Annual School Development Report
2018-2019
(November 2019)

TEMPLETON ACADEMY
8 School Road
Meadows, NL, A2H 6B9

Templeton Academy is named for and dedicated to the memory of Rev. Gordon S. Templeton. Rev. Templeton served as an Anglican Rector of the Parish of the Bay of Islands from 1934-1949

Message from Principal

I would like to congratulate all of the students at Templeton Academy for their successes and achievements during the 2018-2019 school year. Our school motto **"*Aim and Achieve*"** certainly encompasses our beliefs, values, and spirit at the school. Students who have achieved their goals this year should feel very proud of their accomplishments. For those students who did not have a successful year I want you to reflect over the summer break and return with a stronger sense of commitment and work ethic. I encourage each and every student to set challenging and obtainable goals for the 2019-2020 school year and to further develop their Tiger spirit. Thank you to parents/guardians, teaching staff, support staff, and district staff for providing the conditions in our school for great learning opportunities. As you read through this Annual School Development Report, you will see that the teaching staff ensured that a focus was maintained on teaching, learning and achievement.

Through collaboration and cooperation with different members and groups of the school community, we have made significant progress with our School Development Plan (SDP). This progress could not have occurred without the collaboration and cooperation of a variety of school and community groups. A tremendous amount of support is always given by the Templeton Academy School Council and Templeton Academy Home and School Association to help achieve our goals. The Home and School Association's financial contributions and their help in organizing "Spirit Events" continue to help Templeton move forward in our school development. Some other aspects of the SDP which have benefited our school community include Literacy and Numeracy Programs, PBIS, Digital Citizenship, Safe and Caring Schools Policy, Professional Learning Communities, establishing more reading resources, improving the delivery of student services, PowerSchool, Review 360, and financial contributions from numerous businesses, organizations, and individuals. The professional development sessions sponsored by the Newfoundland and Labrador English School District (NLESD) over this past year have benefitted the entire school community. Also, the continued volunteer efforts of many staff and community volunteers with our Breakfast Program remain a positive focal point on Mondays, Wednesdays, and Fridays of each week.

In response to the Premier's Task Force on Educational Outcomes, the Department of Education and Early Childhood Development selected forty schools to participate in a new Primary–Elementary Initiative. Templeton Academy is a Phase 1 school. As part of this initiative, a new policy, Responsive Teaching and Learning, was implemented to guide school personnel as they work together to support the learning needs of all students. The policy outlined a tiered approach to learning and guided how students access services.

This initiative generated change in practice and resources. It is designed to promote a positive school environment and to increase student achievement. Throughout the 2018-2019 school year, our staff availed of additional professional learning opportunities that supported responsive teaching and learning and collaborative practices.

Our school accepted an invitation by the NLESD to become part of a pilot project in 2018-2019. As a participant in this pilot project, we did not administer mid-year examinations. The purpose

of this pilot is to focus on maximizing instructional time and student learning rather than administering formal exams during this time period.

Glenn MacArthur
Principal, Templeton Academy

Message from School Council

Our mandate as a School Council is to ensure we do all we can to support our students, staff and community stakeholders through a successful school year. We measure this success by the achievements of the students of Templeton Academy in relation to goals set out in our School Development Plan.

Throughout the 2018-2019 school year our Council discussed curriculum based outcomes such as academic achievement, comparative exam results, resource allocation and professional development. We also discussed the wider issues of parental involvement, safe & caring schools, fund-raising, building maintenance/improvement and extra-curricular achievement/activities.

As a council we are very pleased with the progress made within our school's development plan. The focus on health & wellness, athletic achievement and learning outside of the basic curriculum guidelines is also evident. We feel that our goal of providing a safe and healthy school environment in which our children can be free to maximize their potential has been met in 2018-2019.

Our School Council maintains open lines of communication between school administration, students, teachers, the community as a whole and parents/guardians. The 2018-2019 year ended with detailed discussion on declining resources, the challenges to maintain course offerings, and the new Primary-Elementary Initiative of the Premier's Task Force on Educational Outcomes. With each group's demonstrated willingness to work with each other in the best interests of our students' education; I am confident that Templeton Academy will remain successful.

I would like to thank the school administrator along with the teachers, student and community representatives that make up our School Council for bringing a loud voice, listening ear and open mind to each school council meeting. With their continued advocacy, Templeton Academy will continue on its bright path toward success.

Lyndon Combdon
Chair - Templeton Academy School Council

Overview of School

Our School Community

Our K-12 school, *Templeton Academy*, located in Meadows, Newfoundland and Labrador, is part of the *Western Region of the Newfoundland and Labrador English School District*. The NLESD includes 259 schools with five alternate sites. It services approximately 67,000 students and employs over 8000 people. Templeton Academy currently has an enrolment of 459 students and offers Kindergarten to Level III programming. The school services the communities of Hughes Brook, Irishtown, Summerside, Meadows, Gillams, McIvers, and Cox's Cove. Class sizes range from 8 to 32 students. Two courses Physics 2204 and Math 3208 were taught using the Centre for Distance Learning and Innovation (CDLI). Templeton Academy also provides a pre-kindergarten program (KinderStart) and participates in the International Student Program.

Our school had a total teaching allocation of 34.25 units which includes 1.5 units for administration, and 4.25 units for student services, 1.0 Reading Specialist unit, 1.0 Teacher-Librarian unit, and a full time guidance counselor. We also have 2.0 Teaching and Learning Assistant units. We have specialist teachers in the areas of music, art, skilled trades, technology, French, and physical education. We have 3 student assistants who provide 15.5 hours per day of additional support to 7 students. The school also has the services of 1 secretary and 7 school busing personnel with custodial duties. In addition to staff based at the school, we have access to the District and Regional office staff including: an Assistant Director, Senior Education Officers, Speech-Language Pathologist, Educational Psychologist, Program Specialists, School Health Promotion Liaison Consultant, Safe and Caring Schools Itinerant, Vision Itinerant, Hearing Itinerant, and various managers.

Internal Assessment Data

Kindergarten English Language Arts (ELA) 100% scored 2 or greater in all four strands with about 85% scoring a three or higher. An area of concern is reading and viewing with a variety of text with purposes and understanding. Kindergarten Math 100% of students scored 2 or greater on all strands.

Grade 1 ELA 85 % scored 2 or greater in all 4 strands with !00% scoring above 2. Areas of concern are reading and viewing a variety of text with purpose and understanding and writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways. In Math 94% scored 3 or higher on all four strands. Also, 100% scored 3 or 4 on patterns and relations.

Grade 2 ELA 100% of students scored 2 or greater with speaks with purpose to communicate ideas and listening with purpose to communicate. However, 45% scored a 2 or lower on writes and represents to clearly communicate. In Math 97% of students scored 2 and higher on all four strands.

Grade 3 ELA 100% of students scored 2 or higher on strands 1 and 2. 22% of students scored 1and 2 on read and views a variety of text with purpose and understanding. Also, 15% scored 1 and 2 on writes and represents to clearly communicate. In Math 90% of students scored 3 or higher on all four strands.

Grade 4 ELA 98% of students scored 2 and greater on strands 1 and 2. 26% scored 1 and 2 on strand number 3. Also, 26% scored 1 or 2 on writes and represents to clearly communicate. In Math 98% of students scored 2 or higher on all four strands.

Grade 5 ELA 100% of students scored 2 and greater on strands 1 and 2. Around 20% scored a 2 with reads and views a variety of texts with purpose and understanding and writes and represents to clearly communicate. In Math 93% of students scored 3 or 4 on all four strands.

Grade 6 ELA 100% scored 2 or higher on all four strands. In Math 100% of students scored 2 or higher on all four strands. 22% of students scored 2 on patterns and relations.

The results in Grades 7-9 were very good, however, the Grade 9 students struggled the most with achieving the curriculum outcomes; there were at least 13% failing English Language Arts and Art as well as 21% failing Science. Math 8 and 9 were 87% and 50% respectfully. The average passing rate for junior high courses were 85% or greater with 13 courses having 100% pass rate.

The results in Grades 10-12 were really good. Most courses had 100% passing rate however, Biology 3201 and Math 3201 had 88% class averages with a 13% failing rate. All courses had 88% or greater passing rate.

In September 2019, the school had a 95% graduation rate. Out of 38 students only 33% of them graduated with general status.

What do these results tell us?

In the primary division supports and interventions are required in English language Arts with a focus on reading and writing.

In Elementary division supports are required in English Language Arts with a focus on reading and writing.

In the Intermediate division the Grade 9 Math students struggled in all areas. Support and intervention is needed with the Math Curriculum.

In the Senior High encouragement, motivation and interventions are required to promote more students to partake in the academic program.

Report on School Development Plan for Previous Year
School Development Plan 2012-2019

Goal 1. To improve student achievement through enhanced student motivation in a collaborative environment that focuses on teaching and learning.		
Objective 1.1 To enhance teaching practices and build upon teaching strategies utilized in the classroom to meet the needs of learners.	Objective 1.2 To collaborate with teachers to address needs of students as indicated by internal and external achievement data.	Objective 1.3 To improve student motivation through incorporation of a variety of teaching and learning methods and pedagogy.
Evaluation 1.1: Researched and share up-to-date teaching strategies for the 21st century learner Increased motivation and achievement for boys by providing reading materials that interest them (DART Cart Program). Collaborated in PLCs more frequently as a result of being a Phase 1 school. Collaborated across divisions (K-12) to share strategies and best practices on the teaching/learning of reading. Greater focus on literacy interventions with the cooperation of our reading specialist, our teacher-librarian, and the Reading program specialist. Implemented Math journals to increase student written reasoning and communication. Utilized teachers' strengths to team teach Career Development 2201. Utilized contests/events which complemented curriculum outcomes. Purchased licenses for numeracy and literacy support. Utilized 3-D printer for technology and cross-curricular purposes to increase student interest. Used coding and microbits in grade 6 science, technology, and other applicable courses to engage learners (STEAM). The school participated in the No Midyear Pilot to increase class instructional time.	Evaluation 1.2: Explored ways to create more time to collaborate with IRTs to better meet the needs of all learners with a focus on students who require additional support and those needing to get at grade level benchmark. IRTs, reading specialist, teacher librarian and teacher learning assistants were included in PLC meetings. Collaborated internally to develop strategies to address student behavior (detention scheduled changed to Monday, Wednesday, Friday). There was better use of Review 360 by teachers and the analysis. PBIS Reward Program needs to be revised especially for high school students. Collaborated internally and externally to share and implement best teaching practices in specific subject areas/grade level. Room 215 was used to facilitate the instruction and assessment of students who receive accommodations (i.e. AFM, Word Q, Speak Q). Modelled reading, writing, answering, listening, and guided reading strategies. There was successful implementation of Templeton Academy's new Assessment, Evaluation and Reporting Policy. Improved internal communication with IRT's through the use of Google Calendar (Templeton Assessment Calendar). Utilized the Learning Resource Teacher and Reading Specialist in everyday teaching practices. Reorganized the Library Learning Commons and obtained more resources.	Evaluation 1.3: Incorporated differentiated instruction techniques, more technology, high interest curriculum activities, and guest speakers into the delivery of curriculum outcomes and accommodations. Replenished some reading resources in individual classroom libraries for both in-class and take home use and in the Library Learning Commons. Purchased high interest novels for high school students. Increased use of buddy reading program. Incorporated talk-to-text technology to increase student written communication in Math and IRT delivery of accommodations (Room 215). Incorporated Google Docs/Classroom as a resource for sharing notes and assessments. Implemented high interest curriculum activities to attract all students such as Little Green Thumbs, Literacy Days for K- 12, Numeracy Day, and regional /provincial/national contests. Incorporated Grade 1 Play-based Learning. Implemented online supports such as G Suites, websites, IXL Math to promote student motivation, performance and accountability. Tutorial sessions were offered in specific courses as needed before a major assessment (i.e. online formative assessments). Offered extra tutoring, practice, resources, and increased access to NLESD math websites. Incorporated the use of Chromebooks in the mathematical financial unit for Math 3201.

Goal 2. To continue to improve open and effective communication within the school community.		
Objective 2.1 To improve communication with parents to promote active involvement in their child's education.	Objective 2.2 To enhance the communication of school policies and procedures to all staff and within the school community to promote the effective operation of the school.	Objective 2.3 To improve collaboration and communication among all staff to develop a more cohesive school community.
Evaluation 2.1: Through the use of memos, student agendas, PowerSchool, Twitter, emails, Templeton Academy website and NLESD website information is distributed to parents. Ongoing communication with parents/guardians regarding the implementation of the Education Action Plan. Parents were emailed about upcoming assessments, tutoring, and review classes. Implemented PowerSchool tools. Increased use of parent/guardian email lists to communicate important dates and reminders. Increased use of internet for sharing curriculum materials and assessment dates. Promote independent reading and writing in the home environment. Incorporated OPTIS to enable online scheduling for Kindergarten – Grade 12 Parent-Teacher Interviews. Improved usage of School Messenger.	Evaluation 2.2: Through the use of memos, student agendas, PowerSchool, Twitter, emails, Templeton Academy website and NLESD website information is distributed to staff and parents. Mentorship for new or returning teachers/staff occurred. Improved links to a variety of information (ex. NLESD Math YouTube Channel, NLESD Internet and Social Media Safety Guidelines, Mental Health Promotion etc.) were posted on the school's website and tweeted. Improved the communication of anti-drug, anti-smoking, and anti-alcohol district/school policies and programs for students through presentations (i.e. vaping) with various grade levels using onsite personnel and presenters. Improved usage of School Messenger.	Evaluation 2.3: Progress was made in efficient use of staff meetings, PowerSchool, websites, and professional development to improve collaboration and communication. Electronic monthly calendar developed by principal and a few staff members. Teaching and Learning Teams were established and met frequently to analyze data and respond to the needs of our students.

Goal 3. To foster an atmosphere where students and staff learn/work in a safe and caring environment conducive to wellness, respect and citizenship.		
Objective 3.1 To create a safe and caring environment through the continued implementation of the Revised Safe and Caring Schools Policy.	Objective 3.2 Increase awareness of, and opportunities for, staff, student and community wellness.	Objective 3.3 Increase students' and staff awareness of being valued, cared for and respected in the school environment.
Evaluation 3.1: Tried to maintain current membership of PBIS committee with representation from all divisions however membership and involvement is decreasing despite our efforts. There was very little teacher participation in the PBIS reward program in Grades 7 -12. The reward program needs to be revised. Teachers and students were trained about the matrix. Further discussion did occur on the K - Grade 6 detention procedure and a schedule was revised. An analysis of Review 360 data was presented bimonthly. Teaching of Digital Citizenship occurred as per the district's timelines. Further interventions were discussed to help improve the behavior of repeat offenders as well as the areas and behaviors that were more frequently reported. The school followed the Bullying Intervention Protocol as per the Safe and Caring Schools Policy. The Safe and Caring Schools Itinerant (Megan Schwartz) held Bullying and Restorative Justice sessions with our junior high students. Grade 5 students had an Autism presentation and an Indigenous presentation. Grade 10 – 12 students attended a MADD presentation.	Evaluation 3.2: Promoted our current extra and co-curricular activities to the school community. Incorporated wellness activities for students and staff members. Teachers, Teaching and Learning Assistants and Student Assistant participated in a NLTA presentation on Harassment. The Community Youth Network held lunchtime presentations (ex. nutrition, anxiety, self-esteem and bullying) for interested Grade 7 – Grade 12 students. Grade 4 students participated in a Search and Rescue presentation. Continued to incorporate a few Spirit activities throughout the year for K-12. The guidance counselor conducted classroom sessions on mental wellness. Pep rallies occurred when sports teams qualified for provincial competitions. The Staff Shout-Out board was created in the staffroom to thank staff for positive actions and acts of generosity.	Evaluation 3.3: Student Volunteer Recognition Program continued this year. Monthly Janeway Spirit Days continued and we were also represented at the Telethon in Corner Brook. Various primary and elementary classes participated in Say Yes to Friendship poster contest. A Grade 1 student at Templeton poster was the provincial winner. Through the use of technology and memos many reminders were given to staff and parents to complete surveys on school climate according to NLESD guidelines. Incorporated presentations/programs on anti-bullying, respectful behavior, and mental wellness to increase student's self-confidence and coping skills. There was continued implementation of Tiger Paw Draws. Staff participated in many staff social events. Room 215 was used as a sensory room for several primary and elementary students. Grade 12 students participated in a Safe Grad presentation. As a result of a grant, our Skilled Trades students built several benches and tables to be used on school grounds.

Operational Issues Report 2012 - 2019

Year	Issue	Action	Evaluation
2018-19			
Report	Storage space for physical education equipment	Collaborate with school and district personnel to develop solutions	Some progress but more attention is needed.
	Old or deteriorating furniture	Repair, replace, or discard furniture	Progress was made on this issue.
	Malfunctioning clocks	Collaborate with district personnel to repair or replace	More purchases need to be made.
	Outside Bells	Repair or replace	Some repairs were made by NLESD. There seems to be a program issue that needs to be resolved.
	Cleanliness of school	Collaborate with district and school personnel to develop solutions.	Some progress made but more attention is needed.
	Heat regulation and ventilation in numerous classrooms	Collaborate with district personnel to repair issues in several rooms upstairs.	District personnel was contacted but little progress to report on Air Exchange Unit.
	Resurface/repair play area on south side of school.	Collaborate with school community and district personnel to develop solutions.	District personnel was contacted. Templeton Academy Home and School Association hired a contractor to remove one section of asphalt and placed pea stone in this area. More work will be explored in Fall 2019.
	Put up school banners.	Collaborate with school community and district personnel to implement a solution.	District personnel was contacted but no progress to report.
	Muddy areas adjacent to school	Collaborate with school community and district personnel to develop solutions.	District personnel was contacted but no progress to report.

	Replace the water tap located in the front entrance.	Collaborate with district personnel to replace.	District personnel was contacted but no progress to report.
	Repair fencing and install fencing in play area on west side.	Collaborate with district personnel to develop solutions.	District personnel was contacted but no progress to report.
	Install window screens in some classrooms, office and cafeteria.	Collaborate with district personnel to develop solutions.	Some screens were installed but more screens are required.
	Repair/replace some hardware for the swings.	Collaborate with district personnel to develop solutions.	No progress to report.
	Investigate other ways to organize the Learning Resource Center.	Collaborate with school community and district personnel.	Good progress was made.

Actions for Change

Goal 1. To improve student achievement through enhanced student motivation in a collaborative environment that focuses on teaching and learning.		
Objective 1.1 To enhance teaching practices and build upon teaching strategies utilized in the classroom to meet the needs of learners.	Objective 1.2 To collaborate with teachers to address needs of students as indicated by internal and external achievement data.	Objective 1.3 To improve student motivation through incorporation of a variety of teaching and learning methods and pedagogy.
Actions for Change 1.1: Utilize 3-D printer for technology and cross-curricular purposes to increase student interest. Increase use of coding and microbits in Grade 6 Science, technology, and other applicable courses to engage learners. (STEAM). Review and look at data from sign out sheets and student achievement data.	Actions for Change 1.2: To incorporate and develop Google Sites (online portfolio as directed by NLESD) for students and teachers to show student progress across grade levels and subject areas. To increase the achievement in the media literacy component.	Actions for Change 1.3: Incorporate the use of chromebooks in the mathematical financial unit for 3201. Increase the incorporation and the variety of performance assessments in junior high math and science.

Goal 2. To continue to improve open and effective communication within the school community.		
Objective 2.1 To improve communication with parents to promote active involvement in their child's education	Objective 2.2 To enhance the communication of school policies and procedures to all staff and within the school community to promote the effective operation of the school.	Objective 2.3 To improve collaboration and communication among all staff to develop a more cohesive school community.
Actions for Change 2.1: No changes were identified.	Actions for Change 2.2: To use school messenger for communication purposes.	Actions for Change 2.3: Time for face-to-face communication among teachers (ex. Grade level Meetings, Common Preps (scheduling).

Goal 3. To foster an atmosphere where students and staff learn/work in a safe and caring environment conducive to wellness, respect and citizenship.		
Objective 3.1 To create a safe and caring environment through the continued implementation of the Revised Safe and Caring Schools Policy	Objective 3.2 Increase awareness of, and opportunities for, staff, student and community wellness.	Objective 3.3 Increase students' and staff awareness of being valued, cared for and respected in the school environment.
Actions for Change 3.1: Establish a Social Justice Club, a GSA Club, and a Pride Committee. Explore other options for recognizing student achievement and behavior. Explore and participate in existing courses located on Review 360. Establish a Student Leadership Team (voluntary).	Actions for Change 3.2: Communicate opportunities for community volunteers to run clubs within the school. Revisit the structure of the staffroom. Add a positive promotion jar in the staffroom to highlight a positive gesture/activity that happened in your day. Incorporate more activities for students to explore the Arts (Sit and knit, Choir, Guitar club, etc.).	Actions for Change 3.3: Create and display positive messages throughout the building. Explore options for increasing student morale (ie: more organized school-wide/divisional/classroom activities outside classroom instruction).

1 Year School Development Plan (October 2019) School Development Plan 2012-2020

Goal 1: To improve student achievement through enhanced student motivation in a collaborative environment that focuses on responsive teaching and learning		
Objective 1.1: To enhance teaching practices and build upon teaching strategies utilized in the classroom to meet the needs of learners	**Objective 1.2**: To collaborate with teachers to address needs of students as indicated by internal and external achievement data	**Objective 1.3**: To improve student motivation through incorporation of a variety of teaching and learning methods and pedagogy
Strategies: 1.1.1: Research and share up-to-date teaching strategies for the 21st century learner 1.1.2 Increase motivation and achievement for all students through an interest inventory for reading materials as indicated by the inventories (Continue to use the DART Cart program and acquire more graphic novels to motivate reluctant readers) 1.1.3 Collaborate in professional learning communities (PLC) 1.1.4: To increase student written reasoning and communication by incorporating more Math Talk in the classroom 1.1.5: To continue effective team teaching in Career Development 2201 1.1.6: Continue To utilize national and provincial contests, events/resources which complement curriculum outcomes 1.1.7: Explore Grade 2 and Grade 3 class participation in the DreamBox Project which focuses on numeracy. 1.1.8: Purchase more licenses for RAZ (Reading A to Z) 1.1.9: Utilize 3-D printer for technology and cross-curricular purposes to increase student interest. 1.1.10: Increase use of coding and microbits in grade 6 science, technology, and other applicable courses to engage learners. (STEAM) 1.1.11: Data from sign out sheets and student achievement data	**Strategies**: 1.2.1: Explore ways to create more time to collaborate with Reading Specialists, Library Commons teachers, TLA and with IR teachers to better meet the needs of all learners in the Responsive Teaching and Learning Model. 1.2.2: Collaborate internally to develop strategies to address student behavior and student wellbeing (Safety/SEL) 1.2.3: Collaborate internally and externally to share and implement best teaching practices in specific subject areas/grade level. 1.2.4: Continue to model reading, writing, answering, listening, and guided reading strategies 1.2.5: Improve the implementation of Escalating Levels of Intervention 1.2.6: Implement the new AE and R Policy 1.2.7: To improve internal communication with IRT's. For Example, through the use of Google Calendar (Templeton Assessment Calendar) 1.2.8: To utilize the Learning Resource Teacher and Reading Specialist in everyday teaching practices. 1.2.9: To reorganize the Library Learning Commons and obtain more resources. 1.2.10: To incorporate/ develop Google Sites (online portfolio as directed by NLESD) for students and teachers to show student progress across grade levels and subject areas. 1.2.11: To increase the achievement in the media literacy component.	**Strategies:** 1.3.1: Incorporate differentiated instruction techniques, more technology, high interest curriculum activities, field trips and guest speakers into the delivery of curriculum outcomes and accommodations. 1.3.2: Update and replenish reading resources in library and individual classroom libraries for both in-class and take home use (particularly high interest and low reading level books) 1.3.3: Continue to incorporate talk-to-text technology to increase student written communication in all subject areas (more assess to ipads/ chromebooks technology) 1.3.4: To incorporate play-based learning practices throughout the Grade 1 prescribed curriculum 1.3.5: Continue to reintroduce Scholastic Book orders in high school 1.3.6: Purchase more high interest novels for junior/senior high students. (Novels, LesPlans) 1.3.7: Junior/Senior High Book Exchange 1.3.8: High school will participate with the Primary/Elementary Literacy Day 1.3.9: Buddy Reading (incorporate more with older students) 1.3.10: Provide opportunity for sharing best practices related to student motivation. 1.3.11: Acquire resources to be able to integrate the use of school chrome books and Google Classroom for classroom and IRT purposes. 1.3.12: Incorporate the use of chromebooks in the mathematical financial unit for 3201. 1.3.13: Increase the incorporation and the variety of performance assessments in junior high math and science

Indicators of Success:	Indicators of Success:	Indicators of Success:
1.1.1: PowerSchool, Department / division meetings, professional development sessions 1.1.2: Student achievement data 1.1.3: Student achievement data 1.1.4: Student achievement data 1.1.5: School Development Surveys 1.1.6: School Development Surveys 1.1.7: Student achievement data 1.1.10: Data from sign out sheets and student achievement data.	1.2.1: Student achievement data 1.2.2: Reduction in SEL RTL forms 1.2.3: Student achievement data 1.2.4: Student achievement data 1.2.5: Student achievement data 1.2.5: Reduction in the amount of incomplete work and improved student achievement data 1.2.6: Increase efficient use of BAS Kit 1.2.7: Reduction in the amount of incomplete work, improved student achievement data 1.2.8: More effective use of time. 1.2.9: Student achievement data. 1.2.10 Student Portfolios set up and being used 1.2.11: Increase in student achievement data	1.3.1: School Development Surveys, sign-out sheet for mobile technology carts, Room 215 scheduling, student achievement data, attendance data 1.3.2: Student achievement data, participation/ observation data, resources purchased 1.3.3: Student achievement data 1.3.4: Student achievement data, resources purchased 1.3.5: Student achievement data, resources purchased 1.3.6: Student achievement data, resources purchased 1.3.7: Participation/observation data 1.3.8: Participation/observation data 1.3.9: Student achievement data, participation/observation data 1.3.10: Participation, Assessment data 1.3.12: Participation, Assessment data 1.3.13: Participation, Assessment data, student achievement data, resources purchased

Goal 1. Support Plan	
Financial	**Professional Development/Time Required**
- Purchase reading materials, play-based resources for Grade 1, update BAS Kits, materials for Literacy Day, technology - Cost of presentations - Renew license for Chrome books - Accessories for microbits - Purchase devices for teachers to have in their class to record evidence of performance assessments - Purchase Graphic Novels - 5 ipads/chromebooks per classroom - 3 chromebooks per IRT	-AE and R Policy, BAS, Technology, Sharing Best Practices, New Curriculum, Play-Based Training, Let's Talk Science - Staff training and development of Google Classroom. - Staff training for 3-D printer and microbit use. -LLI Training (Grades 5 & 6)

Goal 2: To continue to improve open and effective communication within the school community		
Objective 2.1: To improve communication with parents to promote active involvement in their child's education	**Objective 2.2:** To enhance the communication of school policies and procedures to all staff and within the school community to promote the effective operation of the school	**Objective 2.3:** To improve collaboration and communication among all staff to develop a more cohesive school community (PLC)
Strategies: 2.1.1: Memos, distribute research and helpful hints literature 2.1.2: Continue to use student agenda, email, School Messenger, phone, websites, PowerSchool emails/comments, text, and Twitter 2.1.3 Promote independent reading in the home environment 2.1.4 Continue with Literacy Days and include Grades 7 – 12 (rotating centers).	**Strategies:** 2.2.1: Continue use of memos, teacher and parent/guardian sessions, school website and professional development 2.2.2: A formalized Mentorship program (Go and Grow, shadowing) 2.2.3: Improve the communication of awareness education (drug, smoking and alcohol) district/school policies and programs for students 2.2.4: Explore professional development sessions on PowerSchool and Gradebook. 2.2.5: School messenger for communication	**Strategies:** 2.3.1: Effective and efficient use of staff meetings, email, Google Classroom PowerSchool, school publications, and professional development 2.3.2: Time for face-to-face communication (Grade level Meetings, Common Preps (scheduling)
Indicators of Success: 2.1.1: Student achievement and parent involvement 2.1.2: School Development Surveys, feedback from parents 2.1.3: Student achievement data and feedback from parents 2.1.4: Student achievement data and feedback from parents and students	**Indicators of Success:** 2.2.1: Publications 2.2.2: Feedback from new and returning staff members 2.2.3: School Development Surveys 2.2.4: Improved use of PowerSchool and Review 360 2.2.5: Internal school messenger data	**Indicators of Success:** 2.3.1: Feedback from teachers 2.3.2: Improvement in teacher wellbeing 2.3.2: Student improvement in SEL and academic achievement

Goal 2. Support Plan	
Financial	**Professional Development/Time Required**
Reading materials	PowerSchool, Review 360 and scheduling

Goal 3: To foster an atmosphere where students and staff learn/work in a safe and caring environment conducive to wellness, respect and citizenship		
Objective 3.1: To create a safe and caring environment through the continued implementation of the revised Safe and Caring Schools policy	**Objective 3.2:** Increase awareness of, and opportunities for, staff, student and community wellness	**Objective 3.3**: Increase students' and staff awareness of being valued, cared for and respected in the school environment
Strategies: 3.1.1: Expand the membership of the PBIS committee to include representation from each division 3.1.2: Review the detention procedure (Review procedure for 7-12) 3.1.3: Further implement PBIS particularly when dealing with Minor and Major Behaviors 3.1.4: Ensure school-wide consistency of Review 360 and the bullying protocol through changing Tiger Paws to Tiger Bucks 3.1.5 Enhance the implementation of PBIS in junior and senior high school through changing tiger paws to tiger bucks. 3.1.6 Reimplementation of a Social Justice/GSA Club/Pride Committee. 3.1.7 Explore other options for recognizing student achievement and behavior. 3.1.8 Explore existing courses on Review 360. 3.1.9. Establish a Student Leadership Team (voluntary)	**Strategies:** 3.2.1: Incorporate wellness activities for all students and staff (Wellness activities for staff; wellness day for students and staff, snacks provided) 3.2.2: Consistently incorporate more Spirit activities throughout the year for K-12 with help from student council - last period of the last Friday every month. (More student staff activities like the year-end basketball game, just dance) 3.2.3: Set a time in the schedule for announcements and make more engaging (Student Leadership Team, trivia of the week, student/staff shout outs (Positive quote of the week). 3.2.4: Set goals for Tiger Paws/Bucks 3.2.5: Include all grades and activities in pep rallies 3.2.6: Continue to use shout out board for staff in staffroom 3.2.7 Communicate opportunities for community volunteers to run clubs within the school. 3.2.8 Revisit the structure of the staffroom 3.2.9 Add a positive promotion jar in the staffroom to highlight a positive that happened in your day. 3.2.10 Incorporate more activities for students to explore the Arts (Sit and knit, Choir, Guitar club, etc.).	**Strategies;** 3.3.1: Take more pride in the school community and the environment (More rallies, recognition assemblies) 3.3.2: Encourage staff and parents/guardians to complete school development surveys 3.3.3: Educate school community on "what is bullying" and " what is respectful behavior" to ensure respect for self and others in the school environment 3.3.4 Explore opportunities for high school students to interact positively during second part of lunch. 3.3.5 Have positive messages throughout the building. 3.3.6 Explore options for increasing student morale (ie more organized school-wide/divisional/classroom activities outside classroom instruction)

Indicators of Success:	Indicators of Success:	Indicators of Success
3.1.1: Committee members 3.1.2: Effective implementation of detention procedure 3.1.3: Feedback from teachers 3.1.4: School Development Surveys 3.1.5: School Development Surveys 3.1.6: Social Justice/GSA club formation 3.1.7: School Development Surveys 3.1.8: Feedback from teachers 3.1.9: Establishment of the leadership group and activities being implemented	3.2.1: School Development Surveys, frequency of events 3.2.2: Frequency of events 3.2.7 Increase Teacher Wellness 3.2.9 Increase Student and teacher Wellness.	3.3.1: Less frequent vandalism, littering, etc. 3.3.2: School Development Surveys 3.3.3: School Development Surveys 3.3.6: Implementation of school-wide/divisional/classroom activities

Goal 3. Support Plan	
Financial	**Professional Development/Time Required**
-Resources for high school students and spirit activities -Safe and Caring Schools Grant -Purchase different furniture for staffroom	-Go To Teacher Training, Safe and Caring Schools, Review 360 **- Time to complete**

Operational Issues for 2018 - 2019

Operational Issue	Intended Action
Storage space for physical education equipment	Collaborate with school and district personnel to implement solutions.
Old or deteriorating furniture	Discard, repair, or replace furniture
Malfunctioning clocks	Repair or replace clocks
Outside Bells	Repair
Cleanliness of school/school grounds	Collaborate with school and district personnel to implement solutions. Monitor/review cleanliness of school/school grounds.
Heat regulation and ventilation in numerous classrooms	Repair or replace
Resurface/repair play area on south side of school.	Collaborate with the district personnel to implement solutions.
Muddy areas adjacent to school	Collaborate with the district personnel to implement solutions.
Replace the water tap located in the front entrance.	Replace
Repair fencing and install fencing in play areas	Collaborate with district personnel to implement a solution.
Install window screens in some classrooms and the cafeteria	Collaborate with school and district personnel to implement a solution.
Repair/replace hardware for swings	Collaborate with school and district personnel to implement a solution.
Investigate other ways to organize the Learning Resource Center	Collaborate with the school community to implement a solution.
Create pitching mound for Baseball (Grades 4-9)	Purchase and build pitching mound.