

School Development Strategic Action Plan 2022-2023

Goal: – To create an environment where all students are engaged and learning.

Strategic Issue: Optimal Learning Environments

Evidence used to identify strategic issue:

PMF Report: Outcome 2: Students experience a safe, caring and inclusive school environment.

- Indicator 2.1: Positive School Climate - Student (55.7% of the responses from students to questions in this scale were positive)
- Indicator 2.2: Positive School Climate - Staff (46.0% of the responses from teachers to questions in this scale were positive)
- Indicator 2.3: Positive School Climate - Family (72.2% of the responses from families to questions in this scale were positive)
- Indicator 2.4: School Safety - Student (63.6% of the responses from students to questions in this scale were positive)
- Indicator 2.5: School Safety - Family (68.9% of the responses from families to questions in this scale were positive)
- Indicator 2.6: School Belonging - Student (58.1% Gr. 3, 44.8% Gr. 4., 36.0% Gr. 5., 33.3% Gr. 6., 34.1% Gr. 7 of the responses from students to questions in this scale were positive)
- Indicator 2.7: Major Behaviours (The 2021-2022 incident rate of major behaviors was 196.1. This rate was calculated by dividing the 755 behaviors by the school enrollment of 385 students. The incidence rate of Chronic Middles is 108.8. This rate is calculated by dividing 419 behaviours by the school enrolment of 385 students. 0.5 % of the student population received a one day suspension during the school year. 0.8% of the student population received more than one suspension during the school year)

PMF Report: Outcome 3: The education system is responsive to students' strengths and needs

- Indicator 3.1: School Engagement - Student (46.4% of the responses from students to questions in this scale were positive)
- Indicator 3.4: School Fit - Family (60.3% of the responses from families to questions in this scale were positive)

School Development Survey Scales:

- Family Engagement (Family Survey) (18.0% of responses from families to questions in this scale indicated they were involved with and interact with their child's school)
- Barriers to Engagement (Family Survey) (80.9% of responses from families to questions in this scale were positive)
- Teacher-Student Relationships (Student Survey, Grades 7-12) (59.2% of responses from students to questions in this scale were positive)
- Grit (Student Survey, Grade 7-12) (45.9% of responses from students to questions in this scale were positive)
- Learning Strategies (Student Survey, Grades 5 - 6, Grades 7 - 12) (72.4% of responses from students in grades 5 to 6 to questions in this scale were positive. 41.3% of responses from students in grade 7 to questions in this scale were positive)
- Valuing of School (Student Survey, Grades 5 - 6, Grades 7 - 12) (66.5% of responses from students in grades 5 to 6 to questions in this scale were positive. 48.0% of responses from students in grade 7 to questions in this scale were positive)
- Professional Learning (Staff) (50.1% of responses from staff to questions in this scale were positive)

School-based policies and/or procedures:

- Outside play schedules (*schedules have been developed for the second half of all two lunch periods to maximize outdoor play time*)
- Code of Conduct, including teaching/modelling plan for behaviour matrix (*lessons have been developed that covers the expectations of the student code of conduct*)
- Proactive programs to support positive character development (*matrix developed to guide classroom implementation of The Zones of Regulation and CASEL SEL Core Competencies*)
- CPI plan (*a list of staff training requirements is compiled yearly and training opportunities are provided to staff*)

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
Create an environment that encourages student engagement and active learning. Achieved through providing opportunities for students to participate in hands-on activities, project-based learning and other interactive learning experiences.	Admin Teachers	Ongoing	Regularly assess the effectiveness of student engagement and active learning through surveys, focus groups, and other data collection methods.
Utilize technology to enhance learning and improve student engagement. Provide student access to digital resources and tools and train staff members on how to effectively use these tools in their classrooms.	Admin Teachers	Ongoing	Regularly assess the effectiveness of technology to enhance learning and engagement through surveys, focus groups, and other data collection methods.
Implement flexible seating options in classrooms to promote active learning and movement.	Teachers	Ongoing	Regularly assess the effectiveness of flexible seating options through surveys, focus groups, and other data collection methods.
Review and update classroom layouts to ensure they are conducive to learning and collaboration.	Teachers	Ongoing	Regularly assess the effectiveness of updated classroom layouts through surveys, focus groups, and other data collection methods.
Purchase and install new solar blinds for classrooms on Level 5.	Admin	Ongoing	Installation of new solar blinds.

Support Plan

Professional Learning Time Required	Financial Support Required
<input type="checkbox"/> 1 day self directed professional learning on new educational technologies. (May 2023)	<input type="checkbox"/> \$8000.00 to purchase chromebooks for K-3 <input type="checkbox"/> \$1500.00 to purchase flexible seating

\$5000.00 to purchase solar blinds

Year-End Summary

Progress on strategic issue

Next Steps

■

■

School Development Strategic Action Plan 2022-2023

Goal: – To create an environment where all students are engaged and learning.

Strategic Issue: Wellness and Positive Relationships

Evidence used to identify strategic issue:

PMF Report: Outcome 2: Students experience a safe, caring and inclusive school environment

- Indicator 2.1: Positive School Climate - Student (55.7% of the responses from students to questions in this scale were positive)
- Indicator 2.2: Positive School Climate - Staff (46.0% of the responses from teachers to questions in this scale were positive)
- Indicator 2.3: Positive School Climate - Family (72.2% of the responses from families to questions in this scale were positive)
- Indicator 2.4: School Safety - Student (63.6% of the responses from students to questions in this scale were positive)
- Indicator 2.5: School Safety - Family (68.9% of the responses from families to questions in this scale were positive)
- Indicator 2.6: School Belonging - Student (58.1% Gr. 3, 44.8% Gr. 4., 36.0% Gr. 5., 33.3% Gr. 6., 34.1% Gr. 7 of the responses from students to questions in this scale were positive)
- Indicator 2.7: Major Behaviours (The 2021-2022 incident rate of major behaviors was 196.1. This rate was calculated by dividing the 755 behaviors by the school enrollment of 385 students. The incidence rate of Chronic Middles is 108.8. This rate is calculated by dividing 419 behaviours by the school enrolment of 385 students. 0.5 % of the student population received a one day suspension during the school year. 0.8% of the student population received more than one suspension during the school year)

PMF Report: Outcome 3: The education system is responsive to students' strengths and needs

- Indicator 3.1: School Engagement - Student (46.4% of the responses from students to questions in this scale were positive)
- Indicator 3.4: School Fit - Family (60.3% of the responses from families to questions in this scale were positive)

School Development Survey Scales:

- Barriers to Engagement (Family Survey) (80.9% of responses from families to questions in this scale were positive)
- Family Engagement (Family Survey) (80.9% of responses from families to questions in this scale indicated they were involved with and interact with their child's school)
- Teacher-Student Relationships (Student Survey Grade 7-12) (59.2% of responses from students to questions in this scale were positive)

The effectiveness of the following practices in your school:

- Inclusive practices (links to webinars included in weekly memos to help staff learn effective strategies for the classroom, professional learning opportunities to learn about assistive technology, universal design for learning (UDL), responsive teaching and learning, etc.)
- Restorative practices (support from guidance services and the itinerant for inclusive and safe schools on incorporating restorative practices in the classroom)
- Positive Behaviour Interventions and Supports (lessons have been developed that cover the three expectations of the PBIS matrix: safe, respect, responsible)

- Digital literacy practices (*links to webinars and tech tips included in weekly memos to help staff learn how to incorporate digital literacy practices into their teaching and learning*)
- Review 360 data analysis (*monthly data analysis conducted and results are presented in weekly memos and staff meetings*)
- Social Emotional Learning (*school-wide implementation of the Zones of Regulation Curriculum, new staff are provided training on the curriculum at the beginning of each new school year, matrix developed to guide classroom implementation of The Zones of Regulation and CASEL SEL Core Competencies*)

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
Incorporate social and emotional learning (SEL) into the curriculum and provide opportunities for students to develop critical skills such as self-awareness, empathy and problem-solving.	Teachers Guidance Admin	Ongoing	Students develop skills such as empathy, self-awareness and effective communication.
Offering opportunities for students to be involved in extracurricular activities and clubs.	Teachers	Ongoing	Regularly gathering feedback from students and teachers to evaluate the success of these activities and make improvements as needed.
Establish regular check-ins: Encourage teachers to set up regular check-ins with their students to discuss not only their academic progress, but also their emotional and social well-being.	Teachers	Ongoing	Improved student-teacher positive relationships and the early identification of student academic and social well-being concerns.
Update the basketball court and nets on the school playground.	Admin	June 2023	Increased student participation in physical activities that encourage them to stay active and maintain good physical health.
Create a wellness space (comfort cove) in the guidance waiting area with flexible seating for students.	Admin Guidance	April 2023	Students routinely use wellness area resources to improve their mental health.
Staff will provide resources and support for students who may be struggling with mental health issues, such as counseling services, peer support groups and mental health referrals to outside agencies (i.e. Eastern Health)	Admin Guidance	Ongoing	Students and families are availing of support for mental health and well-being, including counseling services, resources and outside agency connections.
Encourage self-care: Educate staff on the importance of self-care and provide them with resources and strategies for	Admin Guidance	Ongoing	Increased staff use of resources and strategies to improve their physical, emotional and mental well-being. Staff participation in

taking care of their own physical, emotional and mental well-being.			afterschool mindfulness activities.
Establish an Active School Community group who will work together to support the school and promote the well-being of the students. The ASCG plays an important role in the school community by advocating for the needs of students and families, organizing and supporting school events and activities, raising funds to support school programs and initiatives, and building positive relationships between the school and the community.	Admin Teachers	Ongoing	Increased positive relationships between school and the community.
Continue Year 3 Implementation of a school-wide positive behavior support program with a focus on restorative justice practices to create a safe and supportive learning environment.	Admin Teachers Guidance	Ongoing	Regularly assess the effectiveness of SW-PBS and RJ programs through surveys, focus groups, and other data collection methods. Use the data collected to make data-driven decisions and make adjustments to the plan as needed.
Support Plan			
Professional Learning Time Required		Financial Support Required	
<input type="checkbox"/> ½ day updated training for staff on social-emotional learning, school-wide positive behavior supports, restorative justice practices and trauma-informed practices. (March 2023)		<input type="checkbox"/> Active NL Fund Application \$20,000 <input type="checkbox"/> Trades NL Health and Wellness Impact Grant \$20,0000 <input type="checkbox"/> Mental Health and Addictions Grant \$5,601	
Year-End Summary			
Progress on strategic issue		Next Steps	
■		■	

--	--