

Clayton Park Junior High



CLAYTON PARK JUNIOR HIGH

WWW.CPJH.EDNET.NS.CA

School and Community Context

Clayton Park Junior High (CPJH) opened its doors to the community in January 1966. We offer English programming to students in grades 7-9. Our enrollment has been stable at approximately 330 students for the past 5 years. Class sizes at our school are typically between 27 and 34 students. All students are assigned to a multi-grade mentor group who meets daily. In their mentor groups, students receive mentoring from their teacher and build positive relationships with their peers. Academic intervention is also provided for students on a regular basis.

CPJH is proud to offer electives in the following areas: family studies, technology education, visual art and instrumental music. All students take Family Studies and Technology Education; however, students must choose between visual art and instrumental music. All students participate in a strong physical education

program.

CPJH is a culturally rich school. Our student population represents a wide variety of ethnic, racial and socio-economic backgrounds. To this end, cultural diversity and student differences are celebrated regularly.

Students have the opportunity to participate in a wide variety of co-curricular activities at CPJH. Student participation in these activities fosters a healthy competitive spirit, good citizenship and builds aesthetic appreciation. Please see our school website for a complete list of the co-curricular activities offered at CPJH.

All members of our school community work hard to maintain a positive and safe learning environment at CPJH.



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Family and Community Involvement

In a recent survey, 86% of parents/guardians agreed that they feel welcome at our school. Of those parents/guardians who are able to help with school activities and events, 85% report that they feel we appreciate their efforts. Our goal for next year is to find ways to encourage more parent and family involvement in our school activities. We believe having parents/guardians participate in school activities is vital to building a strong school community and a positive school climate.

Safe and Orderly Environment

Our survey results over the past five years have been consistent in indicating that our students feel safe. We are proud to report that 92% of students at CPJH feel that they are treated with respect and 94% of parents feel that our school is a safe place. We believe this is due to the many programs we offer that promote respectful behavior in our school e.g. Positive and Effective Behavioral Strategies (PEBS), U-Matter

anti-bullying training, Respect Ambassadors, Student Success assemblies and YMCA Newcomer Support.

Survey results show 73% of students at CPJH indicated they treat school staff members with respect. We will continue to model and encourage appropriate behavior so that students learn to respect all members of our school community.

Provincial and Board Assessment Results

Halifax Regional School Board (HRSB) students participated in provincial and board-wide assessments. The information gained through these assessments will help us determine our next steps in improving student achievement in literacy and mathematics. Please note that the percentages used throughout this report are rounded to the nearest whole number.

* French Immersion students completed the assessment in French.

Literacy Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
Grade 8 Board	Reading: 85%	Reading: 81%
Grade 9 Provincial	Reading: 81% Writing: 91%	Reading: 84% Writing: 96%
Math Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
Grade 8 Board	Mathematics Concepts: 80%	Mathematics Concepts: 72%

At CPJH, we are pleased to report that our students have consistently performed very well on the Canadian Achievement Tests (CAT) administered by the Halifax Regional School Board (HRSB). This year, Grade 8 students completed the fourth edition of the CAT assessment, the CAT4. We are very proud of their achievement on this assessment as their average score in both literacy and mathematics was above both the national average and the school board average. Our Grade 9 students completed the Junior High Literacy Assessment for the Department of Education (DOE). Although these assessment results show that a high percentage of our students are meeting expectations in reading and writing, we will work to improve these numbers next year.

Classroom Assessment

Focus on Literacy:

Teachers work in subject area and grade level teams to review student achievement and to identify students' areas of strength and those that require academic intervention. The school-wide literacy goal is to improve reading comprehension. At CPJH, we are pleased to report that our students have improved their performance in reading and writing in both the Halifax Regional School Board (HRSB) and Department of Education (DOE) literacy assessments. The results of these assessments show that the majority of our students are meeting or exceeding reading and writing expectations. The small number of students who are not meeting reading and writing expectations receive intensive academic support.

Focus on Mathematics:

Students are expected to communicate their mathematical thinking using models, pictures, symbols and words when solving mathematical problems. Results from grade level assessments indicate that 80% of Clayton Park students are meeting expectations in mathematics.



Student Engagement

At CPJH, the vast majority of our students engage in extra-curricular activities in addition to their academic program. We have a variety of clubs, committees and teams and students are encouraged to participate in as many as possible. Academically, 83% of our students feel that their math and language arts school work is challenging yet understandable. Moreover, our students feel confident in their abilities in all subject areas. We will work to improve their level of interest in math.

Time to Learn

All schools in the Halifax Regional School Board follow the Time to Learn requirements set by the Department of Education. This means that each course or subject has a required or recommended number of minutes. This past year, 61% of students indicated that student learning was being interrupted too often because of friends talking to them when they should be listening. As a result of this feedback, teachers will continue to find ways to improve student engagement in the classroom while recognizing positive student behaviors.

Professional Development

When teachers learn, students learn. Teachers at CPJH are actively involved in professional development on an ongoing basis. This year, our school-based days with staff focused on implementing the year 2 strategies of our school improvement plan, promoting Positive Effective Behavioral Supports (PEBS) and improving differentiated instruction and assessment. Many teachers also attended professional conferences and workshops in and out of the province. In addition, our literacy coach and math leaders worked with teachers to develop instructional strategies related to our school improvement goals. Teachers at CPJH work in professional learning communities (PLCs) at school to share ideas and resources and to discuss best practice.

Additional School Supports

At Clayton Park, we have a number of additional school supports to improve student achievement:

- English as a Second Language (ESL) teacher
- speech language pathologist
- resource teachers
- junior high student support teacher
- guidance counsellor
- assessment leader
- literacy coach
- school psychologist
- library support specialist
- YMCA newcomer support staff
- school social worker
- school police liaison officer
- academic intervention teacher
- literacy support plan teacher
- drama specialist teacher



Planning for Improvement

The school community of CPJH takes great pride in our students' success. We have a lot to celebrate! We also know that we can do even better and we are dedicated to demonstrating our continued improvement. The Halifax Regional School Board's planning for improvement process helps us to identify what our students are doing well and what areas need further attention and improvement.

Our school staff have chosen school improvement goals in the areas of literacy, mathematics and supporting student learning. We have discovered from looking at student achievement data that our students could benefit from a focus on reading comprehension. We want our students to be better able to understand and analyze all texts, but in particular, fictional text. In mathematics, we are

focusing our school improvement efforts on improving our students' ability to communicate their thinking and understanding when solving problems. These are skills that will affect their ability to succeed in any subject. To ensure that we are able to meet the learning needs of all of our students, teachers at CPJH are committed to working in professional learning communities and to providing excellent learning support programs.

In our school improvement plan, you will find details about the strategies teachers will be using and the professional development they will be engaging in to ensure that we achieve our goals.

School Goals

Literacy Goal

To improve student achievement in reading with a focus on comprehension. Students will improve their ability to analyze text; specifically to identify the main idea in fictional texts.

Strategies:

- Teachers will explicitly teach reading comprehension strategies to students.
- Teachers will use visual cues when teaching reading comprehension strategies.
- All teachers will work with the literary coach to develop effective classroom strategies for improving reading comprehension.

- Math teachers will create PowerPoint slide shows for students to use at school and at home for independent practice of 'Whole Number Operations'.
- In their PLC, math teachers will share best practice ideas around how to explicitly teach measurement and whole number operations.
- In order to provide students with more opportunities to practice solving word problems at home, math teachers will create on-line independent learning tools designed to foster parent/guardian involvement in the learning process.

with all teachers in the fall of 2009.

- Staff will continue to work in PLCs. English Language Arts (ELA) and math teachers will have scheduled common PLC time.
- The English second language (ESL) web page will be updated regularly.
- PEBS data will be collected and analyzed regularly.

Mathematics Goal

60% of students will be proficient or excellent (score 4-5) by 2010 in level 3 mathematical word problems using the CAT3 scoring rubric.

Strategies:

- Math teachers will use a common assessment for Level 3 word problems with students in all three grade levels in the fall of 2009 and the spring of 2010.

Student Learning Goal

80% of parents/guardians will indicate they are satisfied with the school's efforts to meet the learning needs of their child by 2010.

Strategies:

- Changes with regards to writing, implementing and reviewing Individual Program Plans (IPPs) as per the Special Education Policy will be explained and reviewed



Every Student Can Learn. Every School Will Improve.

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