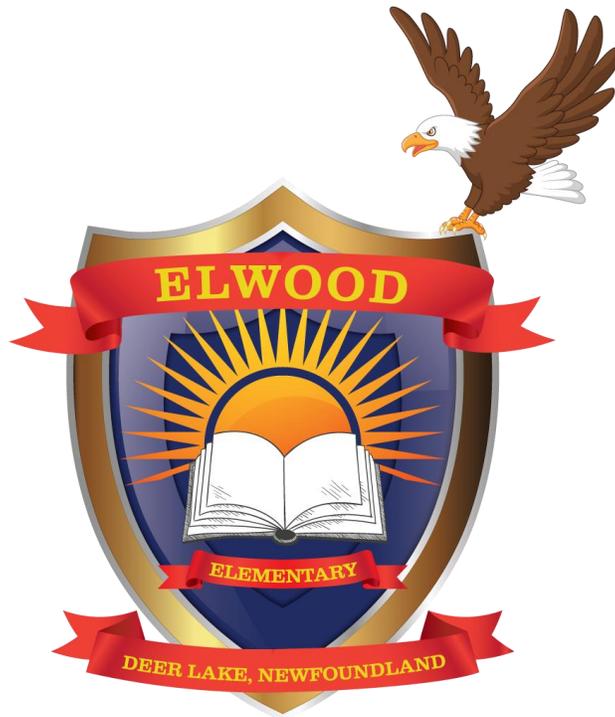


Elwood Elementary School
Deer Lake, Newfoundland & Labrador

“Learning for Life”



Annual School Report
2016-17

(Updated December 2017)

School Mission Statement

The Mission of
Elwood Elementary School is
to provide a safe, stimulating, educational
environment that will empower students
to become lifelong learners



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

As Principal for the 2016-17 school year, I am excited to acknowledge the hard work and dedication of the students and staff at Elwood Elementary. Learning together, we have been able to meet numerous challenges identified in previous years and begin to better understand where we need to place emphasis on student learning. Also, we are always working on being the very best Elwood Eagles we can be. Children are involved in social learning projects all the time as well as developing their ability to become independent learners. There are cluster groups, learning centers, small groups for social interaction and personal development, and regular classroom instruction that includes a literacy block with the Daily Five. This allows for teachers and students to conference as well as for students to become more independent in their choices and their learning. Our students regularly practice the three R's of Elwood, "Ready", "Respectful", and "Responsible" in all aspects of school life, which extends beyond our walls. Our school truly is a model of community and school working together to enhance student learning, which is evident with the high number of volunteers we have. We cannot thank our volunteers enough for the positive impact they have on our students and their development.

This is our second year of our five-year School Development plan and as we move forward we are becoming more confident in our ability to not only identify areas of concern, but how we can work together to meet these challenges. Our plan, which is always developing, helps guide us, along with input from stakeholders, towards achieving our goals. The plan, as always, is shared with our School Council and they have direct involvement in offering feedback. There have been gains again this past year in developing our new plan as we reflected on the previous years' goals and action plans. It is a great time for us to revise our goals as we continue with full day kindergarten and look at how play based learning can grow into the other classrooms. We have seen improvements in our feedback from students and parents regarding school climate and sense of belonging which gives us confidence in moving forward and continuing to strive for positive feedback and support from all stakeholders.

Upon reflection, I realize that the students of Elwood Elementary are always celebrating and being celebrated for both their academic and social/personal development. The achievement of our students within and outside the school are too numerous to mention, but it is also very evident that they are confident and enjoy interacting with their peers at Elwood Elementary.

Respectfully,

Jim Pink
Principal, Elwood Elementary

School Council Chairs Message 2016-2017

The students and staff of Elwood Elementary had a successful school year. Each member of the school council contributed towards a common goal - the desire to serve the students, the council, the school and the board. The year began with a review of the roles and duties of board members to contribute to enhancing students' learning through the cooperative efforts of parents, students, staff members and others in the community. The school council's handbook was provided to all members as well as the School Development Plan.

Council members discussed the School Development Plan (SDP) developed for Elwood Elementary in great detail including all objectives, strategies to achieve success and school results. Student achievement in numeracy and literacy and how Elwood Elementary is progressing with implementing technology in instruction and assessment was an important topic for school council members. Fundraisers were discussed and organized to increase the opportunity for the school to purchase equipment and resources to support the goals of the academic plan.

Parent involvement of student learning and ways parental attendance could be increased at school functions was discussed to support the goals of the SDP. Technology that fosters sharing information such as ClassDojo and synrevoice were strategies discussed to reach communication objectives of the SDP. School Administrators informed the board that Elwood Elementary has tracked growth in these areas. Parent involvement in the school by offering lunchtime activities has proven to be very successful. Parents volunteered and provided wellness groups and activities such as music groups, fitness groups, reading groups etc.

The Safe and Caring Schools PBS model was discussed and how the school has improved and continues to develop student safety. Results from student surveys were presented to school council members and survey results provided encouraging information that students feel very safe at Elwood Elementary. Previous concerns regarding student safety in washrooms, children's safety in the parking lot and traffic flow has significantly improved. The school council also discussed concerns regarding the bussing contracts, bussing protocols and bus stops that caused concerns.

The School Council projected the new school year will begin by fostering parental and community involvement, contributing to common characteristics of effective schools and exploring ideas for types of parental involvement for the new school year to reach goals set forth in the school development plan.

Sincerely,
Kimberly Halfyard
Elwood Elementary School Council Chairperson

Overview of School

Our School Community

Elwood Elementary currently has an enrolment of 438 students and offers grades Kindergarten to Grade Five. The average class size at Elwood Elementary at the primary level, K to 3, is 20 students. The actual number of students per class ranges from 15-26. At the elementary level, Grades 4 & 5 the average class size is 22 students. The actual range is 18-26. Our school serves the communities of Pynn's Brook, St. Jude's, Spillway, Deer Lake, Reidville, Cormack, Wiltondale and Howley.

The Staff and Classes at Elwood Elementary

Our school has a total of 31.25 full-time and part-time educational staff, which includes 20 classroom teachers, 5 instructional resource teachers, Literacy/Numeracy support, a full time guidance counselor, and 2 administrators. We have 2 specialist teachers in the areas of physical education and music, and an allocation that not only offers Elementary French programming but also one class per Primary (Gr 2-3). We also have the support of 5 student assistants. Finally, we also receive tremendous support from a full time secretary and 2 caretakers.

In addition to staff based at the school we have access to district office staff including: Speech Pathologist, Hearing Impaired Specialist, Educational Psychologist, Program Specialists, Senior Education Officers, and an Assistant Director of Education. The Speech Language Pathologist is based at Elwood Elementary. The school also provides space to district maintenance personnel.

Key Highlights/Special Projects – Maintaining “the Elwood Eagle way”!

At Elwood Elementary opportunities and experiences for students to enjoy enriched activities through various in-class programs, special days/events and extra-curricular clubs occur regularly. Our students have participated in the following: Grade 3 Worm program (recycling), Reading Buddies, Speak Offs, Intra-murals (basketball, scooter hockey, volleyball), Christmas and Spring Variety Programs, Remembrance Day, Little Green Thumbs, Thanksgiving/Food Bank, Stockings for Seniors, Literacy Day, Sports Days, early morning activities, Janeway fund-raising, mentoring, , Student Council, and many other projects.

Students and staff at Elwood take great pride in the full implementation of the PBS program; a positive-behavior acknowledgement and rewards program for our children. We model and set the expectations for appropriate behavior for all children in Elwood Elementary and then continued with a reward system to acknowledge the children who were seen as doing things “the Elwood Eagle way”! We acknowledge children for being seen as “Responsible, Respectful and Ready”. The program is enhanced each year with regular training that is comprised of three formal days of PBS training as well as any opportunities that arise for any staff member to teach about the three R's. The use of signage throughout the building to promote positive behaviors is always growing. It continues to be successful in allowing the staff and students to have a common language and set of expectations when it comes to the preferred behaviors of children in our school and allows us to praise and reward children for not only following the rules, but for being the best person

each of them can be. Individual classes, as well as grade levels have been very successful in using the PBS program has a platform to set up additional reward systems at the classroom level for individual students and whole classes. The consistent approach utilized with the PBS program has allowed us to greatly improve our school climate and deal with challenges around the school identified through stakeholder surveys.

Partnerships

There were a number of school-community partnerships throughout the year. Elwood Elementary continues to be involved in the Memorial University teacher internship program. We had an intern in the winter term (Grade kindergarten), who was able to experience firsthand the challenges and successes involved with full day kindergarten and play based learning. It was a mutually enjoyable and learning experience for the teacher and the intern.

Our Breakfast Program is run mainly by a dedicated group of volunteers from various organizations. This program is extremely successful and serves in excess of 100 students per day on a regular basis. It presently runs 5 days a week and has a varied menu that is second to none. We acknowledge the great work of Mrs. Tammy Beck (teaching staff), who along with a phenomenal group of volunteers have put much time and effort into the program, contributing to its great degree of success. Thank you to all the sponsors of our program without whose help we could not operate. The Breakfast Program continues to have a very positive impact on our school and we are very proud of it. We acknowledge ALL of our volunteers at our annual Volunteer Appreciation Ceremony held each June. It cannot be said enough how significant of a positive impact this short time has in the morning for students to have something to eat and socialize with their peers. It sets the stage for daily continued learning at the school.

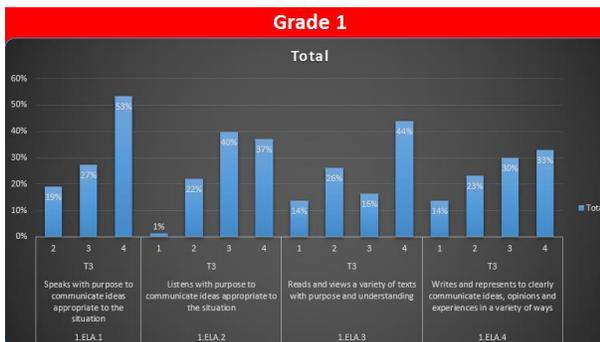
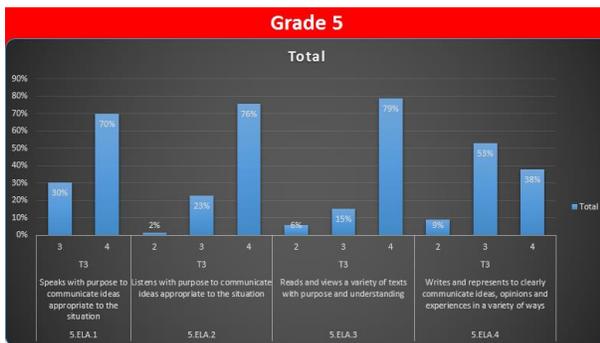
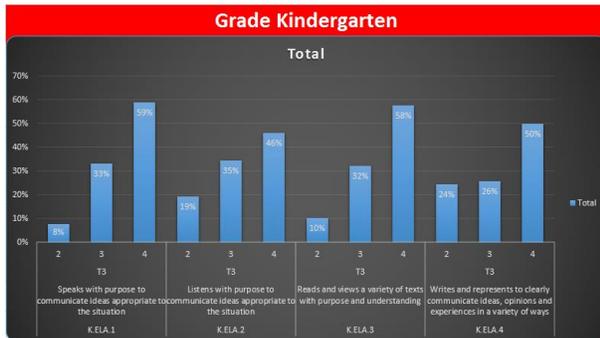
We continue to have a strong relationship with the Canadian Legion and the Lions Club. The former have supported the school in a number of initiatives (i.e. Remembrance Day poster contests and awards) while the latter has assisted with the enhancement of classroom programming as well (i.e. Grade 1 Flag Day ceremony – June, 2015).

This year we have seen successful partnerships for student programming with the recreation office and Town of Deer Lake, Rideout's Farm, Larch Grove Farm, the Hodder Memorial, Killdevil/Outdoor Education programs from Newfoundland and Labrador School District, Junior Achievers, and others – all contribute to a well-rounded program and enhanced student achievement for Elwood Elementary students.

Worthy of mentioning, is the strong partnership we have with our parent groups that do a number of activities from recycling to assisting with extra-curricular, and most importantly our Parent Reading Program in which parents actively engage with students to provide more opportunities for students to sit and read with an adult. This program is spearheaded by Mrs. Andrii Dicks and is a great component of our literacy initiatives at Elwood Elementary.

Internal Assessment Data

At Elwood, teachers provide well rounded instruction aimed at meeting curriculum outcomes. As with any school, we experience success and challenges in different areas. In this past year, a significant trend continues to be the growth of moving students from 3's to 4's which is evident across all grades. Consequently, there are challenges in moving the majority of our students that are at a 1 or 2 to a 3 or higher.



Worthy of highlighting is our kindergarten data in ELA which indicates the great majority are at a high level of understanding in all strands. We look forward to seeing data over the next few years to fully determine the positive impact of having kindergartens engaged for a full school day as well as being involved in play based learning. Upon entering grade 1, teachers already noted a positive start with students already knowing routines and beginning at higher levels than they had traditionally experienced. We are also very pleased with the success of our grade 5 students that have moved onto Xavier Junior High and are happy to report that the majority of students are achieving at high levels. When analyzing our data, teachers are still very aware that students across all grades in ELA experience the most difficulty in the writing strand. This has been addressed in our action plans of the school development plan and staff have already completed some PD in the area of writing during a PD session in November and continue to research and collaborate on writing strategies. It is agreed that all students must experience reading and writing each day and that during the literacy block there is emphasis put on the areas of writing in which students experience the most challenges. Our data also indicates that a great deal of students in grades 1 and 3 experienced difficulty in meeting curriculum outcomes in ELA in all strands as well as Math in grade 1. This has been evident for the grade 3 students when they were in earlier grades as well and to make a positive impact on both of these grades we have introduced additional strategies in our school development plan. Specifically, the full implementation of the Daily 5 within the literacy block has been emphasized to ensure

students experiencing difficulty can gain additional quality time with their teacher while other students are working independently. Staff have completed PD in this area and a great deal of the instructional budget has been allocated to ensuring all classrooms are able to provide engaging literacy exposure. We have also implemented and completed PD on Levelled Literacy Interventions specifically for those students reading below grade level as well as worked closely with district personnel to implement strong literacy programming. The entire school has committed to a consistent approach and collaboration with each other and district staff to attempt to turn this challenge into a success.

Report on School Development Plan for Previous Year

Goal 1. To improve achievement through enhanced teaching and learning experiences for all learners across the curriculum.	
Objective 1.1: Increase the effective use of internal and external assessment data to improve student achievement in numeracy and literacy.	Objective 1.2: Enhance instructional and assessment practices.
Evaluation 1.1: Grade levels have met frequently to update action plans and continue to use data to develop interventions. We have decided to put our numeracy framework on hold in order to focus our efforts on ensuring consistent practice with the literacy approach. As well, department observation reports and CRT results were analyzed during closeouts to better address challenges. Our pre-referrals did decrease; however it is hoped that we can continue to lessen the number of pre-referrals through intervention strategies such as levelled literacy intervention.	Evaluation 1.2: In the past year, there was increase cross curricular approach and a greater use of technology; however it was determined that the technology use required greater focus to ensure that it was being used to meet student needs and interests as opposed to simply being used for enjoyment purposes. Teachers continue to explore and implement different strategies for teaching and assessing all learners.

Goal 2. To further develop a culture and climate of collaboration and open communication where leadership is fostered in an inclusive environment.		
Objective 2.1: Increase teacher collaboration in an inclusive setting	Objective 2.2: Increase parental involvement and communication across the entire educational experiences of students.	Objective 2.3: Increase student responsibility for their learning
<p>Evaluation 2.1: This has been greatly achieved in the past year with the use of shared drives for teachers to share professional readings as well as for providing access to any PD materials that have been used. Teachers were able to meet regularly for grade level meetings and invited specialist, administration, and IRT as needed. It is planned that more scheduled divisional meetings will be planned throughout the next year to ensure there is more opportunity for collaboration at this level. Also with increased classes it was more challenging to provide common grade level times which requires flexibility in scheduling. There is also much more teacher led PD within the school and as committees for furthering teacher and student learning.</p>	<p>Evaluation 2.2: This was also achieved to a great degree with regular newsletters, online updates, and increased use of parent-teacher communication opportunities through regular use of agenda, class dojo and much more. There is still a heavy focus needed on having parents involved in their child's education with regards to supporting them at home as this is still deemed to be an area of concern for Elwood as indicated by attendance concerns and achievement data.</p>	<p>Evaluation 2.3: In the 2016-17 school year, students as independent learners was observed in several classes, however; it was noted that this was not the case in some learning environments. It was determined at the end of the year that Elwood Elementary would strive for consistency across all grades in implementing a solid literacy block with the Daily 5 as intended by its founders. This was to allow for greater collaboration and sharing of resources as well as ensuring that students would have opportunities to conference with their teacher as well as develop independent learning strategies.</p>

Goal 3. To continue creating a safe, caring, healthy and inclusive school environment for all.		
Objective 3.1: Enhance student safety (physical and emotional) throughout school interactions and the school environment.	Objective 3.2: Ensure staff and students feel valued and respected.	Objective 3.3: Increase the level of physical activity for primary students.
Evaluation 3.1: The strategies will be continued for this objective to ensure that safety and support of students. It was largely achieved as indicated by upgrades to our facility, improved documenting of incidents, and fewer accident and behavior concerns in specific areas as well as an overall positive feedback from our school climate surveys.	Evaluation 3.2: As with Objective 3.1, the school was largely able to implement this strategy with considerable effectiveness as indicated from our survey feedback. It is still necessary to continue looking for ways to increase teacher and student wellness which is noted in this year's school development plan.	Evaluation 3.3: Multiple opportunities for students exist to be involved in physical activity; there were very few days in which students did not go outside; teachers provided gym time when able as a reward for their class. With the new year, the gym schedule is full and will create some challenges for teachers and students to gain access to the gymnasium. Growing opportunities for outside will remain a priority. We will continue to engage in grant opportunities that may provide additional funds to improve our outside area. We were successful in gaining a grant from TD bank to implement an outdoor classroom.

Operational Issues Report 2015-20

Year 2016-17

Issue	Action	Evaluation
Classroom Assignments	Due to changes in enrollment and full day kindergarten, several classrooms have been moved and other spaces taken over through construction; teachers will be notified of changes immediately and a plan for moving materials developed in coordination with the staff	Movement of classrooms was smoother than previous year; currently there are no free rooms/spaces at Elwood which creates challenges for having PD during the school day, book fairs, and other events.
Bathrooms	Bathrooms are still an issue partly due to the physical space which requires repair/modification as well as a “tradition” of telling stories about the bathrooms needs to be addressed	This issue appears to have been resolved, there is great reduction in behaviors reported in this area.
Technology	<p><i>Tech allocation was cut significantly due to Dept. allocation reductions, only 3 maintenance periods per cycle, as opposed to 11 teaching / maintenance combo periods in previous years! There is a SIGNIFICANT decrease in efficiency in getting technology tasks / work requests done. Continued frustration by some teachers for getting technology issues corrected.</i></p> <p>The cost of smartboards and other technology is greatly the responsibility of the school, therefore spending on things such as websites must be monitored in future; to be done by a technology committee; numerous websites from various grades are expensive, especially when US based; renewal of specific accounts as needed; numerous computers in lab not functioning, ensure two operational computers in each classroom</p>	We have moved to providing teachers with multi-point learning centers in the classroom to reduce cost and continue to purchase only online subscriptions that are directly impactful on student learning and identified in our school development. As well, the use of three staff now has a tech team allows for greater flexibility in providing teachers with assistance; still very challenging to cover all costs for maintaining technology and installment is often a major wait time.
Exterior of Building	Exterior needs facelift; new sign for the front in process as well as several teachers indicating interest in having the front done with regards to foliage and some benches; increased signage in parking lot; trash bins	Still requires significant attention with concrete, window fascia and outdoor spaces.
Communication	New Website has been proposed for a couple of years that is more operator friendly; use of facebook page was decided to get most attention from parents- in use as of January 2016; minutes from staff meetings and other committees need to be posted for staff; tracking form in student’s file with accommodations to alert staff that more investigation is required and to indicate level of completion; grade level rubrics to be put on shared drive	Google drive has allowed for much more ease of sharing within the school. Facebook is still used and numerous teachers use class dojo for direct and frequent communication with parents. It was deemed that a new website was not necessary at this time as other online sources are used greatly.

Budgets	A budget for items in classrooms and the school needs to be developed and communicated to staff	It was determined that a budget of a set amount was not the appropriate route for getting classroom items. Once action plans and PD are assigned/completed requests for funds (no set limit) is submitted to administration for purposes tie directly to the SDP. All classroom wishes for funds were granted in the Fall of 2017.
Bussing	Bussing times for the three schools need to be coordinated more efficiently in order for students to arrive on a timely manner and be dismissed at the correct time without waiting; communication from department indicates they are working on our bussing concerns and we should see increased efficiency in the Spring.	There were some improvements in bussing time, however; there is still a wait after our 3:00 bell for busses to arrive at our parking lot.

Actions for Change

Goal 1. To improve achievement through enhanced teaching and learning experiences for all learners across the curriculum.	
Objective 1.1: Increase the effective use of internal and external assessment data to improve student achievement in numeracy and literacy.	Objective 1.2: Enhance instructional and assessment practices.
<p>Actions for Change 1.1: The strategies remain intact for this objective with the exception of the implementation of a numeracy framework which staff felt could be done at the teacher level if so desired, but was not something that was sustainable at this point. Within the strategies as well, there was an addition with regards to ensuring full implementation of the Daily 5 in each classroom. We also incorporated Levelled Literacy Interventions (LLI) to ensure that all students are receiving support if they are not performing at expected reading levels. In each case, PD has been provided and financial support to ensure this is implemented in classes. The data has indicated over time that there is a significant challenge in moving student's from a 1 or 2 to higher level and it was noticed that we had up to 44% of some of our grades below reading level. It was decided that providing fully supported approaches that were consistent across grade levels was a must. The strategy is twofold in that it will hopefully boost reading levels, but also support teachers in developing independent learners.</p>	<p>Actions for Change 1.2: In this objective, cross curricular strategies was determined to be fully implemented and no longer required being listed as a strategy. The biggest action for change was to provide increased emphasis on using technology in a meaningful way; this means greater research on appropriate apps and programs/lessons that work for all students in the classroom.</p>

Goal 2. To further develop a culture and climate of collaboration and open communication where leadership is fostered in an inclusive environment.		
Objective 2.1: Increase teacher collaboration in an inclusive setting	Objective 2.2: Increase parental involvement and communication across the entire educational experiences of students.	Objective 2.3: Increase student responsibility for their learning
<p>Actions for Change 2.1: Strategies in this area have remained the same with emphasis on teachers working and sharing together to develop common core practices such as the implementation of the Daily 5 and relying on experts within the school to gain additional insight into effective strategies employed by their peers. As well there was additional effort put into encouraging teachers to facilitate PD during specific closeouts and/or during staff meetings. This has been met with great success as more and more staff are less reluctant to present and are very confident in their ability to deliver high quality PD.</p>	<p>Actions for Change 2.2: The strategies for this objective also remain unchanged, but it is worthy of mentioning that increased emphasis is placed on including parents in more conversations surrounding the importance of attendance. This is done through the newsletter, telephone calls home and through letters directly to parents. There is also a tech team in place that places emphasis on supporting teachers with google, powerschool, gradebook, etc. This support provides teachers with the support to provide timely feedback to parents on a regular basis.</p>	<p>Actions for Change 2.3: The strategies of this objective remain unchanged. It is also supported by the first goal and its strategies which allows for student independence during the Daily 5 and there is increased emphasis on the importance of doing well and to develop goals for one's learning.</p>

Goal 3. To continue creating a safe, caring, healthy and inclusive school environment for all.		
Objective 3.1: Enhance student safety (physical and emotional) throughout school interactions and the school environment.	Objective 3.2: Ensure staff and students feel valued and respected.	Objective 3.3: Increase the level of physical activity for primary students.
<p>Actions for Change 3.1, 3.2, 3.3: There were no changes in strategies for these objectives as the school development team felt that with the growth in our positive feedback from our student and parent surveys, it was important to maintain the strategies for at least another year to continue this trend and then seek out other avenues for change where challenges still remain. It was also felt that despite improvements, we could still continue to further develop existing strategies to their fullest potential.</p>		

School Development Plan for Current Year

One Year School Development Plan

School Development Plan 2017 - 2018

Goal 1: To improve achievement through enhanced teaching and learning experiences for all learners across the curriculum.		
Objective 1.1: Increase the effective use of internal and external assessment data to improve student achievement in numeracy and literacy.	Objective 1.2: Enhance instructional and assessment practices.	Objective 1.3: N/A
<p>Strategies:</p> <p>1.1.1 Develop action plans in response to learning needs identified in the internal/external assessment data</p> <p>1.1.2 Implement internal assessment practices, both formative and summative</p> <p>1.1.3 Offer reading support program to at-risk learners in the attempt to curtail pre-referral/referrals to Student Support Services and to increase reading levels</p> <p>1.1.4 Full implementation of the District Literacy Framework per grade level</p>	<p>Strategies:</p> <p>1.2.1 Increase the use of differentiated instruction and inclusionary practices</p> <p>1.2.2 Explore/implement differentiated instructional assessment strategies</p> <p>Strategies:</p>	

<p>Indicators of Success:</p> <p>1.1.1 Grade level Action Plans developed, implemented and reviewed as necessary</p> <p>1.1.2 Regular update of records; Increase in number of Gifted learners referred; Greater presence of technology and student/teacher use in the classroom</p> <p>1.1.3 Increase in reading levels; Buddy reading across grades is similar to buddy reading in Daily 5; Tracked usage and increased exposure to reading; Struggling readers are assigned reading times through the parent volunteer program; feedback from kids; Identified in newsletters and regular communication with parents through letters, assemblies, etc.; Evident in PD agendas; Identified in Newsletters, library day for specific grade to go to library with parents; Increased reading levels of struggling students identified by teachers</p> <p>1.1.4 Rubrics used, improved results in report card ELA strands; Accessible student portfolios are consistent with framework and contain best work; Independent Learners; more guided reading</p>	<p>Indicators of Success:</p> <p>1.2.1 Use of iPad in Daily 5, centers, etc.; Use of personal iPad during coding day and other special days; Tech Tips Days, PD around new technology</p> <p>1.2.2 Students are able to demonstrate learning through a variety of ways; At beginning of the year and as new staff/students enter or needs change, appropriate staff are inform; form in student file</p>	<p>Indicators of Success:</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.1 Approximately \$9000 allotted for implementation of action plans that must be approved and linked to the SDP, specifically literacy and Daily 5 in the first half of the year.</p> <p>1.1.2 \$5000 allotted for technology purchases including new computers/iPad and website registrations</p> <p>1.1.3 \$4000 allotted for new LLI kit</p>	<p>1.1.1 PD completed in the Daily 5 as well as additional ongoing PD for inquiry based learning</p> <p>1.1.2 Tech Tips is ongoing volunteer afterschool PD provided biweekly to support teachers with google and other school used software</p> <p>1.1.3 PD provided for LLI</p>

Goal 2: To further develop a culture and climate of collaboration and open communication where leadership is fostered in an inclusive environment		
Objective 2.1: Increase teacher collaboration in an inclusive setting	Objective 2.2: Increase parental involvement and communication across the entire educational experiences of students.	Objective 2.3: Increase student responsibility for their learning
Strategies: 2.1.1 To engage all grade level teachers/specialist/IRT teachers through Grade level and divisional collaboration 2.1.2 To provide avenues for sharing of best practices	Strategies: 2.2.1 To expand and improve communication between teachers, parents and students.	Strategies: 2.3.1 Encourage students to become more independent as learners and as individuals
Indicators of Success: 2.1.1 planned divisional meetings; administration makes periods available for divisional meetings; Admin will keep track on a tracking sheet or on a calendar of classroom visits; Meeting Minutes are uploaded to a shared Google folder 2.1.2 Collaboration reflected in PLP and minutes from meetings (divisional, grade level and SDT); All teachers will have an opportunity to meet with an IRT throughout the school year as needed; PD notes being shared on a shared drive.	Indicators of Success: 2.2.1 School data shows an increase in student achievement; IRT are added to Powerschool; Newsletters will be available on Friday; Agendas are done daily; Attendance continues to increase; High percentage of parents are completing surveys; Tracking sheets are completed	Indicators of Success: 2.3.1 School staff and administration observe positive changes in all areas of student life. (student achievement, behavior, attendance, homework completion etc.); Attendance is being checked; Students are given opportunity to be challenged and engaged; Use of 360 data to show areas of need; Use of a tracking system or google calendar indicating activities in the classroom/guest speakers; Students will become independent learners; Student successes are shared

Goal 2. Support Plan	
Financial	Professional Development/Time Required

2.2.1 \$250 to be used as needed for parental attendance at specific events such as curriculum night and literacy day.	2.2.1 PD provided in Power School regularly and use of specific apps as well as Google.
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Goal 3: To continue creating a safe, caring, healthy and inclusive school environment for all.		
Objective 3.1: Enhance student safety (physical and emotional) throughout school interactions and the school environment.	Objective 3.2: Ensure staff and students feel valued and respected.	Objective 3.3: Increase the level of physical activity for primary students.
<p>Strategies:</p> <p>3.1.1 Continue to improve playground safety, equipment, and upkeep.</p> <p>3.1.2 Ensure that the Safe and Caring Schools policy is updated and implemented fully.</p> <p>3.1.3 Develop a method for staff and student reporting of bullying/safety concerns.</p> <p>3.1.4 Continually review and adjust school procedures and routines</p>	<p>Strategies:</p> <p>3.2.1 Engage in wellness activities for staff and students.</p> <p>3.2.2 Provide opportunities for administration to complete an activity with students (especially primary).</p> <p>3.2.3 Allow for student opportunities to share thoughts and opinions.</p> <p>3.2.4 Improve communication between staff and between staff and students so that all parties feel valued and respected.</p>	<p>Strategies:</p> <p>3.3.1 Continue to Implement DPA (Daily Physical Activity) program throughout K-5.</p> <p>3.3.2 Explore ways to consistently hold early morning/ lunch time activities for all students</p>

<p>Indicators of Success:</p> <p>3.1.1 Playground equipment is in good working condition; decrease in accident reports; money is available to purchase new equipment; More equipment is available for front lot for playing</p> <p>3.1.2 Students following the matrix; behavior incidents are decreased; Students are motivated by the feathers incentives; Meetings are placed on the calendar and minutes are shared on the calendar.</p> <p>3.1.3 Review 360 incidents of aggressive behaviors are reduced; Review 360 is being used consistently</p> <p>3.1.4 Positive cafeteria behaviors posted. PBS training and increased teacher supervision; Students will have more time to eat their lunch; All teachers are following the same duty expectations; The noise level in cafeteria is reduced</p>	<p>Indicators of Success:</p> <p>3.2.1 Wellness activities are apparent for students; Social committee and events are planned; Wellness activities are planned and opportunities are made available; Memorable moments are given at staff meetings; Crisis plan is made available on google drive.</p> <p>3.2.2 More in-class activities with administrators; Admin makes an appearance in the classrooms throughout the year</p> <p>3.2.3 Student council meets regularly and initiatives are implemented; Student work is shown in newsletters.</p> <p>3.2.4 More buddy benches are placed around the school; Teachers will use services as needed; Common area for teachers outside of staffroom to relax/destress</p>	<p>Indicators of Success:</p> <p>3.3.1 One school wide activity per term; Schedule created for lunchtime sports.</p> <p>3.3.2 Schedule created for sports activities and being shared on google drive and calendar. All grade levels will participate in a sport/ activity; Increase in parental/community/teacher involvement</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>3.1.1 \$1200 allotted for playground and front area play equipment. More research into grants for this as well.</p> <p>3.1.2 \$300 allotted for feather prizes throughout the school year</p>	<p>None determined at this time</p>

Operational Issues for 2017-18

Operational Issue	Intended Action
Microwave Use	Use of microwaves in cafeteria is to be eliminated by the end of October. In the past it has been noticed that some students waiting for a “warm-up” may have only 2-5 minutes allowed for eating their lunch once it has been warmed. The use of grade 5 prefects to help warmup lunches in the microwaves of the cafeteria was deemed to be not a safe practice for this age. It was eliminated as of October 31 st .
Concrete Walkways	The concrete walkways in front of the building are cracked and require replacement to prevent students from tripping
Parking Lot	The parking lot has always been an area of concern and requires a major redesign to ensure the safe arrival and pickup of students
Outdoor Classroom	Grant has been received for the implementation of an outdoor classroom. Support from district is required to ensure this is effectively implemented before school opening in September 2018.
Building Front	The front of the building requires a facelift to make it more visually appealing and friendly. Vegetation as well as replacement of window fascia is needed
Classroom and Corridor cleaning	More consistency within the entire school is needed to have an acceptable and consistent level of cleanliness.
Stage Upkeep	Music program especially for concerts requires additional support in the way of a sound system and a lift or ramp is required for students in wheelchairs