

Annual School Development Report

Holy Family Elementary

9 Ridgewood Drive, Paradise

2015 - 2016

Vision Statement

Holy Family Elementary, learning together progressively to empower all students to achieve in an inclusive and active environment

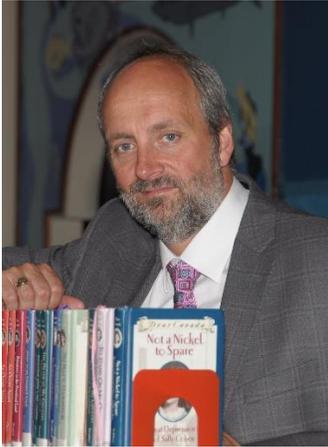


Mission Statement

By 2016, the Holy Family Elementary school community will maximize student learning and achievement by progressively engaging the 21st century learner through inclusive and collaborative practices.

Learning Together Everyday





DIRECTOR'S MESSAGE

June 2016

This school development report for the 2015-16 school year outlines your school's successes and highlights in areas such as student achievement and professional development.

Significant planning must be undertaken by an entire school community to structure an effective school development report. This plan is an important foundational document, as it provides the basis for a productive and informative school year for each and every member of the school community, our students, in particular.

Collectively, we continue to make great progress on the Newfoundland and Labrador English School District's Strategic Plan which is now concluding its second year. While our focus has been primarily on student achievement and success, it is equally important that we continue to instill hope and confidence in our province's young learners, as well as in our employees. I have immense confidence in the skills, abilities and dedication of those working so hard within our education system. The views and opinions of administrators, teachers, support staff, school councils, parents, guardians and students who make up our school communities are unquestionably valued, particularly as we move forward and begin to form the District's next strategic plan – we look forward to hearing your input.

As we take this time to reflect on the last school year, I am excited and encouraged to see the many amazing initiatives and discoveries uncovered by our province's young people. Each piece of knowledge unearthed by our students provides us with a seed from which innovative ideas and approaches will grow and ensure the continuation of a quality education system for Newfoundland and Labrador.

Sincerely,

Darrin Pike
CEO/Director of Education
Newfoundland and Labrador English School District

Message from Administration

At École Holy Family Elementary we are committed to providing a positive, nurturing and enriching environment so that every child can reach his/her maximum potential. Our motto, “Learning together every day/ Apprendre ensemble a tous les jours” demonstrates the value we place on teaching and learning. We want our students to acquire the skills and knowledge that will enable them to be life-long learners.

We are excited to report on another successful school year. This report celebrates our many accomplishments and successes, as well as identifies areas of concern that need improvement. École Holy Family Elementary stands out in the NL English School District as a school that prides itself on academic achievement, along with effective programs and services. Every day is a day of learning as the students and teachers embark on a myriad of activities and events that enhance our students’ educational experience.

As a professional staff, we continue to work hard to ensure we are preparing each and every one of our students for today’s ever-changing world. Student collaboration, communication, creativity and cooperation are the basis for student success and achievement. At École Holy Family Elementary, we strive for each of these goals in coordination with essential literacy and numeracy skills.

We are extremely proud of and thankful for the wonderful community support that we have received from all members of our learning community. It is only by working together that we are able to maximize the learning potential of each and every child in our school.

Thank you to all of our vital stakeholders for your continued support, cooperation and encouragement which ensure success for all students at École Holy Family Elementary.

Message from School Council

On behalf of the School Council I would like to extend my sincere appreciation to the teachers, staff, parents and guardians and students of Ècole Holy Family Elementary School for their support and commitment to our school and school community.

It has been a year of change and opportunity for students and staff. The re-zoning and movement of children in grades 2-6 drastically reduced the number of children attending Holy Family and allowed us to re-open the cafeteria and implement the School Lunch Program. The inaugural year for the program was well received by students and parents and allows us to support and promote healthy eating for all children. The reduced volume of children attending Holy Family allowed the school to breathe and took pressure off the ever climbing enrollment.

Road widening and construction continue to take place in our community. This past year, much of the work took place on St Thomas Line, a road that is heavily used by those who attend Holy Family. It was great to see the open communication and collaboration between the Newfoundland Labrador English School District, Holy Family, and the Town of Paradise to ensure the safety of everyone living and working in this area. Additional bussing was effectively implemented and cut down tremendously on the traffic to and from school.

The hard work and dedication of our teachers and support staff was acknowledged during Staff Appreciation Week. The teachers, administrators, student assistants, specialist teachers, and support staff are truly amongst the best around, and our school community recognizes this as we see the continual growth and success of all who attend our school.

Students continue to be provided opportunities to develop in all facets of life. Athletic programs and team sports, music programs and productions, extra-curricular activities, environmental initiatives, community outreach programs, character traits and development, and student leadership opportunities continue to shape our children into well rounded citizens who will become the men and women that shape our future.

I want to thank the entire Holy Family community for their dedication to the school and their commitment to creating and maintaining a safe, caring and comfortable school environment. The recent provincial assessments are a testament to the dedication of our school community. Our children did exceptionally well and I would like to congratulate our students and teachers for the fantastic results. I have no doubt that this high level of performance will continue into the future.

It has been my pleasure to serve as co-chair of your School Council this year and I look forward to the upcoming year.

Sincerely,

Tara Lynch
Co-chair

Overview of School

Our School Community

During the 2015-2016 school year, Holy Family Elementary School was a part of the Newfoundland and Labrador English School District which had 259 schools with approximately 67 000 students. We are a neighborhood school located on Ridgewood Drive in the community of Paradise, with a student population of 448 students as of June 2015. This has been the year that our school population was reduced from 866 students to 448 students! The kindergarten and grade 1 Octagon Pond students remained here, while the grades 2-6 students relocated to the School for the Deaf, until their new school is built. While we miss our friends that were relocated to their new school at Octagon Pond, it is wonderful to create two smaller learning atmospheres where we are able to get to know each other a little better.

Programs are offered in English for students in kindergarten to grade 6, in French Immersion for kindergarten to grade 4 (our grade 5 and 6 French Immersion have been temporarily placed in Villa Nova until space becomes available at Holy Family) and with the option for grade 6 students to participate in an Intensive Core French program. Once completing their elementary education, Holy Family students proceed to Villanova Junior High for grades 7 and 8, and then attend Holy Spirit High School for grade 9 and levels 1, 2 and 3. Both the junior high and high school are located in the town of Conception Bay South.

Our Staff and Classes

Our school staffing included a total of 34.05 educational staff: 22.25 classroom teachers, 2 administrators, 1 guidance counselors, 6 instructional resource personnel and 2.8 specialist teachers in the areas of music, physical education and learning resources/technology. Our class sizes range from 9 to 28 with an average of 20 children per class. Holy Family has access to District Office personnel including a speech language pathologist, educational psychologists and program specialists. The school also had the services of 6 student assistants, two secretaries and three maintenance personnel.

Key Highlights/Special Projects

All programs offered at Holy Family Elementary are based upon the curriculum as prescribed by the Department of Education. The curriculum is outcome based and is designed to achieve the Essential Graduation Learnings. In addition, we offer individualized programs for students requiring extra support through the development and implementation of IEPs (Individual Educational Program) and ISSPs (Individualized Support Services Plan). These services range from accommodations to alternate curriculum, depending on the needs and exceptionalities of the children requiring the

support.

The regular curriculum from kindergarten to grade six includes language arts, mathematics, science, social studies, health, religion, music, art and physical education. Students from grades four to six also have Core French. Kindergarten to grade six students are taught by homeroom teachers, except in the areas of music and physical education. Students in grade five and six have the option of participating in the band program, and there are both primary and elementary grade level non-select choirs.

Intensive Core French - Grade 6

This year was the fourteenth year that our school offered Intensive Core French in grade six. We had one class with 9 students enrolled in the program. The year was divided into two terms, the first devoting 65% of the school day to learning the French language and second term compacting the English curriculum in order to complete the outcomes as prescribed for grade six. The program had tremendous success once again.

Early French Immersion

The Early French Immersion program for Holy Family began in September, 2005. We had one class of French Immersion in kindergarten to grade four. Our grade 5 and 6 students were sent to Villa Nova for this school year, but as the kindergarten and grade 1 students from Octagon Pond move from our school in September 2016 and room becomes available, it is our hope that the grade 5 and 6 French Immersion will continue to be offered at Holy Family.

Music

The music program at Holy Family Elementary strives to develop a strong foundation in musical abilities and an understanding of how they relate to the students and their culture. The students are exposed to many styles of music to create in them the ability to recognize music as an art form and an appreciation of the aesthetic value that it has in our society.

All students from kindergarten through grade six participate in the classroom music program, which is largely based on the Orff-Schulwerk methodology. Orff-Schulwerk is a music method that combines all aspects of the arts – song, speech, creative movement/dance and instrument playing. This approach to music teaching and learning is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm. Everyone is encouraged to participate at his/her own level and to succeed at that level. Above all, children who work in the “Orff way” experience the joy and satisfaction of creating something uniquely their own. This is a fundamental and basic element of the Orff approach. Through these creations come competence and growth in self-confidence.

Throughout the school year, each grade level is given the opportunity to perform for the school, as well as their parents through assemblies and concerts. The choirs (grade 1-6) are non-select and provide students the opportunity to develop and enhance their musical talents and skills. These ensembles regularly participate in school concerts, assemblies, choral festivals and performances in and around the community. There are also music enrichment opportunities for students in grades 5 and 6 during the lunch hour.

Instrumental Band Program

Historically, instrumental music education has been in existence in Newfoundland and Labrador for many decades, finding its roots from the United States of America and The United Kingdom. Even though its implementation was primarily founded on the basis of entertainment and competition, instrumental instruction soon found its value through many educational characteristics. Listed below are some of the reasons why the band program still remains a part of the school system today.

Playing a wind instrument requires the acquisition of physical development within the hands/fingers, the mouth/tongue as well as lung capacity and breathing. Therefore, playing a wind instrument helps with coordination and healthy living.

The ability to be organized, study independently and sit and listen to instruction helps tremendously in the aid of academic success. Band students develop a regular home practice schedule, attend rehearsals on time with all the materials needed and sit through countless practices building musical pieces from the 'ground up'. Playing in a wind ensemble helps a young person become mature and responsible.

Music and other art forms have had a place in education since the time of the Greeks. They understood that these types of disciplines helped develop the spatial capacity of the mind. Therefore, students who take part in musical activities have a greater chance of understanding abstract thought found in other subjects like mathematics and language arts.

Band is an excellent way for students to become familiar with musical terminology, musical literacy and aural skills. It also requires a collaborative learning environment which requires a group effort.

Holy Family is fortunate to have a strong band program. It is opened to all students in grades five and six. It requires one major characteristic - the passion to learn to play a musical instrument. We have an instrumental band program that provides students with the opportunity to develop musical literacy, physical and aural skills and knowledge. The band performs at assemblies, school concerts, and music festivals, and this year performed at Mile One for the opening of a hockey game!

Physical Education Program

Physical Education is a fun-filled program that promotes physical literacy through a variety of movement activities. The emphasis of the program is to promote sportsmanship, cooperation and fair play through movement. Children attend three thirty-minute classes a cycle.

Our school continues to participate in the Active Schools Program. This program offers a non-competitive, simple, fun and appealing program where every child, without exception, can enjoy the benefits of physical activity every day. It brings physical activity into the classrooms and teaches students how to stay active and healthy.

A large number of students participated in the Newfoundland and Labrador Athletic Association Cross-Country Running Series for Schools, as well as in the Hershey Track and Field in the spring of the year.

Our students spend their recess and lunch playtime outside when the weather is suitable. Children need the opportunity to move, breathe the fresh air, as well as socialize in an environment that encourages active movement.

Lunch time intramural games were also offered to all students from grades 1-6 to those who wished to participate. These games are under the supervision and organization of our teachers. The activities played vary throughout the year. They rotate through various lunch time sessions in order to get the opportunity to participate in extra physical activity during the school day. After school sports was offered to our elementary students three days per week, providing an opportunity for students to participate in a variety of non-competitive sports and physical activities.

Safe and Caring School Initiates

- Grade six students continue to take a leadership role in the school as prefects who assist in the K - 2 classes during recess and lunch periods. Our grade 6 students also volunteer at lunch time in our new cafeteria.
- Many of our classes continue to be involved in the Buddy Reading program. Older students are paired with younger level students during reading. This allows for older students to act as positive role models for younger students and provides opportunities for younger students to demonstrate newly acquired skills to an older mentor.
- Birthdays continue to be announced daily
- Our positive behavior mascot - a BEE named Beezley, continues to visit our classes and attend school events throughout the year promoting positive behaviors.
- A revision of the PBS (Positive Behavioral Supports) matrix occurred and is displayed in a bilingual format throughout the school.

Library Program

The library is open for book exchanges and classroom extension activities each day. The collection consists primarily of 5000 print resources, comprising three sections: Fiction, Non-Fiction, and Reference. This past year, our resource center was temporarily divided to create addition teaching spaces for two classrooms. This will be reinstated as a fully functioning library in the fall of 2015, when the student population decreases.

Literacy Initiatives

During the winter, we held a week to celebrate literacy within our community. We were delighted to welcome media personalities, school district personnel, parents, and other community members. We also received a visit from the Ice Caps Hockey Team who visited our students in grade six, spent time reading with them and motivated them to receive an education through a discussion of their life goals and career choices.

Technology

Our school values the integration of technology as a diverse learning tool. To date, we are wireless throughout the building; all classrooms have interactive white boards, computers and an iPad. Teachers also have an opportunity to sign out an iPad cart which contains 30 iPads (two of these are available at the school).

Our goal this year was for students to continue utilizing a variety of technologies to complete cross- curricular projects. Technology was integrated into the curriculum, equipment was purchased to meet learner needs and curriculum outcomes, and teachers were supported in their technology integration needs through professional development, support of the learning resource teachers and peers, and sharing of best practices. Knowledge of digital citizenship continued to be increased.

Resources for all parents, as well as students come together at www.hfsparadise.com. Read our tweets on our website or follow us @holyfamilysch02.

Partnerships

Town of Paradise

Our grade 6 students attended a Municipal Awareness Day sponsored by the town during the month of May. They visited the town hall to learn about the operation of our municipality. Mayor Dan Bobbett visited our school during special celebrations throughout the year.

D.A.R.E Program

Our grade 6 students continued to participate in the Drug Abuse Resistance Education (D.A.R.E) program that is offered through the Royal Newfoundland Constabulary again this year. Constable Nixon delivered this very informative nine week program that is designed to help our children learn how to resist pressure regarding alcohol, tobacco, marijuana, inhalants, and other drugs.

Community Use of Schools

Our school supports the community by making its facilities available to various user groups. Our gymnasium is used frequently in the evening and on the weekends. These groups include: Cubs, Guides, iPlay Soccer, Paradise Minor Soccer and various adult sport groups.

Friends for Life/Fun Friends

Our students in grade two and grade five participated in the above programs that promotes personal development with its aim is to encourage social and emotional resilience. The program is designed to build confidence and courage, and to teach children to develop their own solutions when problems arise.

Junior Achievement:

This year, the grade six students continued to participate in the program “Our Business World” with Junior Achievement. The program provides our students with experience in making big decisions in different areas of a small manufacturing operation. Students explore the many aspects of business hands-on. By experimenting with real world business challenges, students discover the value of working smart and the career opportunities awaiting educated employees.

Newspapers in Education

Our school continues to participate in this program with the Telegram. Newspapers are distributed daily to classrooms for use in various curriculum areas.

Family Fun Night

During the month of May, we celebrated “Families” with our school community by having evening sessions with the students and their parents/guardians. Activities such as drumming, break dancing, yoga, martial arts, Irish dancing, storytelling, caricature drawing, gymnastics, and sketching were offered to our participants.

Summary Report on the School's Most Current Data

Provincial Assessment Data

Reading Records for Grades 1 and 2

Grade 1: Percentage of Students (in June) at or above the Provincial benchmark

Grade 1 Enrolment = 83

2012/13			2013/14			2014/15			2015/16		
School	Region	Province									
63.4	60.2	59.3	56.0	54.7	54.0	60.7	56.5	54.7	56.5	57.1	55.1

What do these results tell us?

- Our Grade 1 students are reading above the Provincial average, yet slightly below the District.
- While we are around the Provincial and District Average we still want to work on bringing this percentage even higher.

Grade 2: Percentage of Students (in June) at or above the Provincial benchmark

Grade 2 Enrolment = 79

2012/13			2013/14			2014/15			2015/16		
School	Region	Province									
89.2	66.9	65.5	55.9	61.6	60.5	35.2	61.2	59.2	70.9	56.5	57.4

What do these results tell us?

- Our Grade 2 students performed well above both the District and Provincial benchmark for reading.
- Grade 2 performance is significantly greater than 2014-15.

Provincial Assessment data by strand for Grades 3 and 6

Grade 3 English Language Arts

Grade 3 Enrolment = 67

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province									
Multiple Choice												
Reading	78.5	73.0	72.7				88.2	84.0	83.6			
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	77.5	65.3	64.4				79.5	75.3	73.6			
Poetic/Fiction	83.8	66.9	65.2				74.7	72.0	71.0			
Informational Non-Fiction	91.3	80.3	80.1				86.8	82.7	82.5			

What do these results tell us?

Our students have achieved above the regional and provincial benchmarks since the 2011-12 school year. During the 2013-14 school year and 2015-16 school year, English language arts was not assessed.

Grade 3 Mathematics

Grade 3 Enrolment = 67

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province									
Multiple Choice												
Number Concepts				81.7	71.7	72.9				83.6	79.0	79.1
Number Operations				71.2	64.3	65.5				74.1	71.4	70.9
Shape & Space				81.2	73.9	74.8				78.1	76.8	77.2
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts				86.9	73.7	75.9				88.9	83.9	83.9
Number Operations				69.4	53.5	55.4				72.1	69.5	69.0
Shape & Space				81.8	61.9	64.5				80.7	78.7	79.3
Mental Math				91.6	82.2	83.8				93.7	89.4	89.4
Problem Solving				69.1	54.2	56.4				69.4	62.4	63.2
Reasoning and Communication				46.4	31.9	34.4				38.1	34.1	35.1

What do these results tell us?

- There were no Provincial Math Assessments completed in 2012-13 and 2014-15.
- Based on the 2015-16 Provincial Assessment results, we are significantly above the District and Provincial average in all areas.

- While Reasoning and Communication was above the District and Provincial average, it is still much lower than we would like for our students. This will be a focus area for us in 2016-17.

Grade 6 English Language Arts

Grade 6 Enrolment = 40

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province									
Reading	82.6	79.0					86.1	81.5	81.0			
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	81.4	78.9	76.5				90.6	85.9	85.1			
Poetic/Fiction	90.2	83.6	82.1				93.6	86.6	86.3			
Informational /Non-Fiction	84.4	83.9	83.6				95.7	89.6	89.2			

What do these results tell us?

- Our students have achieved above the regional and provincial benchmarks since the 2011-12 school year. During the 2013-14 school year and the 2015-15 school year, English language arts was not assessed.

Grade 6 Mathematics

Grade 6 Enrolment = 40

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province									
Multiple Choice												
Number Concepts				63.0	57.2	58.0				61.8	63.9	64.3
Number Operations				65.4	63.3	64.1				70.7	65.2	65.4
Patterns & Relations				54.8	53.8	54.6				64.9	61.9	62.0
Shape & Space				72.3	68.7	69.7				74.7	62.1	61.8
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts				74.0	60.0	61.6				87.2	71.5	72.0
Number Operations				70.6	66.1	66.4				89.2	74.6	74.9
Patterns & Relations				51.5	49.7	52.6				73.0	60.5	61.1
Shape & Space				72.3	60.4	61.5				84.2	62.2	61.9
Mental Math				74.7	76.1	76.7				94.9	84.3	84.2
Problem Solving				67.7	60.4	62.1				89.7	65.6	65.8
Reasoning and Communication				58.8	50.7	52.7				59.0	47.9	49.1

What do these results tell us?

- In all areas of Math except for number concepts – multiple choice, our students are exceeding the District and Provincial average.

- Reasoning and Communication continues to be an area of need even though we are exceeding the District and Province. This will be a focus for us in 2016-17.

Internal Assessment Data

Percentage of Students Scoring 3 and Above on Report Card Indicators 2015-2016 – Internal Assessment Data

	K	Gr1	Gr 2	Gr 3	Gr.4	Gr 5	Gr 6
Language Arts							
Listening & Speaking	70E / 92F	93E / 100F	95E / 86F	92E / 100F	97E / 100F	94E	100 E
Reading & Viewing	80E/88F	86E / 100F	89E / 95F	89E / 83F	97E / 78F	96E	100 E
Writing & Representing	64E/88F	84E/ 90F	82E / 81F	84E / 92F	95E / 100F	88E	97 E
French Language/Cultural Diversity	96 F	100 F	100 F	100F	100F	---	---
Mathematics							
Number	87	99	95	94	95	96	100
Patterns & Relations	91	97	97	90	97	96	100
Geometry & Measurement	90	100	97	95	97	94	95
Statistics & Probability	NA	NA	97	94	95	96	98

* Bold number represents scoring in the English Language Arts component for French Immersion in grades 3-6.

What do these results tell us?

- As is evident from the above table, a great majority of our students have attained a level “3” or above during the year.
- Writing and representing is an area of focus for the 2016-17 school year.

As we reflect on our data again this year, we are confident that we need to continue the initiatives that have been established, as well as develop new strategies and actions to address our mission of maximizing student learning and achievement by progressively engaging the 21st century learner through inclusion and collaborative practices. Our objective areas for the following year include: literacy (with a focus on writing and representing), numeracy (with a focus on number concepts, reasoning and communicating), 21st century learning, inclusionary practices, safe, caring and active schools, and collaboration and communication.

Report on School Development Plan for previous year (2015-16)

<p>Goal 1: To progressively engage the 21st century learner by incorporating diverse, cross-curricular and inclusive practices to maximize students' learning potential and achievement.</p>			
<p>Objective 1.1: Students will demonstrate improved mathematical skills through a variety of means.</p> <p>Numeracy Committee</p>	<p>Objective 1.2: Students will demonstrate improved literacy skills through the use of literacy blocks and implementation of the K-6 Language Arts Assessment Portfolio.</p> <p>Literacy Committee</p>	<p>Objective 1.3: The school community will use a variety of technologies to meet the learning needs of the 21st century learner.</p> <p>21st Century Committee</p>	<p>Objective 1.4: The school community will continue to incorporate the policies and practices of the Department of Education's Service Delivery model to meet the needs of all of the learners.</p> <p>Inclusive Practices Committee</p>

<p>Evaluation</p> <p>1.1.1 Math problem of the month was completed by some classes, but not school-wide</p> <p>1.1.2 Some teachers participated in buddy math groups</p> <p>1.1.3 Models of summative and formative assessment were informally shared during PD time, grade-level meeting and staff meetings</p> <p>1.1.4 The use of technology in numeracy teaching and learning was shared during PD time, grade-level meeting and staff meetings</p>	<p>Evaluation</p> <p>1.2.1 Most teachers have attended a school-wide professional development session on Literacy Blocks. These have now been implemented in most classrooms.</p> <p>1.2.2 Reading Eggs has been implemented in Kindergarten and Grade One. No further purchasing of guided reading materials was completed at this time.</p> <p>1.2.3 The active listening poster has been developed, printed, and laminated. These will be distributed to classroom teachers in September.</p> <p>1.2.4 The K-6 Language Arts Assessment Portfolio has been developed and provided to teachers. The support document has been reviewed and the expectations outlined at a staff meeting. Portfolios are expected to be fully implemented by term three.</p> <p>1.2.5 A full week of activities, centered around Family Literacy Day was held in January.</p>	<p>Evaluation</p> <p>1.3.1 New Technologies were integrated into the curriculum (iMovie, Green Screen, Epic, Seesaw, Google Classroom, Reading Eggs, Plickers)</p> <p>1.3.2 Digital Citizenship lessons were implemented school wide with topics highlighted throughout the school year on a bulletin board (Hour of Code children workshops, Hour of Code student club)</p> <p>1.3.3 Additional resources were purchased to meet student learning needs (iExcell, Enchanted Learning, Brain Pop, Raz Kids)</p> <p>1.3.4 Communication between home and school is promoted using technology (Twitter, Homeroom App, Web Pages, Seesaw)</p>	<p>Evaluation</p> <p>1.4.1 Each month teachers were emailed suggested activities/resources related to a variety of exceptionalities. Presenters visited all classes and presented on Autism and Down Syndrome</p> <p>1.4.2 Student accomplishments were highlighted monthly on the hallway monitors. There was not widespread participation this year.</p> <p>1.4.3 A list of resources already available in the school was emailed to teachers. Some teachers did avail of these resources. No new purchases were made this year.</p> <p>1.4.4 Each month teachers were emailed suggested strategies for differentiated instruction. Some paper copy resources were posted as well.</p>
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<p>Goal 2: To continue to foster a respectful and healthy school culture where all members share responsibility for a safe and caring learning environment – Safe and Caring Committee</p>	
<p>Objective 2.1: Students will demonstrate their role as safe, respectful and responsible citizens (global).</p>	<p>Objective 2.2 The school community will continue to explore and implement healthy and active living initiatives.</p>
<p>Evaluation:</p> <p>2.1.1 A week long PBS (Positive Behavior Supports) celebration occurred in February in conjunction with Education Week.</p> <p>2.1.2 A Beehive Reward System was not implemented</p> <p>2.1.3 A “Beezley Buzz” of the week was introduced, but not continued throughout the year</p> <p>2.1.4 Monthly anti-bullying days were not held consistently throughout the year, however, an assembly was held to discuss the difference between, bullying, being mean and rudeness (All grade 1 and 2 students involved in Fun Friends Program)</p> <p>2.1.5 Foster children continue to be sponsored.</p>	<p>Evaluation</p> <p>2.2.1 Healthy eating was promoted throughout the year (grade levels)</p> <p>2.2.2 Links were not provided</p> <p>2.2.3 A Guidance Committee was not established</p> <p>2.2.4 Teacher wellness was promoted through various activities throughout the year</p>

<p>Goal 3: To strengthen school-wide collaboration, home and school communication and community partnerships to support student achievement.</p> <p>SCHOOL WIDE COLLABORATION AND COMMUNICATION COMMITTEE</p>	
<p>Objective 3.1: The school community will continue to implement and foster partnerships within the community</p>	
<p>Evaluation</p> <p>3.1.1 Current partnerships are maintained and new ones added</p> <p>3.1.2 Community volunteer, student volunteers have been enhanced, parental volunteers need to be increased.</p>	

Actions for change for 2016-2017

Goal 1: To progressively engage the 21st century learner by incorporating diverse, cross-curricular and inclusive practices to maximize students' learning potential and achievement.			
<p>Objective 1.1: Students will demonstrate improved mathematical skills through a variety of means.</p> <p>Numeracy Committee</p>	<p>Objective 1.2: Students will demonstrate improved literacy skills through the use of literacy blocks and implementation of the K-6 LanguageArts Assessment Portfolio.</p> <p>Literacy Committee</p>	<p>Objective 1.3: The school community will use a variety of technologies to meet the learning needs of the 21st century learner.</p> <p>21st Century Committee</p>	<p>Objective 1.4: The school community will continue to incorporate the policies and practices of the Department of Education's Service Delivery model to meet the needs of all of the learners.</p> <p>Inclusive Practices Committee</p>
<p>Action for Change</p> <p>1.1.1 Explore how to explain Problem of the Month to the student population (use of school monitors, website or other), and improve consistency</p> <p>1.1.2 Further promote buddy math groups (perhaps one out of every three cycles, in place of buddy reading)</p> <p>1.1.3 Explore sharing strategies on First Class/Google Drive school areas, staff shared folder, etc. Continue to share in grade level and staff meetings</p> <p>1.1.4 Work with the 21st Century Committee to explore strategies and tools to use in numeracy development</p>	<p>Action for Change</p> <p>1.2.1 To offer support to teachers in implementing literacy blocks in their classrooms (i.e., time to observe colleagues, presentation of best practices at staff meetings, etc.)</p> <p>1.2.2 To take inventory of the collective resources available for guided reading and continue to invest in further materials as required</p> <p>1.2.3 To distribute active listening posters to teachers early in the new school year for display in individual classrooms</p> <p>1.2.4 To revisit the expectations of the K-6 Language Arts Assessment Portfolio early in the new school year. Provide new teachers with the required materials (i.e., storage bins, folders, checklist, etc.)</p> <p>1.2.5 To plan another Literacy Week in January</p>	<p>Action for Change</p> <p>1.3.1 More teacher assistance is needed for utilization of GAFE accounts and Google Apps, specifically Google classroom.</p> <p>1.3.2 Continuation of Digital Citizenship lessons. Incorporation of online safety in PBS assemblies</p> <p>1.3.3 Purchase reading eggs subscription for new Kindergarten students and continue with the reading egg subscription for students for grade 1 & 2 who are already on the program, purchase Dream Box for grade 2 & 3 students. Purchase an online program for Math tailored to meet student needs</p> <p>1.3.4 This has been met and is a part of the school culture. This objective is no longer needed</p>	<p>Action for Change</p> <p>1.4.1 We need to continue to raise awareness of diversity and various exceptionalities that are relevant to our school population</p> <p>1.4.2 The hallway monitor implementation initiative needs to begin earlier in the school year, with more reminders and encouragement to participate</p> <p>1.4.3 We need to continue to strive for the ordering of additional resources as none were ordered this year (Boardmaker program, iPads for Service Delivery)</p> <p>1.4.4 Teachers may benefit from more active participation in their development and sharing of DI strategies</p>

<p>Goal 2: To continue to foster a respectful and healthy school culture where all members share responsibility for a safe and caring learning environment – Safe and Caring Committee</p>	
<p>Objective 2.1: Students will demonstrate their role as safe, respectful and responsible citizens (global).</p>	<p>Objective 2.2 The school community will continue to explore and implement healthy and active living initiatives.</p>
<p>Action for Change</p> <p>2.1.1 Continue to promote PBS through assemblies, announcements, school monitors, and presentations 2.1.2 Omit the implementation of a Beehive Reward System 2.1.3 Omit “Beezley Buzz” of the week 2.1.4 Continue with the promotion of PBS, rather than focusing on bullying (see 2.1.1) 2.1.5 Raise student awareness of our foster children through increased avenues of communication. 2.1.6 Use Review 360 to collect student behavior data</p>	<p>Action for Change</p> <p>2.2.1 Healthy eating to be promoted through grade level curriculum, 20 minutes of outside physical activity to be encouraged at every grade level 2.2.2 Links are provided through First Class should teachers choose to use this 2.2.3 To establish a Guidance Advisory Committee in coloration with PBS to address mental wellness 2.2.4 Teacher wellness to be promoted within the staff – already well established</p>

<p>Goal 3: To strengthen school-wide collaboration, home and school communication and community partnerships to support student achievement.</p> <p>SCHOOL WIDE COLLABORATION AND COMMUNICATION COMMITTEE</p>	
<p>Objective 3.1: The school community will continue to implement and foster partnerships within the community</p>	
<p>Action for Change</p> <p>This goal to be eliminated – practices established as a part of our culture</p>	

Holy Family Elementary 2016-17 School Development Plan

Goal 1: To progressively engage the 21st century learner by incorporating diverse, cross-curricular and inclusive practices to maximize students' learning potential and achievement.			
<p>Objective 1.1: Students will demonstrate improved mathematical skills through a variety of means.</p> <p style="text-align: center;">Numeracy Committee</p>	<p>Objective 1.2: Students will demonstrate improved literacy skills through the use of literacy blocks and the K-6 Language Arts Assessment Portfolio.</p> <p style="text-align: center;">Literacy Committee</p>	<p>Objective 1.3: The school community will use a variety of teaching/learning strategies, technology and environments to meet the learning needs of the 21st century learner.</p> <p style="text-align: center;">21st Century Learning Committee</p>	<p>Objective 1.4 : The school community will continue to incorporate the policies and practices of the Department of Education's Service Delivery model to meet the needs of all learners.</p> <p style="text-align: center;">Inclusive Practices Committee</p>
<p>Strategies: 1.1.1 To present problem of the month using the monitors, school website and morning announcements 1.1.2 To encourage buddy reading partnerships to include Math, i.e. every third session (focus on modelling of reasoning & communication) 1.1.3 To investigate the use of a Google drive school account to share Math school resources 1.1.4 To work with the 21st century committee to explore strategies and tools to use in numeracy development 1.1.5 Promote consistency in assessment practices.</p>	<p>Strategies: 1.2.1 To offer support to teachers to further develop literacy blocks in their classrooms (time to observe colleagues, presentations of best practices at staff meetings, etc.) 1.2.2 To take inventory of the resources available for guided reading and baggy books and continue to invest in further materials as required 1.2.3 To distribute active listening posters to teachers in the new school year for display in individual classrooms 1.2.4 To revisit the expectations of the k-6 Language Arts Assessment Portfolio early in the new year 1.2.5 To plan another literacy Week in January 1.2.6 To purchase and implement Levelled Literacy Intervention (LLI) 1.2.7 Promote consistency in assessment practices</p>	<p>Strategies: 1.3.1 To further assist teachers in the utilization of GAFE and Google classroom 1.3.2 To emphasize digital citizenship 1.3.3 To expand upon the use of Reading Eggs and introduce online Math programs 1.3.4 To implement inquiry-based teaching and learning in indoor and outdoor environments</p>	<p>Strategies: 1.4.1 To highlight three areas of diversity throughout the year (one per term) 1.4.2 To acknowledge student accomplishments on school monitors 1.4.3 To establish an outdoor area for Buddy Benches 1.4.4 To establish a Guidance Advisory Committee and to increase the collection of guidance resources for classroom use 1.4.5 To have grade levels present DI strategies at each staff meeting</p>

<p>Indicators of Success:</p> <p>1.1.1 Problem of the month is presented</p> <p>1.1.2 Buddy reading sessions incorporated Math topics</p> <p>1.1.3 Google drive school account is investigated to share Math school resources</p> <p>1.1.4 The Numeracy and math committees work together to explore strategies/tools for numeracy development</p> <p>1.1.5 Consistency with the use of rating scales</p>	<p>Indicators of Success:</p> <p>1.2.1 Teachers are supported to further develop literacy blocks in their classrooms (time to observe colleagues, presentations of best practices at staff meetings, etc.)</p> <p>1.2.2 Inventory of resources is undertaken, shared with staff and money is further invested in needed materials.</p> <p>1.2.3 Active listening posters are distributed</p> <p>1.2.4 Expectations of the k-6 Language Arts Assessment Portfolio are presented/discussed at a staff meeting.</p> <p>1.2.5 Literacy Week is held</p> <p>1.2.6 The LLI kit is purchased and implemented in the grade 1 classrooms.</p> <p>1.2.7 Consistency with the use of rating scales</p>	<p>Indicators of Success:</p> <p>1.3.1 Teachers are using GAFE and Google classroom</p> <p>1.3.2 Digital Citizenship is fostered at each grade level</p> <p>1.3.3 Reading Eggs and online Math programs are utilized</p> <p>1.3.4 Students are engaged in inquiry-based learning in indoor and outdoor environments</p>	<p>Indicators of Success:</p> <p>1.4.1 Three promotions are held throughout the year</p> <p>1.4.2 Each student is recognized for personal accomplishments at least once during the year</p> <p>1.4.3 Two Buddy Benches are set up outside</p> <p>1.4.4 A committee is established and resources are provided</p> <p>1.4.5 At each staff meeting DI strategies are presented</p>
Goal 1. Support Plan			
Financial		Professional Development/Time Required	
<p>1.1.1 Student prizes (\$200)</p> <p>1.2.5 Literacy Week Activities (\$800)</p> <p>1.2.6 LLI Kits (\$4000)</p> <p>1.3.3 Reading Egg subscriptions, Dream Box (\$4000)</p> <p>1.3.4 Fence, outdoor play equipment (\$7000)</p> <p>1.4.3 Buddy Benches (\$2000)</p> <p>1.4.4 Guidance Resources (\$500)</p>		<p>1.1.5 & 1.2.7 PD on Assessment/Report Card Rating (1 day)</p> <p>1.2.1 Literacy Blocks/Portfolios PD (1 day or sub time)</p> <p>1.2.6 LLI training (sub time)</p> <p>1.3.1 GAFE PD (short help sessions offered)</p> <p>1.3.4 Inquiry Based Learning- 21st Century –Grade level meetings</p> <p>1.4.5 Staff meeting time</p>	

Goal 2: To continue to foster a respectful and healthy school culture where all members share responsibility for a safe and caring learning environment – Safe and Caring Committee	
Objective 2.1: Students will demonstrate their role as safe, respectful and responsible citizens (global).	Objective 2.2 The school community will continue to explore and implement healthy and active living initiatives.
Strategies: 2.1.1 To promote PBS through assembles, announcements, school monitors and presentations 2.1.2 To raise student awareness of our foster children through increased avenues of communication 2.1.3 To use Review 360 to collect student behavior data 2.1.4 Increase Student leadership opportunities	Strategies: 2.2.1 To spend 20 minutes a day, outside of free play, engaged in a physical activity 2.2.2 To investigate how PBS and Guidance Advisory committees collaborate to address mental wellness 2.2.3 Parent/Guardian session on anxiety 2.2.4 Focus on mental wellness
Indicators of Success: 2.1.1 Opening week assembly, PBS week, weekly announcements and reminders occur 2.1.2 Avenues of communication with our foster children occur 2.1.3 Review 360 is analyzed and data is shared 2.1.4 Number of students in leadership roles 2.1.4 Positive relationships created	Indicators of Success: 2.2.1 Students are engaged in 20 minutes of physical activity 2.2.2 PBS and Guidance Advisory committees collaborate to address mental wellness 2.2.3 Number of parents/guardians participating in presentation on Anxiety 2.2.4 Staff feedback, participation in social events...

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Student incentives (\$200) 2.1.2 Foster Child (\$500) 2.1.4 Student Recognition (\$300) 2.2.3 Staff Recognition (\$300)	2.1.2 Reward System - discuss at staff meeting 2.2.3 PD on Staff/Mental Wellness (1 day)

