

# Annual School Development Report 2018-2019

*St. James All-Grade*

**P.O. Box 100**

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## **Principal's Message**

St. James All-Grade's Annual School Development Report outlines our students' achievements, our existing programs and services, and our Five Year School Development Plan.

As the administrator of St. James All-Grade, I am committed to the continued implementation of our School Development Plan. Based on data analysis, our School Development Plan continues to focus on increasing student academic achievement across the curriculum and grade levels for all learners and the promotion of a school culture that fosters a safe, healthy, and caring learning environment.

I am both grateful for and pleased with the level of support from colleagues, staff, students, parents/guardians, District personnel, and the community as a whole. I anticipate working with the 2019/20 School Council towards a shared common goal, that is, to build a superior and efficient school community and ultimately increase the level of learning for all students.

The 2018/19 school year at St. James All-Grade has been a very successful one. Through the commitment of a professional and dedicated staff, great community support, and student determination, the education community experienced a very positive school year. While there is much to be done in the future to address the individual needs of students, collectively, this is a time to reflect and celebrate our successes.

Donna Alexander  
Principal

## **School Council Message**

St. James All-Grade School Council had a successful year in 2017-2018. The majority of Council's focus was the implementation of our 5 Year School Development Plan, fund-raising, student safety, and parent concerns.

As the Chairperson of St. James All-Grade School Council, I would like to thank teachers, parents, community members, and various organizations for their support during the past year. I also thank all members of School Council for their support and contribution to our school and its students. It has been a pleasure to chair meetings, help make decisions, and be part of the many events the school has had throughout the year.

Ashlee Bates  
Chair, St. James All-Grade School Council

## **Overview of School**

### **School's Mission Statement:**

St. James All-Grade School is committed to increasing overall student achievement through student motivation and collaboration with parents and the community.

### **School's Vision:**

St. James All-Grade School is committed to providing a happy, safe, caring and stimulating environment where students recognize and achieve at their fullest potential.

### **Our School Community**

St. James All Grade currently has an enrolment of 110 students and offers Grades Kindergarten to Level III. Our school serves the communities of York Harbour and Lark Harbour.

For the 2018-1019 year, our school has a total of 12.0 teaching units which includes Administration, Instructional Resource Teachers, and Guidance. We have a part time Guidance Counselor; we also have the support of three Student Assistants, working a combined 14.5 hours daily. SJAG has one full time bus driver/caretaker and one part time caretaker on staff. We have the service of a Secretary for 30 hours weekly. In addition to staff based at the school, we have access to District Office Staff including: Itinerant for Visually Impaired, Itinerant for Mathematics, Speech Language Pathologists, and Educational Psychologist. We have a Public Health Nurse with a regular school visit schedule.

### **Programs Provided**

Our school offers the provincial prescribed curriculum in Kindergarten to Grade Nine. At the High School Level, 20 on-site courses are offered, 10 courses through CDLI, and 2 course through the Nautikos Program.

In addition to this, our school offers the KinderStart program for children ages 4. In partnership with our Public Library Board, we offer recreational computer training opportunities for students and adults. In our partnership with the Community Youth Network, we are able to offer even more opportunities for our youth.

We are both a multi-grade and mono-grade school. Our combined classes are grades K/1, 3-4, 5-6, and 7-8.

## **Key Highlights/Special Projects for 2018-2019**

Our school is extremely proud of a number of initiatives and special accomplishments for the 2018-2019 school year.

Terry Fox Walk – In September 2018, students raised \$2025.60 for cancer research.

Various classes/grades had sessions with curriculum based outside presenters including: Terry Fox Foundation; Public Health; RCMP/RNC; MADD; GMO.

Various in school displays and information sessions on smoking and healthy eating.

Students attended a number of presentations by Guidance on bullying.

Student Field trips including: skating at the Pepsi Centre; bowling at Center Bow; hikes and fun time at Margaret Bowater Park; ACAP Humber Arm Trading Books for Boats Tour; hikes to Cedar Cove

Grade 9 student and parent information session on senior high programming.

Annual Christmas Concert showcasing our talented pre-school to grade 6 students.

Various House Team events and challenges – Team Weebald, Team Governor & Team Woods.

Kindergarten to Grade 12 students participated in the Annual Remembrance Day Assembly.

Annual Scholastic Book Fair

Primary 100 Day Celebrations.

Kindergarten - Grade 12 Wear Pink – Support Anti-Bullying Day.

Kindergarten - Grade 12 Wear Blue and other activities – World Autism Awareness

Kids Eat Smart Breakfast Program

TWEP, TFT and SWAT Programs were offered in the school.

Received \$500.00 Kids Get Active Grant from Colemans; \$2744.00 Community Healthy Living Fund from the department of Children, Seniors, and Social Development; \$500.00 Wellness Grant

Junior High students participated in the Let's Talk Science Challenge and the Trading Books For Boats Program.

Participated in a number of National Math Competitions at the Junior High Level.

Students from St. James All-Grade participated in the 2018 Annual Royal Canadian Legion Branch Remembrance Day Contest.

Sr. High Girls' Volleyball Team, JH/SH Boys' Slow Pitch Softball Team, and JH/SH Boys' Floor Hockey Team participated in various Tournaments in 2018-2019.

Our Year End Awards consisted of:

- Most Valuable Players
- Most Improved Players
- Most Sportsman Like
- Primary Most Respectful Male Athlete
- Primary Most Respectful Female Athlete
- Athletes of the Year
- St. James All-Grade Principal's Honours Roll
- St. James All-Grade Most Annual Growth
- Governor General of Canada 2017-2018
- Students of the Year
- St. James All-Grade Graduate of the Year
- Lark Harbour ACW Scholarships
- St. James All-Grade Lark Harbour Community Council Scholarship
- St. James All-Grade York Harbour Community Council Scholarship
- St. James All-Grade Derek Snooks Memorial Scholarship
- St. James All-Grade Trina Wheeler Memorial Scholarship
- Community Leadership Award
- Volunteer Appreciation Award
- SSNL School Sports Sportsmanship Award
- Kindergarten Certificates
- Elementary & Junior High Math League Competitions

## **Student Council Initiatives**

Members of the Student Council were involved in various initiatives.

## **Partnerships**

We are very pleased to continue our involvement with The Newfoundland and Labrador Kids Eat Smart Program. This program helps us to offer Nutritious Breakfasts to all students.

Our partnership with the Public Library Board has increased reading materials in our library and allows community access to the Internet.

Our partnering with the College of the North Atlantic and Sir Wilfred Grenfell College has allowed us to continue to offer post graduate sessions.

Our continued partnerships with the R.C.M.P. and Western Health, Eastern Health, Public Health, VON, Community Youth Network offers support and information sessions to our students and parents on many important topics and issues.

Blow-Me-Down Public Library for the incredible resource they provide to the school and to the community.

As well, continued support from the Community Council of Lark Harbour, Community Council of York Harbour, the Wheeler Family, the Joyce Family, and the Lark Harbour ACW for their help in awarding student scholarships each June.

## Internal Assessment Data

| Subject                      | 2018-2019         |                   |                      |  |
|------------------------------|-------------------|-------------------|----------------------|--|
|                              | Prim.<br>Level 3+ | Elem.<br>Level 3+ | Intermediate<br>60%+ | Secondary<br>60%+                        |
| <b>English Language Arts</b> |                   |                   | 100%                 | 100%                                     |
| Speaking                     | 91%               | 96%               |                      |  |
| Listening                    | 88%               | 96%               |                      |  |
| Reading/Viewing              | 79%               | 91%               |                      |  |
| Writing/Representing         | 64%               | 78%               |                      |  |
| <b>Mathematics</b>           |                   |                   | 96%                  | <b>Aca.</b><br>63%   <b>Adv.</b><br>100% |
| Number                       | 76%               | 78%               |                      |  |
| Patterns & Relations         | 85%               | 96%               |                      |  |
| Shape & Space                | 91%               | 83%               |                      |  |
| Statistics & Probability     | 83%               | 96%               |                      |  |

## Summary of how the school development plan will address the trends indicated by the data analysis

The school development plan will address the trends indicated in this report through continued teacher collaboration to identify the areas of student needs and implement a plan to support student learning. The strategies and actions include:

- Increasing collaboration among staff
- Diversifying teaching strategies to meet the needs of all learners
- Sharing best practices amongst staff
- Collaboration focused use of internal and external data to guide instructional practices
- Collaborative planning for instruction between grade levels
- Consistent use of the NLESD Literacy for Learning Plan and Strategic Plan for Numeracy



## Report on School Development Plan for Previous Year

| <b>Goal 1: To increase student achievement in core subjects through diverse instructional and assessment practices in an inclusive educational environment</b>  |   |   |
|---|---|---|
| Objective 1.1: Continue to develop enhanced instructional practices for all teachers  | Objective 1.2: Continue to diversify assessment practices to inform teaching and learning   | Objective 1.3: Increase the utilization of internal and external assessment data to inform appropriate changes to instructional practices   |
| <p>Evaluation 1.1<br/>           Opportunities were provided for teacher sharing of best practices during staff and divisional meetings and school based Professional Development Days. Collaborative sessions were made available within the school and between SJAG teachers and teachers from other schools. Professional development opportunities and shared planning sessions were availed of by all staff.</p> | <p>Evaluation 1.2<br/>           There was an increased understanding of, and commitment to, inclusion among staff through sharing of best practices, PD opportunities, and continuous collaboration. There were increased opportunity for students to participate in differentiated and inclusive assessments. A school-wide approach to identifying students at risk was implemented. Interventions were developed and implemented as per students' needs. Professional development was provided based on teacher PLPs.</p> | <p>Evaluation 1.3<br/>           Internal assessment practices were further developed across the curriculum and grade levels. Templates were used for internal assessment tracking purposes and such was reviewed after each reporting period. Divisional collaborative sessions/meetings focused on student achievement, student profiling, and internal/external data analysis. Increased teacher analysis of internal and external assessment data to guide instruction.</p> |

| <b>Goal 2: To develop a collaborative culture through enhanced communication and leadership within the school community</b>  |  |  |
|--|--|--|
| Objective 2.1: Increase leadership opportunities and participation by teachers, students, parents, and the school community  | Objective 2.2: Improve communication for all stakeholders within the school community and learning environment   | Objective 2.3: Increase collaborative opportunities between and amongst teachers and administrators  |
| <p>Evaluation 2.1</p> <p>Instructional leadership opportunities were provided for and availed by teachers through divisional meetings, SDT meetings, school committees, and staff directed PD. There was an increase in student understanding, and commitment to, leadership and responsibility for their learning. This was accomplished by Guidance Counselor presentations, student participation in school and Regional committees, descriptive and timely teacher feedback regarding assessments, student self-monitoring, various volunteer opportunities, and student developed activities. Parental leadership opportunities in the school were offered through volunteer programs and committee work.</p> | <p>Evaluation 2.2</p> <p>Communication to and among stakeholders was on-going throughout the academic year. Various items were communicated via the School Messenger, PowerSchool, NLESD website, memos, parent/teacher conferences, meetings, school and classroom website/homework page, email, suggestion boxes, student agenda, classroom calendars, School &amp; Student Council, descriptive feedback on assessments, teacher/student conferences, curriculum night, and teacher lead parent sessions.</p> | <p>Evaluation 2.3</p> <p>Collaborative sessions were offered and availed of by teaching staff. Interschool collaboration opportunities allowed for teachers to work with teachers from other schools. There was also an increase in teacher-administration collaboration through shared decision making.</p> |

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| <b>Goal 3: To create a safe, caring, and healthy school environment for all students, staff, and members of the school community</b> |  |   |
| Objective 3.1: Consistently implement the Safe and Caring Schools Policy   | Objective 3.2: Continue to develop respectful and caring relationships within the school community | Objective 3.3 Develop healthy and active lifestyles within the school community |

|   |   |   |
|---|---|---|
| <p><b>Evaluation 3.1</b><br/> Initiatives to establish a safe and caring learning environment for all was on-going throughout the academic year. The school's Code of Conduct continued to be fully implemented. Consistent bullying protocols were followed. SJAG's SWPBS Program and Behavior Matrix were consistently implemented. Review 360 was effectively used by all staff. Digital Citizenship was taught across all grades.</p> | <p><b>Evaluation 3.2</b><br/> Various school wide activities were developed and implemented to help create a more respectful and caring learning environment. Grants were applied for and awarded for various initiatives. Successful initiatives included transition meeting for all students with IEPs/ISSPs, Grade 9 parent orientation/information session, JH/SH Student of the Month, Guidance Counselor lead initiatives (SWAT, Get REAL program, bullying presentations, LGBTQ), Autism Awareness activities, and Anti-Violence Week activities, as well as the formation of the staff-lead Sunshine Committee and regular staff socials.</p> | <p><b>Evaluation 3.3</b><br/> Active living and healthy eating was promoted throughout the academic year. Students, staff, and parents were involved in various initiatives including lunchtime &amp; after school sports, Varsity Teams, sports related field trips, curriculum programs, PHN/RCMP/RNC/GC presentations/activities, the Quality Daily Physical Education Program, SWAT, and the KES Breakfast Program. Students were engaged in reflective sessions after various school and classroom activities and student-developed activities were implemented. Grants were applied for and awarded for various initiatives including: \$500.00 Kids Get Active Grant from Colemans; \$2744.00 Community healthy Living Fund from the department of Children, Seniors, and Social Development; \$500.00 Wellness Grant Fundraising efforts for scoreboard/protective cage and basketball nets and backboards:<br/> July 2018 - Corner Brook Royals Fundraising Committee \$2000.00<br/> Sept 2018 - Dept of Education \$500.00<br/> Nov 2018 - York Harbour Council and Trail Committee \$200.00<br/> Nov 2018 - Lark Harbour Council and Trail Committee \$200.00<br/> Jan 2019 – Kinsmen \$600.00</p> |
|---|---|---|

**Operational Issues Report 2018-19**

| Year          | Issue   | Action   | Evaluation   |
|---------------|---|--|--|
| 2018-19       | Teacher PD  |  |  |
| <b>Report</b> | <p>Most individualized PLP goals were fully achieved during the 2018-2019 academic year. Although discretionary leave days were allocated to SJAG to address individual teacher PLP goals, these days were also used for other types of leave including Board Approved Leave and Extra-curricular Leave.</p> <p>A plan was developed and implemented to address loss of instructional time due to an increased number of weather closures. Unfortunately some regularly scheduled collaborative sessions were lost due to the need to protect instructional time.</p> | <p>No action taken with regard to the number of discretionary leave days assigned as this is determined by the District.</p> <p>The availability of discretionary days and their designated usage was, and will continue to be, communicated by Administration. All teachers were encouraged to use such for individual PLP goals.</p> | <p>Reconsideration by the District of the number of discretionary days assigned and/or designated usage is need.</p> |

## Actions for Change

| <b>Goal 1: To increase student achievement in core subject areas through diverse instructional and assessment practices in an inclusive educational environment</b>  |   |  |
|--|---|--|
| Objective 1.1: Continue to develop enhanced instructional practices for all teachers   | Objective 1.2: Continue to diversify assessment practices to inform teaching and learning   | Objective 1.3: Increase the utilization of internal and external assessment data to inform appropriate changes to instructional practices  |
| <p><b>Actions for Change 1.1</b></p> <p>In response to assessment data and the District’s Strategic Plan, SJAG will continue to increase the use of differentiation and inclusion to accommodate different learning styles for all students. Also, SJAG will continue to explore opportunities to develop new strategies targeted to increased literacy across all grade levels K-12.</p> <p>Strategies include full implementation of instructional strategies suggested in the NLESD Literacy for Learning Plan 2014-2020 and the K-6 Language Arts Assessment Portfolio: Support Document and Strategic Plan for Numeracy; maximizing the use of differentiated and inclusive instructional strategies; engaging in collaborative instructional planning.</p> | <p><b>Actions for Change 1.2</b></p> <p>SJAG will continue to increase the use of differentiation and inclusion during assessment in order to accommodate different learning styles for all students.</p> <p>Strategies include maximizing the use of differentiated and inclusive assessment strategies; continued implementation of a school-wide approach to identify students at risk and provide programs to address learning needs; teacher Professional Development.</p> | <p><b>Actions for Change 1.3</b></p> <p>Although this objective was achieved according to the identified strategies and actions, data analysis is key to guiding instruction and thus increasing student academic achievement and therefore will be carried over into the current year’s plan.</p> <p>Strategies include collaborative analysis of internal and external data; full implementation of the NLESD Literacy for Learning Plan 2014-2020 and the K-6 Language Arts Assessment Portfolio: Support Document and Strategic Plan for Numeracy; development of SMART action plans in response to student needs.</p> |

| <b>Goal 2: To develop a collaborative culture through enhanced communication and leadership within the school community</b>   |  |   |
|---|--|---|
| <b>Objective 2.1: Increase leadership opportunities and participation by teachers, students, parents, and the school community</b>  | <b>Objective 2.2: Improve communication for all stakeholders within the school community and learning environment</b>  | <b>Objective 2.3: Increase collaboration between and amongst teachers and administrators</b>  |
| <p>Actions for Change 2.1</p> <p>SJAG will continue to increase leadership opportunities for and participation by all stakeholders.</p> <p>Strategies include exploring and implementing various leadership opportunities for students, parents, and the school community. Instructional leadership opportunities for teachers will be provided and encouraged.</p> | <p>Actions for Change 2.2</p> <p>To continue to improve communication, SJAG will ensure effective use of various means of communication.</p> <p>Strategies include full implementation and effective use of PowerSchool, GradeBook, and R360 for all grades K-12; improving communication between school and home; explore and implement communication tools for students.</p> | <p>Actions for Change 2.3</p> <p>SJAG will continue to increase collaboration between and amongst teachers and administrators.</p> <p>Strategies include the provision of collaborative time during the instructional day (scheduled common preparation time); engaging in collaborative sessions with teachers from other schools; collaborative sessions between teachers and administrators.</p> |

| <b>Goal 3: To create a safe, caring, and healthy school environment for all students, staff, and members of the school community</b>  |   |  |
|---|---|--|
| <b>Objective 3.1: Implement the Safe and Caring Schools Policy</b>  | <b>Objective 3.2: Continue to develop respectful and caring relationships within the school community</b>   | <b>Objective 3.3: Develop healthy and active lifestyles within the school community</b>  |
| <p><b>Actions for Change 3.1</b></p> <p>In response to data from the Performance Measurement Framework and the Department of Education’s Safe and Caring Schools’ initiatives, SJAG will continue to implement the EECD’s Safe and Caring Schools Policy.</p> <p>Strategies include consistent implementation of the school’s Code of Conduct, bullying protocols, SWPBS Program, and developing action plans to teach digital citizenship to all students.</p> | <p><b>Actions for Change 3.2</b></p> <p>SJAG will continue to develop positive relationships within the school community. SJAG will continue to explore ways to enhance relationships and morale amongst staff.</p> <p>Strategies include the full implementation of an effective transition plan for students; promote respect and caring in all learning environments; engage in collaborative sessions and shared decision making.</p> | <p><b>Actions for Change 3.3</b></p> <p>SJAG will continue to promote healthy and active lifestyles.</p> <p>Strategies include providing activities/opportunities for students to learn about and engage in wellness and healthy living.</p> |



## School Development Plan for Current Year (2019/20)

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|---|---|---|
| <b>Goal 1: To increase student achievement in core subjects through diverse instructional and assessment practices in an inclusive educational environment</b>  |   |   |
| <b>Objective 1.1:</b> Continue to develop enhanced instructional practices for all teachers   | <b>Objective 1.2:</b> Continue to diversify assessment practices to inform teaching and learning.   | <b>Objective 1.3:</b> Increase the utilization of internal and external assessment data to inform appropriate changes to instructional practices.   |
| <b>Strategies:</b><br>1.1.1 Continue to fully implement instructional strategies, for example strategies suggested in the NLESD Literacy for Learning Plan 2014-2020 and the K-6 Language Arts Assessment Portfolio: Support Document<br>1.1.2 Increase the use of differentiated and inclusive instructional strategies as per school configuration<br>1.1.3 Engage in collaborative short and long term instructional planning (pacing, unit planning)<br>1.1.4 Explore opportunities to develop new strategies targeted to increase literacy achievement | <b>Strategies:</b><br>1.2.1 Increase the use of differentiated and inclusive assessment strategies<br>1.2.2 Continue to implement a school-wide approach to identify students at risk and provide intervention supports to address learning needs<br>1.2.3 Provide professional development on scoring guides/rubrics as needed/requested | <b>Strategies:</b><br>1.3.1 Engage in collaborative analysis of internal and external assessment data to inform teaching and learning<br>1.3.2 Continue to use the NLESD Literacy for Learning Plan 2014-2020, the K-6 Language Arts Assessment Portfolio and Support Document<br>1.3.3 Develop SMART Action Plans in response to identified learning needs in the assessment data<br>1.3.4 Continue to fully implement the NLESD Strategic Plan for Numeracy |

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| <p><b>Indicators of Success:</b></p> <p>1.1.1 Record of strategies teachers are implementing at each grade level(i.e. minutes of Divisional meetings, teacher PGPs, classroom observations/walkthroughs, reading records)</p> <p>1.1.2 Record of differentiated instructional strategies implemented (i.e. minutes of Divisional meetings, sharing of best practices at staff meetings, teacher PGPs, classroom observations/walkthroughs), and record of PD and who attended</p> <p>1.1.3 Record of long term/unit plans and minutes of collaborative meetings</p> <p>1.1.4 Improvement in District assessment achievement data</p> | <p><b>Indicators of Success:</b></p> <p>1.2.1 Record of differentiated and inclusive assessment strategies used (portfolios and PowerSchool GradeBook)</p> <p>1.2.2 Schedule and minutes of team meetings (Service Delivery Team, Divisional), Intervention Reports and Tracking templates of students by division and intervention supports</p> <p>1.2.3 Record of PD/collaborative sessions and who attended</p> | <p><b>Indicators of Success:</b></p> <p>1.3.1 Schedule of meetings to analyze data, and summary of data student achievement data by grade/division/course (ie. internal tracking templates, student progress records, teacher assessments completed); and record of assessments completed</p> <p>1.3.2 Updated Timeline, record of assessments completed (ie. electronic templates and records of data analysis, and minutes of divisional meetings)</p> <p>1.3.3 SMART Action plans for identified learning needs developed and regularly updated by division/grades/subject specific teachers</p> <p>1.3.4 Updated Diagnostic Assessments (completed electronically and shared with district and divisional team)</p> |
|--|--|---|

| <b>Goal 1. Support Plan</b>  |   |
|--|---|
| <b>Financial</b>   | <b>Professional Development/Time Required</b>   |
| <p>1.1.1 Funding for guided reading books and leveled readers.</p> <p>1.1.2 Funding for additional and upgraded technology (iPads, iPad apps, standalone computers and accessories) and supplies to support the effective delivery of outcomes (ELA materials, science, math, French, curricular field trips</p> <p>1.1.4 Funding for professional literature (Professional Reading Library for teachers).</p> | <p>1.1.1 Use of close out days and discretionary leave time for PD linked to GAFE, SmartBoards, scoring guides/rubric training, literacy block and Daily 5, K-6 Reading and Writing Assessment Framework and Elaboration Document</p> <p>1.1.2 PD linked to DI/DA and inclusionary practices</p> <p>1.1.3 Collaboration time scheduled within the instructional day</p> <p>1.1.4 PD linked to co-teaching, DI/DA and inclusionary practices, scoring guides/rubric training, literacy block and Daily 5</p> <p>1.2.3 PD Linked to scoring guides/rubrics</p> <p>1.3.4 PD and collaboration time to prepare and develop Google Classrooms and Google assessments</p> |

| <b>Goal 2: To develop a collaborative culture through enhanced communication and leadership within the school community</b>   |   |   |
|---|---|---|
| <b>Objective 2.1:</b> Increase leadership opportunities and participation by teachers, students, parents, and the school community  | <b>Objective 2.2:</b> Improve communication for all stakeholders within the school community and learning environment   | <b>Objective 2.3:</b> Increase collaborative opportunities between and amongst teachers and administrators  |
| <b>Strategies:</b><br>2.1.1 Explore possible leadership opportunities for students<br>2.1.2 Provide leadership opportunities for teachers<br>2.1.3 Provide leadership opportunities for parents and the school community      | <b>Strategies:</b><br>2.2.1 Effective use of PowerSchool<br>2.2.2 Improve channels of communication between the school and home<br>2.2.3 Explore and develop ways for students to effectively communicate with the school | <b>Strategies:</b><br>2.3.1 Provide time for collaboration during the instructional day<br>2.3.2 Engage in collaboration opportunities with teachers in other schools<br>2.3.3 Engage in collaborative opportunities between teachers and administrators.<br>2.3.4 Continue to engage in shared decision making |
| <b>Indicators of Success:</b><br>2.1.1 Record of student involvement and participation in leadership opportunities<br>2.1.2 Record of participation in leadership opportunities<br>2.1.3 Record of participation and feedback | <b>Indicators of Success:</b><br>2.2.1 Daily use of all elements of PowerSchool<br>2.2.2 Communication via various means<br>2.2.3 Increased opportunities for student communication                                       | <b>Indicators of Success:</b><br>2.3.1 Record of collaboration<br>2.3.2 Record of interschool collaboration<br>2.3.3 Record of collaboration between teachers and administrators<br>2.3.4 Record of meeting minutes   |

**Goal 2. Support Plan**

| <b>Financial</b>  | <b>Professional Development/Time Required</b>  |
|---|--|
| 2.1.1 Funding for student leadership opportunities<br>2.1.2 Funding for instructional leadership<br>2.1.3. Funding for leadership opportunities for parents and the school community<br>2.2.3. Funding for communication tools<br>2.3.2 Funding for travel/technology | 2.3.1 Sub time and use of discretionary time<br>2.3.2 Sub time and use of discretionary time |

| <b>Goal 3: To create a safe, caring, and healthy school environment for all students, staff, and members of the school community</b>  |  |  |
|---|--|--|
| <b>Objective 3.1: Consistently implement the Safe and Caring Schools Policy</b>   | <b>Objective 3.2: Continue to develop respectful and caring relationships within the school community</b>  | <b>Objective 3.3 Develop healthy and active lifestyles within the school community</b>   |
| <p><b>Strategies:</b></p> <p>3.1.1 Continuous implementation of the School Code of Conduct as aligned with the Safe and Caring Schools policy and expectations</p> <p>3.1.2 Follow Bullying Protocols for school wide consistency</p> <p>3.1.3 Teachers to continue to support the School Wide PBS program</p> <p>3.1.4 Teach digital citizenship across all grades</p> | <p><b>Strategies:</b></p> <p>3.2.1 Continue to implement an effective transition plan for students entering new school grades/levels</p> <p>3.2.2 Continue to promote school wide activities to create a respectful and caring learning environment</p> <p>3.2.3 Explore ways to improve staff cohesiveness and morale</p> | <p><b>Strategies:</b></p> <p>3.3.1 Provide activities that promote student wellness and healthy living</p> <p>3.3.2 Provide educational opportunities to develop an awareness of healthy lifestyles</p> <p>3.3.3 Develop an effective “Student Leadership” committee</p> |
| <p><b>Indicators of Success:</b></p> <p>3.1.1 A decrease in behavior issues</p> <p>3.1.2 A decrease in behavior issues</p> <p>3.1.3 Increase of coupon distribution in all grades K-6 and selection of student of the month in grades 7-12</p> <p>3.1.4 Successful completion of Digital Citizenship as per District checklist</p>                                      | <p><b>Indicators of Success:</b></p> <p>3.2.1 Actions completed as per target dates</p> <p>3.2.2 Record of presentations/activities completed</p> <p>3.2.3 Improved staff cohesiveness and morale</p>  | <p><b>Indicators of Success:</b></p> <p>3.3.1 List of student wellness activities</p> <p>3.3.2 Record of initiatives</p> <p>3.3.3 Higher rates of student participation in spirit activities, volunteer/fundraising programs, and community wellness</p>                 |

| <b>Goal 3. Support Plan</b>               |   |
|---|---|
| <b>Financial</b>                          | <b>Professional Development/Time Required</b>   |
| 3.1.3 \$500 – for rewards and incentives. | <p>3.1.1 PD Linked to Safe &amp; Caring School Policy– Safe &amp; Caring Schools Itinerant</p> <p>3.1.3 PD Linked to SW PBS – Safe &amp; Caring Schools Itinerant</p> <p>3.3.3 PD/Collaboration (other schools that have already implemented this type of program) time for teacher volunteers to learn and plan for effective student leadership opportunities</p> |

**Operational Issues for 2019-2020**

| <b>Operational Issue</b>   | <b>Intended Action</b>  |
|--|---|
| Insufficient allocation of discretionary time in order to ensure the attainment of teacher PLP goals, NLESD’s Strategic Plan, and the Department of Education and Early Childhood Development mandated initiatives | Administration has contacted District personnel regarding concerns. Waiting on a response/action. |
| Insufficient numbers of casual Support Staff personnel   | Administration has contacted District personnel regarding concerns. Waiting on a response/action. |