

Annual School Development Report

Holy Family Elementary

9 Ridgewood Drive, Paradise

2016 - 2017

Vision Statement

Holy Family Elementary, learning together progressively to empower all students to achieve in an inclusive and active environment



Mission Statement

By 2017, the Holy Family Elementary school community will maximize student learning and achievement by progressively engaging the 21st century learner through inclusive and collaborative practices.

Learning Together Everyday





A Message From
TONY STACK
CEO / DIRECTOR OF EDUCATION (Interim)

The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack'.

Tony Stack
CEO/Director of Education (Interim)



Message from Administration **Administrators' Message**

At École Holy Family Elementary we are committed to providing a positive, nurturing and enriching environment so that every child can reach his/her maximum potential. Our motto, “Learning together every day; Apprendre ensemble a tous les jours” demonstrates the value we place on teaching and learning. We want our students to acquire the skills and knowledge that will enable them to be life-long learners. This report celebrates our many accomplishments and successes, as well as identifies areas that need improvement.

As a professional staff, we continue to work hard to ensure we are preparing each and every one of our students for today’s ever-changing world. Student collaboration, communication, creativity and cooperation are the basis for student success and achievement. At École Holy Family Elementary, we strive for each of these goals in coordination with essential literacy and numeracy skills.

We are extremely proud of and thankful for the wonderful community support that we have received from all members of the learning community of École Holy Family Elementary. It is only by working together that we are able to maximize the learning potential of each and every child in our school.

Thank you to all of our vital stakeholders for your continued support, cooperation and encouragement which ensure success for all students at École Holy Family Elementary.

Sheryl Ryan
Principal

Bernadette Kolonel
Assistant Principal

Message from School Council

On behalf of the School Council I would like to extend my sincere appreciation to the teachers, staff, parents and guardians and students of Ècole Holy Family Elementary for their support and commitment to our school and school community.

School Council continues to support and promote healthy eating at Ècole Holy Family Elementary. The School Lunch Program continues to be well received by students and parents. We are also thrilled with the recent announcement that the Kids Eat Smart Breakfast Program will be offered for the 2017/2018 school year and will be seeking the support of our school community to get the program up and running.

This year was the inaugural year for our Pancake Breakfast with Santa. The children were treated to pancakes, juice and a visit with Santa. We were excited to have the support to be able to offer such a well-received event to our students and thank all our volunteers for their contribution to make it such a success.

Our school initiates and supports Anti-Bullying Awareness. This year students were given the opportunity to purchase pink t-shirts to highlight the cause and were encouraged to wear their shirts during certain events and special days throughout the year.

The hard work and dedication of our teachers and support staff was acknowledged during Staff Appreciation Week. Our teachers, administrators, student assistants, specialist teachers, and support staff are truly amongst the best around, and our school community recognizes this as we see the continual growth and success of all who attend our school.

Students continue to be provided opportunities to develop in all facets of life. Athletic programs and team sports, music programs and productions, extra-curricular activities, environmental initiatives, and student leadership opportunities continue to shape our children into well rounded citizens who will become the men and women that shape our future.

I want to thank the entire Holy Family community for their dedication to the school and their commitment to creating and maintaining a safe, caring and comfortable school environment.

It has been my pleasure to serve as chair of your School Council this year. I am grateful to have had the opportunity to work with a group that is so dedicated to the academic achievement and well-being of our children. I look forward to the upcoming year.

Sincerely,

Tara Lynch
Chair
Ècole Holy Family Elementary School Council

Overview of School

Our School Community

During the 2016-2017 school year, École Holy Family Elementary School was a part of the Newfoundland and Labrador English School District which had 259 schools with approximately 67 000 students. We are a neighborhood school located on Ridgewood Drive in the community of Paradise, with a student population of 471 students as of June 2017. Approximately 25% of the students travel to and from school by the school bus with two busses providing this service.

École Holy Family Elementary School has a total of 34.00 educational staff that includes 23 classroom teachers and 6.25 Instructional Resources Teachers. We also have units for Guidance, Learning Resources, Physical Education and Music. Our students also avail of the services of a band teacher and 1.50 units in Administration.

We also have seven student assistants. In addition to staff based at the school, we have itinerant services for speech-language pathology, hearing impairment, visual impairment and educational psychology. Secretarial, maintenance and custodian support services are also provided.

Programs are offered in English for students in Kindergarten to Grade 6, in French Immersion for Kindergarten to Grade 4 (our Grade 5 and 6 French Immersion have been temporarily placed in Villa Nova until space becomes available at Holy Family) and with the option for Grade 6 students to participate in an Intensive Core French program. Once completing their elementary education, Holy Family students proceed to Villanova Junior High for grades 7 and 8, and then attend Holy Spirit High School for Grade 9 and Levels 1, 2 and 3. Both the junior high and high school are located in the town of Conception Bay South.

Key Highlights/Special Projects

All programs offered at École Holy Family Elementary are based upon the curriculum as prescribed by the Department of Education. The curriculum is outcome based and is designed to achieve the Essential Graduation Learnings. In addition, we offer individualized programs for students requiring extra support through the development and implementation of IEPs (Individual Educational Program) and ISSPs (Individualized Support Services Plan). These services range from accommodations to alternate curriculum, depending on the needs and exceptionalities of the children requiring the support.

The regular curriculum from Kindergarten to Grade Six includes Language Arts, Mathematics, Science, Social Studies, Health, Religion, Music, Art and Physical Education. Students from Grades Four to Six also have Core French. Kindergarten to Grade Six students are taught by homeroom teachers, except in the areas of Music and

Physical Education. Students in Grade 5 and 6 have the option of participating in the band program, and there are both primary and elementary grade level non-select choirs.

Intensive Core French - Grade 6

This year was the fifteenth year that our school offered Intensive Core French in Grade 6. This is an optional program for our Grade 6 students.

Early French Immersion

The Early French Immersion program for Holy Family began in September, 2005. We had one class of French Immersion in Kindergarten to Grade 4. Our Grade Five and Six students were sent to Villa Nova for this school year. With the increase in available space since the opening of Octagon Pond Elementary, next year we will have a new class of Grade Five French Immersion.

Music

The music program at École Holy Family Elementary strives to develop a strong foundation in musical abilities and an understanding of how they relate to the students and their culture. The students are exposed to many styles of music to create in them the ability to recognize music as an art form and an appreciation of the aesthetic value that it has in our society.

All students from Kindergarten through Grade Six participate in the classroom music program, which is largely based on the Orff-Schulwerk methodology. Orff-Schulwerk is a music method that combines all aspects of the arts – song, speech, creative movement/dance and instrument playing. This approach to music teaching and learning is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm. Everyone is encouraged to participate at his/her own level and to succeed at that level. Above all, children who work in the “Orff way” experience the joy and satisfaction of creating something uniquely their own. This is a fundamental and basic element of the Orff approach. Through these creations come competence and growth in self-confidence.

Throughout the school year, each grade level is given the opportunity to perform for the school, as well as their parents, through assemblies and concerts. We have English choirs from Grades 1-6, as well as two French choirs: Grades 1-2 and 3-4. Our choirs are non-select and provide students the opportunity to develop and enhance their musical talents and skills. These ensembles regularly participate in school concerts, assemblies, choral festivals and performances in and around the community such as our Annual Chapter’s Night fundraiser as well as the NLTA Christmas Suite. There are also music enrichment opportunities for students in Grades 5 and 6 during the lunch hour.

Instrumental Band Program

Historically, instrumental music education has been in existence in Newfoundland and Labrador for many decades, finding its roots from the United States of America and The United Kingdom. Even though its implementation was primarily founded on the basis of entertainment and competition, instrumental instruction soon found its value through many educational characteristics. Listed below are some of the reasons why the band program still remains a part of the school system today.

Playing a wind instrument requires the acquisition of physical development within the hands/fingers, the mouth/tongue, as well as, lung capacity and breathing. Therefore, playing a wind instrument helps with coordination and promotes healthy living.

The ability to be organized, study independently and sit and listen to instruction helps tremendously in the aid of academic success. Band students develop a regular home practice schedule, attend rehearsals on time with all the materials needed and sit through countless practices building musical pieces from the 'ground up'. Playing in a wind ensemble helps a young person become mature and responsible.

Music and other art forms have had a place in education since the time of the Greeks. They understood that these types of disciplines helped develop the spatial capacity of the mind. Therefore, students who take part in musical activities have a greater chance of understanding abstract thought found in other subjects like mathematics and language arts.

Band is an excellent way for students to become familiar with musical terminology, musical literacy and aural skills. It also requires a collaborative learning environment which requires a group effort.

École Holy Family is fortunate to have a strong band program. It is opened to all students in Grades Five and Six. It requires one major characteristic - the passion to learn to play a musical instrument. We have an instrumental band program that provides students with the opportunity to develop musical literacy, physical and aural skills and knowledge. The band performs at assemblies, school concerts, and music festivals.

Physical Education Program

Physical Education is a fun-filled program that promotes physical literacy through a variety of movement activities. The emphasis of the program is to promote sportspersonship, cooperation and fair play through movement. Children attend three thirty-minute classes a cycle.

Our school continues to participate in the Active Schools Program. This program offers a non-competitive, simple, fun and appealing program where every child, without

exception, can enjoy the benefits of physical activity every day. It brings physical activity into the classrooms and teaches students how to stay active and healthy.

A large number of students participated in the Newfoundland and Labrador Athletic Association Cross-Country Running Series for Schools.

Our students spend their lunch playtime outside when the weather is suitable. Children need the opportunity to move, breathe the fresh air, as well as socialize in an environment that encourages active movement.

Lunch time intramural games were also offered to all students from Grades 1-6 to those who wished to participate. These games are under the supervision and organization of our teachers. The activities played vary throughout the year. They rotate through various lunch time sessions in order to get the opportunity to participate in extra physical activity during the school day. After school sports was offered to our elementary students providing an opportunity for students to participate in a variety of non-competitive sports and physical activities.

Other healthy living initiatives included: the Terry Fox Walk, a Jingle Hop, Zumba sessions, and lunch time Special Needs Olympics.

Safe and Caring School Initiates

- Grade 6 students continue to take a leadership role in the school as prefects who assist in the K - 2 classes during recess and lunch periods. Our Grade 6 students also volunteer at lunch time in our cafeteria and for recycling
- Many of our classes continue to be involved in the Buddy Reading & Buddy Math program. Older students are paired with younger level students during Reading and Math. This allows for older students to act as positive role models for younger students and provides opportunities for younger students to demonstrate newly acquired skills to an older mentor.
- Birthdays continue to be announced daily
- Our positive behavior mascot - a BEE named Beezley, continues to visit our classes and attend school events throughout the year promoting positive behaviors.
- We started our Seven Virtues program – discussing virtues such as patience, kindness and peacefulness.
- We did a school-wide pink t-shirt day.
- We had several awareness days – Autism and Downs Syndrome.
- We had a Staff PD on Mental Health.

Library Program

Our school library is open and fully accessible to students each day. Classes come to the library for regularly scheduled book exchange sessions each cycle. Also, classes come to complete classroom extension activities, quiet reading, and other literacy based learning activities. Our library collection consists of over 5000 print resources, which are

continually growing and expanding to meet the needs of the learners in our school. We have four main sections in our library: Fiction, Non-Fiction, Reference and French. Our library hosts many exciting activities and presentations throughout the school year. One of our biggest events is the Scholastic Book Fair which took place in March. This event saw a wide range of reading materials brought to our school and gave students a chance to purchase materials. Not only did the book fair promote and get students excited about reading, but it also raised money for our school to purchase more books and resources for our library and classrooms.

Literacy Initiatives

As always, literacy, in all its forms, plays an integral role in our school. The students and staff of Ecole Holy Family Elementary value literacy and the important role it plays in all aspects of our lives and community living. In that spirit, our school has held a number of literacy events and initiatives to celebrate all that literacy is and the value it has. In November, we held our annual Chapters Night fundraiser. During the evening, students, teachers, staff, and our community supports joined us at Chapters, St. John's to make this one of our most successful events yet. Twenty percent of all in-store purchases on this evening were donated back to our school in the form of Chapters gift cards. These funds were used to support literacy learning at our school. Quality children's literature and other materials were purchased to build classroom libraries and enhance learning through the literacy block structure.

Organized in association with the Canadian Children's Book Centre, the TD Grade 1 Book Giveaway is the largest free book giveaway program to school-aged children in Canada. Each year, all children in Grade 1 (both English and French) receive a free copy of a Canadian children's book compliments of TD to take home to enjoy with their families. For the 2016-2017 school year, the book was *Small Saul*, written by Canadian author Ashley Spire.

In January, we held our annual literacy week centering around Family Literacy Day. Each day during the week, students and their teachers were engaged in meaningful activities including: a reading relay, visual literacy activity, literacy trivia, and Flashlight Friday. Support from parents and guardians was also important for our at-home book-in-a-bag project. Families were also encouraged to participate in our Family Literacy Bingo to be entered for some prize draws. During the week, we were pleased to welcome a variety of media personalities, community workers, children's authors, politicians, and NLESD personnel. These individuals graciously gave of their time to share a book with our students. Our school was featured in several tweets, social media postings, and even the Rogers TV program *Out of the Fog!*

March 2, 2017 would have been the 113th birthday of Theodor Seuss Geisel, better known as Dr. Seuss! Many classes read some of the works of Dr. Seuss and celebrated his birthday through art and literacy related activities.

April was National Poetry Month. To celebrate, students were invited to recite poetry on the PA during morning announcements. We heard some lovely pieces by famous children's poets and even some original verses by our very own students. Students and staff enjoyed the opportunity to begin each day in April with a new poem!

Technology

Our school values the integration of technology as a diverse learning tool. To date, we are wireless throughout the building; all classrooms have interactive white boards, computers and an iPad. Teachers also have an opportunity to sign out an iPad cart which contains 30 iPads (two of these are available at the school). As well, each grade level was assigned an additional 6 iPads for their daily use.

Our goal this year was for students to continue utilizing a variety of technologies to complete cross-curricular projects. Technology was integrated into the curriculum, equipment was purchased to meet learner needs and curriculum outcomes, and teachers were supported in their technology integration needs through professional development, support of the learning resource teachers and peers, and sharing of best practices. Knowledge of digital citizenship continues to be an important area of focus.

Resources for all parents, as well as students come together at www.hfsparadise.com. Read our tweets on our website or follow us @holyfamilysch02.

Partnerships

Town of Paradise

Our Grade 6 students attended a Municipal Awareness Day sponsored by the town during the month of May. They visited the Town Hall to learn about the operation of our municipality. As well, the Town continues to maintain our playground equipment to ensure it is safe for student use.

D.A.R.E Program

Our Grade 6 students continued to participate in the Drug Abuse Resistance Education (D.A.R.E) program that is offered through the Royal Newfoundland Constabulary again this year. Constable Coombs delivered this very informative nine week program that is designed to help our children learn how to resist pressure regarding alcohol, tobacco, marijuana, inhalants, and other drugs.

Community Use of Schools

Our school supports the community by making its facilities available to various user groups. Our gymnasium is used frequently in the evening and on the weekends. These groups include: Cubs, iPlay Soccer, Paradise Minor Soccer and various adult sport groups. LearnStar, an afterschool homework program, started their program here using our facilities afterschool.

Friends for Life/Fun Friends

Our students in Grade 1 participated in Fun Friends. Our Grade 5 students completed conflict resolution/effective communication that promotes personal development with its aim is to encourage social and emotional resilience. These programs are designed to build confidence and courage, and to teach children to develop their own solutions when problems arise.

Junior Achievement:

This year, the Grade 6 students continued to participate in the program “Our Business World” with Junior Achievement. The program provides our students with experience in making big decisions in different areas of a small manufacturing operation. Students explore the many aspects of business hands-on. By experimenting with real world business challenges, students discover the value of working smart and the career opportunities awaiting educated employees.

Newspapers in Education

Our school continues to participate in this program with the Telegram. Newspapers are distributed daily to classrooms for use in various curriculum areas.

Family Fun Night

During the month of May, we celebrated “Families” with our school community by having evening sessions with the students and their parents/guardians. Activities such as drumming, break dancing, yoga, martial arts, Irish dancing, storytelling, caricature drawing, gymnastics, and sketching were offered to our participants.

Mike Kidney Financial

Mike Kidney Financial donated the funds necessary to install a fence around our play area, improving the safety for our students during outside play.

Summary Report on the School’s Most Current Data

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 = 49

2012/13			2013/14			2014/15			2015/16			2016/17		
School	Region	Province												
63.4	60.2	59.3	56.0	54.7	54.0	60.7	56.5	54.7	56.5	57.1	55.1	54.0	47.1	45.5

What do these results tell us?

- Our Grade 1 students are reading above the District and Provincial average.
- While we are above the Provincial and District Average we still want to work on bringing this percentage even higher. We have 24.0 % of students who are very close to the benchmark.

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

Grade 2 Enrolment = 60

2012/13			2013/14			2014/15			2015/16			2016/17		
School	Region	Province												
89.2	66.9	65.5	55.9	61.6	60.5	35.2	61.2	59.2	70.9	56.5	57.4	75.0	57.8	57.7

What do these results tell us?

- Our Grade 2 students performed well above both the District and Provincial benchmark for reading.
- Grade 2 performance is significantly greater than 2014-15.

Provincial Assessment data by strand for Grades 3 and 6

Grade 3 English Language Arts

Grade 3 Enrolment = 52

	2016-17		
	School	Region	Province
Multiple Choice - Reading	90.5	87.4	87.1
Demand Writing (Creative)	87.0	77.5	78.2
Demand Writing (Persuasive)	78.4	74.3	75.1
Reading	97.9	91.8	92.1

What do these results tell us?

We are delighted with our Provincial Assessment results. Our students are above the region and province in all tested strands. While above in all strands, we would like to see our persuasive writing scores improve. Writing will be a focus for 2017-18.

Grade 3 Mathematics

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province									
Multiple Choice												
Number Concepts				81.7	71.7	72.9				83.6	79.0	79.1
Number Operations				71.2	64.3	65.5				74.1	71.4	70.9
Shape & Space				81.2	73.9	74.8				78.1	76.8	77.2
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts				86.9	73.7	75.9				88.9	83.9	83.9
Number Operations				69.4	53.5	55.4				72.1	69.5	69.0
Shape & Space				81.8	61.9	64.5				80.7	78.7	79.3
Mental Math				91.6	82.2	83.8				93.7	89.4	89.4
Problem Solving				69.1	54.2	56.4				69.4	62.4	63.2
Reasoning and Communication				46.4	31.9	34.4				38.1	34.1	35.1

What do these results tell us?

- There were no Provincial Math Assessments completed in 2012-13 and 2014-15 and 2016-17.
- Based on the 2015-16 Provincial Assessment results, we are significantly above the District and Provincial average in all areas.
- While Reasoning and Communication was above the District and Provincial average, it is still much lower than we would like for our students. This will continue to be a focus.

Grade 6 English Language Arts

Grade 6 Enrolment = 52

	2016/17		
	School	Region	Province
Multiple Choice - Reading	89.4	87.0	86.6
Demand Writing (Creative)	94.0	89.3	90.0
Demand Writing (Persuasive)	96.1	93.1	92.8
Reading	100.0	96.6	96.5

What do these results tell us?

We are delighted with our Provincial Assessment results. Our students are above the region and province in all tested strands. While above in all strands, Reading and Writing will continue to be a focus for 2017-18.

Grade 6 Mathematics

Grade 6 Enrolment = 40

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province									
Multiple Choice												
Number Concepts				63.0	57.2	58.0				61.8	63.9	64.3
Number Operations				65.4	63.3	64.1				70.7	65.2	65.4
Patterns & Relations				54.8	53.8	54.6				64.9	61.9	62.0
Shape & Space				72.3	68.7	69.7				74.7	62.1	61.8
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts				74.0	60.0	61.6				87.2	71.5	72.0
Number Operations				70.6	66.1	66.4				89.2	74.6	74.9
Patterns & Relations				51.5	49.7	52.6				73.0	60.5	61.1
Shape & Space				72.3	60.4	61.5				84.2	62.2	61.9
Mental Math				74.7	76.1	76.7				94.9	84.3	84.2
Problem Solving				67.7	60.4	62.1				89.7	65.6	65.8
Reasoning and Communication				58.8	50.7	52.7				59.0	47.9	49.1

What do these results tell us?

- In all areas of Math except for number concepts – multiple choice, our students are exceeding the District and Provincial average.

- Reasoning and Communication continues to be an area of need even though we are exceeding the District and Province. This will be a focus for us in 2017-18.

Internal Assessment Data

Percentage of Students Scoring 3 and Above on Report Card Indicators 2016-2017 – Internal Assessment Data

	K	Gr1	Gr 2	Gr 3	Gr.4	Gr 5	Gr 6
Language Arts							
Listening	94E / 100F	96E / 92F	95E / 100F	99E / 100F	99E / 100F	100	
Speaking	90E / 100F	96E / 92F	96E / 100F	98E / 100F	99E / 100F	100	
Reading & Viewing	94E / 95F	85E / 88F	87E / 90F	94E / 100F	95E / 86F	100	
Writing & Representing	87E / 100F	90E / 92F	87E / 91F	88E / 100F	95E / 85F	100	
French Language/Cultural Diversity	100 F	100F	100F	100F	100F	NA	
Mathematics							
Number	96	99	99	96	92	95	
Patterns & Relations	96	99	99	87	97	100	
Geometry (Shape) & Measurement (Space)	96	97	100	98	99	100	
Statistics & Probability	NA	NA	100	96	97	100	

What do these results tell us?

- As is evident from the above table, a great majority of our students have attained a level “3” or above during the year.
- Reading & Viewing along with Writing and Representing continues to be areas of focus for the 2017-18 school year.

As we reflect on our data again this year, we are confident that we need to continue the initiatives that have been established, as well as develop new strategies and actions to address our mission of maximizing student learning and achievement by progressively engaging the 21st century learner through inclusion and collaborative practices. Our objective areas for the following year include: literacy (with a focus on writing and representing), numeracy (with a focus on number concepts, reasoning and communicating), 21st century learning, inclusionary practices, safe, caring and active schools, and collaboration and communication.

Report on School Development Plan for previous year (2016-17)

Goal 1: To progressively engage the 21st century learner by incorporating diverse, cross-curricular and inclusive practices to maximize students' learning potential and achievement.			
Objective 1.1: Students will demonstrate improved mathematical skills through a variety of means. Numeracy Committee	Objective 1.2: Students will demonstrate improved literacy skills through the use of literacy blocks and the K-6 Language Arts Assessment Portfolio. Literacy Committee	Objective 1.3: The school community will use a variety of teaching/learning strategies, technology and environments to meet the learning needs of the 21 st century learner. 21st Century Learning Committee	Objective 1.4 : The school community will continue to incorporate the policies and practices of the Department of Education's Service Delivery model to meet the needs of all learners. Inclusive Practices Committee
Strategies: 1.1.1 To present problem of the month using the monitors, school website and morning announcements 1.1.2 To encourage buddy reading partnerships to include Math, i.e. every third session (focus on modelling of reasoning & communication) 1.1.3 To investigate the use of Google drive school account to share Math school resources 1.1.4 To work with the 21 st century committee to explore strategies and tools to use in numeracy development 1.1.5 Promote consistency in assessment practices.	Strategies: 1.2.1 To offer support to teachers to further develop literacy blocks in their classrooms (time to observe colleagues, presentations of best practices at staff meetings, etc.) 1.2.2 To take inventory of the resources available for guided reading and baggy books and continue to invest in further materials as required 1.2.3 To distribute active listening posters to teachers in the new school year for display in individual classrooms 1.2.4 To revisit the expectations of the k-6 Language Arts Assessment Portfolio early in the new year 1.2.5 To plan another literacy Week in January 1.2.6 To purchase and implement Levelled Literacy Intervention (LLI) 1.2.7 Promote consistency in assessment practices	Strategies: 1.3.1 To further assist teachers in the utilization of GAFE and Google classroom 1.3.2 To emphasize digital citizenship 1.3.3 To expand upon the use of Reading Eggs and introduce online Math programs 1.3.4 To implement inquiry-based teaching and learning in indoor and outdoor environments	Strategies: 1.4.1 To highlight three areas of diversity throughout the year (one per term) 1.4.2 To acknowledge student accomplishments on school monitors 1.4.3 To establish an outdoor area for Buddy Benches 1.4.4 To establish a Guidance Advisory Committee and to increase the collection of guidance resources for classroom use 1.4.5 To have grade levels present DI strategies at each staff meeting
Evaluation: 1.1.1 Problem of the month was not implemented. 1.1.2 Buddy math groups were encouraged and some classes implemented this into their schedule. 1.1.3 A school wide google	Evaluation: 1.2.1 Peer observations and mentoring around Literacy Blocks were encouraged. Literacy block practices were discussed during grade level meetings. Literacy blocks are being implemented in all classrooms. Administrators regularly visit classrooms during literacy blocks.	Evaluation: 1.3.1 All teachers have a GAFE account. Information sessions both after school and during staff meetings have been offered. Very few teachers are using Google Classroom. 1.3.2 Digital Citizenship lessons	Evaluation: 1.4.1 Two areas of diversity have been highlighted (Autism, Downs Syndrome). Plans for other activities are being discussed. 1.4.2 Monitors have not been utilized this year. 1.4.3 A formal request has been

<p>account is not necessary at this time due to individual teacher Google Accounts. Sharing math resources on a Google Drive is occurring at grade level but not school-wide.</p> <p>1.1.4 Dreambox Learning has been utilized by Grade 2 and 3 students.</p> <p>1.1.5 Common assessment practices are taking place at grade level.</p>	<p>1.2.2 A school-wide inventory of English resources was not completed; French teachers redistributed materials among grade levels. Guided reading tables and additional literacy materials were purchased.</p> <p>1.2.3 Posters were distributed to all teachers.</p> <p>1.2.4. Expectations for the L.A. assessment portfolio was reviewed at staff meetings.</p> <p>1.2.5 Literacy week took place in January.</p> <p>1.2.6. LLI levels 1 and 2 were purchased and are being used in alternate programs.</p> <p>1.2.7 All classes have a BAS kit. Grades 2 and 5 received PD on the BAS kit. Grade levels were given time to collaborate and determine common writing prompts and rubrics for assessment.</p>	<p>have been conducted in classrooms.</p> <p>1.3.3 Students avail of the Reading Eggs program (K-1 and alternate literacy programs across all grade levels). DreamBox math has been utilized by grade 2 and 3 classes.</p> <p>1.3.4. Inquiry based teaching and learning (both indoor and outdoor) are beginning to be implemented in some grade levels.</p>	<p>made to the Town of Paradise for financial support. A response is pending.</p> <p>1.4.4 This committee has not been established. Some new guidance resources and assessment tools have been purchased.</p> <p>1.4.5 Most grade levels have presented D.I. strategies at staff meetings.</p>
<p>Action for Change:</p> <p>1.1.1What is the purpose? Home, school, student. Implement at the classroom level</p> <p>1.1.2 Continued emphasis on Buddy Math groupings.</p> <p>1.1.3 To Set up a Math folder for Google Drive and share among staff members.</p> <p>1.1.4 To advocate for the continued use of Dreambox Learning</p> <p>1.1.5 To continue to promote and discuss variety in assessment practices.</p>	<p>1.2.1 To continue to offer support to teachers to further develop literacy blocks in their classrooms (time to observe colleagues, presentations of best practices at staff meetings, etc.)</p> <p>1.2.2. Delete this strategy.</p> <p>1.2.3 Delete this strategy.</p> <p>1.2.4. To review the expectations for L.A. portfolios each term.</p> <p>1.2.5. To hold another Literacy Week</p> <p>1.2.6. To continue to implement the LLI program and purchase additional resources.</p> <p>1.2.7. To continue to promote consistency in assessment practices.</p>	<p>1.3.1 To continue to offer support for GAFE.</p> <p>1.3.2 Delete this strategy, as it is a district expectation.</p> <p>1.3.3 to continue with the use of Reading Eggs and explore the expansion into other grade levels. Advocate for the continued use of Dreambox Learning</p> <p>1.3.4. Request PD for inquiry based learning.</p> <p>1.3.5 Upgrade Wifi</p>	<p>1.4.1. Continue to highlight areas of diversity</p> <p>1.4.2. Explore the use of school monitors for student recognition.</p> <p>1.4.3 Determine if/when Buddy Benches will be installed.</p> <p>1.4.4 Establish a Guidance Advisory Committee.</p> <p>1.4.5. To continue sharing D.I strategies at staff meetings.</p>

Goal 2: To continue to foster a respectful and healthy school culture where all members share responsibility for a safe and caring learning environment – Safe and Caring Committee	
Objective 2.1: Students will demonstrate their role as safe, respectful and responsible citizens	Objective 2.2 The school community will continue to explore and implement healthy and active living initiatives.
Strategies: 2.1.1 To promote PBS through assemblies, announcements, school monitors and presentations 2.1.2 To raise student awareness of our foster children through increased avenues of communication 2.1.3 To use Review 360 to collect student behavior data. 2.1.4 Increase Student leadership opportunities	Strategies: 2.2.1 To spend 20 minutes a day, outside of free play, engaged in a physical activity 2.2.2 To investigate how PBS and Guidance Advisory committees collaborate to address mental wellness 2.2.3 Parent/Guardian session on anxiety 2.2.4 Focus on mental wellness
Evaluation: 2.1.1 P. B.S has been promoted through assemblies, virtues program and daily announcements. 2.1.2 This strategy has not been achieved. 2.1.3 Review 360 is being used by some teachers. 2.1.4. Student leadership opportunities have increased with the expanded Buddy Program.	Evaluation: 2.2.1 Most classes are engaged in 20 minutes of physical activity. 2.2.2 Investigation has occurred; Implementation has not yet begun. 2.2.3 A parent/guardian session was held in October. 2.2.4. PD was held on Mental Health during March. Guidance has visited many classrooms for mental health sessions (anxiety, bullying, self-awareness, social skills, acceptance,etc). Safe and Caring schools itinerant presented to grade 1 students. Fun Friends program was completed in grade 1.
Action for change: 2.1.1 Continued emphasis on PBS and virtues program. 2.1.2 To determine if this venture should continue. 2.1.3 To strive for school-wide consistency in using Review 360. Review session to be held in the fall. 2.1.4. To continue to promote opportunities for student leadership.	Actions for Change: 2.2.1 To continue to promote physical activity and Brain Breaks 2.2.2. To merge the Safe and Caring committee and the Inclusion Committee and establish a CARE committee to encompass the mandate of the Guidance Advisory Committee. 2.2.3. Link to resources on the school webpage and newsletters. 2.2.4. PD surrounding hands-on approaches for practical classroom usage should be planned.

School Development Plan 2017-2018

Goal 1: To engage the 21st century learner by incorporating inclusive cross-curricular practices to maximize student achievement.		
<p>Objective 1.1: To implement numeracy practices to improve student achievement in Mathematics.</p> <p>Strategies:</p> <p>1.1.1 To initiate a block structure in numeracy to incorporate guided Math.</p> <p>1.1.2 To model Mathematical thinking and reasoning including buddy Math partnerships.</p> <p>1.1.3 To implement the use of shared Google Drive folders for math resources.</p> <p>1.1.4 To schedule grade level meetings which focus on:</p> <ul style="list-style-type: none"> • data analysis to inform instruction • differentiated assessment • intervention plans 	<p>Objective 1.2: To implement literacy practices to improve student achievement in reading and writing.</p> <p>Strategies:</p> <p>1.2.1 To investigate and share additional activities related to literacy blocks/guided writing.</p> <p>1.2.2 To implement the LLI program in classrooms in collaboration with IRT support.</p> <p>1.2.3 To schedule grade level meetings which focus on:</p> <ul style="list-style-type: none"> • data analysis to inform instruction • differentiated assessment • intervention plans • Language Arts Assessment Portfolios 	<p>Objective 1.3: The school community will use a variety of teaching/learning strategies, technology and environments to meet the learning needs of the 21st century learner.</p> <p>Strategies:</p> <p>1.3.1 To further assist teachers in the utilization of G-Suite and investigate the use of Google classroom in elementary grades.</p> <p>1.3.2 To implement inquiry-based teaching and learning in indoor and outdoor environments</p> <ul style="list-style-type: none"> • To explore storage options for outside learning area (sub-committee) <p>1.3.3 To continue to build the classroom inventory of technology, with a goal of attaining 5 tablets(Chromebooks) per elementary classroom to use for literacy and math blocks</p> <p>1.3.4 To investigate the use of Chromebooks as a tool for differentiating instruction (G-Suite).</p> <p>1.3.5 To upgrade technology infrastructure throughout the building</p>
<p>Indicators of Success:</p> <p>1.1.1 Block structure in numeracy is beginning and does incorporate guided math.</p> <p>1.1.2 Buddy math partnerships are established and mathematical reasoning/thinking is a focus.</p> <p>1.1.3 Math resources are shared among staff via Google Drive.</p> <p>1.1.4 Grade level meetings will occur.</p> <ul style="list-style-type: none"> • D.I. Strategies (share and discuss at staff meeting) 	<p>Indicators of Success:</p> <p>1.2.1 Additional activities are shared.</p> <p>1.2.2 LLI program is implemented in classrooms.</p> <p>1.2.3 Grade level meetings will occur.</p> <ul style="list-style-type: none"> • D.I strategies (share and discuss at staff meetings) 	<p>Indicators of Success:</p> <p>1.3.1 Teachers utilize G-Suite and Google Classroom.</p> <p>1.3.2 plan in place to create and support inquiry based learning takes place in indoor and outdoor environments.</p> <p>1.3.3 Tablets (Chromebooks) are obtained and utilized for literacy and math blocks.</p> <p>1.3.5 Technology Infrastructure updated</p>
Goal 1. Support Plan		
Financial	Professional Development/Time Required	
<p>1.1.1 Math manipulatives ~\$2000</p> <p>1.1.2. Math Mania supplies ~\$500</p> <p>1.2.1 Guided Reading Materials/Baggy Books/Literacy Week ~\$5000</p> <p>1.2.2 LLI kit (red) ~ \$7000</p> <p>1.3.2 Subscriptions \$2000</p> <p>1.3.3 Outdoor Learning space \$3000</p> <p>1.3.4/1.3.5/1.3.6 Technology \$8000</p>	<p>1.1.1 PD on Math Blocks</p> <p>1.2.1 PD on Writing/Guided Writing</p> <p>1.2.2 PD on LLI program</p> <p>1.3.1 PD on GAFE and Google Classroom</p>	

Goal 2: To continue to foster a respectful and healthy school environment where all members share responsibility for a safe and caring learning atmosphere - CARE committee	
Objective 2.1: Students will demonstrate their role as safe, respectful and responsible citizens both in their school community and globally.	Objective 2.2: The school community will continue to explore and implement healthy and active living initiatives.
Strategies: 2.1.1 To promote PBS through announcements, school monitors and presentations <ul style="list-style-type: none"> • Areas of diversity 2.1.2 To raise student awareness by sponsoring a global support initiative 2.1.3 To use Review 360 to document student behaviour incidents 2.1.4 To create consistent lesson plans around PBS to explore effective, reinforcement strategies. 2.1.5 To establish a guidance advisory committee and increase the collection of guidance resources for classroom use 2.1.6 To implement a Buddy Bench in our playground to promote mindfulness and inclusion.	Strategies: 2.2.1 To spend 20 minutes a day, outside of free play, engaged in physical activity 2.2.2 To focus on mental health (hands-on strategies for teachers to support themselves and students)
Indicators of Success: 2.1.1 PBS is promoted through different avenues. 2.1.2 Students engage in a global support initiative. 2.1.3 Review 360 is consistently used school-wide. 2.1.4 lessons are created to promote PBS 2.1.5 Guidance advisory committee is established and resources are purchased. 2.1.6 Students are using the Buddy Bench and know ways to talk about feelings and to emphasise our school virtues taught each month.	Indicators of Success: 2.2.1 Students are engaged in 20 minutes of daily physical activity. 2.2.2 Teachers are educated in mental health support strategies.

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.2 Global support initiative ~\$500 2.1.4 Peer mentoring supplies ~\$1000 2.1.5 Guidance resources \$1000 2.1.6 Buddy benches \$2000 2.2.2 Mental Health resources/PD \$1000	2.1.3 PD on Review 360 (staff meeting) 2.2.1 Active living ideas discussed at staff meetings 2.2.2 PD on hands on Mental Health strategies

