



W.H. Croxford High School

School Education Plan 2024/25



December 2024

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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

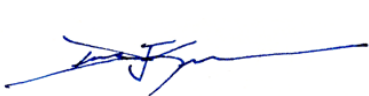
W.H. Croxford is a school of opportunity, welcoming students from diverse backgrounds into a dynamic, and energizing environment. We are the largest school in Rocky View Schools (RVS) with programming and options students will not find anywhere else. This range of opportunity includes our specialized academies, where students can explore varied approaches to learning, dive into artistic ventures, discover emerging technologies, and even accelerate their high school programming to achieve their goals. We truly have something for everyone, and this is reflected in our plans for this school year. While this education plan will outline in detail our approach to each of the RVS goals, we will summarize some of our approaches here and invite you to be part of our journey!

To advance students' numeracy and literacy skills, we are working hard to embed literacy and numeracy learning into every classroom, dedicating time with a lead position in the school to supporting staff growth in this area. Our school inquiry question is: *How might we support student achievement in literacy and numeracy and showcase this learning to our school community?* This question is connected to our Celebration of Learning nights, which this year will include all of our core classes and learning supports. We are also using our communication in the school to highlight literacy through the "Croxford Reads" section and numeracy through "Thinking Classrooms" approaches to instruction. Students are also volunteering to support each other in the school by signing up for tutoring opportunities. Families are welcome to support this work by joining us in moments of celebration and presentation of student learning, whether during celebration of learning nights or asking their student about their learning in numeracy and literacy in the school.

To build future ready students, we will host various events and presentations for our students about RVS and post-secondary opportunities. This work centers around our inquiry question; *How might we create greater connections to post-secondary opportunities for our students?* Last year, our CAVention was a great success, welcoming in our community and parent connections as presenters of many careers and pathways available to students after graduation. This year, we will have a focus on even greater connection to the pathways of entry in each area of interest with follow-up opportunities for hands-on exploration. Families can support our work on this goal by reaching out to the school to be part of CAVention and engaging in conversation with their Cavs about the opportunities shared through our Croxford Connection. We look forward to the incredible possibilities for our students in this work!

To create inclusive, engaging, healthy learning opportunities for all students, we continue to develop greater connection in the school and will focus our inquiry on the question: *How might we support our students and develop community with Positive Behaviour Interventions and Supports (PBIS) and Restorative Practices?* Through the design and implementation of more effective processes and procedures for students and building connection as a community, students are better positioned to make the right choices to support them in their learning and growth. This work is key to our success as a school and families can support by being aware of the work we are doing and having discussions at home about the school expectations we share with them.

Your W.H. Croxford Administrative Team



Derek Keenan



Nathan Crowe



Nashira Dernes



Vladimir Stelkic

School Profile

<p>Principal: Derek Keenan</p> <p>Assistant Principals: Nathan Crowe, Nashira Dernes, Vladimir Stelkic</p> <p>Website: https://whcroxford.rockyview.ab.ca</p>	<p>Mission: At W.H. Croxford, we aspire to innovate confidently together. We are a united and caring learning community that is resilient and committed to seizing opportunities to explore new and existing passions and interests in creative ways to achieve personal excellence.</p> <p>Beliefs: Unity, Innovation, Excellence</p>
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Total Number of Students: 1708

Grades Served: 9-12

Total Number of:

- Classroom Teachers: 61
- Learning Support Teacher(s): 3
- Learning Assistant(s): 16
- CDA(s)/Guidance Counsellor(s): 4
- Learning Commons Facilitator(s): 1
- Office staff: 5
- Caretaking staff: 5

School Diversity Profile

As with all Rocky View Schools, W.H. Croxford High School reflects a rich and diverse learning community that includes learners who self-identify as Indigenous.

English as an Additional Language learners represent 11 per cent of our school population. The most common first languages for these students are Pangasinan, Urdu, Spanish, and Fanti.

As an inclusive school, we welcome 2 per cent of our students who have significant learning needs.

Additionally, our school offers a modern educationally focused building that features the following: triple gymnasium, fitness centre, professional culinary arts kitchen, professional cosmetology salon, construction lab, mechanics lab, fabrication lab, drama theatre, dance studio, music room with sound booths, communication technology room, large science lab, adjustable classrooms with multiple configurations and teacher collaboration spaces. We have many clubs and groups in the school including a Games Club, Croxford Creates, Muslims of Croxford, Bible Club, Movie Club, among many others. We also feature eight learning academies, where students can explore and develop skills with a focus on post-secondary and authentic learning experiences.

Student Feedback from Spring 2024

What do students think are some things that are going well?

- Students appreciate school-wide events and activities that build culture.
- Students value the diversity in the school and positive interactions between students.
- Students indicate the school feels positive and supportive.
- Many students indicated strong connections with teachers and feel their teachers care about them.

What do students think could be worked on or improved?

- Challenges with classroom complexity and space.
- Increased procedures and expectations to support with safety and well-being.
- Overcrowding in the school is a concern.
- Systems to support with behaviour and ensuring consistency in student actions.

Parent Feedback from Spring 2024

What do parents think are some things that are going well?

- Parents are encouraged by the discussions about and design of the PBIS matrix and the emphasis on student behaviour and school expectations.
- Parents feel the school is moving in the right direction with school goals and priorities in the school.
- Parents continue to feel there are many programs and groups in the school for students to connect with to feel part of the school community.

What do parents think could be worked on or improved?

- Parents have indicated they would like more support for their students in learning, additional tutoring opportunities, study hours, etc.
- Additional streamlining of processes so students know where and how to access supports and services.
- Continue to develop greater sharing of learning and successes within the school.
- Clarify communication of the steps the school is taking to ensure positive interactions with students and the management of disciplinary concerns.

RVS Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 9-10	ECIS Math Assessment 2024	58%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment in Grade 10.	RVS Writing Assessment	70%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	13
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	5
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	13%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	63%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	42%

What does this data tell us is going well?

- We have increased the credits earned in dual-credit settings this school year.
- Our writing assessment scores were positive and an area to continue to build on.

What does this data tell us could be improved or worked on?

- Having started the journey with PBIS last year, this data shows we have plenty of growth to achieve in this area for the 2024-25 school year.
- Attendance data shows a focus on creating student connections is a priority.
- Student supports continue to be an area of growth, with structures and supports needed to assist more students in reaching their goals.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	45%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	42%
The average score for relevance, rigor and effective learning time.	57%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	72%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	44%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	61%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	53%

What does our data indicate is going well?

- Students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented is our highest result.
- The average score for positive teacher-student relationships, positive learning climate, and expectations for success shows students are generally connected in the school and have a positive disposition toward the school and staff.
- The average score for relevance, rigor and effective learning time shows this is an area we can capitalize on with new PBIS procedures in the school.

What does our data tell us could be improved on?

- The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program shows we need to give students greater information and direct connection in these areas.
- The percentage of students who value school outcomes and have positive homework and studying behaviors shows the importance of structure and focus when at school.
- The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task is low and will be supported further through restorative practices and direct supports by staff like PBIS structures.

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 1764 W.H. Croxford High School

Assurance Domain	Measure	W.H. Croxford High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	78.1	75.7	73.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	65.5	59.8	61.1	79.4	80.3	80.9	Very Low	Improved	Issue
	3-year High School Completion	80.9	89.2	88.0	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
	5-year High School Completion	90.7	92.0	89.0	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	61.7	61.7	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	9.9	9.9	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	79.4	79.4	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.5	15.5	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.5	78.9	78.5	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.7	70.2	70.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	71.0	67.9	70.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.2	65.5	63.0	79.5	79.1	78.9	Very Low	Maintained	Concern

47 parents completed the survey in spring of 2024.

What does our data indicate is going well?

- All measures increased aside from High School completion, with all measures aside from 3-year high school completion above the previous 3-year average.
- Improvement in the measure of Welcoming, Caring, Respectful, and Safe Learning Environments is a positive result considering the high growth experienced in the school last year.
- Student Learning Engagement has increased, meaning students are more focused on learning and achieving learning outcomes.

What does our data tell us could be improved on?

- Education Quality result shows additional work needs to be done on fundamental learning for students, which is part of our numeracy and literacy goals.
- Parental Involvement is an area which needs additional focus, engaging more parents in the school.
- High School Completion rates are an area of need that we must find ways to improve through post-secondary and program planning.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We:

How might we support increases in student achievement in literacy and numeracy by at least 10% on RVS measures in the coming 2 years and showcase this learning to our school community?

School Goal 1: By June 2025 our percentage of students meeting grade level outcomes on the RVS writing assessment and EICS in will increase 5% over current levels.

Data that informed this goal:

- RVS Writing Assessment – Percentage of students meeting expected grade level outcomes on the RVS writing assessment in Grade 10 is currently 70%.
- Alberta Education Assurance Measure (AEAM) - A4 Education Quality – 8% below provincial average.
- Provincial Achievement Test (PAT) results. Students below acceptable standard in ELA 19% and Math 40% are both above provincial averages for these indicators.

Connection to the practice guide(s):

- Assessment Practice Guide – (10) Teachers triangulate data from a variety of sources (observations, conversations, products) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners.
- Inclusive Education Practice Guide – (13) Classroom and school-wide profiles provide educators and leaders with an essential tool in identifying the collective strengths, talents, and challenges of students. (15) Assessment of learning is the summation of all the learning evidence.
- Professional Learning Practice Guide – (9) Professional learning is job embedded with collaborative opportunities for guided conversation and co-creation of innovative practice.

Strategies:

- Teachers will showcase new methods of supporting student success in literacy and numeracy in all subject areas at the December celebration of learning, including examples of student learning in key areas.
- Early engagement of RVS learning cycle to develop effective practices and support in numeracy and literacy for the school year, supported by department leads and team discussions/collaboration through the year.
- Class profiles will be modeled by leads in the school and discussed at department meetings, for adoption school wide. Class profiles allow for teachers to better understand the needs in their class which may affect the learning of numeracy and literacy.

Measures:

- Increase in year over year scores in education quality, in particular parent knowledge and agreement of the quality of instruction of students.

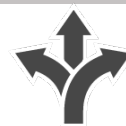
- Increase of Standard of Excellence scores on PAT to reach provincial average over the coming year.
- Increase by minimum 5% in literacy and numeracy measure scores on the RVS writing assessment and EICS measures.

Parents can:

- Collaborate with teachers and support students at home in reviewing and completing school work.
- Join in the school celebrations of learning.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Celebration of Learning and Academy Showcase was a positive connection to community, creating additional opportunity for staff to showcase learning by students. • RVS learning cycle had positive results with several staff receiving ongoing support after cycle had ended. • Class profiles have been challenging to implement in formal structure, but teams are working on refinement of process. 	<ul style="list-style-type: none"> • We will not add Celebration of Learning to the second Academy Showcase this year but will implement for both next school year. Leads have discussed methods to refine the showcase utilizing more student-driven activities. • Engagement with learning specialists will be ongoing through the school year, particularly with PBIS specialist to support students in class and focused work environments. • Semester 2 the school will add an Indigenous student support role to connect with families and offer academic as well as social emotional supports.
April 4	<ul style="list-style-type: none"> • While class profiles are not yet school-wide, teachers have been implementing this strategy in conjunction with learning support where needed. • March 10 PL day featured a session from RVS learning specialists focused on triangulation of data, teachers in subsequent team meetings have been encouraged to adjust assessment practices to gather multiple forms of student data to better support instruction. 	<ul style="list-style-type: none"> • In creation of timetable for 25-26 school year, the implementation of 5 credit blocks will allow for a streamlined and school-wide approach to class profiles, also allowing teachers to maintain ongoing relationships with students.

	<ul style="list-style-type: none"> • Ongoing engagement in second semester with RVS learning specialists (beyond the learning cycle) to refine practice and approaches to teaching. • Learning support has implemented a rigorous approach to literacy with a number of school based and community based projects culminating in published books and read-alouds across the school, as well as through a community showcase. 	
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Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We:

How might we create more connections to post-secondary opportunities for our students with at least 10 additional off-campus post-secondary focused visits and increased focus on post-secondary opportunities each year?

School Goal 1: We will create greater connection with this years' iteration of CAvention to focus on follow-up off-campus opportunities to showcase real-life workplaces, raising our OurSchool result in work preparation by 5%.

Data that informed this goal:

OurSchool results indicate 44% of students plan to finish high school and pursue a trade, apprenticeship, college, or university program.

AEAM - H1 Access to Supports and Services increased from last year, but still 10% below prov avg.

AEAM - C1 Parental Involvement – Increased from previous year, but still 12% below prov avg.

AEAM - Supplemental measures – Transition Rate has increased 9% but is still below provincial average and Work Preparation measures increased 13%, but still below provincial average.

Debrief and planning after our very successful 2024 CAvention, and consultation with the director and assistant director responsible for career connections.

Connection to the practice guide(s):

- Instruction and Assessment Practice Guide – (7) Keys to Designing Learning Opportunities, (7) Authentic Tasks and Cross-curricular connections.
- Professional Learning Practice Guide – (7) DEFINE process and in particular, shared vision, research, and evidence.
- Inclusive Education Practice Guide – (9) Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences.

Strategies:

- Engage with divisional supports and opportunities for planning and promoting dual-credit and post-secondary opportunities.

- Continue to forge relationships with local business owners and professionals to capitalize on the possibilities in our community for future-ready learning.
- Support teachers looking to bring speakers and career experts into their classroom.
- Explore new structures for CALM including moving to Grade 11 and creating a follow-up package of modules for Grade 12 to support student transition.

Measures:

- Number of students involved in dual-credit, RAP placements, and active work experience.
- Number of students engaged in off-campus career exploration site visits and learning
- Active communication of post-secondary opportunities in school communication, including opportunities created at the school level (minimum 5).
- Increase in result AEAM H1 Access to Services and Supports year over year.

Parents can:

- Have their student(s) show them their MyBlueprint and MyPass account and read opportunities advertised in the Croxford Connection.
- Bring post-secondary and job training information to the school to support in getting this information to students.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Met with Director and Assistant Director of Career Learning to discuss plans for year and move forward with strategies. • Engagement with previous and new presenters for CAVention including tradespeople and local business owners. • Additional field trips and increase of students engaging with outside agencies as part of course learning. • Timetabling includes a reduction of CALM sections for next year in order to program CALM into Grade 11. 	<ul style="list-style-type: none"> • Students (targeted in Grade 10) will be given the opportunity to go to the Crossfield Regional Career Fair with sponsored busses.
April 4	<ul style="list-style-type: none"> • Students (targeted in Grade 10) attended the Crossfield Regional Career Fair with sponsored busses. This initiative involved 45 students as well as our school counsellors. 	<ul style="list-style-type: none"> • Added opportunities for students to attend events such as “Exploring Energy Days”, tours of local trade businesses, and on-site visits to RVS programs (such as building futures, MTC, etc).

	<ul style="list-style-type: none"> • Students (in grades 11/12) will attend “Exploring Energy Day” April 29th at SALT. This is a new opportunity for students in our school. • Staff at the school are engaging in opportunities (such as TEPF tours) to support understanding of opportunities for students. • CAVention took place on April 1st, engaging all Grade 10 & 11 students with sessions from 27 different community and professional speakers. 	<ul style="list-style-type: none"> • Lobby lunch presentations by post-secondary institutions planned by school counsellors on an ongoing basis through semester 2.
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Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We:

How might we support our students and develop community through the use of positive behaviour interventions and supports (PBIS) and restorative practices?

School Goal 1: Through the use of PBIS strategies with explicit teaching, and Restorative Practices designed to connect staff and students in the school, we will increase PBIS fidelity to 60% and the AEAM measure in Safe and Caring by 5% this school year.

Data that informed this goal:

AEAM - W1. Safe and Caring – While we gained 3% in this measure, we remain 10% below provincial average.

PBIS TFI at 15% during measure last school year. We are actively building this in the school.

Connection to the practice guide(s):

- Assessment Practice Guide – (5) Students may come to school with exceptional academic and social/emotional needs, which must be addressed before meaningful learning can occur. (8) Physical Spaces...Space does not need to be limited to the four walls of a classroom and can be extended beyond the building
- Inclusive Education Practice Guide – (9) 'What' section - Taking Action Toward Inclusive Education (11) Approach to Work with Parents
- Professional Learning Practice Guide – (10) Professional learning...Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment

Strategies:

- Create a Positive Behaviour Intervention and Supports (PBIS) committee and actively engage parents, students, and staff throughout the school year in development of school-wide processes and expectations.
- Staff focus on positive reinforcement of desired behaviours (PBIS ticketing, Phone calls, positive referrals, etc.)
- Homeroom periods in which desired behaviours are explicitly discussed and feedback actively sought to act on.
- Increase in use of PBIS framework language in student responses to open ended question in OurSchool survey.

<ul style="list-style-type: none"> • PBIS lesson plans in which behaviour is explicitly taught for each homeroom of the school year (10 total). 		
Measures: <ul style="list-style-type: none"> • PBIS Tiered Fidelity Inventory. • Increase in result AEAM - W1. Safe and Caring year over year. 		
Parents can: <ul style="list-style-type: none"> • Engage in feedback opportunities regarding school wide PBIS (Surveys, in person collection at school events). • Engage in discussions regarding this goal at school council meetings. • Review in school newsletter the rewards and recognition students are receiving. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • PBIS committee has been effective and direct teaching out of expectations through lesson plans has been effective. • Positive ticketing has gone well with weekly rewards scheduled for semester 2. • PBIS framework is in use around school, with teachers doing direct classroom PBIS design and implementation with specialist. 	<ul style="list-style-type: none"> • Added time with 4 teachers at one period each to support PBIS language and direction for students in the school. This support will be offered in our most challenging areas and with our students in greatest need of support. • Principal Advisory Committee has been established for second semester to gather information from students and support student voice to target interventions.
April 4	<ul style="list-style-type: none"> • Tiered Fidelity Inventory for school year, showed increase from 13% fidelity to 83% this school year. This achievement was celebrated with staff and school council. • Continued reinforcement of PBIS language and expectations at staff meetings and professional learning days to support consistency. • Large print materials and additional signage through school to support messaging through the school. • Incidents of vandalism in second semester have significantly 	<ul style="list-style-type: none"> • Addition of PBIS support team to specifically target PBIS support one learning block per day. PBIS supports teachers model positive language and work with students. • Continuing to increase consistency with announcements and positive ticketing/draws for PBIS. • Encouraging staff to work directly with PBIS specialist to design and implement classroom specific PBIS norms. • Specialized PBIS framework created for athletics to support positive interactions during events held at the school.

	<p>decreased in all areas of the school, most notably the bathrooms.</p> <ul style="list-style-type: none">• Hosted a student engagement session to refine the tone and format of PBIS announcements and lessons.• Created and supported structures of PBIS expectations to utilize hall passes, consistent classroom norms and clear expectations.	
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School Council Review

Presentation of School Education Plan

School council comments:

- This is a good comprehensive plan and can't wait to see it on our school website

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School

A handwritten signature in black ink, reading "Lucia Longone". The signature is written in a cursive style with a large initial 'L'.

Principal signature on behalf of students and teachers of School

A handwritten signature in blue ink, reading "Derek Keenan". The signature is written in a cursive style with a large initial 'D'.

Derek Keenan