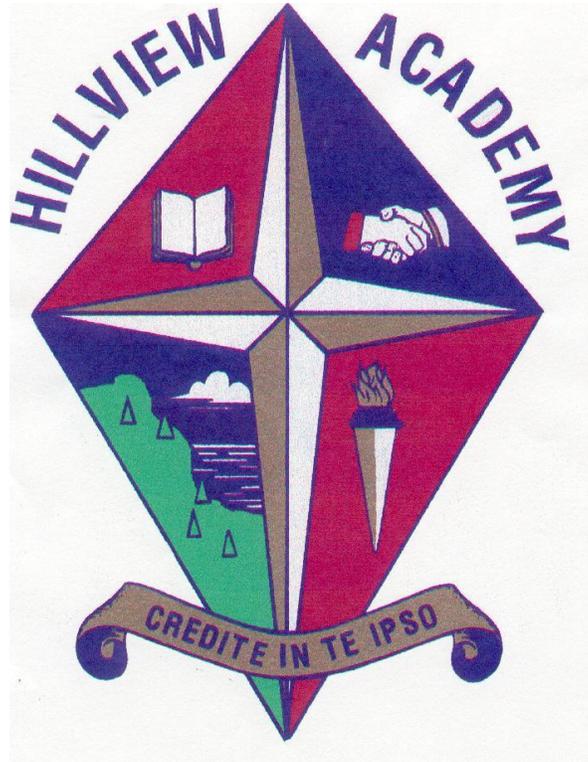


Annual School Development Report 2018-2019

Hillview Academy
P.O. Box 10
245 Gillingham Avenue
Norris Arm, NL A0G 3M0



Vision Statement

Hillview Academy will strive to build a community that nurtures academic achievement, social responsibility, healthy living, and life-long learning for its students, teachers, and parents.

Principal's Message

This Annual School Development Report outlines our students' achievements, programs and services, and discusses the status of our current School Development Plan. Our **Five-Year School Development Plan** outlines a strategic plan for Hillview Academy which will guide us through the next five years. The SD Plan focuses on strengths and needs, as derived from various survey and achievement data, from which goals and action plans were developed to push forward the growth process at Hillview. The 2018-2019 school year was the second year of our 5 Year School Development Plan; we realized positive growth in student achievement and further enhanced a safe and inclusive school environment for our students. During 2019-2020 school year, we will assess our progress and adjust the course, as necessary, moving forward into Year 3.

Our **Five-Year School Development Plan** can be summarized under two goals:

Goal 1: To enhance student achievement in all areas and across all grade levels

- Objective 1.1 Enhance collaborative structures within school and across grade levels
- Objective 1.2 Enhance instructional strategies and practices which are applied within school and across grade level
- Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade level
- Objective 1.4 Enhance school-wide structures to respond to at-risk students

Goal 2: To foster a safe and inclusive school environment for all with a focus on mutual respect and wellbeing.

- Objective 2.1 Effectively implement a comprehensive Safe and Inclusive Schools Policy
- Objective 2.2 Increase involvement in activities that enhance social, physical and mental wellness for all
- Objective 2.3 Expand teachers knowledge of the delivery of student support services

As in past years, I am very pleased with the support and direction I have received from our school community. I am particularly grateful for the continued support we receive from parents, volunteers, and school council. In addition, I would like to thank the teachers and staff for their dedicated commitment to leadership, instruction, and student development at Hillview Academy. I look forward to working together again in 2019-2020. For additional information, please contact me. I can be reached at 653 2529 or through email at hillviewacad@nlesd.ca.

Sincerely,



Peter Wheeler - Principal

School Council Message

The School Council continues to be an important part of Hillview Academy. We attempt to hold regular meetings each month. Over the years, the community has shown strong support and interest in our students and school.

During the past year, council has been closely involved as an advisor to policy; the council has been kept informed of new, relevant NLESD policy updates. The council also gave input regarding policy implementation at the school level, helped to monitor/advise school budgets and fundraising activities.

The council is pleased to note that past lobbying to repair the school parking lot has resulted in a new sheet of pavement covering our parking lot. Our parking lot is now much safer for our students. The council would like to thank everyone for their input and patience during this process. We are also very involved in raising funds for educational goals at the school; during this year, we have approved fundraising which helped our students attend educational field trips, purchase technology, and improve the learning opportunities for our students.

As in past years, the council was informed of school achievement results. We are pleased to know that our students continue to achieve at high levels. The council feels very confident that the quality and extent of the educational experiences for our children at Hillview are second to none. The council continues to support and advise the school development plan of Hillview and we look forward to further progress in 2019-2020.

Sincerely,

A handwritten signature in cursive script that reads "Marion Henifent".

Marion Henifent – School Council Chair

Overview of School

Our School Community

Hillview Academy serves the communities of Norris Arm, Norris Arm North, and Sandy Point. Our instructional groupings for 2018-2019 have changed from the previous year. With decreasing student enrolment and subsequent decreased teacher allocation, it seems that shifting instructional groups are to be expected from year to year. During 2018-2019, there were seven homeroom classes: K-1, 2, 3, 4-5, 6, 7-8, and 9.

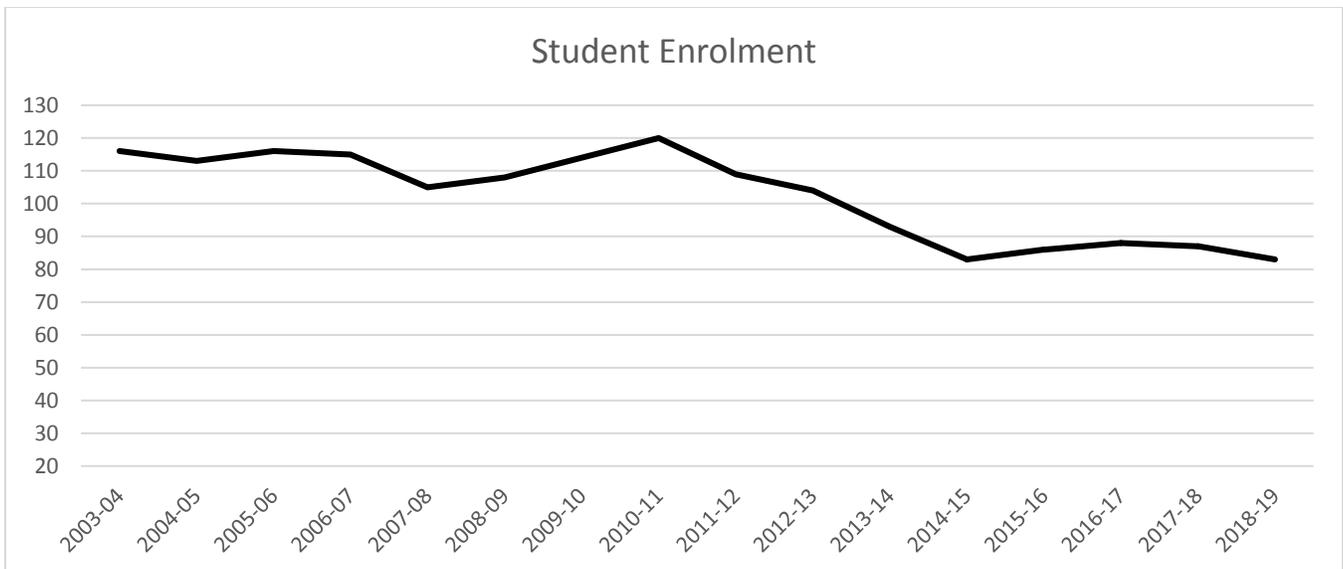
As in past years, our classes continue to have some multi-grading in a number of subject areas; this poses unique challenges from year to year, especially for long-range curriculum planning. Subjects such as music, physical education, religion, and art are typically combined across grades in order to maximize instructional time in other core subject areas. Full day kindergarten with a play-based learning environment is now fully implemented.

As of June 2019, we had an enrolment of 83 students.

Instructional Group/Grade	K, 1	2	3	4, 5	6	7, 8	9	Total
Class Size	7, 3	11	12	8, 8	6	7, 7	14	83

The table and graph below depicts the enrolment summary for Hillview Academy with a projection to 2019-2020:

Hillview Academy Enrolment Statistics																	
Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K		13	8	8	13	12	10	7	5	7	9	6	12	12	3	7	2
1		12	12	10	8	13	12	11	8	6	6	7	6	12	13	3	7
2		11	12	11	9	8	14	13	11	8	6	6	7	6	13	11	3
3		14	13	13	9	8	10	14	12	11	6	7	6	7	7	12	11
4		8	14	12	12	12	9	12	13	13	11	5	6	6	7	8	12
5		8	10	13	12	13	12	9	11	13	12	10	5	6	6	8	8
6		12	8	10	12	12	14	12	9	11	12	13	12	5	7	6	8
7		16	14	9	9	12	12	15	13	9	11	10	13	12	6	7	6
8		10	16	13	9	8	13	14	13	13	7	11	9	13	13	7	7
9		9	9	16	12	10	8	13	14	13	13	8	10	9	12	14	7
Total	116	113	116	115	105	108	114	120	109	104	93	83	86	88	87	83	71
Change	6	-3	3	-1	-10	3	6	6	-11	-5	-11	-10	3	2	-1	-4	-12
% Change	5.45%	-2.60%	2.65%	-0.86%	-8.70%	2.86%	5.56%	5.26%	-10.09%	-4.81%	-11.83%	-12.05%	3.61%	2.33%	-1.14%	-4.60%	-14.46%



Hillview has a staff of 9.0 teaching units.

Regular Teacher allocation: 7.0
 Administration: 1.0
 Specialist Support: 0.50

Instructional Resource Teacher: 0.50
 Total Units: 9.0

Hillview also receives 1 day of Guidance services per week (guidance services are shared with Memorial Academy, Botwood). Our support staff consists of an office assistant (30hrs/wk.), a custodian (40hrs/wk.), two bus drivers, and one student assistant (5hrs/day).

Programs and Highlights

At Hillview, we are proud of the educational experiences that we can offer each child every day. We are not only challenging young minds and bodies, but we are building positive school culture and community connections. We have strived to improve every student’s experience in a number of ways:

1. Language Arts and Math:

Our students continue to perform well in the Math and Language Arts assessments. Our scores are consistently on par with, and often exceed, district and provincial achievement data.

There has been a focus on improving reading and comprehending skills from K-9 through the use of focused/levelled reading groups. These groups meet each morning for a 15 minute session where students of similar reading ability practice their literacy skills.

The math program in K-6 also began using the DreamBox math software. DreamBox is an interactive software which allows students to develop math skills through the use of an iPad, or Chromebook. Students are given individualized feedback on progress; students can move at a pace which suits them.

2. Fine Arts:

We continue to provide a Fine Arts focus in the curriculum. In grade 7, students choose between the Visual Art program and the Music program (band performance). Our music program is appreciated by the community; we regularly have large attendances at Christmas and Spring concerts. Our students have shown high interest in both choral and instrumental performance. Our former grade nine students continue to contribute to the music program at Lewisporte Collegiate.

3. Safe, Inclusive, and Healthy Schools:

We continue to have a strong emphasis on Safe, Inclusive, and Healthy Schools. For the past number of years, special emphasis days on bullying has brought our students into a greater social awareness and increased empathy. As per NLESD policy, our students also learn how to become responsible and safe “digital” citizens; various aspects of on-line safety and appropriate use are covered from grades K-9.

Our PBIS model (*Hillview Hawks S.O.A.R.*) continues to promote and instill positive student interactions and behavior. Positive interactions are highlighted through our GOTCHA reward program. Office discipline referrals have drastically diminished over past years.

Emergency procedures are regularly practiced. Fire drills, bus evacuation drills, and emergency secure-school/lock-down drills have become familiar to our students and staff.

Inclusion remains a focus of our teaching practice; our teachers continue to grow professionally in this area and are very capable in providing learning experiences inside of inclusive learning environments. Our Performance Measurement Framework (PMF) data continues to show that students feel safe and included in our school, with very little fear of bullying, or other physical or emotional threats.

4. Clubs and Activities:

Our *Robotics Club* continues to attract high interest and enthusiasm. For the past nine years our students have taken the annual ROV challenges presented by the Marine Institute. The robotics team works together to design an underwater vehicle to challenge the task of simulated ocean scenarios in various marine industries. The club offers a unique opportunity to explore and apply aspects of teamwork, science, technology, electronics, and fabrication.

This year also saw the introduction of *LEGO® Robotics*. Students developed skills in coding and robot construction in a problem solving environment. The LEGO team travelled to St. John’s to test their abilities during the annual SkillsCanada Intermediate Lego Challenge.

Other students became involved in an after-school Ukulele group. The students performed various songs during the annual Spring Concert.

Partnerships

Throughout the past year, students have been able to enrich their educational experience through some key partnerships and initiatives outlined below:

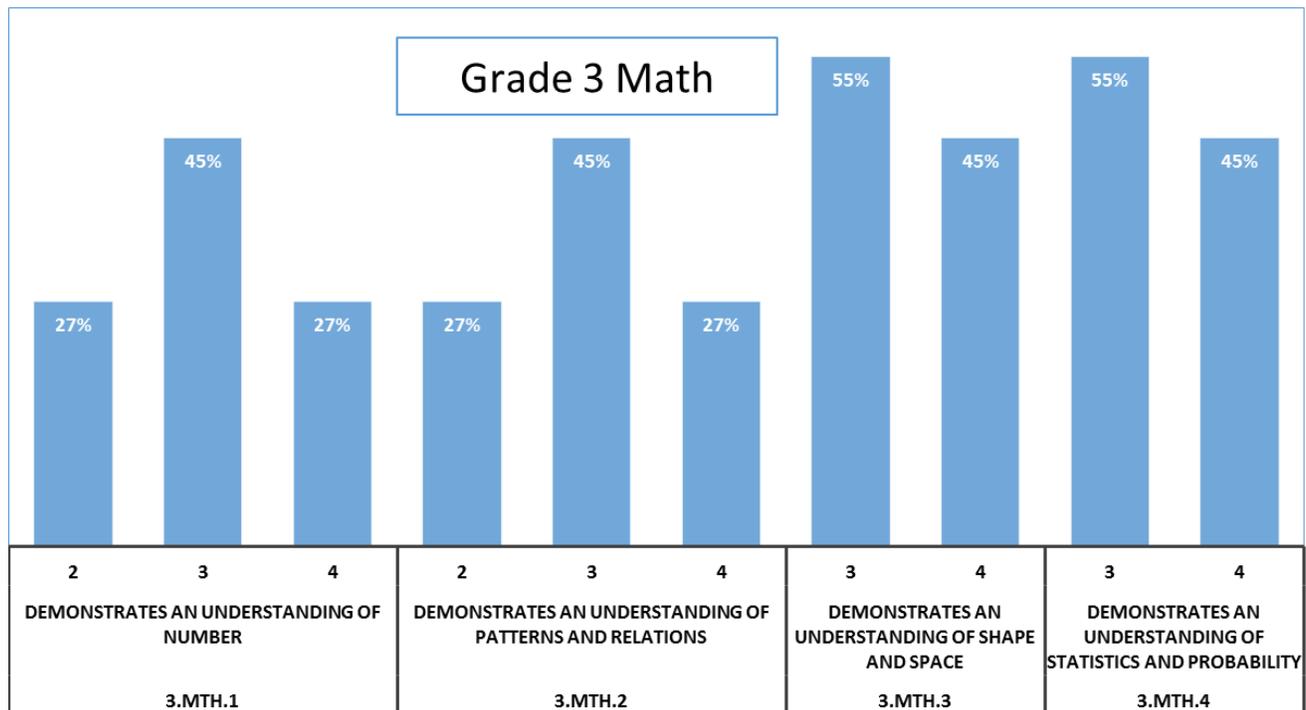
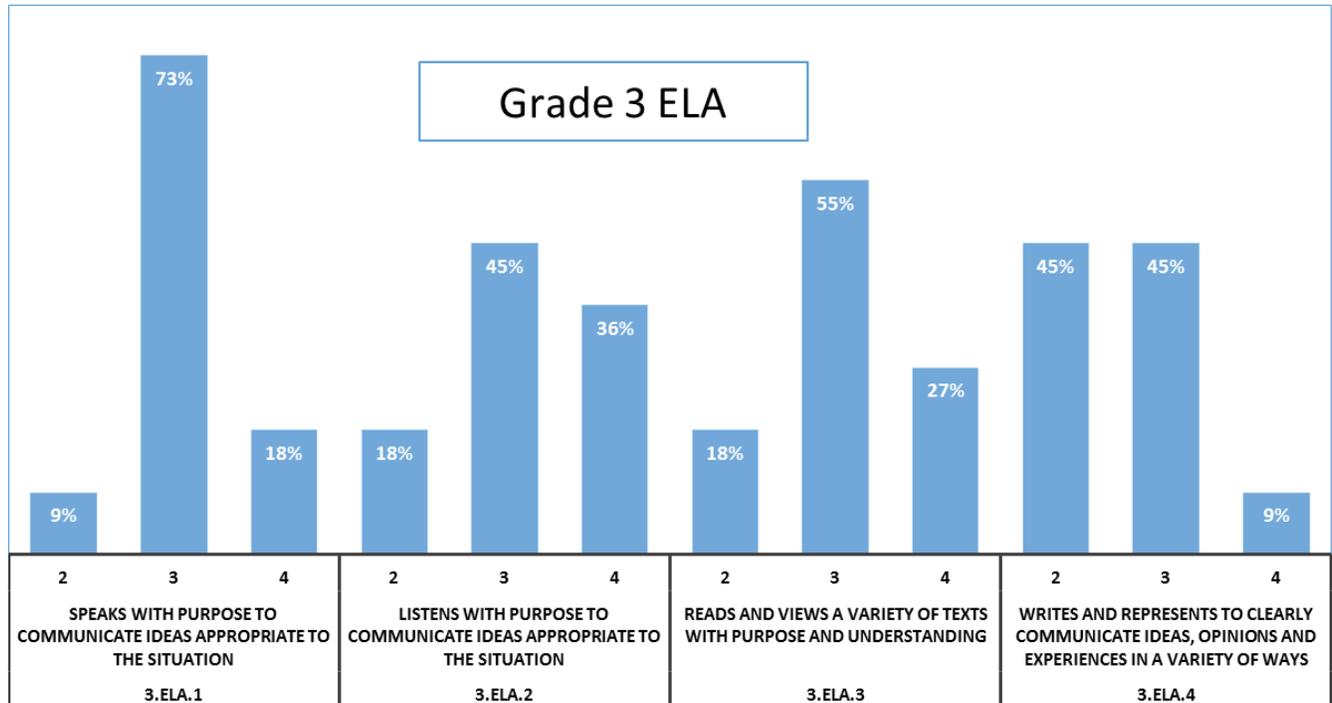
1. Through our partnership with *Kids Eat Smart* (KES), we are able to provide a successful school breakfast program three times a week. The program is supported by community volunteers, community

donations, and KES matching grants. Volunteers provide “grab-n-go” breakfast items every Monday and Friday; on each Wednesday, a “sit-down” breakfast serving cereal, toast, and juice is also provided. Each Christmas, the volunteers serve a Christmas Dinner to the students.

2. We also partner with the *School Milk Foundation* which provides subsidized milk products in our canteen.
3. Our teachers and students have access to digital copies of *The Telegram* in their classrooms provided through our partnership with *Newspapers in Education* (NIE).
4. School funding is augmented by our partnership with the *Multi-Materials Stewardship Board* (MMSB). Our recyclable containers are collected by the Botwood Recycling Depot and monies are matched by the MMSB.
5. We have supported charities such as *The Terry Fox Foundation*, the *Canadian Diabetes Association*, and the *Janeway* in their efforts to raise public awareness and fundraise for their causes. These efforts promote strong citizenship and humanitarian values in our students.

Internal Assessment Data

The following graphs depict the data summary from the internal assessments (as reported on student report cards). Only the key-stage areas in grade 3, 6, and 9 are reported here. Student achievement is high across most strands of the curriculum. Teachers have analyzed the achievement data across all grade levels; any areas of deficit have been noted and instructional strategies have been developed to meet these needs moving into 2019-2020.



Hillview Academy Achievement Continuum

Primary Student Achievement Goals and Intervention Strategies for 2019-2020

Identified Need: To increase reading levels of all students from K-3

Level Goal: Literacy

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
<p>K-1</p> <ul style="list-style-type: none"> ● To recognize letters of the alphabet & letter sounds ● To develop a basic sight word vocabulary ● Match one to one correspondence ● Directionality ● Book Handling 	<ul style="list-style-type: none"> ● Morning routines/Mini-lessons (beginning reading strategies) ● Little readers ● Poems & Songs ● Letter Books ● Guided reading/Shared Reading ● Buddy Reading ● Nightly reading ● LLI 	<ul style="list-style-type: none"> ● Fountas & Pinnell Kit ● LLI Kit ● Work Samples ● Listening ● Anecdotal notes ● Reading Log
<p>2 To further develop reading skills through knowledge of:</p> <ul style="list-style-type: none"> ● blends, vowels (long & short) compound words, plurals, contractions, alphabetical order, parts of speech (nouns, verbs, etc.), CVC words, rhyme, and syllables 	<ul style="list-style-type: none"> ● Guided reading/Shared Reading (reading strategies) ● Buddy Reading ● Nightly reading ● Routines ● LLI ● Small Group Instruction ● Technology ● Poetry Folders ● Word Work Folders ● Literacy Block 	<ul style="list-style-type: none"> ● Fountas & Pinnell Kit ● LLI Kit ● Work Samples ● Listening ● anecdotal notes ● Reading Log
<p>3 To further develop reading skills through the awareness and application of more word work:</p> <ul style="list-style-type: none"> ● parts of speech (nouns, verbs, adjectives, adverbs, prepositions) 	<ul style="list-style-type: none"> ● Guided reading/Shared Reading (reading strategies) ● Buddy Reading ● Nightly reading ● Routines ● LLI ● Small Group Instruction ● Technology ● Poetry Folders ● Word Work Folders ● Literacy Block 	<ul style="list-style-type: none"> ● Fountas & Pinnell Kit ● LLI Kit ● Work Samples ● Listening ● anecdotal notes ● Reading Log

Identified Need: To Improve Writing skills		
Level Goal: Written Communication		
Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
K-1 <ul style="list-style-type: none"> ● To print letters & letter formation ● Recognize that print has meaning ● Write a simple sentence independently ● Spacing /upper & lowercase letters 	<ul style="list-style-type: none"> ● Morning Routines ● Shared Writing ● Independent Writing/Journals ● Reader Response 	<ul style="list-style-type: none"> ● Work Samples ● Conferencing ● Anecdotal notes & Observation
2 <ul style="list-style-type: none"> ● Brainstorming words & Ideas ● Graphic Organizer ● Writing a good beginning, middle and end ● Use descriptive words ● Editing skills 	<ul style="list-style-type: none"> ● Shared Writing ● Mini-lessons ● Independent Writing/Journals ● Process Writing ● Demand Writing ● Checklists/Rubrics ● Editing pieces of work ● Word Wall ● Mini Office 	<ul style="list-style-type: none"> ● Work Samples ● Conferencing ● Anecdotal notes ● Observation ● Checklists
3 <ul style="list-style-type: none"> ● Brainstorming words & Ideas ● Graphic Organizer ● Writing a good beginning, middle and end ● Use descriptive words ● Editing skills 	<ul style="list-style-type: none"> ● Shared Writing ● Mini-lessons ● Independent Writing/Journals ● Process Writing ● Demand Writing ● Checklists/Rubrics ● Editing pieces of work ● Writing Portfolio ● Word Wall ● Mini Office 	<ul style="list-style-type: none"> ● Work Samples ● Conferencing ● Anecdotal notes & Observation ● Observation ● Checklists & Rubric

Hillview Academy Achievement Continuum

Primary Student Achievement Goals and Intervention Strategies for 2019-2020

Identified Need: To improve student performance in Number Sense

Level Goal: Mathematics

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
K-1 <ul style="list-style-type: none"> ● Recognition & number formation of numbers 1-30 ● Subitize (dot plates and ten frames) ● More & Less ● Representing and decomposing numbers ● Comparing Numbers ● Part-Whole 	<ul style="list-style-type: none"> ● Morning routines ● Manipulatives ● Games ● Dreambox ● 10 Frame ● Number lines ● Hundreds Chart ● Dot Plates 	<ul style="list-style-type: none"> ● Observation ● Anecdotal notes ● Conferencing ● Math Journals ● Work samples
2 <ul style="list-style-type: none"> ● Numbers 1-100 ● Comparing Numbers ● Representing numbers ● Decomposing Numbers ● Addition and Subtraction ● Estimating ● Money 	<ul style="list-style-type: none"> ● Routines ● Manipulatives ● Games (teacher made and online games) ● Dreambox ● Open Questions 	<ul style="list-style-type: none"> ● Observation ● Anecdotal notes ● Conferencing ● Math Journals ● Work samples
3 <ul style="list-style-type: none"> ● Numbers 1-1000 ● Comparing Numbers ● Representing numbers ● Decomposing Numbers ● Addition and Subtraction ● Estimating ● Money ● Multiplication & Division 	<ul style="list-style-type: none"> ● Routines ● Manipulatives ● Games (teacher made and online games) ● Dreambox 	<ul style="list-style-type: none"> ● Observation ● Anecdotal notes ● Conferencing ● Math Journals ● Work samples ● Unit Tests

Hillview Academy Achievement Continuum

Primary/Elementary Student Achievement Goals and Intervention Strategies for 2019-2020

Identified Need: Problem Solving

Level Goal: Students will become more proficient in problem solving strategies.

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
K-6 Problem Solving.	<ul style="list-style-type: none"> ● Cubes Method ● Extra Practice Sheets ● Use Of Manipulatives ● Draw A Picture ● Problem Of The Week 	<ul style="list-style-type: none"> ● Monitor progress in daily classroom discussion/activities ● Results on summative assessment ● Minute math improvements ● Results of daily work

Hillview Academy Achievement Continuum

Elementary Student Achievement Goals and Intervention Strategies for 2019-2020

Identified Need: Writing content and structure

Level Goal: Improve students writing structure and appropriate content.

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
4 Write a well-organized paragraph.	<ul style="list-style-type: none"> ● Provided with an example ● Provided with a checklist/rubric ● Friday journal (1 well written paragraph) ● Editing Paragraphs each week. ● Modelling good pieces of writing ● Group editing of writing 	<ul style="list-style-type: none"> ● Check they are using checklist during their writing. Students are asked to underline each part of their paragraph in their Friday journal. ● Assessed each week with comments and a score. ● One is guided and second is independent and scored. ● Rubrics attached to writing
5-6 Write a well-organized paragraph.	<ul style="list-style-type: none"> ● Provided with an example ● Provided with a checklist/rubric ● Journal Entry with 1 or 2 well written paragraphs ● Editing Paragraphs each week. ● Modelling good pieces of writing ● Group editing of writing 	<ul style="list-style-type: none"> ● Check they are using checklist during their writing. Students are asked to underline each part of their paragraph in their Friday journal. ● Assessed each week with comments and a score. ● One is guided and second is independent and scored. ● Rubrics attached to writing

Identified Need: Reading and Comprehension

Level Goal: Improve students reading comprehension

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
4-6 Improve reading skills and strategies	<ul style="list-style-type: none"> ● Skip word, read on ● Guided reading/Shared Reading (reading strategies) ● Buddy Reading ● Nightly reading ● LLI ● Small Group Instruction 	<ul style="list-style-type: none"> ● Fountas & Pinnell Kit ● LLI Kit ● Listening ● Anecdotal notes ● Reading Log ● Reading Records

Improve reading comprehension	<ul style="list-style-type: none"> ● Technology/EPIC ● Word Work Folders ● Literacy Block ● Questioning ● Summarizing ● Retelling 	<ul style="list-style-type: none"> ● Level Books ● Conferencing
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Hillview Academy Achievement Continuum Elementary Student Achievement Goals and Intervention Strategies for 2019-2020		
Identified Need: Number Sense		
Level Goal: Students will become more fluent and proficient with basic facts and place value.		
Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
4 4: Addition/Subtraction facts to 10 Multiplication/Division to 9 x 9 Proficient with Place Value	<ul style="list-style-type: none"> ● Games ● Minute Math ● Extra Practice Sheets ● Use of Manipulatives ● Lunchtime math games ● Dreambox ● Online Math games ● Tutoring ● Mental Math Strategies 	<ul style="list-style-type: none"> ● Monitor progress in daily classroom discussion/activities ● Results on summative assessment ● Minute math improvements ● Results of daily work
5-6 5: Addition/Subtraction facts to 10 Multiplication/Division to 9 x 9 Proficient with Place Value 6: Multiplication/Division to 9 x 9 Proficient with Place Value	<ul style="list-style-type: none"> ● Games ● Minute Math ● Extra Practice Sheets ● Use of Manipulatives ● Lunchtime math games ● Dreambox ● Online Math games ● Tutoring ● Mental Math Strategies 	<ul style="list-style-type: none"> ● Monitor progress in daily classroom discussion/activities ● Results on summative assessment ● Minute math improvements ● Results of daily work

Identified Need: Problem Solving		
Level Goal: Students will become more proficient in problem solving strategies.		
Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
K-6 Problem Solving.	<ul style="list-style-type: none"> ● Cubes Method ● Extra Practice Sheets ● Use Of Manipulatives ● Draw A Picture ● Problem Of The Week 	<ul style="list-style-type: none"> ● Monitor progress in daily classroom discussion/activities ● Results on summative assessment ● Minute math improvements ● Results of daily work

Grade 9: Language Arts and Math

Subject Area		Language Arts	Mathematics
Grade Level	9	<i>June</i>	<i>June</i>
Course Enrollment		13	13
Course Average		73	78
# Passing (>50% average)		11 (85%)	12 (92%)
# At Risk (50-60% average)		0 (0%)	1 (8%)
# Failing (<50% average)		2 (15%)	1 (8%)

Hillview Academy Achievement Continuum

Intermediate Student Achievement Goals and Intervention Strategies for 2019-2020

Identified Need: Reading

Level Goal: To improve reading and comprehension skills

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
7-8-9 To increase reading level and to improve comprehension	<ul style="list-style-type: none"> ● Reading groups ● Silent read at beginning of ELA class ● Reading strategies ● Comprehension strategies 	<ul style="list-style-type: none"> ● Teacher observation ● Unseen reading passages and questions ● Rubrics

Identified Need: Writing

Level Goal: To develop writing skills on any given topic

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
7-8-9 Coherent writing	<ul style="list-style-type: none"> ● Graphic organizers ● Checklists ● Writing process ● Exemplars ● Assistive technology ● Formative checklists 	<ul style="list-style-type: none"> ● Rubric ● Multi-paragraph writing piece ● Conferencing

Identified Need: speaking

Level Goal: To develop speaking skills on any given topic

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
7-8-9	<ul style="list-style-type: none"> ● improve speaking ● in-class presentations ● peer interviews/conferencing ● table talk ● head's up ● talking stick/circle discussions 	<ul style="list-style-type: none"> ● Rubric ● formal presentations ● Conferencing

Hillview Academy Achievement Continuum
Intermediate Student Achievement Goals and Intervention Strategies for 2019-2020

Identified Need: Completion of Math Assignments

Level Goal: To successfully complete assignments

Grade Level Objective	Intervention Teaching Strategy	Assessment/Evaluation Strategy
7-8-9	<ul style="list-style-type: none"> ● provide students with assignments at the beginning of the unit ● use in-class assignments 	<ul style="list-style-type: none"> ● pre and post assessment ● assignments

Identified Need: Problem Solving

Level Goal: To gain confidence in using a variety of problem solving strategies.

Grade Level Objective	Intervention/Teaching Strategy	Assessment/Evaluation Strategy
7-8-9	<ul style="list-style-type: none"> ● Engage students in non-traditional strategies ● Discuss/present research on math learning (you-cubed, brain research, open mindset strategies) ● Encourage students to be mindful of open mindset strategies, as opposed to fixed mindset approaches 	<ul style="list-style-type: none"> ● use higher order questioning on math assessments

Report on School Development Plan for 2018-2019

The 2018-2019 school year was the second year in our 5 Year School Development Plan. This year has seen plenty of growth in identified areas of need; and we have seen continued growth in our strengths. At the end of the school year, time was devoted to analyzing and reflecting on school data from a number of sources (i.e. BEV, Review 360, PMF) in order to celebrate our successes, recognize our challenges, and frame new objectives for 2019-2020.

Goal 1: To increase student achievement in the areas of literacy and numeracy			
Objective 1.1 Enhance collaborative and communication structures within school and community	Objective 1.2 Enhance instructional strategies and practices in the areas of numeracy and literacy	Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade levels	Objective 1.4 Enhance school-wide structures to respond to academically at-risk students
Indicators of Success: 1.1.1. Communication and meeting times with all staff has increased. 1.1.2 Communication with all stakeholders has increased.	Indicators of Success: 1.2.1. Student reading achievement has shown improvement in K-9. 1.2.2. Direction and support for math - core skill development has been achieved.	Indicators of Success: 1.3.1. Assessment strategies to meet targeted curricular needs have been implemented. 1.3.2. Increased awareness and purposeful delivery of reading assessments at the K-6 grade levels has occurred.	Indicators of Success: 1.4.1. Current data monitored and reviewed and interventions planned for struggling students at the end of each term. 1.4.2. Reading record results reviewed and classroom guided reading groups formed/changed as necessary at all grade levels as necessary.
Goal 2: To foster a safe and inclusive school environment for all with a focus on mutual respect and wellbeing.			
Objective 2.1: Effectively implement a comprehensive Safe and Inclusive Schools Policy	Objective 2.2: Increase involvement in activities that enhance social, physical and mental wellness for all	Objective 2.3: Expand teachers knowledge of the delivery of student support services	
Indicators of Success: 2.1.1. Provincial Safe and Inclusive Schools Policy reviewed with stakeholders. 2.1.2. Continued development of school climate that recognizes and respects the diversity of all.	Indicators of Success: 2.2.1. A positive “well-being” of staff and students is promoted/supported at school.	Indicators of Success: 2.3.1. The Service Delivery Model is reviewed/explained to ensure a thorough understanding for all staff. 2.3.2. A consistent electronic Birds Eye View template to track all students with respect to student support services is created, tracked and implemented.	

The 2019-2020 School Year: Actions for Change

During 2016-2017, we laid the foundation for a 5-Year School Development Plan. Using data collected from student, parent, and teacher surveys, as well as other data sources (i.e. student achievement data, discipline referral data), our school shut-down days were used as planning sessions to shape the strategic focus for the next five years at Hillview. Our 5-Year SDP takes direction from the NLESD Strategic Plan and is developed from a Professional Learning Community (PLC) perspective and is summarized below:

Goal 1: To enhance student achievement in all areas and across all grade levels			
<i>PLC Perspective:</i> <i>Increase learning and understanding about PLCs and establish PLC Structures</i> →	<i>PLC Perspective:</i> <i>What do we want students to learn?</i> →	<i>PLC Perspective:</i> <i>How will we know when students have acquired the essential knowledge/skills?</i> →	<i>PLC Perspective:</i> <i>How will we respond when some students do not acquire the essential knowledge/skills?</i>
Objective 1.1 Enhance collaborative structures within school and across grade levels	Objective 1.2 Enhance instructional strategies and practices which are applied within school and across grade level	Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade level	Objective 1.4 Enhance school-wide structures to respond to at-risk students
Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and well-being			
Objective 2.1 Effectively implement a comprehensive Safe and Caring Schools Policy	Objective 2.2 Increase involvement in activities that enhance social, physical and mental wellness for all	Objective 2.3 Expand teachers knowledge of the delivery of student support services	

The five year framework is further developed into more specific, targeted objectives to be attained within a one year timeframe. The goals, objectives, and strategies for **Year 3 (2019-2020)** are summarized below:

Goal 1: To increase student achievement in the areas of literacy and numeracy			
<i>PLC Perspective:</i> Increase learning and understanding about PLCs and establish PLC Structures 	<i>PLC Perspective:</i> What do we want students to learn? 	<i>PLC Perspective:</i> How will we know when students have acquired the essential knowledge/skills? 	<i>PLC Perspective:</i> How will we respond when some students do not acquire the essential knowledge/skills?
Objective 1.1 Continue to enhance collaborative and communication structures within school and community	Objective 1.2 Continue to enhance instructional strategies and practices in the areas of numeracy and literacy	Objective 1.3 Continue to enhance assessment strategies and practices which are applied within school and across grade levels	Objective 1.4 Continue to enhance school-wide structures to respond to academically at-risk students
Strategies 1.1.1. Increase “In School” meetings/communication with staff <ul style="list-style-type: none"> ➤ Continue scheduled staff meetings (1st Wed. of each month) ➤ Continue PLC divisional/targeted meetings with set agenda ➤ Schedule common prep periods to accommodate PLC meetings where possible 1.1.2. Enhance communication with all community stakeholders <ul style="list-style-type: none"> ➤ Continue “FYI” Memo to Parents to include more good news stories and other relevant material (weekly/monthly) ➤ Enhance home/school communication via SchoolMessenger® (voice, SMS), email, web-site, Twitter® with the intent to eliminate “paper” communication. 	Strategies 1.2.1. Increase student reading achievement in K-9 <ul style="list-style-type: none"> ➤ Continue leveled/grouped reading experiences in primary and elementary for 25 minutes daily ➤ Continue reading groups for intermediate 1.2.2. Continue emphasis on core skill development in mathematics <ul style="list-style-type: none"> ➤ Continue to reinforce basic skill development in math in grades 3 – 9 ➤ Provide resources to support core skill development ➤ Use more formative assessment to track progress 1.2.3. Explore computer literacy development in K-9 (i.e. coding) <ul style="list-style-type: none"> ➤ Provide resources and PL opportunities to support coding and robotics 	Strategies 1.3.1. Implement assessment strategies to meet targeted curricular needs <ul style="list-style-type: none"> ➤ Continue to collect assessment pieces at grade levels K-6 reflective of the Literacy Framework Portfolio ➤ Continue to identify assessment tools to be used with each literacy portfolio piece K-6 ➤ Track and record data for demand writing in K-6 ➤ Create assessment pieces for each unit in Math 7-9 which reflects table of specifications. Use formative checkpoints for Math 7. 1.3.2. Increase awareness and purposeful delivery of reading assessments <ul style="list-style-type: none"> ➤ Track and update reading record levels for all K-6 students – continue using BAS 	Strategies 1.4.1. Continue with current data analysis structures (Birds Eye View Reports, reading records, Performance Measurement Framework) to identify struggling students at the end of each term <ul style="list-style-type: none"> ➤ Intervention planning for struggling students 1.4.2. Based on reading record results, classroom guided reading groups formed/changed as necessary at all grade levels <ul style="list-style-type: none"> ➤ Explore opportunities for flexible scheduling between teachers

<p>Indicators of Success:</p> <p>1.1.1. Communication and meeting times with all staff has increased.</p> <p>1.1.2 Electronic communication with all stakeholders has increased.</p>	<p>Indicators of Success:</p> <p>1.2.1. Student reading achievement has shown improvement in K-9.</p> <p>1.2.2. Direction and support for math - core skill development has been achieved.</p> <p>1.2.3 Increased participation and use of coding activities/projects in K-9</p>	<p>Indicators of Success:</p> <p>1.3.1. Assessment strategies to meet targeted curricular needs have been implemented.</p> <p>1.3.2. Increased awareness and purposeful delivery of reading assessments at the K-6 grade levels has occurred.</p>	<p>Indicators of Success:</p> <p>1.4.1. Current data monitored and reviewed and interventions planned for struggling students at the end of each term.</p> <p>1.4.2. Reading record results reviewed and classroom guided reading groups formed/changed as necessary at all grade levels as necessary.</p>
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<p>Goal 2: To foster a safe and inclusive school environment for all with a focus on mutual respect and well-being.</p>	
<p>Objective 2.1: Continue effective implementation of a comprehensive Safe and Inclusive Schools Policy</p>	<p>Objective 2.2: Continue involvement in activities that enhance social, physical and mental wellness for all</p>
<p>Strategies</p> <p>2.1.1. Review Provincial Safe and Inclusive Schools Policy to determine implementation/ communication plan</p> <ul style="list-style-type: none"> ➤ Engage students in leadership roles whenever possible in safe and caring initiatives ➤ Continue with PBIS Program, with an emphasis on teaching expectations ➤ Include Digital Citizenship strand/setting to the current matrix ➤ Review consistency of Student Code of Conduct in all settings <p>2.1.2. Enhance the school climate that recognizes and respects the diversity of all</p>	<p>Strategies</p> <p>2.2.1. Promote positive well-being of staff and students</p> <ul style="list-style-type: none"> ➤ Continue with extra-curricular activities ➤ Continue to partner with outside agencies to deliver event(s)/presentation(s) with a focus on social, physical and mental wellness for students, staff and school community ➤ Schedule a staff wellness day devoted to team building and mental wellness ➤ Schedule a student wellness day ➤ Explore new initiatives around Social Emotional Learning (SEL)
<p>Indicators of Success:</p> <p>2.1.1. Provincial Safe and Inclusive Schools Policy with stakeholders.</p> <p>2.1.2. Continued development of school climate that recognizes and respects the diversity of all.</p>	<p>Indicators of Success:</p> <p>2.2.1. A positive “well-being” of staff and students is promoted/supported at school.</p>