

**Annual School Development Report  
2017-2018  
French Shore Academy**

**10 Roncalli Road  
Port Saunders, NL  
A0K 4H0**



**French Shore Academy School Vision Statement**

The vision of French Shore Academy is to cooperatively develop each individual through educational experiences which foster lifelong learning and enable them to succeed in a changing society.

## **Message from the Principal**

I am pleased to present French Shore Academy's Annual School Development Report for 2017-2018. The School Community has been focused on ensuring that all students, staff, volunteers, parents, guardians, and community members feel safe and welcome in an enriching and fulfilling learning environment that is fully inclusive. This report outlines our students' achievements, school programming and current goals.

Over the current year we have been working on the School Development Process with the assistance of Truman Greenham, our Senior Education Officer. As we focus on the next five years, we have developed a new School Development Plan which reflects the goals and ambitions that we have identified as of greatest importance. As a staff we participated in the Internal Review Process. The External Review, Peer Review, was consulted extensively to identify strengths and recommendations for school development. Over the next five years we will, as a staff and school community, strive to implement and evolve our School Development Plan with improvement and excellence in mind.

A great emphasis continues to be placed upon our Code of Conduct. It is essential that everyone is knowledgeable of our school protocols and the consequences of not meeting these guidelines. We have established high expectations for our students, parents/guardians, staff, and community. It is through the communication and implementation of clear expectations and consequences that we provide the safe, nurturing environment that students need to achieve academic, personal, and social success. The Code of Conduct is an evolving document as we have to adapt to change.

We have continued to focus on the implementation of quality literacy and numeracy programs here at French Shore Academy. Levelled Literacy Intervention (LLI) at the Primary and Elementary levels is an initiative that focuses on students who are slightly below the reading and writing goals we have for them. Our Literacy/Numeracy specialist along with two teachers trained in the LLI program implemented interventions through this program to bring these students up to where they should be in their abilities to read and write effectively. Our school goals reflect an emphasis on literacy.

Technology is being implemented into our classrooms to support literacy. The new Chromebooks have proven to be a great asset and we will continue to look at upgrading computer technology. The next phase involves the purchase of new classroom computers for all homerooms as we are starting to experience difficulty with these units. Six new computers have been purchased from the 2017-2018 instructional budget. The additional units will be purchased once the 2018-2019 instructional budget is available. Our school development plan focuses on literacy and as such, we continue to look at literacy programs, such as Razz Kids, which are technology based.

We have worked on many safe and caring initiatives, such as the creation of our school digital citizenship expectations, training our staff in PBS, development and implementation of a revised system of PBS, Review 360 implementation, as well as creating a more effective and preventative (pro-active) Code of Conduct for our school. All our staff has received an introduction with respect to restorative practices.

The School Development Plan identified the need to create a healthier school environment with proper nutrition and physical activity in mind. To that end, we have a very active committee of teachers and School Council members working towards the improvement of our outside play areas. We have created two outside play areas for students in Grades K-6. Every day, at lunch time, primary and elementary students have the opportunity of physical activity outside or in the gym. The play ground committee is fundraising to put recreation equipment outside so that students have interesting and appropriate equipment to use.

In addition, the School Council is communicating with Chartwells, our cafeteria provider, to improve the options available to students with the nutrition policy and healthy eating in mind.

This year the Breakfast Program has been organized and operated by a volunteer group. Previously, this was school led (teachers) but now the community has become much more involved in providing this service to students. Volunteer groups, such as local businesses, come to the school on certain days to run the Breakfast Program. Having volunteers in our school on a regular basis is a goal we have been working on and now seems to be meeting with success.

On behalf of the Administrative team, I would like to thank all of the teachers, students, parents, school council, student council, volunteers, community members, local businesses, and the Newfoundland and Labrador English School District for being so supportive by giving of both their time and effort to make the education of today's youth and tomorrow's leaders a number one priority.

Thank You  
Gene Shave  
Principal

## **Message from School Council**

French Shore Academy had another successful year in 2017-2018. Our teaching staff along with our support staff helped many of our students reach their full potential during this year. The transition to all day kindergarten was a big adjustment for children, staff and parents but our school made this a smooth and easy process for all parties involved.

There have been many events students and staff have been involved in this year. They delivered school concerts, special plays, fiddle performances and travelled for various sporting events and field trips.

School council continued with the implementation of the new fundraising process to better maintain fundraising initiatives. Fundraising began for equipment for our new play area for the primary and elementary children. Parent involvement had a major increase this year with more parent volunteers participating in school activities. This included the breakfast program, school sports, music program, school dances, year-end BBQ, carnival day and teacher appreciation week. Parents identified they felt a part of the school community.

Student council held many activities and events that took place throughout the year to create more involvement of students, build school spirit and develop a more well rounded school life.

Students were praised for their accomplishments through the PBS program and the awards ceremony celebrating them both academically and personally. Teaching and support staff attended meetings and training to assist them with the skills they need to help all students. School council will continue to make every effort to support the staff and students at French Shore Academy and make it the best possible learning environment for our children.

Thank you,  
Danical Gill-White  
School Council Chair

## **Overview of School**

### **Our School Community**

French Shore Academy is part of the Newfoundland and Labrador English School District. The Newfoundland and Labrador English school district represents all English speaking students and schools in Newfoundland and Labrador. The District includes 259 schools with five alternate sites, approximately 67,000 students and over 8,000 employees. French Shore Academy is located in the community of Port Saunders on the Great Northern Peninsula of Newfoundland, approximately 235 km North of Deer Lake. In the 2017-2018 school year, our school consisted of 221 students from grades Kindergarten to Grade 12 and serviced the communities of River of Ponds, Hawkes Bay, Eddies Cove West, Port Saunders and Port Au Choix.

Our school has a total of 21 full-time educational staff. We have a guidance counselor; specialist teachers in the areas of music, French, and physical education; and 4.0 instructional resource teachers. French Shore Academy has a teaching staff that is educated and trained in all the curriculum areas. Our school also has the support of 3 student assistants and 4 custodians, maintenance personnel, and bus drivers. In addition to staff based at the school, we have access to district office staff including: Program specialists, hearing and visually impaired itinerants, educational psychologists, district maintenance, computer technicians, speech language itinerants, enrichment and outdoor education itinerants, behavior support specialists, and reading recovery specialists.

### **Programs Provided**

All the prescribed programs for Primary, Elementary, Junior and Senior High curriculum are offered at French Shore Academy. At the senior high level our school offered courses that provided necessary graduation requirements to students.

### **CDLI**

At the senior level students can also avail of CDLI courses that are offered to supplement the school program in areas like advanced mathematics and physics. These courses are done on-line with an e-teacher stationed at another site in the district or province.

## Key Highlights / Special Projects

A look at our school calendar will show that French Shore Academy has been a busy place this year. Below are some of the highlights followed by a more detailed look at some of happenings at our school.

This year at FSA we:

- Education Week activities
- took part in **2 Scholastic Book Fairs**
- Had **4 concerts** – 2 at the Primary/Elementary level and 2 at the Junior Senior High level at both Christmas and spring.
- RCMP liaison
- The French Shore Fiddlers performed at various venues from Port Saunders to Corner Brook.
- participated in the **Terry Fox Walk**
- “What’s With Weed” prevention program for Grade seven students
- participated in a fundraiser “**Walk for Breakfast**” to support our School Breakfast Program.
- Communicating About Climate Change – Grade K-4
- “Limestone Barrens” project
- “Getting the Message Out”
- Hosted a “**Fall Fair**” to raise funds for school projects
- Partnered with the Hospital to offer the GIRLS Program
- prepared **2 pancake breakfasts**
- partnered with the RCMP to deliver sessions about anti-bullying, snowmobile/ATV safety,
- Partnered with NLC to present Senior High School students the “**Responsible Choices Program**” an activity based session on safe driving practices – effects of drinking on driving
- Partnered with RCMP and Public Health to present the P.A.R.T.Y. (Protection Against Risk Taking in Youth) program to our Grade 10 students.
- sent our grade 8’s on an outing “**Trading Books for Boats**”
- had regular Friday **hat days**
- participated in several **school assemblies**
- had **Pajama Day for the Janeway**
- “**On Your Way Forum**” for graduating students
- ran **food drives** to support our local Food Bank
- **French Shore Fiddlers’ Café**
- Annual **Curriculum Night**
- **Presentations from Internship Med Students**
- Arranged **skating for all students k-12**
- took part in the **12 Days of Christmas and Kris Kringle**
- had numerous **anti-bullying activities** including an assembly dedicated to anti-bullying and we held a number of Pink T-shirt days
- Kinderstart
- Grade 5 Outdoor Education Program at Killdevil Lodge
- Family Reading activities

- Introduced “Razz-Kids” to Kindergarten and Grade One – internet based program to access appropriate reading material at home.
- Tree Lighting Ceremony
- **“Spirit Week”** activities organized by the Student Council
- Junior Achievement for Grade 9
- P.R.I.D.E program for Level I’s.
- **Science Olympics** for Grades 7-12.
- Science Fair for Junior and Senior High School students
- took part in **play and learn** week
- Arranged **school trips** for all k-6 students
- Regular **Buddy Reading** Sessions
- Friends For Life program for Grade Four.
- Participated in a **Community Access Program**
- **Presentations from Public Health**
- **Annual Ski Trip to Marble Mountain**
- **Tutoring for Tuition**
- **MADD Presentations**
- **Senior Prom and Safe Grad**
- **Transition Meetings with Students, Parents/Guardians :**
  - **Grade 9 to Senior High Session**
  - **Grade 6 to Junior High session**
- **Lomond Sound** – School wide presentation on culture, music , and dance of Newfoundland and Labrador (May 29, 2018)
- **Volunteer appreciation** evening for community members and students who had helped with our activities this year (May 28<sup>th</sup>).
- **Grade 4** – Ducks Unlimited education program
- **End-of-Year School Trips** – K-2 – Gros Morne Park
  - 3&4 –L’Anse aux Meadow
  - 5&6 – Deer Lake Recreation
- **Annual End of Year Carnival** – Activities and games for all students K-12
- **RCMP Bike Rodeo** – Grades K, 1, and 2
- **Awards** –Academic, Volunteer, Athletic Awards K-12-June 28, 2018

## **Technology Education**

Throughout this school year we have continued to support curriculum-integrated technology to help motivate and assist student learning. Google Chromebooks are paramount to our ability to offer technology based learning in the classroom environment. Having 22 of these mobile units has allowed us to use these in any classroom as our largest classroom will be 22 students. While technology use has been evident more at the grade 7 – 12 levels we have been encouraged by growth in technology integration in the grade 5 and 6 grades as well as in the subject areas of science, math and social studies. Technology use in the areas of Language Arts continues to be our major area of use. We have moved forward with improvements to our technology environment by moving to a better wireless system (Aerohive) and the installation of hubs to better service all areas of the school. We have also upgraded our server as we were close to the point of server overload and failure. We have a dedicated room where teachers can participate in online professional development sessions such as those offered through Skype. We will continue to explore new and effective ways to integrate and improve our technology integration with classroom learning activities.

Our Service Delivery Team continues to utilize technology to assist students with learning difficulties. Through application, we have brought a number of notebooks into the school for the use of students for whom this assistive technology was determined to be an effective learning intervention.

## **Sports and Athletics**

The physical education program once again introduced students to a wide variety of sports and physical activities to boost spirit, confidence and physical literacy.

Many of our grade 10 – 12 students were introduced to downhill skiing when attending our annual Marble Mountain ski trip in March.

Our extra-curricular program provided many of our students with the opportunity to have fun and build self-esteem. Students from grade four to twelve were involved in participating in soccer, basketball, floor hockey, volleyball, softball and badminton. We also had great success with some of our sports teams in the past school year. Both our sr. boy's and sr. girls' softball teams were involved in provincial championships this year. Several of the tournaments our students participated in were hosted at FSA which saw many other students involved in tournament organization and administration.

## **Music Program**

### Concerts

- Prim/Elem Christmas Concert
- Junior /Senior Christmas Concert
- Prim/Elem Spring Concert
- Junior/ Senior Spring Concert
- Fiddlers Cafe (Spring)-French Shore Fiddlers
- French Shore Fiddlers performed in Daniel's Harbour and Corner Brook as well as venues around the local area.

### Drama

“Alice in Wonderland” was performed by students from grades 4 to 12.

## **Dreambox**

The grade twos and grade threes at French Shore Academy have been participating in a new program designed to make Mathematics fun! The program is an initiative that has been provided through the department of Education as a tool for teachers and students by supporting classroom learning. By integrating this new technology in the classroom, student interest has been greatly increased. They are actively engaged during Dreambox sessions, playing and having fun doing Mathematics! It is a great tool for the teacher as well, as he or she can log on and see the outcomes that have been or are being achieved in each curriculum area. Also, students that need extra support are being identified in each particular area of the curriculum. The program itself offers extra support, by automatically picking up on students who require extra support or enrichment and automatically tailoring the games to these needs. One of the grade two students summed up their thoughts toward Dreambox very well by saying, "I love Dreambox.... it makes learning Math so much fun!"

## **Let's Talk Science**

Let's Talk Science - Students spent some time preparing for the Lets Talk Science Challenge. It was based on STEM (Science, Technology, Engineering and Math) and each student had two subjects they were responsible for studying (biology, physics, chemistry, math, earth science, environmental, space and engineering). Eight Junior High School students (two teams of four each) went from our school, to Grenfell campus in Corner Brook.

## **High school Science**

The “Science Olympics” was organized and set up for our junior and senior high school students.

## Green screening

Grade 6 and Grade 4 students created a news report on the topic of environmental awareness. Students also used the green screen technology to create a wonderful slide show for a retiring teacher. The Kindergarten also used this technology to create a wonderful slideshow for their family during their yearend celebration. It was a job well done.

## Playground Committee

Our School Development Plan includes a focus on making French Shore Academy a healthier school. We have been steadily increasing the opportunities for K-6 students to go outside as part of this initiative. Working hand-in-hand with this is the Playground Committee of the School Council (plus teachers and community volunteers) which is developing a proper playground area. Fundraising has been successful and equipment will be installed over the summer. Going forward, we will add to this equipment so that the experience the students have outside is a more positive and enjoyable one.

## Guidance

	<b>Presenter</b>	
September 17 <sup>th</sup> 2017	<b>M.A.D.D</b> (Mothers Against Drunk Drivers) presentation.	Students learned a valuable message about the consequences of impaired driving. Through the use of an assembly in the gymnasium and a 17 X 21 foot screen, students watched a video approximately 45 minutes long examining the lasting impacts of driving after drinking.
October 21 <sup>st</sup> 2017	April Crocker from <b>Sir Wilfred Grenfell College</b> . Presented to Level 2 and 3.	Admission and overview of offerings.
October 30 <sup>th</sup> 2017	Rebecca Bishop from GMO or “ <b>Getting The Message Out.</b> ” Presented to Level 1 and 2.	Spoke to the students about starting your own business. In particular, they examined NL Entrepreneurs.
October 30 <sup>th</sup> 2017	Corrine Slade from <b>Academy Canada</b> presented to Level 3.	Admission and overview of offerings.

November 12 <sup>th</sup> – 17 <sup>th</sup> 2017	Our three SWAT students presented to the grade 6 – Level 3 students.	Students in grade 6 – Level 3, learned about the health risks of smoking and the benefits of living/eating healthy.
November 9 <sup>th</sup> 2017	Constable Hogan of the <b>RCMP</b> , presented to Level 2 and 3 as well as Cst. DeGrout presented to the primary and elementary students about antibullying.	Spoke to the students about considering the RCMP as a possible career option.
December 17 <sup>th</sup> 2017	Chantelle Troy from <b>College of the North Atlantic</b> presented to Level 1 and 2.	Admission and overview of offerings.
January 12 <sup>th</sup> – February 12 <sup>th</sup> 2017	Two high school students carried out <b>Beyond The Hurt</b> presentations to students from Grade 6 –Level 3	Presentations were given to grade 6 – Level 3 students. Topics included what is bullying, what does it look like and what can you do to prevent it.
March 2018	The RCMP and Public Health combined to offer our Grade 10 students the P.R.I.D.E. program	This was an aa-day presentation about wise decision making.
April 2018	On Your Way Program for Level Three students	Practical Recommendations from finance, health and wellness, and so on.
April 2018	“What’s With Weed”	Grade 7
May 2018	Public Health- Legalization of Marijuana	Grades 10-12
May 17, 2018	Youth Ventures	Grades 11 and 12

## **Education Week**

As part of the Education Week Agenda at French Shore Academy in Port Saunders, all of our staff collaborated and created a week of play based activities where teacher teams took responsibility for a day. For example, one day that was developed focused on the notion of art based activities.

The Junior and Senior High School students were also very busy during education Week with many entertaining but educational activities in place for them.

## **Student Council**

Our student council has had a busy year and has played a very important role in organizing and planning various activities throughout the school year such as:

- Terry Fox Run
- Numerous Hat/ PJ days
- 5 Days of Christmas
- Spirit Week
- Several school dances
- Scavenger Hunt
- School wide environmental cleanup days
- Easter Egg Hunt
- Pep Rallies

## **Partnerships & Community Support**

**RCMP** meets with the school regularly to talk about evacuation plans and any other issues that may of concern. There has been an increased RCMP presence in the school and is very much welcomed and encouraged and it helps to build positive relationships between the RCMP and students.

**Junior Achievement** organizes an annual day for grade 9 students that is totally run by local business men and women who volunteer their time to share their skills and knowledge with the grade 9 students.

**Western Health** continues to have a presence in the building through various presentations and school visits

**Chartwell's Catering** continues to provide our students with cafeteria/canteen services. We have worked very hard this year to ensure that all foods meet the District nutrition policy. Many new menu items have been added. The cafeteria workers have been creative in finding ways to have sufficient servings of fruits and vegetables offered daily. This is a valuable service and one we hope to continue and improve on a go forward basis.

**Kids Eat Smart** Program has been instrumental in helping us operate our breakfast program here at French Shore. They have provided funds that ensured we were able to provide healthy breakfasts which included the serving of fruit and yogurt on a regular basis. The K- 12 Breakfast program was run by community and student volunteers. In the past, we have had some difficulty recruiting volunteers to run these programs but this year was very successful in this area as we had volunteers from the Bank of Montreal, Eagle River Credit Union, Hydro, and the Kids First Program volunteer on a regular basis and we are looking for new ways to recruit and maintain these volunteer groups.

**Local Businesses** have been very supportive of our school. They have donated food and supplies when asked and some regularly donated items requested for special events, like our safe grad for example. They have also been very cooperative in helping us with special orders; such as fruit trays at the last minute.

**Ocean Choice International** funds academic awards for Senior High. In the fall of each year the top academic student in level I, II and III from the previous school year receives a monetary award from OCI.

**The Eagle River Credit Union** and **Kids First** volunteered alternating Fridays and **BMO** and **Newfoundland and Labrador Hydro** volunteered once a month.

**The United Towns Lions** and **Lionesses**, **Sharon's Village Mart**, and **Foodland** have all made various financial contributions to several of our initiatives throughout the year such as our Kids Eat Smart Breakfast program and Senior Softball teams.

We are very thankful for all of our community support and partnerships, it is because of this support that we are able to continue the initiatives we have at French Shore Academy. It is our hope that as years go by that these partnerships will grow and new ones will begin and that they will benefit all students at French Shore Academy in many ways.

The **Volunteer Appreciation Evening** was held on May 28, 2018, in the school cafeteria. This was a rewarding event as attendance was high and the volunteers seemed to enjoy the activities and the feeling of appreciation that was extended from the school was evident to all. It was especially rewarding to see so many of our students at the event as this demonstrated their commitment and understanding of volunteerism as a way of life. Our school development plan included a focus on increasing the presence of volunteers in the school and the well-attended Volunteer Appreciation Evening is an indication that we are making progress .

This June we had a year-end celebration for all students, K-12. This celebration was in the form of a "**Carnival**" with students participating in many fun activities.

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

### **Provincial Assessment Data**

#### **Public Exam Data**

Examination of public exam data indicates that our students performed better than the region and the Province in English 3201, Chemistry 3202, Biology 3201, Math 3201, Math 3200. Students performed slightly lower than the region in World History 3201 but higher than the Province. World Geography 3202 and Physics 3204 final marks were lower than the region and the province.

#### **Graduation Rate**

100% of Level III students graduated in the 2017-2018 school year.

This year, we were able to collect assessment data following Report Card dates once again. The "Bird's Eye View" data which we received allowed us to focus on indicated areas of improvement. This data was available following the K-6 Report Cards for each reporting period. This data was shared with teachers in Graph and Table Form (Data Selectors). Collaborative sessions at the Primary and Elementary levels were allocated to analyze and interpret this data. Overall, this data revealed improvement from Term 1 to Term 3, in most areas. Although there was an increase in reading for some, reading a variety of materials with purpose and understanding continues to be a challenge, overall, for students. Writing also saw some improvements but once again writing continues to be a challenge. The collaborative sessions allowed teachers to design interventions to address these particular concerns. In addition, more Primary and Elementary teachers are incorporating the "Daily Five" into their teaching strategies and emphasizing guided reading as a way to address concerns.

## School Development Plan

During the 2017-2018 school year French Shore Academy embarked on a school Internal Review process. A Peer Review Validation Report was part of this process. Going forward in the Fall, we will as a school, review the Peer Validation Report and evolve and amend our School Development Plan for the next five years.

<b>Goal 1: To improve student achievement across the curriculum in an inclusive environment with emphasis on best practices in teaching and learning and collaboration</b>		
<b>Objective 1.1: Enhance instructional practices for all staff</b>	<b>Objective 1.2: Enhance leadership and collaboration on teaching and learning</b>	<b>Objective 1.3: Enhance the collation and analysis of student achievement data to inform instruction and improve levels of achievement.</b>
<b>Strategies:</b> 1.1.1 Incorporate Learning Skills for Generation Next into instructional practice in Literacy and Numeracy 1.1.2 Expand student and family understanding around expectations for learning and responsibility for learning 1.1.3 Increase teacher collaboration about and understanding of service delivery components to enhance student support services in the school.	<b>Strategies:</b> 1.2.1 Continue to provide varied opportunities for teacher collaboration and professional learning both inside and outside the school. 1.2.2 Create a culture for continued instructional and teacher leadership	<b>Strategies:</b> 1.3.1 Enhance the data processes occurring by division and school-wide 1.3.2 Expand the early identification and response to students who are academically at-risk 1.3.3 Write subject/strand specific SMART action plans to address identified learning needs identified in the data

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.3.3 Purchase of Raz Kids for K-3 (Add 4-6, as well) (\$165/class) 1.3.3 Purchase LLI kit (\$4800) 1.3.3 Reading/Writing resources K-12 (\$5000 over 5 years)	1.1.1 PL in development of 21st Century learning skills with students (0.5 day) 1.1.3 “just-in-time” PL on SSS topics of need for staff (1 day) 1.2.1 Develop PL plan for school (internal and external) (0.5 days/0.5 days) 1.3.1 PL in data analysis (0.5 days) 1.3.2 PL in intervention development (0.5 day) 1.3.3 PL in LLI, Literacy block structures and Guided Reading structures in K-6 (1 day/0.5 day/0.5 day) 1.3.3 PL in Write Traits, Writing classroom structures, Daily Five for writing in K-6 (*) (1 day) 1.3.3 PL in ELA/Literacy topics at 7-12 (2 days) 1.3.3 PL in selected Math topics at 7-12, especially problem-solving and higher order thinking (2 days)

**Goal 2: To develop an inclusive and healthy school environment where all members are responsible and feel respected, cared for and safe.**

<b>Objective 2.1:</b> Improve implementation of safe, caring and inclusive schools practices	<b>Objective 2.2:</b> Continue to build a culture of promoting healthy bodies and minds
<b>Strategies:</b> 2.1.1 Review the PBIS system to promote consistent usage 2.1.2 Continue to engage with parents and students to promote a clear understanding of bullying and respectful and kind behaviors 2.1.3 Investigate social emotional learning to foster student competencies in resiliency, self-management and responsible decision-making	<b>Strategies:</b> 2.2.1 Increased focus on promoting positive physical health and good eating habits 2.2.2 Increased focus on enhancing positive mental health

**Goal 2. Support Plan**

<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Purchase of “Champstamp” resources (\$3000) 2.1.1 Purchase of year-end awards (\$ 2.1.1 Finances for year-end volunteer supper (\$400) 2.1.2 Purchase of resources to promote “respectful behaviors” (\$500) 2.1.3 Purchase of resources for MADD, PARTY, Friends for Life, etc. (\$ 2.2.1 Finances for “Crunch n Sip” (further explanation required) 2.2.1 Finances for playground equipment (\$50 000) 2.2.2 Finances for promotion of mental health resources/activities (\$500)	2.1.3. PL in Social-Emotional Learning (1 day) 2.2.1 PL in DPA (0.5 day) 2.2.2 PL for all staff in Mental health topics (1 day) 2.2.2 PL in Go-To training (0.5 day) (*)

**Operational Issues for 2017- 2018**

<b>Operational Issue</b>	<b>Intended Action</b>
Provision for divisional meetings/ collaboration time during school day	Review by School Administration
Increased need for IRT/SA time	Admin to discuss with District SEO for HR
Parent Powerschool/E-mail usage	Admin to provide new passwords, staff to encourage e-mail usage
Technology purchases required	Review by School Administration
Inaccurate parent contact information	Review by School Administration

Changes requested in Gradebook	Request to Provincial Assessment Committee
Lack of instructional, storage and office space	Review by School Administration

## Report on School Development Plan

<b>Goal 1: To improve student achievement across the curriculum in an inclusive environment with emphasis on best practices in teaching and learning and collaboration</b>		
<b>Objective 1.1: Enhance instructional practices for all staff</b>	<b>Objective 1.2: Enhance leadership and collaboration on teaching and learning</b>	<b>Objective 1.3: Enhance the collation and analysis of student achievement data to inform instruction and improve levels of achievement.</b>
<p><b>Evaluation 1.1</b></p> <p>Cell phone baskets were put in all classrooms used by 7-12 students. Students have been using them which has resulted in an increase in focus</p> <p>LNS position was not extended for the 2018-19 school year.</p> <p>There was an increase in student opportunities for varied forms of communication. Teachers are using varied forms such as slideshows, presentations, debates, speeches, surveys, and role plays.</p> <p>Curriculum/Parent Teacher Survey to understand the reason for low attendance was not completed.</p> <p>We need to continue to update collect accurate parent contact information.</p>	<p><b>Evaluation 1.2</b></p> <p>Collaborative divisional sessions such as k/1, 2/3, 4-6 took place during common prep periods.</p> <p>During special events some teachers provided students supervision while others used this time for collaboration.</p> <p>Time was not incorporated into each staff meeting for collaboration as planned.</p> <p>Coordinating with area schools to use close-out days for subject area collaboration was not actioned on a large scale and shall be tried again in another year.</p> <p>No progress made on creating a multi-year PD plan for close-out days.</p> <p>Sharing sessions once a teacher returns from a</p>	<p><b>Evaluation 1.3</b></p> <p>Whole staff were to discuss and determine best practices for data analysis being responsive to time constraints but the discussion did not take place.</p> <p>PD was suggested to take place on data collection tools such as BEV, PMF. However, it did not take place this year.</p> <p>Target dates for identifying students at-risk were determined and took place after each reporting period.</p> <p>intervention meetings for students at-risk took place after each reporting period.</p> <p>A grade level/ division-level template to chart progress of students at-risk was developed.</p> <p>Student achievement data was reviewed by</p>

<p>The Service Delivery Team was able to meet 2 times per cycle.</p> <p>IRT support was not able to be increased at the intermediate level due to the higher priorities in the primary/elementary classes.</p> <p>Substitute time was provided for teachers to attend Service Delivery Team meetings as appropriate and for the completion of timesensitive IRT documentation.</p>	<p>particular PD sessions (can occur at staff meeting or scheduled collaborative sessions) did not take place.</p> <p>Some teachers reviewed available PD opportunities, but the plan to select staff to attend each session and return to share was not implemented fully.</p> <p>No teacher on staff availed of the District Leadership training.</p> <p>Administration mentorship program was not implemented.</p>	<p>subject/strand/individual.</p> <p>SMART action plans were written as part of internal review process and were reviewed throughout the year.</p>
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<p><b>Goal 2: To develop an inclusive and healthy school environment where all members are responsible and feel respected, cared for and safe.</b></p>	
<p><b>Objective 2.1:</b> Improve implementation of safe, caring and inclusive schools practices</p>	<p><b>Objective 2.2:</b> Continue to build a culture of promoting healthy bodies and minds</p>
<p><b>Evaluation 2.1</b></p> <p>There was continued use of the school wide Behaviour Management Reward System “Champstamps” and decrease in alternate room was observed as well as decrease in disorderly conduct during unstructured time.</p> <p>The Year End Celebration of Success Carnival for all Grades was a huge success once again.</p> <p>Year End Award Ceremony (ex. Warrior Awards, Kindness awards, etc.) was a huge success once again.</p> <p>Volunteer Appreciation Supper was successful and well attended.</p> <p>Digital Citizenship Programming was</p>	<p><b>Evaluation 2.2</b></p> <p>Healthy eating options were incorporated into daily structured classroom routines through the use of School Milk Foundation (K-6) and School Health Nurse presentations(K-6).</p> <p>Intramural activities were implemented as a way to create more structured physical activity opportunities at lunch hour.</p> <p>New allergy aware policy was communicated and implemented.</p> <p>A \$3000 grant was used to purchase outdoor play equipment such as balls, gloves, nets to continue physical activity opportunities for students at lunch hour in the outside play areas.</p>

<p>implemented across all grade levels.</p> <p>LGBTQ representative was invited to visit our school to present information on sexual orientation and celebrating diversity.</p> <p>Anti-Bullying Pink-Shirt Day took place.</p> <p>Staff took part in PD on Restorative Justice.</p> <p>The school-based program Friends for Life was implemented.</p> <p>Community-based programming such as (M.A.D.D, P.A.R.T.Y. Program, Home Alone Programming for grade 5, On our way) was implemented.</p>	<p>Fundraising efforts have continued to obtain new playground equipment. New goal of spring 2019 has been established after a major grant was not awarded to the school.</p> <p>Healthy Schools Consultant was consulted to review healthy cafeteria options.</p> <p>Professional Learning around Restorative Justice, to reduce stigma and foster growth around mental wellness, took place for staff.</p> <p>PBIS program continues to encourage kindness, positivity and respect among students and staff.</p> <p>Various presentation and restorative justice was used to educate students to be able to self-regulate, develop resiliency and develop strong social emotional responsibility.</p> <p>Teachers took part in the Go-To teacher training.</p> <p>School-wide activities took place to boost school morale such as 100th day (K-6), Education week, French Day, Science Olympics (7-12), Terry Fox Walk. Walk to Breakfast, Celebrating Success Carnival.</p>
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### **Actions for Change**

**Goal 1: To improve student achievement across the curriculum in an inclusive environment with emphasis on best practices in teaching and learning and collaboration**

<b>Objective 1.1: Enhance instructional practices for all staff</b>	<b>Objective 1.2: Enhance leadership and collaboration on teaching and learning</b>	<b>Objective 1.3: Enhance the collation and analysis of student achievement data to inform instruction and improve levels of achievement.</b>
<p><b>Actions for Change 1.1</b></p> <p>Insure that teachers are teaching in curriculum areas in which they were trained – solid academic background and knowledge goes a long way to insuring teacher excellence which is reflected in student achievement.</p> <p>Insure that teachers are able to avail of PD sessions related to their teaching areas – knowledge of curriculum and DI/DA processes will help increase student achievement.</p> <p>Insure that the technology available for online PD is adequate for the session provided.</p>	<p><b>Actions for Change 1.2</b></p> <p>Be cognizant when scheduling the timetable of having common preparation time so that teachers have greater opportunity for collaboration with those in their subject area or their P-Grade 6 team.</p> <p>Set the CDLI schedule first for high school as the time for CDLI courses has reduced the flexibility of scheduling at the high school level which impacts junior high as well because most teachers are teaching in both junior and senior high.</p>	<p><b>Actions for Change 1.3</b></p> <p>Instructional Resource Teachers meet early with classroom teachers to review and explain the learning needs of those students with exceptionalities. This is especially important for new teachers to the school as they do not have prior knowledge of their students.</p> <p>Ensure that Intervention Plans, ELI procedures are in place for students of concern.</p>

<b>Goal 2: To develop an inclusive and healthy school environment where all members are responsible and feel respected, cared for and safe.</b>	
<b>Objective 2.1:</b> Improve implementation of safe, caring and inclusive schools practices	<b>Objective 2.2:</b> Continue to build a culture of promoting healthy bodies and minds
<p><b>Actions for Change 2.1</b></p> <p>The School Facebook page was to be use to communicate about “what bullying entails ” as well as encouraging respectful and kind behaviour. This was no implemented this year but will be done in 2018-19 year.</p>	<p><b>Actions for Change 2.2</b></p> <p>Playground budget was reduced to close the time gap and try to get some equipment in place as soon as possible.</p> <p>Students need to be involved with the leadership in this area. More emphasis will be placed on activities that are student-led.</p>

## School Development Plan for Current Year

### School Development Plan 2018-2019

<b>Goal 1: To improve student achievement across the curriculum in an inclusive environment with emphasis on best practices in teaching and learning and collaboration</b>		
<b>Objective 1.1: Enhance instructional practices for all staff</b>	<b>Objective 1.2: Enhance leadership and collaboration on teaching and learning</b>	<b>Objective 1.3: Enhance the collation and analysis of student achievement data to inform instruction and improve levels of achievement.</b>
<b>Strategies:</b> 1.1.1 Incorporate Learning Skills for Generation Next into instructional practice in Literacy and Numeracy 1.1.2 Expand student and family understanding around expectations for learning and responsibility for learning 1.1.3 Increase teacher collaboration about and understanding of service delivery components to enhance student support services in the school.	<b>Strategies:</b> 1.2.1 Continue to provide varied opportunities for teacher collaboration and professional learning both inside and outside the school. 1.2.2 Create a culture for continued instructional and teacher leadership	<b>Strategies:</b> 1.3.1 Enhance the data processes occurring by division and school-wide 1.3.2 Expand the early identification and response to students who are academically at-risk 1.3.3 Write subject/strand specific SMART action plans to address identified learning needs identified in the data

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.3.3 Purchase of Raz Kids for K-6 (\$165/class) 1.3.3 Purchase LLI kit (\$4800) 1.3.3 Reading/Writing resources K-12 (\$5000 over 5 years)	1.1.1 PL in development of 21st Century learning skills with students (0.5 day) 1.1.3 “just-in-time” PL on SSS topics of need for staff (1 day) 1.2.1 Develop PL plan for school (internal and external) (0.5 days/0.5 days) 1.3.1 PL in data analysis (0.5 days) 1.3.2 PL in intervention development (0.5 day) 1.3.3 PL in LLI, Literacy block structures and Guided Reading structures in K-6 (1 day/0.5 day/0.5 day) 1.3.3 PL in Write Traits, Writing classroom structures, Daily Five for writing in K-6 (1 day) 1.3.3 PL in ELA/Literacy topics at 7-12 (2 days) 1.3.3 PL in selected Math topics at 7-12, especially problem-solving and higher order thinking (2 days)

<b>Goal 2: To develop an inclusive and healthy school environment where all members are responsible and feel respected, cared for and safe.</b>	
<b>Objective 2.1:</b> Improve implementation of safe, caring and inclusive schools practices	<b>Objective 2.2:</b> Continue to build a culture of promoting healthy bodies and minds
<b>Strategies:</b> 2.1.1 Review the PBIS system to promote consistent usage 2.1.2 Continue to engage with parents and students to promote a clear understanding of bullying and respectful and kind behaviors 2.1.3 Investigate social emotional learning to foster student competencies in resiliency, self-management and responsible decision-making	<b>Strategies:</b> 2.2.1 Increased focus on promoting positive physical health and good eating habits 2.2.2 Increased focus on enhancing positive mental health

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Purchase of “Champstamp” resources (\$3000) 2.1.1 Purchase of year-end awards (\$800) 2.1.1 Finances for year-end volunteer supper (\$400) 2.1.2 Purchase of resources to promote “respectful behaviors” (\$500) 2.2.1 Finances for playground equipment (\$25,000) 2.2.2 Finances for promotion of mental health resources/activities (\$500)	2.1.3. PL in Social-Emotional Learning (1 day) 2.2.1 PL in DPA (0.5 day) 2.2.2 PL for all staff in Mental health topics (1 day) 2.2.2 PL in Go-To training (0.5 day)

**Operational Issues for 2018-19**

<b>Operational Issue</b>	<b>Intended Action</b>
Provision for divisional meetings/ collaboration time during school day	Review by School Administration
Increased need for IRT/SA time	Admin to discuss with District SEO for HR
Parent Powerschool/E-mail usage	Admin to provide new passwords, staff to encourage e-mail usage
Technology purchases required	Review by School Administration
Inaccurate parent contact information	Review by School Administration
Changes requested in Gradebook	Request to Provincial Assessment Committee
Lack of instructional, storage and office space	Review by School Administration

## Operational Issues 2017-2018

<b>Operational Issue</b>	<b>Intended Action</b>	<b>Evaluation</b>
Provision for divisional meetings/ collaboration time during school day	Review by School Administration	Primary and Elementary teachers met while students had choir.
Increased need for IRT/SA time	Admin to discuss with District SEO for HR	IRT allocation increased while SA decreased
Parent Powerschool/E-mail usage	Admin to provide new passwords, staff to encourage e-mail usage	Admin provided new passwords and teachers encouraged parents to use email.
Technology purchases required	Review by School Administration	All homeroom classrooms will have desktops replaced by fall 2018
Inaccurate parent contact information	Review by School Administration	Continues to be an issue but forms to update info has been sent home and powerschool is updated as info is received.
Changes requested in Gradebook	Request to Provincial Assessment Committee	Feedback presented to District personnel.
Lack of instructional, storage and office space	Review by School Administration	No action was taken.