



Fogo Island Central Academy

Fogo Island, NL
A0G 2B0

Annual School Development Report 2018 - 2019

Fogo Island Central Academy Vision Statement

Fogo Island Central Academy will strive to create an inclusive and effective learning environment that emphasizes respect and diversity, while promoting pride, achievement, leadership, and student growth.

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Administrator's Message

Throughout the 2018/2019 school year, the staff, students and school community at Fogo Island Central Academy continued to demonstrate improvements as we worked towards our school development goals. In conjunction with promoting a safe and caring school environment, our teaching staff remained committed to increasing student achievement and engagement through the implementation of the Responsive, Teaching and Learning (RTL) model. As a school piloting the Premier's Task Force (PTF) Initiative (Phase #1), teachers, as members of structured *Teaching & Learning Teams*, frequently reflected on and adapted their instructional practice to meet the emerging strengths and needs within our classrooms; utilizing a tiered intervention model in combination with the Universal Design for Learning (UDL).

Moreover, it was a year of trial, error and change. Indeed, our educators embraced their roles as *leaders* and *learners* within the school community. As in previous years, our staff remains committed to growth; tirelessly dedicated to ensuring we can provide the best possible education to the families of Fogo Island. We would like to take this opportunity to applaud their efforts as we continue to embrace the pedagogical and administrative changes associated with the PTF, RTL, and UDL educational initiatives.

Trevor Taylor
Principal

School Council Message

Fogo Island Central Academy's School Council's focus in the 2018-2019 school year primarily centred around finalizing construction of the new playground; the physical condition of the building's interior and exterior; and improving school-community communications. Heading into the 2019-2020 school year, we are pleased to say the playground officially opened (to many cheers of joy from the students!); concerns over recycling drop-offs have been addressed and a new recycling program is being developed; and communications from the school to parents and the community have improved dramatically. In the coming school year, school council will continue to monitor those issues, but are pleased with the successes to date. This school year, our fundraising focus will be on improving student technology access at the school and we will continue engagement with the school administration on the School Development Plan, as well as student programming. We have an active and engaged school council and we are very thankful for our parent, teacher and community support.

Susan Cull
Co-Chair of School Council

Overview of School

Demographics (2018/2019/2020)

Allocations

Fogo Island Central Academy is a K - 12 school with 24 teachers and 13 support staff. For the 2019/2020 school year, our school was allocated a total of 20.5 teaching units.

REG:	13.5	Admin:	1.25	GUID:	0.75	SPEC:	1.59
LRT:	0.5	IRT1:	1.75	IRT2:	0.75	READ:	0.5
TLA:	1	Adj:	-0.09	SA:	11		

This represents a **0.25 unit increase** from the 2018/2019 school year.

Student Enrollment

Our student enrollment has **decreased by 2.6%** from the 2018/2019 to the 2019/2020 school year.

	2018/2019			2019/2020		
Grades	Males	Females	Total	Males	Females	Total
K	11	8	19	7	5	12
1	7	3	10	11	9	20
2	6	9	15	7	3	10
3	8	15	23	6	8	14
4	12	8	20	8	15	23
5	12	11	21	12	8	20
6	22	8	30	12	11	21
7	13	10	23	21	7	28
8	14	8	22	13	10	23
9	12	10	22	14	7	21

(Continued on next page)

	2018/2019			2019/2020		
Grades	Males	Females	Total	Males	Females	Total
Level 1	12	12	24	12	10	22
Level 2	12	10	22	12	12	24
Level 3	8	9	17	13	10	23
Level 4	0	1	1	0	1	1
Total	149	121	270	148	115	263

Educational Programming

As a K - 12 school, our programming is designed to meet a diverse range of student need. Prior to enrolling in Kindergarten our students participate in the Kinderstart school transition program; a program which is enhanced through the involvement of the Fogo Island Family Resource Centre. Throughout our primary, elementary, intermediate and secondary grades students can be placed in both academic, modified and/or alternate programs. This is facilitated through the effective and efficient placement of both internal (IRT(s), TLA, Reading Specialist, Guidance, Teacher Librarian) and external (Program Specialists, Speech-Language Pathologists, Deaf and Hard of Hearing Itinerants, etc.) resources via collaborative structures between the school and the NLESD.

Where many of our staff members hold advanced degrees in education, every effort is made to ensure we offer programming which maximizes student achievement and engagement. While some specialty programming is available in the intermediate (Home Economics, Music and Technology), our secondary program provides the greatest amount of choice for our students. With over 35 courses offered face-to-face, students have the opportunity to complete general, academic and advanced programs; including a variety of options in Mathematics, Science, Technology and Art. In addition, our school also avails of the programming offered by the Centre for Distance Learning and Innovation (CDLI) to ensure students receive the required prerequisite courses for postsecondary programs.

Extra- and Co-curricular Activities

A great deal of effort has been made in recent years to diversify the extra- and co-curricular activities which are available at FICA. Where we still strive to maintain a rich and successful program in junior and varsity level sports (including both boys and girls basketball, volleyball, floor hockey, soccer, and softball) a number of non-athletic opportunities have been initiated in recent years.

These include, but are not limited to...

- (1) **Student Leadership** - A student-led group dedicated to promoting a positive school climate and culture through the successful organization and implementation of school-wide events (Dances, Games, Volunteering, etc.)
- (2) **Social Justice League** - A student elected group which debates school/community issues. Through dialogue, students engage in discourse with each other, teachers and the community to solve local problems associated with inequality and justice.
- (3) **Library Leaders** - In consultation with the Newfoundland and Labrador Public Libraries, our English Department organized a group of students who would open and supervise the library during unstructured times. Students frequently availed of this service and could often be found relaxing and lounging in our public library during recess and lunch.
- (4) **Lunch Bunch (2019/2020)** - Students participate in food preparation activities with the guidance counselor during lunch; supporting positive relationships between the staff and students at FICA.
- (5) **Dance (2019/2020)** - Provided to both primary and elementary students, groups meet once per week after school to engage in the fundamentals of movement and dance. Students learn routines to perform during our school events.

As with every year, we strongly support our staff and students when they participate in /organize extra- and co-curricular activities. Students are frequently encouraged to approach a teacher or a member of the administration when interested in bringing a new extracurricular group or activity to our school. Further, our staff continues to adapt our programs to ensure that all members of our school community, regardless of their socioeconomic status or otherwise marginalizing/diversifying characteristics, can participate to the fullest within our school. This can include, but is not limited to, preferential scheduling, financial assistance and the inclusion of diverse/inclusive language provisions within program rules/regulations.

Key Highlights/Special Projects

Responsive Teaching & Learning Policy (PTF - Phase #1)

As a Phase #1 school within the Premier's Task Force on Education initiative, teachers and support staff within our primary and elementary grades received a significant amount of professional development on the Responsive Teaching and Learning Policy. This included a number of face-to-face and online sessions, and the introduction of three new roles within our building: (1) Teaching & Learning Assistant, (2) Reading Specialist and (3) Learning Resource Teacher. Specifically, staff piloting this new model for student services frequently met to collaborate as members of Teaching & Learning or Program Planning Teams. Included in this new approach is a focus on Socio-Emotional Learning; an area which we intend to focus heavily on in the coming years.

In addition, our primary/elementary library began to be restructured as a Learning Commons. This process was facilitated by the inclusion of flexible seating options, an interactive SMART board, the incorporation of a maker/breaker space and resources for coding/programming. While much work remains to be completed, great strides were made in the transformation of this space to become more inclusive, engaging and student-centered.

School-Family Correspondence

In recent years we have continued to increase family and community involvement within our school. This has been facilitated through the promotion of frequent teacher-family contact via phone calls, emails, newsletters, and face-to-face meetings. While much of this has been organized independently by teachers within our school, school-wide correspondence has increased through the use of social media, our new school website, the SchoolMessenger callout system, monthly newsletters, formal family-teacher conferences, school council meetings, and other ad hoc community meetings.

For example:

- The new FICA school website launched. The Google based website contains school updates/news, social media feeds, staff directory, school council information and a school calendar.
- An ad hoc parent group was formed to organize and facilitate the Grade 12 Prom. Through frequent school-family meetings, a committee structure helped facilitate the successful fundraising, ordering & purchasing of materials, and implementation for our ceremony and “safe grad” activities.
- Information for community members wishing to volunteer within the school or during school based events was shared on several occasions. Teachers also engaged in professional development on this process and were encouraged to find volunteers within the community when organizing events/activities.

Job Experience/Apprenticeship Program

Now in its third year, FICA, the Shorefast Foundation and The Fogo Island Inn have partnered to provide the *Apprenticeship Program*. Designed for level I, II and III, students in Entrepreneurship 3209, Skilled Trades 1201, Career Development 2201 and Social Studies 1201/1202 were provided the opportunity to visit the Fogo Island Inn to shadow workers within their departments. This included, but was not limited to, marketing/promotions, accounting, furniture/carpentry, maintenance, food and beverage, culinary arts, and community hosting. In 2018/2019 we had over 50 students participate in this program - shadowing 8 departments over the course of 4 field trips.

Tutoring for Tuition/Homework Haven

During the 2018/2019 school year, students in the elementary, intermediate and secondary programs were provided with the opportunity to receive free tutoring through the *Tutoring for Tuition* program. Sessions were provided after school in the Learning Commons for elementary students, while intermediate/secondary students could meet during lunch in the cafeteria. Many of our students availed of this service and teachers would frequently refer struggling students to this program. While some barriers still exist within the program, flexible scheduling options will be available in the 2019/2020 school year to mitigate student/family concerns.

Mental Health & Wellness Day

In conjunction with our SDP for 2018/2019, FICA organized and implemented 3 hours of activities for students in Grade 7 to 12 which focused on the promotion of positive mental health and wellness. Students were provided with the opportunity to vote on their areas of interest and their preferred choice of workshop. In doing so, FICA partnered with Wildcove Wellness, Bangbelly Cafe & Restaurant, Winds & Waves Arts and Central Health, to offer 10 workshops; including topics/activities such as mindfulness through yoga, physical fitness, active listening, stress relief through crafting & food preparation, and self regulation. Through the analysis of a post-survey, students and staff indicated the day was very beneficial - many leaving with new strategies to help them cope with their stress and anxiety. It is our intention to make this part of our PBIS framework; incorporating two half day sessions from K - 12 in the 2019/2020 school year.

Partnerships

Group/Organization	Description
Fogo Island Family Resource Centre	In consultation with our Kindergarten Teaching & Learning Team, the successful implementation of the Kinderstart program is facilitated by the ongoing involvement of parents and staff. Our collaborative and supportive partnership promotes the successful integration of preschoolers into our kindergarten program through play-based activities, positive parenting relationships, and a focus on literacy.
Shorefast Foundation / The Fogo Island Inn	In addition to the Apprenticeship program and Scholarship Program, the Shorefast Foundation and FICA will engage in a “Skills Swap” meet-and-greet. In doing so, the staff at FICA will become more familiar with the individuals/opportunities which are available through the Shorefast Foundation; promoting the inclusion of Shorefast/Inn staff in school based, educational activities.
Central Health	As with previous years, FICA maintains a close working relationship with Central Health - frequently calling upon its staff and professionals to provide educational information, training or engage in classroom presentations/activities. Specifically, FICA will be partnering with Central Health to provide a Smoking Prevention and Mental Health & Wellness programs.

Partnerships (Continued)

Group/Organization	Description
Newfoundland and Labrador Public Libraries	Providing time and resources to our students and families, the NLPL organized and implemented a number of activities within

(NLPL)	the school which benefit our community. As the Government of NL further initiates the recommendations in <i>Now is the Time</i> , FICA and NLPL will work to facilitate the transformation of the public library (housed within the school) to a Learning Commons.
RCMP (Fogo Island Detachment)	The RCMP continues to work and consult with FICA when engaging in school safety, emergency and violence prevention programs within the community. We intend to continue to foster this close relationship to provide a safe and caring school atmosphere for our students and their families.
Fogo Island Lions Club	Providing both monetary donations and volunteer time, many community groups continue to support our students when engaging in extra-curricular and co-curricular activities. This can include student travel, scholarships, drug/bullying prevention programs, mental health and wellness, and the senior prom.
Fogo Island Fisheries Co-Op	
Willdcove Wellness	
Bangbelly Cafe & Restaurant	

Data Analysis

School Performance Measurement Framework Data

Used to assess the effect of PBIS and Safe & Caring school initiatives, a comprehensive analysis of the Performance Measurement Framework (PMF) Data is a vital part of the school development process. With a focus on SEL, Restorative practices and positive mental health and wellness, FICA intends to improve on our successful years providing a safe and caring school environment as we re-evaluate and restructure our PBIS system. As such, FICA will use a significant portion of our professional development time to address the needs identified in our PMF data and promote a safe and caring school environment.

In summary, FICA continues to maintain or improve in areas of school climate and culture. When analyzing Outcome 2: “Students experience a safe, caring, and inclusive school environment” - FICA students, families and staff provided over 50% positive responses on 4 of the 6 criteria; with less than 7% of Review 360 reports detailing major negative behaviors. These results are consistent within the province and place FICA in the “intermediate” or “low” range for most criteria. While these results are encouraging, there is room to grow. Specifically, less than 42% of teachers responded positively to school climate items and self efficacy; indicating a need for intervention among our teaching staff. Further, while this data is consistent with provincial metrics, positive responses did not exceed 60% in any one category; indicating that a large section of our school population are either unsatisfied or indifferent with the culture established within our school.

Unfortunately, due to a significant reduction in family responses, data gathered from families lacks external validity and as such, has been excluded from our analysis. In as such, the administration recognizes that this, in and of itself, is data; a symptom of reduced engagement with our students’ families. In line with our commitment to improve communication structures, family engagement and participation in data collection will also be a focus of our SDP for 2019/2020

While academic in nature, these data also indicate that 100% of our Grade 10, 11 and 12 students obtained overall averages greater than 50%, and nearly half (46.8%) achieved averages greater than 80%. Further, 100% of our Grade 12 students graduated, with 94% completing the academic program. This is of course a source of great pride for our Secondary Teaching Team - whose tireless dedication to academics is evident in these results

Internal Assessment Data (synthesis of report card data to report trends)

The analysis of internal assessment data is vital to the implementation of student-centered, context specific academic and behavioral interventions. While limited data has been aggregated in previous years, FICA will strive to implement internal assessment pieces which target the identified needs of our student body. Further, while empirical data such as report card and intervention data has served to inform the majority of this report, qualitative data has been gathered both formally and informally through team and administrative meetings. It is our belief that data should be collected on an ongoing basis; frequently analysed for trends which will help us improve our instructional practice, allocate resources efficiently, and improve academic achievement.

Kindergarten - Grade 6

In recent years FICA has focused on improving literacy in our primary and elementary grades. Specifically, action plans have focused on persuasive writing and reading. Through the consistent implementation of evidence-based reading strategies, our primary and elementary students have experienced considerable growth but are still experiencing challenges. When analyzing school report card data 85% of our K - 6 students are achieving at or above a 3 for outcomes related to language. That said, a considerable number of focus areas still exist within each grade - whereby the Grades 3 and 4 classes experienced considerable challenges for ELA Outcomes 3 and 4. Student achievement in Math remains consistently high - whereby greater than 85% of all students, in all grades, are achieving at or above a 3 for all numeracy outcomes. One exception to this statement could be found in Grade 5 (RE: Outcome 2 - Patterns and Relations)

Grade 7 - 12

In contrary to our primary/elementary grades, recent efforts for intervention in the intermediate and secondary have focused on Mathematics. Overall, as of June 2019, we had 11 courses where 19% or more of our students were either at-risk or failing. Within this focus area, Math 8, 9, 1201, 1202, 2200, and 2201 account over 50% of our at-risk courses; wherein over 10% of students are failing. Again, while considerable growth has been observed, a number of our students continue to struggle; indicating that current action plans should be reviewed thoroughly to address the effectiveness of the indicated strategies.

Public Examination Results

Students at FICA were enrolled in seven (7) courses which required public examinations. These include World Geography 3202, Biology 3201, Chemistry 3202, Physics 3204, Math 3201, Math 3200 and English 3201; a combination of both offline and online courses. Overall all courses and grades, on average our students scored a mark of 57.3% on their exams - **4.9% less** than our region, and **2.0% less** than the province. While 42% of our public exam course results were improvements on the previous years, the greatest gains were in English 3201 - where a three year negative trend in average marks was broken (Continued....)

Format	Course	Public Exam Mark	Difference from Region	Difference from Province
Offline (FICA)	World Geo. 3202	78.5	+5.5%	+8.1%
	English 3201	67.7	+2.3%	+3.5%
	Mathematics 3201	57.6	-7.0%	-5.1%
	Biology 3201	56.5	-4.5%	-4.3%
Online (CDLI)	Chemistry 3202	57.1	-10.3%	-11.5%
	Physics 3204	72.2	-3.2%	0%
	Mathematics 3200	68.3	-7.0%	-5.0%

Format	Course	Public Course Mark	Difference from Region	Difference from Province
Offline (FICA)	World Geo. 3202	78.5	+3.9%	+5.5%
	English 3201	75.5	+4.0%	+4.9%
	Mathematics 3201	62.9	-5.6%	-4.0%
	Biology 3201	66.1	-2.6%	-2.6%
Online (CDLI)	Chemistry 3202	67.0	-5.5%	-6.4%
	Physics 3204	76.4	-2.2%	-0.1%
	Mathematics 3200	75.5	-4.9%	-2.9%

From these data it is clear that Mathematics 3201 and 3200 should still remain as a priority in our SDP for 2019/2020. Further, and most concerning, is the discrepancy between offline and online courses; whereby students in online courses are experiencing significant challenges when writing public examinations.

School Development Plan (2019/2020)

Updates from 2018/2019

While the majority of our SDP plans remains consistent with previous years, following a review with our teaching staff and the school council, the following amendments have been made:

- A rephrasing of Objective 1.2 to include “student engagement” as a focus
- The addition of Strategy “1.2.4: Increase the number of Deep Learning opportunities available to students from K - 12”
- The addition of UDL and “tiered interventions” in Strategy 1.3.3
- The addition of Strategy 2.1.3: “Improve communication structures and the facilitation of data between teachers, the school and families”
- The addition of Strategy 2.2.2: “Establish a committee to review and adapt PBIS structure/program”

Goal 1: To improve student achievement across the curriculum within the K-12 learning environment		
<i>PLC Perspective – Increase learning and understanding about PLCs and establish PLC Structures</i>	<i>PLC Perspective - What do we want students to learn? How will we know when students have acquired the essential knowledge/skills?</i>	<i>PLC Perspective – How will we respond when some students do not acquire the essential knowledge/skills?</i>
Objective 1.1 Enhance teacher collaboration and build communicative structures within school and community	Objective 1.2 Enhance teaching practices to improve teaching, learning and student engagement.	Objective 1.3 Enhance utilization and analysis of Internal and External Achievement Data to identify and respond to “at risk” students and increase student achievement

<p>Strategies</p> <p>1.1.1 Increase (engagement) collaborative practices (PLC's) to support student achievement K-12</p> <p>1.1.2 Increase collaborative practices K-12.</p> <p>1.1.3 Improve instructional leadership processes at FICA</p>	<p>Strategies</p> <p>1.2.1 Increase learning skills for next generation</p> <p>1.2.2 Strengthen the integration of technology into the curriculum</p> <p>1.2.3 Improve Service Delivery to ensure that all students are receiving adequate programming</p> <p>1.2.4 Increase the number of Deep Learning opportunities available to students from K - 12</p>	<p>Strategies</p> <p>1.3.1. Analysis all data processes from K-12.</p> <p>1.3.2 Implement a process to identify and track academically "at risk" students</p> <p>1.3.3 Enhance assessment and evaluation practices at FICA by incorporating UDL and a tiered approach to instruction and intervention</p>
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Goal 1 - Support Plan		
Objective 1.1		
Strategy	Financial	Professional Development/Time Required
1.1.1	N/A	Staff/Team Meetings - Effective PLC's Go and Grow Opportunities
1.1.2	Chromebooks	Opportunities for Field Trips/Guest Speakers (Meet & Greet with Shorefast Foundation) Purchase Chromebooks (K - 12)
1.1.3	Read/Write Software Chromebooks	Staff Memos - Professional Learning Opportunities Skype sessions for collaboration Monthly staff meetings (newsletters, use of school messenger) Team Meetings: BEV Data analyzed monthly from 7 - 12
Objective 1.2		
Strategy	Financial	Professional Development/Time Required
1.2.1	Rewards/Incentives	PBIS Assemblies, Awards banquets, Monthly student recognition
1.2.2	Chromebooks	Coding, Google Apps, Skype, Smart/Team boards
1.2.3	N/A	Regular Program Planning Meetings
Objective 1.3		
Strategy	Financial	Professional Development/Time Required
1.3.1	N/A	Data Analysis - November 2019
1.3.2	N/A	School Development: Code of Conduct, School Matrix, Review of H.S. graduation requirements.
1.3.3	N/A	Teaching & Learning Team Meetings

Goal 2: Fogo Island Academy will foster a safe, caring, and healthy school environment.		
Objective 2.1: Build collaborative cultures with all stakeholders	Objective 2.2: Promote a safe, caring and inclusive environment at FICA	Objective 2.3: Promote an environment that fosters the Physical and Mental Well-Being of all students and staff
<p>Strategies</p> <p>2.1.1 Increase opportunities to promote student responsibility at FICA</p> <p>2.1.2 Increase opportunities for families to participate and engage in school activities</p> <p>2.1.3 Improve communication structures and the facilitation of data between teachers, the school and families</p>	<p>Strategies</p> <p>2.2.1 Create action plans to enhance the PBIS initiative to ensure a safe and caring environment</p> <p>2.2.2 Establish a committee to review and adapt PBIS structure/ program</p>	<p>Strategies</p> <p>2.3.1 Promote physical and mental wellness for students and staff of FICA through DPA</p>

Goal 2. Support Plan		
Objective 2.1		
Strategy	Financial	Professional Development/Time Required
2.1.1/ 2.1.2/ 2.1.3		Transition Team Meeting - Term III (2020) SchoolMessenger System, Monthly Newsletters, Social Media Curriculum night - Sept 2020 Parent Sessions - Oct 2020
Objective 2.2		
Strategy	Financial	Professional Development/Time Required
2.2.1/ 2.2.2		Updated School Matrix - January 2020 Professional Development - Student Relationships
Objective 2.3		
Strategy	Financial	Professional Development/Time Required
2.3.1		PD - DPA Sharing - October & November 2020 (incorporation into staff meetings) Student/Staff Mental Wellness - Fall/Winter 2019/2020 Student Mental Wellness Day - Fall/Winter 2019/2020

Operational Issues (2019/2020)

Operational Issue	Intended Action
Technology	Installation of skype on all classroom computers Purchase read/write license to install on computers Replace outdated computers Purchase chromebooks to be used as “class set”
Display cases	Replace/Remove broken glass in display cases Update display to reflect student achievement/PBIS initiatives
Storage	Repurpose/Organize storage rooms and “spare” classrooms
Parking Lot	Redesign parking lot layout - effective and efficient use of space

School Development Action Plans (2019/2020) - Primary Focus

Whereas our focus will be on ELA in Primary/Elementary (Outcomes 3 and 4) and Mathematics in the Intermediate/Secondary grades, these have been identified as areas of priority. For a comprehensive list of action plans, please follow the attached link.

[FICA - Action Plans \(2019/2020\)](#)

Primary ELA

Goal #1: To improve student achievement across the curriculum within the K-12 learning environment				
Objective #1.2: Enhance teaching/learning strategies and practices to promote student engagement and achievement				
Strategy: 1.2.1 Increase learning skills for “Generation Next”				
Learning Need: To improve student achievement to promote critical and appreciative student listening				
Actions (Specific, Measureable, Achievable, Realistic, Timed)	Individual Responsible	Target Dates		Indicators of Success /Progress Notes
		Start	Finish	
Provide explicit instruction on listening skills to build listening stamina	Classroom teachers K-6 with support from learning team	November 2019 (ongoing)	June 2020	Change in BEV charts to show improvements
Increase opportunities for authentic listening (deep learning)	Classroom teachers K-6 with support from learning team	November 2019 (ongoing)	June 2020	
Schedule and plan monthly Assemblies	Administration, classroom teacher, students, learning teams	Dec 2019	June 2020	

Elementary ELA

Goal [1]: To improve student achievement across the curriculum within the K-12 learning environment				
Objective [1.2]: Enhance teaching/learning strategies and practices to promote student engagement and achievement				
Objective [1.3] Improve Service Delivery to ensure that all students are receiving adequate programming and/or supports				
Strategy: 1.2.1				
<ul style="list-style-type: none"> ● Increase critical thinking and creativity ● Celebrate student successes in various ways – bring positive attention ● Increase learning skills for the next generation 				
Learning Need: Develop and increase reading comprehension				
Actions (Specific, Measureable, Achievable, Realistic, Timed)	Individual Responsible	Target Dates		Indicators of Success/ Progress Notes
		Start	Finish	
-Literacy Fair -Author of the Month -Incorporate comprehension strategies into Daily 5 approach	Elementary Teachers Admin IRT's TLA TL	Sept 2019	June 2020	Improved comprehension
To incorporate the use of RAZKIDS and EPIC in grades 4-6	Grade 4, 5 and 6 classroom Teachers	Sept 2019	June 2020	
Review of current schedule and process to allow for common preps or co-teaching experiences	Administration	Sept 2019	January 2020	
Targeted and intensive literacy supports provided within a blocked literacy approach	Grade 4, 5 and 6 classroom teachers TLA	Sept 2019	June 2020	

Mathematics (Secondary)

Goal # 1: To improve student achievement across the curriculum within the K-12 learning environment.				
Objective: 1.3 - Enhance utilization and analysis of Internal and External Achievement Data to identify and respond to “at risk” students and increase student achievement.				
Strategy: 1.3.1 - Review data processes from K-12. 1.3.2 - Enhance assessment and evaluation practices at FICA.				
Learning Need: To maximize student's marks going into public exam and to eliminate the D factor				
Actions	Individual Responsible	Target Dates		Indicators of Success/Progress Notes (completed, ongoing, progress thus far)
		Start	Finish	
Organize and implement the Tutoring for Tuition (TFT) Program.	Shawn Reddick (Secondary Math Teacher)	Sept. 2019	May 2020	Determine the amount of students seeking help in Mathematics and analyze how this corresponds to achievement.
Implement structured notes in order to limit lectures (allowing more time for practice).	Shawn Reddick (Secondary Math Teacher)	Sept. 2019	June 2020	All units have been completed and students are indicating that they are beneficial.
Use manipulatives and technology where possible to help achieve a greater understanding of specified outcomes.	Shawn Reddick (Secondary Math Teacher)	Sept. 2019	June 2020	
Create and implement a variety of formative and summative assessments.	Shawn Reddick (Secondary Math Teacher)	Sept. 2019	June 2020	This will guide instruction and assessment and will help identify common errors.
Establish PLC's with other colleagues across the province to determine successful teaching practices.	Shawn Reddick (Secondary Math Teacher)	Sept. 2019	June 2020	Reviewed the 2019 Math 3201 Public Exam Results as preparation.