

St. Mary's Elementary

124 Waterford Bridge Road
St. John's, NL A1E 1C9

2018-19 School Development Report



Mission Statement

St. Mary's Elementary School provides a learning environment where all children achieve personal and academic excellence.

Vision Statement

All students achieving at high levels of learning

Message from Administration

It is a pleasure to present the Annual School Development Report for St. Mary's Elementary for the 2018-19 school year. The primary purpose of the report is to give an update on the current School Development Plan. Through an evaluation of the previous year's plan and an analysis of current assessment data, priorities are established for the plan for the new school year. It will also provide information regarding our school community, programs and partnerships that have been developed, and our achievements during the last year.

The 2018-19 school year marked for us year three of the four-year school development cycle. This year's School Development Plan focused on two major goals. The first goal is: To increase student achievement across the curriculum in an inclusive learning environment. The second goal is: To create an inclusive school culture that fosters a safe and caring environment where all members of the school community contribute and belong.

We are excited to report on another successful school year and are very proud of our students and supportive school community. St. Mary's Elementary is a school that prides itself on academic achievement, effective programs and excellent services. Every day is a day of learning at St. Mary's as the students and teachers embark on a myriad of activities and events that enhance our students' educational experience.

The families and wider community of St. Mary's continued to support the School Development process and our students' success. We had an effective School Council that met monthly to explore ways in which the community could support our School Development Plan. Parents helped foster a positive learning environment by celebrating Teacher Appreciation Week and enthusiastically attending activities such as sports day, assemblies and concerts. Community backing of school fundraisers to fund the purchase of technology and print resources was phenomenal. We anticipate that connection to grow during this school year through better communication and increased collaboration with parents in supporting their children's learning at home.

At this time, we would like to take this opportunity to say thank you to the students, teachers, school council, parents, support staff and other community partners for their contribution to making St. Mary's Elementary such a wonderful school and a vibrant community in which to learn and grow.

Yours in Leadership,



Principal
Sharon Collett

Assistant Principal
Sherry Gulliver

Message from School Council

The 2018-2019 school year was a busy one for St. Mary's Elementary School Council. We met as a Council 6 times over the course of the school year to discuss matters of concern to the school and its community. At each of our meetings, the Administrator's (Principal's) Report addressed the School Development Plan and what steps were being taken to ensure its goals were being met.

In late October we held our annual Halloween Fair. This long running, family favorite event is held in place of individual classroom parties and is one of our most popular school wide events. Not only is it a great opportunity to raise funds to further our School Development Plan, it offers the students, their friends and families the chance to take part in a fun school activity.

The Grounds Committee held their annual Fall Grounds Clean Up on October 12. This is an annual event that happens before classes start in the morning. As always it was very well attended. Our Grounds Committee also organized the fall harvest of the vegetables from our raised bed gardens. Parent volunteers prepared fresh tomato salsa and roasted potatoes for all students to sample.

On December 20, the night before the last day of school, we held the 3rd annual St. Mary's Christmas Family Movie Night and 50/50 draw. We screened a Christmas themed movie in our school gym and families were encouraged to bring along blankets, pillows, sleeping bags, etc. Both Movie Night and the 50/50 draw are fundraising events that help support school development initiatives and bring us together to celebrate as a school community.

In February we celebrated Staff Appreciation Week at St. Mary's. A number of events were planned by School Council's Parent Representatives to give the school community the opportunity to show our teachers and staff just how much they are appreciated. We ended the week with a potluck lunch in the gym for all teachers and staff members.

In May our Grounds Committee sponsored a great day of outdoor activity with Earth Play. In June they worked with all students to sow seeds which were later transplanted out front of the school in our raised bed gardens. The vegetables were left to grow all summer and then be harvested by the students the following fall.

To mark the end of another successful school year, School Council held St. Mary's annual School Sports Day in June. School Council sponsored the snacks and lunch for all students and their families. It was a beautiful day of fun, games and community building on our outdoor field.

Over the course of the school year, School Council was involved in a number of recurring school events. We provided support to our sports teams, sponsored an ice cream snack for our students after school concerts, sponsored the Fall/Spring grounds clean ups and offered class photos for sale.

Each and every one of the events mentioned above are greatly dependent on the very generous support of St. Mary's Elementary parent, teacher and community volunteers. We are fortunate to have an active parent/family community at St. Mary's.

Submitted by:

Meaghan Lake
School Council Chair
St. Mary's Elementary School

Overview of School

Our School Community

St. Mary's Elementary School is a part of the Newfoundland and Labrador English School District, which has 256 schools with a total population of 65 068 students. The school has an enrolment of 185 students and offers grades kindergarten through grade six.

St. Mary's Elementary is a neighborhood school that serves the area of St. John's, bound on the south by Southside Road, the west by Road de Luxe, the north by Cornwall Avenue/Fitzgibbon Street, and the east by Shaw Street.

Our staffing allocation for this year consisted of full-time and part-time educational staff. This includes 14.25 teaching units, which have been allocated as follows:

- Administrative - 1.00
- Classroom Teachers - 9.00
- Guidance - 0.25
- Specialists (e.g. Music, Physical Education) – 0.99
- Band - 0.25
- Library Resource Teacher - 0.17
- Special Services - 2.25

Other positions within the school include:

- Student Assistants – 2 positions
- Secretary – 1 position
- Maintenance Custodian – 1 position
- Custodian – 1 position

In addition to these site-based educators, the school also receives the services of a speech language pathologist, an educational psychologist, an English Second Language teacher, program specialists, and school district administrative staff.

All programs offered at St. Mary's Elementary are based upon the curriculum as prescribed by the Department of Education. The curriculum is outcome based and is designed to achieve the Essential Graduation Learnings. In addition, we offer individualized programs for students requiring extra support through the development and implementation of IEPs (Individual Educational Program) and ISSPs (Individualized Support Services Plan). These include programs, courses, and alternate programming depending on the needs and exceptionalities of the children requiring the support.

Programs Provided

Our school offers the provincial prescribed curriculum in Kindergarten through Grade 6. Special education programming provides additional support for students who experience challenges meeting the outcomes of the prescribed curriculum within the framework of regular classroom instruction. Within the instructional day, students in grades one to six take part in choir and those in grades five and six may choose to participate in band. Four KinderStart student sessions were provided this year with four parent information sessions, as well.

Music/Band Program:

Our students from K-6 are involved in concerts and assemblies throughout the year. This year, each grade level hosted a musical celebration where their families were invited to attend. These events were held during Thanksgiving (Gr. 3), Remembrance Day (Gr. 5), Christmas (Gr. 4-6), Kindness Assembly (Gr. 2), DARE Graduation (Gr. 6), Earth Day Assembly (Gr. 4), Band Concert, Spring Concert (Gr. 1-3), June Kindergarten Concert, and Grade 6 Farewell.

In addition, our Grades 5 and 6 students were able to take part in the Instrumental Music Program. The band performed at the Rotary Band Festival and our Primary and Elementary Choirs often performed throughout the year. Indeed, through our band and music programs students are encouraged to show their creativity and talent through collaboration with their teachers resulting in a number of unique performances. We are very proud of our students and their enthusiasm for music.

Intramural Program:

As an "Active" school, our grades 4, 5 and 6 students participate in a lunch-hour intramural program organized by Mr. Goosney, our Physical Education teacher

Key Highlights/Special Projects

Leadership Team/Peer Helpers

To further instill a sense of responsibility and empathy, our grades 5 and 6 students have the opportunity to help out our primary children during recess and lunch hour. In fact, the grade 6 students spearhead many school-based projects throughout the year and are an effective Student Leadership Team.

Recycling

Our school community is committed to our recycling program. Grade six students volunteer each day to collect recyclables, replace the containers in the classroom and promote the importance of recycling in our daily life styles. In addition, the recycling team organizes a "Blitz" the third Wednesday of each month, where students, staff, parents and caregivers drop off recyclables at the school. We have made tremendous strides in helping to "*save the earth... one item at a time.*"

The Telegram Spelling Bee

St. Mary's Elementary students participated in The Telegram Spelling Bee, which was sponsored by The Telegram. All elementary students took part in classroom spelling bees and several students then advanced to the school finals. As a result of this contest two students represented our school at the Regional Spelling Bee.

Heritage Fair

In March, we held the school's annual Heritage Fair. All students in the elementary grades prepared projects. A group of volunteer judges from outside the school community viewed the projects. Three projects were selected to attend the regional fair during the first weekend in May, where one of our students was awarded the top overall project.

Public Speaking

Grades 4, 5 and 6 students participated in public speaking. All students prepared speeches to read to their peers and learned the art of engaging an audience and how to include voice in their written work. All elementary students participated in our annual Public Speaking event in June. Several students moved on to the finals, which took place in the evening. All finalists received medals, while the top speaker in each grade had his or her name engraved on a trophy.

Friends for Life Program

The grade 4 students at St. Mary's Elementary thoroughly enjoyed the FRIENDS FOR LIFE program. This resilience building program offered the children opportunities to learn about coping with stress and anxiety. Students engaged in small and larger group activities such as role plays, discussion, relaxation techniques, literature, music and videos, all designed to help them learn about stress and worry, and how to deal with these feelings in a healthy manner. This program has provided the children with opportunities to focus on coping and problem-solving skills that they can apply to daily living. It is these skills that help to build emotional resilience for the future.

Sports Programs - Polar Bears

This year, our school was able to offer a basketball program to students in most grades. A number of parent volunteers helped maintain this initiative and all students who participated benefited greatly from having had this opportunity. Throughout the year, our elementary students participated in a number of tournaments. In addition to this program, students in elementary grades were invited to participate in the Cross-Country Running program organized by parent volunteers scheduled for after school. We are very proud of their commitment to practice and sportsmanship. Finally, in the spring, our elementary students participated in the annual Sgt. Geoff Walsh Memorial Baseball Tournament.

Peaceful Schools International / Positive Behavior Supports

In November, 2006, we were especially proud to become an official member of *Peaceful Schools International*. In 2007, we initiated "Positive Behavior Supports" (PBS) a program which, daily, promotes respect for self, others, learning, and environment...*"The 3 Bees...Be Safe, Be Respectful, Be Responsible"*.

This year, being our 12th year of the program, we continued to focus on our school-wide goal to promote Safe and Caring School initiatives. We adopted Blizzard, Cuddles & Snowflake as our school PBS mascots and continued the Polar Paw Award Program with our students. This program fostered awareness in our students as to the importance of demonstrating respect towards themselves and others.

Student Community Projects

The school community at St. Mary's Elementary demonstrated its generosity by supporting many ventures throughout the year. We participated in our annual Terry Fox Walk in September and made a donation to this special cause. Our second project centered around Thanksgiving as we had our annual food drive for the Community Food Sharing Association. During this month, we also participated in Jamarama that supported the Janeway Children's Hospital. In November, our school participated in the VOCCM "Coats for Kids" project. As part of our Safe and Caring School initiatives, our community, through donations and fundraising, helped needy families in our own school community at Christmas. Through these kinds of projects we hope to build an awareness of the needs of other children, not only in our own school community, but throughout the world. Our school community is to be commended for the spirit of social consciousness exhibited.

Partnerships

Little Green Thumbs

Our school partnered with Lester's Farm in implementing a national environmental program called Little Green Thumbs. Through this program our Grade 3 class learned about growing vegetables. The program was thoroughly enjoyed by our students.

Achieva

Again this year "*Achieva Educational Services*" was offered to parents who would like their child to be enrolled in their after school program. Our students enjoyed this educational program.

Drug Awareness and Resistance Education

All Grade Six students took part in the DARE program sponsored by the Royal Newfoundland Constabulary. Over a period of ten weeks, students were instructed by Constable Jason Coombs on the importance of making good choices including drug awareness and becoming responsible members of society.

ArtsSmarts

To build skills in the areas of science, music, mathematics and physical education, we partnered with artists from two local circus groups as part of our Arts Smarts program. Our culminating activity was a circus performance by all the students. ArtsSmarts is funded through the Newfoundland and Labrador Department of Education and Early Childhood Development's Cultural Connections Strategy, Equinor, and ArtsNL. In Newfoundland and Labrador *ArtsSmarts* is managed by ArtsNL.

Brother Brennan Environmental Education Centre

Grade 6 students were totally immersed in environmental education during an intensive 2 day / 1 night program focused on ecological principles and concepts and including time to pursue a variety of recreational activities such as hiking, campfires, folklore, role plays, bird watching, orienteering and community building.

Open Minds at the Rooms

Chevron Open Minds at The Rooms provided Ms Best with the opportunity to move her grade 5 classroom to The Rooms for an entire week! The students loved this innovative program based on the Open Minds education concept, which emphasizes the value of allowing students to slow down and become immersed in new and engaging learning environments.

City of St. John's

During the year, the City of St. John's Recreation Department joined us for a number of activities that promoted active living. Some of the programs included: iWalk, Human-Sized Games and Sports Day.

Internal Assessment Data

Percentage of Students Meeting or Exceeding Curriculum Outcomes in June

Report Card Indicator	Speaks with purpose to communicate ideas appropriate to the situation	Listens with purpose to communicate ideas appropriate to the situation	Reads and views a variety of texts with purpose and understanding	Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways	Demonstrates an understanding of number	Demonstrates an understanding of patterns and relations	Demonstrates an understanding of shape and space	Demonstrates an understanding of statistics and probability
2018-19	96.2	92.3	86.3	85.2	87.4	92.9	96.2	94.0
2017-18	97.1	95.3	92.4	87.1	90.1	96.5	96.5	97.1
2016-17	93.1	92.6	94.3	92.0	93.1	95.4	96.6	98.3

What do these results tell us?

Our school results are high overall on all report card indicators. However, in all curriculum areas results are lower than last year's. Upon reflection on our June 2019 report card data, we will continue to focus on the area of writing in Language Arts. The report card indicator: **Uses a variety of strategies to write/represent effectively** is an area where some of our students continue to need support. In most of our grades, we have a few students not yet demonstrating or demonstrating a beginning understanding of this indicator (achieving a 1 or a 2).

It is important for our school to continue to examine best practices in our daily instruction and implement them in our classrooms. As part of our School Development Plan, we look not only at improving teaching, but also at our assessment practices to ensure they inform our instruction to best meet the needs of our students. Students develop their writing skills when they are engaged in cross-curricular activities, not only in Language Arts instruction. This year, students had many opportunities to be exposed to all types of writing and be able to incorporate use of technologies to become more engaged in writing. Next year, as part of the Year 2 implementation of the Responsive Teaching and Learning policy, teachers will continue to work collaboratively in Professional Learning Communities to discuss the results of common assessments and consistently use learning targets and set goals with the students. As well, there will be additional staffing resources to directly address needs in the areas of reading/literacy and social emotional learning. We will

continue to work toward establishing a guaranteed and viable curriculum in writing and look forward to seeing gains in the writing skills of our students with our continued focus in this area.

Report on School Development Plan for 2018-2019

This report includes a brief evaluation of each objective describing progress made in achieving the objective. This evaluation, along with the analysis of the school's current data, helps inform the development of the plan for the current year.

Objective 1.1 To implement strategies to increase achievement for all students across the curriculum.	Objective 1.2 To implement assessment frameworks to improve teaching and learning for all students.
<p>Evaluation 1.1</p> <ul style="list-style-type: none"> ● PLC time 1.5 hours each cycle alternating primary/elementary ● All primary teachers trained in the use of the LLI resources ● All teachers participate in professional learning in Google applications and extensions for use in their specific grade levels ● Gr. 1 & 2 teachers participated in Play Based Learning inservice ● collegial sharing at staff meetings 	<p>Evaluation 1.2</p> <ul style="list-style-type: none"> ● all primary teachers trained in use of BAS ● K &1 teachers inserviced on new scoring guide ● new writing continuum developed ● teachers placing students on reading and writing continuums each term ● Daily learning targets are shared with students ● Learning targets ("I can..." statements) are visible to students in classrooms
Objective 2.1 Climate and Culture To promote inclusion and a safe and caring school climate and culture.	Objective 2.2 Health and Wellness To foster healthy living initiatives
<p>Evaluation 2.1</p> <p>2.1.1</p> <ul style="list-style-type: none"> ● Recorded teaching and school-wide strategies implemented - lesson plans, shared files of resources, school calendar, student agenda insert, using G Suite applications ● PBIS expectations have been delivered to all families at the beginning of the year ● Consistently reviewed/modelled the target behaviours in the Code of Conduct highlighting weekly behaviour focus ● 360 Data reviewed/analyzed/responded to within action team meetings and during Data PL day/SSMs ● School-wide discipline policy reviewed with all staff delivered at 	<p>Evaluation 2.2</p> <p>2.2.1</p> <ul style="list-style-type: none"> ● Regular circulation: Monday memos, staff meeting agendas, School Development Survey data, monthly newsletters ● Develop a record of school orientation meeting, mentoring documents (<i>reevaluate for 2019-2020 school year</i>) ● Scheduled Mindfulness instruction with Grade 6 students <p>2.2.2</p> <ul style="list-style-type: none"> ● Core team year 1 Relationships First training (<i>completed</i>) ● Whole staff completed ½ day Relationships First training (<i>completed</i>)

the beginning of the year

- Volunteers in Schools Summary Form
- Student and family orientation packages

2.1.2

- Digital citizenship lesson plans completed LRT time
- iPad/laptops assigned to grades (charging tubs on order)
- Theme of Global/ Digital Literacy on Literacy Day agenda and mention during Curriculum night (*reevaluate for 2019-2020 school year*)
- District Policies provided to all families for social media, email and acceptable use of technology
- Orientation program developed for new families entering the school (*reevaluate for 2019-2020 school year*)

Operational Issues Report 2018-19

Year	Issue	Action	Evaluation
2018-19	<ul style="list-style-type: none">• Develop school grounds structures that enhance student learning• Storage	<ul style="list-style-type: none">• Install vegetable garden.• Investigate areas to develop for storage	<ul style="list-style-type: none">• Vegetable gardening area was doubled. We applied for and received a grant to build a greenhouse.• The area under the stage is unsuitable for storage. We are in the process of decluttering classrooms and corridor.

Actions for Change

The Actions for Change section, provides a summary of the changes in strategies that will be used for each objective in the current year's plan. Also provided is an explanation for the change based on the data analysis and evaluation of the previous year's plan.

Objective 1.1 To implement strategies to increase achievement for all students across the curriculum.	Objective 1.2 To implement assessment frameworks to improve teaching and learning for all students.
<p>Actions for Change 1.1</p> <ul style="list-style-type: none"> ● Continue to engage teachers in PL to support student achievement ● continue to schedule PLC time during the school cycle ● we have been selected as a phase 2 school, more PL to support this 	<p>Actions for Change 1.2</p> <ul style="list-style-type: none"> ● continue with use of learning blocks ● extend learning blocks to make them a daily practice in all grade levels (curriculum guides direct this for LA) ● continue to use learning targets ● develop I can statements for all curriculum areas (make specific decisions on this Sept. 2019)
Objective 2.1	Objective 2.2
<p>Actions for Change 2.1</p> <ul style="list-style-type: none"> ● Increase knowledge and implementation SEL instruction 	<p>Actions for Change 2.2</p> <ul style="list-style-type: none"> ● Bigger focus for 2019-2020 school year ● Mindfulness ● Health/Wellness

School Development Plan for Current Year

The school development plan for the current year is part of a 3 – 4 year plan developed using the Provincial School Development Model. The school’s plan is revisited yearly using the results from the Report on School Development Plan from Previous Year and the Analysis of Most Current School Data. While a school endeavors to meet the target dates of its 3 – 4 year plan, it recognizes that its plan is flexible and that revisions may occur annually.

This section outlines the School Development Plan for the current year. The Plan lists the goals, objectives, intended strategies, indicators of success and support plans. Also included in this section is the **Operational Issues Report**.

St. Mary’s Elementary School Development Plan 2019-2020

Vision Statement

All students achieving at high levels of learning.

Mission Statement

St. Mary’s Elementary School provides a learning environment where all children achieve personal and academic excellence.

Goal 1: To increase student achievement across the curriculum in an inclusive learning environment.	
Objective 1.1: The Roles within the Professional Learning Community (PLC)/Teaching Learning Teams (TLTs) To successfully implement effective PLCs/TLTs in connection to the Responsive Teaching and Learning Initiative	Objective 1.2: Responsive Teaching and Learning Initiatives in Literacy To actively use assessment data to inform teacher and student learning

<p>Strategies:</p> <p>1.1.1 To define and understand the role of a PLC/TLT</p> <p>1.1.2 To identify the roles and responsibilities of members in a PLC/TLT (i.e. teachers, teacher librarian, teaching learning assistants, IRT, reading specialist, administration)</p> <p>1.1.3 To identify the members of the PLC/TLT for each class</p> <p>1.1.4 To incorporate the Library Learning Commons to enhance student learning goals</p>	<p>Strategies:</p> <p>1.2.1 To continue to implement and support effective literacy learning blocks in all classrooms</p> <p>1.2.2. To collaboratively analyze individual reading strategies with students and PLC/TLT</p> <p>1.2.3 To set and implement individual reading and writing goals as a team</p> <p>1.2.4 To use the Assessment Portfolios to reflect on students' progress</p> <p>1.2.5 To be informed with the purpose and role of the Literacy Assessment Portfolios using the Support Document</p>
<p>General Indicator of Success: Improved student achievement across the curriculum.</p>	
<p>Indicators of Success:</p> <p>1.1.1 Staff implement effective PLCs/TLTs (record/minutes of TLT meetings, Responsive Teaching and Learning Records)</p> <p>1.1.2/1.1.3 Staff members are familiar with the roles and composition of each PLC/TLTs</p> <p>1.1.4 Students are engaged in various learning activities in the Library Learning Commons (LLC schedule)</p>	<p>Indicators of Success:</p> <p>1.2.1 All teachers implementing Universal Design for Learning through literacy learning blocks/play-based learning and are supported (class schedules)</p> <p>1.2.2 All members are trained in BAS and are able to successfully analyze reading behaviours with students and PLC members. (Longitudinal school-wide record of BAS reading levels maintained.)</p> <p>1.2.3 Each student has individual reading and writing goals set</p> <p>1.2.4 Assessment portfolios are used by all staff members and up-to-date</p> <p>1.2.5 Staff are successfully using the Literacy Assessment Portfolios and the Support Documents</p>

Goal 1. Support Plan

Financial	Professional Development/Time Required
<p>1.1.4 - \$10 000 for purchase of 30 Chromebooks - \$5000 for Library Learning Commons - modernize physical space to facilitate student learning and incorporate new resources for activity centers, i.e. green screen, Maker Space, coding resources, book cases, activity center storage and resources, Lego table and wall, whiteboard tables plus any other creative areas to meet students' learning goals - \$2500 for registration fees for iPad/computer applications (math, Reading Eggs, etc.)</p> <p>1.2.1 - \$100 for professional literature to support literacy blocks</p>	<p>Days 1-2 Education Action Plan PL for Phase 2 schools (Sept. 4-5) Day 3 District close-out: Data day and UDL (Oct. 9) Day 4 (two half-days) PLPs and School Development Plan Day 5 Assessment and revision of School Development Plan</p>

Goal 2: To create an inclusive school culture that fosters social and emotional learning for all members of the school community.

<p>Objective 2.1: Climate and Culture To promote inclusion and a safe and caring school climate and culture.</p>	<p>Objective 2.2: Health and Wellness To foster healthy living initiatives</p>
<p>Strategies:</p> <p>2.1.1 To actively use current data to increase teacher and student learning of SEL competencies.</p> <p>2.1.2 To implement and support effective SEL UDL strategies in all classrooms</p> <p>2.1.3. To collaboratively analyze individual SEL data with PLC/TLT</p> <p>2.1.4 To set and implement personal goals with students</p> <p>2.1.5 Incorporate practices to promote global and digital citizenship.</p>	<p>Strategies:</p> <p>2.2.1 To engage in healthy and active living practices and programs (e.g. Go Girls, intramurals, track & field, team healthy living, baseball).</p> <p>2.2.2 To implement year 2 of the Relationships First program.</p>

<p>Indicators of Success:</p> <p>2.1.1 Decrease in 360 Review incidents (per student) PBIS expectations delivered to all families at the beginning of the year Consistently review and model the target behaviours in the Code of Conduct (Identify behavioural learning targets) Team Teach Grade 6 360 Data reviewed, analyzed, and responded to within action team meetings and during Data PL day School-wide discipline policy reviewed with all staff delivered at the beginning of the year (to be reviewed as whole staff)</p> <p>2.1.2 All classes implementing SEL UDL strategies and are supported (class schedules)</p> <p>2.1.3 All members are able to successfully analyze 360 reports.</p> <p>2.1.4 Each student has personal (SEL) goals set</p> <p>2.1.2 Digital citizenship lesson plans completed as recommended by the District Plan District Policies provided to all families for social media, email and acceptable use of technology</p>	<p>Indicators of Success:</p> <p>2.2.1 Monday memos, staff meeting agendas, School Development Survey data, monthly newsletters Develop a record of school orientation meeting, mentoring documents</p> <p>2.2.2 Core team completed year 2 Relationships First training Mentorship of new staff in completion of Relationships First year 1 training</p> <p>Maintenance Strategies:</p> <p>A completed checklist of various actions to support the Maintenance Strategies is included in the Action Plan.</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>\$ 450 for Positive Behaviors /Character Building resources</p> <p>2.2.1 \$ 200 for Healthy Snack Day \$1 500 for Sports activities (e.g. basketball/baseball registration)</p> <p>2.2.2 \$ 300 Relationships First materials</p>	<ul style="list-style-type: none"> • Guest speakers from outside agencies on mental health & wellness • Time required for swimming & monthly walks • Scheduling of Friends Resilience Program • Meeting time to analyze Review360 and School Development Survey data • 2 days PL in Relationships First for year 2 team

Operational Issues for 2019-2020

Operational Issue	Intended Action
Develop school grounds structures that enhance student learning	Install greenhouse Review science garden Paint additional games on pavement
Storage	Investigate areas to develop for storage
Space for flexible learning groups	Extend LLC into corridor areas
Maintenance of technology (multiple Teamboards not functional; laptops not working/charging consistently)	Purchase Chromebooks for use in classrooms Work consistently with District tech personnel to report/fix/replace non-functional hardware