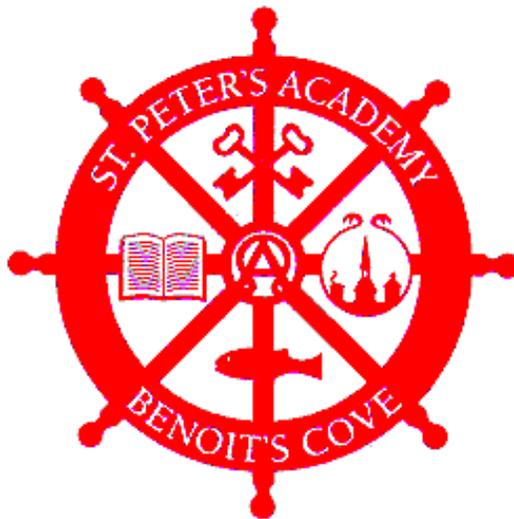# Annual School Development Report

Annual School Development Report 2018-2019

St. Peter's Academy

P.O. Box 100
Benoit's Cove, NL
A0L 1A0

Vision Statement
St. Peter's Academy provides a safe, caring, happy, and healthy learning environment -
a place where students and staff strive together to achieve their fullest potential.

Message from Principal

The staff and students of St. Peter's Academy had a positive and productive year in 2018-2019, thanks to the commitment of parents, teachers, students, district and support staff.

We are making excellent progress with our school development goals and this report will provide an overview of the many successes in meeting our goals and objectives this year.

As a school community, we are committed to providing high quality educational learning opportunities for our students to ensure they succeed and become productive and contributing members of society as well as lifelong learners. Our parents and community continue to play an important role in supporting our efforts and their support is crucial to the success of our students.

Thank you to the parents, members of our School Council, the community, the district staff and our teachers for your support and cooperation throughout the year. We look forward to working together with you once again in the 2019-2020 school year to provide the very best educational opportunities for our students here at St. Peter's Academy.

Carol Anne Eldridge
Principal

Message from School Council Chair

During the 2018-19 school year, School Council supported St. Peter's Academy in work completed toward meeting the goals under the new school development plan for the next five years. Our school development goals are as follows:

Goal 1: To improve student achievement across the curriculum for all learners in an inclusive environment.

Goal 2: To create a safe, caring and healthy school environment for all students, staff and members of the school community.

Our School Development Goals have been successfully implemented. We continue to work with the school to support student achievement and to maintain a safe, positive and healthy educational environment for all stakeholders.

In addition to working with the school to oversee the implementation of the School Development Plan, School Council members actively fundraised during the 2018-19 school year. Our fundraising efforts included ticket and catalogue sales and a cookie dough fundraiser. Council worked hard to keep the student body interested in fundraising for school programs.

We look forward to working together next year.

Ashely Vater
School Council Chair, St. Peter's Academy

Overview of School
Our School Community

St. Peter's Academy is a part of the Western Region of the Newfoundland and Labrador English School District.

St. Peter's Academy is located on the South Shore of the Bay of Islands, and serves the communities of Halfway Point, Benoit's Cove, John's Beach and Frenchman's Cove. The school has an enrolment of 127 students and offers Kindergarten to Grade Nine.

St. Peter's Academy has a total of 14.75 teaching units. Included in this allocation are 2.25 units of Instructional Resource Teachers, .50 of a unit for Guidance services, 0.12 of a unit for Learning Resources/Library, as well as specialist teachers in the areas of Music, Physical Education and French.

In addition to professional staff, based at the school, district itinerant services are available for Speech-Language Pathology, Hearing Impairment, Visual Impairment, Educational Psychology and Numeracy/Literacy support.

During this school year, we had a full-time secretary, 11 hours of student assistant time, a caretaker-maintenance worker and two bus drivers-caretakers. M & G Café provides daily cafeteria services that align with guidelines set out by the Nutrition Policy.

Programs Provided

Our school offers the entire curriculum for Kindergarten to Grade Nine as prescribed by the provincial Department of Education.

Mission Statement

St. Peter's Academy strives to increase student achievement in core subject areas, to provide a safe and caring school environment, to develop written policies, and to promote active and healthy living.

Internal Data Report

School Trend Data									
Subject	2016-2017			2017-2018			2018-2019		
	Prim. Level 3+	Elem. Level 3+	Inter. ELA & Math – overall Mark 65%+	Prim. Level 3+	Elem. Level 3+	Inter. 65%+	Prim. Level 3+	Elem. Level 3+	Inter. ELA & Math – overall Mark 65%+
English Language Arts			67%			94%			86%
Speaking	95%	87%		97%	90%		86%	82%	
Listening				95%	78%		84%	77%	
Reading	69%	86%		82%	76%		73%	77%	
Writing/Representing ideas	79%	74%		87%	66%		76%	72%	
Mathematics			73%			58%			89%
Number	88%	81%		95%	85%		89%	85%	
Patterns & Relations	97%	81%		97%	100%		81%	85%	
Shape & Space	97%	79%		97%	95%		89%	82%	
Statistics & Probability	97%	78%		100%	93%		92%	100%	
Science	97%	73%	75%			79%			77%
Connection / Knowledge of concepts				100%	85%		100%	82%	
Inquiry				100%	95%		100%	72%	
Social Studies	97%	73%	98%			91%			91%
Knowledge of concepts				100%	88%		100%	85%	
Inquiry				97%	85%		100%	85%	
French	NA	95%	100%	NA	88%	94%	NA	85%	

What do these results tell us?
At the primary level, in most areas of <u>Language Arts,</u> the above results show a steady improvement for our students. Reading has shown an increase from the previous year. At the elementary level, we have shown a decrease in most areas. Literacy will obviously continue to be a strong focus for our school.

In the area of Mathematics, our primary and elementary students are doing well in all areas. At the junior high level, there is a decrease in achievement levels in math. As well, students at the primary and elementary levels continue to do well in <u>Science</u>; however, results in the intermediate division fluctuate from year to year. Overall,

students are achieving at acceptable levels in the area of <u>Social Studies</u>. Students are achieving well in the area of <u>French</u>. Although the above data does not demonstrate it, our students have experienced great improvements specifically in Oral French. Writing will continue to be an area of focus for our school.

Our school development plan addresses the above trends indicated by the data analysis in several ways. Following is a summary of strategies to address the trends. Later in this report our plan will be outlined in a more specific manner.

Strategies to Address Trends
Language Arts
In the area of Language Arts, we will concentrate on improving reading and writing achievement levels. We will use a variety of strategies such as listening centers, year-long writing plans, demand writing exemplars, literacy blocks, buddy reading, technology apps, Talking Circles and we will continue to implement the guidelines set out in the Literacy for Learning Plan and Assessment Portfolio. We will also continue to incorporate the Levelled Literacy Interventions, which will assist us in increasing literacy scores among our students in an effort to help them become efficient readers and writers.

Mathematics
In the area of primary/elementary Mathematics, we will continue to revisit the Number Concepts and attempt to approach it in a different way. We will continue using new DI strategies to reinforce the concepts; use more exemplars to show students how to problem solve; incorporate more journal writing and mental math activities; number talk; technology APPS, the Daily Three Structure and continue to place greater emphasis on open constructed response type questions.

In the area of intermediate Mathematics, we will continue to use a variety of DI strategies to reinforce concepts. Students will be provided extra practice with concepts identified as areas of concern. There will be a heightened emphasis on higher order problems. Unit tests will be modelled after district exam formats. Students will be encouraged to use manipulatives wherever possible. There will be a greater emphasis placed on journal writing so students can explain their answers. We will emphasize that homework is more than assigned problems to include extra practice/review; use the district made formative assessments to determine student achievement which will direct interventions with either individual students or groups of students; use exemplars to show students how to problem solve; emphasize Math vocabulary and incorporate Math routines at the beginning of classes.

Science
In the area of Science, we will continue to place more emphasis on journal writing and the use of exemplars to improve achievement in the area of constructed response and to incorporate more hands-on activities and group work. Students will be provided with fill-in-the blank notes for each chapter; model chapter tests and final exams after district exam formats; provide a detailed study guide for each chapter containing practice constructed response questions; have students practice questions where they have to predict, compare and contrast, and explain their reasoning.

Social Studies
In the area of Social Studies, we will continue to research new DI strategies to challenge students; continue to show case student work at the Heritage Fair and to incorporate more hands on type of activities at the classroom level. We also need to continue to guide students to be better organized and teach them study techniques to help them better prepare for unit tests and exams.

French
In the area of French, we will place greater emphasis on having students practice written expression. We need to model written assessments by providing more exemplars and to practice answering Selected Response type questions. We will also place more emphasis on journal writing at the classroom level

Reading Report

Kindergarten Reading (7 Students)

Reading Level Letter	Grade Equivalency	Number of Students
Not Yet Reading	Beginning K	1
A	Beginning Grade 1	
B	Beginning Grade 1	2
C	Mid Grade 1	1
D	Mid Grade 1	
E	Mid Grade 1	2
	Unable to assess (non-verbal)	1

What do these results tell us?
There are no prescribed reading levels for Kindergarten. However, if students are ready to read, they are usually found to be at levels A-C. One student in the kindergarten class is not yet reading. This student has a pre-referral in place. All other Kindergarten students are readers. The one student who is non-verbal is a reader. He can read and follow directions, however, he is unable to assessed.

Grade 1 Reading (12 Students)

Reading Level Letter	Grade Equivalency	Number of Students
B	Beginning 1	2
C	Beginning 1	
D	Mid Grade 1	1
F	Mid Grade 1	1
G	Mid/Late Grade 1	1
I	End 1	4
J	Mid 2	1
O	End Grade 3	1
S	End Grade4	1

What do these results tell us?
When students begin grade 1, it is recommended they be reading at level A-C. It is expected that students be reading at level D by January. At the end of grade 1, it is recommended they be reading at H or I or beyond. The information in the above chart is based on results from the May/June reading assessments. Based on the above data, using the Benchmark Assessment System, 8/12 (67%) of our grade 1 students are reading at or above grade level. Three (33%) grade 1 students are reading below grade level and have started to receive interventions from the classroom teacher and IRT.

Grade 2 Reading (11 students)

Reading Level Letter	Grade Equivalency	Number of Students
D	Mid Grade 1	2
H	Beginning Grade 2	1
J	Mid Grade 2	1
L	Beginning Grade 3	2
M	End of Grade 2	5
N	Mid Grade 3	1
O	End Grade 3	1

What do these results tell us?
When students begin grade 2, it is recommended they be reading at level H. At the end of grade 2, it is recommended they be reading at L or M or beyond. The information in the above chart is based on results from the May/June reading assessments. Based on the above data, using the Benchmark Assessment System, 8/13 (62%) of our grade 2 students are reading at or above grade level. One of our grade two students is reading at mid-grade two level 1/13 (7%); four grade 2 students are reading below grade level 4/13 (31%) and 2 are receiving interventions from the IRT teacher.

Grade 3 Reading Levels (12 Students)

Reading Level Letter	Grade Equivalency	Number of Students
E	Grade 1	1
K	Mid Grade 2	1
M	Beginning Grade 3	2
O	End Grade 3	2
Q	Mid Grade 4	2
R	Mid Grade 4	2
S	Mid Grade 4/ Begin Gr. 5	2

What do these results tell us?

When students begin grade 3, it is recommended they be reading at level M. At the end of grade 3, it is recommended they be reading at O or P or beyond. The information in the above chart is based on results from the May/June reading assessments.

Based on the above data, using the Benchmark Assessment System. 2/12 (16%) of our grade 3 students are reading below grade level (1 new student from a new country) 2/12 (16%) grade 3 students are reading at the beginning of grade level. Three of these students have been receiving interventions from the classroom teacher and IRT. 2/12 (16%) of our grade 3 students are reading at the end of the grade level. 6/12 (50 %) of our grade 3 students are reading above grade level.

Grade 4 Reading Levels (14 students)

Reading Level Letter	Grade Equivalency	Number of Students
M	End of Grade 2	1
N	Beginning Grade 3	2
O	Mid Grade 3	2
P	End Grade 3	1
R	Mid Grade 4	2
S	End Grade 4	1
T	Beginning Grade 5	1
U	Mid Grade 5	2
V	End Grade 5	1
W	Beginning Grade 6	1

What do these results tell us?

When students begin grade 4, it is recommended they be reading at level O. At the end of grade 4, it is recommended they be reading at S or T or beyond. The information in the above chart is based on results from the May/June reading assessments. Six students in this class remain below beginning grade 4 level, 3 additional students are below the end grade 4 level they should be at this point in the year. Only two students have not progressed forward at least one level this year. 5 students moved one level, 3 moved two levels, 1 student moved three levels, and 3 students moved 4 levels. The 6

students not at beginning grade 4 level in June have all moved up at least one level, but remain below beginning grade 4.

Grade 5 Reading Levels (13 students)

Reading Level Letter	Grade Equivalency	Number of Students
P	End Grade 3	1
T	Beginning Grade 5	1
U	Mid Grade 5	1
W	End Grade 5	1
Y	End grade 6	1
Z	Grade 7/8	8

What do these results tell us?

When students begin grade 5, it is recommended they be reading at level S. At the end of grade 5, it is recommended they be reading at W or beyond. The information in the above chart is based on results from the May/June reading assessments. Based on the above data, using the Benchmark Assessment System, 10/13 (77%) of our grade 5 students are reading at or above grade level and 3/13 (23%) grade 5 students are reading below grade level.

Grade 6 Reading (11 student)

Reading Level Letter	Grade	Number of Students
Q	Beginning of Grade 4	
R	Mid Grade 4	
S	End Grade 4	1
T	Beginning Grade 5	1
U	Mid Grade 5	
V	End Grade 5	
W	Beginning Grade 6	
X	Mid Grade 6	2
Y	End of Grade 6	2
Z	Above Grade Level	5

What do these results tell us?

Based on the above data, using the Benchmark Assessment System, all of our grade 6 students have improved in reading over the course of the year. Presently 82% are reading at or above grade level while 2/11 students are reading at the end of grade 4 and beginning of Grade 5.

Strategies to Address Trends in Reading

We continue to use guided reading, shared reading, independent reading, LLI and modelling strategies. During our morning routines, especially at the primary level, students practice writing letters and words and regularly practice letter sounds and sight words. Students participate in reader's chair and book talks.

Behavioral Data Report from Review 360

The final Behavioral Report was completed by the Safe & Caring School's Committee. At the beginning of this school year, all teachers were given the necessary refresher training in Review 360 to report discipline incidents through the Review 360 database. This year, there were 72 teacher managed incidents; down from 126 incidents in the 2017-2018 school year. 15 office referrals for major behaviors, 10 incidents that were escalated to Discipline incidents and 8 CPI incidents; which was down significantly from 21 last year. See Tables below
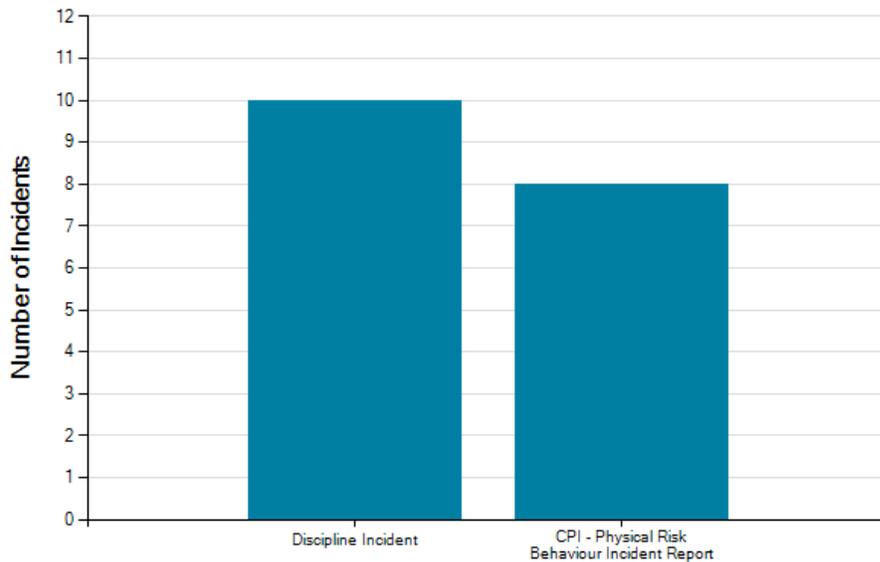
Teacher Managed Incidents   72
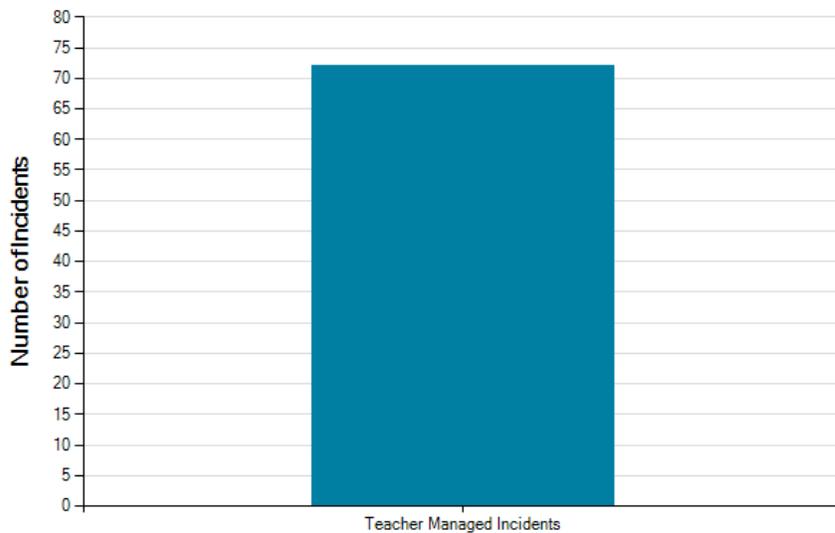
Office Referral – Major Behaviors - 15
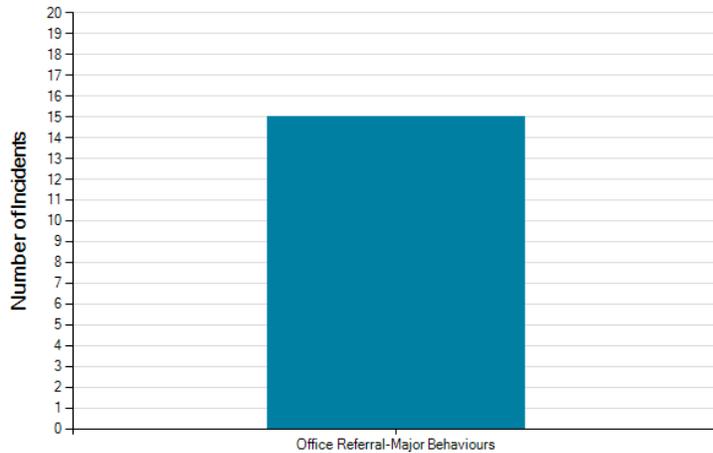
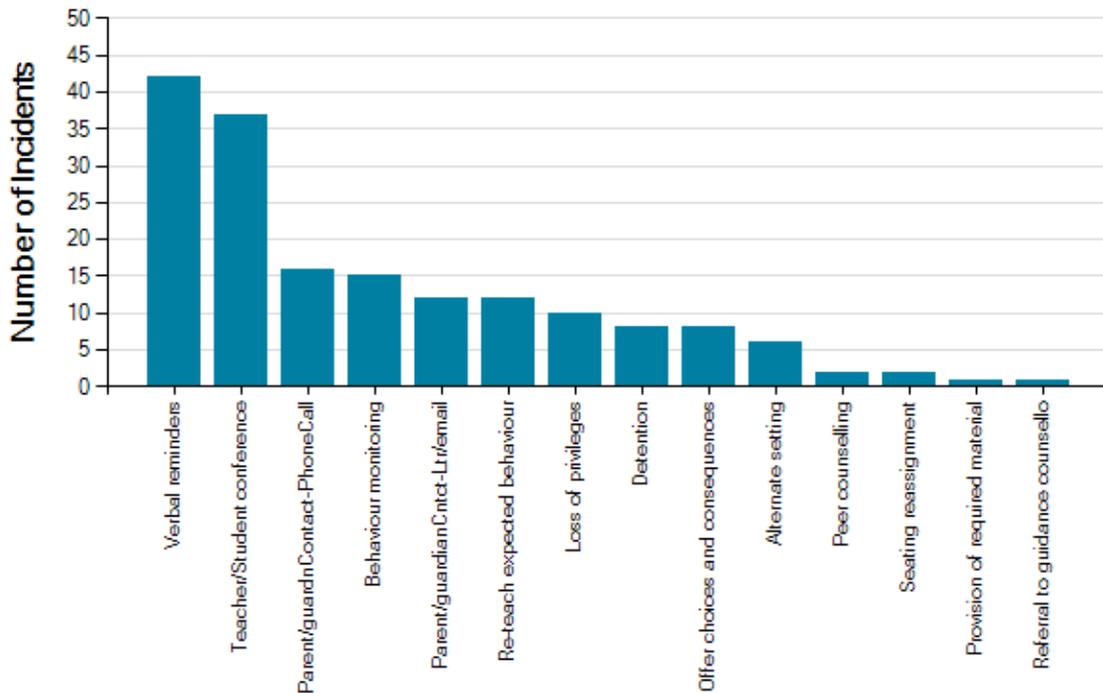## Discipline – 10, and CPI Incidents - 8

The committee's analysis of the data found that the majority of teacher managed incidents occurred in the classroom with the highest recurring behavior being disruptive behavior. The next three most common incidents were other school safety issues, chronic non-compliance, and off task behavior. It was found that the other school safety issues involved a student who is a runner.
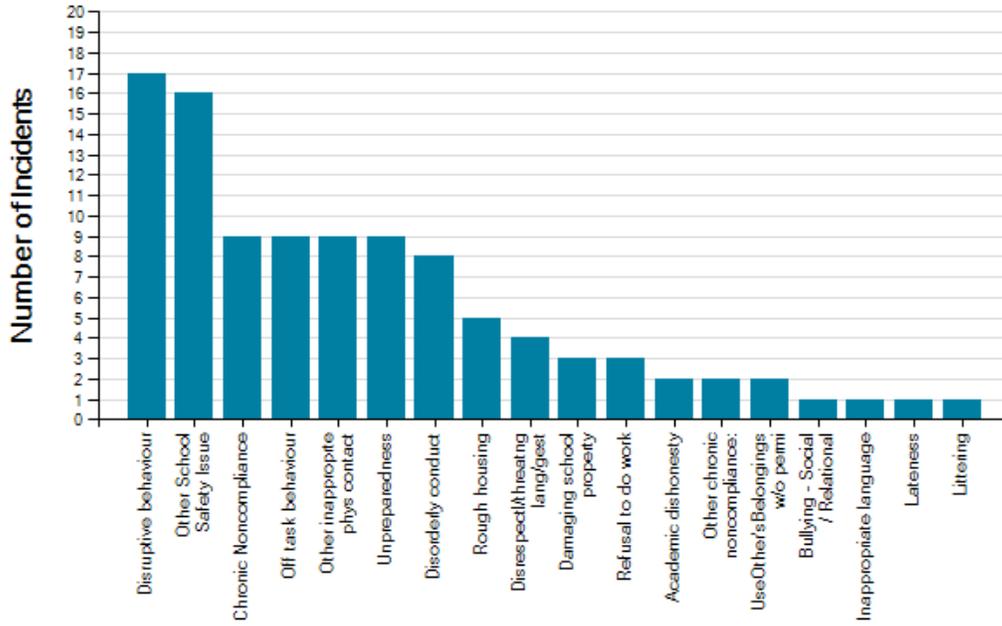
The most common teacher/administration responses to these behaviors were verbal reminders, teacher-student conferences, parent/guardian contact, and behavior monitoring.

Teacher Response to Behaviors

Report on School Development Plan for Previous Year

Goal 1. To improve student achievement across the curriculum for all learners in an inclusive environment.	
Objective 1.1 To enhance effective use of differentiated instructional and inclusionary practices.	Objective 1.2 Increase utilization of internal and external assessment data to inform instruction.
Evaluation 1.1 **Commendations:** 1.1.1 We continue to fully implement the NLESD Literacy for Learning Plan 2014-2020 and the instructional strategies as outlined in the K to 6 Reading and Writing Assessment Portfolio and Support Document; in 2018-19 primary teachers continued to use LLI to successfully increase student's reading level. 1.1.2 This year we were fortunate to receive a grant from ArtsSmarts. We had two artists from the 'The Once' working with our students to create song about the culture of our community. 1.1.4 We increased our integration of technology in the primary, elementary and junior high levels. For example, the iPads are used extensively by students in primary and elementary during the Literacy Blocks. This year more teachers began using Google Classroom as a purposeful instructional and assessment tool. We also purchased new Chromebooks that are being utilized in Junior High. **Recommendations:** 1.1.2 We need to continue to explore ways to enhance teacher knowledge and utilization of differentiated instructional and assessment strategies in the intermediate grades. In recognizing the importance of Deep Learning, we are in the process of creating a Maker Space environment in our Learning Resources Centre.	Evaluation 1.2 **Commendations:** 1.2.1 We continue to implement the K to 6 Reading and Writing Assessment Portfolio and Timeline on a daily basis 2.1.3 We continue to develop SMART Action Plans in response to the literacy and numeracy learning needs from external and internal data during our regular Strategic Planning Day and during divisional meetings. **Recommendations:** 2.1.2 We need to continue to ensure that our divisional time is used to analyze internal assessment data, to create intervention plans to help students who are struggling and to collaborate on co-teaching opportunities across the divisions. We also need to find time for the junior high division to collaborate.

Goal 2. To create a safe, caring and healthy school environment for all students, staff and members of the school community		
Objective 2.1 Continue to implement and promote the Safe & Caring Schools Policy and Expectations.	Objective 2.2 Continue to foster a climate of communication and collaboration within the school community	Objective 2.3 Continue to promote healthy and active lifestyles within the school community.
Evaluation 2.1 **Commendations:** 2.1.1 We reinforce our Positive Behavior Supports (PBS) program through direct teaching in each area of the school to all students three times per year and daily through announcements and reminders from teachers at the classroom level; video surveillance application is approved. 2.1.2 We continue to promote acceptance and support of differences among members of the school community; this year we launched a schoolwide 'Choose Kind Campaign' and purchased Buddy Benches for the playground **Recommendations:** 2.1.1 We need to ensure that our PBS program is reinforced consistently across all grades 2.1.2 We need to reinforce the importance of accepting and respecting individual differences, especially in the intermediate grades.	Evaluation 2.2 **Commendations:** 2.2.1 We continue to provide opportunities for students to assume leadership roles throughout the year 2.2.2 We introduced and utilized School Messenger this year to enhance communication between home and school; and we completed Safe Arrival Webinar Training	Evaluation 2.3 **Commendations:** 2.3.1 We have a physical education program that promotes healthy and active lifestyles. We also have after school programs such as cross-country skiing, organized physical activities program, a volleyball and basketball team, a running club and annual school-wide walk/runs **Recommendation:** 2.3.1 We need to explore more ways to involve the school community in initiatives that promote healthy and active lifestyles 2.3.2 We need to continue to provide opportunities for students to participate in physical activity outside the classroom

Operational Issues Report 2018-2019

Operational Issues	Intended Action
Student lockers are rusted and need replacing; shelves are too high for primary students	Summer maintenance request from District has been submitted; the safety issue with the lockers has been identified by the Department of Health and a letter has been submitted to the District
No time built into the schedule for junior high divisional meetings.	This issue has been resolved for the 2019-2020 school year.
Insufficient number of iPads for instruction and learning in Jr High.	Purchased 10 new Chromebooks for use in junior high to add to our technology tools. Planning to purchase more in 2019-2020.
Students do not have enough places in the lockers to hang clothing and backpacks	Waiting to see if we get new ones; will address again in September. Working with maintenance on this issue.
Damage to outdoor play space	Place boulders or fencing on the main path into the field; install surveillance cameras, resurface field - Summer maintenance from District has been submitted. We are working with the Town to enhance our ball field. Installation of Video Surveillance Cameras has been approved by the District and have been ordered. Cameras were installed in July 2019.
No seating in playground	We have purchased new Buddy Benches that will be installed when our video surveillance cameras have been installed. Buddy Benches installed in Sept. 2019.
Window screens have been damaged in the Junior High wing	Screens are now replaced.

Actions for Change
There are no new actions and strategies will remain the same with action plans being updated in the fall.

One Year School Development Plan 2019-2020
St. Peter's Academy

Goal 1: To improve student achievement across the curriculum for all learners in an inclusive environment.

Objective 1.1: Enhance effective use of differentiated instructional and assessment practices.	**Objective 1.2** Increase utilization of internal and external assessment data to inform instruction.
Strategies: 1.1.1 Continue to fully implement the **NLESD Literacy for Learning Plan 2014-2020** and the instructional strategies as outlined in the **K to 6 Reading and Writing Assessment Portfolio** and **Support Document** 1.1.2 Continue to enhance teacher knowledge and utilization of differentiated instructional and assessment strategies across all grades, and specifically in the intermediate grades 1.1.3 Continue to increase co-curricular activities for all grades 1.1.4 Continue with the integration of technology across the curriculum for all grades	**Strategies:** 1.2.1 Continue to implement the **K-6 Reading and Writing Assessment Portfolio** and **Timeline** 1.2.2 Continue to engage in collaborative analysis of internal and external assessment data to inform instruction 1.2.3 Develop SMART Action Plans in response to identified learning needs in the areas of literacy and numeracy derived from the internal and external assessment data
Indicators of Success: **1.1.1** Teacher PGP's, Classroom Observations, Reading Records, Documented notes of classroom walk 'throughs' **1.1.2** Record of scheduled PD sessions and presenters and a record of those who attended **1.1.3** Record of co-curricular activities offered **1.1.4** Record of sign-out of iPads; record of lesson plans to	**Indicators of Success:** **1.2.1** Record of Report Card Data, Increase in student reading levels, Reading & Writing Assessment Portfolios, internal and external assessment data **1.2.2** Minutes of Divisional Meetings, A comparative analysis of internal and external results **1.2.3** File of submitted SMART Action Plans

demonstrate their integration into instruction	
Goal 1 Support Plan	
Financial	**Professional Development/Time Required**
1.1.1 $100 for professional literature	1.1.1 / 1.1.2 Discretionary time to support PD (6 days)
1.1.2 $100 for travel costs to attend PD	1.2.2 Flexible scheduling and coverage; schedule time for divisional meetings; Strategic Planning Day (district close-out)
1.1.5 $5000 for iPads	
1.2.1 $100 for resources to support implementation	
1.2.2 $100 for resources to support Strategic Planning Day	
1.2.3 $100 travel costs to attend PD	

Goal 2: To create a safe, caring, and healthy school environment for all students, staff, and members of the school community.		
Objective 2.1 Continue to implement and promote the Safe and Caring Schools Policy and expectations.	**Objective 2.2** Continue to foster a climate of communication and collaboration within the school community.	**Objective 2.3**: Continue to promote healthy and active lifestyles within the school community.
Strategies: 2.1.1 Continue to review and reinforce our Positive Behavior Supports (PBS) program to ensure accurate and consistent application. 2.1.2 Continue to promote acceptance of differences among all members of the school community.	**Strategies:** 2.2.1 Continue to build our student leadership program. 2.2.2 Explore effective ways to enhance communication within the school community (i.e., with parents, students, school council, and student council).	**Strategie**s: 2.3.1 Explore ways to involve the school community in initiatives that promote healthy and active lifestyles. 2.3.2 Continue to provide opportunities for students to participate in physical activity outside the classroom.
Indicators of Success: 2.1.1 Minutes and records (i.e. PBS meetings, records of discipline referral forms).	**Indicators of Success:** 2.2.1 Records of student involvement in initiatives; list of	**Indicators of Success:** 2.3.1 Record of involvement in initiatives and list of initiatives

2.1.2 Records of initiatives and attendance	initiatives and record of attendance 2.2.2 Record of meetings, activities, student-led conferences, and survey data. Communication via First Class, announcements, newsletters, memos, TV monitors; samples of methods of communication used	2.3.2 Record of opportunities and participation attendance record
Goal 2 Support Plan		
Financial	**Professional Development/Time Required**	
2.1.1 $350 to update PBS signs and posters 2.1.2 $200 to support student Safe Program 2.2.1 $50 to support leadership program 2.2.2 $100 for resources	2.2.2 Two hours for team meeting	

Operational Issues for 2019-2020

Operational Issues	Intended Action
Student lockers are rusted and need replacing.	Work with Operations Manager to secure new student lockers.
Stage floor is deteriorating	Floor needs to be re-surfaced; will be placed on summer maintenance request.