

**Gander Academy
Annual School Development Report
2018-2019**



MISSION STATEMENT

Gander Academy is dedicated to providing an inclusive and nurturing environment which enhances student achievement and encourages an active and healthy lifestyle in a safe and collaborative school community.

Gander Academy

www.ganderacademy.ca

55 Fraser Road

Gander, Newfoundland

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Message from the Principal

As principal at Gander Academy, it is my privilege to be able to deliver the Annual School Development Report. The 2018-2019 school year involved much preparation and planning as the school embraced being a Phase 1 school (as per Premier's Task Force) for the Responsive Teaching and Learning Policy. In this regard, and many others, implementation and continued refinement of our School Development Plan holds a great deal of importance to our school community. Our goals continue to focus on inclusion, student achievement, and promoting a collaborative, safe, active and healthy school community.

Specifically, in continuing to develop our inclusive school community and allowing all students to reach their full potential, we are committed to enhancing student programming, as well as further focusing our Professional Learning Communities and Teaching and Learning Teams. Our achievement objectives focus on advancing students' English Language Arts and Mathematics results by enhancing instructional strategies and practices to improve teaching and learning. Data collection and the use of that data is essential and highly used. We created literacy specific action plans via PLCs with guided reading, flexible literacy/numeracy blocks, utilization of technology with coding, and expansion of the Learning Commons, to name a few. Finally, in continuing to promote a collaborative, safe, active and healthy school community, we will provide enhanced opportunities for students, staff and volunteers to engage in healthy, active lifestyles and a greater sense of wellness. We extended outdoor play and further developed our Positive Behaviour Intervention Strategies (PBIS) to meet the needs of Primary children. To help support these initiatives we have set up Professional Learning Communities.

We are very proud of our school community and the effort of our students, parents and staff in producing high levels of academic achievement and a dynamic learning environment. There is a great deal of care and involvement on the part of volunteers, community organizations and the Gander Academy School Council. The past and future achievement of our school development goals are a direct result of the dedication of all members of our school community. We anticipate continued involvement especially now with construction of the new school underway and being Phase 1 school in our second year of implementation, we are excited and look forward to the new school year.

Sincerely,

Collett Kelly
Principal, Gander Academy
Annual School Development Report

Message from School Council

Our school council has had another successful year. This continued success is credited to dedicated parents, teachers, administrators, staff, students and community members who believe in providing the greatest opportunities to students that can possibly be offered. This past year, Gander Academy School Council has reviewed the Annual School Development Report and has been actively contributing to the School Development Plan by working on the following initiatives:

1. Promoting student achievement at Gander Academy. Our continued improvement in literacy levels and report card results exhibit levels of academic achievement.
2. Continue to monitor the deconstruction of our old school and construction of our new school.
3. Continuing to oversee and lobby to help with the class size numbers and Student Support.
4. Remaining an active member of the Federation of School Councils.
5. In collaboration with the town council and Newfoundland and Labrador English School District, be an active partner to ensure Gander Academy
6. To continue to organize and implement the Staff Appreciation Week...each year we have tremendous success and are proud to say for the past eight years we have continued with a healthier breakfast for teachers and staff!

Jerry Knee
Gander Academy School Council, Chairperson

Overview of School

Our School Community

Gander Academy is one of schools within the Newfoundland and Labrador English School District. Our school serves the beautiful communities of Benton and Gander and currently has an enrolment of 490 students from Grades Kindergarten through Grade 3. The average class size is approximately 20 for Kindergarten, and 25-27 for Grades 1-3. Approximately 80% of our students are bused to school.

Gander Academy has a total of 37 educational staff which includes classroom teachers, instructional resource teachers, and specialist teachers in the areas of guidance, music, physical education, technology/learning resources, Teacher Learning Assistants, and administration. We also have 6 full-time and part-time student assistants. In addition to staff based at the school, we have itinerant services for speech language pathology, hearing impairment, visual impairment, and educational psychology. Secretarial, maintenance, and custodial support services are also provided.

Gander Academy offers the provincially prescribed curricula in Kindergarten through Grade 3. Students have the option of studying in English or French Immersion streams when they enroll in Kindergarten. Gander Academy offers a broad and balanced curriculum that includes Art, Music and Physical Education. Additional targeted and/or intensive supports in Numeracy, Literacy, or Social Emotional Learning are also available for students with either the Reading Specialist, IRT, TLA, and/or classroom teachers. There is also support for ESL Students with the Itinerant for English Second Language.

Key Highlights/Special Projects

Our students benefit from the services of exceptional Student Support Services and Teaching and Learning Teams. The teams meet on a regular basis and the advantages to the students are immeasurable. Both Service Delivery and Grade level Teaching and Learning Teams use data to support student learning.

Positive Behavior Intervention and Support (PBIS) continues to be successfully implemented at Gander Academy with the new and improved “Positive BEEhavioral Expectations.” It has positively influenced our student achievement. The staff at Gander Academy meet with their teams and committees regularly to make school experience for the students extremely positive. The initiatives and activities include but not limited to:

Science and Technology Days

Members of the community and other parts of the province are invited into the school to speak with our primary and elementary students. The focus is on Science and Technology and inspiring our students to explore different careers. Presenters also demonstrate the exciting world of Science and Technology in an interactive manner. The 2018-2018 school year was amazing.

Math Days

Teachers develop a number of exciting activities for primary and elementary students. All activities are constructed keeping the curriculum outcomes in mind, but the day is meant to show that Mathematics can be fun.

Play and Learn Week

The purpose of Play and Learn Week is to highlight the importance of play for children’s optimal learning and development, and to reinforce the notion that many of the concepts taught in primary school can be taught through play-based experiences. Primary students, parents and teachers are given an opportunity to express their creativity through play-based activities.

Volunteer Appreciation

Volunteers are a huge part of school life at Gander Academy. We express our appreciation to our many volunteers for the countless hours that they dedicate each year to the students and staff of our school. We have over 30 hardworking volunteer groups in our school.

Read with Me

A program for our Kinderstart students as a transition to school

School Spirt Days

Many theme days every month ranging from Book Character, Winter Wonderland, Crazy Hair day, etc. School based literacy and activity days build in with the themes to motivate students and staff. We also take in many days such as Jamarama for the Janeway, Terry Fox, and World Autism, to name a few.

Breakfast Program

A number of volunteers assist the school to offer juice, cereal bars, cheese strings, and yogurt tubes, and fruit, each day during the pre-homeroom time in the morning. We have community sponsors such as the Co-Op grocery store, MMSB, Central Health, Scotia Recycling, Gander Goodwill Centre, Town of Gander, Service Canada, Service NL, Gander Academy Recycling program, Kids Eat Smart Provincial committee, and Gander Academy class donations. As well, a number of private family donations greatly assist our efforts.

Other Projects / Highlights:

BEE Kind Days

Recycling

Recess and Lunch time sign up in the learning commons

Accelerated Reader

Kids Eat Smart – Walk for Breakfast

Tutoring

Respect Day (Pink shirt)

Terry Fox

Jamarama

KinderStart

Intercom assemblies

Family Literacy Day

100th Day Celebrations

Safe and Caring Schools Committee

Healthy Commotions Day

Jump Rope for Heart

Cultural Connections

Partnerships

Our school partners with the Newfoundland and Labrador Kids Eat Smart Program to offer nutritious breakfast snacks for our students. We have also partnered with Town of Gander, 9 Wing Gander, Medic Alert, the Royal Canadian Mounted Police and town police, Royal Canadian Legion, Toyota Evergreen Fund, Newfoundland Power/Fortis, Terra Nova National Park, Public Health, Gander Collegiate Tutoring, and other community volunteers. Positive partnerships have also been developed with many businesses and other organizations in town.

Internal Assessment Data

Kindergarten Math:

Strengths include - Patterning continues to be a strong area of improvement. No children scoring 1 in Understanding Number or Shape and Space. The majority of children are scoring 3 or 4 in all areas of math curriculum

Continue improvement is necessary in number sense

Kindergarten ELA:

Speaking (T1-3) indicates a huge improvement

Writing T1-T2 shows improvement

Children improving most in our area with the most need (writing and representing, ELA 4)

Listens with Purpose has lowest percentage of Score 1

Areas that need improvement are Writes and Represents (ELA 4): due to expectation change/demands of curriculum and transfer of previous knowledge. Also Fine motor skills (holding a pencil/using scissors)

Grade 1 Math:

Strengths include demonstrating an understanding of creating and extending patterns and Addition to 10 skills.

Need to work on problem solving skills and communicating understanding. As well as addition to 20 and subtraction and writing and representing using math language to communicate understanding

Work on estimation abilities and benchmark is also an area for improvement.

Grade 1 Literacy:

An area of strength is sharing of ideas in large and small group settings.

Areas for improvement include reading and viewing a variety of texts with purpose and understanding, to be able to follow 1 and 2 step directions and continue working on listening skills (attending to assigned task) with the purpose to communicate ideas appropriate to the situation (Turn taking when speaking). Also to work on various forms of writing to communicate ideas (representing), opinions and experiences in a variety of ways.

Grade 2 Math:

Students have a strength in patterns and shape and space.

Areas for improvement are Number sense (patterns); Recognition. Writing. and Reversals. As well as Statistics and Probability and ability to understand and correctly use appropriate Math language. (Terms and understanding)

Grade 2 ELA:

Speaking/communication is a strength

Areas for improvement are listening with purpose. Many students are reading below grade level when coming to Grade 2.

Grade 3 Math

All areas seem to be doing well.

Areas to focus on are problem skills (multi step) and mathematical reasoning.

Tier 3 students basic skills (addition and subtraction) number sense...reversals etc.

Grade 3 ELA

A strength is speaking and listening skills 3+ on Report cards

Both reading and writing is a focus.

Gander Academy School Development Plan

School Year 2018-2019

Goal 1: To improve student achievement across all curriculum areas.		
Objective 1.1 To enhance instructional Strategies and Practices to improve teaching and learning	Objective 1.2 Enhance the use of assessment to support all students at Gander Academy	Objective 1.3 To implement strategies to support the Year 1 school changes (Premier’s Task Force)
<p>1.1.1 Increase reading and writing achievement K-3</p> <ul style="list-style-type: none"> • Create Language Arts specific action plans via PLCs, to address identified areas of concern (i.e. guided reading) • Organize flexible literacy blocks to monopolize on resources available through phase 1 RTL. • Improve primary students’ ability to use a variety of writing strategies through guided/shared writing through modeling early writing processes. • Utilize apps and software to support student learning in Literacy <p>1.1.2 Increase problem solving skills in math for primary students</p> <ul style="list-style-type: none"> • Create math specific action plans through PLCs, to address identified areas of concern using flexible numeracy blocks • Model and explore problem solving strategies through use of activities such as coding and technology integration. • Utilize other available resources to support problem solving (Brilliant Labs, Lets talk Science, code.org, etc.) • Focus on basic math skills • Utilize apps and software to support student learning in numeracy 	<p>1.2.1. Review data processes from K-3 through PLC meetings and minutes</p> <ul style="list-style-type: none"> • Use of RTL Action Plan templates to record minutes of PLC • Update all data each term or as necessary pending supports (Reading records, BEV, portfolios, etc) <p>1.2.2 Implement a process to identify and track academically “at risk” student.</p> <ul style="list-style-type: none"> • Regular PLC meetings • Use data to establish a baseline for groups and to inform program planning and track progress for at risk and all students • Use RTL Record forms to track progress of students • Include Numeracy in student portfolios <p>1.2.3</p> <ul style="list-style-type: none"> • Awareness and use of Phase 1 Forms and documents (Service Delivery changes) 	<p>1.3.1 Enhance the development of PLC culture at Gander Academy</p> <ul style="list-style-type: none"> • Schedule PLCs within the school cycle • Use PLCs to increase communication and collaboration among all individuals, pertaining to student supports for all students • Include all individuals responsible for support such as Reading specialist, TLA, IRT, and other specialists as needed • Having French Immersion teachers join PLCs with English teachers at various points in the year <p>1.3.2 Develop deeper knowledge of Responsive Teaching and Learning (RTL)</p> <ul style="list-style-type: none"> • Increase understanding and implementation of the tiered approach to learning • Implementation of universal, targeted and intensive interventions with literacy, numeracy, and social emotional learning <p>1.3.3 Develop the use of Library Learning Commons as intended by the Phase 1 school initiative</p>

<ul style="list-style-type: none"> Updated/newer technology to allow for updated and more efficient use of apps for Zorbits/Dreambox etc. <p>1.1.3 Create a plan to address greater technology integration in the classrooms</p> <ul style="list-style-type: none"> Move forward to the Google platform (i.e. Google classroom) Create google docs for sign out spaces such as the learning commons, ipad cart etc. Increase staff knowledge of using available technologies such as coding tools (Beebots, Ozobots, etc.) Have Coding buddies or bot buddies working similar to reading buddies. Ensure technologies are working and updated Continue to implement and support Science and Tech days 		<ul style="list-style-type: none"> Reorganize flexible spacing of the learning commons Schedule Library resource personnel to support student/teacher work according to the model
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
Coding technology/Ipads/Chromebooks/Apps and software etc	Coding for Tech person
Funding for Science and tech days	Google for classrooms*
Additional LLI kits	Phase 1 PD with RTL specialists - school based PL days
Learning commons resources including furniture and tech	Scheduled PLC coverage, PL in Learning Commons
Additional Guided Reading materials/resources	PD in maker space/ green screen and using technology to enhance learning in classroom

Goal 2: To continue to promote a collaborative, safe, active and healthy school community.	
Objective 2.1 Promote and develop a positive, healthy school environment at Gander Academy	Objective 2.2 Promote a safe and inclusive environment at Gander Academy
<p>2.1.1 Continue to increase healthy, active lifestyles and sense of community</p> <ul style="list-style-type: none"> Continue to encourage outdoor play-based learning for all seasons and students Continue to improve the breakfast program with healthier choices and a wider variety Encourage community involvement within the school (community garden, participation of community events, and collaboration with community leaders such as fire dept, RCMP, recreation etc.) <p>2.1.2 Promotion of social emotional wellness of students and staff</p> <ul style="list-style-type: none"> Continue with “Mind-up” and “Zones of Regulation” strategies in classrooms Encourage involvement of outside agencies when needed 	<p>2.2.1. Continue to promote and build PBIS</p> <ul style="list-style-type: none"> Continue to teach and model school wide expectations Incorporate the BEE expectations with Theme & Spirit Days. Continue to promote respect days (i.e. Pink Shirt Day, etc) Continue to promote and educate students about digital citizenship and online safety. <p>2.2.2 Consistently acknowledge students’ positive behavior</p> <ul style="list-style-type: none"> Use BEE tickets to reinforce expectations Weekly Bee ticket prize draws for every grade and monthly grade level classroom prize draw <p>2.2.3 Proactively monitor student behavior tracking</p> <ul style="list-style-type: none"> Use of Review 360 for discipline incidents Regular review and communication of the Social-Emotional strategies (including BMPS) with all pertinent individuals <p>2.2.4 Increase parent involvement /visits to the school (as indicated on School Development Family Survey)</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
Weekly and monthly prizes	Play based learning
Green Thumbs resources for Community garden	Committee meetings for PBIS
	Optional Mental Health PD such as “Mind Up”
	Additional PD on Social Emotional Strategies

Gander Academy Operational Issues for 2018-2019

These are issues that might impact how well we can address the strategy or would help the strategy be successful.

Operational issue	Intended action to address that issue
Lack of space	Shared learning spaces for IRTs/regular use of learning commons (addressed) Reorganization of learning commons / utilization of outside buildings if needed(addressed) Reorganization of computer room (addressed) Space for students with sensory needs utilize hallways as sensory spaces
Renovations	Constant communication and awareness with plans
Play area concerns due to renovations	Removal of high banks of snow in winter Paint required for front parking lot to be used as play area Fencing for playground equipment (addressed) / fencing to separate play space from Fraser Rd. Creating Sensory paths another playground to be added paint games on pavement in zone 3
Things to be fixed	Door at the end of Grade 2/3 hallway
Parking Lot	Parking Lot and Drop off - Constantly monitor for safety