

Annual School Development Report 2019-20

Holy Cross All Grade School

*P.O. Box 130
Daniel's Harbour, NL*



Vision Statement

At Holy Cross All-Grade School, community members work together to foster lifelong learning by providing a safe and caring environment that enables academic excellence as well as active involvement in local and global issues.

Mission Statement

Our mission is to provide a safe and caring environment so all students will achieve academic excellence.



Holy Cross All Grade School

Message from Principal

The 2019-2020 academic year marks the first year of our school development process. It is an exciting time to be working on school development as the school is undergoing significant changes in programming and our leadership team is consistent for the first time in a number of years. We have worked diligently with staff to develop a vision for the programs offered at the school so that we are able to offer student-centered programming for our students, as well as being able to offer differentiated instruction, assessment and targeted interventions for all students in our K-12 setting. These initiatives have been hugely successful for our students. For example, we were able to recover nearly half a dozen courses at the high school level due to our involvement with credit rescue and recovery, which allowed students to advance in grade levels and achieve academic graduation statuses.

In an effort to continue this success despite the loss of teaching units in the 2019-2020 academic school year we are looking to create opportunities for transdisciplinary course planning, direct targeted interventions through collaborative planning and through the continued development of our student literacy portfolios and continuum of assessment practices across key stages. Although we are not a Phase 1 or 2 school, we are looking to the “Responsive Teaching and Learning Policy” for best practices which we can practically implement at our school. This will allow us to be at the ready for it’s full implementation when our time comes.

Particularly relevant to our school context is the increased focus on the social and emotional learning of our students. As a rural school with limited access to an on site guidance counsellor and external mental health public services, we feel that is essential for the wellbeing of our students to offer programming which focuses on their holistic development as young people. As we are in the first year of this development process it seems prudent to develop our learning profiles for our classes as well as for our tier 2 and 3 students, as they would be defined in section 2.0 of the RTL policy. In addition to continuing our work with our Service Delivery Team and Program Planning Teams, we would like to also develop Teaching and Learning Teams to encourage collaboration amongst staff members to allow us to offer programming which is flexible and responsive to student needs. A key component of our ability to offer these flexible programs is the development of our learning spaces, including our library commons and outdoor learning area. As well, we would like to increase our success with transition planning for students as they progress through key stages so that they are mentally and socially prepared for the increasing demands of academics as they progress through the school system.

As well, we are looking to bolster our community partnerships such as our interagency planning for students' health and wellness initiatives with Western Health and through an active engagement of our school council. We are looking forward to the positive rewards that these initiatives will produce for our school community and are excited to work towards these goals as we begin a new stage in our school's development process.

Sincerely,

Danielle Power, M.Ed, B.Ed., B.A.
Principal, Holy Cross All Grade



Holy Cross All Grade School

Message from School Council

The 2019-2020 academic year is off to an exciting start with new additions to our school council team and the retention of long serving members of the school council. As a small school, the impact of parent and community involvement is without doubt essential to our continued growth and development. The school council takes a particularly active role in the school development process in the areas of developing school spirit in the school community. We takes an active role in the planning of many extra-curricular events, such as Halloween festivities and school outings as well as fundraisers to support these events.

As always, the school council will continue to act as an advocate for the school within the community. A particular focus this year is on the acquisition of community and business partnerships to help with the construction and planning of our school playground. We are also working to build a robust email list for the school community to share minutes and memos regarding school council business.

As well, this year we will continue to work with student leadership groups to help facilitate extracurricular activities and school spirit events such as school dances, winter activities and sports tournaments. We look forward to an active involvement with students to add value to their educational experience at Holy Cross All Grade.

Sincerely,

Kacey Caines, *School Council Chair*

Overview of School

Our School Community

Holy Cross All-Grade is part of the Newfoundland and Labrador English School District. It serves the communities of Portland Creek, Daniel's Harbour and Bellburns. In 2019-2020, the enrolment at Holy Cross is 32 students from Kindergarten to Level IV. We have 4.25 teaching units including 0.5 for administration, 0.75 instructional resource, 0.5 Student Assistant, a full-time caretaker and a part-time secretary. We also receive regular visits from Guidance Counselor, once on a 14 day cycle, who is based at a neighboring school.

Our class sizes are small; this year we are working to implement dramatic changes to our classroom structures. For the first time we are offering programming for a K-3 classroom and a 4-7 classroom. Our work last year allowed us to create a comprehensive 3 year plan for our high school students which will allow us to move students back into the classroom on a more regular basis through offering course rotation.

At Holy Cross All Grade, a complete curriculum is offered from Kindergarten through Grade 12. At the high school level, a total of 19 different courses are offered that provided students with a variety of academic levels to meet their needs. Through CDLI we are able to offer students learning opportunities that would otherwise be unavailable.

Key Highlights/Special Projects/Partnerships

There are a number of projects and activities that our students take part in, and are planning, that have enhanced their curricular learning.

- Fall 2019 - Interagency Planning with Western Health to provide a more comprehensive mental health and social emotional learning program on a regular basis lead by school administration.
- October 2019 - Halloween Spirit Activities
- November 2019 - Remembrance Day Literary Contest.
- December 2019 - Christmas Concert
- December 2019 - December Assembly & Santa
- February 2020 - Violence Prevention Initiatives
- February 2020 - 100 days activities

- February 2020 - Janeway PJ Day
- March 2020 - PI Day
- March - Education Week Activities
- Spring 2020 - Spring Concert or Musical

Summary Report on the School’s Most Current Data

1. **Internal** – This data comes from assessments created by teachers in the school. It includes tests, quizzes and assignments, as well as day to day observation of student work.

Report Card Data:

Based on the data table below, In our elementary classroom, students struggle most with the strand “understanding of a number” which will be a focus in the 2019-2020 school year.

Key Stage	ELA	Math
Primary (K--3)	1 - 0 2 - 10% 3 - 40% 4 - 50%	1 - 0% 2 - 0% 3 - 40% 4 - 60%
We feel that it is important to provide literacy enrichment programs for our high achievers in Primary classrooms. We feel that our literacy program was greatly supplemented with targeted interventions, particularly in the primary classrooms, which we will not be able to provide in the 2019-2020 school year due to a reduction in our staffing allocation.		
Elementary (4-6)	1 - 0% 2 - 0% 3 - 73% 4 - 27%	1 - 0% 2 - 27% 3 - 55% 4 - 18%
Based on the data table below, In our elementary classroom, students struggle most with the strand “understanding of a number” which will be a focus in the 2019-2020 school year. We are implementing teaching and learning teams to plan targeted interventions for areas of low achievement.		
Junior High (7-9)	<60% - 60%-75% - 75%-85% - 85%-100 -	<60% 60%-75% 75%-85% 85%-100
*Cannot report on junior high achievement data due to an enrollment of less than 5 students		
Senior High	<60% - 0%	<60% - 0%

(10-12)	60%-75% - 67% 76%-85% - 0% 86%-100 - 33%	61%-75% - 64% 76%-85% - 33% 86%-100% - 0%
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Last year, we had considerable success in preventing students from failing by utilizing credit recovery and rescue extensively in our program planning. We will try to maintain these same policies in the 2019-2020 school year, but do not have as much flexibility due to staffing reductions. Our senior high student data suggests that there is room for improvement in our programs to bridge the gap for students to become high achievers and our goal is to focus on deep learning and enrichment opportunities for senior high classrooms to motivate and engage these learners.

Other Sources:

Sources	Comments
School Climate Survey	<ul style="list-style-type: none"> - School development survey results were withheld for grades 3-4 due to low numbers - Survey results for grades 5-6 suggest that students have an overall positive attitude towards going to school but that they struggle with resilience in the face of challenge. As a result, we are workign in consultation with western health to implement the “Decider Skills” Program in that classroom. - Our results for 7-12 surveys suggest that students feel safe and welcomed at school but that they are not engaged with school after hours. We will again work with western health to establish a student leadership team that allows students the opportunity to work on projects for extra curricular reasons.
Diagnostic Math Assessments	Grade 5 - Administered Fall 2020 All students show require additional work surrounding fractions, estimation, and analysing word problems in terms of understanding what information to pull and what the question is asking. $\frac{2}{3}$ students had difficulty with decimals and using a model to extract data.
Literacy Portfolio and BAS Assessments	All students can benefit from continued phonetics, blends and word chunking for decoding strategies.

Advanced/Academic/General Enrolment

Percentage of Students enrolled in Academic/Advanced/General Level III courses

High School Enrolment = 8

*Due to low enrollment numbers, results from this assessment will not be reported to protect individual student privacy.

Graduation Rate and Status

Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honours, Academic, or General

High School Enrolment = 1 + 1 Upgrade

*Due to low enrollment numbers, results from this assessment will not be reported to protect individual student privacy.

Number of Level III students = 1 full time

Scholarships

Total Scholarship/Bursary Offers

	2018/9
Number of Students Awarded a Scholarship or Bursary	2
Total (estimated) Dollar Figure Offered (all students)	\$3125

ASDR STRATEGIES PREAMBLE

Report on School Development Plan on Previous year (2018-19)

The internal review process was a valuable undertaking for Holy Cross All Grade in the 2018-2019 school year in that we are still experiencing high turnover rates in staff and had many staff members filling specialist positions for the first time. The school development plan allowed us to create a collective vision for the school even though many of us were unfamiliar with the school community and programs. It allowed us to implement programs to support literacy through collaboration and targeted interventions as well as increase school spirit through the implementation of safe and caring schools policies and programs.

Our goal of increasing student literacy was particularly effective because of internal professional development time which allowed our primary and elementary teachers to collaborate and build a set of grade level rubrics which will allow for a continuum of expectations for literacy outcomes across key stages. As well, the district provided time and resources to support the implementation of literacy portfolios up to grade nine. The use of google suites is ongoing at the school and teachers have the opportunity to collaborate and share their skills on many occasions through guided use of this web based software. As well, google classrooms are used regularly in many subject areas to help students organize and manage their

assignments and as a communication tool for teachers and parents. As well, we have spent a considerable amount of time developing a comprehensive Assessment Policy which is particularly helpful in early identification of at risk students and when followed correctly allows us to systematically implement escalating levels of intervention. At the primary and elementary levels, we continued to promote literacy through the use of literacy blocks and were often able to find opportunities for collaboration between primary and elementary classrooms to enhance our programming. We were lucky enough to be able to avail of a professional development facilitated by Jill Handrigan to help us start to develop a Library Commons which if implemented will allow us the space to continue to develop multi-age programming that is essential to our small school.

Our safe and caring schools policies and procedures were also positively influenced by our school development plan. We were able to dedicate professional development time to building a behavior matrix which reflects the 6cs of deep learning in the context of our school. As well, our senior high students were able to take the lead in developing enrichment opportunities for physical fitness by facilitating a morning daily physical activity routine for our younger students as well as several special events for community wellness, such as a technology free “Tent City Night” as a result of action planning with Western Health peer based initiatives. Home school communication is also improving due to initiatives led by the direction of our school development plan. The secretary and Principal have also received School Messenger Training and are ready to start implementing those procedures at the school to track attendance issues in a timely fashion. Parents received regular communication about PowerSchool through report card inserts and memos. We were able to host individual parent meetings for grade nine students to review their three year course plans which were developed in collaboration with school administration and subject specialist teachers. As a measure to ensure that we are meeting social and emotional learning needs of students our principal availed of mental health emergency first aid training. Moreover, we dedicated a considerable amount of time to individual program planning for students who have complex needs which allowed us to provide an environment which was responsive as well as adaptive to challenges.

Goal 1. Increase student literacy through diverse instructional and assessment practices in an inclusive environment.		
Objective 1.1 Further develop effective instructional and assessment learning practices.	Objective 1.2 Continue to increase the use of technology for instruction and collaboration.	Objective 1.3 Increase the utilization of internal and external assessment data to inform appropriate changes to instructional practices.

<p>Evaluation 1.1</p> <p>1.1.1 We were able to offer targeted professional development delivered by Sherri Shepherd to our junior high ELA teacher which will allow us to extend our literacy portfolios to the junior high classroom. We had limited success using the google calendar to share the timeline of completion, so teachers chose their own methods to communicate with the office when key stages were completed. We will continue to work on developing a systematic approach that ensures uniform communication across all key stages.</p> <p>1.1.2 Primary and Elementary teachers were able to work collaboratively to start the continuum of assessment in ELA by starting to develop a series of rubrics that reflect desired outcomes from one grade level to the next. We would like to continue this practice into the junior high classroom as well so that all literacy programming is coherent and continuous across key stages.</p> <p>1.1.3 Administration was not as effectively involved in the process of working with teachers in the development of their PLPs as they have the potential to be due to the inexperience of being a new hire. However, an increased awareness of the school development process will be essential to ameliorating this deficiency in the 2019-2020 school year.</p> <p>1.1.4 We were not as successful with our divisional planning as we had hoped, but will ameliorate the process next year with the development of our teaching and learning teams and dedicated time for divisional meetings by reallocating staff meeting time.</p>	<p>Evaluation 1.2</p> <p>1.2.1 Although we were not able to secure a program specialist from the department to deliver explicit instruction on Google Suites, administration has worked on developing opportunities for staff members to use this online software during professional development days dedicated for other purposes. Our senior and junior high students regularly used Google Classroom in several subject areas to access materials, submit and track assignments as well for teacher contact. It also served as an effective intervention for at risk students because of the feature where you can add a guardian to a student's profile. This resulted in an uptake in the use of collaborative practices for our primary and elementary students as well, in using Google Suites which they enjoyed greatly. We are looking to continue these practices in the 2019-2020 school year.</p> <p>1.2.2 Due to a restructuring of the classrooms in our school, we are awaiting IT services to restore and improve our student's access to technology in the elementary classrooms as well as the Library. This as been a barrier to our ability to pursue this particular goal.</p> <p>1.2.3 Administration worked very hard to develop a Google classroom that would allow both CDLI and school based teachers to share information about missing assessments with school administration, parents and</p>	<p>Evaluation 1.3</p> <p>1.3.1 Although strategies were formalized through our collaborative work on our Assessment Policy, the implementation of escalating levels of intervention was not universal and therefore the effectiveness of 360 Reports and PowerSchool data to deliver targeted interventions was compromised. We will continue to work on our communication strategies in the 2019-2020 school year.</p> <p>1.3.2 We had limited success in developing SMART (Specific, Measurable, Attainable, Relevant, Time based) Action Plans in response to identified learning needs. In the 2019 - 2020 school year we hope to mobilize our program planning teams to develop these action plans for students in tier 2 and 3 as the need arises.</p> <p>1.3.3 Teacher Professional Development for Diagnostic assessment for Mathematics in Grade 6 was a success and was even extended to all elementary levels through a teacher lead initiative.</p> <p>1.3.4 Our targeted intervention as a particular success in the primary levels where we saw significant gains in reading levels in all grade levels. However we will be changing the focus from one to one pull out to small group instruction</p>
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<p>1.1.5 Our assessment policy with escalating levels of intervention was formalized and accepted by all staff but the implementation of the standardized protocols is still a work in progress. We will continue to work on this element of timely and effective communication in the 2019-2020 school year.</p> <p>1.1.6 Our SDT meetings were an essential factor in our ability to provide individualized student programming. In the 2019-2020 school year, we would like to look at a process which would allow the effective communication of the minutes from these meetings to be shared with all teaching staff.</p>	<p>students in a timely and efficient manner. However, uptake was limited and the initiative was not a success. We will look at other ways of addressing these issues in the 2019-2020 school year.</p>	<p>with a focus on collaboration between teachers to identify learning goals in response to a change in our instructional allocation in the 2019-2020 school year.</p>
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Goal 2. Create a safe, caring, and healthy learning environment for all students, staff, and members within the school community.		
Objective 2.1 Increase implementation of the Safe and Caring Schools Policy.	Objective 2.2 Develop healthy and active lifestyles promoting school spirit within the school community.	Objective 2.3 Improve communication for all members within the school community.
<p>Evaluation 2.1</p> <p>2.1.1 Professional Development time was dedicated to the development of a behavior matrix that reflected the 6cs of deep learning but it remains a work in progress.</p> <p>2.1.2 Administration effectively used the Bullying Intervention protocol to make direct responses to behavioral issues which arise from student interactions to guide response protocols. However, as a part of our focus on SEL we would like to see explicit instruction and development of anchor charts to help students identify and differentiate between what is bullying and what is simply rude or mean behavior.</p> <p>2.1.3 Our students really enjoyed the monthly prize draws from the “Catch Me Good Program.” In the 2019-2020 school year it would be beneficial for teachers to</p>	<p>Evaluation 2.2</p> <p>2.2.1 Our senior high students participated actively in the development and implementation of an action plan which resulted in the implementation of an outdoor physical education program, after school and junior and senior high SSNL Varsity sports program, daily quality physical activity program for K-6 students, stress coping strategies during exams, as well as a Tent City technology free night. As well, we offered a comprehensive breakfast program and were able to offer life skills extracurricular in the form of an after school cooking club through a partnership with Community</p>	<p>Evaluation 2.3</p> <p>2.3.1 Report card inserts with PowerSchool login information were effective in increasing student access to PowerSchool. Our school was also able to start effectively using School Messenger and is investigating the implementation of the safe arrival system for reporting attendance issues. Our school Facebook Page has proven effective in promoting school events.</p> <p>2.3.2. One to one meetings were effective with grade 9 students and parents to discuss in detail their high school programming.</p>

<p>increase their use of these tickets at the junior and senior high level as well as to identify target behaviors to increase the effectiveness of these rewards in terms of behavior changes.</p> <p>2.1.4 Administration worked diligently with Western Health to offer targeted mental health initiatives designed to meet the unique needs of our students in an Interagency Program Planning team that will continue its work in the 2019-2020 school year. As well, we were able to leverage external funding to provide a “Colour Me Happy” ongoing event in our library which was focused on reducing stress.</p>	<p>healthy Living Fund and the Daniel's Harbour Public Library.</p> <p>2.2.2 Senior and junior high students were able to show leadership through the implementation of a school canteen program, recycling program, the implementation of whole school events such as “Jump Rope for Heart” and the development of a school mascot and logo which was carried forward to the development school T-Shirts. Our elementary students were given a leadership role in their participation with “Little Green Thumbs.”</p> <p>2.2.3 We participated in spirit events for Halloween and Christmas. We would continue to develop our record keeping systems to make them more collaborative and it would be beneficial to have a more formalized yearly plan for these events in the 2019-2020 school year.</p>	<p>It would be beneficial in the 2019-2020 school year to actively recruit parent volunteers for specific events.</p>
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School Development Plan 2018-2019 (For Reference)

<p>Goal 1. Increase student literacy through diverse instructional and assessment practices in an inclusive environment.</p>		
<p>Objective 1.1 Further develop effective instructional and assessment learning practices.</p>	<p>Objective 1.2 Continue to increase the use of technology for instruction and collaboration.</p>	<p>Objective 1.3 Increase the utilization of internal and external assessment data to inform appropriate changes to instructional practices.</p>
<p>Strategies: 1.1.1 Continue to fully implement the NLESD Literacy and Learning</p>	<p>Strategies: 1.2.1 Provide collaborative opportunities and professional</p>	<p>Strategies: 1.3.1 Implement strategies to effectively use PowerSchool and</p>

<p>Plan 2014-2020 and the K-9 Reading and Writing Assessment Portfolio: Support Document. Include a plan to carry this document with these students through to junior high. Teachers will share term progress with administration through shared Google Document</p> <p>1.1.2 Increase the use of differentiated instructional and assessment strategies (multiple intelligences) through collaborative team teaching practices. Create opportunities for students to share learning across key stage areas.</p> <p>1.1.3 Continue to use professional learning plans and engage in professional learning related to diverse learning needs, inclusion practices and multi-age/grade pedagogy. Use closeout days to reflect learning goals identified by teachers.</p> <p>1.1.4 Continue to engage in monthly collaborative short and long term instructional planning (pacing, unit, and multi-year/multi-age planning). (Divisional Updates).</p> <p>1.1.5 Develop school/home communication protocols to report and enhance literacy and numeracy performance through our assessment policy.</p> <p>1.1.6 Implement SDT meeting 1 per 14 day cycle. Effectively use meeting minutes to guide planning and deployment of resources.</p>	<p>development to teachers on technology integration and application. Work with Andrea Neville to implement professional development sessions</p> <p>1.2.2 Explore and increase use of technology for instruction and learning across the curriculum and grade levels through the use of digital learning software.</p> <p>1.2.3 Continue to explore ways to encourage CDLI student success and encourage on task behavior through collaboration with CDLI teachers and administrators.</p>	<p>Review 360 data to work proactively and reactively to improve student achievement.</p> <p>1.3.2 Develop SMART (Specific, Measurable, Attainable, Relevant, Time based) Action Plans in response to identified learning needs.</p> <p>1.3.3 Teacher Professional Development for Diagnostic assessment for Mathematics in Grade 6 as per NLESD strategic plan. Extend to all of elementary through teacher lead initiative.</p> <p>1.3.4 Schedule time for literacy blocks and team teaching and direct one on one guided instruction for students identified through the BAS 1 implemented.</p>
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Indicators of Success:	Indicators of Success:	Indicator of Success:
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<p>1.1.1 Classroom observations and student performance in the K-6 Reading and Writing Assessment Portfolio which reflects learning outcomes identified through the collaborative creation of a series of rubrics for K-6 ELA.</p> <p>1.1.2 Record of diverse instructional/assessment practices used and classroom observations and documented interventions for at risk students (i.e. pre-referral strategies). Regular monitoring of their effectiveness through SDT meetings.</p> <p>1.1.3 Record of professional resources purchased and Professional Development attended as well as Professional Learning Plan goals.</p> <p>1.1.4 Improvement in student performance. Record of 3-4 year instructional plan and minutes of staff meetings with divisional updates.</p>	<p>1.2.1 Record of professional learning session for staff members during PD day, and collaboration with other schools through team drives.</p> <p>1.2.2 Increased technological activities in day-to-day instruction. Implement use of Google Classroom at Elementary and Junior High levels and work with students to create digital portfolios.</p> <p>1.2.3 Effective monitoring and supervision of CDLI classroom through the effective implementation of escalating levels of intervention resulting in increased student success.</p>	<p>1.3. 1 Timeline followed for K-6 literacy portfolio; record of classroom observations and student portfolios established each year. Develop a plan to continue portfolios through to junior high.</p> <p>1.3.2 Achievement of SMART (Specific, Measurable, Attainable, Relevant, Time based) goals and completion of action plans.</p>
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Goal 1. Support Plan

Financial	Professional Development/Time Required
<p>1.1.1 New books of interest to primary/elementary students to support K-6 Reading and Writing Assessment Portfolio (\$500.00). - <i>Received December 2018.</i></p> <p>1.1.1 Subscription to Reading A to Z and Raz Kids to support K-6 Reading and Writing Assessment Portfolio (\$250.00). <i>Received September 2018</i></p>	<p>1.2.1 Professional development on 21st century learning, Google Suites and technology integration into the classroom (K-12).</p>

Goal 2: Create a safe, caring, and healthy learning environment for all students, staff, and members within the school community.		
Objective 2.1: Increase implementation of the Safe and Caring Schools Policy.	Objective 2.2: Develop healthy and active lifestyles promoting school spirit within the school community.	Objective 2.3: Improve communication for all members within the school community.
<p>Strategies:</p> <p>2.1.1 Continue to review and revise School Code of Conduct and implement Safe and Caring School policies and expectations. PBIS program and behavior matrix upgraded to reflect 6 Cs of deep learning shared in September leadership meetings.</p> <p>2.1.2 Continue to implement bullying protocols for school-wide consistency.</p> <p>2.1.3 Continue to implement and develop Positive Behavior Supports (PBS) program and implementation.</p> <p>2.1.4 Continue to increase awareness of mental health issues and strategies to promote positive mental health and wellness through student led peer program.</p>	<p>Strategies:</p> <p>2.2.1 Increase participation in school-based healthy living initiatives. Partner with Western Health to create a peer based healthy living leadership group with student generated action plan.</p> <p>2.2.2 Provide opportunities to promote student leadership development. Provide students with leadership opportunities at the school, including school, community and global initiatives.</p> <p>2.2.3 Continue to explore ways to promote school spirit within the school and community. Extend the “House Teams” to participate in regular competitions to increase school spirit including Christmas, Halloween and Easter spirit days.</p>	<p>Strategies:</p> <p>2.3.1 Explore ways to increase effective home/school communications. Continued use of school Facebook Page and promotion of PowerSchool parent and student logins.</p> <p>2.3.2. Explore ways to have more meaningful parental involvement in students’ academic learning. Share PowerSchool information regularly and implement information sessions for Grade 9 parents/guardians regarding course selection.</p>
<p>Indicators of Success:</p> <p>2.1.1 Decrease in number of Code of Conduct reports; continued high percentage of Good Citizenship Awards given out at termly reporting period.</p>	<p>Indicators of Success:</p> <p>2.2.1 Implementation of Kids Eat Smart, GoNoodle, and Daily Physical Activity for K-6 students.</p>	<p>Indicators of Success:</p> <p>2.3.1 Continue to establish School Council meeting minutes, school Facebook, Classroom Dojo, and continue to include parents in school wide social activities.</p>

<p>2.1.2 Decrease in Review 360 reports of bullying behaviors and incidents Participate in anti-bullying initiatives.</p> <p>2.1.3 Behavior Matrix; record of student participation. Revamp “Catch me Good” program to incorporate 6 Cs of deep learning.</p> <p>2.1.4 List of mental health initiatives; record of student participation and increase utilization of outside resources to educate school population on mental health and wellness.</p>	<p>2.2.2 Record of student leadership roles in various school-based programs (i.e. school council, buddy reading, participation in school ceremonies, tutoring for tuition).</p> <p>2.2.3 Offer school clothing to school community. Implement Education (Spirit) Week. Implement school wide bonding activities (i.e. Full-Year House Points System).</p>	<p>2.3.2 Continue to establish community based “Pi” day, national literacy day and education week.</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>2.1.3 PBS Incentives (\$100). Funds to come from fundraising and district support.</p> <p>2.2.3 Prize for full-year house points winning team (\$75.00)</p>	<p>2.1.4 Professional Development Day on Google Suites Training with Andrea Neville.</p> <p>2.2.4 Attend Western Health Coalition training for peer lead conferences (Time provided by Western Health)</p>

Operational Issues for 2018-9

Operational Issue	Intended Action
Teachers very often teaching outside their area of expertise.	Ensure teachers are in their area of expertise whenever possible; when outside, ensure supports are in place (district personnel and opportunities to collaborate with other teachers in other schools).
Inadequate student supervision for CDLI science students and assessment.	Continue to bring this matter to the attention of those in district office. As well, work collaboratively with CDLI teachers and administrators to develop escalating levels of intervention.
Parking lot needs proper drainage system.	Continue to work with maintenance to get this done. Was scheduled for completion in November but it did not get completed before early snowfall.

Inadequate storage and organization of science chemicals and materials.	Continue to bring this matter to the attention of those in district office. Storage cabinet received but needs organization. Time to be dedicated during in school professional development days.
Properly working technology for online learning and instructional support.	Continue to bring this matter to the attention of those in district office and have more consistent IT support staff. Make inquiries about inadequate interactive resources.
Organization of Teacher and Student Curriculum Materials	Work with staff and caretakers to inventory and identify grade level resources and to organize storage spaces to ensure easy access to resources in the event of changeover. Identify time to work to organize and catalogue resources at each grade level.

School Development Plan 2019-20

Goal 1: To improve students' ability to infer, apply and evaluate knowledge and information across subject areas.		
Objective 1.1: Allow students opportunities to draw conclusions and make inferences from a variety of text genres.	Objective 1.2: Students will be able to work through problem solving questions more independently.	Objective 1.3: Appropriate application of inferencing skills based on context clues.
Strategies: 1.1.1 Offer a variety of high interest texts in our classroom libraries. 1.1.2 Continue to develop a library commons and utilize the space on a regular basis. 1.1.3 Purchase games and other appropriate resources to encourage student choice. 1.1.4 Modelling of inferencing strategies by classroom teacher.	Strategies: 1.2.1 Explicit instruction on how to eliminate distractors. 1.2.2 Direct teaching of targeted vocabulary and math words. 1.2.3 Modelling of planning how to problem solve by classroom teacher.	Strategies: 1.3.1 Modelling inferencing strategies in all subject areas. 1.3.2 Reliance on Literacy articles to provide up to date resources. 1.3.3 Exposure to a variety of genres and text types in all curriculum areas.

Indicators of Success: 1.1.1 An improvement of our summative data, particularly	Indicators of Success: 1.2.1 Students eliminate distractors independently.	Indicator of Success: 1.3. 1 Regular use of formative assessment such as
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<p>in the area of comprehension.</p> <p>1.1.2 More developed written output samples in the literacy portfolio.</p> <p>1.1.3 Students utilizing resources independently.</p> <p>1.1.4 Students begin to model and articulate inferencing strategies.</p>	<p>1.2.2 Students use vocabulary independently.</p> <p>1.2.3 Students plan problem solving strategies independently.</p>	<p>exit cards which target these concepts.</p> <p>1.3.2 Richer class discussions of topics and concepts.</p> <p>1.3.3 Students select a wide variety of texts for independent study and research.</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.1 Purchase of Math Games</p> <p>1.1.2 Purchase of RAZ Kids, Reading Eggs and Reading A-Z as online support software.</p> <p>1.1.3 Classroom visuals/anchor charts for numeracy and literacy</p> <p>1.1.4 Leveled Literacy Intervention Kit from District.</p> <p>1.1.5 Alternate seating and accessible bookshelves.</p>	<p>1.2.1 Request another day with Jill Handrigan and Andrew Burke on center development and (Multi-age Teaching/Stacking of Curriculum) for K-4 Classroom and Sherri Sheppard for 5-9</p> <p>1.2.2 In house PD delivered by Heather Reilly on Civix Canada.</p>

Goal 2: Continue to develop a safe, caring, and healthy learning environment for all students, staff, and members within the school community.		
Objective 2.1: Continue to develop student leadership and autonomy.	Objective 2.2: Promote healthy lifestyles and positive mental health initiatives with education programs, fitness and healthy food choices.	Objective 2.3: Focus on mental health and awareness for all school community members.
Strategies:	Strategies:	Strategies:
<p>2.1.1 Expand and develop tutoring for tuition program with set schedules and</p>	<p>2.2.1 Implement Anti - Bullying programs with our youngest students through</p>	<p>2.3.1 Set clearly defined boundaries with day to day</p>

<p>enrichment activities. Offer PD for tutors.</p> <p>2.1.2 Participate in Peer Led Student Leadership with Western Health.</p> <p>2.1.3 Launch a student leadership team to plan social and spirit events for the school.</p> <p>2.1.4 Develop, with the guidance counsellor, a Gay Straight Alliance.</p>	<p>partnerships with outside agencies.</p> <p>2.2.2 Continue work with daily Breakfast program as well as monthly smoothies.</p> <p>2.2.3 Continue with DPA for K-12 and expand by offering outdoor recess when possible.</p> <p>2.2.4 Continue to work with School Sport NL to offer varsity sports for senior and junior high.</p>	<p>operations for school access with school community.</p> <p>2.3.2 Set time during staff meetings for debriefing and restorative talking circles.</p> <p>2.3.3 Set bi-monthly meetings for Teaching and learning team by reallocating staff meeting time. Supplement communication through Monday Morning News letters. Increase use of calendar in staff room and move large whiteboard to staffroom for communication.</p> <p>2.3.4 Appreciation board for staff room.</p>
<p>Indicators of Success:</p> <p>2.1.1 Increased uptake of tutoring opportunities and uptake of TWEP program.</p> <p>2.1.2 Implementation of student action plan.</p> <p>2.1.3 Active student leadership team.</p> <p>2.1.4 Establishment of a GSA team.</p>	<p>Indicators of Success:</p> <p>2.2.1 Healthy eating initiatives from our produce.</p> <p>2.2.2 Students uptake and try new foods through breakfast program.</p> <p>2.2.3 Offer DPA through classroom initiatives and through whole school initiatives</p> <p>2.2.4 Students participate in SSNL regional tournaments.</p>	<p>Indicators of Success:</p> <p>2.3.1 Open communication with school community.</p> <p>2.3.2 Meaningful bi-monthly conversation amongst staff members.</p> <p>2.3.3 Participation in monthly meetings and program planning through Teaching and Learning Teams which result in collaborative learning opportunities for students.</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.3 Participation in Regional GSA conference.	2.1.4 District Personel to do mental health awareness PD
2.2.3 Fundraising goal of \$200 for school based initiatives	2.2.4 MHFA for Vice-Principal
2.2.4 Fundraising goal of up to \$500 for our GSA team.	2.2.5 Assist training for administration
	2.2.6 Go-To teacher training
	2.2.7 CPI training for 2 teachers

Operational Issues for 2019-2020

Operational Issue	Intended Action
No Playground	Advocate for promised survey and landscaping to move forward
Parking lot drainage	Advocate for promised improvements to outside areas.
Gym Door Replacement	Advocate for promised repairs to exterior doors
Re-Keying of Doors	Advocate for promised re-keying of exterior doors to improve school access security.
Re-Keying of filing cabinets	Improved student confidentiality.
Bus lanes and fire lanes and no smoking signs	Advocate with operations for improved signage in the exterior grounds
Installation of phone lines in guidance room	Advocate with IT for promised items
Confidential printers for office	Purchase of colour printer for office
2 Way communication system for classroom and office	Repair of PA System of alternate system
Soundproofing of music room	Combination of school based fundraising and operational support
Proper waste disposal bins	Advocate with MMSB for supplies
Disposal of Electronics	Work with IT and MMSB to clean up waste electronics in school
SmartBoard	Have Smart Board installed and purchase new lamp if needed