking help 1.1.9 Special day is designated each month 1.1.10 Increase in staff recognition 1.1.11 Small classroom budgets allocated 1.1.12 Student work displayed in classrooms 	<ul style="list-style-type: none"> 1.2.1 More student involvement in school activities 1.2.2 Focus groups sessions 1.2.3 The variety of leadership opportunities has increased 1.2.4. Teacher group is established 1.2.5 Increase in parent volunteers 1.2.6 A student leadership group is active within our school 1.2.7 Student representatives attend meetings 	<ul style="list-style-type: none"> 1.3.1 Policies analyzed and issues identified 1.3.2 increase knowledge of PBS among students 1.3.3 Increase in school spirit evidenced by participation in these school sponsored events 1.3.4 Completion and analysis of student survey 1.3.5 All students have been educated in the expectations of our school. 1.3.6 Decrease in BNF's and other behavioral issues 1.3.7 Increased participation non-academic teacher–student interactions 1.3.8 Increase in students attending parent-teacher conferences 1.3.9 NLTA publications are given to parents 1.3.10 Increase in volunteering by students, staff and parents

Goal 1. Support Plan	
Financial	Professional Development / Time Allocation
\$200.00 for special teacher treat days \$50 per classroom dedicated to motivational materials	PD day on teacher wellness

Goal 2: To improve student learning and achievement through a collaborative process.		
Objective 2.1: To increase DI strategies used for all subject areas	Objective 2.2: To improve ways of using assessment to inform instruction	Objective 2.3 To increase the capacity for collaboration among teachers

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<p>Strategies:</p> <p>2.1.1 Assemble resources to support PD</p> <p>2.1.2 Provide time for sharing of practices and resources</p> <p>2.1.3 Increase teacher awareness of DI strategies actions should address how this will be done</p> <p>2.1.4 Provide opportunities to expand knowledge of DI strategies</p> <p>2.1.5 Create a DI strategy electronic database in first class</p> <p>2.1.6 Continue to share successful DI strategies in monthly staff meetings and PD days</p> <p>2.1.7 Offer student PD (ie. MI inventory, motivation, study skills, organization etc) early in September</p>	<p>Strategies:</p> <p>2.2.1 More varied assessment</p> <p>2.2.2 Investigate assessment practices</p> <p>2.2.3 Explore ways to increase one-on-one student teacher conferencing</p> <p>2.2.4 Explore ways within departments to evaluate assessment practices to inform instruction consider current district requirements</p> <p>2.2.5 Develop a mechanism to follow internal assessment data over time</p>	<p>Strategies:</p> <p>2.3.1 Provide more time for Collaboration</p> <p>2.3.2 Identify technology needs among staff</p> <p>2.3.3 Establish a peer-mentor program for staff</p> <p>2.3.4 Increase awareness of District PD</p> <p>2.3.5 Explore ways to increase PD time available to departments</p>
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<p>Indicators of Success:</p> <p>2.1.1 Increase in DI strategies and literature available to teachers</p> <p>2.1.2 Increase in teacher sharing</p> <p>2.1.3 Increase in student achievement</p> <p>2.1.4 Increase in opportunity for teachers to expand on their knowledge of DI</p> <p>2.1.5 Database created in first class</p> <p>2.1.6 Time allocated during staff meetings and Pd to continue sharing</p> <p>2.1.7 Student PD offered</p>	<p>Indicators of Success:</p> <p>2.2.1 Increase in student achievement</p> <p>2.2.2 Effective formative and summative assessments identified</p> <p>2.2.3 Increase in one-on-one student-teacher conferencing</p> <p>2.2.4 Time allocated during department meetings for assessment discussion</p> <p>2.2.5 Mechanism to follow internal assessment data over time has been created</p>	<p>Indicators of Success</p> <p>2.3.1 Increased time for collaboration</p> <p>2.3.2 Increase in teacher collaboration</p> <p>2.3.3 Increase in teacher expertise, technical level</p> <p>2.3.4 Increase in teachers participating in District PD</p> <p>2.3.5 Increase in PD time for departments</p>
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Goal 2. Support Plan	
Financial	Professional Development / Time Allocation

<p>\$500.00 subscription fees for online interactive sites</p> <p>\$ 300.00 for DI literature</p>	<p>PD day- teacher sharing of best practices</p> <p>PD on DI</p> <p>PD on Assessment of learning vs. assessment for learning</p> <p>Estimate numbers of days</p>
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Operational Issues

Year	Issues	Issues	Issues	Issues
2011-12	Align school schedule with Provincial Program of Studies	Improve desks & lockers	Ensure that support staff is utilized to optimize the efficient running of the school	Ensure that students are provided with opportunities to participate in their IEP/ISSP team meetings

Summary Comments

- Consider the recommendations provided to move your plan forward
- Revisit the **Implementation and Monitoring** section of the Department of Education's School Development webpage for detailed instructions on the procedures to be followed once an external review is complete
- Use some of your School Development days to revise your plan and delineate action plans, based on the external review report
- Seek input from the District, the Department, and other schools, when revising and implementing the plan (no need to re-invent the wheel)
- Continue building capacity for School Development and furthering your personal Professional Development opportunities by considering participation in marking boards and external reviews
- Thank you for the hospitality extended to the Peer Review team.
- Thank you for the time and patience during the interview process.
- Thank you for the openness, professionalism and honesty.
- We will maintain the confidentiality of the process.
- Good luck in your future endeavors to realize your goals.

Well Done St. Kevin's Junior High!



We wish you success in achieving your goals.