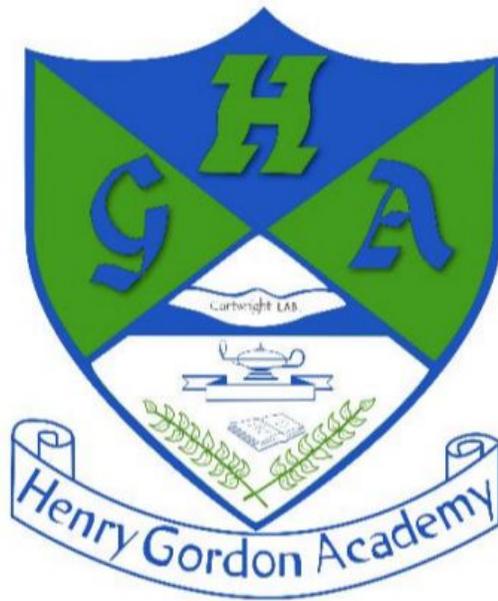


Henry Gordon Academy
100-002

35 Main Road, P.O. Box 300
Cartwright, NL
A0K1V0

Annual School Development Report
2017-2018



Henry Gordon Academy's Mission:

Henry Gordon Academy is a safe and supportive learning community promoting excellence in student achievement through a spirit of respect and Cooperation.

Message from Principal:

Dear Educational Stakeholders of Henry Gordon Academy,

I am very pleased as I present the following Annual School Development Report on Henry Gordon Academy's (HGA) 2017/18 school year. The year was filled with learning and growth with progress in the academic and school culture sections of the school. We continued to work on decreasing the number of at-risk students and increasing education around mental health.

We set our academic driven goals in our school development plan to increase reading comprehension levels, improve math vocab and enhance achievement among students who are on accommodations. We continued to monitor our progress throughout the year and we are very pleased with the significant success we have seen. Intervention strategies included after school study hall, tutor programming, literacy block teaching strategies, and technology accommodations (ie:chromebooks and iPads). It was another successful year.

Our safe and caring school goal was to enhance school culture and climate that fosters safe, healthy, caring, socially just learning environment. Where we were focusing on acceptance and mental health education, while developing a positive support system that increases school spirit. We continued spreading our good news on social media and the purchase of some new school jerseys brought much pride to the school. With mental health education day, a read-a-thon, school sponsored dances, house team activities, education week, and celebration of indigenous education. Partnerships with the community and all educational stakeholders have played a vital role in making this year successful. Local businesses, the Canadian Rangers, parents and community members have been very supportive with these initiatives.

Our school takes pride in saying we have taken part in regional and provincial sporting events, Creative Arts and Drama festivals, the Heritage Fair and the Northern Lead Conference. This year a big initiative was started with the "Kids Eat Smart" breakfast program. Breakfast was served 3 days a week and students went to class with a balanced breakfast. This initiative is building and we can't wait for next year.

Our school climate survey is an indicator and a tool that will further validate the growth we made this year and how to continue to grow. As we move into the 2018-2019 year we continue to commit to developing programming that is best for our students as a whole. Student achievement and well- being are our top priorities.

Thank You,
Lindsey Lethbridge

Henry Gordon Academy School Council
General Delivery
Cartwright, NL
A0K 1V0
June 15, 2018

RE: Message from Henry Gordon Academy School Council Members 2017/2018

To Whom it May Concern:

The Henry Gordon Academy School Council has had another productive year. Our school council includes a healthy combination of parents and teachers which made for great discussion regarding Henry Gordon Academy & its focus to meet the education requirements of students in a safe learning environment.

We recognize the importance of the community's involvement in our school, and vice versa. Our meetings have been an opportunity for parents to provide input and make inquiries regarding school and classroom issues, as well for teachers to identify ways parents and stakeholders can become more involved. We continue to share our time and ideas to ensure students reach their full learning potential.

We have held regular meetings & discussed various topics. Most recently, we have considered the no midterm exam pilot initiative. We have reviewed the school development plan and its focus initiatives. We have identified the need to reduce at risk students. Most importantly, we have had much discussion and community involvement and support in providing an accessible, safe, modern learning environment.

In conclusion, Henry Gordon Academy school council has had another successful year. I would like to recognize and thank all parties; teachers, students, parents and the community stakeholders in making this happen. It is a very rewarding volunteer experience when we all share common goals. We will continue to do our part in assisting with our school's development.

Sincerely,

Sonya Dyson
Chairperson

Overview of School

Henry Gordon Academy's School Community

Henry Gordon Academy is a proud part of the Labrador Region of the Newfoundland and Labrador English School (NLESD). Located and serving the community of Cartwright, the school currently enrolls 74 students from Grades Kindergarten to Level III. Our programming takes advantage of multi-age classes in most grade levels and subjects, while offering applicable multi-grade classes in Math. In-class sizes range from two students to sixteen and we supplement our graduation program through CDLI instruction. Serving our students, we have 7.5 teaching units, 1 IRT instructor, 0.5 Administration, and 8 hours of Student Assistant support. We share a guidance counsellor with other schools in the region. Assistance from the speech language pathologist, autism itinerant, educational psychologist and many other experts in their fields come from regional office for school visits and skype meetings.

Key Highlights/Special Projects

Henry Gordon Academy set out to build upon and enhance its programming in the 2017-18 school year with focus on cultivating powerful school spirit and expanded opportunity for students with accommodations. We're happy to report on these developments along the numerous other highlights from the 2017-18 #HGAProud school year.

The newest initiative for HGA was Kids Eat Smart Breakfast Program. This is the first year that HGA has taken part in the program with committed volunteers and community partnerships it was a success and we hope to continue for the years to come.

Academic Highlights of 2017-18:

The year began with a Primary/Elementary read-a-thon to help fund our Accelerated reading program. Kids were challenged and when they surpassed their goal they got to tape Mrs. Lethbridge to the wall. All students were working on Literacy (increasing Reading Comprehension) through the Accelerated Reading Program, Guided Reading sessions, and overall commitment of teachers to providing interventions and strategies for those students at risk.

Documentation of interventions and strategies used in teaching reading is a huge part of accountability that teachers have also been working on. Portfolios, the focus on Reading Records, and anecdotal notes/checklists give a well rounded lens through which analysis of data can occur.

Academic highlights from 2017-18 included several interdisciplinary approaches to covering the outcomes. Place- Based learning and traditional Indigenous pedagogy included visiting areas in

and around our place (beaches, 50 Plus Club, and Shirley's Messy Garden). Lessons directly tied to outcomes in Social Studies, Science, Math, and ELA. Teachers continue to embrace the Power of Play in the Primary curriculum.

Overall, students are given the opportunity to excel academically. Teacher help through after school tutoring, specific one-to-one instruction, and accommodations are a part of daily instruction.

Opportunities of leadership and team building continues throughout our school with activities presented in Education week, the LEAD conference, and the Heritage Fair. Motivational speaker Terry Kelly presented to the entire school body with hopes of inspiring leadership and intrinsic motivation to pursue academic and non-academic leadership roles within the school and community.

Students are engaging in inquiry-based projects throughout the curriculum.

Our school prides itself on giving strategies for dealing with Mental health initiatives. Students are aware of bullying through participation in Bullying Intervention Day (Pink Shirt Day). Students also engaged in a school wide team building afternoon focussing on "Bell Let's Talk" activities to raise awareness of mental health topics.

Co-Curricular Highlights of 2017-18:

Henry Gordon academy offered sports of all types to the students this year. From grade 3- 12, starting with regional cross country running, volleyball, ball hockey and badminton. There were two students who qualified for the provincial running. Students attended the Creative Arts Festival and brought home the People's Choice Award for the Drama festival. Celebrations for holidays, the olympics and school year end were ongoing throughout the year and built a bond between all staff, students and parents. Students also engaged in activities tied to the curriculum with Cain's Quest. Outcomes covered were mapping, letter writing, and research on different teams and the places they were from. Weather and climate were concepts also tied to this event.

Partnerships:

Henry Gordon Academy prides itself in being a very community driven school. Partnerships with the Canadian Rangers, RCMP, Local Businesses, 50+ club, library, Forestry and Wildlife, Family Resource Center, Local Community Youth Network and NunatuKavut. These partnerships help to ensure we deliver amazing opportunities to our students. We appreciate all the partners that help us along the way.

Internal Assessment Data

The kindergarten class adjusted to the routines of HGA very well. 7 students were enrolled in Kindergarten and 6/7 students were meeting all curriculum outcomes.

There were 5 students enrolled in grade 1. Only 1 student reached their benchmark in reading. 4 students were below reading level and 3 students were struggling in all strands of Language Arts and mathematics.

Grade 2 had 7 students enrolled, 3 of the 7 students were reaching their reading benchmark. 4 students were meeting mathematics outcomes.

Grade 3 had 4 students enrolled. All 4 students were meeting the reading benchmarks and meeting reading and mathematics outcomes.

Grade 4 had 7 students enrolled, with 1 student not reaching their reading benchmarks, as well as 1 student not meeting outcomes in reading and mathematics.

Grade 5 had 8 students. 2 students in grade 5 were not meeting outcomes in English Language Arts and Mathematics.

There were 5 students enrolled in grade 6. 1 student is not reaching reading benchmarks and 1 Student not meeting all writing and mathematics outcomes.

Junior High students results were very high PMF reports for students who receive 50%. 100 percent of our students passed their grade level. However, students scoring over 80% was low.

There were 7 students eligible for graduation. 7 of which were successful. 1 student graduated with honors, 1 distinction and 5 with general academic status.

What do these results tell us?

It is obvious with these results that reading and reading comprehension is where Henry Gordon Academy needs extra support and development. Students are struggling to meet benchmarks and outcomes. It was determined that lack of reading ability is the cause for students struggling in a subject areas. At HGA we need to work on getting students to reach their maximum potential with more students achieving 80% or above.

In High School, students also need to attempt and stick with the more academic courses and continue to be encouraged to do so. Parent conferences explaining the importance of academic work is continuing. Students are reminded of CDLI tutoring plus in-school help from teachers after school.

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The school development plan initiates a movement that is focused on reducing the number of at

Annual School Development Report 2018-19

risk students through providing technology and accommodations for those who are struggling. After discussing and analyzing the trends in presented data and report cards, it is obvious that Henry Gordon Academy must focus on ensuring our students are reading at reading level and comprehending what they are reading. Our school development plan devotes a goal to helping increase literacy levels. With consistent use of the Daily 5, collaboration time for teachers and continuing our study hall, we are making a plan to ensure that students are working hard to reach their maximum potential. We also have invested time and money into chromebook technology to ensure students are receiving supports that will increase their successes.

Report on School Development Plan for Previous Year

1 Year School Development Plan

HGA K-12 School Development Plan 2017-2018

<p>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment</p>		
<p>Objective 1.1: Improve students overall reading and comprehension levels</p>	<p>Objective 1.2: Improve Math vocabulary.</p>	<p>Objective 1.3: Enhance achievement among students with accommodations.</p>
<p>Evaluation: The HGA team took solid steps in improving overall reading and comprehension levels. Results were favorable in just one year with the implementation of literacy blocks and daily 5 in most classrooms. Reading comprehension improved significantly, when students are being read too. More work needs to be done in decoding and reading fluency. When comprehension increases marks increase in all subject areas. At HGA we want to use early interventions to ensure that students succeed throughout their high school career.</p>	<p>Evaluation: Through increase in the use of math dictionaries and math word walls the knowledge of math vocabulary has improved. Students at risk in mathematics has decreased.</p>	<p>Evaluation: Students with accommodations are using chromebooks and GAFE to ensure success in all classes. IRT time is not taken with assessments of students and can be used for alternate courses, programming and functional curriculum. Students with accommodations have increased academic achievement. An inservice in Differentiated instruction helped teachers learn ways to reach all students.</p>

Goal 2: To enhance school culture and climate that fosters safe, healthy, caring, socially just learning environment		
Objective 2.1: Enhance mental health awareness and understanding.	Objective 2.2: Develop “acceptance” thinking among student body and school community.	Objective 2.3: Develop a Positive Behavior support system to build school spirit.
<p>Evaluation: Students and staff at HGA are better prepared and aware of mental health issues. The go to teacher inservice educated teachers to help and educate the students.</p> <p>A mental health awareness campaign was created and students learned and shared their knowledge with others.</p> <p>Overall, acceptance of anxiety and mental health issues is present.</p>	<p>Evaluation: Although I think accepting mental health problems and awareness was accomplished this year. The other aspects of this goal is a work in progress.</p> <p>The beyond the hurt team was not successful in formations and no leadership was taken on a gay straight alliance.</p> <p>A student council did form however, and was very active around holidays however, it lacked motivation to continue with school spirit activities.</p>	<p>Evaluation: House teams were created and a few activities planned for the students to take part in. Students enjoyed the events and it brought a positive school climate to the school.</p>

Operational Issues Report 2017-18

Year	Issues	Issues	Issues
2015-16	1) Heating problem	1)	1)

Actions for Change

<p>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment</p>		
<p>Objective 1.1: Improve students overall reading and comprehension levels</p>	<p>Objective 1.2: Improve Math vocabulary.</p>	<p>Objective 1.3: Enhance achievement among students with accommodations.</p>
<p>Action for change:</p> <p>This goal continues to present itself on the next school development plan. Reading and comprehension is one of the most important aspects of learning. There are too many students that have not reached their benchmark with BAS.</p> <p>Plan for the new year is to emphasize more on decoding and reading fluency. Teach strategies and display anchor charts for reading.</p> <p>Have teachers trained with LLI Kits and provide intervention time slots for those who are not reaching their benchmark reading levels.</p> <p>Continue with AR reading program as motivation for reading.</p> <p>Hold a literacy fair.</p>	<p>Action for change:</p> <p>Teachers are seeing the trend that students seem to be understanding math vocabulary.</p> <p>No action for change is needed. Continuation of the program is in affect.</p>	<p>Action for change:</p> <p>IRT time has been more productive and there is an increase in success of students with accommodations.</p> <p>To continue with this program we need to purchase more technology and move into early elementary and primary grades with technological help.</p> <p>Some more chromebooks and reaching into the world of coding will help increase success with this objective.</p>

Goal 2: To enhance school culture and climate that fosters safe, healthy, caring, socially just learning environment		
Objective 2.1: Enhance mental health awareness and understanding.	Objective 2.2: Develop “acceptance” thinking among student body and school community.	Objective 2.3: Develop a Positive Behavior support system to build school spirit.
Action for change: Implementation of the program was a success and pathways to involve greater student involvement are underway. No action for change is needed.	Action for change: Continue to educate students and promote a positive school society.	Action for change: Increases and involvement in the promotion of school has increased significantly. Distributed leadership among teaching staff would be essential to continue to grow.

School Development Plan for Current Year

1 Year School Development Plan

HGA K-12 School Development Plan 2018/2019

<p>Goal 1: To increase student achievement across the curriculum within an inclusive environment.</p>		
<p>Objective 1.1: Improve student's overall reading and comprehension levels.</p>	<p>Objective 1.2: Improve understanding in number sense.</p>	<p>Objective 1.3: Increase student accountability and responsibility at all grade levels.</p>
<p>Strategies: Implement K-9 Literacy blocks with focus on developing explicit guided instruction. Re-teach and model reading strategies. Use visuals in the classroom to promote reading strategies. Practice and model summarizing and evaluating when reading. DEAR - Drop Everything And Read K-6. Continue development of the blended reading program (AR(TM))</p>	<p>Strategies: Bridge to sprint activities in classroom settings. Interactive / Motivating Math activities throughout the school year. Reinforce the use of Math manipulatives. Ensure classrooms have math anchor charts and visible learning resources available. Relate mathematics to real life experiences.</p>	<p>Strategies: Send home more information on school policy and expectations. Maintain and enhance school-driven policies. Increase communication between teachers and parents. Administrator intervention when necessary. Lateness and attendance policies have to be reviewed and implemented.</p>

<p>Indicators of Success: Increase reading levels on reading records.</p> <p>Students academic improvement across all curricular areas.</p> <p>Students are fostering a more positive reading attitude.</p>	<p>Indicators of Success: Improved scores in Math Number Sense.</p> <p>A positive association with math and real life. The importance of math validated.</p>	<p>Indicators of Success: Students are ensuring to reach deadlines and academic expectations.</p> <p>Decrease in late students and better attendance.</p> <p>Decrease the number of students at risk in the school</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>Classroom resources (\$4000.00) Chromebooks (\$2000.00 Instructional budget) LLI Kits Adequate Smartboards Blinds for the classrooms</p>	<ul style="list-style-type: none"> - Formative Assessments - CPI, First Aid, OH&S - LLI Training - G-suite training

Goal 2: To enhance school culture and climate that fosters safe, healthy, caring, socially just learning environment.

<p>Objective 2.1: Promote mental health awareness and acceptance amongst all students.</p>	<p>Objective 2.2: Increase school spirit with teacher-driven subcommittees.</p>
<p>Strategies:</p> <p>Programming for <i>Bell Let's Talk</i>.</p> <p>Gay/Straight alliance.</p> <p>Incorporate acceptance in classroom lessons.</p> <p>Continue mental health dialogue with students</p> <p>Integrate wellness activities into classroom instruction.</p>	<p>Strategies:</p> <p>Create subcommittees responsible for school spirit and educational driven events that establish a positive school climate. Ex. PI Day, Literacy Fairs, Debate Team, Teacher vs. Students.</p> <p>Strengthen alliances with outside community organizations.</p> <p>Student announcements. Daily Announcements. Birthday recognition.</p>

<p>Indicators of Success</p> <p>Successful organization of mental health promotion during Bell Let's Talk week. organize and offer Janeway presentations</p>	<p>Indicators of Success: creation of Gay/Straight Alliance. Acceptance group and meetings organized (at least 2 in the year).</p>
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<p>Goal 2. Support Plan</p>	
<p>Financial</p>	<p>Professional Development/Time Required</p>
<p>Prize and other monies (\$250.00)</p>	<p>Staff meeting time allotted to organization of mental health and acceptance initiatives.</p>

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Operational Issues Report 2018/19

Year 18/19	Issues 1) <i>Carpet in the gym replaced.</i>	Issues	Issues
Report	Installation of new pads are set to be installed this summer.		