

# *School Development Report*

## *2017-2018*



## *Morris Academy*

*52 Roosevelt Avenue  
Mount Pearl, NC  
21N 1Z8*

### **Vision Statement:**

Empowering all students to achieve and succeed.

### **Mission Statement:**

Through the collaborative efforts of school, home and community, Morris Academy is committed to providing a diverse teaching and learning experience that will empower each student to achieve and succeed in a healthy, safe and caring environment.



## *Message from the Administration*

*It is with great pleasure that we present Morris Academy's School Report for 2017-2018. This report includes information about our school community such as: the programs and services we offer, our current and ongoing initiatives, and the partnerships that we have developed.*

*We take this opportunity to share with parents, guardians and other interested parties the progress we have made with our School Development Plan, as well as the many achievements of our students.*

*We take this opportunity to thank all members of our school community for always working together in the best interest of the students at Morris Academy. We thank our dedicated staff members for their continuous teamwork and conscientious effort on behalf of the students. Morris Academy is also very fortunate to have the continuous support of parents/guardians, School Council and other community partners. We thank everyone who has contributed to providing the best educational opportunities for our students.*

*To conclude, we thank the students for their tremendous effort. We are very proud of their accomplishments and we encourage them to continue to work hard and to be the best that they can be! We wish them great achievements and much success!*

*Respectfully Submitted,*

*Sandra Humphries, B. Ed., B. Sp. Ed., M. Ed.  
Principal*

*Stephanie Collins, B. Ed., B. Sp. Ed., M. Ed.  
Assistant Principal*

## ***2017-2018 SCHOOL COUNCIL MESSAGE***

**On behalf of the 2017-2018 Morris Academy School Council, I would like to extend a sincere thank you to the administration, staff, parents, guardians and students for their continued support and dedication to our school. It is absolutely wonderful to be a part of such an amazing school, which makes each member of its school community feel valued.**

**The school administration and the Morris Academy School Council are happy to have worked together to ensure the implementation of our School Development Plan. We have also took the time to address any parent or student concerns, as the students education is our main priority at Morris Academy. We as a council recognize the significance of fostering a nurturing environment for our students to reach their full potential.**

**As in previous years, Morris Academy continues to grow, improve and embrace any opportunity to better our school for current and future students. School council remains dedicated to addressing any challenges we face ensuring the best quality of education as well as the most positive school experience for our students. We are extremely blessed as a council to have the full cooperation of our administration, teachers and supportive school community.**

**It is an honor to represent the interests of the students at Morris Academy and I take great pride in the role of School Council Chair. It is an absolute pleasure to say that it has been another successful year at Morris Academy and I look forward to the years to come!**

**Sincerely,  
Gillian Buott  
Morris Academy  
School Council Chair**

**\*2017-2018 Council Members: Gillian Buott (chair), Heather Jardine (secretary), Sandra Humphries , Stephanie Collins, Kathy MacPherson, Shari Palmer, Peggy Orbasli, Trudy Pope & Trent Squires**

## **Overview of Morris Academy**

### ***Morris Academy's Mission Statement***

Through the collaborative efforts of school, home and community, Morris Academy is committed to providing a diverse teaching and learning experience that will empower each student to achieve and succeed in a healthy, safe and caring environment.

### ***Our School Community***

Morris Academy is located in Mount Pearl, Newfoundland. During 2017-2018, it had a grade configuration of Kindergarten to Grade Five and was one of the schools under the jurisdiction of the Newfoundland & Labrador English School District. The population was approximately 270 students, 22 teachers and 10 support staff. This included a full-time principal, an assistant principal who taught 75 percent of the time, a Guidance Counselor, classroom teachers, and specialist teachers (Music, Physical Education, Instructional Resource and Learning Resource). Six student assistants, two maintenance/custodial personnel and one secretary also worked at our school on a daily basis.

Morris Academy was originally built as a High School in 1963. It was named after Roland Morris, the owner of the land on which the school was built. With the shift in student population and the restructuring of education, Morris Academy has undergone many changes over the years. Morris Academy served students from Kindergarten to Grade Six for an extended period of time. In September 1999, it became a primary school (K-3) for the first time and then in September 2006, returned to a primary/elementary school with a K-4 grade configuration. In September 2014, the students in grade four remained for grade five and as mentioned previously, Morris Academy now has a K-5 grade configuration.

Morris Academy is known for its community atmosphere which functions as a family unit. Morris Academy is a member of Peaceful Schools International and is proud to be an "I Care" school.

### ***Programs Provided***

The programs offered at Morris Academy are based upon the curriculum as prescribed by the Department of Education. In Kindergarten to Grade Five the subjects offered are: Language Arts, Mathematics, Science, Social Studies, Health, Religious Education, Art, Music and Physical Education. French was offered to students in Grades Four and Five.

### **Music Program**

All students from Kindergarten to Grade Five participate in the classroom music program and learn through singing, dancing, movement, and instrumental activities. They are also given several performance opportunities throughout the school year. The school has five grade level choirs (Grade 1, 2, 3, 4 & 5) that meet once each seven-day cycle. These choirs perform at assemblies and various school and community functions throughout the year. A Beginner Band Program was available for the Grade Five students, who were interested in participating, which was very successful.

We are very proud of the music program at our school. The musical experiences offered to our students helps to foster a love and understanding of music as well as develop the musical ability of our students.

### **Physical Education Program**

The Physical Education program at Morris Academy promotes physical activity through a variety of movement activities. The emphasis of the program is to promote sportsmanship, cooperation and fair play through movement. Children attended three thirty-minute classes a cycle. Students were provided the opportunity to be involved in large group, small group and individual activities throughout the school year. Activities took place in the gymnasium, outside on school property and in alternate settings in the community. All activities allowed the children to develop both physically and socially.

Students were given a variety of opportunities to be active throughout the school year. The whole school population participated in the Terry Fox Walk in September, the Reindeer Run in December, the Walkathon in May and Fun Day in June. Intramurals were offered daily during the second half of lunch to students in Grades 3, 4 & 5. After school sports such as cross-country running and floor hockey was made available to the students in Grades 4 & 5 after school throughout the year.

We are committed to providing various opportunities for our students to be active. We know that active and healthy children learn better and grow up to be more active and healthier adults.

### **Instructional Resource**

Morris Academy had 4.25 Instructional Resource teaching units during 2017-18. These units were used to deliver special programming to students in Kindergarten to Grade Five. Approximately 60 students received special services programming last year. All services provided were in consultation with parents and based on individual needs.

### **Guidance**

The role of the Guidance Counselor at Morris Academy is to provide support for the school community and guidance services that focus on the needs of our entire school community. This service includes: assessing children to identify strengths and needs, planning early intervention, behavioral planning, individual and group counseling, intervening during crisis situations, and providing guidance programming that target areas such as anxiety, anger management, and social skills. Each year, the Guidance Counselor facilitates programs such as Roots of Empathy and Friends for Life/Fun Friends in a selected classroom to help raise the students' social/emotional competence. The Guidance Counselor also acts as a consultant to parents and teachers and is an active member of the Service Delivery Team and the Safe and Caring Schools Team.

### **Speech Language Therapy**

The students of Morris Academy benefited from the services of a Speech Language Pathologist for 1 day per week in 2017-18. Therapy for articulation, language, speech and fluency or voice problems comprised the major portion of this specialist's services. However, the Speech-Language Pathologist also provides consultations, assessments, and suggestions for

in-school and at-home support for all students identified with mild to severe speech language problems. She also participates in ISSP/IEP team meetings and is a member of the Service Delivery Team.

### **KinderStart**

Our school offered the KinderStart program for students entering Kindergarten in 2017-2018. We offered four sessions for our students – one of which were attended with parents/guardians. For the remaining three sessions, we offered parent education sessions while the children were participating in their sessions with the Kindergarten teachers.

### ***Highlights/Special Projects***

Our school was involved in a number of special projects again this year. Various assemblies and concerts, Terry Fox Walk, Reindeer Run, I Care and Peaceful Schools International initiatives, Book Fair, Walkathon, STEM Expo and the Fun Day have all contributed to the culture and spirit of Morris Academy. The following are brief summaries of some 2017-2018 Highlights:

### **STEM Day 2017- 18**

On June 27, 2018 Morris Academy hosted its third annual STEM day! Teachers and students were treated to a STEM extravaganza as they participated in a number of workshop-type sessions centred around Science, Technology, Engineering and Mathematics. Let's Talk Science rotated all Grade levels through 45 minute sessions while a number of other workshop presenters delivered hands on, inquiry based sessions in other classrooms around the school. Kindergarten and Grade One students had an opportunity to get up close and personal with live sea creatures in a mobile touch tank brought to us by Coastal Explorers. They also had opportunities to investigate properties of solids and liquids by making slime with their teachers and parent volunteers. Grade 2 and 3 students engaged in engineering challenges by visiting engineers, Julia Collins and Alex Guilbeault while Grade 4 and 5 students were treated to some fabulous hands on physics activities by Dr. Rick Goulding of the Department of Physics and Physical Oceanography of Memorial University of Newfoundland. No STEM Day would be complete without the wonderful Outreach provided to us by Kathryn Hong of the Faculty of Engineering also from Memorial University. Students in Grades 2,3,4 and 5 were invited to challenge their thinking as they participated in a variety of science and engineering lessons. Morris Academy is truly a STEM school and we are thankful for the partnerships we have established over the last 3 years. Their volunteer commitment to supporting and enriching student learning has been second to none!

### **Adopt-A-Veggie Box**

In June, Morris Academy staff and students were invited this year to participate in our first ever Adopt-A-Veggie Box program. Many classroom growing initiatives have taken place at Morris Academy over the years with programs such as Little Green Thumbs and Project Suceed. In the Spring of 2018, however, Morris Academy staff and families were offered the opportunity to plant, grow and harvest their own crops in the vegetable boxes located in our Outdoor Education Centre. We are proud to say that five families adopted boxes and over the summer grew a variety

of crops such as broccoli, carrots and lettuce to herbs and flowers. Our families harvested their crops in the fall and one family donated bags of potatoes to the Food Sharing Association at our Thanksgiving assembly in October 2018.

### **Breakfast Club**

We continued to provide a daily Breakfast Club at Morris Academy this past year. We served a *Grab & Go* breakfast each morning from Monday to Thursday that consisted of one grain, one fruit, and one dairy. It cost \$11 006.83 dollars to run our Breakfast Club in 2017-18. We raised \$6 685.24 as a school (\$2 383.80 from our Reindeer Run in December and \$4 466.44 from our St. Paddy's Day Lunch in March). We had a balance of \$419.81 in September 2017 and received \$7 600.00 from Kids Eat Smart. We also received \$1474.00 in donations from others. We now have \$5 337.22 remaining for the fall. We are very thankful for our partnership with Kids Eat Smart and for Angela Furlong-Kelly, Grade Two Teacher/Breakfast Club Coordinator and her group of very reliable volunteers, as they are instrumental to the success of this program.

### **Grade 5 Prefect Program**

The *Grade 5 Prefect Program* continued this year with much success. Students in grade five volunteered to spend their time during the second half of lunch helping out in the library and assisting in the Kindergarten and Grade One classrooms. This program provides wonderful student leadership opportunities for our senior students.

### **Big Brothers/Big Sisters In-School Mentoring Program**

During the 2017-2018 school year, our school continued to participate in the *Big Brothers/Big Sisters In-School Mentoring Program*. This program is provided through the Big Brothers/Big Sisters of Eastern Newfoundland. Through this program, children are matched one-on-one with an adult volunteer who spends time with them during lunch at the school, once a week. This program has had a tremendous impact on the self-esteem and self-confidence of the students who have been involved with such wonderful role models.

### **Tutors for Tuition**

Morris Academy participated in the *Tutors for Tuition* program again this year. Selected students received tutoring from Mount Pearl Senior High School students after school on Mondays for approximately one hour. The tutors were rewarded with vouchers toward tuition in a post secondary institution.

### ***Partnerships***

Morris Academy is known for its community atmosphere which functions as a family unit. Morris Academy is proud to be a member of Peaceful Schools International and this partnership provides a support network for promoting safe and caring schools initiatives. We also have a partnership with MMSB and Evergreen Recycling. Throughout the year we raised approximately \$10 000 from recycling. Students who assisted with the recycling program were given incentive prizes throughout the year. This worthwhile partnership encourages the students to recycle and teaches them to respect and to care for their environment.

### **Partnerships/Community Use of the School**

Our school supports the community by making the facilities available to various groups. Our gym is used frequently in the evenings and on the weekends. These groups include: Beavers, Cubs, Scouts, Sparks, Brownies, and Guides. The City of Mount Pearl also sponsors various sport groups within the community during the summer months and uses our facility for the Frosty Festival in February.

## Internal Assessment Data

### Percentage of Students Scoring 3 and Above on Report Card Indicators 2017-2018

	<b>K</b>	<b>Gr1</b>	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr.4</b>	<b>Gr 5</b>
<b>Language Arts</b>						
<b>Speaking</b>	<b>92</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>96</b>	<b>90</b>
<b>Listening</b>	<b>87</b>	<b>98</b>	<b>98</b>	<b>88</b>	<b>96</b>	<b>96</b>
<b>Reading &amp; Viewing</b>	<b>92</b>	<b>77</b>	<b>82</b>	<b>90</b>	<b>93</b>	<b>92</b>
<b>Writing &amp; Representing</b>	<b>87</b>	<b>77</b>	<b>77</b>	<b>83</b>	<b>92</b>	<b>88</b>
<b>Mathematics</b>						
<b>Number Concepts &amp; Mathematical Processes</b>	<b>95</b>	<b>99</b>	<b>91</b>	<b>92</b>	<b>96</b>	<b>75</b>
<b>Patterns &amp; Relations</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>92</b>	<b>96</b>	<b>100</b>
<b>Shape &amp; Space/Geometry &amp; Measurement</b>	<b>98</b>	<b>95</b>	<b>95</b>	<b>100</b>	<b>94</b>	<b>96</b>
<b>Statistics &amp; Probability</b>	<b>NA</b>	<b>NA</b>	<b>100</b>	<b>96</b>	<b>94</b>	<b>96</b>

#### What do these results tell us?

On the report card, a “3” represents a good understanding, and a “4” represents an excellent understanding. As is evident from the above table, a great majority of our students have attained a level “3” or above during this year.

As we reflect on this data analysis, we are confident that we need to maintain the initiatives that have been established, as well as develop new strategies and actions to address our mission of providing a diverse teaching and learning experience that will empower each student to achieve and succeed in a healthy, safe and caring environment.

Our focus areas for the 2017-2018 school year include: inquiry based teaching & learning, STEM education, implementing literacy initiatives such as a Levelled Literacy Intervention (LLI), using technology to enhance student learning, and promoting inclusionary practices in a safe, caring, socially just environment.

**Report on School Development Plan for Previous Year** (2 – 3 pages)

<b>Goal 1. To improve student success in literacy and numeracy</b>	
<b>Objective 1.1</b> To implement literacy practices to improve reading and writing by June 2018	<b>Objective 1.2</b> To implement numeracy practices to improve student achievement by June 2018
<p><b>Evaluation 1.1.1:</b> Block schedule implemented</p> <p><b>Evaluation 1.1.2:</b> Daily Five Structures and Literacy Blocks implemented in most grades.</p> <p><b>Evaluation 1.1.3:</b> Opportunities for instructional leadership, collaboration and sharing of best practices fostered through common planning time, STEM projects, PL sessions for Reading &amp; Writing, inclusive practices, staff sharing, and guidance programs.</p> <p><b>Evaluation 1.1.4:</b> Resources implemented to support academic interventions [i.e., Levelled Literacy Intervention (LLI), GAFE, &amp; Raz-Kids]</p> <p><b>Evaluation 1.1.5:</b> BAS fully implemented at all grade levels as well as the ELA Assessment Portfolios.</p> <p><b>Evaluation 1.1.6:</b> Writing continuum used to support student goal setting in the area of writing</p> <p><b>Evaluation 1.1.7:</b> Need to continue to reflect on and analyze teaching practices and assessment data to inform responsive teaching</p> <p><b>Evaluation 1.1.8:</b> Internal and external student data analyzed during PL day but still more work to be done with respect to guiding instruction and programming</p> <p><b>Evaluation 1.1.9:</b> Inquiry Based Teaching &amp; Learning (IBTL) implemented</p>	<p><b>Evaluation 1.2.1:</b> Block schedule implemented</p> <p><b>Evaluation 1.2.2:</b> Guided Math and Numeracy Blocks implemented in some grades</p> <p><b>Evaluation 1.2.3:</b> Manipulatives consistently used in most grades</p> <p><b>Evaluation 1.2.4:</b> Identified Math vocabulary used by students and staff</p> <p><b>Evaluation 1.2.5:</b> DreamBox Learning Math implemented in Grades 2</p> <p><b>Evaluation 1.2.6:</b> Need to continue to explore and implement varied assessment strategies (inclusive practices**)</p> <p><b>Evaluation 1.2.7:</b> Need to continue to reflect on and analyze teaching practices and assessment data to inform responsive teaching.</p> <p><b>Evaluation 1.2.8:</b> Internal and external student data analyzed during PL day but still more work to be done with respect to guiding instruction and programming</p> <p><b>Evaluation 1.2.9:</b> Time was dedicated for grade level and IRT teacher collaboration. Re-evaluate effectiveness</p> <p><b>Evaluation 1.2.10:</b> Makerspace vision for Morris Academy continues to be refined. Resources organized in library.</p>

<p><b>Evaluation 1.1.10:</b> Remove this strategy</p> <p><b>Evaluation 1.1.11:</b> Innovative technologies used to enhance student learning and STEM education promoted (STEM DAY - June 27).</p> <p><b>Evaluation 1.1.12:</b> Beebots, Lego WeDo, Ozobots, Makey Makey and GAFE explored in more grade levels.</p> <p><b>Evaluation 1.1.13:</b> Dedicated time in the schedule for grade level and IRT teachers to collaborate. Re-evaluate effectiveness.</p> <p><b>Evaluation 1.1.14:</b> Makerspace vision for Morris Academy continues to be refined. Resources organized in library.</p>	
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<b>Goal 2. To enhance a school culture that fosters a safe and caring environment for all learners</b>	
<p><b>Objective 2.1</b> To enhance respectful relationships in all school settings, including the cyber environment by June 2018</p>	<p><b>Objective 2.2</b> To provide opportunities for healthy and active lifestyles by June 2018</p>
<p><b>Evaluation 2.1.1</b> Positive Behavior Support (PBS) practices and procedures implemented.</p> <p><b>Evaluation 2.1.2</b> Held PBS/I Care teaching day in October &amp; SafePupil school bus safety in May</p> <p><b>Evaluation 2.1.3</b> Internet and Social Media Safety plans delivered at each grade level.</p> <p><b>Evaluation 2.1.4</b> District Social Media Policy shared with students, parents &amp; staff.</p> <p><b>Evaluation 2.1.5</b> Morris Academy Digital Device Policy was not developed; following District Policy</p> <p><b>Evaluation 2.1.6</b> Review 360 implemented</p> <p><b>Evaluation 2.1.7</b> Review 360 data analyzed for development of BMPs and student assistant applications. Reviewed Minors, Middles &amp; Majors during PL session in May, still more work to be done. Need for more consistency with entering incidents in Review 360</p> <p><b>Evaluation 2.1.8</b> Students recognized for success in various areas (announcements, gotcha parties, dojo points etc)</p> <p><b>Evaluation 2.1.9</b> Fun Friends implemented in Grade 2; Roots of Empathy implemented in Grade 4</p> <p><b>Evaluation 2.1.10</b> Guidance Counsellor attended Mental Health First Aid (MHFA) and will share with staff in June's meeting.</p>	<p><b>Evaluation 2.2.1</b> Healthy living promoted on the PA and in classrooms</p> <p><b>Evaluation 2.2.2</b> Students provided with a nutritional, healthy choice breakfast program.</p> <p><b>Evaluation 2.2.3</b> Active living events for students implemented during the school year (Intramurals, Terry Fox Walk, Reindeer Run, Walkathon, Fun Day, etc.)</p> <p><b>Evaluation 2.2.4</b> New equipment (Jeep) installed on the playground under Healthy School Planner (HSP) Project</p> <p><b>Evaluation 2.2.5</b> New slide purchased and installed from previous provincial grant and other fundraising monies</p>

<p><b>Evaluation 2.1.11</b> Phase Eight of the Inclusive Education Initiative concluded</p> <p><b>Evaluation 2.1.12</b> Student leadership opportunities promoted (i.e. Kindergarten &amp; Grade One Prefects, Breakfast Club, Recycling Helpers, Fun Friends).</p> <p><b>Evaluation 2.1.13</b> LBGTQ learning being implemented</p>	
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### Operational Issues Report 2017-18

Year	Issue	Action	Evaluation
2017-18	Inconsistent heat throughout the building	District installed controls on raids upstairs and on the main floor	Better control of heat
	Limited Storage	Re-request Storage Extension	
<b>Report</b>	<i>Still approved for electrical upgrade which is currently scheduled for Summer 2019</i>		

**Actions for Change** (2 – 3 pages)

<b>Goal 1. To improve student success in literacy and numeracy</b>	
<p><b>Objective 1.1</b> To implement literacy practices to improve reading and writing by June 2018 -Need to align with District</p>	<p><b>Objective 1.2</b> To implement numeracy practices to improve student achievement by June 2018</p>
<p><b>Actions for Change</b>            1.1.1 Continue with Block Schedules            1.1.2 Continue to implement Instructional Frameworks that support optimal learning environments (Literacy Blocks and Daily Five structures)            1.1.3 Continue with opportunities for instructional leadership, collaboration and sharing of best practices.            1.1.4, 1.1.5 &amp; 1.1.6 Continue to implement resources that support academic interventions, including writing continuum, ELA Portfolios, BAS, LLI kits. Explore the possibility of purchasing another LLI kit (\$4000)            1.1.7 Continue to enhance responsive teaching practices (in Literacy)            1.1.8 Continue to examine internal and external data to inform programming.            1.1.9 DONE            1.1.10 DELETE            1.1.11 Continue to implement innovative technologies            1.1.12 Extend teacher and student learning of innovative technologies, such as Beebots, Lego WeDo, Ozobots, Makey Makey and GAFE.            1.1.13 Continue to investigate Makerspaces and refine a vision for Morris Academy            1.1.14 Collaborate to create a Portfolio package for assessment purposes at each grade level.</p>	<p><b>Actions for Change</b>            1.2.1 Continue block scheduling conducive to implementation of Numeracy blocks across grade levels            1.2.3 Supported numeracy development through the use of vocabulary reinforcement and math manipulatives.            1.2.5 Zorbits to be used in Grades 1 &amp; 2            1.2.6 Ensure the implementation of varied assessment practices            1.2.7 &amp; 1.2.8 To analyze and reflect on teaching methodologies, as well as internal and external data to guide instruction/ responsive teaching practices.            1.2.9 Continue to provide a common meeting time between IRT and classroom teachers to collaborate.</p>

<b>Goal 2. To enhance a school culture that fosters a safe and caring environment for all learners</b>	
<b>Objective 2.1</b> To enhance respectful relationships in all school settings, including the cyber environment by June 2018	<b>Objective 2.2</b> To provide opportunities for healthy and active lifestyles by June 2018
<b>Actions for Change</b> 2.1.1 Continue to communicate, implement and monitor Positive Behavior Support (PBS) practices and procedures. 2.1.2 Hold bus safety drills 2.1.3 Continue to implement Internet and Social Media Safety Plans. 2.1.4 Share District Social Media Policy with school community. 2.1.5 District Digital Device policy will be followed. 2.1.6 Consistently implement Review 360. 2.1.7 Continue to analyze Review 360 data. 2.1.8 Continue to recognize students' achievements through announcements, pizza parties for volunteers, gotcha parties, celebrations, etc. 2.1.9 Implement Friends for Life in Grade Five 2.1.10 Follow District plan for MHFA training and continue to participate in Mental Health initiatives 2.1.11 Continue to implement Inclusive Model 2.1.12 Continue student leadership opportunities 2.1.13 Continue to implement LBGTQ practices 2.1.14 Revise code of conduct to reflect review 360 (Teacher Managed and Office Referrals)	<b>Actions for Change</b> 2.2.1 Continue to communicate healthy living information to school community. 2.2.2 Continue Breakfast Club 2.2.3 Continue to promote active living initiatives/events for students during the school year (Terry Fox Walk, Reindeer Run, Walkathon, Fun Day, etc.) 2.2.4 Concluded

**Morris Academy**  
**School Development Plan 2018- 2021**

<b>Goal 1: 1: To improve student achievement across the curriculum in an inclusive environment.</b>	
<b>Objective 1.1:</b> Enhance instructional practices to improve teaching and learning.	<b>Objective 1.2:</b> Enhance the collation, analysis and response to student achievement data to inform instruction.
<b>Strategies:</b> 1.1.1: Continue to implement instructional approaches that promote differentiation to support deep learning as well as visible learning (i.e., Inquiry Based Teaching & Learning, Learning Blocks, Play Based Learning, Learning Resource Center)  1.1.2: Continue to effectively implement various technologies into our instructional and assessment practices at all grade levels	<b>Strategies:</b> 1.2.1: Reflect on assessment practices and set standards to improve consistency  1.2.2: Collectively analyze assessment data to inform responsive teaching  1.2.3: Use consistent goal setting procedures for conferencing with students in the area of writing

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 Play-Based Learning materials for Grade 1 & 2  1.1.3: Insignia (\$2 000 Installation/\$500 Annually), SMART Boards (\$9 000), SMART Board lamps (\$600), Zorbit's for Grades 1 & 2 (\$1 725), Raz Kids (\$670), Starfall (\$310)  1.2.1 & 1.2.2 Licensing & Protocols for Formal Assessments (\$500); New Assessment Tools (TVPS & TAPS) (\$450)	1.1.2 Levelled Literacy Intervention (LLI) - 2 Sub Days in March  1.1.1, 1.2.1 & 1.2.3 Visible Learning PL (Keynote Closeout Day)  1.2.1: Develop Assessment Packages per grade level for consistency purposes (½ Day Closeout)  1.2.3: Writing PL - Effective Teaching Strategies for Young Writers, Writing Continuum implementation as goal setting (½ Day Closeout)

<b>Goal 2: To improve the overall wellness of students and staff in a safe, caring and inclusive environment.</b>	
<b>Objective 2.1:</b> To implement school practices and procedures that foster a positive school environment	<b>Objective 2.2:</b> To increase staff and student wellness practices
<b>Strategies:</b> 2.1.1: Continue to implement Positive Behavior Supports (PBS)  2.1.2: Provide safe spaces for students to self-regulate	<b>Strategies:</b> 2.2.1: Implement a Comprehensive School Health Plan (2018-21)  2.2.2: Increase staff knowledge of Mental Health and related topics such as Mindfulness and Social Emotional Learning (SEL)  2.2.3: Provide opportunities for staff and students to engage in wellness practices

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1: Gotcha Prizes (\$2 000) 2.1.4: Safe Spaces (\$9 000) 2.2.3: Mental Health Resources (\$1 000) 2.2.4: Breakfast Club (\$13 000)	2.2.2/2.2.3: PL regarding wellness practices - 1 Day (Wellness/Mindfulness & SEL - Florence Strang & Jessica Webb)

### Operational Issues for 2018-19

<b>Operational Issue</b>	<b>Intended Action</b>
Inconsistent heat throughout the building	Install temporary valves while waiting for electrical upgrade
Technology	We need to dispense our current technology and see what else needs to be purchased
Washroom Upgrades	Instal new washroom on Main floor for students & redo Gym washrooms
Breakfast Club Fridge Not Working	Two new fridges to be supplied by Kids Eat Smart