

Belanger Memorial School



*Annual School Development Report
2018 - 2019*



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The mission of Belanger is to ensure students achieve academic success according to their potential and become responsible, global citizens in a learning environment, which uses innovative and varied teaching practice and emphasizes learning as a life-long process.

Message from the Principal

As another year ends, it provides an opportunity to reflect on the many success of the school year.

Throughout this year, we have seen many changes. With change comes a new energy and we certainly had lots of energy this past year.

The 2018-2019 school year marked the third year of the school development plan for Belanger. The plan was reviewed in October with some changes made and action plans updated for the current school year. The current plan consists of two goal areas. With a focus on student achievement and creating a safe and caring collaborative learning environment for all, we implemented all of the action plans that were outlined. In focusing on our current goals, we placed a major emphasis on increasing student achievement specifically in ELA from k – 12. Through teacher collaboration, new curriculum implementation and the focus on the literacy plan, we have made some strides in moving this goal forward. It is one which we will need to ensure is kept in our next plan.

To continue to maintain a safe, caring, healthy and collaborative learning environment for all staff, students and members of the school community, a school wide Positive Behavior Supports model continues to be a priority. We added regular monthly assemblies to recognize the outstanding achievements of both students and staff. Review 360 has proven to be a powerful tool easier tracking and analyzing of data so as school we are better able to support initiatives, which will enhance the school environment. With teacher and student support, we have continued developing this model and the plan we developed for Belanger is working well. With some adjustments, we will continue using this model in coming years.

In looking at the school development surveys from the previous year, we made a concentrated effort to focus on the areas where students, staff and parents felt there was a need for improvement. We provided more opportunities for the students to engage with each other and incorporated all students, from k – 12, into a variety of team building activities through the year.

In continuing with the communication between home and school, we continue to use Power School and School Messenger as communication aids to keep the school community informed. In addition to this, we continue to update our schools webpage regularly. New for this year was a regular monthly newsletter, which was emailed to all households and mailed via Canada Post to the three families who do not use email. This added another level of communication between the school and the community.

As in the past, we found CDLI has served us well. In order to offer the students a variety of courses we depend on CDLI. With both our students and students who transfer in, we have come to depend on these courses quite extensively. As a learning platform, it works extremely well for our self-motivated, independent learners. For the second year, we implemented Nautikos. As with all new ventures, it was a learning experience. We found it worked well for many but not so for some. Unfortunately, this learning platform will not be available next year.

Our school council continues to be an integral part of our school environment. With their support, we have been able to move forward with the learning agenda of our school.

Belanger provides a safe and caring school environment with a commitment to ensuring school is a place our students want to be. We continue to move forward in educating the students about bullying on all levels. Again, this year we continued educating our students on digital citizenship. Through classroom activities and whole group sessions, we highlighted the importance and the necessity of having these skills in our changing environment.

Students, staff, and district office are to be commended for their commitment to excellence in education. Our continued efforts and cooperation will create a climate that continues to promote the pursuit of excellence.

Catherine Bartlett
Principal

Message from the School Council Chair

The council has been presented the school development and offered suggestions during regularly scheduled meetings. The development plan is available for viewing at any time and access is always to staff of the school for input and explanation of the strategies employed in meeting the desired goals. The council was made aware of progress in achieving the goals of the plan through principal reports at regularly scheduled meetings and school newsletters that are regularly sent out to parents.

It is projected that the council will be consulted for input on the development plan, as it is yearly. The current process of reporting the plan and its progress has worked very well and members of the council and involved group have been quite satisfied in the current process.

The council has operated very cooperatively and is quite pleased with the academic and athletic growth of the school. The efforts made to improve school climate have contributed very positive interactions among the stakeholders of the school. It has been a very positive year and we are confident that this will continue.

Anna-Lee Downey
School Council Chair

Our School Community

Belanger Memorial School is a part of the Newfoundland and Labrador English School District, Western Section. Located in the Codroy Valley, we serve the communities of Cape Anguille, Codroy, Millville, Upper Ferry, O'Regans, Searston, Doyles, Tompkins, South Branch, St. Andrew's, and Lock Lomond. Our school currently has an enrollment of 16.5 teachers, 2 student assistants and 3 support staff and 164 students.

We offer the current curriculum from Kindergarten to 12 with an average class size of 12.6 and 28% of our population is receiving special services support. To supplement the course offerings we find ourselves dependent on CDLI for many of the extra courses we need to broaden the curriculum. We have a combined grade 2/grade 3 class. Next year this will move to a combined grade 3/grade 4 class. FDK is fully implemented and offers exciting new learning opportunities- pedagogical documentation, provocations, digital portfolios, to name but a few. The combined 2 -3 grouping had its benefits and some days presented challenges, especially at the beginning of the school year. The children grew in their independence and confidence as learners and daily observed many positive social interactions as they engaged in play alongside their peers.

With 18 students scheduled to graduate and 10 scheduled to enter kindergarten, along with several parents who have contacted the school regarding enrollments for September, we are expecting a reduction in enrolment again this coming school year.

With 1.75 full time Instructional Resource Teachers on staff and the support from the Educational Psychologist, Speech Language, and the Hearing Itinerant, along with school board personal, we are able to address the needs of all our students.

Servicing such a vast area, all but 4 of our students are bused to school. We have 4 school busses arriving each day at 8:30 am and leave at 3:05 pm.

We have a fantastic relationship with the community. When it comes to seeking assistance, we can boast that we rarely have difficulty-finding volunteers. Whether it is from the parents or the individuals who have no students in school, we can always count on their support. With such a vast geographic area to cover, it does not deter the students from getting involved in after school activities. Belanger opens its doors to many outside groups who are looking to use the facilities. Such outside groups are Cadets, Men's Basketball, and Floor Hockey to name a few. Our doors open at 7:30 am and are not locked until 9:00 pm. Often times we are even open on the weekends!

Internal Assessment Data

With the exception of a few students, with varying needs, the results from k – 6 showed almost all areas met expectations. Those that were not successful have been identified and an education plan has been put in place. A great deal of emphasis was placed on moving towards varying types of assessments to check for curriculum outcomes. Teachers are working at the reading/language component to assist in the writing.

The internal results showed certain areas of concern in the language and mathematics. All English courses from 7 to 12 with the exception of English 8 and 3202 showed focus areas. Mathematics was a concern in 7, 9 and 3201.

What do these results tell us?

In looking at the internal data, we recognize a need to focus on literacy strategies, specifically writing and personal response for junior and senior high students. In English 3201, the weakest strand was in writing which was well below the district and the province in this area. Second to that was the personal response which also mirrors the writing component. One concern is the students not supporting their ideas with information from the text. To address this need action plans have been put in place to seek opportunities for students to strengthen their skills.

Report on School Development Plan for Previous Year

Goal 1. To improve student achievement across the curriculum within an inclusive teaching and learning environment.		
<p>Objective 1.1 Continue the use of internal and external assessment to inform instruction.</p>	<p>Objective 1.2 Increase the knowledge and use of diverse instructional and assessment practices</p>	<p>Objective 1.3 Improve student motivation and responsibility for their learning.</p>
<p>Evaluation 1.1 We started with reviewing our previous years data to look at trends arising from both internal and external results. Following each reporting period, data was reviewed and at risk students were identified. By reviewing data at each reporting period, divisions compiled intervention plans for struggling students. This allowed interventions to be put in place to provide every opportunity for student success</p>	<p>Evaluation 1.2 A complete list of DI and DA resources was compiled and posted for easy access. Differentiated strategies were a focus in divisional meetings throughout the year. Staff shared best practices at staff meetings. Teachers continued to use Google classrooms, Raz Kids, Zorbits math and regularly integrated I-Pads into instruction. We emphasized assistive technology for our students with exceptionalities.</p>	<p>Evaluation 1.3 At risk students were identified and intervention plans put in place for each student. Strategies were shared at staff meeting to address how different teachers approach students to increase learning and motivation. Several collaborative activities took place to engage students from 7 – 12 with those in K- 6 Older elementary students mentored younger students in reading. Grade book was kept up to date so students could monitor their own progress. (7-12) Planners continued to be a valuable communication tool for k-6. Individual student meeting were held with teachers to discuss ways to increase learning opportunities.</p>

Goal 2. To create a safe, caring, healthy and collaborative learning environment for all staff, students and members of the school community.		
Objective 2.1 Increased implementation of the Safe and Caring Schools Policy.	Objective 2.2 Enhance health and moral development	Objective 2.3 Increase communication between stakeholders (parents, students staff, and other stakeholders)
<p>Evaluation 2.1 Staff and students went through the expectations and school rules at the beginning of the school year and again midway. A complete run through of the PBS model took place for K- 12 students twice. Review 360 was used as a means of reporting student behavior. Data was analyzed from review 360 and reported back for discussion and was used to put proactive measures in place to reduce the number of incidents. All students and staff took part in digital citizenship instruction. Focused presentations took place to address relevant issues facing our students today.</p>	<p>Evaluation 2.2 Monthly PBS assemblies focused on star students and achievements. These assemblies highlighted the previous month's activities and provided an opportunity for students to have fun together through teacher led activities. This year teams were created which had students from all grade levels on them to promote school spirit from k – 12. However, as a result of lost of time due to weather, we had to reduce these to every second month. Out of school achievements were acknowledged through announcements and posted in the hallway. Anti-Bullying day activities took place in February. Student talent was showcased in both a Christmas and Spring concert. Trips took place to the Bruce 11 center, and Sports day. This year we took part in DART NL and had an afternoon outside with the entire school for team building and school spirit. Unplugged program took place with neighboring schools as well as lunch time intermural. Play for Fun was implemented.</p>	<p>Evaluation 2.3 Using School Messenger through power school, Web page, e-mail, and adding the monthly newsletter allowed for constant communication between home and school. Power school allowed easy access to student grades for parents and students. Powerschool was used to email parents about upcoming assessments by teachers. Teachers have embraced some 21st century technologies to enhance communication in classes through google classrooms. Many teachers are regularly using the google classroom for the completion of work. Weekly memos, the use of google apps for education, and the whiteboard in the staff room were used as communication tools for staff.</p>

Operational Issues Report 2018-19

Year	Issue	Action	Evaluation
2018-19	<ol style="list-style-type: none"> 1. Reduction in IRT time impacts inclusion supports. 2. Limited discretionary days makes it difficult to find time for PD days outside of board mandated days. 3. New staff should be assigned a mentor at the beginning of the school year to help make them aware of school duties and rules to be enforced within the school. 4. Teachers are inconsistent when it comes to enforcing school rules. 5. Janitorial duties are not being completed sufficiently after school hours. Janitorial issues are not being reported on a regular basis to the 	<ol style="list-style-type: none"> 1. Appealed the reduction in IRT 2. Where ever possible, teachers agreed to cover for sports travel to minimize the use of these days under code 35 to allow for staff to avail of PD. 3. New staff were appointed a staff member to go to. 4. Meetings with groups regarding expectations, reminders in staff meetings 5. Meetings were held with the staff involved regarding the completion of duties. A change is staff took place 	<ol style="list-style-type: none"> 1. After going through the appeal process we had our IRT time reinstated 2. Staff were able to take part in PD 3. New staff found individual who would help them out 4. Not all teachers are consistently enforcing school rules 5. Issues are still not reported in a timely manner.

	<p>appropriate personnel. Janitorial items are not stored away.</p> <p>6. Technology infrastructure does not meet curricular demands.</p> <p>7. Examine the possibility of group duties.</p> <p>8. Reduction in student assistant time is impacting students requiring support.</p> <p>9. Production/sound system in the gym is not functioning effectively.</p>	<p>6. Upgrades were made to bandwidth and the new reporting system has seen better results in maintenance.</p> <p>7. Duty schedules were given to staff to complete</p> <p>8. Appeal was place for more SA time</p> <p>9. New bluetooth speakers were installed</p>	<p>6. We are limited in what is available within our area for band width.</p> <p>7.</p> <p>8. We were successful in gaining a small amount of extra time.</p> <p>9. It is still not sufficient and a sound system need to be repaced.</p>
Report			

Actions for Change

Goal 1. To improve student achievement across the curriculum within an inclusive teaching and learning environment		
Objective 1.1 Continue the use of internal and external assessment to inform instruction.	Objective 1.2 Increase the knowledge and use of diverse instructional and assessment practices	Objective 1.3 Improve student motivation and responsibility for their learning.
Actions for Change 1.1.3 - remove	Actions for Change 1.2.2 - remove	Actions for Change 1.3.1 – remove Indicators of success: Removed 1.3.1 and 1.3.3 but added results of the PMF data

Goal 2. To create a safe, caring, healthy and collaborative learning environment for all staff, students and members of the school community.		
Objective 2.1 Increased implementation of the Safe and Caring Schools Policy.	Objective 2.2 Enhance health and moral development	Objective 2.3 Increase communication between stakeholders (parents, students staff, and other stakeholders)
<p>Actions for Change</p> <p>2.1.4 – added a Vaping teaching module</p> <p>Indicators of Success: Removed 2.1.1 but added results of PMF data nad VAping</p>	<p>Actions for Change</p> <p>No changes</p> <p>Indicators of success: Removed 2.2.1 but added PMF data reports</p>	<p>Actions for Change 2.3</p> <p>2.3.1 – Reworded by adding “expansion”</p> <p>2.3.2 – removed</p> <p>2.3.3 – reworded to add re-evaluate</p> <p>Indicators of success: Removed 2.3.2</p>

School Development Plan for Current Year

One Year School Development Plan

School Development Plan 2019 - 2020

Goal 1: To improve student achievement across the curriculum within an inclusive teaching and learning environment		
Objective 1.1: Continue the use of internal and external assessment to inform instruction.	Objective 1.2: Increase the knowledge and use of diverse instructional and assessment practices	Objective 1.3: Improve student motivation and responsibility for their learning.
<p>Strategies:</p> <p>1.1.1 Collate and analyze student achievement data (internal and external)</p> <p>1.1.2 Continue to collaboratively develop and analyze assessments within school and district</p>	<p>Strategies:</p> <p>1.2.1 Implement a variety of instructional/ assessment strategies to meet the needs of all learners</p> <p>1.2.2 Ensure consistent understanding and implementation of the Service Delivery Model</p>	<p>Strategies:</p> <p>1.3.1 Engage in a school-wide approach to share strategies which motivate students to learn</p> <p>1.3.2 Investigate strategies to improve student sense of connection to school</p>
<p>Indicators of Success:</p> <p><u>General Indicator:</u> improved student achievement results on internal and external assessments</p> <p>1.1.1 Record of analysis for each subject/division/grade level Record of individual student learning needs (portfolio)</p> <p>1.1.2 Create and share cross-curricular assessments and analyze/compare results</p> <p>1.1.3 Record of discussions with NLESD schools</p>	<p>Indicators of Success:</p> <p>1.2.1 Portfolio of instructional strategies used; minutes of staff and department meetings</p> <p>1.2.1 Record of PD session(s) attended/ Increased integration of (mobile) technology into the classroom.</p> <p>1.2.2 A consistent understanding and implementation of the Service Delivery Model</p>	<p>Indicators of Success:</p> <p>1.3.1 Copy of motivational strategies implemented</p> <p>1.3.2 Results from PMF data</p>

Goal 1. Support Plan

Financial	Professional Development/Time Required
<ul style="list-style-type: none">• \$100 Raz Kids• \$300 abcyra subscription• \$? subscription for Super Teacher• Chrome books• Maker Space• \$500 to send students to PSLC (Student Council students to raise the rest• Primary/Elementary Planners (\$1200)• \$500 Travel Expenses	Strategic Planning Day Close-out (1 day for all teachers) Time to review student data and for writing intervention plans through collaboration with other teachers (1 day for all teachers) PD time for collaboration to develop cross curricular assessments within the school. (1 day for all teachers) PD to develop common assessments (1/2) PD to meet with neighboring schools to collaborate in subject area

Goal 2: To create a safe, caring, healthy and collaborative learning environment for all staff, students and members of the school community.		
Objective 2.1: Promote the Safe and Caring School Policy.	Objective 2.2: Enhance health and moral development	Objective 2.3: Maintain communication between stakeholders (parents, students staff, and other stakeholders)
<p>Strategies:</p> <p>2.1.1 Continue to implement the School Code of Conduct, Bullying Protocols and School procedures that are aligned with Safe and Caring Schools policy expectations.</p> <p>2.1.2 Continue to promote the Positive Behaviour Supports (PBS) program to ensure effective implementation.</p> <p>2.1.3 Continue the use of data collection processes for monitoring of student behavior.</p> <p>2.1.4 Establish plan to deliver Digital Citizenship/Vaping teaching modules.</p>	<p>Strategies:</p> <p>2.2.1 Educate students in the areas of respect and appreciation for others.</p> <p>2.2.2 Engage members of the school community in activities related to healthy schools initiatives.</p>	<p>Strategies:</p> <p>2.3.1 Continue the use of school-parent information systems (ie, Powerschool, Review 360, School Messenger, Facebook Page, Twitter, Report Cards, Web page, School Council, newsletter).</p> <p>2.3.2 Re-evaluate how to acknowledge student accomplishments</p>
<p>Indicators of Success:</p> <p>2.1.1 Results from PMF report</p> <p>2.1.2 Student engagement in PBS program</p> <p>2.1.3 Reports from Review 360</p> <p>2.1.4 Plan for teaching Digital Citizenship/Vaping established</p>	<p>Indicators of Success:</p> <p>2.2.1 Results from PMF report</p> <p>2.2.2 List of healthy schools activities that are undertaken by each stakeholder group</p>	<p>Indicators of Success:</p> <p>2.3.1 Evidence of school-parent and parent-school communication.</p> <p>2.3.2 Student accomplishments are acknowledge.</p>

Goal 2. Support Plan

Financial	Professional Development/Time Required
<p>\$1000 PBS monthly assemblies</p> <ul style="list-style-type: none">• \$800 Student Recognition• \$500 for Volunteer Appreciation Day (meal/buffet, recognition certificate/token of appreciation)• \$250 for Dart Outdoors• \$500 for sports day• \$1500 for stadium day• \$1000 for arts & culture day• \$200 for Student Wellness Day• \$200 for Pink T-Shirt Day• \$200 for attendance to Provincial Mental Health Conference• \$2000 presenters	<p>Avail of PD for PBS and Review 360</p> <p>1 hour per month for PBS Assembly</p> <p>1 day for Student Appreciation Day</p> <p>1 day for Sports Day</p> <p>1 day for Stadium Day</p> <p>1 day for Arts & Culture day</p> <p>1 day for student wellness day</p> <p>½ day for pink shirt day</p> <p>2 days for a teacher to attend mental health conference</p>

Operational Issues for 2019 - 2020

Operational Issue	Intended Action
Reduction in IRT time impacts services available.	Complete a resource review to look at more IRT time. Look at internal configurations to best utilize the time we have.
Limited discretionary days makes it difficult to find time for PD days outside of board mandated days.	Make PD days a priority and extra-curricular secondary when allocating discretionary days
Technology resources does not meet curricular demands.	Continue to repair all equipment in a timely fashion by having staff report it as soon as it is not functioning.
Reduction in student assistant time is impacting students requiring support.	Continue to advocate for more SA time to meet the ever increasing needs within the building
Production/sound system in the gym is not functioning effectively.	Seek funding opportunities to have the system replaced
Inconsistent heat throughout the building	Look to the board for a way to better manage the heating within the building