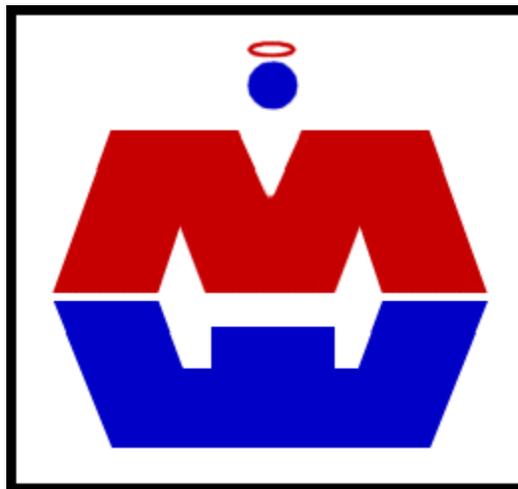


Annual School Development Report 2018-2019

St. Michael's Elementary

P.O. Box 280
Stephenville Crossing, NL
A0N 2C0



St. Michael's is committed to helping students grow together socially, emotionally, intellectually, physically, and spiritually, with respect for self and others thus, becoming responsible, caring citizens of an ever-changing world.

Message from Principal and School Council

Message from Principal

Each school year brings new challenges and rewards. In my sixth year at St. Michael's my priority was to continue the efforts of stakeholders in pursuit of the goals and objectives of the newly created school development plan and then to guide the school in its transition to a Phase 2 school (beginning in September 2019). As in any plan, we continue to adjust it to fit the school's emerging needs and the changing educational reality.

Any effort of this type cannot be completed without collaboration on the new plan and the collective belief that we work to enable the school to become the school we envision for the community. As a school community, we were able to begin/continue work on the objectives set in the plan, and is the case with every school, new needs emerged which had to be then addressed in the plan.

I am proud of the school's accomplishments this past year and though we know that there is much remaining to be done, our past successes continue to carry us forward. Specifically, incredible work was done again this year in the area of primary literacy, and we intend to carry this forward as we seek to close the gaps that many of our students have when they enter kindergarten.

The goals and objectives of the current school development plan are:

St. Michael's Elementary 2018- 2019

Goal 1: To improve student achievement across the curriculum within an inclusive environment.		
Objective 1.1: Enhance instructional practice to improve teaching and learning.	Objective 1.2: Enhance assessment and evaluation practice to guide instruction.	Objective 1.3: Enhance the culture of professional learning communities to ensure all students learn, through a continued focus on data for appropriate response.
Strategies: 1.1.1: Increase the knowledge and utilization of learning competencies to incorporate into instructional practice to enhance student	Strategies: 1.2.1: Increase understanding of assessment as learning for implementation across all grade levels and subject areas, to increase student engagement.	Strategies: 1.3.1: Increase the frequency of data processes occurring at subject and grade level, and school wide. 1.3.2: Increase the response to at-risk students to enhance effectiveness.

<p>engagement.</p> <p>1.1.2: Increase the utilization of diverse teaching practices across all grade levels and subject areas, to motivate students.</p> <p>1.1.3: Continued implementation of technology to enhance teaching and learning.</p>		<p>1.3.3: Write subject/strand specific SMART action plans to address identified instructional/student learning needs gathered from the data.</p>
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<p>Goal 2: To continue to foster a safe and inclusive school environment.</p>	
<p>Objective 2.1: Continue to create a healthy school environment that enables all to achieve at their fullest potential.</p>	<p>Objective 2.2: Continue to develop an inclusive school where all feel connected and contributing to the school environment.</p>
<p>Strategies:</p> <p>2.1.1: Increase mental wellness awareness to enhance focus on promoting student and stall mental wellness.</p>	<p>Strategies:</p> <p>2.2.1: Enhance students’ sense of belonging and engagement in their own learning.</p> <p>2.2.2: Continue to develop opportunities to increase family engagement in their child’s education.</p>

The entire school community was again directly involved in the implementation of the plan through input at the school council level and through parental input via surveys. Their input and support will continue as we attempt to implement the strategies that will lead the school to successfully fulfill the objectives and reach its goals. Their continuing involvement is a central piece to the success of the plan (Goal 2, Obj 2.2) and the school.

Fred Robertson
Principal

Message from School Council

Despite the weather complications and issues involving availability of council members for all meetings, the school council had another productive year. As a council we were very involved in the life of the school and were well informed of the schools plans and progress as we worked together to create the new plan.

Mr. Robertson held information sessions as a part of each meeting on the current status of the plan and we were involved in the monitoring the plan's development and giving suggestions as to how the school development plan could be adapted to better fit the needs of the community. We also monitored and helped with the school's fundraising efforts, approved the 2019-20 fundraising plan, and brought volunteers into the school. We worked to ensure that the school was an important part of the community.

I feel that the school council had a very productive year and as a council we look forward to working with the school in the upcoming school year.

Kim Nolan
Chair

Overview of School

Our School Community

Our school, St. Michael's Elementary, is part of the Newfoundland and Labrador English School District. The school currently has an enrolment of 157 students and offers grades Kindergarten to Grade 8. The average class size is 17.4 and 43% of our student population are eligible to receive special services support. Our school serves the communities of: Barachois Brook, Black Duck, Mattis Point, and Stephenville Crossing.

Key Highlights/Special Projects

This year was the first year for our school elder. This program is extremely valuable for linking many of our students to their culture and heritage and will continue to expand in scope over the coming years.

This year the school, although challenged by the extreme weather over the winter months, still provided students with enhanced learning opportunities such as the outdoors education program at Kildevil camp (gr. 5). The school also provided opportunities for student growth through participation in the Rotary festival and school sports events.

These school sports events coordinated with the school's extracurricular program to give students more access to maintaining a healthy lifestyle. This year the school was represented at both the Provincial Cross-Country running championships and the Provincial Track and Field Championships. Likewise, the Rotary participation was a direct outgrowth of the school's extracurricular music program. Additionally, through a

partnership with the Bay St. George folk music group, we were able to continue to offer extracurricular fiddle lessons to several our students. This group also represented the school at several community events.

The school also participated in a number of programs aimed at improving the academic success of our students. As with prior years grades 1-3 participated in the LLI program. These programs enjoyed a large degree of success, providing the school invaluable information on the needs of our students. As well, the school was named in May 2019 to become as Phase 2 school for the upcoming school year. This initiative will bring additional resources to the school as we strive to meet our children's educational and social needs.

This year the large-scale implementation of Google Classroom and Google Apps for Education (GAPE) continued. To reduce technology barriers, we have equipped the Grade 5, 6, 7, and 8 classrooms with class sets of Chromebooks.

Finally, the CYN program is active in the school and has provided several extracurricular activities to the grade 7 and 8 students of the school. This group has been involved in leadership activities both internal to the school and in the greater community.

Fundraising was ongoing this year, guided and supported by the work of the school council. Fundraisers included ticket sales, vegetable sales, concerts and school dances. These funds were used by the school to further its technology initiatives, school trips, and to cover the cost of school events (bussing students to the rotary festival, etc.).

Partnerships

The school has been involved with several partnerships this year and intends to keep these valuable partnerships working into the future.

Among these partnerships is:

- CYN
- RCMP
- Feather and Folk festival
- Western Health
- Stephenville Crossing Women's volleyball
- Happy Tots Day care
- Stephenville Crossing Public Library
- Bay St. George Folk Music Council
- Qualipu Mi'kmaq band

Internal Assessment Data

Internal data recorded in the 2018-19 year indicated a number of themes. The first area of concern was the issue with writing and representing that seems to be consistent across all primary grades. Also an issue in the primary grades was concerns in the areas of reading. It is interesting to note that although this issue appeared when looking at the student final reports, the reading record assessment showed that many students made huge gains in their reading level, with 20 of 47 students at the primary level moving more than 4 levels. Also to be noted is the apparent success of the school wide focus on literacy. These grade 6 students are the first group of students who began this approach in Grade 1, and 14 of 16 are reading at or above grade level. In grade 5, 17 of 18 students are reading above grade level.

Regarding mathematics, the major area of focus should be on the understanding of number strand. There are areas of concern in all the primary and elementary grades. The other strands of math showed generally good results, with only 2 of the 7 grades showing areas of concern in Shape and Space strand.

In Junior High, the school had several areas of focus, generally. All the core areas with the exceptions of French and Social Studies showed less than desired results.

What do these results tell us?

The school's results are quite interesting. With the Gr 6 students the first group to pass through the intensive literacy focus for their school career, it appears that this focus is positively affecting not only English Language Arts results but is also having a secondary positive affect on other areas of the curriculum. Although there is still much to be done and we strive for continuous improvement, there is much to celebrate here.

Junior high continues to be an area of concern. We will have to monitor the progress of last year's grade 6 class as they transition into junior high. If their level of academic success continues to grow, it will lend credence to the school's though that intensive supports in the early grades will have a lasting positive impact on student's achievement as they move forward in their school career. If this is not the case, the school will have to look at implementing intensive remediation into the junior high area and reassess what is occurring there with an eye to improving student achievement.

As the school transitions into a phase 2 school, there will be many changes in the structure and implementation of supports in grades k-6. Although this approach is not yet meant to be implemented at the junior high level, there will undoubtedly be changes to the structure and implementation of supports necessitated by the mere fact that the majority of teaches work across elementary/junior high. The provision of a school reading specialist and a teacher-librarian will further support the work of the school at all grade levels, especially k-6.

Finally, include a summary of how the school development plan will address the trends indicated by the data analysis. It should provide a description of how the objectives of the plan (through its strategies and actions) will focus on these priorities.

Regarding the school surveys, a few issues came forth. The first issue is the limited parental response to the survey. This year we only had 3 families respond to the surveys. This occurred despite the efforts of the school including regular reminders, offers of help and the principal staying at school for three nights to make computers available to parents who did not have technology at home to complete the survey. This lack of parental involvement is the prime focus of the school community again this year.

Regarding the other components of the surveys, St. Michael's exceeded the provincial average in all areas except major behaviors (where lower is better) and teacher efficacy. The latter is a good indicator of the professionalism of the staff and the constant drive to improvement the educational experiences provided to students.

The school's efforts to respond to the academic challenges are outlined in our school development plan. Goal one deals with our planned efforts to increase student performance, the three objectives under this goal deal with efforts to improve instructional practice, assessment practices, and the use of data to inform classroom level instructional decisions (Objectives 1.1, 1.2, 1.3)

Specifically, under objective 1.1 we will be pursuing an increase in understanding learning competencies to enhance student engagement in all levels of the curriculum. The school will also seek to increase the utilization of diverse teaching practices across all subject areas to motivate students. The school will also continue to increase technology implementation and availability to enhance both teaching and learning across the curriculum. Finally, as a Phase 2 school, the implementation of the RTL plan will help the school close gaps in curriculum delivery.

We will also attempt to improve student learning across the curriculum as we work to increase the understanding of assessment as learning across all grade levels and curriculum. The speaks specifically to Strategy 1.2.1 of our school development plan, and the action plans under this strategy outline the efforts of the school in this regard.

Finally, we will work to enhance student learning through the cooperative work of teachers and furthering the use of data to guide instruction. Strategy 1.3.1-1.3.3 outline the ways we will work to achieve this objective and parallel the methods and changes that would be brought to the school as we implement the RTL policy. As part of these strategies the school will increase its use of data to guide decisions and increase the response to at-risk students. The action plans developed around this objective align well with the implementation of the RTL policy and allow the school a smooth transition to this policy.

Report on School Development Plan for Previous Year

Goal 1: To improve student achievement across the curriculum within an inclusive environment.		
Objective 1.1: Enhance instructional practice to improve teaching and learning	Objective 1.2: Enhance assessment and evaluation practice to guide instruction.	Objective 1.3: Enhance the culture of professional learning communities to ensure all students learn, through a continued focus on data for appropriate response.

<p>Evaluation 1.1</p> <p>St. Michael's is continuing with growth towards this objective. Literacy development, especially in the younger grades, is continuing to progress well as shown by internal data. At the elementary and junior high levels, we are starting to see the results of the work done with the children in the primary and elementary grades. The schools Service Delivery team has worked quite efficiently in identifying students with learning needs and developing and implementing interventions to address these needs. The data continues to show the affect these interventions are having on student achievement. The implementation of technology and adequate equipment in grades 5 – 8 has had a positive effect on student attitude towards schoolwork and on rates of completion of school assignments.</p>	<p>Evaluation 1.2</p> <p>St. Michael's is continuing to make use of internal data to inform teaching and learning. In this we are making solid progress towards our objectives. The data generated is used by teachers, and the Service Delivery Team, to identify children who are experiencing learning difficulties at all grades and work towards designing effective interventions for these students. Further, the implementation of the Google suite has enabled the school to better track student progress over time. The data then collected allows teachers to further refine interventions to meet the needs of individual students.</p>	<p>Evaluation 1.3</p> <p>The school is experiencing some growth moving towards this objective. The collaboration at the primary level and the junior high level is strong. At the elementary level there is still some work to be done to establish formal collaborative work. In the upcoming years Google docs, forms and calendar will be used more frequently to schedule meetings and collect feedback on the progress of the collaborative work in all divisions. IN the upcoming year, PLC's will move from divisionally based to grade based as the school becomes a phase 2 school. This means that collaborative meetings will be scheduled once per cycle for each grade level teacher and Department of Education forms will be used to track each student's achievement. We look forward to this change as it will mean a greater level of formalized collaboration between teachers and specialists.</p>
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Goal 2: To continue to foster a safe and inclusive school environment.	
Objective 2.1: Continue to create a healthy school environment that enables all to achieve at their fullest potential.	Objective 2.2: Continue to develop an inclusive school where all feel connected and contributing to the school environment.
<p>Evaluation 2.1</p> <p>The continued use of the morning walk program, in coordination with the sip and crunch program has been a success for the school This is enjoyed by many of the younger students every morning and has offered pro social interaction opportunities where younger and older students play together. With the addition of this program there has only been a total of 50 incidents during the morning session. The continued presence of the Public Health Nurse in the school and her aid in our school health program has been a huge success. This year we added to the extracurricular offerings of the school, with teachers offering primary activities after school 2 days a week. As well, the school was represented at both the Provincial Cross-country championships and the Provincial Track and Field Championships.</p>	<p>Evaluation 2.2</p> <p>The school has been very successful in providing leadership roles for students. The number of students who displayed leadership in the school through programs such as recycling, kindergarten helper and lunch warm up helpers has increased. The additional exposure of the school to the outside community in programs such as, the Rotary Music Festival, CYN, and the Fiddle Group has provided leadership challenges for the students.</p> <p>The PBS system continues to be effective, as does the monthly and yearly awards. 2018-19 showed a marked decrease in the number of classroom and discipline incidents and an increase in the number of entries increase. Again, most notice came from primary teachers, and effort has to continue to be made to spread the program upwards through the grades.</p>

Operational Issues Report 2018-19

Year	Issue	Action	Evaluation
2018-19	Bathroom Stalls	<i>Repairs/improvements to bathroom stalls</i>	<ul style="list-style-type: none"> - <i>Bathroom hardware replaced</i> - <i>Bathroom stalls painted (JH girls)</i>
Report	<p>The renovations to the bathroom stalls are ongoing and have had a positive effect on the view of the students towards the bathrooms. This initiative will continue into the next school year as part of the general improvements/redesign of school public spaces</p>		
2018-19	Gym Floor	<i>Replacement/repair</i>	<ul style="list-style-type: none"> - <i>Some work done on repair of floor</i> - <i>Safety hazards remain</i>
Report	<p>Although the bathroom floor has had some repairs done, there still remains major safety concerns around slipping as well as tripping in cracks in the floor. We will continue to advocate for replacement of the floor.</p>		

Actions for Change

Goal 1: To improve student achievement across the curriculum within an inclusive environment.		
Objective 1.1: Enhance instructional practice to improve teaching and learning	Objective 1.2: Enhance assessment and evaluation practice to guide instruction.	Objective 1.3: Enhance the culture of professional learning communities to ensure all students learn, through a continued focus on data for appropriate response.
Actions for Change 1.1 Please see detailed action plans on file with district	Actions for Change 1.2 Please see detailed action plans on file with district	Actions for Change 1.3 Please see detailed action plans on file with district

Goal 2: To continue to foster a safe and inclusive school environment.	
Objective 2.1: Continue to create a healthy school environment that enables all to achieve at their fullest potential.	Objective 2.2: Continue to develop an inclusive school where all feel connected and contributing to the school environment.
<p>Actions for Change 2.1</p> <p>Please see detailed action plans on file with district</p>	<p>Actions for Change 2.2</p> <p>Please see detailed action plans on file with district</p>

One Year School Development Plan

St. Michael's Elementary

2019- 2020

Goal 1: To improve student achievement across the curriculum within an inclusive environment.		
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Strategies: 1.1.1: Increase the knowledge and utilization of learning competencies to incorporate into instructional practice to enhance student engagement. 1.1.2: Increase the utilization of diverse teaching practices across all grade levels and subject areas, to motivate students. 1.1.3: Continued implementation of technology to enhance teaching and learning.	Strategies: 1.2.1: Increase understanding of assessment as learning for implementation across all grade levels and subject areas, to increase student engagement.	Strategies: 1.3.1: Increase the frequency of data processes occurring at subject and grade level, and school wide. 1.3.2: Increase the response to at-risk students to enhance effectiveness. 1.3.3: Write subject/strand specific SMART action plans to address identified instructional/student learning needs gathered from the data.

Goal 2: To continue to foster a safe and inclusive school environment.	
Objective 2.1: Continue to create a healthy school environment that enables all to achieve at their fullest potential.	Objective 2.2: Continue to develop an inclusive school where all feel connected and contributing to the school environment.
Strategies: 2.1.1: Increase mental wellness awareness to enhance focus on promoting student and staff mental wellness.	Strategies: 2.2.1: Enhance students' sense of belonging and engagement in their own learning.

	2.2.2: Continue to develop opportunities to increase family engagement in their child's education.
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Operational Issues for 2019-20

Operational Issue	Intended Action
No alternate exit from Music Room	Discuss creation of emergency exit plans with maintenance (ladder or building stair platform)
Limited Playground	Engage School council on the possibilities of fund-raising for new playground
Review of alternate exits	Discuss with OHS committee. Involve local fire department for advice on alternate exits
Hallway televisions not operational	Finish school website and complete hardware/software/connectivity work