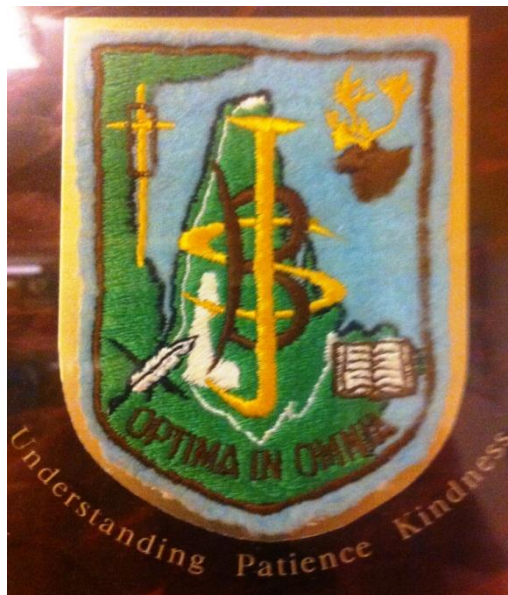


**St. John Bosco School  
Annual School Development Report  
2018-2019**

**Annual School Development Report  
Principal: Ms. Linda Hart  
Assistant Principal: Mr. Mike Pittman  
Guidance: Dr. John Phillips  
Secretary: Ms. Terri-Lynn Sears**



**Vision Statement**

St. John Bosco is committed to empowering all students to reach their full potential in a safe and caring learning environment.

**Mission Statement**

St. John Bosco is committed to enhancing student achievement and success in a safe and caring learning environment.

## **Message from Principal**

St. John Bosco is pleased to present our 2018-2019 Annual School Development Report. This year was very exciting as we were part of the Phase 1 roll out for the Education Action Plan. This amazing journey with students, staff and school community saw many changes and enhancements in the promotion of literacy, numeracy and safe and caring initiatives in our school. We saw extra human resources in the way of a TLA, reading specialist and increased teacher librarian time. A focus was placed on building teaching and learning teams and following the responsive teaching and learning policy. We also focused on enhancing our learning commons. This was supported by a grant from the province as well as our own fundraising activities. This year was our fourth year of our School Development Plan. This school report outlines our school development plan and provides an overview of the 2018- 2019 school year.

The administration of St. John Bosco would like to recognize and celebrate the numerous community partners and volunteers who support the school and our students in a variety of ways, each contributing to the academic, emotional and moral growth of our students. We would also like to thank our staff for their dedication to their work and to the children of SJB. Each and every day they go above and beyond to ensure our children are getting an educational program that fits their diversified talents and individual needs. They have been quick to embrace the new responsive teaching and learning policy. They have reflected on their own practices and are committed to their own professional learning. Thanks going out as well to our school council and families for their continued interest and support in the education of our children.

Being part of the Phase One initiative has brought new life to what we do at St. John Bosco as we work with each student, one by one, to help them move forward on their own educational journeys. We are very thankful for all the support we have received from our partners at NLESD and the Department of Education and Early Childhood Development.



## **Message from School Council Report**

The School Council at St. John Bosco is a very active committee comprised of teachers, parents and community representatives. We are very excited that our school is one of the Phase 1 schools implementing the recommendations from the Premier's Education Action Plan. We meet monthly to discuss issues which are pertinent to the school and its continued development.

The focus of our meetings is to look at ways to support the school development plan. We are part of the discussion of the different successes and challenges that are unique to our school community. It was a team effort to support the students in a safe and caring environment focused on academic achievement for all.

School Council supported our staff in their hard work throughout the year. We recognized them with tokens of appreciation during staff appreciation week as well as at the end of the school year.

The School Council is also actively involved in supporting the school in its fundraising initiatives. This year we decided to undertake a vegetable hamper fundraiser, 50/50 draw, and an Easter Hop A Thon. Proceeds from these fundraisers were used to update the Learning Commons.

School Council Chair  
Terri-Lynn Sears

## **Overview of School**

### **Our School Community**

St. John Bosco is a neighborhood school serving the Shea Heights, Blackhead and Fort Amherst, located with the City of St. John's. St. John Bosco serves 198 students from Kindergarten to Grade 9. We are a single stream school. Our class sizes vary from 13 to 31 students. St. John Bosco has a total of 20 full and part-time educational staff which includes regular classroom teachers, teaching and learning assistant, reading specialist special education teachers, administration and specialist teachers in the areas of guidance, music, physical education technology and learning resources. Our support staff consists of 6 student assistants, 4 custodians/cleaners and one secretary. In addition to staff based at the school, we partner with the District in providing itinerant services for speech-language pathology, hearing impairment, visual impairment and education psychology. We also have Public Health nurse assigned to our school.

### **Programs Provided**

Our school offers the entire provincially prescribed curriculum in Kindergarten through to Grade 9. Our curriculum is quite comprehensive and we make every attempt to meet Departmental requirements for curriculum coverage over the ten-year period students are with us. The teaching staff is committed to quality teaching and learning that enables each student to think independently and respond critically in a positive and collaborative learning environment. Through our various staff, parent and community volunteers we offer a variety of curricular and extra-curricular programs at the school. Our Breakfast Program in correspondence with Kids Eat Smart is a stellar example of such programming. We also avail of the School Lunch Program at SJB – another very worthwhile program. We also offer choir and band opportunities to all students

### **Learning Commons**

The 2018-2019 school year has been another very busy year in the Library Learning Commons. Students continued to come to the library to check out and read books. Our annual Book Fair was a great success again this year! A few examples of other events that took place were TD Bank Visiting Illustrator, collaborative classroom units and Christmas and Easter Story readings. One major event that took place this year was the revitalizing of both libraries. Also, under the Education Action Plan – Library Learning Commons Funding, we purchased many need resources for both libraries.

### **School Reading Specialist**

Our school was very fortunate to be part of the Phase One initiative this year. As a result, we were able to have a new half time Reading Specialist position at our school. We were also assigned a K-6 Reading Program Specialist, Darlene Tilley. Some things the reading specialist was responsible for this year were: collaboratively working with teachers to support reading instruction, instructed/supported students during literacy blocks, providing leadership and support to teachers, working with staff to support responsive teaching and be part of and lead regular division level PLC meetings.

### **List of Key Highlights/Special Projects/Partnerships**

- Junior Achievement of Newfoundland and Labrador
- Buddy Reading Across All Grade Levels
- Little Green Thumbs/Vermicomposting
- Brother Brennan Centre Trip for our Grades 5 and 6 Students
- The Telegram Scripps Spelling Bee
- Red Cross Beyond the Hurt Program
- Sea of Pink Day
- Bell Let's Talk Day
- Boscode – Coding at SJB
- Kids Eat Smart Breakfast Program
- School Lunch Program
- Newspapers in Education
- D.A.R.E. Program
- R.N.C. programs such as Strive
- The Edge enhancement of basketball court
- Harbour Strings
- Performing at Waterford Valley Spring Matinee
- Lunch with The Judge
- Principal's Luncheon at Jack Astor's
- I Walk/I Wheel to School Activities
- Nascar Presentations
- Youth Ventures
- Be Cool for Autism Day
- Spirit week
- Kids Help Phone
- GSA Conference
- TA Loeffler Presentations
- International Women's Day Media Event

## **Curriculum Highlights**

Our students took part in a lot of authentic learning experiences through classroom activities, guest speakers and field trips. Some of the highlights include

- Working with artist Les Noseworthy both at Cape Spear and in the classroom
- TLT Meetings once per cycle
- Let's Talk Science Program
- GeoCenter Visits to support Science Curriculum Outcomes
- Recognition Assemblies Each Term
- 100<sup>th</sup> Day Celebrations
- Fluvarium Visit
- Public Speaking
- Visit to the Rooms
- Field Trip to Department of Chemistry
- Bridge Building Competitions
- Rotary Park activities
- Swimming Lessons
- Colony of Avalon Field Trip\
- Skating
- Sports Banquet

## Internal Assessment Data

Primary Language Arts:

Primary LA – Focus Area View

		Total Students	% Scoring 4	% Scoring 3	% Scoring 2	% Scoring 1
<b>ELA</b>						
<b>K.ELA.1</b>						
Speaks with purpose to communicate ideas appropriate to the situation						
T2	12	33	58	0	8	
T3	12	33	58	0	8	
T1	12	33	58	8	0	
<b>K.ELA.2</b>						
Listens with purpose to communicate ideas appropriate to the situation						
T2	12	25	67	8	0	
T3	12	33	58	8	0	
T1	12	25	67	8	0	
<b>K.ELA.3</b>						
Reads and views a variety of texts with purpose and understanding						
T2	12	33	50	17	0	
T3	12	33	58	8	0	
T1	12	33	42	25	0	
<b>K.ELA.4</b>						
Writes and represents to clearly communicate ideas, opinions and						

experiences in a variety of ways

T2	12	25	33	42	0
T3	12	33	58	8	0
T1	12	17	42	42	0
<b>K.ELA.5</b>					
Student Programming Code/Options					
T2	0				
T3	0				
T1	0				
	<b>Total Students</b>	<b>% Scoring 4</b>	<b>% Scoring 3</b>	<b>% Scoring 2</b>	<b>% Scoring 1</b>
<b>ELA</b>					
<b>1.ELA.1</b>					
Speaks with purpose to communicate ideas appropriate to the situation					
T2	22	18	68	9	5
T3	22	36	45	14	5
T1	22	14	73	9	5
<b>1.ELA.2</b>					
Listens with purpose to communicate ideas appropriate to the situation					
T2	22	36	45	14	5
T3	22	36	45	14	5

T1	22	32	50	14	5
<b>1.ELA.3</b>					
Reads and views a variety of texts with purpose and understanding					
T2	22	18	41	36	5
T3	22	23	32	41	5
T1	22	18	41	36	5
<b>1.ELA.4</b>					
Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways					
T2	22	27	36	32	5
T3	22	23	36	36	5
T1	22	27	45	23	5
<b>1.ELA.5</b>					
Student Programming Code/Options					
T2	0				
T3	0				
T1	0				
<b>2.ELA.1</b>					
Speaks with purpose to communicate ideas appropriate to the situation					
T2	17	53	35	12	0
T3	17	59	35	6	0



T1	18	50	33	11	6	
<b>2.ELA.2</b>						
Listens with purpose to communicate ideas appropriate to the situation						
T2	17	29	59	12	0	
T3	17	29	65	6	0	
T1	18	28	50	17	6	<b>Focus</b>
<b>2.ELA.3</b>						
Reads and views a variety of texts with purpose and understanding						
T2	17	29	41	24	6	<b>Focus</b>
T3	17	41	41	18	0	
T1	18	17	56	17	11	<b>Focus</b>
<b>2.ELA.4</b>						
Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways						
T2	17	24	47	24	6	<b>Focus</b>
T3	17	29	53	12	6	
T1	18	11	61	11	17	<b>Focus</b>
<b>2.ELA.5</b>						
Student Programming Code/Options						
T2	0					
T3	0					

T1	0					
<b>3.ELA.1</b>						
Speaks with purpose to communicate ideas appropriate to the situation						
T2	17	41	53	6	0	
T3	17	41	47	12	0	
T1	17	0	82	18	0	
<b>3.ELA.2</b>						
Listens with purpose to communicate ideas appropriate to the situation						
T2	17	24	59	18	0	
T3	17	35	47	18	0	
T1	17	0	65	35	0	<b>Focus</b>
<b>3.ELA.3</b>						
Reads and views a variety of texts with purpose and understanding						
T2	17	29	35	29	6	<b>Focus</b>
T3	17	35	53	6	6	
T1	17	24	41	29	6	<b>Focus</b>
<b>3.ELA.4</b>						
Writes and represents to clearly communicate ideas, opinions and						

experiences in a variety of ways

T2	17	0	59	41	0	Focus
T3	17	0	65	35	0	Focus
T1	17	0	53	41	6	Focus

Elementary Language Arts – Focus Area View

		Total Students	% Scoring 4	% Scoring 3	% Scoring 2	% Scoring 1
<b>ELA</b>						
<b>4.ELA.1</b>						
Speaks with purpose to communicate ideas appropriate to the situation						
T2	22	23	73	0	5	
T3	21	24	76	0	0	
T1	22	36	59	5	0	
<b>4.ELA.2</b>						
Listens with purpose to communicate ideas appropriate to the situation						
T2	22	18	77	0	5	
T3	21	19	76	5	0	
T1	22	18	73	9	0	
<b>4.ELA.3</b>						
Reads and views a variety of texts with purpose and understanding						
T2	22	23	68	0	9	
T3	21	43	48	10	0	
T1	22	41	36	18	5	Focus
<b>4.ELA.4</b>						

Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways						
T2	22					
T3	21					
T1	22					
<b>5.ELA.1</b>						
Speaks with purpose to communicate ideas appropriate to the situation						
T2	21	14	76	10	0	
T3	21	14	76	10	0	
T1	21	14	76	5	5	
<b>5.ELA.2</b>						
Listens with purpose to communicate ideas appropriate to the situation						
T2	21	10	71	19	0	
T3	21	10	71	19	0	
T1	21	5	71	19	5	Focus
<b>5.ELA.3</b>						
Reads and views a variety of texts with purpose and understanding						
T2	21	10	57	24	10	Focus
T3	21	10	76	14	0	
T1	21	10	52	29	10	Focus
<b>5.ELA.4</b>						
Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways						
T2	21	0	57	38	5	Focus
T3	21	0	76	19	5	Focus
T1	21	0	57	38	5	Focus
<b>6.ELA.1</b>						
Speaks with purpose to communicate ideas appropriate to the situation						
T2	15	73	20	7	0	
T3	15	73	20	7	0	

T1	16	69	31	0	0
<b>6.ELA.2</b>					
Listens with purpose to communicate ideas appropriate to the situation					
T2	15	40	53	7	0
T3	15	40	53	7	0
T1	16	38	63	0	0
<b>6.ELA.3</b>					
Reads and views a variety of texts with purpose and understanding					
T2	15	47	40	7	7
T3	15	47	47	0	7
T1	16	44	38	13	6
<b>6.ELA.4</b>					
Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways					
T2	15	0	87	13	0
T3	15	0	87	13	0
T1	16	0	88	13	0

## Math

### Primary Math – Focus Area View

	Total Students	% Scoring 4	% Scoring 3	% Scoring 2	% Scoring 1	
<b>MTH</b>						
<b>K.MTH.1</b>						
Demonstrates an understanding of number						
T2	12	33	33	33	0	<b>Focus</b>
T3	12	33	58	8	0	
T1	12	33	50	17	0	
<b>K.MTH.2</b>						

Demonstrates an understanding of patterns and relations					
T2	12	42	50	8	0
T3	12	42	58	0	0
T1	12	33	50	17	0
<b>K.MTH.3</b>					
Demonstrates an understanding of shape and space					
T2	12	25	75	0	0
T3	12	42	58	0	0
T1	12	25	75	0	0
<b>1.MTH.1</b>					
Demonstrates an understanding of number					
T2	22	27	64	5	5
T3	22	45	41	9	5
T1	22	27	68	0	5
<b>1.MTH.2</b>					
Demonstrates an understanding of patterns and relations					
T2	22	32	59	5	5
T3	22	32	59	5	5
T1	22	23	64	9	5
<b>1.MTH.3</b>					
Demonstrates an understanding of shape and space					
T2	0				
T3	22	41	55	0	5
T1	0				
<b>2.MTH.1</b>					
Demonstrates an understanding of number					
T2	17	47	35	18	0
T3	17	47	41	12	0
T1	18	61	28	6	6
<b>2.MTH.2</b>					
Demonstrates an understanding of patterns and relations					
T2	17	76	6	18	0
T3	17	76	6	18	0

T1	18	67	17	17	0
<b>2.MTH.3</b>					
Demonstrates an understanding of shape and space					
T2	0				
T3	17	71	24	6	0
T1	0				
<b>2.MTH.4</b>					
Demonstrates an understanding of statistics and probability					
T2	17	71	29	0	0
T3	17	71	29	0	0
T1	0				

<b>3.MTH.1</b>						
Demonstrates an understanding of number						
T2	17	29	41	29	0	Focus
T3	17	53	18	29	0	Focus
T1	17	29	53	18	0	
<b>3.MTH.2</b>						
Demonstrates an understanding of patterns and relations						
T2	17	59	29	12	0	
T3	17	59	29	12	0	
T1	17	53	41	6	0	
<b>3.MTH.3</b>						
Demonstrates an understanding of shape and space						
T2	17	65	29	6	0	
T3	17	82	18	0	0	
T1	0					
<b>3.MTH.4</b>						
Demonstrates an understanding of statistics and probability						
T2	17	76	24	0	0	
T3	17	76	24	0	0	
T1	0					

Elementary Math – Focus Area View

		%	%	%	%	
		Scoring 4	Scoring 3	Scoring 2	Scoring 1	
<b>Total Students</b>						
<b>MTH</b>						
<b>4.MTH.1</b>						
Demonstrates an understanding of number						
T2	22	23	55	18	5	Focus
T3	21	33	48	19	0	
T1	22	23	50	23	5	Focus
<b>4.MTH.2</b>						
Demonstrates an understanding of patterns and relations						
T2	22	18	64	14	5	
T3	21	38	52	10	0	
T1	22	9	68	18	5	Focus
<b>4.MTH.3</b>						
Demonstrates an understanding of shape and space						
T2	22	32	64	0	5	
T3	21	71	29	0	0	
T1	0					
<b>4.MTH.4</b>						
Demonstrates an understanding of statistics and probability						
T2	0					
T3	21					
T1	0					
<b>5.MTH.1</b>						
Demonstrates an understanding of number						
T2	20	10	60	25	5	Focus
T3	20	10	60	25	5	Focus
T1	20	10	60	25	5	Focus
<b>5.MTH.2</b>						
Demonstrates an understanding of patterns and						



relations						
T2	20	5	70	20	5	Focus
T3	20	5	70	20	5	Focus
T1	0					
<b>5.MTH.3</b>						
Demonstrates an understanding of shape and space						
T2	20	0	70	25	5	Focus
T3	20	5	65	30	0	Focus
T1	20	5	70	20	5	Focus
<b>5.MTH.4</b>						
Demonstrates an understanding of statistics and probability						
T2	20	5	70	20	5	Focus
T3	20	15	70	15	0	
T1	0					
<b>6.MTH.1</b>						
Demonstrates an understanding of number						
T2	15	27	67	0	7	
T3	15	40	53	0	7	
T1	15	27	53	13	7	Focus
<b>6.MTH.2</b>						
Demonstrates an understanding of patterns and relations						
T2	15	73	20	0	7	
T3	15	73	20	0	7	
T1	15	73	20	7	0	
<b>6.MTH.3</b>						
Demonstrates an understanding of shape and space						
T2	15	73	20	7	0	
T3	15	53	40	7	0	
T1	0					
<b>6.MTH.4</b>						
Demonstrates an understanding of statistics and probability						
T2	15	27	67	0	7	
T3	15	87	7	0	7	

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## Junior High Data

	Sum of # Students	Average of Percent	% Passing	% At Risk	% Failing	Focus?
Art 7	22	93	100	0	0	
Art 8	30	80	93	13	7	Focus
Art 9	3	91	100	0	0	
Core French 7	22	80	95	9	5	
Core French 8	30	75	100	23	0	Focus
Core French 9	2	85	100	0	0	
English Language Arts 7	22	76	95	9	5	
English Language Arts 8	29	75	100	17	0	
English Language Arts 9	3	78	100	0	0	
Health 7	22	86	100	0	0	
Health 8	30	87	100	3	0	
Health 9	3	90	100	0	0	
Home Economics 7	22	85	100	5	0	
Home Economics 8	30	83	100	7	0	
Home Economics 9	3	88	100	0	0	
Mathematics 7	22	67	82	9	18	Focus
Mathematics 8	29	66	79	17	21	Focus
Mathematics 9	2	73	100	50	0	Focus
Music 7	22	85	100	5	0	
Music 8	30	84	100	0	0	
Music 9	3	89	100	0	0	
Physical Education 7	22	91	100	0	0	
Physical Education 8	30	89	100	7	0	
Physical Education 9	3	91	100	0	0	
Religious Education 7	22	86	100	0	0	
Religious Education 8	30	83	100	0	0	

Religious Education 9	3	93	100	0	0	
Science 7	22	65	86	27	14	Focus
Science 8	30	67	87	27	13	Focus
Science 9	3	72	100	33	0	Focus
Social Studies 7	22	82	95	0	5	
Social Studies 8	30	72	87	17	13	Focus
Social Studies 9	2	87	100	0	0	
Technology Education 7	22	87	100	0	0	
Technology Education 8	30	80	93	0	7	
Technology Education 9	3	89	100	0	0	

### What do these results tell us?

#### Primary/Elementary Language Arts:

We are pleased with these results. Many of the focus areas of Term 1 and Term 2 were not focus areas in term 3. We feel that is a result of using more universal strategies as part of our RTL policy. We also feel that early intervention through targeted and intensive supports helped increase individual student achievement.

We do notice that the outcome “Writes and represents to clearly communicate ideas, opinions and experiences in a variety of ways” still needs a continued focus at all grade levels.

The school development plan will address this by highlighting the following in our upcoming school year: Introduce Writer’s Workshop, Modeled, Shared, Interactive and Independent Writing, daily writing, Workshop with a focus on Guiding Writing

#### Primary/Elementary Mathematics

We are again pleased to note that again through universal, targeted and intensive supports, students seemed to progress as the year we went on.

The data suggests we continue to work on the outcome of “Demonstrates an understanding of number” at all the grade levels. Our current Grade 5’s, next year’s Grade 6 students will need to be monitored in many areas of the Mathematics program as we continue to provide support to this group.

The school development plan will address these needs through our responsive teaching and learning policy.

#### Junior High Subjects

Our junior high students did very well in the areas of Language Arts, French and Social Studies. Math and Science continue to pose challenges for our students. We also note that our current Grade 8 students (next year’s Grade 9 students) are struggling in all their core subject areas (except Language Arts)

Our school development plan continues to support the needs in junior high Math and Science through after school tutorials, extra in class support by our dedicated team of teachers. We will be looking at the use of more manipulatives in both the Science and Math classrooms as one tool to help support student learning.

**Report on School Development Plan for Previous Year** (2 – 3 pages)

<b>Goal 1. To increase student achievement across the curriculum through enhanced learning within an inclusive environment. (Literacy)</b>			
Objective 1.1: Increase students’ use of inferencing and higher order questioning in a variety of text	Objective 1.2: Increase students’ comprehension in poetry by June 2019	Objective 1.3: Improve students’ written output by June 2019	Objective 1. 4: Increase phonemic awareness in primary grades by June 2019
Evaluation 1.1 Students are familiar with and using the RACES format to answer questions in Language Arts. LLI is being used in all classrooms from K-6.	Evaluation 1.2 The data shows that students are making personal connections to all texts including poetry. Students can easily identify different types of poetic text.	Evaluation 1.3 Students are using a constructed response model (RACES) across all Grades 2-9 curriculum with specific attention to inferencing and responding critically to texts The data notes that this is still an area of concern for our students.	Evaluation 1.4 Teachers noted that our Grade 2 students have improved in this area and are able to recognize most letters and sounds. This will be a focus for our current Grade 1 students (next year’s Grade 2’s)

<p><b>Goal 2. To increase student achievement across the curriculum through enhanced learning within an inclusive environment. (Numeracy)</b></p>	<p><b>Goal 2. To increase student achievement across the curriculum through enhanced learning within an inclusive environment. (Numeracy)</b></p>	<p><b>Goal 2. To increase student achievement across the curriculum through enhanced learning within an inclusive environment. (Numeracy)</b></p>
<p>Objective 2.1 To increase student achievement in number operations, by June 2019.</p>	<p>Objective 2.2 To increase student achievement in fractions and decimals for Grades 4-9 by June 2019.</p>	<p>Objective 2.3 To increase student achievement in patterns and relations for Grades 7-9 by June 2019.</p>
<p>Evaluation 2.1 The data shows us that all students in K-6 showed improvement in this area. We have implemented coding activities and are beginning to use numeracy blocks. We will need to enhance our numeracy blocks next year.</p>	<p>Evaluation 2.2 In Grades 4-6 improvement has been shown in this strand. It is not a focus area for these grades. We need to continue to work with our junior high students in this area.</p>	<p>Evaluation 2.3 Our Grades 7-9 students are still struggling in this area.</p>

<p><b>Goal 3. To enhance school culture and climate that fosters a safe, healthy, caring, inclusive learning environment.</b></p>		
<p>Objective 3.1 To build a community of students who feel safe and are digitally aware by June 2019</p>	<p>Objective 3.2 To improve student attendance</p>	<p>Objective 3.3 To help students build more respectful relationships within their school community</p>

<p>Evaluation 3.1 We have very few reported incidents of cyberbullying. We need to continue to work with our students on appropriate times to use cellphones.</p>	<p>Evaluation 3.2 Parents do let us know when students are going to be absent or sick. We have also worked as part of a team with outside agencies to focus on those students who are chronic non-attenders. This year we have one student.</p>	<p>Evaluation 3.3 We are taking part in many programs/activities such as Beyond the Hurt, Sea of Pink day, GSA There is evidence of restorative justice practices at our school in certain classrooms and in the office. We have not had a decrease in the number of Review 360 incidents. We need to continue to focus on ways to support positive relationships within our school.</p>
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### Operational Issues Report 2018\_-2019

Issue	Action	Evaluation
Organize LLI kits	Time and a team to organize	Done in October 2018 during a pl session by a group of teachers
Require more IRT support	Appeal for more support by administration	Done in Sept. 2018 – did not receive more support
Require more Guidance time	Appeal for more support by administration	Done in Sept. 2018 – did not receive more support
Outside seating area for elem/jh	Install benches	Benches donated but not installed
Need new lockers in Junior High area	Admin to request from maintenance - ongoing	Done in Sept. 2018 – did not receive more lockers, custodians have tidied them up and done some repairs
Sensory Room/Calming Room on the primary floor	Admin to request from maintenance	Request made but this has not been done – areas of classrooms now having calming corners
Enhance visual aesthetics of the computer lab to include digital citizenship information.	General maintenance and purchasing of posters etc.	Not done
Extend learning commons area to open the space as one area vs. two	Admin to request from maintenance	Done in Sept. 2018 – maintenance noted that this would require significant structural work and could not be done



**Actions for Change** (2 – 3 pages)

<p><b>Goal 1. To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b> (Literacy)</p>			
<p>Objective 1.1 Increase students' use of inferencing and higher order questioning in a variety of text</p>	<p>Objective 1.2 Increase students' comprehension in poetry by June 2019</p>	<p>Objective 1.3 Improve students' written output by June 2019</p>	<p>Objective 1.4 Increase phonemic awareness in primary grades by June 2019</p>
<p>Actions for Change 1.1 Continue to focus on higher order questioning</p>	<p>Actions for Change 1.2 None at this time</p>	<p>Actions for Change 1.3 The data notes that this is still an area of concern for our students. Have our reading specialist work on programs such as guided writing and writers' workshop.</p>	<p>Actions for Change 1.4 None at this time</p>

<b>Goal 2. To increase student achievement across the curriculum through enhanced learning within an inclusive environment. (Numeracy)</b>		
Objective 2.1 To increase student achievement in number operations, by June 2019.	Objective 2.2 To increase student achievement in fractions and decimals for Grades 4-9 by June 2019.	Objective 2.3 To increase student achievement in patterns and relations for Grades 7-9 by June 2019.
<p>Actions for Change 2.1</p> <p>To set the schedule up to allow for numeracy blocks</p> <p>To promote the use of numeracy blocks within the school</p>	<p>Actions for Change 2.2</p> <p>To seek support from our numeracy specialist at district in order to help our junior highs in this area</p> <p>Look at differentiated assessment</p>	<p>Actions for Change 2.3</p> <p>To utilize more manipulatives in our junior high Math program</p>

<b>Goal 3. To enhance school culture and climate that fosters a safe, healthy, caring, inclusive learning environment.</b>		
Objective 3.1 To build a community of students who feel safe and are digitally aware by June 2019	Objective 3.2 To improve student attendance	Objective 3.3 To help students build more respectful relationships within their school community
<p>Actions for Change 3.1</p> <p>continue using the district IMIS lessons at all grade levels</p> <p>Modelling appropriate cell phone etiquette</p>	<p>Actions for Change 3.2</p> <p>Continue to follow district protocols</p>	<p>Actions for Change 3.3</p> <p>Use the virtue of the month program as a way to promote respectful relationships</p> <p>Engage our Safe and Inclusive Itinerant in helping us navigate through the concerns we have</p> <p>Keep up the use of restorative justice practices</p>

## **School Development Plan for Current Year 2019-2020**

**\*\*\* Please note that we will be part of the External Review Process in September 2019 and have been advised to wait until that time to update our plan based on the changes with the new SD model**

From glancing ahead at the new model and the different domains and also through our own data analysis, we have three areas that we are keeping in mind as we start the new school year. We are already making sure that our plans focus on these domains as we prepare for the new model.

1. Instructional Practice
2. Optimal Learning Environments
3. Wellness and Positive Relationships