

John Watkins Academy

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Mission Statement

The mission of John Watkins Academy is to improve academic achievement through diverse teaching practices and utilization of modern technology; and to do so, in a safe, caring and inclusive environment with a strong focus on student wellness and parental involvement.

Annual School Development Report 2018-2019

Principal's Message

Student success is measured in different ways, but for any student to meet with success, their school must create a learning environment in which all members feel valued, accepted, and feel safe. We need to begin to change our mindset of how we accomplish this. If our focus is to engage our students, with a collective goal to meet each child's individual needs, then we need to change how we view education and our role in that. Not only do we need to consider the needs of our students, but also provide support for our staff.

At John Watkins Academy, our District's Strategic Plan has provided us the direction for our own school development plan, to ensure a focus on student success and achievement across all levels. Our primary focus continues to be academic achievement with specific focus on literacy and numeracy, as well as providing a safe, caring, and inclusive school. In the coming year, we will add a new focus, social and emotional learning. With this key component, we will strive to engage our learners, and foster classrooms of respect and improve overall wellness.

We believe that all students can learn, with that in mind, we continue to acknowledge the need for teacher growth in technology to better supplement our teaching practice, connect and engage our learners and to practice responsive teaching. Collaborative, informed decisions about student learning is also at the forefront and will be our emphasis for the new school year. We must continue to build on our understanding and use of formative assessments to assess learning and better support our students. We also acknowledge that learning can better take place in a positive learning environment, with good rapport between students and staff and when matters of wellness are addressed. Our school development plan takes this into consideration.

Each year brings new challenges and opportunities for both students and staff, but we must continue to embrace it and work collaboratively with families, outside agencies and the community to positively affect change. It is our role to prepare the most important stakeholders, our students, for their future roles in our fast paced, ever-changing world.

Janet Loveless
B.Ed., M.Ed.

Message from School Council:

John Watkins Academy School Council has ten members representing students, parents, communities and teachers. The council meets approximately 5 times throughout the school year with its goal of working in cooperation with staff to improve academic performance, create a safe and caring school and improve facilities.

The principal and the council chairperson decide items for the agenda but all council members have ample time and opportunity to add items to the agenda. Items are usually of priority as they relate to the school development plan and matters of importance or that arise within district. School council members are given an opportunity to review the goals and objectives of the school development plan and give final approval, supporting the goals throughout the school year.

In the 2018-2019 school year, the school developed a one year plan based on goals created for a five year plan, goals which are in line with our district Strategic Plan. Council had opportunities to offer input into our new plan and offer insight on how to meet our goals.

Issues Discussed and Acted Upon:

- School Maintenance (Heating/Parking Lot/Plumbing/Electrical)
- School communication with families (emails, social media, PowerSchool)
- Assessment & Evaluation Policy
- Task Force on Education
- Phase Two School
- School Climate Survey Results
- Digital Citizenship
- Public Exam results/ Internal School Data
- School professional development plan
- Healthy School Initiatives
- LGBTQ2
- Staffing / Teacher allocation
- Fire Drill / Secure School / Lockdown / Bus Evacuation Practice Drills
- Fundraising activities
- School Crisis Plan
- Mental Health Issues and Support
- NLESD & School Based Policies

Wanda Wells
School Council Chair

Our School Community

John Watkins Academy is a part of the Newfoundland and Labrador English School District. Our K-12 school is located in Hermitage, a small community on the south coast of Newfoundland and serves the communities of Hermitage-Sandyville and Seal Cove.

Our enrolment for the 2018-2019 school year totaled 48 students with programs offered from Kindergarten to Level III. All of our primary and elementary classes are multi-graded, along with the intermediate grades (Kindergarten – 4, 5/6/7, and 8/9).

Also, as a small school we depend on the Centre for Distance Learning and Innovation for the delivery of some courses such as Advanced Math, Physics, Chemistry and Biology.

In 2018-2019, our school had a teacher allocation of 7.5 Teaching units in total, along with 3 support staff. For the 2019-2020 school year, we have a total reduction of 0.5 teaching units, including a 0.25 allocation for a Reading Specialist. We share the services of a guidance counselor, and a speech and language pathologist with other schools in the district. In addition to the pursuit of academic excellence, we also offer our students the opportunity to partake in extra-curricular and leadership activities both in school and within the district, partnering with neighboring schools.

We continue to work in collaboration with stakeholders in Aquaculture, to create awareness around career opportunities in this field, hoping to provide some hands on experiences for our students. The community is built on the fishery, both commercial and aquaculture, so sustainability is a focus in this partnership.

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

Goal 1: To improve student achievement through enhanced teaching and a focus on learning			
Objective 1.1 Enhance collaborative structures and practice	Objective 1.2: Enhance instructional practice across grade levels	Objective 1.3: Enhance assessment practice across all grade levels	Objective 1.4: Enhance the use of internal and external data
Strategy 1.1.1: Continue with monthly staff meetings and incorporate opportunities to share best practices	Strategy 1.2.1: Monitor/utilize instructional strategies consistent with District Literacy Framework	Strategy 1.3.1: Continue with implementation of District Assessment Framework	Strategy 1.4.1: Continue with use of current data analysis practices (i.e. Birds Eye View, divisional data analysis) to identify academically at risk students on a monthly basis
Evaluation 1.1.1: -Monthly staff meetings held with topics occurring monthly on the agenda	Evaluation 1.2.1: - increase in the use of G-Suite (Forms, Slides, Classroom etc) to support student learning - purchased another 8 Chromebooks for in class use - introduction of coding activities in elementary and intermediate	Evaluation 1.3.1: - staff collaboration with regards to weightings in Gradebook - teachers and administration communicating and implementing policy regulations - using rubrics to assess	Evaluation 1.4.1: - BEV extracted after each reporting period and students identified “at risk” tracked more frequently - collaboration with CDLI staff regarding struggling students
Data sources & analysis used for evaluation: - agendas and minutes of staff meetings	Data sources & analysis used for evaluation: - increase in number of students, staff and teachers using G-Suite	Data sources & analysis used for evaluation: - teacher gradebooks in line with descriptors and weightings - records of emails and memos sent home	Data sources & analysis used for evaluation: - BEV’s available - emails with CDLI teachers - minutes of staff meetings
Strategy 1.1.2: Maintain and enhance opportunities for planning teams to meet with a focus on literacy needs.	Strategy 1.2.2: Continue to utilize literacy blocks.	Strategy 1.3.2: Use of AER during staff meetings to share best practices.	Strategy 1.4.2: Enhance teacher understanding and use of effective pre-intervention/intervention strategies to support all students

<p>Evaluation 1.1.2:</p> <ul style="list-style-type: none"> -PLC time scheduled for K-7 staff - LLI and BAS kit used across K-6 	<p>Evaluation 1.2.2:</p> <ul style="list-style-type: none"> - Literacy blocks established in K-3 on a daily basis, and scheduled for grade 4-5 throughout the cycle. More time needs to be devoted to improving on their effectiveness. 	<p>Evaluation 1.3.2:</p> <ul style="list-style-type: none"> - collaboration during PD and in staff meetings - sharing of information from district - staff starting to use assessment forms other than test/quiz 	<p>Evaluation 1.4.2:</p> <ul style="list-style-type: none"> - all staff have a repertoire of pre-intervention and intervention strategies - as a team, strategies to be used are outlined and recorded - in mathematics, intervention videos and sites shared with families
<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - schedules reflect planning time 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - literacy blocks indicated on the schedule 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - assignment types in gradebook - students sharing work with administrator through Classroom - evidence of second chance opportunities 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - student intervention strategy forms - emails and records of communication with families and guidance
<p>Strategy 1.1.3: 1.1.3 Establish cross school PLC connections with similar size schools</p>	<p>Strategy 1.2.3: Promote the use of district intervention videos for Mathematics in the classroom</p>	<p>Strategy 1.3.3: Continue to consistently use BAS to analyze student reading behavior to guide small-whole group/individualized instruction.</p>	<p>Strategy 1.4.3: To consistently and effectively communicate student achievement</p>
<p>Evaluation 1.1.3:</p> <ul style="list-style-type: none"> - Cross school collaboration through G-Suite. - District shutdown days - CPI cross school 	<p>Evaluation 1.2.4:</p> <ul style="list-style-type: none"> - videos being used in class, during tutoring and at home through links in classroom and Facebook 	<p>Evaluation 1.3.3:</p> <ul style="list-style-type: none"> - K-6 staff and IRT using BAS kit -reading instruction more individualized 	<p>Evaluation 1.4.3:</p> <ul style="list-style-type: none"> - gradebook updated promptly - contact with families by phone when necessary - scheduled parent teacher conferences
<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - emails and Google classrooms set up - district PL agendas 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - conversations with parents, student ease of use 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - records of reading assessments in student files - improved reading levels for students 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - updated marks in gradebook - record of parent – teacher conferences
<p>Strategy 1.1.4: Utilize Skype & GSuite to collaborate with other teachers</p>	<p>Strategy 1.2.4: Continue to utilize technology in the classroom to promote cross curricular learning</p>	<p>Strategy 1.3.4: Collaborate with other teachers to develop a diverse bank of assessments for, as and of learning.</p>	

<p>Evaluation 1.1.4: -some staff using Skype consistently but most often through emails and groups in G-Suite</p>	<p>Evaluation 1.2.4: - 13 Chromebooks have been purchased and available for classroom use. - introduction of coding activities - collaboration between staff on curricular outcomes that can be supported by the technology teacher.</p>	<p>Evaluation 1.3.4: - ideas for formative assessment shared - PD time to go through curriculum guide to identify and create assessment items.</p>	
<p>Data sources & analysis used for evaluation: - Classrooms established in G-Suite</p>	<p>Data sources & analysis used for evaluation: - Chromebook sign out schedule - activities shared through G-Suite within the school and with other schools</p>	<p>Data sources & analysis used for evaluation: - evidence of varied assessments in gradebook</p>	

Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing.		
Objective 2.1: Implement and monitor a comprehensive Safe and Caring Schools Policy in a consistent manner	Objective 2.2: Enhance our school climate to promote mutual respect	Objective 2.3: Increase involvement in activities that enhance social, physical and mental wellness for all
Strategy 2.1.1: Regularly scheduled meetings for Safe and Caring School Team to monitor patterns of behaviour.	Strategy 2.2.1: Continue to provide opportunities for celebration, recognition of accomplishments, talent and/or effort (announcements, assemblies, social media, NLESD website, CDLI Spotlight, etc.)	Strategy 2.3.1: Establish extra/co-curricular activities/programs to promote wellness
Evaluation 2.1.1: -monthly staff meetings with time devoted to SAC team - BMP's monitored as well	Evaluation 2.2.1: - daily announcements in school & through School Messenger - social media posts (Twitter, Facebook) to promote school activities and accomplishments - assemblies - installation of a school monitor for the upcoming year	Evaluation 2.3.1: - Play 4 Fun and PN Unplugged after school programs targeting preschool to Grade 9 students - after school music program open to grade 4 - 12 students - fitness room available after school - spaces set aside for puzzles, games - whole school idol competitions - planting vegetable gardens - sewing class offered to senior high
Data sources & analysis used for evaluation: - Review 360 Reports - agendas -BMP's for students as required	Data sources & analysis used for evaluation: - facebook posts - feedback from families and community - record of emails with announcements	Data sources & analysis used for evaluation: - increase in student involvement in after school programs
Strategy 2.1.2: Review, revise and communicate school SCS Policy as needed.	Strategy 2.2.2: 2.2.2 Utilize district developed resources to further support digital citizenship and online safety	Strategy 2.3.2: Presentations that focus on enhanced social, physical and mental wellness for students, staff and school community with emphasis on minimizing screen time

<p>Evaluation 2.1.2:</p> <ul style="list-style-type: none"> - policies and expectations reviewed as necessary - re-teaching of expected behaviors - Matrix in hallways and classrooms, sent home to parents and communicated through email 	<p>Evaluation 2.2.2:</p> <ul style="list-style-type: none"> - district digital citizenship resources effectively incorporated in class instruction and student demonstration of online etiquette 	<p>Evaluation 2.3.2:</p> <ul style="list-style-type: none"> - collaborating with outside agencies to deliver programs/ sessions that promote overall wellness and topics of interest to students (Public Health, CYN etc) - Teacher PD with Safe and Caring Itinerant and classroom sessions on the use of Talking Circles
<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - record of emails - decrease in types and frequency of incidents 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - Review 360 reports related to use of technology - student adherence to school and district policy and expectations 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - record of school visits by outside agencies and district personnel
<p>Strategy 2.1.3: 2.1.3 Continue K-6 program and implement a 7-12 PBS Program</p>	<p>Strategy 2.2.3: Ongoing communication with staff and home regarding school policies and expectations</p>	<p>Strategy 2.3.3: Enhance staff and student learning regarding inclusivity.</p>
<p>Evaluation 2.1.3:</p> <ul style="list-style-type: none"> - Gotcha shop for K-6 worked well - House competitions for 7-12 	<p>Evaluation 2.2.3:</p> <ul style="list-style-type: none"> - all technology agreements signed by families - school and district policy shared through school handbook, emails home, curriculum night - sharing of new information/site to families 	<p>Evaluation 2.3.3:</p> <ul style="list-style-type: none"> - Staff understand how to be inclusive as a school but more work needs to be done in our practice of it. - collaboration and literature shared with staff
<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - increase in number of students visiting the gotcha shop - number of gotchas in the houses for 7-12 - decrease in number of incident reports 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - records of emails - copies of technology agreements on file 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - classroom environment utilizing flexible seating, use of technology
<p>Strategy 2.1.4: Create awareness of and promote OH &S regulations</p>	<p>Strategy 2.2.4: Provide opportunities for student/parent/community involvement & leadership roles.</p>	<p>Strategy 2.3.4: Continue to implement and customize the breakfast program to suit student preferences.</p>

<p>Evaluation 2.14:</p> <ul style="list-style-type: none"> - bulletin board display in staff room - posters and slogans used throughout the school - student made bulletin boards throughout whole school - sharing of information and discussions around harassment/bullying in the workplace between staff <p>Adherence to OH &S regulations. No injuries and accidents to report.</p> <ul style="list-style-type: none"> - OH&S regulations also built into courses such as Career Development 	<p>Evaluation 2.2.4:</p> <ul style="list-style-type: none"> -opportunities for volunteers communicated and activities encouraging parent involvement pursued. Parents volunteer when work commitments allow. (sports day, Play 4 Fun) - student art projects to be displayed around community boardwalk 	<p>Evaluation 2.3.4:</p> <ul style="list-style-type: none"> - grab and grow options for students as well as sit down options - promoting frozen, fresh, canned fruit - grants and fundraising to support and expand on breakfast program
<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - no incidents/accidents reported 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - increase in parent/volunteer presence in school 	<p>Data sources & analysis used for evaluation:</p> <ul style="list-style-type: none"> - increase in students availing of breakfast program

Operational Issues Report 2018- 2019

Year	Issue	Action	Evaluation
2018-2019	Emergency Lighting in the Bathrooms.	Submitted through SIEMS	Lighting installed in washrooms located in high school section
	Plumbing Issues and waterline breaks throughout school year resulting in several closures	Submitted through SIEMS and contact with district personnel.	Issues resolved promptly and a quote for full replacement of water pipes through school submitted to district
	Heating Issues	Submitted through SIEMS	Necessary parts ordered and replaced. May be connected to issues with plumbing in the school. Several thermostats replaced
	Leaks in roof	Submitted through SIEMS	Problems monitored and appear to be resolved by maintenance
	Painting Concerns	Submitted through SIEMS	Issues with the quality of paint being used. Painting completed, is not satisfactory and peeling

Actions for Change (2 – 3 pages)

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

Goal 1. To improve student achievement through enhanced teaching and a focus on learning			
Objective 1.1 Enhance collaborative structures and practice	Objective 1.2: Enhance instructional practice across grade levels	Objective 1.3: Enhance assessment practice across all grade levels	Objective 1.4: Enhance the use of internal and external data
<p>Actions for Change 1.1</p> <ul style="list-style-type: none"> -Role of PLC’s and other teams within the school will be realigned based on expectations/roles with Phase two schools - team focus in intermediate and senior high on formative assessment practices - K-6 focus on responsive teaching but encouraged in 7-9 	<p>Actions for Change 1.2</p> <ul style="list-style-type: none"> - Continue a focus on the use of G-Suite to support all students’ independent work and support staff with effective classroom management in a multi- grade setting - Staff focus on use of assistive tech - responsive teaching approach in K-6 but encouraged in 7-9 - offering flexible seating options from K-9 within the regular classroom. 	<p>Actions for Change 1.3</p> <ul style="list-style-type: none"> - continue to increase the number of and the use of authentic assessments - provide PL on Gradebook regarding weightings within categories - continue to monitor with a focus on assessing non-core courses such as Health, PE - focus on Literacy, Numeracy and Social Emotional Learning in K-6 - focus on formative assessment to inform instruction 	<p>Actions for Change 1.4</p> <ul style="list-style-type: none"> - Continue to monitor and collaborate with CDLI staff - Monitor interventions for 7-12 more closely, meeting monthly to collaborate - more effort to recruit in school tutors - Monthly review of teacher gradebooks - continue to seek ways to support “at risk” students during the instructional day

Goal 2. To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing.		
Objective 2.1: Implement and monitor a comprehensive Safe and Caring Schools Policy in a consistent manner	Objective 2.2: Enhance our school climate to promote mutual respect	Objective 2.3: Increase involvement in activities that enhance social, physical and mental wellness for all
<p>Actions for Change 2.1</p> <ul style="list-style-type: none"> - continue incentives for K-6 - continue monthly “Walk for Breakfast” on Fridays - continue to use monthly OH&S board to communicate to staff - revisit and communicate school based policies to make sure policies are inclusive - To continue to work on a beautification plan for the property with our intermediate and senior high students in mind - Continue to utilize outside agencies to present on topics of interest to students - promote leadership opportunities for students around wellness - offer OH&S course again next year - Refresher courses for those requiring First Aid and CPI 	<p>Actions for Change 2.2</p> <ul style="list-style-type: none"> - Continue to use Facebook, Twitter and email to communicate events and good news - to encourage staff to offer more opportunities to get our families and community in our building to celebrate student accomplishments (Gardening, music, literacy days etc) - seek out community volunteers to support after school activities - Parent Support for PowerSchool, Safe Arrival, Google Classroom - Use incentives to establish student groups from grade 4 and up to support volunteerism and stewardship. 	<p>Actions for Change 2.3</p> <ul style="list-style-type: none"> - Continue with harvesting and planting vegetables, constructing permanent beds in the outdoor space. - Continue to review and monitor BMP’s - Offer Healthy Relationships Plus program for grades 7-9 - Continue with KES, taking suggestions from students and encourage student volunteers - Whole school monthly DPA - Healthy Eating incentives for K-6 - Student lead Lunch Hour sessions for grade 7-12 on topics of interest such as Sexuality. Mental wellness etc.

One Year School Development Plan

2019 - 2020

Goal 1: To improve student achievement through enhanced teaching and a focus on learning		
Objective 1.2: Enhance collaborative structures across grade levels	Objective 1.3: Enhance instructional and assessment practices across all grade levels	Objective 1.3: Implement the RTL Policy in Kindergarten to Grade 6
<p>Strategies:</p> <p>1.1.1 Continue to share best practices and professional reading/videos during monthly staff meetings</p> <p>1.1.2 Maintain and enhance opportunities for planning teams with a focus on Responsive Teaching and learning across all grade levels.</p> <p>1.1.3 Utilize G-suite to collaborate with other teachers and join Groups</p> <p>1.1.4 Collaborate with student leadership group for their input on student learning needs</p>	<p>Strategies:</p> <p>1.2.1 Continue to Implement the District Assessment Framework</p> <p>1.2.2 Continue to monitor the AER policy and implement changes as deemed necessary</p> <p>1.2.3 Continue to explore intervention strategies with a focus on the intermediate and senior high grades</p> <p>1.2.4 Continue to build on the use of technology to support student learning</p> <p>1.2.5 To seek out support in program planning for senior high with consideration given to student interest/engagement</p>	<p>Strategies:</p> <p>1.3.1 Professional Development of staff responsible for teaching duties in K-6</p> <p>1.3.2 Reading Specialist deployed based on needs of students and classroom</p> <p>1.3.3 Time set aside to support teachers with implementing Literacy blocks</p> <p>1.3.4 Creation of a Learning Commons</p> <p>1.3.5 Purchase of resources to engage learners</p> <p>1.3.6 Collaborate with members of the Teaching and Learning Team, including the guidance counsellor to target concerns with emotional and social learning</p>

Goal 1. Support Plan

Financial	Professional Development/Time Required
1.2.4 Purchase of more Chromebooks to support student learning 1.2.5 Purchase necessary resources to implement courses and equip classrooms with necessary programming needs 1.3.5 Funds to purchased necessary items (Shelving, furniture, literature etc0 for the Learning Commns Space and the Student Lounge area	1.1.1 Time set aside once a month for staff meetings. 1.1.2 Time built into the schedule for TLT to meet and opportunities for intermediate/senior high staff to collaborate 1.2.5 Time with FOS to discuss and support program planning 1.3.1 PL opportunities for all staff to become familiar with the RTL policy 1.3.2 Support from District Program Specialist

Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing.		
Objective 2.1: Implement and monitor a comprehensive Safe and Caring Schools Policy in a consistent manner	Objective 2.2: Enhance our school climate to promote mutual respect	Objective 2.3: Increase involvement in activities that enhance social, physical and mental wellness for all
<p>Strategies:</p> <p>2.1.1 Regularly scheduled meetings for Safe and Caring School Team</p> <p>2.1.2 Review, revise and communicate school SCS Policy as needed.</p> <p>2.1.3 Continue K-6 PBS program</p> <p>2.1.4 Consistently use Review 360 and monitor patterns of behaviour.</p> <p>2.1.5 Implement and monitor BMP's regularly.</p> <p>2.1.6 Revise and monitor school based policy on technology use to create consistency among staff</p> <p>2.1.7 Create awareness of all policies related to the safety of all staff and students</p> <p>2.1.8 ISMS delivered at all grade levels</p> <p>2.1.9 To implement the Safe Arrival system and continue to expect family use</p>	<p>Strategies:</p> <p>2.2.1 Continue to provide opportunities for celebration, recognition of accomplishments, talent and/or effort (social media, NLESD website, CDLI Spotlight, etc. hallway monitor)</p> <p>2.2.2 Utilize district developed resources to further support digital citizenship and online safety</p> <p>2.2.3 Ongoing communication with staff and home regarding school policies and expectations</p> <p>2.2.4 Establish a student lead leadership team</p> <p>2.2.5 Provide opportunities for parent/community involvement & leadership roles.</p>	<p>Strategies:</p> <p>2.3.1 Continue with extra-curricular activities/programs to promote wellness with more of a focus on getting outside</p> <p>2.3.2 Presentations/ programs that focus on enhanced social, physical, and mental wellness for students, staff and school community with emphasis on minimizing screen time.</p> <p>2.3.3 Engage staff/student/families in learning regarding inclusivity</p> <p>2.3.4 Provide opportunities that engage members of the community in student learning experiences</p> <p>2.3.5 Encourage student leadership with student lead "Lunch and Learn" sessions.</p> <p>2.3.6 Plan in school family events such as Literacy fairs, Math Days, family fitness days</p>

Goal 2. Support Plan

Financial	Professional Development/Time Required
2.1.3 Funds to purchase incentives for students 2.3.2 Funds for “Lunch and Learn” sessions 2.3.1 Fundraising events to support Kids Eat Smart and PN Unplugged programs	2.1.1 Time set aside for staff meetings 2.1.5 Time set aside to review BMP’s with staff involved

Operational Issues for 2019 -2020

Operational Issue	Intended Action
Space for Learning Commons	Request submitted to district to open up two classroom to create one large room to be used for the Learning Commons. Room is to be used for K-6, but will be encouraged for Intermediate and Senior High.
Extension for Primary/Elementary Classroom	Request will be submitted to district to open up the wall between two classrooms to support play in the Kindergarten to grade two classroom, while supporting the needs of the elementary learner in a responsive teaching environment.

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