



School # 300-155
Annual School Development Report 2018-2019

Leading Ticksles Primary · P.O. Box 29 · Leading Ticksles, NL · A0H 1T0
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Our Mission

Leading Ticksles Primary, in partnership with home and community, will provide students an inclusive, safe and caring learning environment that fosters respect, a desire to become lifelong learners, responsible citizenship and high academic achievement.

Message from Principal

Leading Ticks Primary is a small school in the town of Leading Ticks. This report includes the achievements, activities and progress that has been undertaken to develop a community of learners who have a zest for life long learning. This school fosters a learning center that is diverse and has a strong foundation of collaboration. The students, along with their parents, staff and community, make for a collaborative learning group. The school is strong in its values for fostering independence, creativity and communication.

For the school development, we are following a small schools plan. We continue to focus on two goals which are centered around improving student learning, with a focus on multi-grade teaching practices in a safe and caring learning environment. Student achievement is always at the forefront of our goals and this plan will help us move forward in achieving student academic successes. These goals also ensure that we are maintaining and following the districts Safe and Caring Schools Policy while promoting a positive school community.

Leading Ticks Primary is a warm and caring school where every student is valued and supported. We continue to use a variety of literacy practices that help enhance and develop reading and writing skills. Through differentiated instructional practices, all learning styles are supported. Formative and Summative assessments were used to track student learning and collaboration with other small school multiage age teachers is ongoing.

The parents, along with the community members, bring a wealth of knowledge and enthusiasm to our school. Their support and participation in school events make our school a great place to be and support our value of education and its application to our children. I am honored to be a part of this strong, important community of learners.

Heather L. Griffin
Sole Charge Principal
Leading Ticks Primary
2018-2019

Overview of School

School Council

Due to enrollment, the school is challenging to elect/have a school council. However, we do have an active group of parents and their extended families/friends who assist with fundraisers for field trips, new literature, curriculum and technology resources.

Our School Community

Leading Ticks Primary is in Leading Ticks, Newfoundland. Currently, the school has an enrollment of 7 students, K-3. There is a projected Kindergarten enrollment of zero students for the 2019- 2020 school year. In 2020-2021, the projected enrollment for Kindergarten is two students. There is a 100% teaching unit allocated for the 2019-2020 school year for three grade three students.

Highlights and Special Projects

School Climate

- The Leading Ticks School Coat of Arms was redrawn/updated and embroidered on school t-shirts and hoodies that the students wore when they attended any school field trips or at school special events.
- The schools' Mission Statement was revised and placed on a banner that was hung in the main lobby.
- A Welcome Sign banner was designed, that included the school's Coast of Arms, and was hung in the main lobby.
- A school Facebook page was designed that provided the parents and community of Leading Ticks updates on what the students were involved in school and while on field trips.
- The school was able to secure 7 music stands and a small riser that supported the music program.
- A monthly memo was sent home that provided parents with important dates and information.
- Monthly spirit days were held.
- Fruit Days were held once or twice a month to students at no charge.
- Pizza Days were held on special occasions, such as Thanksgiving and together the students would prepare lunch.
- Provincial and Canadian flags were hung in the gymnasium. The Newfoundland & Labrador Flag was donated by the Honorable Scott Simms.
- All school bulletin boards were painted.
- Hopscotch and Square Ball Courts were re-painted on the school parking lot.
- The Town of Leading Ticks provided a picnic table where students could eat

- their snack outside during recess breaks.
- There was shelving installed in the canteen to allow for more storage and organization of supplies.
 - All files in the school were reviewed and shredded if they met the criteria for disposal. A list of what was shred was kept on file.

Breakfast Program

- A hot breakfast was extended this year and offered to the students daily, with parent volunteers assisting on three of the five days.

Terry Fox Run/KES Walk for Breakfast

- The Terry Fox Walk and KES Walk for Breakfast has been a lasting school tradition. This initiative promotes healthy living in our school and is promoted in the community. This year with 7 kids we raised \$540.00 for cancer research. Once the walk is completed the students arrive back to school for a hot breakfast to celebrate Kids Eat Smart Walk to Breakfast, with a \$50.00 donation is made to the KES Foundation.

Agriculture Expo, Grand Falls-Windsor

- The students, along with Point Leamington Academy, attended the Agriculture Expo in Grand Falls-Windsor-their first time. A great learning experience for them and one which led to connecting with the SucSeed Hydroponic System Company. The school applied for a SucSeed Hydroponic System and received funding for a complete kit, an approximate value of \$400.00. The students in turn grew lettuce.

School Charitable Donations

The school donated some proceeds from their fundraisers to various charitable organizations.

- Exploits Valley SPCA \$100.00
- South and Central Health Foundation \$50.00
- Kids Eat Smart Foundation \$50.00
- Janeway Foundation \$40.00

STEM Initiatives (Science, Technology, Engineering & Math)

- The school applied to Computers in Schools and 5 “new” computer towers and keyboards were donated to the school. Prior to this, the students were using a MultiPoint Station which was challenging.
- A new server and backup battery were installed.
- The school submitted a funding application to Brilliant Labs and received two

- coding BlueBots- an approximate value of \$400.
- The school purchased several engineering & design building sets and STEM Challenge activity cards.

Fire Prevention Week

- The students had 10 volunteer members of the volunteer Fire Department come into the school wearing full gear and gave a presentation on Fire Safety.

Remembrance Day Assembly

- Each year we are invited to a Point Leamington Academy and are welcomed by staff/students to take part in their assembly by performing a song or choral speech.

QDPA and Healthy Commotions

- Quality Daily Physical Activity remains a daily routine with our school and continues to promote healthy living. We avail of our multi purpose room, outdoor school grounds and the Town's playground to remain physical active during recess and lunch.

Jump Rope for Heart

- This year the staff and students raised funds for the Heart and Stroke foundation. We had a fun filled morning with exercise and in turn led our students in a positive direction towards a healthy lifestyle. Seven students raised \$527.00

Education Week

This is a week-long event that lends itself to further learning and activities for the kids. They experience physical, mental and social challenges within team work. This year the students enjoyed:

- STEM Challenges, an afternoon of fun critical thinking activities
- Cross Country Skiing at the Nordic Ski Club in Grand Falls-Windsor. This was the first time the students cross country skied and they all enjoyed themselves. A ski club volunteer gave the students an hour lesson. A fun day with lots of memories.
- Ice Fishing and campfire on a local pond. The parental group organized this activity. A fun day had by all.
- Cultural Heritage Day, a local fisherman came to school and shared information and his personal experiences about the industry. He also showed the children how to mend fishing net.

School Concerts

- The students perform in three separate concerts this year that were held in the school's gymnasium and open to the public. A Christmas and Year End concert and a Volunteer Appreciation event with a reception that followed. The day after the Christmas Concert we took the children to the Local Senior's home where they performed musical selections from the concert.

MUN Opera Road Show

- The students travelled to Grand Falls-Windsor to watch Alice's Adventures in Wonderland. This was an experience for the students as none have watched an Opera.

Kiwanis Music Festival

- This was the first year the students from leading Tickles Primary performed in the Central NL Kiwanis Music Festival. It was a wonderful experience and one that the students won't forget. They performed a choral speech poem entitled "I am Freezing" and two Hand Bell selections. The students were also given the honor to perform in the Highlights of the Festival at the end of the week.

Corduroy Brook

- The students travelled to Grand Falls-Windsor participated in the Corduroy Brook's Project WebFoot, sponsored by Duck's Unlimited. Students were given opportunity to learn about the principles of Leave No Trace, about wetlands, the creatures in them and so much more!

School Partnerships/Volunteers

- Our established partnerships have created a foundation for us to build strong community ties and better opportunities for our students. Many of the initiatives described in this report would not have been possible without the invested interest of local organizations or committed community members. A total of \$ 4900.00 was raised through a variety of fundraisers that include, ticket sales, Fall Bonanza that offered hot canteen services and Prize. Bingo. Our gratitude is heartfelt.

Internal Assessment Data (synthesis of report card data to report trends)

Brief overview (1-page maximum)

Since Leading Ticks Primary is a small school with a student population of seven, we are unable to comment on internal data as it may compromise student privacy.

What do these results tell us?

Based on internal data, we will continue to focus on improving student achievement in the areas of numeracy and literacy using multiage teaching strategies and new educational pedagogies.

Overall, the students in Leading Ticks Primary are achieving the provincial outcomes in Language Arts and Math. For who are not presently meeting the provincial standard, we will continue with supports, such as assistive technology and differentiated learning strategies so they can achieve academic success. In addition, we will continue to support all student learning and overall growth in order to help in the development of lifelong learners who are contributing members of society.

Report on School Development Plan 2018-2019

Goal 1. To improve student learning with a focus on multi-grade teaching practices		
Objective 1.1: Increase the use of formative assessment practices	Objective 1.2: Increase the use of various teaching strategies and assessment practices	Objective 1.3: Enhance the use of school based structures to enhance achievement
<p>Evaluation 1.1.1: Knowledge of formative assessment practices in multiage settings were increased, through seeking help from district programs specialists. No “Go and Grow” to Musgrave was established because of time constraints. However, constant collaboration with the multiage teacher in Point Leamington was established.</p> <p>Evaluation 1.1.2: The Literacy Framework/Assessment Portfolio was used continuously to guide instruction and assessment in Language Arts. Through collaboration with PLA framework pieces were established for use in the multiage classroom.</p> <p>Evaluation 1.1.3: Assessment results were used on an ongoing basis to provide necessary interventions/recovery strategies to students- especially with regards to reading comprehension.</p>	<p>Evaluation 1.2.1: Common yearly plans were established through reflective practices on what was working, what was not working, and what was next. This was done with other teachers who were currently doing the same units.</p> <p>Evaluation 1.2.2: Technology was increased to enhance the use of instructional and assessment practices through the purchase of a Hover Cam which helped enhance reading strategies when doing whole group reading or shared reading. It also helped with the viewing component of language arts as it gave students a strong visual.</p> <p>Evaluation 1.2.3: STEM activities were developed and organized through “Let’s Talk Science” Activities that were acquired through professional learning sessions. STEM games such as coding mouse was purchased to help with DI across the subject areas; specifically, science and technology. A Light Cube was purchased and proved successful in student engagement during math instruction on patterning, and geometric shapes. Dream Box was not used for math assessment and reinforcement of concepts being taught, because of difficulty with downloading and connecting with administrators of the program for support.</p>	<p>Evaluation 1.3.1: Teaching and assessment strategies were implemented to meet targeted curricular needs through monitoring, individual student Implementing recovery strategies when necessary to improve reading levels. Provincial assessments and birds eye view reports were monitored.</p>

Goal 2: To improve student achievement and engagement through the use of effective and efficient Multi- age practices.		
Objective 2.1: Increase the use of formative assessment practices and collaborate with other small schools around assessment practices	Objective 2.2: Increase the use of multi-grade teaching strategies and assessment practices	Objective 2.3: Continue to monitor individual student progress to inform instruction in Language Arts and Math
<p>Evaluation 2.1.1: Support from district specialist was sought, regarding components to be added to literacy portfolios and there was further communication at the beginning of the school year 2016.</p> <p>2.1.2: Monthly meetings were held with K-2 teacher at Point Leamington Academy.</p> <p>2.1.3: A meeting schedule was successfully designed.</p> <p>2.1.4: Assessment portfolio was followed as outlined by the district, with all required components.</p> <p>2.1.5: formative plan for assessment will be ongoing into the next school year.</p>	<p>Evaluation 2.2.1: yearly plan was created and successfully implemented.</p> <p>2.2.2: Communication and collaboration was established and continues to be ongoing with Point Leamington Academy.</p> <p>2.2.3: Student Learning and engagement was successfully implemented through the use of inquiry- based instruction.</p>	<p>Evaluation 2.3.1: The assessment portfolios were successfully maintained. The reading levels were adjusted per term. However, students still need to require supports to reach grade level expectations..</p> <p>2.3.2: Bird's eye view was successfully updated each term and the trends in student progress were easily identified.</p> <p>2.3.3: Assessments were successfully reviewed and a new action plan was created.</p>

Goal 3. : To promote a healthy, safe, and caring learning environment		
Objective 3.1 Provide opportunities to increase leadership and independence for students in an inclusive setting	Objective 3.2 To promote positive student behaviour	Objective 3.3 Continue to promote healthy and active life styles
<p>Evaluation 3.1.1: There was successful collaboration with other schools throughout the school year to help foster independence upon transitioning from Leading Tickle Primary to Point Leamington Academy. Students were given a trip to PLA to help ensure the transition was smooth and comfortable.</p> <p>3.1.2 Students participated regularly in collecting milk money, returning library books, etc. and observations that were done showed that students had no trouble including others in day -to -day interactions. There were no areas of concern present and therefore, no plan of action needed to be created.</p> <p>3.1.3: The phase 8 inclusive education roll out was successful as staff attended PD around inclusive practices, DI strategies and had planning time with PLA teacher to plan multi-grade DI activities. In addition, time was spent with inclusive itinerant to design a BMP to ensure an inclusive school. Also, inclusive monies were spent on RAZ kids reading program and STEM activities.</p>	<p>Evaluation 3.2.1- 3.2.2: PBIS program was successfully implemented through “gotchas”. This program proved successful for the teaching and modeling of appropriate student behaviors.</p> <p>3.2.3: Grant application was submitted to safe and caring schools, this was not successful therefore we will be applying again in the following year.</p> <p>3.2.4: Students were surveyed to ensure they feel comfortable and included at school and according to the PMF report this was successful because the evaluation resulted in a high result.</p>	<p>Evaluation 3.3.1- 3.3.4: QDPA was implemented in the classrooms on days that students did not have gym. Healthy food options were available for breakfast. Students participated in “Walk to Breakfast” in October of 2016. Students continue to participate in outdoor activities when possible.</p>

Operational Issues Report 2018-2019

Year	Issue	Action	Evaluation
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2018-2019			
Report	<ol style="list-style-type: none"> 1. New Computers for students 2. New Server 3. New backup Battery 	<ol style="list-style-type: none"> 1. Applied to Computers for School. 2. Emailed request sent Janice Collins as the NLESD 3. Emailed and request sent to Janice Collins at NLESD 	<ol style="list-style-type: none"> 1. Received five refurbished computer towers, keyboard and mouse in April 2019 2. New server installed by NLESD in 2019 3. New backup battery provided by NLESD in fall of 2018.

Leading Tickles Primary 2018-2019 School Development Plan

Goal 1: To improve student learning with a focus on multi-age teaching practices		
Objective 1.1: Increase the use of formative assessment practices	Objective 1.2: Increase the use of various teaching strategies and assessment practices	Objective 1.3: Enhance the use of school-based structures to enhance achievement
<p>Strategies:</p> <p>1.1.1 Increase knowledge of formative assessment practices in multiage setting.</p> <ul style="list-style-type: none"> ➤ Seek district programs specialist support to increase knowledge of current practice ➤ Contact/investigate/collaborate practices at other schools <p>1.1.2 Use the Literacy Framework/Assessment Portfolio to guide instruction and assessment in Language Arts</p> <ul style="list-style-type: none"> ➤ Create a greater variety of assessment pieces for this multiage classroom ➤ Identify framework tools for assessment pieces/rubrics/checklists ➤ Create progress/ tracking form/log of student achievement <p>1.1.3 Use assessment results to provide necessary interventions/recovery strategies to students</p>	<p>Strategies:</p> <p>1.2.1 Develop school based common yearly plans</p> <p>1.2.2 Increase technology to enhance the use of instructional and assessment practices</p> <ul style="list-style-type: none"> ➤ Purchase Virtual Reality Glasses ➤ Set up google classroom ➤ Use the iPad to take snapshots of progress for a digital portfolio for students ➤ Apply to Brilliant Labs for Blue Bots ➤ Participate in Coding professional Learning. <p>1.2.3 Create an integrated and engaging approach to teaching mathematics and science</p> <ul style="list-style-type: none"> ➤ Implement more inquiry based activities into the science curriculum ➤ Develop and organize “Let’s Talk Science” Activities ➤ Integrate aspects of robotics/coding into science lessons ➤ Integrate STEM activities ➤ Continue with “BUILD” activities to enhance math concepts. 	<p>Strategies:</p> <p>1.3.1 Implement teaching and assessment strategies to meet targeted curricular needs</p> <ul style="list-style-type: none"> ➤ Create more student collaboration spaces to support learning (i.e. virtual learning) ➤ Monitor and track individual student progress to inform instruction ➤ Implement recovery strategies to reflect student’s reading achievements to improve reading level to desired grade level as per BAS ➤ Continue to use the district’s bird’s eye report to track student progress for each reporting period ➤ Continue to review Provincial Assessments and bird’s eye reports to guide instruction with an action plan created

<p>Indicators of Success:</p> <p>1.1.1 Knowledge of formative assessment practices in multiage setting reviewed/explored.</p> <p>1.1.2 Literacy Framework used to guide instruction.</p> <p>1.1.3 Assessment results used to support interventions/recovery strategies.</p>	<p>Indicators of Success:</p> <p>1.2.1 Common yearly plan developed.</p> <p>1.2.2. Technology used to enhance instructional and assessment practices. Blue Bots grant was approved and received.</p> <p>1.2.3 A more integrated approach to teaching mathematics has occurred.</p>	<p>Indicators of Success:</p> <p>1.3.1 Teaching and assessment strategies have been implemented to meet curricular needs.</p>
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Goal 1 Support Plan	
Financial	Professional Development/Time Required
1.1.1	1 day for professional learning visit to another school or attend professional learning offered by NLESD.
1.1.2	½ day to identify Literacy Framework pieces and assessment tools/timelines for the year
1.2.2 Purchase Virtual Reality Glasses at \$20.00 a pair, @ \$150.00	1 day to increase knowledge of technology - virtual reality apps and coding.
1.2.3 \$750.00. 00 to purchase STEM cards/building sets and create learning kits	1 day of PD shutdown to explore, develop, organize STEM activities within the school
<p>1.3.1 \$750</p> <ul style="list-style-type: none"> ➤ \$150 to purchase RAZ Plus online Learning Program ➤ \$1000 to purchase new reading resources 	½ day to explore reading/intervention strategies (ie online resources, suggested resources, networking with other teachers).

Goal 2: To promote a healthy, safe, and caring learning environment		
Objective 2.1 Provide opportunities to increase leadership and independence for students	Objective 2.2 To promote positive student behavior and successes	Objective 2.3 To promote healthy and active life styles
<p>Strategies:</p> <p>2.1.1 Collaborate with Point Leamington to facilitate the transition for students</p> <p>2.1.2 Continue to seek more opportunities where students can demonstrate leadership and independence (Christmas Concert, Assemblies, classroom helper, library helper)</p> <ul style="list-style-type: none"> ➤ Increase engagements and innovative partnerships with parents and the community ➤ Continue with partnerships/activities with Point Leamington Academy 	<p>Strategies:</p> <p>2.2.1 Develop a new PBIS Matrix and model/teach appropriate student behaviors</p> <p>2.2.2 Continue to implement PBIS program</p> <ul style="list-style-type: none"> ➤ Continue with gotchas and positive reinforcement initiatives <p>2.2.3 Continue to communicate school successes</p> <ul style="list-style-type: none"> ➤ Develop School Facebook Page. ➤ Develop a school monthly newsletter/memo and calendar ➤ Implement a Family Literacy/Numeracy Night 	<p>Strategies:</p> <p>2.3.1 Continue to provide opportunities for healthy, active lifestyles</p> <ul style="list-style-type: none"> ➤ Continue implementing QDPA on non-gym days ➤ Continue to provide nutritious food through our breakfast program ➤ Participate in healthy living promotions such as “Healthy Commotion” and “Walk to Breakfast” ➤ Continue to bring students outside for recess, lunch, and gym when possible
<p>Indicators of Success:</p> <p>2.1.1 Collaboration occurred with Point Leamington to ensure successful transition for students.</p> <p>2.1.2 Opportunities provided for students to demonstrate leadership and independence.</p>	<p>Indicators of Success:</p> <p>2.2.1 Appropriate teaching of behaviors e student behaviors has occurred</p> <p>2.2.2 PBIS has been successfully implemented.</p> <p>2.2.3 School successes have been shared and celebrated.</p>	<p>Indicators of Success:</p> <p>2.3.1 Opportunities for healthy, active lifestyles are provided whenever possible.</p>

Goal 2 Support Plan	
Financial	Professional Development/Time Required
2.2.1 Develop and new PBIS matrix, once that is concise, \$ 400.00	2.2.1 1 day to revise the present PBIS Matrix and confirm layout with graphic designer.
2.2.2 Purchase PBIS Gotcha prizes, \$300.00	

Operational Issues for 2019-2020

Operational Issue	Intended Action
Purchase new 4 slice toaster for breakfast program	Purchase a new 4 slice toaster from fundraising funds.
Purchase a Coffee Urn to use at school socials	Purchase a 42-Cup Coffee Urn @ \$60.00 from fundraising funds.
Installation the Lego Wall	Lego plates and caulking will be purchased from school's fundraising funds and NLESD maintenance will install and frame the wall.