

**School District #70 (Alberni)**  
**École Eric J Dunn Middle School**

Summary of Review and Analysis of 2006 / 2007 School Plan

**Goal # 1: All students will demonstrate socially responsible behaviour in our school community**

**Review and Analysis:**

A review of data from the Ministry Satisfaction Survey indicates a positive trend. Notable in the results was a marked reduction in the percentage of students who reported being bullied "at all times or many times" from 22% to 11%. Parent results to the question "is your child bullied, teased or picked on at school all of the time or many times" was 4%, which is 15% lower than in the previous year. Other questionnaire results in the satisfaction survey also indicate that last year more students "felt safe at school all the time or many times" than in any other year since we became a middle school four years ago. On four separate questions in the satisfaction survey we did better than our target while on several others we were close to achieving our target. Of note are two parental responses rating the level of care shown to student by teachers and how safe their children felt at school. Parental responses to these key questions were 90% and 85% respectively. This is a marked improvement over previous survey results. While these results are encouraging and confirm the positive effect our collective efforts are having in making this a safer learning community for all students, we also recognize the need to continue improvement in this important goal by building on the positive trend and results achieved last year.

**Recommendations:**

Maintain Social Responsibility as the primary school goal through which to improve all student achievement for all students. Continue to monitor and adjust school initiatives for their effect on improving socially responsible behaviour in all students. Continue to provide appropriate interventions and monitor behaviours of high risk students.

**Goal #2: Increase the level of reading comprehension for all our students in all grades and:**

- a. Narrow the achievement gap between boys and girls**
- b. Increase the number of Aboriginal students reading at grade level or show improvement over the course of the year**

**Review and Analysis:**

Reading comprehension has been identified as an area in need of improvement since we became a middle school. We know that students with weak reading comprehension skills struggle more in school and are more at risk of dropping out. Weak reading skills limit student educational opportunities in school and in life.

Teachers rely on a number of formal and informal assessments to adjust teaching strategies and evaluate student progress.

DART results are one set of assessments used in the overall assessment of student reading comprehension levels. DART results over the past several years indicate that many of our students continue to struggle with reading comprehension and achievement results generally tend to drop off by the time students end grade 8. However, the cohort group that started grade 6 in 2005-6 showed an improvement of 20% the following year in grade 7. Consistently, boys continue to underperform girls and Aboriginal students continue to achieve well below all other students in their reading achievement results. The gap between

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boys and girls is reduced by the time students end grade 8, but this is largely due to generally lower achievement by both boys and girls. Less than 50% of students at each grade level every year have fully met or exceeded expectations in the DART district assessment. However, it remains difficult to fully explain why FSA reading results in the same period are substantially higher. More than 50 % of all students fully meet or exceeded FSA expectations.

**Recommendations:**

All indicators point to the need to continue having reading comprehension as a school-wide goal for all student groups. More students need to meet or exceed reading comprehension expectations at their grade level. While overall results are not what we are satisfied with, we know that many students who are struggling with reading comprehension are making progress, even though they are not yet within the “minimally meeting” grade level reading expectations range. Individual student progress is being achieved.

We have been reflecting on these data and have made a number of adjustments to current programs and practices designed to improve reading comprehension results for all students at all levels.

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**SELECTION OF 2007-8 GOALS**

**Goal #1**

**All students will demonstrate socially responsible behaviour in our school community.**

**Goal #1 Rationale and Recommendations**

We continue to strongly believe that a socially responsible learning community is the foundation for social, emotional and intellectual development in all children.

A review of data such as satisfaction survey results, indicate we are making progress. Students report feeling safer and a reduction of bullying behaviours have been recorded. The continuing implementation and refinement of EBS as a school-wide system, the prominence of Social Responsibility as a school goal and the constant re-enforcement of our Code of Conduct (Dunn R.O.C.K.S.) is having a positive impact on overall school climate. We see more students demonstrating more socially responsible behaviours. However there is room to improve in all areas of social responsibility. Most importantly we need to focus on finding effective ways to deal with those students who continue to present very acute challenges.

We continue to hear positive comments about our school from the community at large. Old mind sets and images about our school are changing as evidenced by the observations and comments exchanged in the community. While we are encouraged by improvements in many aspects of Social Responsibility as reported in specific survey questions, we recognize the need to continue to improve in other areas of Social Responsibility. One area we need to focus on is to target more specific interventions to deal more effectively with challenging behaviours displayed by a small group of students.

**Goal #2**

**Increase the level of reading comprehension for all our students in all grades.**

**Goal #2 Rationale and Recommendations**

Overall, our school DART target results continue to be below target and less than 50% of students at every grade do not fully meet or exceed grad-level reading comprehension standards. The majority of aboriginal students continue to struggle to meet grade level reading standards. It needs to be stated that current assessment recording limitations do always reflect individual gains made by struggling students, although classroom teachers do see these gains. We know there is a need to remain focused on improvement for all students in this area. We are critically reflecting and assessing upon our current programs and practices which may well result in having to do different things and/or do things differently.

We believe it is necessary to retain our goal to improve the reading level for all students in all grades. .

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Students with severe literacy difficulties will be screened early in the fall (ESD) to determine appropriate assistance. Our Literacy curriculum leadership team and resource teachers will provide assistance to all staff in co-planning and demonstrating proven skill development strategies in all classes to improve reading comprehension in all subject areas. We will continue to increase the variety of high interest, differentiated-reading level resources so that each literacy classroom will have an abundance of these resources. A large portion of these resources will focus on Aboriginal themes. We have started a guided reading program in grade 6, a program that has proven very effective at the elementary level.

We will continue to rely on DART and other classroom assessments to monitor and check on progress made towards our goals. Individual student progress for struggling students will be closely monitored to assess individual progress. Specific reading comprehension strategies determined by fall DART results will help focus classroom instruction to address identified needs at each grade level.

# School District #70 (Alberni)

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### 2007-08 School Plan

**Goal #1 All students will demonstrate socially responsible behaviour in our school learning community**

**Rationale: Satisfaction survey results show improvement in many areas. However, we need to continue with this goal over the long term to sustain our gains with the revolving student populations and unique challenges that each presents.**

**Objective 1: Increase the number of students within our school learning community who display socially responsible behaviour and feel safe**

ASSESSMENT INSTRUMENT		2006/07	2007/08 Target	2008/09 Target	2009/10 Target
Grade 7 Ministry Satisfaction Survey Baseline: 2004: 68% 2005: 70 % 2006: 63%	“Do you feel safe at school?” All of the Time or Many Times <b>Student Responses</b>	<b>Actual:</b> 71%  <b>Target:</b> 75%	<b>80%</b>	<b>&gt; 80%</b>	> 85%
Grade 7 Ministry Satisfaction Survey Baseline: 2004: 17% 2005: 15% 2006: 22%	“At school, are you bullied, teased, or picked on?” All of the Time or Many Times <b>Student Response</b>	<b>Actual:</b> 11%  <b>Target:</b> 12%	<b>&lt;11%</b>	<10%	<10%
Grade 7 Ministry Student Satisfaction Survey Baseline:2004: 81% 2005: 88% 2006: 83%	“Do you know how your school expects students to behave?” All of the Time or Many Times <b>Parent Response</b>	<b>Actual:</b> 87%  <b>Target:</b> 85%	<b>&gt;87%</b>	<b>&gt; 87%</b>	>87%
Grade 7 Ministry Satisfaction Survey Baseline:2004: 68% 2005: 75% 2006: 66%	Note: Question changed to: Do you think that your child is safe at school?  All of the Time or Many Times <b>Parent Response</b>	<b>Actual:</b> 85%  <b>Target:</b> 80%	<b>&gt; 85%</b>	<b>&gt; 85%</b>	> 85%
Grade 7 Ministry Satisfaction Survey Baseline: 2004: 18% 2005: 15% 2006: 19%	“Is your child bullied, teased, or picked on at school?”  All of the Time or Many Times	<b>Actual:</b> 4%  <b>Target:</b> 12%	<b>&lt; 10%</b>	<b>&lt;10%</b>	<10%

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ASSESSMENT INSTRUMENT		2006/07	2007/08 Target	2008/09 Target	2009/10 Target
Grade 7 Ministry Satisfaction Survey Baseline: 2004: 81% 2005: 75% 2006: 87%	"Does your child's school provide clear expectations for student behaviour in the school?" All of the Time or Many times <b>Parent Responses</b>	<b>Actual:</b> 83%  <b>Target:</b> 90%	<b>87%</b>	90-100% range	90-100% range
Grade 7 Ministry Satisfaction survey Baseline: Staff :2004: 100% 2005: 100% 2006: 100%  Parents: 2004: 86% 2005: 100% 2006: 94%  Students: 2004: 87% 2005: 80% 2006: 84%	"Do your teachers care about you"  All of the Time or Many times  Note: Question in Staff survey changed to read: Do staff members care about students' well-being and academic success?	<b>Staff</b> Actual: N/A  Target: 100%	<b>100%</b>	<b>100%</b>	100%
		<b>Parents</b> Actual: 90%  Target: 87%	<b>88%</b>	<b>88-90%</b>	90-100% range
		<b>Students</b> Actual: 81%  Target: 87%	<b>85%</b>	<b>85-87%</b>	87- 89%
DUNN ROCKS random student survey (% of students who know what Dunn Rocks stands for and can explain all or most of it) Baseline: 2005 91% 2006: 90%		<b>Students</b> Actual: 90%  Target: 90%	<b>&gt;90%</b>	>90%	> 90%

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<b>Structures to Achieve Goal #1</b>
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- EBS school committee (staff and parents) to continue to meet regularly to monitor and provide guidance to staff as we implement our Social Responsibility plan.
- Utilize resource teacher model to provide support to classroom teachers in implementing SR strategies to meet diverse needs of students
- Schedule regular school-wide Social Responsibility meetings to share successes and resolve emerging issues
- Social Responsibility Curriculum team to provide guidance and strategies for classroom teachers
- First week of school orientation to focus on providing learning opportunities for all students and staff about expectations and DUNN Rocks and re-enforce Code of Conduct daily via morning announcements and throughout the year and at monthly recognition assemblies
- Continue to refine and implement graduated service delivery model to respond to student needs
- Host a parent evening celebration to share progress towards our school achievements and Social Responsibility goal with our parents
- Have an Aboriginal evening for all Aboriginal grade 8 students and parents
- Inter-agency initiative to provide Respectful Relationships workshops through peer educators to grade 7/8's
- EBS school committee/representative to attend annual Making Connections conference
- Support "Girls Group" to deal with high "at risk" girls in our school
- Provide resources and support to staff for ongoing implementation of Virtues project in their classes
- Access Action research grants to inquire into effectiveness of Social Responsibility strategies
- Schedule monthly Code of Conduct recognition assemblies
- Continue to have daily student-led announcements that include messages to remind everyone of the Virtue of the month and our Code of Conduct
- Have SR explorations classes at each grade level to focus on our Dunn R.O.C.K.S Code of Conduct
- Have SR team leader provide SR lessons to targeted student groups
- Collect and analyze office referral forms to identify areas of concern and to track our progress

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School Initiatives/Strategies to achieve Goal #1
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<b>GOAL #1 All students will demonstrate socially responsible behaviour in our school learning community</b>	
<b>SCHOOL INITIATIVES / STRATEGIES</b>	<b>TIMELINE / STATUS</b>
During first week of school use students to model, reinforce and recognize appropriate social behaviours in different areas of the school (using <b>DUNN R.O.C.K.S.</b> tokens for draws, recognition assemblies) This is repeated as may be needed in the course of the year	<input type="checkbox"/> Ongoing <input type="checkbox"/> EBS School Committee <input type="checkbox"/> Social Responsibility Committee
Teach SR through literature circles	<input checked="" type="checkbox"/> Targeted grade 7 classes EBS Committee
Continue bi-monthly EBS meetings with parents to address issues and provide guidance for staff	
Continue to train all new staff (review for returning staff) in EBS objectives and procedures so as to develop and use the same language and responses when recognizing and correcting student behaviours in the school by providing them with a staff buddy the first week of school. Use staff meeting time to demonstrate teaching SR behaviours	<input type="checkbox"/> At staff meetings <input type="checkbox"/> Behaviour specialist, all classroom teachers and EBS Committee <input type="checkbox"/> Social Responsibility Curriculum Committee <input type="checkbox"/> Administration
Book cultural events such as Justice Theatre presentations which support SR goal	<input type="checkbox"/> As scheduled
Maintain SR recognition bulletin board in staff room	<input type="checkbox"/> Throughout year <input type="checkbox"/> EBS Committee
All staff continue to teach, monitor and reinforce appropriate behaviours using common language based on Code of Conduct and Ministry performance standards	<input type="checkbox"/> Social Responsibility Curriculum Team <input type="checkbox"/> All staff
Continue to work with all staff (including noon hour supervisors) on consistency when dealing with students	<input type="checkbox"/> Admin & EBS Committee
Recognize positive behaviours “on the spot” with tokens available from all staff, PA announcements (Dunn Rocks student of the day draw) and regular assemblies to draw names for prizes from collected DUNN R.O.C.K.S. tokens	<input type="checkbox"/> All staff <input type="checkbox"/> Student daily bulletin announcers
Daily student-led announcements reinforce SR goal, and remind everyone what our Virtue of the month	<input type="checkbox"/> Student leaders
Parent/community evening presentation to share our social responsibility goals and program and celebrate successes together	<input type="checkbox"/> EBS Committee <input type="checkbox"/> Social Responsibility Curriculum Team <input type="checkbox"/> Student Leaders <input type="checkbox"/> Admin
Review school Code of Conduct ( <b>Dunn R.O.C. K. S.</b> ) in all classes, and especially with new students to the school (in core classes) Core Teachers to use Dunn R.O.C.K.S. to develop and post classroom expectations with students as visual reminders	<input type="checkbox"/> Ongoing <input type="checkbox"/> Core Teachers

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<b>SCHOOL INITIATIVES / STRATEGIES</b>	<b>TIMELINE / STATUS</b>
Use our service delivery model of interventions developed by our SST to plan individualized intervention strategies, (with assistance of parents and other service providers such as Youth Health Center, Youth Care Workers, Resource Center personnel, etc.) as may be needed, for students whose behavioural needs require more focused attention Use School Re-Entry plan (involving parents, counsellor, admin as needed) prior to re-admitting any student to school following any suspension to re-establish school expectations	<input type="checkbox"/> Student Support Team <input type="checkbox"/> Social Responsibility Curriculum Team <input type="checkbox"/> School SERT <input type="checkbox"/> Administration
Use grade 8 CAPP learning outcomes to assist students make informed decisions regarding their personal safety	<input type="checkbox"/> Explorations teacher
Teach SR in Explorations (grade 6) through role play	<input type="checkbox"/> Explorations teacher
Implement cooperative Intramural lunch time program designed to build cooperation and sportsmanship amongst participants	<input type="checkbox"/> PE Coordinator
Continue implementing Virtues project with interested new staff	<input type="checkbox"/> Ongoing
Provide opportunities for students to develop their leadership skills and global social conscience	<input type="checkbox"/> Leadership teacher <input type="checkbox"/> Various staff
Provide Non-violent Crisis Intervention program training/refresher for staff and parents and provide resources to staff to learn about restorative justice	<input type="checkbox"/> School Behaviour Intervention Specialist and SERT <input type="checkbox"/> Admin
Provide parents with updates on our SR goals in newsletters and newspaper and highlight SR initiatives at Open House Community event	<input type="checkbox"/> Admin <input type="checkbox"/> Media/Leadership Class
Continue to have SR as a regular item at monthly PAC and Staff meetings	<input type="checkbox"/> PAC <input type="checkbox"/> Staff Meetings

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**Goal #2 Increase the level of reading comprehension for all our students in all grades**

**Rationale: DART and previous FSA data analysis indicates a need to improve results at all levels. This need is most acute for Aboriginal students**

**Note: While we have chosen not to have writing as a formal school goal, writing progress and results will be monitored through school-wide assessments. While FSA writing results for grade 7 are very positive, we continue to monitor student progress with classroom and school-based assessments.**

**Objective #1: Increase the percentage of students fully meeting or exceeding expectations in reading comprehension (DART) at all grade levels and have all students who are reading significantly below grade level demonstrate improvement over time**

ASSESSMENT INSTRUMENT		2006/07	2007/08	2008/09	2009/10 Target
<b>Grade 6 (DART)</b> Baseline: 2004: 45% 2005: 45% 2006: 25%	Fully Meeting or Exceeding Expectations	<b>Actual:</b> 32%	> 50%	> 55%	> 60%
		<b>Target:</b> 50%			
<b>Grade 7 (DART)</b> Baseline: 2004: N/A 2005: 42% 2006: 48%		<b>Actual:</b> 45%	> 50%	> 55%	> 60%
		<b>Target:</b> 45%			
<b>French Immersion FSA Reading</b> Baseline: 2004 90% 2005 83% 2006 53%		<b>Actual:</b> 70%	>85%	84-87%	88-90%
		<b>Target:</b> 80%			
<b>Grade 8 (DART)</b> Baseline: 2004: N/A 2005: 52% 2006: 26%		<b>Actual:</b> 26%	>50%	> 50%	> 50%
		<b>Target:</b> 55%			
<b>Grade 7 FSA Reading</b> Baseline: 2004: 70% 2005: 63% 2006: 57%	Meeting or exceeding expectations	<b>Actual:</b> 58%	> 65%	> 70%	>70%

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**Objective #2: Narrow the reading comprehension achievement gap between boys and girls by having boys increase their achievement**

ASSESSMENT INSTRUMENT		2006/07	2007/08	2008/09	2009/10 Target
<b>FSA Results</b> Baseline: '04 B = 63% = 78% 2005: B= 62% G= 64% 2006: B= 58% G=55%	Fully meeting or exceeding expectations	<b>Actual:</b> B 56% G 60%	Improved and equitable achievement levels	Improved and equitable achievement levels	Improved and equitable achievement levels
<b>Grade 6 (DART)</b> Reading Assessment Baseline: 2004 B = 34% G = 54% 2005: B= 37% G= 57% 2006: B= 21% G= 29%	Fully Meeting or Exceeding Expectations	<b>Actual:</b> B 27% G 36%	Improved and equitable achievement levels	Improved and equitable achievement levels	Improved and equitable achievement levels
<b>Grade 7 (DART)</b> Reading Assessment Baseline:2004:N/A 2005: B= 28% G= 52% 2006: B= 41% G= 57%		<b>Actual:</b> B 38% G 53%	Improved and equitable achievement levels	Improved and equitable achievement levels	Improved and equitable achievement levels
<b>Grade 8 (DART)</b> Reading Assessment Baseline:2004: N/A 2005: B= 52% G= 52% 2006: B= 21% G= 30%		Actual: B 22% G 33%	Improved and equitable achievement levels	Improved and equitable achievement levels	Improved and equitable achievement levels

**Structures for Goal #2**

- Second year of resource teacher mode, by grade, to support all classroom teachers to assist delivery of differentiated learning opportunities for all students within regular classes
- Implement Guided Reading program at grade 6 level
- Provide collaboration time for teams of teachers to co-plan units
- Utilize one aide at each grade level to develop consistency and familiarity with students and programs
- Provide an Alternate setting and support for students with challenging behaviours
- Life Skills teacher collaborating with classroom teaches to adapt/modify curriculum
- Use of Kursweil and other computer (text to voice) assisted learning programs for targeted students
- Provide in-school support to beginning teachers by having them buddy with a more experienced teacher
- Use of DART and grade-wide write assessment to guide instruction
- Schedule bi-monthly Resource Teacher-Admin meetings
- Provide pro-d opportunities for teachers to continue to expand their expertise
- Implement school-wide cross-curricular reading strategies through resource teachers
- Continue development of classroom reading libraries

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- Complete ESD assessments for identified students in order to inform more appropriate interventions
- Continue use of neurological-feedback technology to support targeted students
- Literacy Grant money used to purchase high interest resources with specific SR and Aboriginal themes that appeal to boys
- Access district literacy resource person and participate in District Literacy Network
- Access Action Research funds to share proven literacy strategies
- Chart progress of students NYW reading standards
- Recognize Honour Roll achievement at grade assemblies by giving certificates
- Regular Grade Team Meetings make literacy one of their themes

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School Initiatives/Strategies to achieve Goal #2
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<b>SCHOOL INITIATIVES / STRATEGIES</b>	<b>TIMELINE / STATUS</b>
Provide literacy skill development to identified students in Alternate and Life Skills programs that are appropriate and meet their IEP)	ESD Alternate Ed. Teacher Life Skills teacher
In collaboration with literacy coaches, grade teams analyze and assess a variety of student reading needs in all subject areas to determine particular skill deficiencies to focus on cross-curriculum strategies	Grade Team Leaders Resource Teachers
Core teachers use collaboration time to design units	Resource Teachers
Expand multi-level and multi-interest reading materials at each grade for classrooms and library for special needs students in regular classes	Literacy Grant applications Life Skills teacher Resource Teachers
Integrate cross-curriculum and cross grade strategies. This is done through various projects at each grade level (Global warming, Ancient civilizations, etc.)	Resource Teachers and Core teachers
Identify and place identified students reading two or more years below grade level in appropriate program	ESD teacher School SERT, SST
Promote Grade 8 Aboriginal Success Spring Celebrations	NEW/FN resource teachers Core teachers Admin
Provide research articles on best practice for teaching reading comprehension	Administration

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**Goal #2A: Increase the percentage of Aboriginal students fully meeting or exceeding grade level reading comprehension standards or show progress within their standard**

**Rationale 1: Aboriginal results in reading comprehension as measured by DART and FSA assessments continue to be well below those of other students**

**Objective: 1 Increase the number of all Aboriginal students who read at their grade level or show improvement in their reading level**

**Objective 2: Track progress of struggling/designated Aboriginal students to record progress over the course of the year.**

ASSESSMENT INSTRUMENT		2006/07	2007/08	2008/09	2009/10 Target
<b>Grade 6 (DART)</b> Reading Assessment Baseline: 2004: 18% 2005: 21% 2006: 12%	. New baselines established 2003/04 for current student population.	<b>Actual:</b> All = 11% B= 12% G= 11%	<b>Target</b>  <b>40%</b>	<b>50%</b>	> 50%
<b>Grade 7 (DART)</b> Reading Assessment Baseline: 2004 N/A 2005 15% 2006 11%		<b>Actual:</b> All = 21% B = 29% G = 10%	40%	50%	> 50%
<b>Grade 8 (DART)</b> Reading Assessment Baseline: 2004 N/A 2005 26% 2006 4%		<b>Actual:</b> All = 0%	40%	50%	> 50%
<b>Grade 7 FSA</b> Reading Baseline: 2004 33% 2005 27% 2006 25%	Fully meeting or exceeding expectations	<b>Actual:</b> 31%	>50%	>50%	>50%

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**Structures to Achieve Goal 2A**

- Structures in Goal 2 also support Goal 2A
- Literacy Grant application submitted to purchase reading material with Aboriginal themes
- First Nations, ESD Resource Teacher, ESD assessments
- Resource model of supporting all Aboriginal students in regular classes
- Integrate Aboriginal themes in grade 7 content areas
- FN studies at grade 6 level Exploration
- Individualized support by core/resource teachers and on pull out basis
- Resource model of supporting all Aboriginal students in regular classes
- Grade Team Meetings

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<b>SCHOOL INITIATIVES / STRATEGIES</b>	<b>TIMELINE / STATUS</b>
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Provide high interest reading materials with themes that are of particular interest to Aboriginal boys and students in the Alternate and Life Skills classes	Learning Resources Budgets Literacy Grant District Aboriginal Resource Teacher Life Skills Teacher Alternate Ed. teachers
Regular attendance monitoring/ home contact by NEW	NEW
Establish homework club	NEW First Nations District Resource Teacher
Promote higher profile for Spring Fest to highlight student achievement	NEW Team Leaders
Provide leadership opportunities for Aboriginal students beyond the school (eg. Buddy system with feeder schools)	Counselor First Nations District Resource Teacher
Share classroom strategies that show improved student achievement a regular item at staff meetings	Staff Team Leaders Literacy Coaches
Seek Aboriginal adults to volunteer to help out in the school	NEW
First Nations Resource Teacher, school SERT and NEW to set up study group to identify ways to strengthen home-school relationship/connection Survey Aboriginal families to seek their input on how we can create a closer relationship for the benefit of our students	NEW SERT First Nations District Resource Teacher
Expand multi-level and multi-interest reading materials at each grade for classrooms and library for Life Skills and Alternate classes	Behaviour class teachers Literacy Teachers Literacy Grant applications Life Skills teacher
Assist classroom teachers to identify and use all available Aboriginal resources, such as Shared Learnings, and develop classroom strategies that are respectful of social and emotional needs of Aboriginal students	Grade Team Leaders School SERT
Provide Aboriginal cultural studies as an exploratory at each grade level to increase awareness and profile of Aboriginal culture for all students in our school	Explorations teacher
Establish and provide opportunities outside of class time to support students in meeting reading comprehension goals in our accountability contract	Designated FN staff LAC and core classroom teachers

**FSA/DART ASSESSMENTS  
COHORT GROUPS**

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%

<b>Grade 6 2003-04</b>	<b>Grade 7 2004-05</b>		<b>Grade 8 2005-06</b>
DART	DART	FSA	DART
Boys 34%	Boys 28%	Boys 62%	Boys 21%
Girls 54%	Girls 52%	Girls 64%	Girls 30%
All 45%	All 45%	All 63%	All 26%
FN 18%	FN 15%	FN 27%	FN 4%
Fr.Imm.	Fr.Imm.	Fr.Imm. 83%	Fr.Imm.

<b>Grade 6 2004-05</b>	<b>Grade 7 2005-06</b>		<b>Grade 8 2006-07</b>
DART	DART	FSA	DART
Boys 37%	Boys 41%	Boys 58%	Boys 22%
Girls 57%	Girls 57%	Girls 55%	Girls 33%
All 45%	All 48%	All 57%	All 26%
FN 21%	FN 11%	FN 25%	FN 0%
Fr.Imm..	Fr.Imm.	Fr.Imm. 53%	Fr.Imm. 47%

<b>Grade 6 2005-06</b>	<b>Grade 7 2006-07</b>		<b>Grade 8 2007-08</b>
DART	DART	FSA	DART
Boys 21%	Boys 38%	Boys 56%	Boys
Girls 29%	Girls 53%	Girls 60%	Girls
All 25%	All 45%	All 58%	All
FN 12%	FN 21%	FN 31%	FN
Fr.Imm.	Fr.Imm.	Fr.Imm. 70%	Fr.Imm.

<b>Grade 6 2006-07</b>	<b>Grade 7 2007-08</b>		<b>Grade 8 2008-09</b>
DART	DART	FSA	DART
Boys 27%	Boys	Boys	Boys
Girls 36%	Girls	Girls	Girls
All 32%	All	All	All
FN 11%	FN	FN	FN
Fr.Imm. 65%	Fr.Imm.	Fr.Imm.	Fr.Imm.

<b>Grade 6 2007-08</b>	<b>Grade 7 2008-09</b>	<b>Grade 8 2009-10</b>
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DART	DART	FSA	DART
Boys	Boys	Boys	Boys
Girls	Girls	Girls	Girls
All	All	All	All
FN	FN	FN	FN
Fr.Imm.	Fr.Imm.	Fr.Imm.	Fr.Imm.

<b>Grade 6 2008-09</b>	<b>Grade 7 2009-10</b>		<b>Grade 8 2010-11</b>
DART	DART	FSA	DART
Boys	Boys	Boys	Boys
Girls	Girls	Girls	Girls
All	All	All	All
FN	FN	FN	FN
Fr.Imm.	Fr.Imm.	Fr.Imm.	Fr.Imm.

<b>Grade 6 2009-10</b>	<b>Grade 7 2010-11</b>		<b>Grade 8 2011-12</b>
DART	DART	FSA	DART
Boys	Boys	Boys	Boys
Girls	Girls	Girls	Girls
All	All	All	All
FN	FN	FN	FN
Fr.Imm.	Fr.Imm.	Fr.Imm.	Fr.Imm.