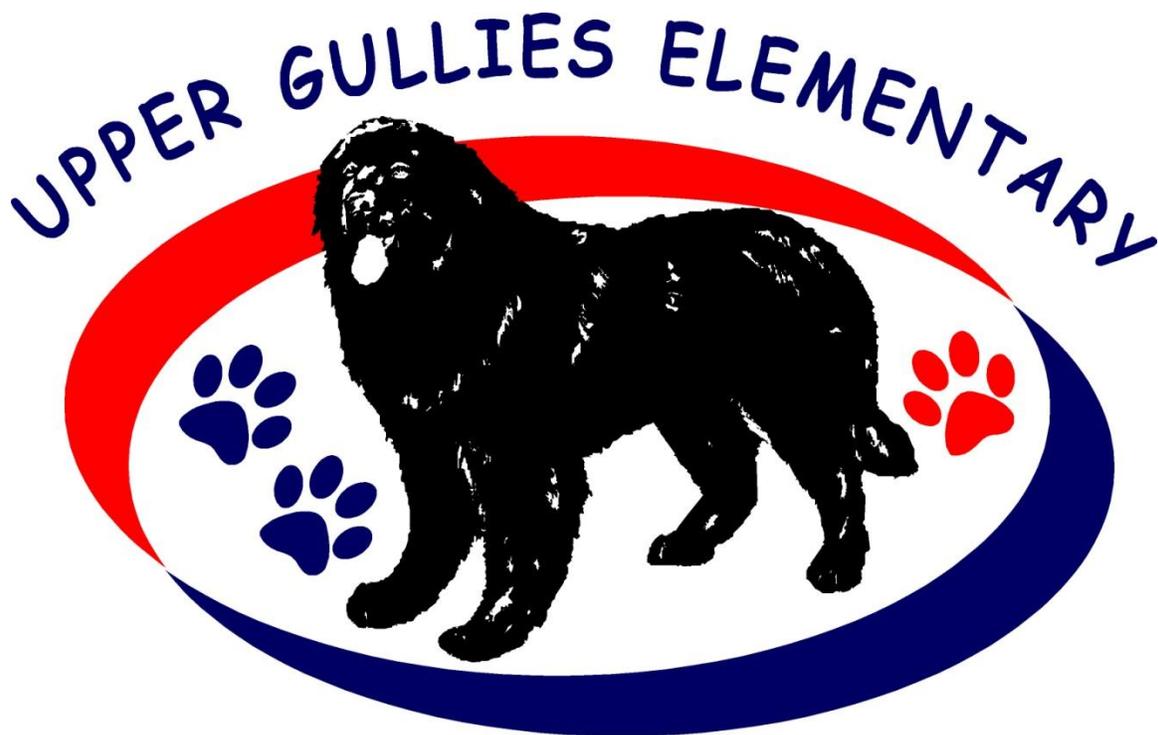


# Upper Gullies Elementary School

30 Robert's Road  
Conception Bay South, NL  
A1X 6K2

## 2014-2015 School Development Report



**"Paws"itive Learning**

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## DIRECTOR'S MESSAGE

October 2015

This school development report for the 2014-15 school year outlines your school's successes and highlights matters such as student achievement and professional development.

The formulation of a school development report is the result of significant planning and input from the entire school community. A thorough plan lays the foundation for a productive and successful school year and will be beneficial to every member of the school community, most importantly the students of your school.

As we conclude the first year of the District's 2014-2017 Strategic Plan, I would like to thank our school communities, administrators, teachers, support staff, school councils and community volunteers for their participation and input. Your efforts to develop and implement previous plans have helped to ensure a focus on student success and achievement at all levels. I sincerely thank all involved for the work undertaken as enhanced collaboration within our school communities sets a great example for our students.

School development reports outline some amazing and encouraging initiatives and I am proud to see the great work being undertaken by schools throughout the Newfoundland and Labrador English School District. Looking forward, I am optimistic about the progress we will make as we continue to build upon these plans and continue to provide a quality education for every student in our District.

Sincerely,

Darrin Pike

CEO/Director of Education

Newfoundland and Labrador English School District

## **Message from Principal**

This Upper Gullies Elementary School Report for the 2014-2015 school year has been compiled to communicate to parents, caregivers and other interested individuals, information about the composition, performance, and success of our school. Areas of strength and need will be identified which will aid in the development of goals, objectives and strategies to address the challenges that we face. As a staff and community, these goals will be targeted and collectively pursued.

Upper Gullies Elementary is committed to guiding each student to achieve to their potential. Priorities include literacy, numeracy, safe and caring initiatives, technology, healthy and active living as well as the fine arts including music, visual art, and drama. A commitment from parents, caregivers, teachers, support staff, the administration and, indeed, the entire community working together in partnership will ensure our goals are achieved. We trust you will find this report useful. We encourage you to read it carefully and invite you to contact us with any questions and concerns.

Upper Gullies Elementary School is pleased to present the annual school report. This report is intended to focus on the school's School Development Plan but to also highlight some of the activities and events that have occurred throughout the past year.

Upper Gullies Elementary School enjoys a supportive school community. We extend a sincere note of appreciation to our professional and passionate teaching staff that is completely committed to each student's learning potential. Further, the support staff at Upper Gullies Elementary is terrific and we would like to acknowledge their many and varied contributions throughout this past school year.

The committed volunteers that our school possesses are an amazing group of dedicated family and friends of the Upper Gullies School Community. Their endeavors are truly appreciated and the school community is a better place because of their efforts.

A sincere note of appreciation is extended to the members of our School Council whose efforts and dialogues were completely focused on the educational opportunities and safety of our students.

We hope that you read the report carefully, note our strengths and needs, and work with us to enhance the learning environment at Upper Gullies Elementary School. We welcome your comments and encourage you to contact the school with your suggestions. Thank you for your continued support and cooperation.

Sincerely,

Matthew Smith  
Principal UGE

## **Message from School Council**

Upper Gullies Elementary has a legally constituted school council that consists of teachers, parents and community reps. Members for the 2014-2015 school year were Seamus Power (Chairperson), Kim Sutton (Parent Rep, Secretary), Jo-Lynn Butt (Parent Rep), Jerry Scott (Community Rep), Kim Butler (Teacher Rep), Jackie Butler (Teacher Rep) and Matthew Smith (Principle).

The school council meets regularly to discuss issues regarding school development. Minutes from the meeting are accessible to the public via the school website. Last year the school council was active in many fundraising efforts which assisted the school with resources needed for student development. As a council we provide feedback and input to help the school achieve goals in its development plan. As a council we work together with school staff to address student body concerns/ideas and we encourage parents to continue to send these to us.

The council would like to thank the Upper Gullies Elementary School Community for making 2014-2015 an incredible year. With your ongoing support and dedication we can create a “PAW”sitive school atmosphere for our kids to learn and develop.

Sincerely,  
Jo-Lynn Butt  
School Council Chairperson

## **Overview of School** (2 – 3 pages)

### **Our School Community**

Upper Gullies Elementary is part of the Newfoundland and Labrador English School District, which has 261 schools and approximately 67 000 students and over 8000 employees. Our school has a current enrolment of 491 students and offers grades kindergarten to grade 6. The average class size 22 students and 25 % of our student population receive special services support. Our school services Seal Cove, Lawrence Pond, Upper Gullies and the western portion of Kelligrews. Approximately 65% of our students are bussed to school.

### **Key Highlights/Special Projects**

Upper Gullies Elementary School takes pride in being a contributing member of a close-knit community. There were several community projects in which the school took part this past school year.

The first event the students took part in was the **Terry Fox Run** to raise money for cancer research. We also had our first walk to breakfast event to support and raise money for our breakfast program through kids eat smart. In October our annual **Sweatathon** was held where we raised money to purchase classroom resources. Students had a fun afternoon of Zumba Fitness to end the sweatathon.

G-Cubed (Gullies Gets Groovin') continued throughout the year. Once a cycle, the entire school community takes part in a healthy and active school-wide activity organized by the Active & Healthy Living Team.

Also throughout the year we had monthly assemblies to celebrate individual student success in our school. Certificates were given to every student over the course of the year to highlight some success they have had this year. Parents were invited to attend these assemblies and special guests from the community came in to help present these certificates.

In October our teachers took part in professional development. They attended a session on classroom management by Dr. Harry Wong. This was a tremendous learning experience and will benefit our students and how they interact with their teacher and peers on a day to day basis.

The Grade 6 students travelled to The Rooms. The goal of this program was to build on the students' knowledge of culture, identity, and what it means to them. They took part in various sessions, led by experts, which took students on a journey through The Rooms and through history. Some of these sessions involved viewing/reporting on historical artifacts, building tools from another culture, and exploring life of peoples in our province. Students had access to the Art Gallery, the Museums, the Vault, and the Archaeology

Lab. They were challenged to write, think, and document their thoughts and ideas in a journal. The creativity that the students displayed was amazing. They cannot stop talking about their experience at The Rooms.

In April we had our first Fish Cakes fundraiser before Good Friday. This was a success as parents ordered fish cakes and then picked them up at school. Money raised was used to purchase classroom resources.

In May our students participated in the opera road show which celebrated drama and opera specifically. Students were in awe of the singing and performances by this group.

Another highlight was the Fairy-Tale Ball in June held by the grade one students. All students and teachers dressed up as their favorite fairy-tale characters and held a ball in the gym. A lot of fun was had by all!

Our primary and elementary sports days were a huge success. Parents provided students with a “fun” day to celebrate the end of the year.

## **Partnerships**

The school continued to partner with the Scotia Recycling and the **MMSB** to administer a recycling program. We would like to offer our thanks to the student volunteers and Mrs. K. Butler for their efforts in spearheading this initiative.

Another critical partnership in our school is with the **Royal Newfoundland Constabulary**. Cst. Nixon administered the **DARE** program in grade 6 which is a drug and alcohol awareness program.

**Community Health Services** partnered with Eastern School District by providing grade 4 and grade 6 immunizations in the school.

**NLTA** sponsored **Janeway Day in the Schools**,

**CBS Fire Dept.** sponsored the Learn not to Burn in our school to teach the students about fire safety

**School Lunch Association** continued to offer a healthy hot lunch program to students.

**Breakfast Program** was offered three times a week by our volunteers.

NLTA and Rotary Club NL provided a grant and book cart for our BURP Program ( Boys Undercover Reading Program)

Department of Business Tourism Culture and Rural Development provided us with a youth innovation grant to purchase an additional class set of ipads and charging/syncing cart.

### **Summary Report on the School's Most Current Data**

School Development Plans are revised yearly using the most current data available to the school. In this section, include an analysis of the school's most current data, including both quantitative and qualitative data gathered at the provincial, district and school level. This data, along with the evaluation of last year's objectives for each goal, help inform the development of the plan for the current year. **If the reporting of any of this data compromises the anonymity of students, it should not be included.**

The data presented in this section should be summarized using bullet statements as well as tables (see templates). Appropriate comparisons should be made to district and provincial data and standards where relevant. Explanatory notes should be included where applicable to assist in the interpretation of data.

Though all raw data pertinent to a school should be analyzed thoroughly at the school level, not all data needs to be reported in this section. This section should include:

## Provincial Assessment Data

### Reading Records for Grades 1 and 2

#### Grade 1: Percentage of Students (in June) at or above the Provincial benchmark

Grade 1 Enrolment = 68

2011/12			2012/13			2013/14			2014/15		
School	Region	Province									
20.8	60.2	60.2	69.6	60.2	59.3	45.6	54.7	53.7	63.2	52.0	51.4

#### What do these results tell us?

2013/2014 to 2014/2015 there is an increase in the percentage of students who are reading at or above grade level, from 45.6 to 63.2, which was higher than the region and the province, at 52.0 and 51.4 respectively.

On the report card for 2014, the percentage of Gr. 1s reading at or above grade level is 89%.

On the report card for 2015, the percentage of Gr. 1s reading at or above grade level is 80%.

- Our school will continue with the ongoing implementation of literacy portfolios for each student.
- We have implemented a school-wide guided reading program encompassed within the literacy block.
- Raz-Kids is ongoing for students in K-3.
- Inferencing and making connections as it applies to non-fiction texts will be a focus area for our school this year.

**Grade 2: Percentage of Students (in June) at or above the Provincial benchmark**

Grade 2 Enrolment = 65

2011/12			2012/13			2013/14			2014/15		
School	Region	Province									
	68.1	66.9	71.7	66.9	65.5	56.7	61.6	60.5	66.2	54.7	54.9

**What do these results tell us?**

There was a significant drop in the percentage of students who are reading at or above grade level from 2012/2013(71.7) to 2013/2014(56.7), but an increase in 2014/2015 back up to 66.2 percent.

The Gr. 2 results were higher than Gr. 1 every year.

Report cards for Gr. 2 in 2014 showed that the percentage of students reading at or above grade level is 94%.

For Gr. 2, the percentage of students reading at or above grade level is 88%.

The same cohort's scores from 2014 – 2015 did not change much 89%, and 88%.

- Our school will continue with the ongoing implementation of literacy portfolios for each student.
- We have implemented a school-wide guided reading program encompassed within the literacy block.
- Raz-Kids is ongoing for students in K-3.
- Inferencing and making connections as it applies to non-fiction texts will be a focus area for our school this year.

**Provincial Assessment data by strand for grades 3, 6 and 9**

**Grade 3 English Language Arts**

Grade 3 Enrolment = 67

	2011/12			2012/13			2013/14			2014/15		
	School	Region	Province									
Multiple Choice												
Reading	70.4	67.8	67.5	75.0	73.0	72.7				83.9	84.0	83.6
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	86.0	81.5	81.7	72.2	65.3	64.4				83.1	75.1	73.4
Poetic/Fiction	56.5	48.8	47.9	75.0	66.9	65.2				67.7	72.0	71.0
Informational Non-Fiction	50.0	64.3	64.4	84.0	80.3	80.1				79.4	82.7	82.5

**What do these results tell us?**

The Gr. 3 ELA Prov. Assess for 2014/2015 shows students performed well overall. In MC reading, they scored 83.9% which was on par with region and province and has been steadily increasing since 2011/2012. 83.1% of these students scored at or above level 3. This is above the region and province and has been increasing since 2012/2013. An area of concern is constructed response for both fiction and non-fiction reading. Students in our school achieved slightly lower than the region and province for 2014/2015. In Grade 3, when we compare the report card data with the prov. assessment data, students do significantly better on the report card in reading, but were on par for writing.

- Our school will continue with the ongoing implementation of literacy portfolios for each student.
- We have implemented a school-wide guided reading program encompassed within the literacy block.
- Raz-Kids is ongoing for students in K-3.
- Inferencing and making connections as it applies to non-fiction texts will be a focus area for our school this year.

The Grade 2s from 2014 report card scores in reading (in which 30% of students had a score of 3 on report card, 55% had a score of 5), scored well in areas on provincial assessment.

## Grade 6 English Language Arts

Grade 6 Enrolment = 62

	2011/12			2012/13			2013/14			2014/15		
	School	Region	Province									
Multiple Choice												
Reading	68.7	71.6	71.1	75.3	79.0	78.5				81.2	81.5	81.0
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	63.8	74.8	74.9	73.3	78.9	76.5				88.9	86.0	85.1
Poetic/Fiction	50.0	49.9	50.4	79.2	83.6	82.1				87.5	86.6	86.3
Informational /Non-Fiction	49.1	57.3	58.6	78.9	83.9	83.6				83.9	89.6	89.2

### What do these results tell us?

In grade 6, the percentage of students that scored at or above benchmark in all ELA components on prov. assessment has consistently increased every year.

Overall, reading scores for both MC and constructed responses have been at or above the region and province, with the exception of informational and non-fiction.

If you follow this cohort, there has been a vast improvement in the number of students who reach benchmark or higher scores in all areas of the ELA provincial assessment. (E.g. MC reading in Gr. 3 was 70.4 and in Gr. 6 it was 82.6; and in Constructed Response in Informational/Non-fiction in Gr. 3 was 50.0 and in Gr. 6 was 83.9).

In Grade 6, when we compare the report card data with the prov. assessment data, students were on par in both reading and writing.

- Our school will continue with the ongoing implementation of literacy portfolios for each student.
- We have implemented a school-wide guided reading program encompassed within the literacy block.
- Inferencing and making connections as it applies to non-fiction texts will be a focus area for our school this year.

**Internal Assessment Data** (synthesis of report card data to report trends)

The June 2015 report card data displays an optimistic picture of all our students' achievements in LA and Math. These latest results demonstrate a trend of increasing achievement at all grade levels. At most grade levels, more than 90% of our students are achieving a satisfactory or better understanding of the grade level outcomes for LA and Math.

**What do these results tell us?**

These results tell us that students at Upper Gullies Elementary school are performing well in both LA and Math. However the goal is always to improve. It is the goal of the school to have all or our students attaining a satisfactory or better understanding of the grade level outcomes. As previously stated, the future is looking bright, and the school community should be proud of the students' results thus far.



# Academic Interventions 2015-2016 UGE- LITERACY



Academic Area	Target Area	Data Identified	School Wide Initiative	Start Date	End Date
Literacy 1	Making connections	Provincial Assessment-Fiction and Nonfiction response	To bring awareness of the current LA resources available to teachers. To highlight the cross curricular opportunities.	Term 1	To be determined
Literacy 2	Inferencing (fiction and nonfiction)	Provincial Assessment-Fiction and Nonfiction	To bring awareness of the current LA resources available to teachers. To highlight the cross curricular opportunities.	Term 1	To be determined
Literacy 3	Writing	Report cards- low scores in using strategies to write effectively compared to other LA strands	Generate rubrics for and exemplars of writing pieces at each grade level through PD session	Term 1	To be determined



## Academic Interventions 2015-2016 UGE- Numeracy



Academic Area	Target Area	Data Identified	School Wide Initiative	Start Date	End Date
Numeracy 1	Problem Solving	report card results 2014-15 primary 7 elementary results 2014 grade 3 & 6	PS3 - every second wednesday grade levels decide on time Math Blitz in Spring	November 4th	June 2016
Numeracy 2	Number Concepts	report card results 2014-15 primary 7 elementary results 2014 grade 3 & 6	PS3 - every second wednesday grade levels decide on time Math Blitz in Spring	November 4th	June 2016
Numeracy 3	Communicating & Reasoning	report card results 2014-15 primary 7 elementary results 2014 grade 3 & 6	PS3 - every second wednesday grade levels decide on time Math Blitz in Spring	November 4th	June 2016



# Academic Interventions 2015-2016 UGE- Safe and Caring



Academic Area	Target Area	Data Identified	School Wide Initiative	Start Date	End Date
Safe and Caring 1	Student Behavior	Student, Parent and Teacher surveys	PBS Day. Once per term, students will practice line-ups and routines.	October 2015	May 2016
Safe and Caring 2	Student Behavior	Student, Parent and Teacher surveys	School Pledge. We will research various school pledge and then create our school pledge. It will be read over announcements and during assemblies.	October 2015	June 2016
Safe and Caring 3	Student Behavior	Student, Parent and Teacher surveys	Update school matrix into Child Friendly version	November 2015	December 2015

## Report on School Development Plan for Previous Year

### LITERACY

<p><b>Goal 1: To increase student achievement through enhanced teaching and learning opportunities for literacy in an inclusive environment.</b></p>	
<p><b>Objective 1.1: Assessment Framework</b> Implement the NLESD K-6 Language Arts Assessment Framework.</p>	<p><b>Objective 1.2: Assessment Portfolio</b> Begin to implement a Language Arts Assessment Portfolio to monitor student progress in K-6.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>1.1.1 To gain an understanding and begin implementation of the NLESD K-6 Language Arts Assessment Framework.</li> <li>1.1.2 Collaborate and plan with literacy support specialists, IRTs and lead teachers.</li> <li>1.1.3 Explore ways to implement literacy blocks.</li> <li>1.1.4 Engage in professional development opportunities around literacy focusing on the assessment framework.</li> <li>1.1.5 Professional dialoging around assessment strategies.</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>1.2.1 To engage in PD with a focus on assessment portfolios.</li> <li>1.2.2 Professional dialoging around assessment strategies.</li> <li>1.2.3 To create a checklist for all grades on items required for the Language Arts assessment portfolio.</li> <li>1.2.4 To create and provide samples of completed assessment portfolios.</li> <li>1.2.5 Teachers will create an assessment portfolio for each student which includes one running record, one reading response or listening comprehension response and one writing sample.</li> </ul>

<p><b>Indicators of Success:</b></p> <p>1.1.1.1 Implementation of the NLESD K-6 Language Arts Assessment Framework.</p> <p>1.1.2.1 Staff sharing and creating of resources/activities that promote literacy.</p> <p>1.1.2.2 Attendance at school and district level PD on literacy.</p> <p>1.1.3.1 Schedules reflect time for literacy blocks.</p> <p>1.1.4.1 Attendance at school and district level PD on literacy.</p> <p>1.1.5.1 Evidence in meeting minutes and staff meeting sharing.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1.1 Attend PD with a focus on assessment portfolios.</p> <p>1.2.2.1 At staff meetings current assessment strategies are reviewed and teachers share student examples of assessment.</p> <p>1.2.3.1 Check lists will be provided to all staff.</p> <p>1.2.4.1 Samples of assessment portfolios will be provided to all staff.</p> <p>1.2.5.1 All students in the K-6 grades will have an assessment portfolio that will begin to portray their development in Language Arts.</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.2.5.1 Money for the BAS kits</p> <p>1.2.5.2 Money for supplies and storage of the portfolios.</p>	<p>1.2.1.1/1.1.4.1 Provide time for teachers to share, coach, plan and further develop Assessment framework and portfolios.</p> <p>1.1.4.1/1.2.1.1 Staff PD for the assessment framework and portfolios.</p> <p>1.1.2.1 Provide release time for lead teachers to provide in school PD.</p> <p>1.2.4.1 Provide release time for committee members to prepare PD and sample portfolios.</p>

## Action Plan

<b>GOAL # 1: To increase student achievement through enhanced teaching and learning opportunities for literacy in an inclusive environment.</b>				
<b>OBJECTIVE # : 1.1: Assessment Framework</b> Implement the NLESD K-6 Language Arts Assessment Framework.				
<b>STRATEGY # :1.1.1- 1.1.5</b>				
<b>INDICATOR OF SUCCESS: 1.1.1.1-1.1.5.1</b>				
Actions	Individual Responsible	Target Dates		Status <i>(completed, ongoing)</i>
		Start	Finish	
1.1.1.2 Implementation of the NLESD K-6 Language Arts Assessment Framework.	All K-6 teachers	Feb 2015	ongoing	ongoing
1.1.2.1 Staff sharing and creating of resources/activities that promote literacy	All K-6 teachers	Sept 2014	Ongoing	Ongoing
1.1.2.2 Attendance at school and district level PD on literacy.	All K-6 teachers	Sept 2014	Ongoing	Ongoing
1.1.2.3 Literacy Week	All K-6 teachers	Feb 2015	May 1 <sup>st</sup> , 2015	Completed
1.1.2.4 B.U.R.P	4-6 Teachers / LRT Teacher	Oct 2014	Ongoing	Ongoing
1.1.2.5 Book Club	Select Teachers	Oct 2014	Ongoing	Ongoing
1.1.2.6 Increasing library and classroom literacy resources (i.e books and furniture)	K-6 Classroom Teachers/ LRT Teacher	Sept 2014	Ongoing	Ongoing
1.1.3.1 Schedules reflect time for literacy blocks.	Administration in consultation with classroom teachers	Sept 2014	Ongoing	Ongoing
1.1.4.1 Attendance at school and district level PD on literacy.	All K-6 teachers	Sept 2015	Ongoing	Ongoing
1.1.5.1 Evidence in meeting minutes and staff meeting sharing.	All K-6 teachers	Sept 2015	Ongoing	Ongoing

## Support Plan

Financial (Budget)	Professional Development	Communication	Time Allocation
1.1.1.1 BAS Kits (2 kits) \$800; 1.1.2.3.1 Children’s Literature, Reception, Photographs, library furniture	<ul style="list-style-type: none"> <li>• In school PD for Implementation of the NLESD K-6 Language Arts Assessment Framework.</li> <li>• Grades 2&amp;6- district PD on the new literacy program</li> <li>• Various grade levels had in school PD with lead teachers</li> </ul>		<ul style="list-style-type: none"> <li>• 1 Substitute day per 4 teachers to prepare for literacy inservice</li> <li>• 6 substitute days to work with a lead teacher within the school</li> </ul>

# NUMERACY

Goal 1: To foster diverse teaching and learning practices in an inclusive environment.		
Objective 1.1: : I Can Statements To create <i>I Can Statements</i> to communicate mathematics outcomes to students and parents.	Objective 1.2: Dreambox Learning To establish accounts for all elementary students.	Objective 1.3: Number Concepts and Number Operations To increase student achievement in number concepts and operations.
<p><b>Strategies:</b></p> <p>1.1.1 The committee will consist of primary and elementary teachers.</p> <p>1.1.2 The committee will meet in September and decide on a manageable approach to creating and communicating term two outcomes in math.</p> <p>1.1.3 The committee will research existing resources.</p> <p>1.1.4 The committee will prepare a template to help classroom teachers communicate <i>I Can Statements</i> to students and parents</p> <p>1.1.5.1.5 The Committee will present their ideas at grade level meetings throughout the year.</p>	<p><b>Strategies:</b></p> <p>1.2.1 School to purchase Dreambox for all elementary students.</p> <p>1.2.2 2 Ensure an appropriate <b>tech lab</b> schedule is developed so that students receive a minimum of 70 minutes per week.</p> <p>1.2.3 Ensure an appropriate <b>Ipad Cart</b> schedule is developed so that students receive a minimum of 70 minutes per week.</p> <p>1.2.4 To communicate with parents about how Dreambox can be used at home</p>	<p>1.3.1 Begin using Dreambox software with elementary students to focus on the number concepts and operations strands.</p> <p>1.3.2 Numeracy committee will research and explore learning options for regularly occurring school wide active math activities.</p> <p>1.3.3 The committee will research existing resources to develop a school wide, online sharing system.</p> <p>1.3.4 To initiate a school wide math blitz day focusing on number concepts and operations.</p> <p>1.3.5 Utilize MS Lync technology to initiate collaboration of number concepts and operations lessons/challenges between classes.</p>

<p><b>Indicators of Success:</b></p> <p>1.1.1 Term three <i>I can Statements</i> will be ready to go home with Term 2 reports.</p> <p>1.1.2 will begin to use <i>I Can Statements</i> during their learning and self-assessment activities.</p> <p>1.1.3 Parents will begin to communicate using <i>I Can Statements</i> when speaking with students and teachers.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 By the beginning of 2014-2015 school year, all grade 4 and 5 students will have Dreambox accounts.</p> <p>1.2.2 By the beginning of term 2, schedules will be in place so that grade 4 and 5 students will be receiving their minimum time on Dreambox either through the tech lab or the Ipads and home use.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Grades 4 and 5 students will be using Dreambox on a regular basis.</p> <p>1.3.2 By the end of term 2 regularly occurring school wide active math activities will be implemented.</p> <p>1.3.3 By the end of term 2 a school wide, online sharing system will be implemented.</p> <p>1.3.4 During term 3 we will have successfully completed a math blitz day.</p> <p>1.3.5 By the end of term 2 we will have successfully completed at least one number concepts lesson via Lync technology</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 Purchase of Dream box accountns	1.1.1 Ipad cart and Ipads for class sign out. 1.1.2 Web cameras for Lync technology. 1.1.3 May need extra PD for planning math online sharing system and math blitz day. 1.1.4 Financial support for math blitz day.

## Action Plan ( Numeracy)

<b>GOAL # : To foster diverse teaching and learning practices in an inclusive environment.</b>				
<b>OBJECTIVE # : Number Concepts and Number Operations</b>				
<b>STRATEGY # : 1.3I</b> increase student achievement in number concepts and operations.				
<b>INDICATOR OF SUCCESS:</b>				
Actions	Individual Responsible	Target Dates		Status <i>(completed, ongoing)</i>
		Start	Finish	
Each committee member will research math weblinks and post in word doc inside numeracy folder.	Numeracy Committee	Nov. 2014	Apr. 2015	Completed
Post links on school website	Rick	Nov. 2014	April. 2015	Completed
Numeracy committee will research and explore learning options for regularly occurring school wide active math activities.	Numeracy Committee	Nov. 2014	June 2015	Ongoing. To be completed by June 2015.
To initiate a school wide math blitz day focusing on number concepts and operations.	Numeracy Committee	Nov. 2014	June 2015	Ongoing. To be completed by June 2015.
Utilize MS Lync technology to initiate collaboration of number concepts and operations lessons/challenges between classes.	Numeracy Committee	Nov. 2014	June 2015	Not completed. Limited technology (cameras) and PD on it's use.

## Support Plan

Financial (Budget)	Professional Development	Communication	Time Allocation	
<b>GOAL # : To foster diverse teaching and learning practices in an inclusive environment.</b>				
<b>OBJECTIVE # : Number Concepts and Number Operations</b>				
<b>STRATEGY # : 1.2 Dreambox Learning</b> To establish accounts for all elementary students.				
<b>INDICATOR OF SUCCESS:</b>				
Actions	Individual Responsible	Target Dates		Status (completed, ongoing)
		Start	Finish	
Dreambox purchased	Office	Nov. 21/14	June 2015	Completed
Ensure an appropriate <b>tech lab/Ipads</b> schedule is developed so that students receive a minimum of 70 minutes per week.	Office	Nov. 21/14	June 2015	Ongoing
To communicate with parents about how Dreambox can be used at home.		Nov. 21/14	June 2015	Completed

### Support Plan

Financial (Budget)	Professional Development	Communication	Time Allocation

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### ACTION PLAN NUMERACY

<b>GOAL # : To foster diverse teaching and learning practices in an inclusive environment.</b>				
<b>OBJECTIVE # : Number Concepts and Number Operations</b>				
<b>STRATEGY # : 1.1</b> To create <i>I Can Statements</i> to communicate mathematics outcomes to students and parents.				
<b>INDICATOR OF SUCCESS:</b>				
Actions	Individual Responsible	Target Dates		Status <i>(completed, ongoing)</i>
		Start	Finish	
The committee will consist of primary and elementary teachers.	Numeracy Committee	Nov. 2014	Nov. 2014	Completed
The committee will meet in September and decide on a manageable approach to creating and communicating term two outcomes in math	Numeracy Committee	Nov. 2014	Nov. 2014	Completed
The committee will research existing resources.	Numeracy Committee	Nov. 2014	Dec. 2014	Completed
The committee will prepare a template to help classroom teachers communicate <i>I Can Statements</i> to students and parents.	Numeracy Committee	Nov. 2014	Nov. 2014	This was not needed. Teachers already had their own.
The Committee will present their ideas at grade level meetings throughout the year.	Grade level	Nov. 2014	April. 2015	Completed
Term three <i>I can Statements</i> will be ready to go home with Term 2 reports.	Grade Level	Nov. 2014	April. 2015	Ongoing

## ***SAFE AND CARING***

<b>Goal 2: To continue to develop a caring culture by promoting respect, wellness and safety</b>		
<p><b>Objective 2.1:</b> To continue to promote a climate of respect for self and others in a socially just learning environment</p>	<p><b>Objective 2.2:</b> To continue to encourage safe practices in all school environments</p>	<p><b>Objective 2.3:</b> Continue initiatives that enhance health and wellness in a socially just learning environment</p>
<p><b>Strategies:</b> 2.1.1 To explore and expand programs which promote leadership opportunities within our school 2.1.2 Communicate leadership opportunities to school community through curriculum night, News and Views and website 2.1.3 Celebrate leaders through school announcements, assemblies, newsletters 2.1.4 To continue to recognize positive student behavior and achievements through existing PBS initiatives 2.1.5 To continue to use behavioural tracking forms for student behavior data</p>	<p><b>Strategies:</b> 2.2.1 To continue to teach appropriate bus behaviors. 2.2.2 To continue to promote appropriate behaviors on the playground 2.2.3 To model respectful and appropriate interaction among peers and colleagues 2.2.4 To continue to promote school-wide initiatives that promote anti-bullying (Pink Shirt Day, posters, Second-Step program, technology, community partners – RNC, etc) 2.2.5 To continue to teach appropriate line-up behaviors in all settings. 2.2.6 To develop strategies that promote the responsible use of digital technology via the digital citizenship action plan.</p>	<p><b>Strategies:</b> 2.3.1 Continue School Lunch Program 2.3.2 Continue Breakfast Program 2.3.3 Continue and enhance G-3 2.3.4 Continue the Healthy &amp; Active Schools initiative in every classroom 2.3.5 Create opportunities for teachers to participate in wellness activities 2.3.6 Continue to ensure that socially just programs are available for all students. (Choir, band, intramurals, afterschool programs)</p>

<p><b>Indicators of Success:</b>  2.1.1 More widespread student involvement in leadership opportunities  2.1.2. Increased parental involvement  2.1.3 Increased awareness of students as leaders in our school  2.1.4 Reduction of referrals to the office  2.1.4 Observation of appropriate behaviour  2.1.5 Reduction of Behaviour Tracking Forms</p>	<p><b>Indicators of Success:</b>  2.2.1 Reduction of inappropriate bus behaviors  2.2.2 Students demonstrate an increase in appropriate behaviors on the playground  2.2.3 Increase in positive interactions among peers and colleagues  2.2.4 Increased visual representation around school on responsibility and respect  2.2.5 Students demonstrate an increase in appropriate behaviors in line-ups.  2.2.6 Students demonstrate success in responsible use of digital technology.</p>	<p><b>Indicators of Success:</b>  2.3.1 Significant participation of School Lunch Program  2.3.2 Support of Breakfast Program  2.3.3 School-wide participation  2.3.4 Increase in percentage of students participating  2.3.5 Increase of active participants in wellness opportunities</p>
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<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
\$500 for Leadership and Student Success Certificates \$500 for Anti-Bullying Campaign (Pink shirts, wristbands, bandanas, caps, etc.) \$500 for posters on respect and responsibility \$ 100 I-Tune card for music to enhance school-wide physical activity	Half day PD for Teacher Wellness activities Time to share the digital citizenship action plan and the Social Media Policy (Dept. of Ed) with teachers during the November staff meeting.

### *Action Plan (Safe and Caring)*

<b>GOAL # : To continue to develop a caring culture by promoting respect, wellness and safety</b>			
<b>OBJECTIVE # : Objective 2.3:</b>			
Continue initiatives that enhance health and wellness in a socially just learning environment			
<b>STRATEGY # :</b>			
<b>INDICATOR OF SUCCESS:</b>			
<b>Actions</b>	<b>Individual Responsible</b>	<b>Target Dates</b>	<b>Status (completed, ongoing)</b>

		Start	Finish	
2.3.1 Continue School Lunch Program	Administration	September 2014	June 2015	Ongoing
2.3.2 Continue Breakfast Program	Administration/appointed teachers/volunteers	September 2014	June 2015	Ongoing
2.3.3 Continue and enhance G-3	School wide	September 2014	June 2015	Ongoing
2.3.4 Continue the Healthy & Active Schools initiative in every classroom	School wide	September 2014	June 2015	Ongoing
2.3.5 Create opportunities for teachers to participate in wellness activities	Safe and caring team/administration	September 2014	June 2015	Ongoing
2.3.6 Continue to ensure that socially just programs are available for all students. ( Choir, band, intramurals, afterschool programs)	School wide	September 2014	June 2015	Ongoing

### Support Plan

Financial (Budget)	Professional Development	Communication	Time Allocation
Fundraisers for breakfast \$ 100 I-Tune card for music to enhance school-wide physical activity	Half day PD for Teacher Wellness activities	Synervoice, News letter, etc.	Ongoing

## School Development Plan for Current Year

### *Literacy*

<p><b>Goal 1: To increase student achievement through enhanced teaching and learning opportunities for literacy in an inclusive environment.</b></p>	
<p><b>Objective 1.1: Assessment Framework</b> Continue the implementation of the NLESD K-6 Language Arts Assessment Framework.</p>	<p><b>Objective 1.2: Assessment Portfolio</b> Continue the implementation of the Language Arts Assessment Portfolio to monitor student progress in K-6.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>1.1.3 Continue the implementation of the NLESD K-6 Language Arts Assessment Framework.</li> <li>1.1.4 Continue to collaborate and plan with literacy support specialists, IRTs and lead teachers.</li> <li>1.1.3 Continue to explore ways to implement literacy blocks.</li> <li>1.1.4 Engage in professional development opportunities around literacy focusing on the assessment framework.</li> <li>1.1.5 Professional dialoging around assessment strategies.</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>1.2.1 To continue to engage in PD with a focus on assessment portfolios.</li> <li>1.2.2 Professional dialoging around assessment strategies.</li> <li>1.2.3 To create and provide samples of completed assessment Portfolios for each term.</li> <li>1.2.4 Teachers will continue to develop an assessment portfolio for each student.</li> </ul>

<p><b>Indicators of Success:</b></p> <p>1.1.1.3 Further implementation of the NLESD K-6 Language Arts Assessment Framework.</p> <p>1.1.2.1 Continued Staff sharing and creating of resources/activities that promote literacy ie. Literacy week. .</p> <p>1.1.2.2 Attendance at school and district level PD on literacy.</p> <p>1.1. 3.1 Schedules reflect time for literacy blocks.</p> <p>1.1.4.1 Attendance at school and district level PD on literacy.</p> <p>1.1.5.1 Evidence in meeting minutes and staff meeting sharing.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1.1 Attend PD with a focus on assessment portfolios.</p> <p>1.2.2.1 Further sharing at staff meetings of current assessment strategies.</p> <p>1.2.3.1 Samples of assessment portfolios will be provided to all staff.</p> <p>1.2.4.1 All students in the K-6 grades will have an assessment portfolio that will portray their development in Language Arts.</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.2.5.1 Money for the BAS kits and necessary resources to implement assessment framework.</p>	<p>1.2.1.1/1.1.4.1 Provide time for teachers to share, coach, plan and further develop Assessment framework and portfolios.</p> <p>1.1.4.1/1.2.1.1 Staff PD for the assessment framework and portfolios.</p> <p>1.1.2.1 Provide release time for lead teachers to provide in school PD.</p> <p>1.2.4.1 Provide release time for committee members to prepare PD and sample portfolios.</p>

## *Safe and Caring*

<b>Goal 2: To continue to develop a caring culture by promoting respect, wellness and safety</b>		
<p><b>Objective 2.1:</b> To continue to promote a climate of respect for self and others in a socially just learning environment</p>	<p><b>Objective 2.2:</b> To continue to encourage safe practices in all school environments</p>	<p><b>Objective 2.3:</b> Continue initiatives that enhance health and wellness in a socially just learning environment</p>
<p><b>Strategies:</b> 2.1.1 To explore and expand programs which promote leadership opportunities within our school 2.1.2 Communicate and celebrate student leadership, achievement, and behavior to school community through school announcements, Gulliegram, assemblies, twitter, text/Synervoice, school webpage, photo collage posters, and existing PBS initiatives 2.1.3 To continue to use behavioural tracking forms for student behavior data 2.1.4 To investigate other PBS initiatives (ex. Daily pledge).</p>	<p><b>Strategies:</b> 2.2.1 To implement a school wide practice day once per term to review Behavior Matrix and UGE High five in all school environments 2.2.2 To model respectful and appropriate interaction among peers and colleagues 2.2.3 To continue to promote school-wide initiatives that promote anti-bullying (Pink Shirt Day, posters, Second-Step program, technology, community partners – RNC, etc) 2.2.4 Purchase resources on prolonged lockdown list. 2.2.5 Purchase additional SuperFlex resources</p>	<p><b>Strategies:</b> 2.3.1 Continue School Lunch Program 2.3.2 Continue Breakfast Program 2.3.3 Continue wellness initiative in every classroom (brain breaks, Healthy Living initiative, G-3, Participation Nation program, classroom yoga) 2.3.4 Create opportunities for teachers to participate in wellness activities 2.3.5 Continue to ensure that socially just programs are available for all students. (Choir, band, intramurals, iPads, afterschool programs) 2.3.6 Purchase equipment for playground outside use during unstructured time 2.3.7 Continued maintenance and additions to Zachary’s Garden</p>
<p><b>Indicators of Success:</b> 2.1.1 More widespread student involvement in leadership opportunities 2.1.2. Increased parental involvement 2.1.2 Increased awareness of students as leaders in our school 2.1.2 Reduction of referrals to the office 2.1.2 Observation of appropriate behaviour 2.1.3 Reduction of Behaviour Tracking Forms 2.1.4 Increase in expected behaviours as outlined in High 5 Matrix</p>	<p><b>Indicators of Success:</b> 2.2.1 Students demonstrate an increase in appropriate behaviors in all school environments 2.2.1 Display new behavior matrix and High Five posters 2.2.2/2.2.3 Increase in positive interactions among peers and colleagues 2.2.4 Each classroom has a prolonged lockdown kit 2.2.5 SuperFlex is implemented in classrooms as needed</p>	<p><b>Indicators of Success:</b> 2.3.1 Significant participation of School Lunch Program 2.3.2 Support of Breakfast Program 2.3.3 School-wide participation 2.3.4 Increase in percentage of teachers participating 2.3.5 Increase of active participants in wellness opportunities 2.3.6 Students use equipment (skipping ropes, balls, etc)</p>

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
\$500 for Leadership and Student Success Certificates \$500 for posters on respect and responsibility \$100 i-Tune card for music to enhance school-wide physical activity Funding for lockdown materials - to be determined Funding for behavior matrix posters/magnets – to be determined \$100 Participation Nation registration Funding for SuperFlex resources Funding for Equipment	Half day PD for Teacher Wellness activities Time to share the digital citizenship action plan and the Social Media Policy ( Dept. of Ed) with teachers during the November staff meeting.

## *Numeracy*

<b>Goal 3: To foster diverse teaching and learning practices in an inclusive environment.</b>		
<p><b>Objective 3.1: I Can Statements</b> To create <i>I Can Statements</i> to communicate mathematics outcomes to students and parents.</p>	<p><b>Objective 3.21.2: Dreambox Learning</b> To establish accounts for all elementary students.</p>	<p><b>Objective 3.3: Number Concepts and Number Operations</b> To increase student achievement in number concepts and operations.</p>
<p><b>Strategies:</b></p> <p>3.1.1 Teachers will continue to create I Can Statements for all math units.</p> <p>3.1.2 Teachers will provide/communicate I Can Statements at the beginning of each math unit for students and parents.</p> <p>3.1.3 Teachers will communicate student success by indicating progress on I Can Statements at the end of each math unit to parents and students.</p> <p>3.1.4 To create a common area on <b>Google Drive</b> where we can access all grade level <b>I Can Statements</b>.</p>	<p><b>Strategies:</b></p> <p>3.2.1 School to purchase Dreambox for all elementary students for a second year.</p> <p>3.2.2 Ensure an appropriate <b>mobile tech lab/Ipad cart</b> schedule is developed so that students receive a minimum of 70 minutes per week.</p> <p>3.2.3 To communicate with parents about how Dreambox can be used at home.</p> <p>3.2.4 survey parents, teachers and students to obtain feedback regarding the effectiveness of DreamBox.</p> <p>3.2.5 arrange some professional development about DreamBox from another school that has been piloting the software.</p>	<p><b>Strategies;</b></p> <p>3.3.1 To continue to use a variety of software with all students to focus on the number concepts and operations strands.</p> <p>3.3.2 Numeracy committee will continue to research and explore learning options for regularly occurring school wide active math activities.</p> <p>3.3.3 The committee will monitor and update, as needed, existing resources to enhance the school wide, online sharing system.</p> <p>3.3.4 To organize and implement our second school wide math blitz day focusing on math concepts.</p>

<p><b>Indicators of Success:</b></p> <p>3.1.1 All <i>I can Statements</i> will be ready to go home at the beginning of each unit.</p> <p>3.1.2 Students will begin to use <i>I Can Statements</i> during their learning and self-assessment activities.</p> <p>3.1.3 Parents will begin to communicate using <i>I Can Statements</i> when speaking with students and teachers.</p>	<p><b>Indicators of Success:</b></p> <p>3.2.1 By the beginning of 2015-2016 school year, all grade 4, 5 and 6 students will have Dreambox accounts.</p> <p>3.2.2 By the beginning of term 1, schedules will be in place so that grade 4, 5 and 6 students will be receiving their minimum weekly time (70 minutes) on Dreambox either through the tech lab or the Ipads and home use.</p> <p>3.2.3 By the end of September, 2015, a letter sent home to parents communicating about using Dreambox at home.</p> <p>3.2.4 By end of May 2016, create, distribute and analyze the data collected from the DreamBox surveys.</p> <p>3.2.5 PD will have been implemented by the end of term 1, 2015.</p>	<p><b>Indicators of Success:</b></p> <p>3.3.1 All students will be using various math software on a regular basis.</p> <p>3.3.2 By the end of term 1 regularly occurring school wide active math activities will be implemented.</p> <p>3.3.3 By the end of each term the school wide, online sharing system will be updated.</p> <p>3.3.4 During term 3 we will have successfully completed a math blitz day.</p>
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<b>Goal 3. Support Plan</b>	
<b>Financial Professional Development/Time Required</b>	
<p>3.2.2</p> <p>3.2.4</p> <p>3.2.5</p> <p>3.3.1</p> <p>3.3.4</p> <p>3.3.4</p>	<p>Ipad cart and Ipads for class sign out.</p> <p>Time to create and analyze survey regarding DreamBox.</p> <p>PD with other teachers piloting DreamBox software.</p> <p>Financial support to purchase math software and apps.</p> <p>May need extra PD for planning math online sharing system and math blitz day.</p> <p>Financial support for math blitz day.</p>