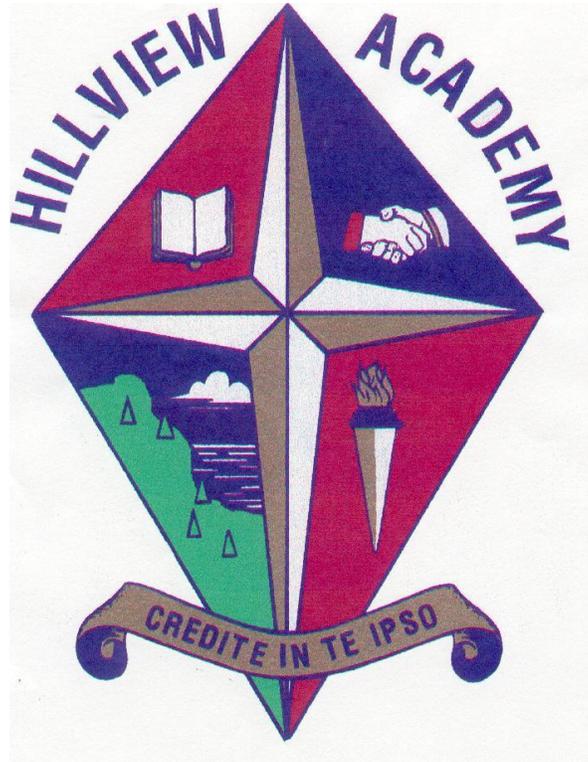


Annual School Development Report 2017-2018

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



Vision Statement

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

Principal's Message

This Annual School Development Report outlines our students' achievements, programs and services, and discusses the status of our current School Development Plan. During 2017-2018, we initiated the first year of our new **School Development Plan**. The plan outlines a strategic plan for Hillview Academy which will guide us through the next five years. The SD Plan focuses on strengths and needs, as derived from various survey and achievement data, from which goals and action plans were developed to push forward the growth process at Hillview. During 2018-2019 school year, we will assess our progress and adjust the course, as necessary, moving forward into Year 2.

Our **5 Year School Development Plan** can be summarized under two goals:

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

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

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

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

As in past years, I am very pleased with the support and direction I have received from our school community. I am particularly grateful for the continued support we receive from parents, volunteers, and school council. In addition, I would like to thank the teachers and staff for their dedicated commitment to leadership, instruction, and student development at Hillview Academy. I look forward to working together again in 2018-2019. For additional information, please contact me. I can be reached at 653 2529 or through email at hillviewacad@nlesd.ca.

Sincerely,



Peter Wheeler - Principal

School Council Message

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

During the past year, council has been closely involved as an advisor to policy; the council also gave input regarding the NLESD's new policy updates. The council also gave input regarding Hillview's student discipline policy and Student AER regulations.

The council continued lobbying for action to repair the school parking lot; the council is pleased to announce that the NLESD and DEECD has committed to paving the parking lot in the fall of 2018. School Council continues to be involved in the budgeting and fundraising activities at the school.

As in past years, the council was informed of school achievement results in grades 3, 6, and 9. We are pleased to know that our students continue to achieve at high levels. Council continues to support and advise the School Development Plan of Hillview and we look forward to further progress in 2018-2019.

Sincerely,

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

Marion Henifent – School Council Chair

Overview of School

Our School Community

Hillview Academy serves the communities of Norris Arm, Norris Arm North, and Sandy Point. Our instructional groupings for 2017-2018 have changed from the previous year. With decreasing student enrolment and subsequent decreased teacher allocation, it seems that shifting instructional groups are to be expected from year to year. During 2017-2018, there were six homeroom classes: K-1, 2, 3-4, 5-6, 7-8, and 9.

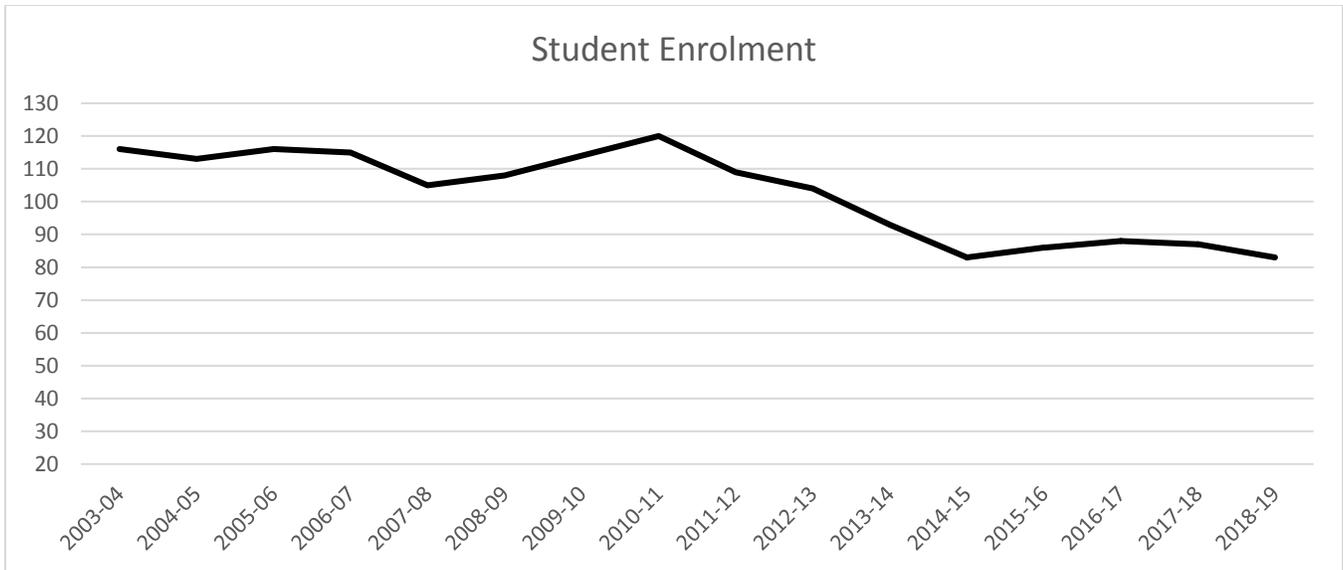
This year was the second year of full day kindergarten (FDK). In the previous year, we worked through some new challenges of implementing FDK play-based learning; during 2017-2018, we were challenged with making the FDK model work within a multi-age classroom (K-1). As in past years, our classes continue to have some multi-grading in a number of subject areas; this poses unique challenges from year to year, especially for long-range curriculum planning. Subjects such as music, physical education, religion, and art are typically combined across grades in order to maximize instructional time in other core subject areas.

As of June 2018, we had an enrolment of 87 students.

| Instructional Group/Grade | K, 1 | 2 | 3, 4 | 5, 6 | 7, 8 | 9 | Total |
|---------------------------|-------|----|------|------|-------|----|-------|
| Class Size | 3, 13 | 13 | 7, 7 | 6, 7 | 6, 13 | 12 | 87 |

The table and graph below depicts the enrolment summary for Hillview Academy with a projection to 2018-2019:

| Hillview Academy Enrolment Statistics | | | | | | | | | | | | | | | | |
|---------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Grade | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| K | | 13 | 8 | 8 | 13 | 12 | 10 | 7 | 5 | 7 | 9 | 6 | 12 | 12 | 3 | 7 |
| 1 | | 12 | 12 | 10 | 8 | 13 | 12 | 11 | 8 | 6 | 6 | 7 | 6 | 12 | 13 | 3 |
| 2 | | 11 | 12 | 11 | 9 | 8 | 14 | 13 | 11 | 8 | 6 | 6 | 7 | 6 | 13 | 13 |
| 3 | | 14 | 13 | 13 | 9 | 8 | 10 | 14 | 12 | 11 | 6 | 7 | 6 | 7 | 7 | 13 |
| 4 | | 8 | 14 | 12 | 12 | 12 | 9 | 12 | 13 | 13 | 11 | 5 | 6 | 6 | 7 | 7 |
| 5 | | 8 | 10 | 13 | 12 | 13 | 12 | 9 | 11 | 13 | 12 | 10 | 5 | 6 | 6 | 7 |
| 6 | | 12 | 8 | 10 | 12 | 12 | 14 | 12 | 9 | 11 | 12 | 13 | 12 | 5 | 7 | 6 |
| 7 | | 16 | 14 | 9 | 9 | 12 | 12 | 15 | 13 | 9 | 11 | 10 | 13 | 12 | 6 | 7 |
| 8 | | 10 | 16 | 13 | 9 | 8 | 13 | 14 | 13 | 13 | 7 | 11 | 9 | 13 | 13 | 7 |
| 9 | | 9 | 9 | 16 | 12 | 10 | 8 | 13 | 14 | 13 | 13 | 8 | 10 | 9 | 12 | 13 |
| Total | 116 | 113 | 116 | 115 | 105 | 108 | 114 | 120 | 109 | 104 | 93 | 83 | 86 | 88 | 87 | 83 |
| Change | 6 | -3 | 3 | -1 | -10 | 3 | 6 | 6 | -11 | -5 | -11 | -10 | 3 | 2 | -1 | -5 |
| % Change | 5.45% | 2.60% | 2.65% | 0.86% | 8.70% | 2.86% | 5.56% | 5.26% | 10.09% | 4.81% | 11.83% | 12.05% | 3.61% | 2.33% | 1.14% | 5.75% |



Hillview has a staff of 9.25 teaching units.

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

Instructional Resource Teacher: 0.75
 Total Units: 9.25

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

Programs and Highlights

Hillview Academy offers the entire K-9 curriculum as prescribed by the Department of Education. At Hillview, we are proud of the educational experiences that we can offer each child every day. We are not only challenging young minds and bodies, but we are building positive school culture and community connections. We have strived to improve every student’s experience in a number of ways:

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

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

3. Safe, Caring and Healthy Schools:

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

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

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

4. Inclusion:

Inclusion remains a focus of our teaching practice; our teachers continue to grow professionally in this area and are very capable in providing learning experiences inside of inclusive learning environments.

5. Clubs and Activities:

Our *Girls' Volleyball Team* continued to develop and interest remained high; the team had strong performances both at local and provincial events.

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

Partnerships

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

1. Through our partnership with *Kids Eat Smart* (KES), we are able to provide a successful school breakfast program three times a week. The program is supported by community volunteers, community donations, and KES matching grants. Volunteers provide “grab-n-go” breakfast items every Monday and Friday; on each Wednesday, a “sit-down” breakfast serving cereal, toast, and juice is also provided. Each Christmas, the volunteers serve a Christmas Dinner to the students.
2. We also partner with the *School Milk Foundation* which provides subsidized milk products in our canteen.
3. Our teachers and students have access to digital copies of *The Telegram* in their classrooms provided through our partnership with *Newspapers in Education* (NIE).

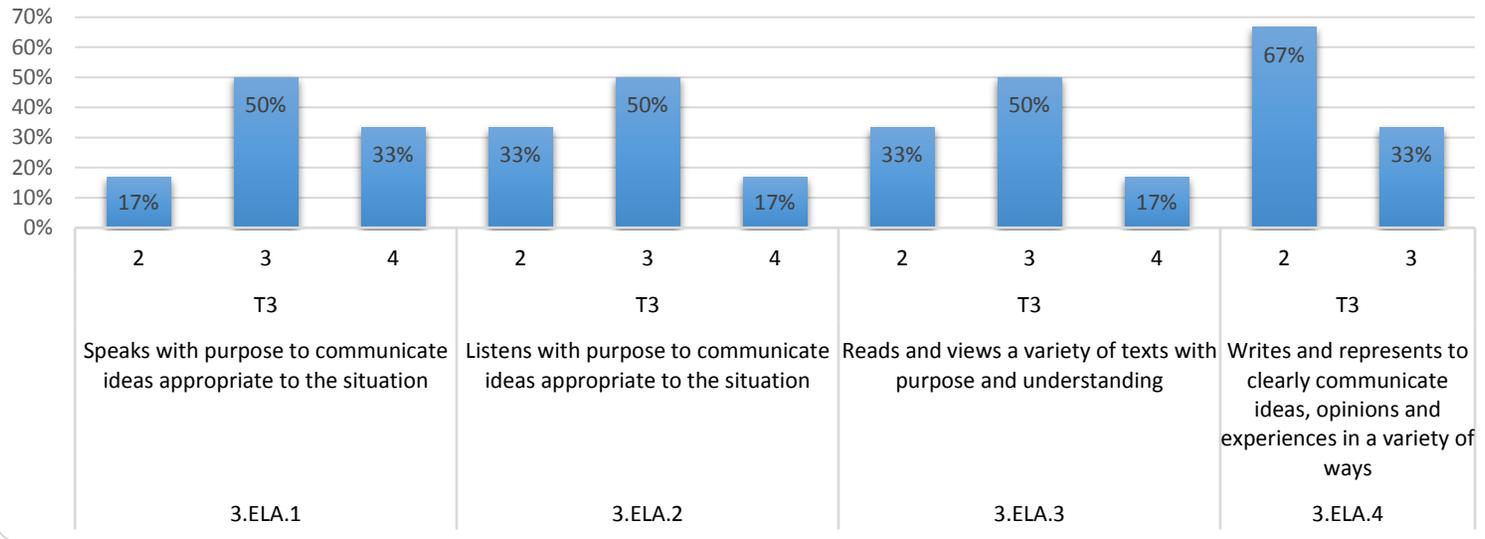
4. School funding is augmented by our partnership with the *Multi-Materials Stewardship Board* (MMSB). Our recyclable containers are collected by the Botwood Recycling Depot and monies are matched by the MMSB.
5. We have supported charities such as *The Terry Fox Foundation*, the *Canadian Diabetes Association*, and the *Janeway* in their efforts to raise public awareness and fundraise for their causes. These efforts promote strong citizenship and humanitarian values in our students.

Internal Assessment Data

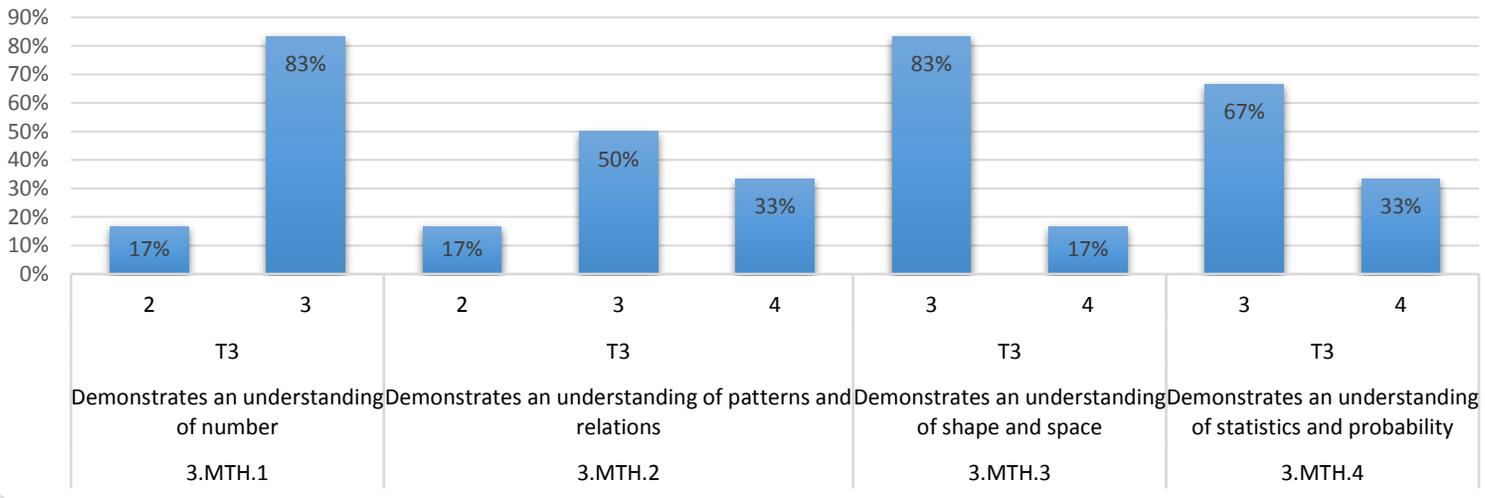
The following graphs depict the data summary from the internal assessments (as reported on student report cards). Only the key-stage areas in grade 3, 6, and 9 are reported here. Student achievement is high across most strands of the curriculum. The areas of deficit have been noted by teaching staff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

Teachers were tasked to analyze the achievement data and develop goals and strategies to meet any areas of concern.

Grade 3 ELA



Grade 3 Math



Hillview Academy Achievement Continuum

Primary Student Achievement Goals and Intervention Strategies for 2018-2019

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

Level Goal: Literacy

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

Hillview Academy Achievement Continuum

Primary Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: To Improve Writing skills

Level Goal: Written Communication

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

Hillview Academy Achievement Continuum

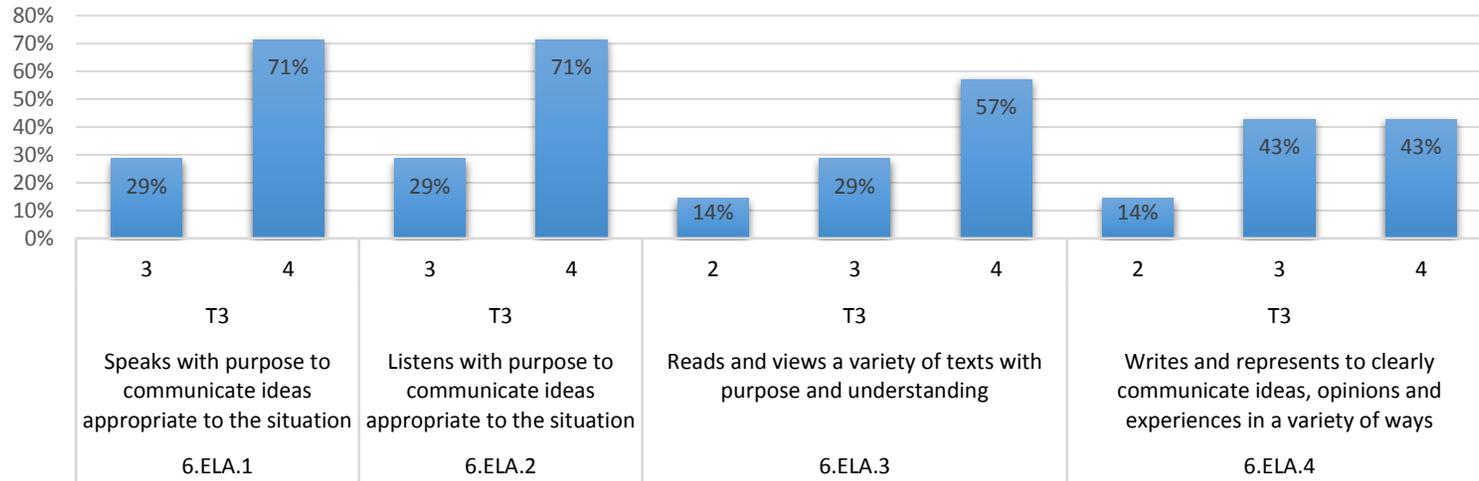
Primary Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: To improve student performance in Number Sense

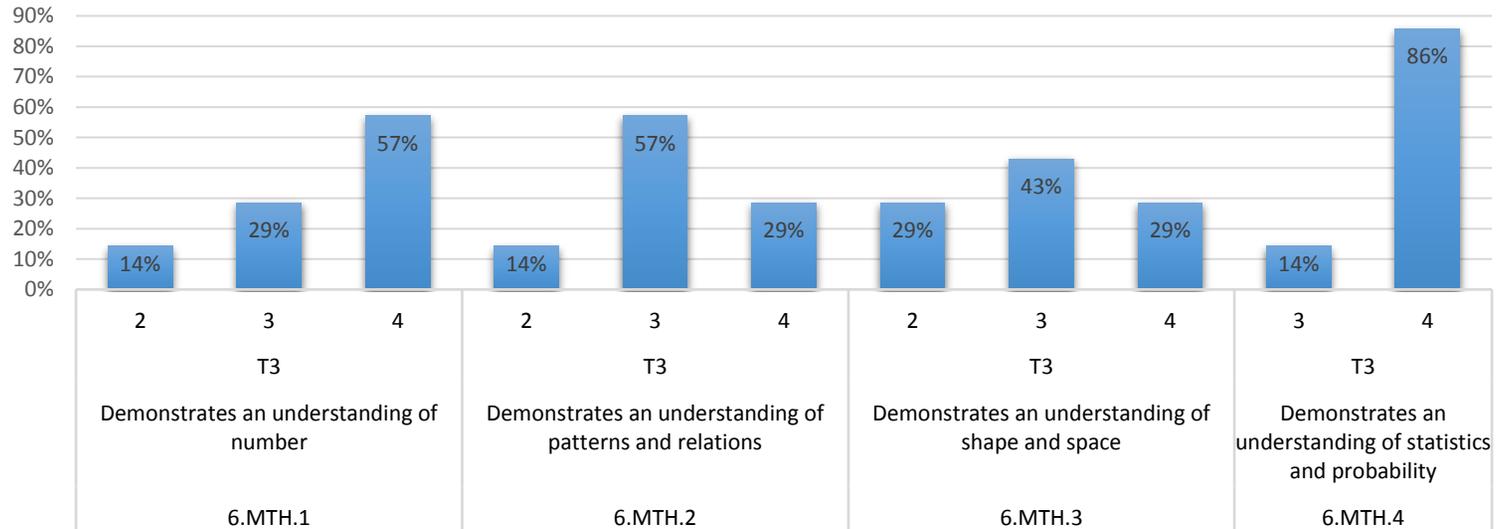
Level Goal: Mathematics

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

Grade 6 ELA



Grade 6 Math



Hillview Academy Achievement Continuum

Elementary Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: Writing content and structure

Level Goal: Improve students writing structure and appropriate content.

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

Hillview Academy Achievement Continuum

Elementary Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: Number Sense

Level Goal: Students will become more fluent and proficient with basic facts and place value.

| Grade Level Objective | Intervention/Teaching Strategy | Assessment/Evaluation Strategy |
|---|--|---|
| <p>4-5 4: Addition/Subtraction facts to 10 Multiplication/Division to 9 x 9 Proficient with Place Value</p> <p>5: Addition/Subtraction facts to 10 Multiplication/Division to 9 x 9 Proficient with Place Value</p> | <ul style="list-style-type: none"> ● Games ● Minute Math ● Extra Practice Sheets ● Use of Manipulatives ● Lunchtime math games ● Dreambox ● Online Math games ● Tutoring | <ul style="list-style-type: none"> ● Monitor progress in daily classroom discussion/activities ● Results on summative assessment ● Minute math improvements ● Results of daily work |
| <p>6 6: Multiplication/Division to 9 x 9 Proficient with Place Value</p> | <ul style="list-style-type: none"> ● Games ● Minute Math ● Extra Practice Sheets ● Use of Manipulatives ● Lunchtime math games ● Dreambox ● Online Math games ● Tutoring | <ul style="list-style-type: none"> ● Monitor progress in daily classroom discussion/activities ● Results on summative assessment ● Minute math improvements ● Results of daily work |

Grade 9: Language Arts and Math

| Subject Area | | Language Arts | Mathematics |
|----------------------------|----------|-----------------|----------------|
| Grade Level | 9 | <i>June</i> | <i>June</i> |
| Course Enrollment | | 12 | 12 |
| Course Average | | 73 | 71 |
| # Passing (>50% average) | | 10 (83%) | 9 (75%) |
| # At Risk (50-60% average) | | 1 (8%) | 1 (8%) |
| # Failing (<50% average) | | 2 (16%) | 3 (25%) |

| Hillview Academy Achievement Continuum Intermediate Student Achievement Goals and Intervention Strategies for 2018-2019 | | |
|--|---|---|
| Identified Need: Reading | | |
| Level Goal: To improve reading and comprehension skills | | |
| Grade Level Objective | Intervention/Teaching Strategy | Assessment/Evaluation Strategy |
| 7-8-9 To increase reading level and to improve comprehension | <ul style="list-style-type: none"> • Reading groups • Silent read at beginning of ELA class • Reading strategies • Comprehension strategies | <ul style="list-style-type: none"> • Teacher observation • Unseen reading passages and questions • Rubrics |

Hillview Academy Achievement Continuum
Intermediate Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: Writing

Level Goal: To develop writing skills on any given topic

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

Hillview Academy Achievement Continuum
Intermediate Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: Completion of Math Assignments

Level Goal: To successfully complete assignments

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

Hillview Academy Achievement Continuum

Intermediate Student Achievement Goals and Intervention Strategies for 2018-2019

Identified Need: Problem Solving

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

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

Report on School Development Plan for 2017-2018

The 2017-2018 school year was the first year in our newly drafted 5 Year School Development Plan. This year has seen plenty of growth in identified areas of need; and we have seen continued growth in our strengths. At the end of the school year, time was devoted to analyzing and reflecting on school data from a number of sources (i.e. BEV, Review 360, PMF) in order to celebrate our successes, recognize our challenges, and frame new objectives for 2018-2019.

| Goal 1: To increase student achievement in the areas of literacy and numeracy | | | |
|--|--|---|--|
| Objective 1.1 Enhance collaborative and communication structures within school and community | Objective 1.2 Enhance instructional strategies and practices in the areas of numeracy and literacy | Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade levels | Objective 1.4 Enhance school-wide structures to respond to academically at-risk students |

| | | | |
|---|--|---|--|
| Indicators of Success: 1.1.1. Communication and meeting times with all staff has increased. 1.1.2 Communication with all stakeholders has increased. | Indicators of Success: 1.2.1. Student reading achievement has shown improvement in K-9. 1.2.2. Direction and support for math - core skill development has been achieved. | Indicators of Success: 1.3.1. Assessment strategies to meet targeted curricular needs have been implemented. 1.3.2. Increased awareness and purposeful delivery of reading assessments at the K-6 grade levels has occurred. | Indicators of Success: 1.4.1. Current data monitored and reviewed and interventions planned for struggling students at the end of each term. 1.4.2. Reading record results reviewed and classroom guided reading groups formed/changed as necessary at all grade levels as necessary. |
|---|--|---|--|

| Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and wellbeing. | | |
|---|--|---|
| Objective 2.1: Effectively implement a comprehensive Safe and Caring Schools Policy | Objective 2.2: Increase involvement in activities that enhance social, physical and mental wellness for all | Objective 2.3: Expand teachers knowledge of the delivery of student support services |

| | | |
|--|--|--|
| Indicators of Success: 2.1.1. Provincial Safe and Caring Schools Policy reviewed (all protocols) with stakeholders. To determine implementation/communication plan. 2.1.2. Continued development of school climate that recognizes and respects the diversity of all. | Indicators of Success: 2.2.1. A positive “well-being” of staff and students is promoted/supported at school. | Indicators of Success: 2.3.1. The Service Delivery Model is reviewed/explained to ensure a thorough understanding for all staff. 2.3.2. A consistent electronic Birds Eye View template to track all students with respect to student support services is created, tracked and implemented. |
|--|--|--|

The 2018-2019 School Year: Actions for Change

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

| Goal 1: To enhance student achievement in all areas and across all grade levels | | | |
|---|--|--|---|
| <i>PLC Perspective:</i> <i>Increase learning and understanding about PLCs and establish PLC Structures</i>  | <i>PLC Perspective:</i> <i>What do we want students to learn?</i>  | <i>PLC Perspective:</i> <i>How will we know when students have acquired the essential knowledge/skills?</i>  | <i>PLC Perspective:</i> <i>How will we respond when some students do not acquire the essential knowledge/skills?</i> |
| Objective 1.1 Enhance collaborative structures within school and across grade levels | Objective 1.2 Enhance instructional strategies and practices which are applied within school and across grade level | Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade level | Objective 1.4 Enhance school-wide structures to respond to at-risk students |

| Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and well-being | | |
|---|--|---|
| Objective 2.1 Effectively implement a comprehensive Safe and Caring Schools Policy | Objective 2.2 Increase involvement in activities that enhance social, physical and mental wellness for all | Objective 2.3 Expand teachers knowledge of the delivery of student support services |

The five year framework is further developed into more specific, targeted objectives to be attained within a one year timeframe. The goals, objectives, strategies, and support plans for **Year 2 (2018-2019)** are summarized below:

| Goal 1: To increase student achievement in the areas of literacy and numeracy | | | |
|---|--|--|--|
| <i>PLC Perspective: Increase learning and understanding about PLCs and establish PLC Structures</i> | <i>PLC Perspective: What do we want students to learn?</i> | <i>PLC Perspective: 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 Continue to enhance collaborative and communication structures within school and community | Objective 1.2 Continue to enhance instructional strategies and practices in the areas of numeracy and literacy | Objective 1.3 Continue to enhance assessment strategies and practices which are applied within school and across grade levels | Objective 1.4 Continue to enhance school-wide structures to respond to academically at-risk students |
| Strategies 1.1.1. Increase “In School” meetings/communication with staff <ul style="list-style-type: none"> ➤ Continue scheduled staff meetings (1st Wed. of each month) ➤ Continue PLC divisional/targeted meetings with set agenda (2nd Wed. of each month) ➤ Schedule common prep periods to accommodate PLC meetings where possible 1.1.2. Enhance communication with all community stakeholders <ul style="list-style-type: none"> ➤ Continue “FYI” Memo to Parents to include more good news stories and other relevant material (weekly/monthly) ➤ Enhance home/school communication via SchoolMessenger® (voice, SMS), email, web-site, Twitter® with the intent to eliminate “paper” communication. | Strategies 1.2.1. Increase student reading achievement in K-9 <ul style="list-style-type: none"> ➤ Continue shared leveled/grouped reading experiences in primary and elementary for 25 minutes daily ➤ Implement reading groups for intermediate 1.2.2. Continue emphasis on core skill development in mathematics <ul style="list-style-type: none"> ➤ Use designated math period to reinforce basic skill development in math in grades 3 – 9 ➤ Provide resources to support core skill development ➤ Use more formative assessment to track progress 1.2.3. Explore computer literacy development in K-9 (i.e. coding) <ul style="list-style-type: none"> ➤ Provide resources and PL opportunities to support coding and robotics | Strategies 1.3.1. Implement assessment strategies to meet targeted curricular needs <ul style="list-style-type: none"> ➤ Continue to collect assessment pieces at grade levels K-6 (differentiated included) reflective of the Literacy Framework Portfolio ➤ Continue to identify assessment tools to be used with each literacy portfolio piece K-6 (differentiated included) ➤ Track and record data for demand writing in K-6 ➤ Create assessment pieces for each unit in Math 7-9 which reflects table of specifications. Use formative checkpoints for Math 7. 1.3.2. Increase awareness and purposeful delivery of reading assessments <ul style="list-style-type: none"> ➤ Track and update reading record levels for all K-6 students – continue using BAS | Strategies 1.4.1. Continue with current data analysis structures (Birds Eye View Reports, reading records, Performance Measurement Framework) to identify struggling students at the end of each term <ul style="list-style-type: none"> ➤ Intervention planning for struggling students 1.4.2. Based on reading record results, classroom guided reading groups formed/changed as necessary at all grade levels <ul style="list-style-type: none"> ➤ Explore opportunities for flexible scheduling between teachers |

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| Indicators of Success: 1.1.1. Communication and meeting times with all staff has increased. 1.1.2 Electronic communication with all stakeholders has increased. | Indicators of Success: 1.2.1. Student reading achievement has shown improvement in K-9. 1.2.2. Direction and support for math - core skill development has been achieved. 1.2.3 Increased participation and use of coding activities/projects in K-9 | Indicators of Success: 1.3.1. Assessment strategies to meet targeted curricular needs have been implemented. 1.3.2. Increased awareness and purposeful delivery of reading assessments at the K-6 grade levels has occurred. | Indicators of Success: 1.4.1. Current data monitored and reviewed and interventions planned for struggling students at the end of each term. 1.4.2. Reading record results reviewed and classroom guided reading groups formed/changed as necessary at all grade levels as necessary. |
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| Goal 1. Support Plan | | |
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| Objective 1.1 Enhance collaborative structures within school and across grade levels | | |
| Strategy | Financial | Professional Development/Time Required |
| 1.1.1 | --- | Staff meeting review in September to designate specific meeting dates/days |
| 1.1.2 | \$500 – ink cartridges | --- |
| Objective 1.2 Enhance instructional strategies and practices in the areas of numeracy and literacy | | |
| Strategy | Financial | Professional Development/Time Required |
| 1.2.1 | \$2000 Guided reading resources/levelled readers, multiple copies | 1 day New curriculum (district planned) |
| 1.2.2 | \$500 Math supports / Assessment tools | |
| 1.2.3 | | 1 day PD to develop a school wide coding strategy |
| Objective 1.3 Enhance assessment strategies and practices which are applied within school and across grade levels | | |
| Strategy | Financial | Professional Development/Time Required |
| 1.3.1 | --- | ½ day Literacy Portfolio Planning Day in K-9; create assessment pieces for each unit in Math 7-9 which reflect table of specifications |
| 1.3.2 | --- | --- |
| Objective 1.4 Enhance school-wide structures to respond to at-risk students | | |
| Strategy | Financial | Professional Development/Time Required |
| 1.4.1 | --- | 1 day for data review/data day/strategic intervention planning |
| 1.4.2 | --- | --- |

| Goal 2: To foster a safe and caring school environment for all with a focus on mutual respect and well-being. | |
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| Objective 2.1: Continue effective implementation of a comprehensive Safe and Caring Schools Policy | Objective 2.2: Continue involvement in activities that enhance social, physical and mental wellness for all |
| Strategies 2.1.1. Review Provincial Safe and Caring Schools Policy to determine implementation/ communication plan <ul style="list-style-type: none"> ➤ Re-establish the Student Leadership Team and expand its role to include safe and caring initiatives ➤ Continue with PBIS Program, with an emphasis on teaching expectations ➤ Include Digital Citizenship strand/setting to the current matrix ➤ Review consistency of Student Code of Conduct in all settings 2.1.2. Enhance the school climate that recognizes and respects the diversity of all | Strategies 2.2.1. Promote positive well-being of staff and students <ul style="list-style-type: none"> ➤ Continue with extra-curricular activities ➤ Continue to partner with outside agencies to deliver event(s)/presentation(s) with a focus on social, physical and mental wellness for students, staff and school community ➤ Schedule a staff wellness day devoted to team building and mental wellness ➤ Schedule a student wellness day |
| Indicators of Success: 2.1.1. Provincial Safe and Caring Schools Policy reviewed (all protocols) with stakeholders. To determine implementation/ communication plan. 2.1.2. Continued development of school climate that recognizes and respects the diversity of all. | Indicators of Success: 2.2.1. A positive “well-being” of staff and students is promoted/supported at school. |

| Goal 2. Support Plan | | |
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| Objective 2.1 Implement and monitor a comprehensive Safe and Caring Schools Policy | | |
| Strategy | Financial | Professional Development/Time Required |
| 2.1.1 | \$800 for Gotcha prizes for K-9; \$1000 printing for PBIS banner and matrices | ½ day PD and staff/divisional meetings – review the PBIS matrix for consistent expectations; digital citizenship - plan a “Digital Citizenship Day” |
| 2.1.2 | | --- |
| Objective 2.2 Increase involvement in activities that enhance social, physical and mental wellness for all | | |
| Strategy | Financial | Professional Development/Time Required |
| 2.2.1 | --- | 1 day wellness day/team building for staff |
| Objective 2.3 | | |
| Strategy | Financial | Professional Development/Time Required |
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Operational Issues for 2018-2019

| Operational Issue | Intended Action |
|----------------------------------|---|
| Painting and plastering required | Classrooms repainted; various locations around school need plastering (undone from recent electrical upgrade project) |
| Basketball net | New winch for basketball net (installed, but not yet operational) |
| Parking lot concerns | Paving the parking lot in the spring |

