

Annual School Development Report 2016-2017

Canon Richards Memorial Academy

P.O. Box 99
Flower's Cove, NL
A0K 2N0



VISION

To have developed a learning culture that functions to produce responsible and civic-minded individuals.

MISSION

The mission of Canon Richards Memorial Academy is to foster the holistic development of each individual's potential, through the establishment of a student centered environment.



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 Principal and School Council

Principal's Message

This School Development report provides all stakeholders with information about our school. It is based on three goals that focus on student achievement, the development of a positive and safe professional learning community, and maximizing student learning. The plan is derived from information gathered through surveys, data analysis and day-to-day activity at the school.

Our school is in the fourth year of the School Development Cycle. Our current plan includes goals, objectives, strategies, and action plans that reflect the areas of concern at our school. This report includes the plan and highlights information about the school including staffing, scheduling, partnerships, and overall academic results for the current school year.

We celebrate the achievements of our students and the commitment and dedication by all our staff. We applaud and appreciate the support of our parents/guardians and the community, especially the school council. As we continue to build on our strengths and improve in areas of concern we look forward to your support and cooperation.

Marsha G. Genge
Principal

School Council Message

Canon Richards Memorial Academy School Council includes parents, community members, teachers and school administrators. The school council, students and staff worked together to create the best learning environment for our students. We accept opportunities to be involved in all school improvement initiatives including the School Development Plan. The current plan was completed mostly by the teachers and administration at the school. The involvement by School Council includes reviewing the proposed plan, offering suggestions and monitoring implementation. Annually we are involved with a Christmas Concert for K-6, Awards Night for 7-12, Teacher Appreciation Week, Sports Day activities, Breakfast Program, Graduation for Grade 12, Musical Events and hosting extra-curricular events in various sports, music and drama.

As the chairperson, it is a pleasure to volunteer my time and work with a wonderful group of dedicated volunteers whose focus is to provide the best learning opportunities and environment possible for our students. Thank you to each and every member of the school council, teachers and support staff for all your service this year. To all of the students, hope you had a great year. To the graduating Class of 2017 at Canon Richards Memorial Academy, I wish you all congratulations and the best of luck in your future endeavors. Have a safe and enjoyable summer holiday!

Ena Carnell
School Council Chairperson

Overview of School

Our School Community

Canon Richards Memorial Academy is located in Flowers Cove on the Northern Peninsula of the island portion of Newfoundland and Labrador. There are **218** students enrolled at the school in grades K-12 with class sizes ranging from 9 – 24 students. The school services 13 surrounding communities from the most northern community of Eddies Cove East to the most southern community of Anchor Point. In Senior High students have the opportunity to enroll in CDLI courses. This year such courses included Math 2200, Math 3200, Math 3208, French 2200, Physics 3204, and Music(Piano),

The **Staff at Our School** for the 2016-17 school year:

Principal, Vice-Principal, Guidance Counsellor, 17 teachers (16 units), 2 Student Assistants, 2 Caretakers, and 2 Cafeteria Workers and a Secretary

Programs Provided

Our school offers a provincially prescribed curriculum in Kindergarten through Level III, including Math 2200, Math 3200, Math 3208, French 2200, Physics 3204, and Music(Piano), which are provided through CDLI.

Key Highlights/Special Projects

Canon Richards Memorial Academy is pleased to be able to offer our students the opportunity to partake in the following co-curricular program which serves to enhance the educational experience for all students and to assist in developing civic-minded individuals:

- Kindergarten Celebration
- Extra-Curricular Sports Program
- Grade 3 Ducks Unlimited Field Trip
- Grade 5 Trip to Killdevil
- Grade 6 Trip to Corner Brook
- K-6 L'anse aux Meadows Field Trip
- Lets Talk Science
- French 2200 (CDLI) Trip to St. Pierre
- Marble Mountain Ski Trip
- Safe Grad Activities
- Breakfast Program
- Student Leadership Activities (PSLC, CSLC)
- Student Advisory Committee
- School Spirit Activities
- Tutoring for Tuition

TWEP (Post- Secondary Student Tutor)
Book Fair

Key Highlights/Special Projects (continued)

Education Week Activities
Anti-Bullying Day
Intervale Visit (Fall and Spring)
Regional Drama Festival
K-6 Christmas Concert
7-12 Awards Night
RCMP Presentations
MADD Canada Visit
Grade 8 ArtsSmarts Program
PARTY Program in Level I & II
On Our Way Forum in Level III
Lions Club Speak-Out
Speak-Out in Primary and Elementary

We are also pleased to be able to **communicate** with parents and guardians in the following ways:

School Webpage
School Connects Telephone Messaging System (Synrevoice)
Facebook
Curriculum Night
Grade 9 'On Course' Parent Meeting
Parent Teacher Meetings (Progress Report)
Information Sessions/ Meetings
Memos
School Council Meetings

We **celebrate success** at our school by recognizing achievement in the following ways:

Awards Night Ceremonies
Principal's List
Honour Roll
All A Certificate
Over 80 Average Certificates
Over 90 Average Certificates
Wall of Fame
Athlete of the Year Award
Publications in Local Newspaper
Facebook Postings
Daily PA Announcements

Partnerships

Our school appreciates the contributions from the surrounding communities that aid in the delivery of programs. We are pleased to have established partnerships with the following:

- Kids Eat Smart Program
- Lions Clubs
- Church Groups
- Other non-profit organizations
- Nalcor
- Local Businesses
- Junior Canadian Rangers
- Family Resource Center
- Regional Youth Center
- MMSB Recycling
- School Council
- Northern Wellness Coalition
- Straits Arena
- International Grenfell Association
- Ivy Durley Place (Emergency Evacuations)
- Post-Secondary Institutions
- Cultural Connections

Summary Report on the School's Most Current

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:

(Synthesis of May, 2017 School Development/PMF Survey

Provincial Assessment Data

Reading Records for Grades 1 and 2

Grade 1: Percentage of Students (in June) at or above the Provincial benchmark = 77.8%

Grade 1 Enrolment = ___9___

What do these results tell us?

These results tell us that our students are performing well. Our breakdown indicates that 80% of females and 75% of males are scoring above the provincial benchmark. None of the grade one students were scored below the A-E range. In addition, students performed very well on the reading assessments; students scored 85% in Blending Onsets and Rimes and above 90% in all other areas.

Grade 2: Percentage of Students (in June) at or above the Provincial benchmark = 66.7%

Grade 2 Enrolment = ___15___

What do these results tell us?

These results tell us that our students are performing well at 66.7% but we have some work to do in raising this percentage. The most notable area of concern is the difference between the scoring of females and males. Our females in grade two had only 50% of the participants scoring above the Provincial benchmark and males were much higher with 77.8% scoring above the Provincial benchmark. None of these students performed below the A-J range.

CRT data by strand for grades 3 and 6

Grade 3 English Language Arts

Grade 3 Enrolment = ___12___

What do these results tell us?

Grade three students performed extremely well. 100% of the 11 students who participated are meeting or exceeding grade level expectations in reading.

In the area of writing the students did not perform as well as in reading. In demand writing 72.7 percent met the expectations and in persuasive writing only 58.3% met the expectation. In these results it is evident that the males who participated performed significantly below the females as only 20% of the males met the expectations whereas 85.7% of the females met the expectation.

This tells us that our grade three students will need to focus on the area of writing and we will have to be extra diligent in monitoring the progress of our male students.

Grade 6 English Language Arts

Grade 6 Enrolment = ___21___

What do these results tell us?

Grade six students performed extremely well in both reading and writing. 100% of all grade six students were meeting or exceeding grade level proficiency in reading and writing (both creative and persuasive).

Grade 9 English Language Arts

Grade 9 Enrolment = ___17___

What do these results tell us?

These results tell us that the students in grade nine performed very well in ELA. In demand writing 88.2% were meeting or exceeding the grade level proficiency. While all students performed well, the data shows that females performed better than males with 100% of females and 83.3% of males meeting or exceeding grade level proficiency. This trend is evident in the grade three results as well so this will be an area of focus for our school and ELA department.

The grade nine students also did very well with the reading portion of the assessment as well. The class had 88% of the students meeting or exceeding the grade level expectation.

Public Exam data (4-year trend data (average final mark))

What do these results tell us?

Note, in some cases, performance below the Provincial average can be attributed to a particular area or areas in the curriculum. These areas can be identified by analysis of “sub-test” results. These areas if they exist should be identified.

Advanced/Academic/General Enrolment

Percentage of Students enrolled in Academic/Advanced/General Level III courses

High School Enrolment = ___62___

Of 62 students in senior high there were 50 students who finished the 2016-17 year with academic status and 12 who finished the year with general status. 100% of students finished the year with an average above 50%.

What do these results tell us?

The results tell us that our students are performing very well. We have 100% of our senior high students finishing the year with a diploma. We will have to focus on raising the number of students graduating with academic status as presently there is 19.4% of the senior high division finishing the year with general status. We are, however, pleased that this number has decreased from 24% in the previous year, but we will still aim for a lower percentage.

We also will have to focus on raising the rate of general students with an average higher than 80% as presently this number stands at 58.3%.

Overall the performance of senior high students was very good. We had 55 of 62 students finishing the year with an above 80% average. In this number 96% of students graduating with academic status had an average above 80%.

Again, although results in this area are positive, there is a noticeable difference between the performance between males and females. Even though all students performed well 96.6% of females scored higher than 80% whereas 81.8% of males scored higher than 80%. This trend has been noticed in other areas of the data. We will have to continue to encourage and motivate males to perform to their maximum potential.

Graduation Rate and Status

Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honours, Academic, or General

High School Enrolment = __62__

Of the 62 senior high students there were 24 eligible for graduation. Of the 24 eligible students 12 graduated with honours, 8 with academic, and 5 with general status.

What do these results tell us?

These results tell us that our students are doing well 48% of our students graduated with honours. An area of concern is the number of students graduating with general status which is 33.3%. Our aim will be to decrease this percentage and increase the number of students graduating with academic status which is currently 20.8%

Advanced Placement Results

Not applicable.

What do these results tell us?

Scholarships

Number of Level III students = 25

Provincial Government Scholarships

N/A

Total Scholarship/Bursary Offers

IGA -	\$60 000
MUN Entrance	\$ 5 100
Other	\$ 5 525

Total \$70 625

What do these results tell us?

These results tell us that our students are actively applying for scholarships. Every student who graduated from CRMA in June was awarded an IGA scholarship to attend post-secondary. Five of these 17 students received entrance scholarships into their respective post-secondary institution which indicated high achievement in high school.

Internal Data:

A Synthesis of Surveys Conducted, Behavioral Data, Etc.

Overall our school does not have any severe behavior problems. As a staff we have recognized a need to have further in-service in Review 360 to enhance our current documentation system. The district has adopted this forum for documenting behavior and collectively we will become more comfortable with Review 360. We also recognize that even though we are dealing with behavior and discipline on a regular basis in our school we do have a positive environment. During this school year we had no major behaviours resulting in out-of-school suspensions. We have also noticed a drastic decline in the number of people who are assigned to the reflection room in grades 7-12.

From informal observations and anecdotal reports/interviews with students and teachers we recognize the need to increase motivation in leadership. In the past our student leadership was very strong but that interest has decreased in recent years and we need to focus our attention on motivating the students in this area.

Our students are very active and are involved in many extracurricular activities. Students and the community report that our school is very committed to offering many extracurricular programs to the students. Our students are involved in all sporting events offered by SSNL, drama, leadership, etc. One area of concern is the availability of a safe outside space for our school. We presently do not have a space for students to play outside during lunch/recess. Our goal is to find funding to create a fenced in area on our school grounds to enhance outside play for our students.

Data on school climate was also collected through surveying students, teachers and families. An analysis of the data offers insight into the perspective of all members of the school community. Overall, the data reports that the majority of our stakeholders have a positive view of our school. The major obstacle in this data collection process is the number of parents that actually responded to the survey. We had only 16 parents respond to the survey; we therefore feel that data collected from families/parents is not an accurate representation of the overall opinion. Our school will be working on ways to motivate parents to offer their opinions through these surveys. We will reinforce the importance of such surveys and explain how these surveys inform our actions to improve our school for all involved.

Two areas that our school has identified as focus areas from the surveys are 'Positive School Climate' (student response) and 'Student Engagement' (student response). In these two areas our school percentage was below the province. We will focus on these areas to increase students' perception and experience.

Internal Assessment Data

Our students are performing very well overall. We have highlighted some areas of focus that will inform our instruction.

PRIMARY

One area of focus will be the current grade one class. At the end of the school year our grade one class had only 47.1% of the students meeting the year end benchmark of reading level I. This is a significant decrease from the previous three years where the lowest percentage was 64.7%. In addition, we still had 17.6% of the students still performing in the A-E range. This left 35.3% at the F-H range. Although these numbers are relatively similar to the region and the province we still recognize it as an area of concern. We will look at continuing with early intervention strategies and focused support as the students move into grade 2 to increase the percentage of students at reading level by the end of their grade 2 year. A more positive note is this group was on par of slightly above the province in all areas of the observation report.

ELEMENTARY

The students in the elementary section are performing very well. In an analysis of the June data each of grades four, five and six has more than 85% of the students achieving at 3 or higher in ELA and Math.

In these grades, as with other divisions, we continually assess which students are at risk or are requiring extra support to reach his/her maximum potential. Students in the elementary division continually strive to reach their potential; which is a definite positive.

INTERMEDIATE

The students in the elementary division are also performing very well. In Math, ELA, Science, Social Studies and French all grades have 85% of the students receiving a final grade of 60% or higher.

SENIOR HIGH

Students in senior high performed very well. We were pleased that every course, other than Math 1201 and ELA 1201, offered in senior high resulted in 85% of students receiving a grade of 60% or higher.

It is evident that there needs to be a focus on the students in both Math 1201 and ELA 1201 as students in these two courses had less than 75% of students obtain 60% or higher. We do recognize that several of the students in these courses are students that struggle with the ELA and Math curriculum. In that respect we see positive notes in the fact that these students were successful in the course overall.

Public exam data has highlighted some areas of focus within particular courses, but overall our school performed very well in all public exam courses.

What do these results tell us?

The results tell us that overall our school is performing very well. We appreciate that there are always areas of focus in specific disciplines that can inform and improve our instruction and therefore our results. Overall, however our students have many achievements and we will continue to build on these results.

Finally, include a summary of how the school development plan will address the trends indicated by the data analysis. It should provide a description of how the objectives of the plan (through its strategies and actions) will focus on these priorities.

Report on School Development Plan for Previous Year

In the template below, write in the goal and objectives for each goal, and a brief evaluation of each objective (i.e., progress made to date in achieving the objective). The evaluation of last year's objectives for each goal, with the analysis of the school's current data, help inform the development of the plan for the current year.

An evaluation of each objective includes:

- Revisit the strategies and their respective indicators from the plan
- Determine which strategies were successfully implemented and which were not, based on the indicators
- Provide an explanation for those strategies that were unsuccessful

Included in this section is an **Operational Issues Report**. State the operational issues as outlined in the previous plan. List the actions that were taken to address the issues as well as comment, in the evaluation section, on how effective the actions were. If the issue was not adequately addressed, it should be carried forward to the current plan with new actions.

Goal 1. : To increase student achievement across the curriculum within an inclusive teaching and learning environment.

<p>Objective 1.1 To implement strategies and use diverse instructional and assessment practices to ensure all students are maximizing learning opportunities.</p>	<p>Objective 1.2 To continue to utilize diverse internal and external assessment practices and data to inform teaching and learning.</p>	<p>Objective 1.3 To increase teacher involvement in instructional leadership, staff collaboration, and sharing of instructional and assessment strategies.</p>
<p>Evaluation 1.1 Much success was gained in this area and we will continue to build on these successes. We will continue to work on the following to increase success:</p> <ul style="list-style-type: none"> • More evaluation and education required on the tardy and/or missing assigned work required. Such education will reflect the new assessment policy that has been introduced by the District and CRMA. • Continued emphasis is required on motivating students to take ownership and responsibility of their own learning potential. There has been great gains in this area; our goal is to inspire more students to reach their maximum potential and realize the value of their academic career. • Continue to look for solution to providing a physical space for students to engage in enrichment activities during recess and lunch periods. At this time we are unable to solve the problem. • Continue to improve non-fiction reading skills, test-taking skills and constructed responses across the curriculum, critical thinking and answers on higher-order items. Identifying these areas does not indicate a lack of success, rather a continued effort to further build on successes in these areas. • Will continue to build on successes in technology integration. Success in this area has been experienced, but further integration is required for students to reach their maximum potential. 	<p>Evaluation 1.2 Much success was gained in this area and we will continue to build on these successes. We will continue to work on the following to increase success:</p> <ul style="list-style-type: none"> • Development of SMART action plans to address the needs of students. • To utilize the BEV tables for assessing internal data to determine individual learning needs. We continue to utilize this new data reporting system. We will to work with teachers to increase their familiarity of the tool to allow these tables to inform instruction. • Our school will need to assess absenteeism and formulate action plans to curb the increase of absenteeism. 	<p>Evaluation 1.3 Much success was gained in this area and we will continue to build on these successes. We will continue to work on the following to increase success:</p> <ul style="list-style-type: none"> • To utilize the BEV tables for assessing internal data to determine individual learning needs. We continue to utilize this new data reporting system. We will work with teachers to increase their familiarity of the tool. • To engage in PD on student motivation. We will continue to seek opportunities for such PD. • Continue to build on interventions for at-risk students. Our school will need to work on aligning the new assessment policy to address the needs of at-risk students. • Our school will need to focus on cross curricular planning, learning and assessment. There has been limited engagement in this strategy. • We will schedule PD for all teachers on the importance of understanding the Service Delivery Model and what it means for individual instruction. This will reinforce the need for inclusive practices in our school.

Goal 2. To create a positive and safe environment where teachers, parents, students and the school community, collaborate and share responsibilities.		
Objective 2.1 To increase opportunities and participation in leadership and school activities for students, staff and parents/community members.	Objective 2.2 To continue to enhance communication with all members of the school community.	Objective 2.3 To continue to foster a safe and caring learning environment at school and all activities related to school, according to the Provincial Safe and Caring Policy while enhancing moral development and appreciation for others.
<p>Evaluation 2.1 Much success was gained in this area and we will continue to build on these successes. We will continue to work on the following to increase success:</p> <ul style="list-style-type: none"> • Encouraging parent involvement in leading organizational committees. We will continue to work on increasing the number of parents willing to take on leadership roles. Parents rather than the current team roles that parents are involved. • Encourage student involvement in elementary and junior high. 	<p>Evaluation 2.2 Much success was gained in this area and we will continue to build on these successes. We will continue to work on the following to increase success:</p> <ul style="list-style-type: none"> • Creating and utilizing an email communication system with parents. This is presently not a method of communication that we utilize. We have not used this feature to date. • We will also utilize the automatic callout system on Synrevoice for absent students. We have not used this feature to date. • We will set up communication systems by class for general parent contact. (ie: synrevoice, email, etc.) This will hopefully eliminate the need for individual calling to update parents on information regarding individual classes. 	<p>Evaluation 2.3 Much success was gained in this area and we will continue to build on these successes. We will continue to work on the following to increase success:</p> <ul style="list-style-type: none"> • Reviewing and finding new ways to reward positive behaviours through PBIS. • Utilizing Review 360 to document behavioural incidents; our staff will need a review of the system in the fall as full implementation of the tool is a District expectation.

Operational Issues Report 2016-17

Year	Issue	Action	Evaluation
2016-17	First aid for staff	Explored possibilities of offering first aid training of staff according to OH&S requirements.	Staff remains untrained in first aid/CPR. Selected staff members did do a basic training session with Fire Chief Hank Diamond on emergency CPR and Defibrillator training. We will look for more PD opportunity in the new year
2016-17	Guidance and IR Area	Proposal is submitted to renovate the Grade 5 classroom so that the guidance area can be made accessible through the K-6 and 7-12 corridors. This would allow more space and small work areas for students who need quiet space and separation in the IR area.	Proposal was not acted on. Will be addressed again in new school year.
2016-17	Outstanding work orders	To send out work order reminders and seek updates every Day 5 and 12.	This action worked well. There remains several outstanding work orders for CRMA. These will be addressed again in the new school year.
2016-17	Vehicle speed in the parking lot.	Install speed bumps.	Remains uninstalled. Will continue to inquire about speed bumps in the new year. School council has highlighted this as a concern as well.
2016-17	Outdoor recreational area.	Seek funds and District Approval to have a paved, fenced in area behind the school between the walking trail and the parking/drive-through area.	Working on fundraising and seeking funds to meet the financial requirement of this project. Will continue with this in the fall of 2017.
2016-17	External Lighting	Seek funds for adequate external lighting in our parking lot.	This continues to remain a concern for our school and continues to be highlighted as a school council concern.

Actions for Change

In the Actions for Change section, provide a summary of the changes in strategies that will be used for each objective in the new 2017-18 plan. Include only those strategies that are changing/new. No need to include or comment on those strategies that are remaining the same in your plan. Also, provide an explanation for changes based on the data analysis and evaluation of the 2016-17 plan.

Goal 1. To increase student achievement across the curriculum within an inclusive teaching and learning environment.		
Objective 1.1 To implement strategies and use diverse instructional and assessment practices to ensure all students are maximizing learning opportunities	Objective 1.2 To continue to utilize diverse internal and external assessment practices and data to inform teaching and learning	Objective 1.3 To increase teacher involvement in instructional leadership, staff collaboration, and sharing of instructional and assessment strategies.

Actions for Change 1.1	Actions for Change 1.2	Actions for Change 1.3
<ul style="list-style-type: none"> • Create assessment policy for CRMA that is in line with provincial policy and addresses the tardy/missing assignments. ❖ <i>Required to address the need for school policy for tardy and/or missing assigned work. (strategy 1.1.1)</i> • Explore and create plan for students to recognize and promote academic success among peers; not mainly by staff and outside agencies. ❖ <i>Action required to increase motivation and ownership of one's learning potential. (strategy 1.1.3)</i> 	<ul style="list-style-type: none"> • Become more proficient at utilizing digital data collection tools to inform instruction. (ie: BEV tables) ❖ <i>Required to create more familiarity and increase consistent staff use of data tools. (strategy 1.2.2)</i> • To create a list of interventions that are in line with the new assessment policy. ❖ <i>Required to create a universal policy on late/missed assignments and to increase motivation for students. (strategy 1.2.4)</i> • Decrease the occurrence of late/missed assignments resulting in higher achievement and increased motivation for students. ❖ <i>Required to create a universal policy on late/missed assignments and to increase motivation for students. (strategy 1.2.4)</i> 	<ul style="list-style-type: none"> • Become proficient in analyzing data to inform instruction. ❖ <i>Action required to create more success with individual learning needs.(strategy 1.3.1).</i> • Schedule PD on Student Delivery Model and how it relates to classroom instruction. ❖ <i>Action required to ensure all teachers know the process required and how to adapt instruction while ensure inclusivity. (strategy 1.3.7)</i>

Goal 2.		
Objective 2.1	Objective 2.2	Objective 2.3
<p>Actions for Change 2.1</p> <ul style="list-style-type: none"> • Create culture of student leadership among elementary and junior high students. ❖ <i>Action required to motivate student leadership that will grow with the student body. (strategy 2.1.1)</i> • Develop and communicate leadership opportunities for parents/community members. ❖ <i>Action required to encourage parent leadership. (strategy 2.1.3)</i> 	<p>Actions for Change 2.2</p> <ul style="list-style-type: none"> • Utilize the email option of Synrevoice and Powerschool to create new communication tool for continued communication with parents/guardians. ❖ <i>Action required to create consistent and frequent communication with parents. (strategy 2.2.2)</i> • Utilize and enforce the NLESD Gmail with students for continued and consistent communication. ❖ <i>Action required to create consistent communication with students.</i> 	<p>Actions for Change 2.3</p> <ul style="list-style-type: none"> • Communicate expectation of staff and utilize Review 360 for documentation purposes. ❖ <i>Action required to enhance benefits of Review 360 for internal data. (strategy 2.3.4)</i> • Review current school policies to ensure they align with NLESD Safe and Caring Schools Policy. ❖ <i>Action required to ensure consistency between school and district expectations. (strategy 2.3.1)</i>

School Development Plan for Current Year (2017-18)

The school development plan for the current year is part of a 5-year plan developed using the Provincial School Development Model. The school's plan is revisited yearly using the results from the Report on School Development Plan from Previous Year and the Analysis of Most Current School Data. While a school endeavors to meet the target dates of its 5-year plan, it recognizes that its plan is flexible and that revisions may occur annually.

This section outlines the School Development Plan for the current year, 2017-18. The templates list the goals, objectives, and intended strategies, indicators of success and support plans. Also included in this section is the **Operational Issues Report**. Copy and paste your 2017-18 plan here OR complete the blank template below.

One Year School Development Plan

School Development Plan 2017- 2018

Goal 1: To increase student achievement across the curriculum within an inclusive teaching and learning environment.		
Objective 1.1: To implement strategies and use diverse instructional and assessment practices to ensure all students are maximizing learning opportunities.	Objective 1.2: To continue to utilize diverse internal and external assessment practices and data to inform teaching and learning.	Objective 1.3: To increase teacher involvement in instructional leadership, staff collaboration, and sharing of instructional and assessment strategies
<p>Strategies:</p> <p>1.1.1 To implement most suitable school policy for tardy and/or missing assigned work.</p> <p>1.1.2 To determine what motivates students to learn.</p> <p>1.1.3 To motivate students and inspire ownership and responsibility of reaching one’s learning potential.</p> <p>1.1.4 To implement a variety of instructional strategies to meet the needs of all learners.</p> <p>1.1.5 To improve non-fiction reading skills.</p> <p>1.1.6 To improve selected response test-taking skills and constructed responses across the curriculum.</p> <p>1.1.7 To improve critical thinking and answers on higher-order items.</p> <p>1.1.8 To enhance technology integration across the curriculum. (including assistive technology for students and familiarity for teachers)</p> <p>1.1.9 To implement a variety of assessment strategies and provide valuable feedback to students.</p> <p>1.1.10 To consistently communicate the school’s expectations related to academic achievement to all members of the school community.</p> <p>1.1.11 To explore and create plan for students to recognize and promote academic success among peers; not mainly by staff and outside agencies</p>	<p>Strategies:</p> <p>1.2.1 To use a variety of formative assessments “for, as, and of” learning.</p> <p>1.2.2 To analyze internal and external assessment data to determine individual learning needs. (progress reports, BEV tables, IEPs)</p> <p>1.2.3 To develop SMART action plans to address the learning needs of students.</p> <p>1.2.4 To implement interventions for all at-risk students according to the school-wide intervention plan. (missing and/or tardy assigned work, attendance, pre-referral strategies, in-class interventions, student support services eg. soar to success, do-over policy etc.)</p> <p>1.2.5 To have monthly divisional/ subject/ grade level meetings to ensure a continued use of assessment data</p>	<p>Strategies:</p> <p>1.3.1 To analyze internal and external assessment data to determine individual learning needs. (progress reports, BEV tables, IEPs)</p> <p>1.3.2 To implement interventions for at-risk students.</p> <p>1.3.3 To provide opportunities for professional development related to differentiated instruction and assessment.</p> <p>1.3.4 To share, with other teachers, a variety of instructional strategies/ best practices to meet the needs of all learners.</p> <p>1.3.6 To connect with teachers/ district personnel at other locations for collaboration purposes (eg. skype, google docs, common close-out days etc.)</p> <p>1.3.7 To ensure consistent understanding and implementation of the Service Delivery Model.</p>

<p>Indicators of Success:</p> <p>1.1.1 Policy decided, communicated, and implemented. 1.1.2 Collect data; prepared for classes, setting & achieving goals. 1.1.3 Survey students. 1.1.4 List of resources from teachers & students. 1.1.5 Increasing reading ability to grade level/ student's potential. 1.1.6 Results on informal and formal assessments. 1.1.7 Results on informal and formal assessments. 1.1.8 List of technology used & assistive technology ability of students/ teachers. 1.1.9 Results on diverse assessment strategies. 1.1.10 Record of dates when the expectations have been communicated. 1.1.11 Record and results of plan.</p>	<p>Indicators of Success:</p> <p>1.2.1 Teachers' portfolio/gradebook record of assessments. 1.2.2 Identified needs of individual students. 1.2.3 List of SMART action plans to guide student learning. 1.2.4 List of interventions for at-risk students. 1.2.5 Minutes of monthly meetings.</p>	<p>Indicators of Success:</p> <p>1.3.1 Identified needs of individual students. 1.3.2 List of interventions for at-risk students. 1.3.3 Record/synopsis of Professional Development sessions. 1.3.4 Record of shared and utilized resources. 1.3.5 Record of cross-curricular lessons and assessments. 1.3.6 Record of collaboration with other teachers and district personnel. 1.3.7 Minutes/ Summary of Information shared on Student Delivery Model.</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.8 Computers and Assistive Technology	1.1.2 Time to Survey Students 1.1.10, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 1.3.5, 1.3.6 and 1.3.7 Time for Meetings 1.3.3, 1.3.7 PD

Goal 2:		
Objective 2.1:	Objective 2.2:	Objective 2.3:
<p>Strategies:</p> <p>2.1.1 To promote provincial and /or national leadership conference(s). 2.1.2 To utilize at CRMA the ideas and activities gathered from various leadership conferences. 2.1.3 To encourage parent involvement in leading organizational committees. 2.1.4 To create a culture of student leadership among elementary and junior high students.</p>	<p>Strategies:</p> <p>2.2.1 To maintain and expand parent information systems of communication (Powerschool, Synrevoice, Review 360, Report Cards, Webpages, Facebook, and School Council) 2.2.2 To increase teacher and parent participation in e-mail communication and other means of communication. 2.2.3 To expand internal communication amongst staff and with students. 2.2.4 To establish a plan to acknowledge student accomplishments.</p>	<p>Strategies:</p> <p>2.3.1 Continue to ensure that all safe and caring school policies align with the Provincial Safe and Caring Policy. 2.3.2 To continue implementation of school/district digital citizenship initiative. 2.3.3 To evaluate and improve our PBIS reward system. 2.3.4 To utilize Review 360 to record and analyze behavioural data. 2.3.5 To participate in initiatives related to anti-violence, respect, and acceptance of others. 2.3.6 To promote acceptance of the LGBTQ community. 2.3.7 To increase support for students with different needs (eg. LD, OCD, ADD(-H), Mental Health Issues) 2.3.8 To implement district bus evacuation/safety plan.</p>
<p>Indicators of Success:</p> <p>2.1.1 Participation in PSLC & CSLC. 2.1.2 Implementation of activities. 2.1.3 Parents on Committees. 2.1.4 Participation of elementary and junior high students in student leadership.</p>	<p>Indicators of Success:</p> <p>2.2.1 Use of various means of communication. 2.2.2 Use of emails. 2.2.3 Record of professional conversations and collaboration. 2.2.4 List of ways that students accomplishments have been acknowledged.</p>	<p>Indicators of Success:</p> <p>2.3.1 School policies aligned with Provincial Policy. 2.3.2 Implementation of digital citizenship. 2.3.3 Data from PBIS. 2.3.4 Reports from Review 360. 2.3.5 Effective partnerships created for anti-violence. 2.3.6. Presentations, wall displays, guidance activities. 2.3.7 PD and implementation by teachers. 2.3.8 Bus evacuation/safety plan in place.</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 \$2000.00 (Attend Conferences) 2.3.3 \$1000.00 (Posters, Printing, High 5 Rewards) 2.3.5 \$2000.00 (Presentations, Speakers and Activities; Pink t-shirts)	2.3.4 PD for Review 360 2.3.7 PD for assisting students with ODD, ADD-H and Anxiety

Operational Issues Report 2017-18

Year	Issue	Action	Evaluation
2017-2018	First aid for staff	Explored possibilities of offering first aid training of staff according to OH&S requirements.	Staff remains untrained in first aid/CPR. Selected staff members did do a basic training session with Fire Chief Hank Diamond on emergency CPR and Defibrillator training. We will look for more PD opportunity in the new year
	Guidance and IR Area	Proposal is submitted to renovate the Grade 5 classroom so that the guidance area can be made accessible through the K-6 and 7-12 corridors. This would allow more space and small work areas for students who need quiet space and separation in the IR area.	Proposal was not acted on. Will be addressed again in new school year.
	Outstanding work orders	To send out work order reminders and seek updates every Day 5 and 12. Work orders are not addressed in a timely manner.	This action worked well. There remains several outstanding work orders for CRMA. These will be addressed again in the new school year.
	Vehicle speed in the parking lot.	Install speed bumps.	Speedbumps were installed in one space in October; not enough for our parking lot. Need more sets to effectively carry out goal.

	Outdoor recreational area.	Seek funds and District Approval to have a paved, fenced in area behind the school between the walking trail and the parking/drive-through area.	Working on fundraising and seeking funds to meet the financial requirement of this project. Will continue with this in the fall of 2017.
	External Lighting	Seek funds for adequate external lighting in our parking lot.	This continues to remain a concern for our school and continues to be highlighted as a school council concern.
	Lockdown	Explore solutions to efficiently perform a lockdown.	Locks on doors do not allow for an effective lockdown procedure.