

Viking Trail Academy

200-475

Annual School Development Report

2017-18

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School's Mission

The mission for Viking Trail Academy is to have provided a safe, caring environment where all people feel a sense of belonging and safety, leading to academic and personal growth.

School's Vision

The vision of Viking Trail Academy in partnership with the school community is to provide an environment where children become healthy, independent and productive lifelong learners.

Message from the Principal

I am pleased to present our stakeholders with our Annual School Development Report for 2017-2018. It provides a good glimpse of our educational pursuits and our successes at Viking Trail Academy for this past year. Analysis of internal data for the 2017 – 2018 school year would seem to indicate that our students progressed well, with our primary and elementary gaining ground with their curriculum outcomes and approximately 88% of our junior high students and 80% of our senior high students passing with an “honours” standard.

As per usual, our students were engaged in many extracurricular pursuits which will be mentioned later in the report. We truly believe the importance of students being engaged in such endeavors and sincerely feel it is the “other half” of education.

I would like to take the opportunity to congratulate our students for their concerted effort to perform at their potential. I would also like to extend my sincere appreciation for continued support from parents/guardians and the larger school community over the past year. There is so much truth in the statement: “It takes a whole community to educate a child.”

The School Development Teams and the School Council are to be commended for their continued effort and support. Our School Development Plan is designed to sustain and extend school strengths, and address areas needing change. This is achieved through realistic goals, objectives, and strategies articulated by action plans that include timelines, individual responsibilities, indicators of success, and resources required.

Essentially, through the results of our surveys and Criteria Statements' analysis, five key areas were addressed – namely: instructional practice, assessment and practice, student achievement data, building collaborative cultures and, Safe and caring schools. Information gathered in these areas was recorded and analyzed by reviewing the school's actions and practices, student academic and achievement data, and student, parent and staff surveys. Our teachers and other staff have bought into the underlying principles of an effective learning community and inclusive education. Thus, they have moved their professional learning agendas forward to meet the many needs of diverse learners at our school.

We invite you to look closely at the information in this report and contact the school if you needed further clarification. Your continued interest in educational pursuits at Viking Trail Academy is both encouraged and appreciated.

Dalton McLean
Principal

Message from School Council:

Viking Trail Academy School Council Report

The 2017/18 school year at Viking Trail Academy was another great success! Students, parents, teachers, and student council members all worked together to create a positive school environment that has help aid in student learning and well-being. It is our hopes that the follow year will continue to be as successful as this one.

As in previous years, the school council made their best efforts to meet on a regular basis for monthly meetings. School council gathered for all upcoming occasions and ensured that planning for events, school needs, and other tasks were discussed and addressed. In reflection, the school council are very proud of their accomplishments this year.

The school council environment has been a positive one, allowing opportunity for teachers, parents, students, and community members to collaborate on past and future responsibilities. Similarly to last year, Viking Trail Academy is still in the process of creating an updated school development plan, which has led to discussion among school council members and teaching staff. Mr. McLean has functioned as a liaison, ensuring school council members were informed about school development progress, and vice

versa. The school council has also participated in school surveys administered by the school board concerning policies and the school environment. As a council we are continuing to be a voice on behalf of the school and community.

School council members spent a fair bit of time planning events and implementing new activities. The purpose of these events were to support our wonderful school culture, and have a positive impact on our school environment. The school council also hosted events to help support programs at our school financially. Some of these events included: Halloween Activities, Pink T Shirt Day, Annual Book Fair, Easter Cake Walk, Walk to Breakfast Donations, etc. All of these events were very successful, with a large population of participants and volunteers.

Overall, our school council has done a great job of coming together to support and provide nourishment for the students, teachers, and staff at Viking Trail Academy. Our council would like to thank all those that contributed in any way to continue to keep our school as successful as it already is. I look forward to continuing this growth in the upcoming September.

Best Regards,

Karla Caines, Chairperson, Viking Trail Academy

Overview of School

Our School Community

Viking Trail Academy (VTA) is part of the larger Newfoundland and Labrador English School District. It is located at Plum Point, serves all communities between and including Castor River South and St. Barbe. Last year we opened our doors to 166 K-12 students from 15 small communities within the above region.

Viking Trail Academy had 18 teachers on staff. This staff included a half time guidance counselor, a halftime Music teacher shared with Flower's Cove, and two special education teachers. We had one multi-grade classroom (1-2) and all other grades had an individual grade setup with some doubling up of grades in certain courses. We also have itinerant services for the hearing and visually impaired, and we have been able to access the services of a speech language therapist, educational psychologists, occupational therapist and other specialists from District Office.

Key Highlights/Special Projects

Viking Trail Academy is actively involved in the School Development Process. We completed internal review of our school data and used the information to modify our school development plan for the upcoming years.

The school continues to have a well-established sports program. School sports is a very important part of VTA's healthy and active living goal. Last year we were successful in winning a few regional banners, thus qualifying for provincial championships. Viking Trail Academy again participated in the *Sports Stars* program sponsored by School Sport Newfoundland and Labrador (SSNL). We qualified for the silver status in this program.

Our student *Code of Conduct* at Viking Trail Academy continues to govern behavioral expectations at the school. Collectively, the school has developed a Safe and Caring School Policy that has been communicated to students and parents. The School Wide Behavior Expectations Matrix was again taught to all students at the school. Copies of the Viking Trail Academy Consequence Guide were given to all stakeholders. This policy statement has served as our guide in establishing effective daily routines at our school. This year we practiced our emergency measures lock down procedure, emergency measures secure school, emergency bus evacuation procedures and further practice will continue in the upcoming year.

We have continued with our anti-smoking campaign/awareness in keeping with board policy which bans smoking on school grounds. The placing of Non-smoking signage at the main entrance serves as reminder to all that smoking on school grounds is against board policy and cooperation of the general public is certainly needed to reach our goal of a smoke free school grounds.

The nutritional needs of our students continue to play an important role at Viking Trail Academy. We have a well-established breakfast program being organized and run by our cafeteria contractor. They are very cognizant and proactive at providing

wholesome, healthy lunches daily. We received money from the Kids Eat Smart initiative to help fund our breakfast program. We had a Healthy Living Team which sponsored a number of initiatives in consultation with Western School District and our local Public Health Nurse Trudy Coles. Nurse Trudy Coles presented at the school on numerous occasions in many of our grades ranging from a period presentation on the benefits of eating more fruits and vegetables to our K-6 students and including a full day First Aid module for our grade 4 class. Our grade 11 and 12 students participated in the Party program on the dangers of drinking and driving offered by Janice Genge of Labrador Grenfell Health. The Grade 8 class had a one hour CPR training session with a representative of Labrador Grenfell Health. With our wellness room, active living programs, and elaborate sports programs, we have promoted a healthier lifestyle for both staff and students.

VTA also had several other presentations throughout the year, including presentations from CONA and MUN to some of our students. The Youth Venturers coordinator, Ms. Alyson Moores, presented to students from 6-12. We were fortunate to have the Lomond Sound musical group provide a one day music training session with students from grades 4-8. Nineteen students from grades 7 and 8 participated in the Let's Talk Science competition in Corner Brook.

School Sports Newfoundland and Labrador sponsored an After School Physical Activity program at our school. The program was run in partnership with the Community Centre of Bird Cove under the guidance of Ms. Tracy Myers. Students from grades 4-6 stayed after school for various activities twice a week, once a week at the school and once at Bird Cove, bussing home was provided. There was much positive feedback from the students and parents.

Again, the school hosted a Speak-off at the senior high level. We had seven participants in the school Speak-off and two students were selected to attend the regional Speak-off. One student attended the regional Speak-off and placed second and was invited to the provincial Speak-off where she placed second. The school also hosted a Speak-off at the junior high level with 9 participants.

The grade six students travelled to Corner Brook.

Students in junior and senior high participated in several math competitions. A number of students at the school received school awards in the grade 7 Gauss competition, the grade 8 Gauss competition, the grade 9 Pascal competition, the grade 10 Cayley competition, the grade 11 Fermat competition, and the grade 12 Euclid competition.

Again this year, the students and staff of Viking Trail have always shown their generosity in helping those in need through donations to the Janeway and Terry Fox Walk.

Internal Assessment Data

As of June 2018, in Primary the English Language Arts strand scoring scale, the lowest percentage of 4 rating was in the writing and representing strand. The highest percentage of 4 ratings were in the Speaking and Reading and Viewing strands.

In Primary Mathematics, it was difficult to surmise a distinct pattern. The Kindergarten class was pretty consistent with a high percentage of students achieving a 4 rating in all three strands (Numbers, Patterns/Relationships, and Shape/Space), however, the Grade 1 class had the lowest percentage of 4 rating in Numbers and much higher percentage achieving a 4 in the other two strands. The Grade 2 class was an somewhat of an anomaly with 45 percent of students achieving a 4 rating in its four strands. The Grade 3 performed well in the Shape/Space and Statistics/Probability strands.

In Elementary English Language Arts, the highest percentage of students achieving a 4 rating was in the Speaking and Listening strands, however, the Grade 4 class was again an anomaly with 0 percent of students achieving a 4 rating in the Listening strand. Elementary students had their lowest percentage of 4 rating in the Reading/Viewing and Writing/Representing strands.

In Elementary Mathematics, as was evident in the Primary results, there was a great variation in the strengths and weaknesses of the 4-6 classes. All three grades struggled with the Numbers strand with well below 50 percent of the students achieving a rating of 4. The Grade 4 class performed the strongest in the Shape/Space strand with 55 percent of the class achieving a 4, the other strands had 18 percent of the students achieving a 4. The Grades 5 and 6 students achieved marginally higher, with the Patterns/Relationships and the Statistics/Probability strands having the best results.

In Junior High, students did really well. In Grades 7 to 9, there were only three failing grades, 1 student failed French in Grade 7, 1 student failed Math in Grade 8, and 1 student failed Math in Grade 9. All other courses had a 100 percent pass rate with an average grade of 80 percent and above.

In Sr. High, the majority of students performed well in all subject areas, with only three students having a failing grades in a Sr. High level course. In addition, the High School Graduation rate for Viking Trail Academy was 100 percent.

Public Exam Individual Analysis;

Public Exam Analysis English 3201

Exam Mark – School performed at 59.9%; lower than the region at 61.7% and the province at 62.8%.

Subtest

Visual Media Literacy – School performed at 57.7%; below the region at 62.6% and province at 61.8%. *(Trend – mark decreased significantly from 91.0% in 2017)*

Visual Artistic Literacy - School performed at 64.1%; below the region at 67.0% and province at 69.6%. *(Trend - mark decreased significantly from 91.7% in 2017)*

Prose – School performed at 66.9%; slightly above the region at 65.9% and the province at 66.4%. *(Trend - mark dropped from 72.8% in 2017; school usually performs around the 70% mark)*

Poetry - School performed at 63.5%; slightly above the region at 61.3% and the province at 62.1%. *(Trend - mark dropped from 72.8% in 2017; school generally performs around the 70% range)*

Analytical Writing – School performed at 45.8%; below the region at 54.2% and the province at 55.2%. *(Trend – mark dropped from 61.9% in 2017)*

Personal Response – School performed at 61.9%; below the region at 62.2% and the province at 63.7%. *(Trend - mark decreased from 69.4% in 2017; school usually performs at mid-60% range)*

Four Year Trend

| | 2015 | 2016 | 2017 | 2018 |
|------------------|-------------|-------------|-------------|-------------|
| Exam Mark | 64% | 71% | 74% | 60% |

| | | | | |
|-------------------|-----|-----|-----|-----|
| Final Mark | 69% | 75% | 78% | 69% |
|-------------------|-----|-----|-----|-----|

Public Exam Analysis World Geography 3202

Exam Mark – School performed at 72.6%; above district 70.3% and province 67.9%

Subtest

Multiple Choice

Land and Water Forms – School performed at 80.7%; below the district 82.4% but above the province 79.2%

World Climate and Patterns - School performed at 72.0%; slightly below the district 73.8% but above the province 70.8%

Ecosystems – School performed at 94.4%; above both the district 92.1% and the province 90.5%

Primary Resource Activities - School performed at 78.5%; slightly above the district 78.0% and the province 75.7%

Secondary & Tertiary Activities – School performed at 80.7%; above the district 78.9% and the province 76.1%

Long Answer

- **Written Response Units 1-5** - School performed at 57.0%; above the district 51.6% and the province 49.4%
- **Population Geography** – School performed at 66.8%; above the district 63.5% and the province 62.9%

Four Year Trend

| | 2015 | 2016 | 2017 | 2018 |
|-------------------|------|------|------|------|
| Exam Mark | 74% | 75% | N/A | 73% |
| Final Mark | 77% | 78% | N/A | 75% |

Chemistry 3202

Analysis of June 2018 Chemistry 3202 Results

- Students at VTA scored pretty much on par with the region and province as a whole on the June 2018 Chemistry Public Exam. This is pretty consistent with the trend at VTA as most years the school has performed at par or above the region and province. This is a slight improvement on the 2016 results. The results were above or on par with the region and province on three of four strands.

| | School | District | Province |
|-----------------------------|---------------|-----------------|-----------------|
| Kinetics/Equilibrium | 68.0 | 69.7 | 69.8 |
| Acids/Bases | 64.7 | 64.8 | 65.4 |
| Thermochem | 74.8 | 68.7 | 70.9 |
| Electrochem | 65.6 | 73.0 | 73.7 |

- Students scored on par with the region and province on the multiple choice questions. They scored slightly below both the region and the province on the written response part of the exam; VTA 32.5/50, District 33/50 and province 33.4/50.

- VTA scored below the district and the province on the Electrochemistry unit which has been a trend at VTA. However, the results were much closer to the regional and provincial values than in 2016. This unit was the last completed, and so time may have been a factor in results. Analysis of the results from the exam indicates a few topics that need to be re-examined to see how they could be better covered in the future.
- The Public Exam Mark and Final Exam Mark analysis is as follows:

| | Public Exam Mark | Final Mark |
|-----------------|-------------------------|-------------------|
| School | 68.2% | 74.7% |
| Region | 68.5% | 73.5% |
| Province | 69.0% | 73.5% |

Mathematics 3201

Our students completed a public exam in Mathematics 3201 and the statistics show that they performed very well in most areas. They scored above the average in more than half of the strands however there is room for improvement in areas such as Logarithmic Functions.

Our results compared to the district and the province:

| Strand | VTA | District | Province | School vs District | School vs Province |
|-----------------|------|----------|----------|--------------------|--------------------|
| Set theory | 56.4 | 59.6 | 59.4 | 3.2 | 3.0 |
| Counting Method | 82.5 | 76.4 | 76.0 | 6.1 | 6.5 |

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|---|---------------|---------------|---------------|------|------|
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| Probability | 65.9 | 62.2 | 61.7 | 3.7 | 3.2 |
| Rational Expressions and Equations | 61.3 | 55.2 | 54.7 | 6.1 | 6.6 |
| Polynomial Functions | 81.3 | 69.7 | 67.7 | 11.6 | 13.6 |
| Exponential Functions | 60.0 | 56.4 | 57.9 | 3.6 | 2.1 |
| Logarithmic Functions | 50.0 | 57.7 | 56.2 | 7.7 | 6.2 |
| Sinusoidal Functions | 70.0 | 74.2 | 72.7 | 4.2 | 2.7 |
| Financial Mathematics: Borrowing Money | 65.0 | 68.5 | 66.3 | 3.5 | 1.3 |
| Public Exam Mark | 68.5 | 66.6 | 65.5 | 1.9 | 3.0 |
| Final Mark | 70.0 (1.5) | 69.3 (2.7) | 67.9 (2.4) | | |

Our five-year trend:

| | VTA | District | Province |
|------------------------------|------------|-----------------|-----------------|
| 2013-2014 *New Course | 66.8% | 63.0% | 63.8% |
| 2014-2015 | 64.0% | 64.7% | 66.1% |
| 2015-2016 | 73.8% | 66.7% | 66.4% |
| 2016-2017 | 76.5% | 67.6% | 67.1% |
| 2017-2018 | 70.0% | 69.3% | 67.9% |

What do these results tell us?

To summarize, the K-12 results were encouraging. Although certain students struggled in select courses, the overall pass rates and student progression from September to June give reassurance that our teachers are addressing issues that hamper learning in an effective manner.

The school development plan for Viking Trail Academy focuses carefully on student achievement. Collaboration is encouraged between individual teachers and divisional teams helps ensure that every student receives the necessary supports to succeed. The incorporation of more formative assessments in all grades and many courses have been very important leading to positive achievement results.

The development plan has also highlighted the need for Teacher Professional Development on Diversified Instruction and Assessment, again to ensure that the needs of all students are being met. The need for Technology training for teachers has been an increasingly important component of the school development plan. As a staff, we recognize the importance of making learning relevant for students. In this regard, inservice opportunities in the use of Google Classroom, Smartboards and more recently Coding have been pushed to the forefront.

Student motivation is believed to be a root cause of lower student achievement in some grades and courses. In this regard, teachers have taken the proactive role of researching effective motivational strategies that are shared through divisional meeting sharing

sessions. In addition, many teachers have been incorporating individualized Positive Behavioural Support programs in their respective classrooms. Towards this end, the action plan recognizes the need for additional teacher training.

As a final point of discussion, the school development plan also recognizes the importance of communication between the school and home, and how effective communication can enhance student achievement. There has been specific focus on strategies that increase the level of communication; regularly updated Facebook page, Website and Powerschool/Gradebook. These important resources will undoubtedly enhance lines of communication.

Report on School Development Plan for Previous Year

| Goal 1. To improve student achievement across the curriculum within an inclusive teaching and learning environment, especially in the areas of literacy and numeracy. | | | |
|--|---|--|--|
| Objective 1.1 Continue the use of internal and external assessment/strategies to inform and support instruction. | Objective 1.2 Increase the knowledge and use of diverse instructional and assessment practices | Objective 1.3 Improve student motivation and responsibility for their learning. | Objective 1.4 Increase opportunities for staff collaboration with other schools and outside agencies. |
| <p>Evaluation 1.1</p> <ul style="list-style-type: none"> - Student achievement results on internal and external assessments continued to be strong. - Open lines of communication between IRT and regular classroom teachers on students at risk. Student intervention list compiled. Year-end divisional meetings regarding student supports and those to monitor for the upcoming school year. - DI strategies, tried by teachers, have been presented at staff meetings and shared informally. - Student reading levels are forwarded to teachers as student progresses to next grade. - Students availed of tutoring opportunities through the CDLI portal as well as student tutors. - Mathematic interventions were put in place to address student needs. | <p>Evaluation 1.2</p> <ul style="list-style-type: none"> - Teachers actively participate in PD opportunities concerning DI and DA. - Divisional meeting minutes are shared at each staff meeting. - Divisional meetings are held regularly, both formally and informally, between teachers to discuss assessment and instructional strategies. - Teachers incorporate technology into instruction and assessment opportunities. - Grade divisions hold year-end meeting to discuss students at risk and those students to monitor. - Teachers routinely share materials and collaborate through first class and in-person sharing occurs among teachers at the school and between teachers at other schools during professional development days. | <p>Evaluation 1.3</p> <ul style="list-style-type: none"> - School staff continues to follow and implement district evaluation policy which is an integral part of the school policies. - School staff communicates expectations continuously to students and parents through curriculum night, parent/teacher interviews, newsletters, memos, telephone information system, phone calls, notes sent home, etc. - School established a Facebook page this year as a means of communicating with stakeholders - Personal management skills are being modelled and practiced in the classroom - Leadership group was actively involved with activities throughout the school year. | <p>Evaluation 1.4</p> <ul style="list-style-type: none"> - Opportunities to collaborate with neighboring schools are embraced when appropriate. - School initiatives/policies such as Safe and Caring, student leadership, health, and wellness, etc. are shared with neighboring schools. |

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| <p>- Data analysis results have governed teaching assessment practices.</p> | | | |
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| Goal 2. To create a safe, caring, healthy and collaborative learning environment for all staff, students and members of the school community. | | |
|---|---|---|
| Objective 2.1 Increased implementation of the Safe and Caring Schools Policy | Objective 2.2 Enhance health and moral development and respect for others. | Objective 2.3 Increase communication, consistency and leadership opportunities in the school community. |
| <p>Evaluation 2.1</p> <ul style="list-style-type: none"> - Safe and Caring Schools policy regularly reviewed and used to determine school practices and procedures. - Code of conduct posted throughout the school, reviewed with students. As needed reminders are used to reinforce appropriate behaviors. - Digital Citizenship lessons presented to all students. - LGBTQ presentation to staff and students to help develop a culture of acceptance. - Review 360 regularly updated and reviewed to identify behavioral issues and inform decision making. | <p>Evaluation 2.2</p> <ul style="list-style-type: none"> - Behavioral Matrix taught to all students and regularly reinforced through reminders and modelling. - School participates in many opportunities to enhance the physical/social well-being of students (i.e. Education Week activities, Phys. Ed, field trips etc.) - School has an active Healthy Living team that schedules regular physical activities opportunities as well as giving guidance on nutritional considerations on snacks being provided. - Gymnasium is used daily during lunchtime for intramurals - School offers courses that focus on health and wellness (i.e. Healthy Living, Adolescence etc.) - School invites outside agencies to present to students on issues related to health and wellness. - LGBTQ presentation to staff and students to help develop a culture of acceptance. | <p>Evaluation 2.3</p> <ul style="list-style-type: none"> - All students and parents are provided usernames and passwords to the Powerschool portal. Most are accessing this as a means of keeping up-to-date on marks, assignments, upcoming assessment pieces etc. - Synervoice, as a means of communicating school information, is a very effective communication link with parents/guardians. - The school introduced a Facebook page that is regularly updated with important school notices. - The school has an active Student Leadership group who organizes activities throughout the school year. - Students achievement is recognized at our annual Awards Night and Sports Banquet. - All policy updates are communicated to pertinent stakeholders in a timely manner. |

Operational Issues Report 2017-18

| Year | Issue | Action | Evaluation |
|-----------------------|---|---|--|
| 2017-18 Report | Repairs, painting and plastering to a number of classrooms | Requested through summer maintenance. Not yet completed. | On-going, some areas in Sr. High wing still in need of painting. |
| | Replacement of bulletin boards in Grade 8 and Grade 12 classrooms | Requested through summer maintenance. Not yet completed. | Completed |
| | Replacement of screens on a number of windows | Requested through summer maintenance. Not yet completed. | On-going |
| | Window paneling required for a number of classrooms | Requested through summer maintenance. Not yet completed. | On-going |
| | Need for increased student assistant time | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | Correspondence with NLESD personnel regarding approximately 50% cut student assistant time. No additional time provided to date. |
| | Need for increased IRT time | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | IRT time remained unchanged from previous year. |
| | Need for Music Room | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | Using previous grade 1 room as temporary music room. |

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|--|--|---|---|
| | IRT rooms have no Smart Boards | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | On-going |
| | Need for multi-purpose field | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | On-going |
| | Need for new Band instruments | Currently being discussed | Class set of ukuleles ordered. |
| | Library | Currently being discussed | Transitioning library to a computer room/library. |
| | New keying system for classroom doors | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | Completed |
| | New volleyball net to be installed | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | Completed |
| | Need for Computers/IPads, charging station cart | Currently being discussed | New computers delivered to school, charging station cart delivered, no new Ipads. |
| | Covering for play-space fence in Primary/Elementary area | This issue has been brought to the attention of the appropriate personnel at District office for actioning and awaiting resolution. | On-going |
| | Updates for School website | Currently being discussed | Completed |

Actions for Change

The following is a list of edits and revisions to Viking Trail Academy's action plan for 2018-19. Many of the strategies indicated in the 2017-18 action plan are set to continue into the new year.

1.1

- Discuss the external data grade one and two reading assessments and Public Exam results.
- Look at student development to see if there is a need for further strategies for additional curricular activities.
- Discuss students needing interventions with new teachers in the fall.
- Engage students in effective note taking strategies

1.2

- Compile a physical or Electronic portfolio of effective instructional strategies used in the classroom.
- Continue sharing portfolio and/or effective instructional strategies at divisional meetings/staff meetings.

1.3

- Conduct research in the area of motivational strategies.
- Implement P.B.S (individual teachers to determine their own class reward system)
- Communicate and create awareness of the school's expectations related to academic achievement to all members of the school community by updating website and ensuring an effective curriculum night is put in place.

1.4

- Request PD days with neighboring schools during mutual closeouts for long-term planning.
- Effective assessment and instructional practices will be shared during divisional sessions.

2.1

- Actions are ongoing

2.2

- Create days promoting eating healthy.
- Research and implement Healthy School Planner
- Seek assistance from the guidance counsellor in providing classroom information sessions around mental health issues for all students, groups and classes.

- Continue P.D and implementation of LGBTQ strategies
- Invite guest speakers to speak on behalf of LGBTQ
- Visual Reminder of School wide acceptance by painting rainbow on pavement outside school.

2.3

- Maintain and update school social media and communication platforms (i.e Messenger, website, Facebook Page etc.)
- Explore options/cost of a possible App for School Communication.
- Expand student involvement in school activities by including students from the Primary/Elementary Wing - Kindergarten Helpers etc).
- Staff PD on G-Suite
- Connect Parents/Guardians emails to Google Classroom

School Development Plan for Current Year (3 – 4 pages)

One Year School Development Plan

School Development Plan 2018 - 2019

| Goal 1: To improve student achievement across the curriculum within an inclusive teaching and learning environment, especially in the areas of literacy and numeracy. | | | |
|---|---|--|--|
| Objective 1.1: Continue the use of internal and external assessment/strategies to inform and support instruction. | Objective 1.2: Increase the knowledge and use of diverse instructional and assessment practices | Objective 1.3: Improve student motivation and responsibility for their learning. | Objective 1.4 Increase opportunities for staff collaboration with other schools and outside agencies. |
| Strategies: 1.1.1 Collate and analyze student achievement data (internal and external) 1.1.2 Engage in data and item analysis to identify individual learning needs 1.1.3 Create subject/strand specific SMART action plans to address the learning needs identified 1.1.4 Engage in a school-wide implementation of formative assessment practices 1.1.5 Communicate “just-as-needed” assessment data to all members of the school community | Strategies: 1.2.1 Provide opportunities for professional development related to differentiated instruction and assessment especially in the area of technology learning 1.2.2 Implement a variety of instructional strategies to meet the needs of all learners 1.2.3 Expand technology integration across the curriculum 1.2.4 Implement a variety of assessment strategies 1.2.5 Ensure the Service Delivery Model is understood and consistently implemented | Strategies: 1.3.1 Engage in research of effective motivational strategies. 1.3.2 Implement teacher designed motivational strategies to improve student motivation and responsibility 1.3.3 Consistently communicate and create awareness of the school’s expectations related to academic achievement to all members of the school community | Strategies: 1.4.1 Provide opportunities for staff to collaborate and share best practices 1.4.2 Continue to ensure staff collaboration on student support services delivery when needed. 1.4.3 Engage in formal Divisional/Subject-based collaborative planning across all divisions and subject areas. 1.4.4 Initiate partnerships with neighboring schools and agencies for collaboration on assessment, instruction, access to provincial resources, other online resources, partnerships. |
| Indicators of Success: <u>General Indicator:</u> improved student achievement results on internal and external assessments 1.1.1 Record of analysis for each subject/division/grade level 1.1.2 Record of individual student learning needs 1.1.3 Copies of action plans 1.1.4 Samples of formative assessment tools used | Indicators of Success: 1.2.1 Records of PD sessions and those who attended 1.2.2 Portfolio of instructional strategies used; minutes of staff and department meetings(Where) 1.2.3 List of ways technology has been integrated by Division 1.2.4 Portfolio of assessment strategies used; minutes of staff and department meetings | Indicators of Success: 1.3.1 Copies of minutes of meetings, research articles, findings 1.3.2 List of motivational factors and PD sessions, copy of school plan 1.3.3 Record/copies of communication used | Indicators of Success: 1.4.1 Minutes of meetings/record of opportunities provided and those in attendance; record of practices shared 1.4.2 Observed practice and minutes of meetings; records of staff discussions 1.4.3 Copies of plans; minutes of meetings 1.4.4 Record of collaborative sessions with other schools and file of instructional/assessment materials |

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|---|---|--|--|
| 1.1.5 Record/copies of communication used | 1.2.5 Record of PD provided/minutes of meetings | | |
|---|---|--|--|

| Goal 1. Support Plan | |
|---|---|
| Financial | Professional Development/Time Required |
| Resources for DI and DA - \$500 (per year) Awards Night costs - \$500 (per year) Field Trips – \$500 (per year) | Strategic Planning Days – 5 days PD in differentiated instruction – 0.5 days (x2) PD in differentiated assessment – 0.5 days (x2) PD in technology-related items – 0.5 days (x4) PD in issues connected to student motivation – 0.5 days (x2) Common School Close-outs – 1day (x2) PD to inform instruction (long term plans) – 0.5 days (x2) Divisional Meeting PD (sub time) Collaborative sessions with nearby school teachers (sub time) PD for Student Interventions – 0.5 days (x4) PD for Service Delivery – 0.5 days (x2) |

| Goal 2: To create a safe, caring, healthy and collaborative learning environment for all staff, students and members of the school community. | | |
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| Objective 2.1: Increased implementation of the Safe and Caring Schools Policy | Objective 2.2: Enhance health and moral development and respect for others. | Objective 2.3 Increase communication, consistency and leadership opportunities in the school community. |
| Strategies: 2.1.1 Continue to update School procedures that are aligned with Safe and Caring Schools expectations (Possible action, Review all Safe and Caring school surveys to determine any | Strategies: 2.2.1 Continue to educate students in the areas of respect and appreciation for others, including cyber bullying and digital citizenship. | Strategies: 2.3.1 Continue expansion of school- parent information systems (ie, Powerschool, Messenger, App? School Web-site, Twitter, School Council, Facebook page etc.) |

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| <p>change in school practices. Implement action plan to review all safe and caring school surveys.</p> <p>2.1.2 Continue review and implementation of a Positive Behavioural Interventions and Supports (PBIS) program.</p> <p>2.1.3 Use Review 360 to monitor student behaviour. Implement action plan based on data from review 360.</p> <p>2.1.4 Review of student survey data.</p> | <p>2.2.2 Continue to engage all members of the school community in healthy schools learning/activities.</p> <p>2.2.3 Continue to provide opportunities to increase awareness of mental health issues.</p> <p>2.2.4 Continue to promote acceptance of diversity, including LGBTQ issues.</p> | <p>2.3.2. Expand student involvement in school activities and leadership opportunities. Establish a plan to acknowledge student accomplishments.</p> <p>2.3.3 Review school policies/procedures that require update and communicate any changes (Possible action, Continue implementation of teacher-mentoring program).</p> <p>2.3.4 Increase use of Google Classroom for school - home communication.</p> |
| <p>Indicators of Success:</p> <p>2.1.1 List of Safe Schools practices updated/established.</p> <p>2.1.2 PBIS program effectively implemented.</p> <p>2.1.3 Review 360 reports generated to show progress.</p> | <p>Indicators of Success:</p> <p>2.2.1 Data indicates improvement in student appreciation and respect for others, list of cyber bullying and digital citizenship sessions.</p> <p>2.2.2 List of healthy schools activities that are undertaken by each stakeholder group.</p> <p>2.2.3 Records of delivery of awareness sessions to students and staff.</p> <p>2.2.4 List of sessions/learning activities offered that promote diversity.</p> | <p>Indicators of Success:</p> <p>2.3.1 Evidence of parent communication activities.</p> <p>2.3.2 List of student involvement and leadership activities.</p> <p>2.3.3 Updated policies/procedures.</p> <p>2.3.4 Record of Google Classroom use and parent/ guardian use.</p> |

| Goal 2. Support Plan | |
|-----------------------------|---|
| Financial | Professional Development/Time Required |

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| PBIS costs - \$1000 (per year) Education Week Activities - \$200 (per year) Breakfast Program - \$200 (per year) Presentations (Speakers) – as required | PD for Safe and Caring Schools initiatives – 0.5 days (x2) PD for LGBTQ items – 1 day PD on Policy updates – 0.5 days |
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Operational Issues for 2018 -19

| Operational Issue | Intended Action |
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| Plastering/Painting in various parts of the school | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |
| Need for increased student assistant time | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |
| IRT Rooms have no Smart Boards | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |
| Need for Multi-Purpose Field | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |
| Transition of Library | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |

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| Smartboard/Team Board compatible Computers | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |
| Skilled Trades Equipment Repairs/Replacement | Bring to the attention of the appropriate personnel at District office for actioning and resolution. |
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