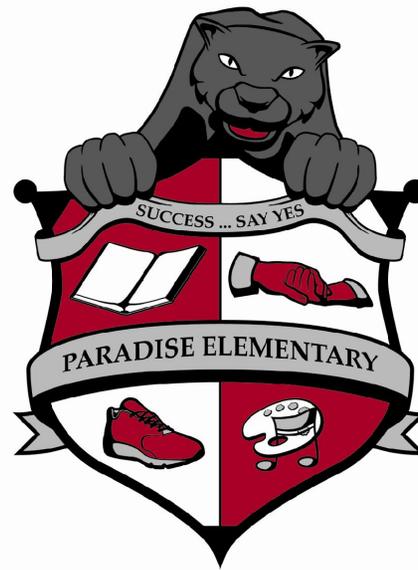


Paradise Elementary

60 Karwood Drive
Paradise, NL

2019-2020 School Development Report



Vision

Paradise Elementary School empowers all learners to achieve and experience success in a positive, healthy, just, and caring environment.

A Message From Deb Smith: Principal- Paradise Elementary (2020-2021)



It is our pleasure to present to you our 2019-2020 annual school report. Within this report, we have highlighted information about our staff, students, programs and school initiatives, as well as our School Development Plan (we are in year 3 of our 5 year plan for the 2020-2021 school year). This year, we have continued to foster the individual strengths within our school community in order to create a learning environment that promotes academic excellence and the social and emotional development of all learners.

The education of the children at Paradise Elementary has long been a community-wide event supported by the entire school-community and its partners. At this time, we would like to express our sincere thanks to all who have given support throughout the year. Committed parents, dedicated teachers, district office staff, community-minded organizations and hardworking students all deserve praise for their continuing roles in providing broad and enriched educational experiences at Paradise Elementary. While academics are the primary focus of any school, student development at Paradise Elementary is not restricted to academics alone. The holistic development of our learners has been facilitated through programs that promote active living, music, heritage/culture and environmental awareness.

We continue to cultivate strong home-school partnerships. Frequent home-school communications and community involvement in school events have created a positive school culture at Paradise Elementary. We recognize the valuable role that families play in school success and encourage the involvement of all members of our school community. We firmly believe that strong families make strong schools! School Council continues to play a role in School Development.

With the arrival of COVID-19 to Newfoundland and Labrador, in-class instruction was suspended in March 2020 for the remainder of the school year. We began a new journey of Learning at Home. We communicated and learned on-line, through social media, virtually and/or through email. We would like to take this opportunity to thank the parents/guardians for their kind support and continual interest throughout the year. To our staff for the incredible dedication and professionalism continually shown which has fostered the growth of each child and the school as a whole. Most importantly, thanks to the students who continue to bring such joy to our lives. Paradise Elementary is a truly wonderful place to be!

Deb Smith & Gail Dyke
Administrative Team
2020-2021

Denise Coady & Deb Smith
Administrative Team
2019-2020

Overview of Paradise Elementary

Our School Community

Paradise Elementary is located at 60 Karwood Drive in the community of Paradise. Paradise Elementary is a kindergarten to grade 6 school with English, Early French Immersion, and Intensive Core French programs. Our 2019-2020 student enrollment was **approximately 630**. Our class sizes ranged from 13 to 28. Our school had a total of **46** educational staff, which included **28** classroom teachers and **9** instructional resource teachers. We had **1.25** units for guidance, **1.75** units for music which included band instruction, **1.50** units for physical education, and **.63** units for a teacher-librarian. There were also **2 full-time** administrators. Our school had the support of **5** student assistants and access to itinerant District Office personnel in the areas of speech-language pathology, English as an alternate language and educational psychology. The school also had the services of **2** secretaries.

Key Highlights/Special Projects

Paradise Elementary adheres to the prescribed primary and elementary curricula of our province. In both our primary and elementary divisions the subjects of language arts, mathematics, science, health, social studies, religious education, music, physical education, and art are taught through an integrated approach, with a focus on curriculum outcomes. In the elementary division, Core French is also taught in grades four, five, and six. Technology outcomes are incorporated into the teaching and learning environments. Our Early French Immersion program is offered from kindergarten to grade 6. This year, the Intensive Core French program was delivered in one of our grade six classes. All primary and elementary teachers utilize inclusive practices and differentiated approaches in their teaching.

Several specific program areas are noted below, highlighting some key events that took place in the 2019-2020 school year:

Physical Education

The Paradise Elementary Athletics program had another busy and successful year with a wide variety of programs, activities and extracurricular sports. We offered an intramural program during lunch for our grade 4, 5 and 6 students throughout the school year. To coincide with this program, we had a gym assistant program where our grade 6's took on a leadership role and helped organize teams and referee the games. Students had to 'apply' for this position by submitting a resume to the physical education department. We also had a gym equipment manager program, where our students were responsible for organizing and helping out with the gym equipment.

Throughout the school year, we also had the ‘Step-out for 15’ program which was started a few years ago. This is an initiative to encourage students and teachers to go outside for 15 minutes a day to walk or run on school grounds. We also continued with our mindfulness activities, where classes were encouraged to take a few minutes out of the school day to participate in mindfulness. Activities were provided to teachers. This was also carried out after every gym class to help build strategies, mechanisms and routines to foster mental health.

We offered a number of extracurricular sports for our students after school. In the fall, we participated in the NLAA Cross-Country Running Series, which took place over three Saturdays in September and October at Pippy Park Driving Range. We also offered competitive programs including a grade 6 boys basketball team, and a grade 5 boys basketball team. We participated in the Knights of Columbus Free Throw Competition at the Council level with our grades 4-6 students. We had a number of developmental programs as well, including a multi-sport program for our grade 6 boys, soccer for grade 6 girls, grade 5 girls volleyball, and a grade 3 and 4 girls volleyball and basketball program.

Music

The provincial elementary music curriculum is based on Kodály and Orff methods of music education. Vocal and choral development, movement, instrumental playing techniques, and music literacy are key components of primary and elementary music instruction at Paradise Elementary School.

Choir was offered to students in grades 4 to 6. The choral program follows the provincial music curriculum and enhances music learning by providing additional opportunities to develop musical skills through performance.

The grade 5 and grade 6 band program at Paradise Elementary is an optional co-curricular program offered during the regular school day on a pull-out basis. Students choosing to participate in the band program attended 2 band rehearsals per 7-day cycle. Instruction was offered in the following instruments: flute, clarinet, alto saxophone, tenor saxophone, trumpet, trombone, baritone and percussion. This year we had 96 grade 5 and 6 students enrolled in the program.

The following is a list of Musical Highlights for this past school year:

- School wide Thanksgiving assembly

- Grades 1-4 travelled to the Arts and Culture Centre to view Peter McDonald Productions performance of the musical, “Matilda”
- Grade 5 Remembrance Day assemblies
- Grade 3 students and Grade 6 Choir performances at the school’s Chapters night
- Other school–wide assemblies for a variety of activities and special events such as Christmas and fundraising kick-offs, featuring student performances
- Grade 2 Christmas musical
- Grade 3 Christmas Carol Sing at Karwood Retirement Centre
- Grade 5 Choir Carol Sing at Sheraton Hotel
- Grade 1 Friendship assembly

Learning Resources & Technology

The Paradise Elementary Resource Centre collection continued to expand to meet the growing demands of new curriculum as well as the recreational needs and interests of our students. Specifically, we added many text resources on topics of acceptance, residential schools, diversity, and social emotional learning. Our Virtual Library Learning Commons has also gone through much growth; we have added many online resources, including: E-Texts, and Audio books. While working from afar, we created a Google Classroom for the Library, which held weekly virtual lunch-and-learn activities as well as regular read-aloud sessions.

We continued to expand our technology resources; approximately 50 refurbished laptops from Computers For Schools were acquired for student usage by various classroom teachers. Each class from Grades 3- 6 had access to 5 Chromebooks to use on a daily basis. Elementary Teachers were using Google Classroom with their students on a more frequent basis. This classroom connectivity increased during the last term of school as students engaged remotely. We are continuing to use coding in the classroom and we are implementing maker technology, such as Makey-makey, Microbits and Ozobots. We continue to provide school-wide online licenses for various web based applications, such as Learning A-Z, and RAZ Kids. Students have continued to embrace our “Lunch and Learn” in the Learning Resource Centre. In this way, children connect with other children sharing similar interests. Some of the topics explored by students included: drawing, Harry Potter, dancing, horses, global warming and coding. Additionally, we started an

extra-curricular 'Monday Maker Club'. Students in Grade 5-6, participated in sessions that allowed them to create, explore and design using various technologies such as: Cricut, Green Screen, Coding, and 3-D Printing.

With the increased presence of technology in our everyday lives, Paradise Elementary continued to follow the expectations outlined in our Digital Citizenship Policy, and all students completed a series of digital citizenship lessons to learn about internet safety and online behavior expectations.

We are thankful for all the ways our parents, caregivers, and other members of our school community have supported us, allowing us to forge ahead with our commitment to giving students the skills they need to live and work in an ever-changing society!

Coding

This year many of our elementary students explored various coding opportunities. Our school was a host site for a Principal's meeting close-out PD (Learning Leaders Conference: Good at Learning Good at Life). We hosted several principals from across the province as some of our Grade 6 students and teachers showcased an activity tracking coding project that they had created using Microbits. Participants learned of a Deep Learning project, focusing on collecting and analyzing data through block coding. With the help of Grade 6 students, participants created a personal exercise tracker by coding on an on-line forum, transferred the coding to a Microbit and learned how this activity could be used to collect, analyze and present data, while promoting physical activity and healthy living!

As a school, we participated in the Hour of Code, and some classes completed online coding courses under the guidance of our teacher-librarians. Many grade levels participated in regular STEM based activities both in the classroom and in the LRC. Coding powers our digital world; every website, smartphone app and computer programme exists through coding. Over the next ten years there will be an increased demand in the area of computer sciences. Coding is a key skill in 21st Century Learning that involves creativity, collaboration, problem solving, and communication - and it's fun!

Student Leadership

At Paradise Elementary School we are globally-minded citizens. In the spirit of global citizenship and community outreach, our Student Leadership Team engaged in several school-wide initiatives benefiting our school community and our town. Participation efforts this past year included:

- Grade 5 and 6 students were prefects at recess and lunch in the primary classrooms
- Grade 6 students stayed after school on Thursdays for prep group, helping teachers with preparing of materials such as making booklets, cutting out laminating, and organizing textbooks
- Grade 4 students helped organize the recycling program
- Students were involved as cafeteria helpers
- Students participated as library helpers
- Students assisted with breakfast club (Kids Eat Smart Foundation)
- Students participated in the Coats for Kids Program for VOCM Cares
- Students participated in the Pull-tabs program for Ronald McDonald House
- Food drives

Guidance

The guidance program at Paradise Elementary incorporated a balance of social/emotional programs to enhance personal development and individual programs to address children's learning and behavioral needs. It is our goal to help students become effective individuals and to strive to be the best people they can be for themselves and their peers. Programs offered at Paradise Elementary promote peace, diversity, positive mental health, and understanding among our staff, students, and parents, in an inclusive environment. These included:

- D.A.R.E.
- Big Brothers/Big Sisters In-school Mentoring Program
- Pink Shirt Day
- Food drives to assist the CBS/Paradise Local Food Bank
- Community partnerships to support school families at Christmas
- Global Citizenship projects
- Supporting Social and Emotional Learning

Breakfast Club

Paradise Elementary students continued to benefit from our school-based breakfast program. This program was run by regular and dedicated volunteers and teachers and was available each Monday, Wednesday, and Friday to any student who wished to avail of it. Paradise Elementary fed ~1150 breakfasts a week with the assistance of 7 parent/guardian volunteers each day. This program continues to be offered in partnership with Kids Eat Smart with additional funding from various local business sponsors, as well as other corporate and personal donations.

D.A.R.E.

Drug Abuse Resistance Education (D.A.R.E.) is a police officer-led series of classroom lessons. The D.A.R.E. program focuses on good decision making skills, which helps students avoid high-risk behavior and ensure they grow up healthy, safe and secure. DARE was unable to take place last year due to COVID-19. However, our grade 5 and grade 6 classes participated in a training program for D.A.R.E. facilitators.

Little Green Thumbs

Little Green Thumbs was a success once again this year. This program is an indoor, school-based gardening program that gives students the opportunity to learn where their food comes from and how to grow and harvest their own vegetables. The mission statement of the program is to engage, empower, and support students with hands-on, cross-curricular, educational experiences by growing gardens in their own learning environments. This year, two of our classes continued with the LGT program: 4-Burt and 4-Doyle. The students (and teachers) are very excited to see the progress of their gardens!

Hydroponics

This year Ms. Howley and Ms. Hutton's grade one classes continued to use hydroponics in their classrooms. Hydroponics is a subset of hydroculture, a method of growing plants without soil. It was a pleasure visiting these classes to see the progress in their plants.

Fundraising

This year our school had one major fundraiser. The St. John's Soap Works bath bomb fundraiser was very successful, thanks to the strong support of our entire school community. Funds raised through this year's fundraising were used to purchase literacy and mathematics resources and innovative technologies to support student learning (Chromebooks, iPads and SmartBoards.)

Spelling Bee

The Telegram provided the opportunity for students to participate in the Scripps National Spelling Bee program. Paradise Elementary was very excited to participate in our first Scripps Spelling Bee last year. Mme North and Ms. McCloy coordinated the event and they had A LOT of eager and excited students. There were ~80 students who participated from grade 4 - 6.

Writing Continuum Development and Presentation

Two of our grade five teachers, Mme. Fisher and Mrs. White, presented their experience to a group of Principals from NLESD. They shared their experience of the development and implementation of a writing continuum; from the collection of samples and criteria development, to its current use in our classrooms. They developed both an English and a French Immersion- specific continuum in order to provide this resource to all learners in the school community.

The objective of this school-based initiative was to focus on core literacy skills and enhance student success in reading and writing. The writing continuum enables teachers and students to share the language of assessment and to work collaboratively with the objective of continuous improvement over time.

Open Minds at The Rooms

Over the course of four exciting weeks spanning November 18 though December 13, 2019, each of our grade four classes enjoyed the opportunity to engage in the Chevron Open Minds at The Rooms programme. When preparing their proposal, our grade four teachers endeavoured to identify links among many of our areas of curricular study, in the hope that the programme would serve to complement their efforts to provide for deep learning allowing students to explore, connect with, and create from this place we call home. This incredible programme provided that and so much more! Through memory map-making; digging for meaning in archaeological study; engaging in print-making of natural history specimens; conserving materials and history via rug-hooking; and becoming more knowledgeable of the indigenous peoples and settlers of our place in the world, our students delved deep into an authentic and meaningful learning experience that was unparalleled. Students created a sense of interconnectedness among time, place, people and experience. They were offered myriad lenses through which to see themselves as belonging to a community of learners; to activate them to lead their own learning; to create context for them to build commonality among the human experience; to inspire them to personalise their learning so that it is lasting and true; and finally, to allow them the freedom to create representations of their understandings that celebrate their own uniqueness of character, culture and interest.

Teachers Institute on Parliamentary Democracy

The Teacher's Institute on Parliamentary Democracy took place from February 24th to 28th, 2020 in Ottawa, Ontario. Through an application process Ms. Facey was selected as one of 70 teachers from across Canada to attend this year. It was a wonderful opportunity to collaborate with colleagues from across the country and learn about the workings of the Canadian parliamentary system. Over the five days she had many wonderful experiences including: touring Rideau Hall and meeting the Governor General, Her Excellency the Right Honourable Julie Payette, visiting the Supreme Court of Canada and being briefed by judge, the Honourable Suzanne Côté, touring the House of Commons and observing Question Period, and touring the Senate and meeting with the Honourable George Furey, Speaker of the Senate of Canada. Teachers were provided with valuable hands-on experiences and many resources to bring back to our schools and share with our colleagues and students. Ms. Facey has applied for a virtual visit from a Senator for her grade 6 EFI class as part of their social studies curriculum and will be doing a model committee session and Model United Nations. As we move into a more inquiry-based approach and a universal design for learning, these resources and this experience will no doubt be valuable for years to come.

School-Community Partnerships

Volunteers

Paradise Elementary had a host of dedicated volunteers who helped in many ways, in partnership with our staff members. Our volunteers help run the breakfast program, assist in the Resource Centre, facilitate book fairs, make curriculum materials, supervise on field trips, assist in special events and projects, as well as serve on committees within the school. Our volunteers play an important role in our school community and we are very thankful for their support and dedication to our school.

Community Use of Schools

Our school supports the community by making its facilities available to various community groups. Our gymnasium and cafeteria was regularly in use during evening and weekends throughout the year. Some of these include: PYSAs soccer, adult fitness classes, adult basketball, Girl Guides and Junior High Girls' Volleyball.

Town of Paradise

The Town of Paradise has always been very supportive of our school. This year, the town invited our grade 6 students to their annual Municipal Day. Students were able to learn about the services our town provides to its residents and see firsthand various town equipment, such as recycling trucks and fire trucks. Many of our students participated in the town's Christmas card design contest. In

addition, our school lays a wreath at the Paradise Remembrance Day ceremony each year. This year the town also gave a generous donation to our school to support student learning.

Karwood Retirement Retreat: Multi-Generational Relationships in our Community

We are fortunate to have a multi-generational relationship with the residents of Karwood Retirement Retreat. Our grade 3 students foster this relationship by visiting the retirement home during the Christmas season to entertain residents and lead them in a holiday sing-a-long.

Multi-Materials Stewardship Board (MMSB): Recycling Program

The Multi-Materials Stewardship Board (MMSB) is a Crown agency of the Government of Newfoundland and Labrador, established to develop, implement and manage waste diversion and recycling programs on a province-wide basis. Paradise Elementary supports their focus on waste reduction and recycling as a means of helping to ensure a clean and healthy environment through our weekly recycling blitz and our school-wide recycling program. Recycling teams consist of grade 4 students who gather and organize the daily classroom recycling items. Funds raised by our school through recycling are matched by the MMSB and these monies are used to support a variety of school programs. This year (2020-2021) PES purchased 3 garden benches for the school. These benches are made out of recyclable materials. Families also contributed to our recycling program using the school account and dropping off their beverage recyclable at the Paradise Green Depot on Kenmount Road. (account 7823000).

Chapters Night

Our school hosted a fundraising event at Chapters on Kenmount Road. Shoppers were treated to performances of holiday songs by our grade 3 classes as well as Grade 6 Choir students. 20% of sales at this event were donated to our school. This allowed our school to raise just over \$1500 in books to further develop our collection in the areas of LGBTQ, character, social emotional well-being, and families.

Socktober

Socktober is an annual clothing drive started by Kid President creator, Brad Montague, in response to the growing homeless population. During the month of October, Paradise Elementary had a Sock Drive, collecting new socks for the entire month and donating them to local shelters. Our school community donated over 1800 pairs of socks! This is fantastic and thanks to our school community for the support.

Kin Club of Paradise: Christmas Food Hampers

The Kin Club of Paradise is a charitable organization composed of volunteers from the community. A main goal of this organization is to help fundraise and support families in the Paradise area. Through consultation with our school counselor they help provide families in our community with Food Hampers during the Christmas holiday season.

CBS/Paradise Food Bank: Food Drive Donations

Twice during 2019-2020 our school community generously donated items to the CBS/Paradise Food Bank. These donations are going to individuals/families in need who live in the community.

Janeway Children's Hospital Foundation

The Janeway Children's Hospital Foundation once again partnered with the wonderful students, teachers, and staff in schools across our province. Paradise Elementary School's population donated \$700 to the Janeway Hospital last year. Every day, sick and injured children from areas throughout Newfoundland and Labrador arrive at the Janeway in need of medical attention. Generous and dedicated groups make it possible for the medical team at the Janeway to continue providing our children with the best care possible.

Ronald McDonald House

This past school year, one of our student leaders organized a project in collaboration with the Ronald McDonald House. Our school collected "Pull Tabs" for three months and donated them to charity. These pull tabs are recycled and provided much needed funds for the Ronald McDonald House.

Coats for Kids

Once again Paradise Elementary participated in VOCM Cares - Coats for Kids Program. Our families donated a large assortment of gently used coats, snow pants, hats, mittens, scarves and winter/rain boots. These donations helped children (young and old) stay warm during the winter months.

Partnerships

Royal Newfoundland Constabulary

The Telegram

Town of Paradise

Big Brothers, Big Sisters

YMCA

School Milk Foundation

Janeway Hospital

Memorial University

Little Green Thumbs

Ronald McDonald House

Fluvarium

Brilliant Labs

Kids Eat Smart

The Rooms

VOCM Cares

Internal Assessment Data

As part of our school development plan, Paradise Elementary completes a review of teachers' assessments of all subject areas on report cards using BEV tables and by obtaining reading levels on all our students through the Benchmark Assessment System. Teachers also complete Language Arts Portfolios on each student. These assessment results are based on a variety of forms of formal and informal assessment over a period of time. Teachers take pride in differentiating their instruction, having a *student first and responsive* mindset, while helping each child achieve to their maximum potential. Teachers assess students to gain a good understanding of their learning styles and their pre-existing understanding of various outcomes. Teachers then assess students as they are learning and their knowledge of outcomes taught after learning. For the purpose of this report, we will focus on the areas of Language Arts and Mathematics, and the data that was reviewed to inform responsive teaching and interventions in those areas.

Academic Data

When we review our internal data we notice that our students are performing very well in all academic areas. As a school we are performing well in the area of literacy, as indicated in the chart below. It is important to note that a high percentage of students reading below grade are very close to reaching grade level standards. This data is consistent with the data obtained from the BEV tables language arts reading indicators.

Grade	Percentage of Student Reading at Grade level
One	89.3%
Two	91.3%
Three	94.3%
Four	91.2%
Five	94.8%
Six	92.4%

Paradise Elementary should continue to focus on responsive teaching strategies for students who have challenges in the areas of reading and writing. This year our teachers focused more on analysing data to inform teaching practices and strategies. They used several methods of data collection and we are attempting to have these consistent from teacher to teacher and grade to grade. Grade level meetings allow teachers to discuss responsive teaching strategies. This is an area of needed continued improvement as we respond to students learning. During the 2019-2020 school year, our school continued collecting student reading level data using the Benchmark Assessment System. This simplified the data collection process so that there can be a stronger focus on the data review processes.

Our school has been very pleased with students' writing success. We will maintain a strong focus in these areas while continuing to use our school-developed writing continuum to help students further succeed in writing. Our reading level data is consistent with the data obtained from the BEV tables, related to the report card indicators connected to writing. Our teachers continue to create language arts portfolios; this is a great source of data for teachers and students and should be used during responsive teaching and intervention meetings.

In mathematics, results continue to show that we need a continued focus on improving students' problem solving skills and their ability to communicate their mathematical reasoning. This is evident in the BEV table data. Our school should look at some common assessments in this area next year to obtain more internal data in the area of mathematics. Our school has focused on "numeracy block" professional development this school year and is hoping to develop further learning capacity in this area during the 2020-2021 school year.

Social and Behavioral Data

As a school, we are always tracking student behaviors through Review 360. Our school's Code of Conduct is followed by all and was reviewed and revised at the end of 2018-2019. Our school continues to have a strong focus on Positive Behavior Intervention Supports and character education. The Behaviour Matrix was updated and introduced to the student population in the Fall of 2019. We focused on outlining behavioural expectations in all areas of our school environment and well as creating consistency in behavioural expectations and consequences. Our school obtains external data in the form the 'Performance Measurement Framework.' This assessment data is provided by the Department of Education and Early Childhood Development. The purpose of collecting such data is to enhance student achievement. Our data shows that a high percentage of our students enjoy school, are happy, and enjoy their teachers. 80.9% of our families state that our school has a positive school climate. 79.1% of families feel that their children feel safe at school and that data indicated that students highly agreed that they felt a sense of belonging to Paradise Elementary.

As a school, district, and province, we need to find innovative ways to improve student engagement and motivation to ensure all our students are reaching their full potential. Our school will continue to provide a learning environment that is safe, caring, and inclusive. We must also focus on providing learning opportunities that promote character, citizenship, collaboration, creativity, critical thinking, and communication. Such skills will engage learners while making learning authentic, with real world applications to prepare students for a globally diverse society. During the 2020-2021 school year, our school will continue to enhance social and emotional learning opportunities and maintain a strong focus on positive mental health for all.

Report on School Development Plan for 2019-2020/ Actions for Change

Paradise Elementary School

School Development Plan 2019-2020 – Progress Report

Note: This is the second year of implementation for this School Development Plan

Goal 1: To improve student achievement in an inclusive learning environment		
Objective 1.1: To enhance differentiated teaching practices and student achievement in literacy and numeracy	Objective 1.2: To improve teaching practices in the use of innovative technologies to support student learning and achievement	Objective 1.3: To enhance the collection and review of student achievement data
<p>Evaluation 1.1 Differentiated teaching and assessment practices continue to be a strong focus. PL opportunities have been provided to teachers in the areas of UDL, Learning Blocks, Writing Continuum, LLI and other areas. New resources have been purchased, including guided reading resources, LLI kits, as well as mathematical and literacy focused manipulatives, books, whiteboards and games. Teachers continued implementing cross-grade guided reading and using the writing continuum which has fostered collaborative relationships between teachers and students to enhance achievement. Many teachers this year have explored alternate options of classroom set up to increase movement and flexibility in the classroom. Staff have spent time meeting with colleagues to discuss and reflect on their practices and share new strategies for differentiated instruction and assessment. As we look ahead to moving into the Phase school structure there has been PL to help prepare for the Responsive Teaching and Learning model.</p>	<p>Evaluation 1.2 This year, Paradise Elementary has continued to invest in technology through the acquisition of SmartBoards, online resources such as eTexts and audio books, a 3D printer, laptops and more. There has been PL for teachers for Google Apps including Google Classroom and Google Meet. Students have shown leadership in this area by presenting a coding project to a group of principals, hosting learning sessions for other students during lunch times and working with younger students during Tech Buddies.</p>	<p>Evaluation 1.3 Reading record assessment data continues to be tracked using Google Sheets. Literacy Portfolios are used by all teachers to accumulate data in all areas of literacy and are passed onto the next year's teachers for consistency. All of this data is used together to inform teacher instruction. The use of technology and implementation of Google Classroom continues to be a focus in teacher learning to aid in alternative types of assessment.</p>
<u>Actions for Change</u>	<u>Actions for Change</u>	<u>Actions for Change</u>

<ul style="list-style-type: none"> ● continue to further diversify teaching and assessment practices ● continued PL in the areas of RTL and changes in the implementation of student support services ● build a Google Drive of resources in the areas of Numeracy, Literacy and SEL ● consistent tracking and implementation of running records 	<ul style="list-style-type: none"> ● continue to invest in innovative technologies ● provide PL in the areas of Google and coding at all grade levels ● continue to provide opportunities for teacher and student sharing of expertise 	<ul style="list-style-type: none"> ● continue to reflect on how our school collects reading level data and ways to add to and improve the process ● enhance how our school reviews data to inform responsive teaching and interventions ● have responsive teaching and interventions meetings with teachers with a focus on data review ● explore how our school can collect more internal data in the area of mathematics ● promote further implementation of google classroom
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Goal 2: To promote a sense of community by fostering a school culture that is safe, caring, inclusive, and respectful	
Objective 2.1: To create a safe, caring, inclusive, and respectful practices in all school environments	Objective 2.2: To increase positive mental and physical wellness among students and staff
<p>Evaluation 2.1 Surveys were completed by students, staff and families to gather information on school climate. These are completed annually.</p> <p>The new PBIS matrix was completed and staff have been introducing the new matrix to students. Behaviour practices are reviewed on a regular basis in the classroom, on the announcements, in the cafeteria, gym, music rooms, outside and in hallways. Restorative justice continues to be a focus, with many classes participating in circles. Both students and teachers see positive outcomes from restorative justice circles and more classes are implementing them into their classroom routines. Our school strives to be inclusive and respect diversity. Students and staff have had presentations, read books, observed special days and encouraged acceptance and discussion on a regular basis.</p>	<p>Evaluation 2.2 Our school continues to embrace new initiatives in the area of mental health. Staff and students have been a part of learning opportunities in this area with a focus on mental health exceptionalities and mindfulness. Mindful Monday continued as a successful initiative - many classes participated in mindfulness activities. Paradise Elementary has a strong focus on promoting healthy and active lifestyles in our school that is evident by the numerous initiatives and partnerships in our school. We have focused on increased outdoor play and learning and continued with the Step Out for 15 program that strives to get all students outside and moving for 15 minutes every day.</p>
<p><u>Actions for Change</u></p> <ul style="list-style-type: none"> ● continue to explore different and more effective ways to collect data in the area of safe and caring schools ● increase focus and training in the area of social and emotional learning ● continue to implement the new behaviour matrix as well as review our code of conduct to increase consistency in awareness and implementation of expectations ● encourage consistent use of Review 360 to track behaviour 	<p><u>Actions for Change</u></p> <ul style="list-style-type: none"> ● focus on mindfulness ● increased focus on social and emotional learning ● enhance active living opportunities for all. ● further encourage positive student and teacher relationships

School Development Plan Review Summary

Our school development plan has been created to reflect some of the needs identified in our school-based assessment data. Our school continues to have a strong focus on improving student achievement in an inclusive, respectful learning community. Our teachers continue to implement/complement our organizational structures, and they are provided with opportunities to discuss the areas identified in the data and students with a focus on responsive teaching and interventions. All teachers met grade level colleagues, IRT's, specialists and administration at various points to discuss individual students and needed interventions. This practice will carry over into next year as well. At grade level, we continue to focus on enhancing our data review meetings, focusing on responsive teaching and personalized learning. The purpose of such structures is to provide a positive environment to explore these areas and openly discuss academic interventions that can help improve student learning in areas identified as needs (sharing best practices). Our primary focus is to provide more time, modeling, and feedback for all our students, especially in the areas of literacy and mathematics. This can be achieved by increasing knowledge and implementation of differentiated teaching and assessment practices. We must also promote a focus on the development of learning block structures in our classrooms and academic action teams to help drive our school development plan forward. Paradise Elementary is committed to improving student learning. We will continue to implement and investigate innovative ways to maximize student learning opportunities for all students.

Our school understands the importance in believing in children each and every day while embracing their diversity. It is our job to create a learning environment that is fun, engaging and innovative in a safe, caring and respectful environment. We will continue to promote positive mental health and an active healthy lifestyle. These areas will certainly provide the best learning environment for all students. Paradise Elementary has an outstanding professional learning community with a focus on learning for all.

School Development Plan 2020-2021

Paradise Elementary

“ Paradise Elementary is an inclusive, respectful learning community that engages and empowers all to achieve their full potential”

Goal 1: To improve student achievement in an inclusive learning environment		
Objective 1.1: To enhance differentiated teaching practices and student achievement in literacy and numeracy	Objective 1.2: To improve teaching practices in the use of innovative technologies to support student learning and achievement	Objective 1.3: To enhance the collection and review of student achievement data
Strategies: 1.1.1 To increase knowledge and implementation of differentiated teaching practices and learning block structures 1.1.2 To enhance the implementation of diverse and consistent assessment practices 1.1.3 To expand teacher knowledge and implementation of student support services and the changes with RTL as a Phase 3 school. 1.1.4 To enhance the communication of learning expectations to students and families 1.1.5 Expand teacher knowledge and implementation of deep learning and universal design for learning	Strategies: 1.2.1 Expand teachers knowledge and implementation of innovative technologies as a learning tool 1.2.2 Endeavor to optimize technology acquisition for improved student learning (grant applications, etc.) 1.2.3 Increase teacher knowledge and comfort level in using applications for remote learning delivery that can be used in both remote learning and in-class situations	Strategies: 1.3.1: To enhance data collection and review at grade level 1.3.2 To enhance the development of interventions and responsive teaching based on data review

Goal 1. Support Plan	
Financial	Professional Development/Time Required
<ul style="list-style-type: none"> - Purchase resources to support learning block structures - Purchase new smartboards and other user friendly technologies (BeeBots, Ozobots) - Purchase apps and website subscriptions for numeracy, math. literacy and french literacy (dreambox?) - Purchase resources to support STEAM education (coding, Arts - integrating all forms of the arts across the curriculum) 	<ul style="list-style-type: none"> - PL and sharing opportunities for Literacy/Numeracy Blocks/ LLI/RTL - PL for analysis of reading records, common assessment PL, PL on the use of portfolios/student directed goals - PL and sharing opportunities on Google Classroom and Innovative technology use - PL time for developing intervention/responsive teaching plans

Goal 2: To promote a sense of community by fostering a school culture that is safe, caring, inclusive, and respectful	
Objective 2.1: To create a safe, caring, inclusive, and respectful practices in all school environments	Objective 2.2: To increase positive mental and physical wellness among students and staff
Strategies: 2.1.1 To enhance data collection and review to inform safe and caring school practices & initiatives 2.1.2 To enhance the implementation of PBIS & responsive safe and caring school initiatives through enhanced awareness of global citizenship and promotion of positive digital citizenship	Strategies: 2.2.1 To increase awareness and knowledge of mental wellness supports 2.2.2 To encourage active healthy lifestyles to promote positive mental and physical wellness 2.2.3 To promote SEL awareness and responsiveness in staff and students through RTL

Goal 2. Support Plan	
Financial	Professional Development/Time Required
<ul style="list-style-type: none"> - Money to support deep learning projects - Money to support mental health education and initiatives, money to support healthy and active living projects as well as outdoor learning. 	<ul style="list-style-type: none"> - PL and/or sharing opportunities in the area of mental health for staff, students and community - PL and/or sharing opportunities in the area of Student Anxiety - PL and/or sharing opportunities in restorative justice - PL and/or sharing opportunities in movement and physical wellness

Operational Issues for 2020- 2021

Operational Issue	Intended Action
School Enhancement	- Painting in school
	- Enhance staffroom area
	- Furniture and decorative needs - Organize Storage Rooms - WIFI (kindergarten and music areas) - Outdoor learning areas - painting, benches, tables, classrooms, etc