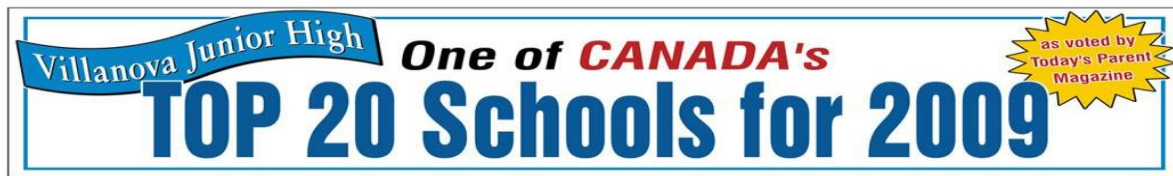


Villanova Junior High School École Intermédiaire Villanova

2698 Topsail Road
Conception Bay South, NL
A1W 4B1



2016-17 Annual School Development Report



Mission

Villanova Junior High School is a learning community that exists to enrich the lives of students by improving student achievement and motivation in a safe, caring, and healthy collaborative learning environment.



A Message From
TONY STACK
CEO / DIRECTOR OF EDUCATION (Interim)

The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack'.

Tony Stack
CEO/Director of Education (Interim)



Message from Principal

This year is the fifth year of the implementation of the School Development Plan. The focus continues to be on our two major Goals: To optimize student achievement in an inclusive environment with a focus on numeracy and literacy; To foster a safe, caring, healthy and socially just learning environment for all members of the school community.

At the beginning of the school year (2016) after an analysis of our school data our staff refined the objectives and strategies to achieve those goals. Throughout the year we implemented the strategies to help us achieve the goals. To guide the implementation process the staff met on a monthly basis to set direction for the month and to review the actions of the previous month. Much of this report is directed to examining how successful the implementation of the plan has been in achieving those goals. Please review the evaluations and action for change, in the Report on School Development section of this report, as we continue to work through our School Development Plan.

I would like to extend my sincere thanks and appreciation to all parents, volunteers, teachers, and staff for working in a dedicated fashion to help achieve optimal student learning, in a safe and caring environment.

The team at Villanova Junior High looks forward to the challenges and rewards with which we are faced. Together, with parent and community support behind us, we will continue on our path to help our students achieve success to the best of their ability.

During the 2017-2018 school year we will begin the process for our new 5 year plan. This will begin in September and will involve an internal and external review.

If you have any questions about this report, or if you require any further information, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Jenkins', is placed on a light gray rectangular background.

Barry Jenkins, B.Sc., M.Ed.
Principal

Message from School Council Chair

I am pleased to say that 2016-17 was another successful school year, which I am proud to be a part of. Sincere thanks to our students, teachers, administration, staff, parents, guardians and caregivers for their dedication and hard work to making this year successful.

The School Council met regularly throughout the year (minutes of all meetings were posted on the Villanova Junior High website) to discuss any issue or concerns as well as be involved in the School Development process and progress of the plan, while supporting the school and administration.

Our School Council was involved in the School Development process and/or progress of the plan. We also discussed at every meeting Digital Citizenship, Positive Behavior Support awards program, Behavior Matrix and Code of Conduct, LGBTQ, Literacy and Numeracy as well as Professional Development. Fundraising ideas and proposals were also discussed and we ensured the proper procedures and guideline were adhered to.

The School Development process and plan's progress was communicated to the groups represented by members of the School Council (as in the past) through conversations with concerned parents/guardians (via phone or email when they had concerns), by providing copies of the minutes of our meetings on our website. We made ourselves available for parents/guardians or other concerned individuals to contact us with any concerns or issues. These concerns or issues were always brought forward and discussed at school council meetings.

Going forward in to this new school year of 2017/18 I have no doubt whatsoever that the School Council will continue to be actively involved as we are committed to effectively communicating with one another, discussing issues and concerns in a respectful and professional manner, and following through on our commitments.

As I sign off for this year, I would to thank all members on the school council for their dedication and commitment to Villanova Junior High. The members for our 2016/17 year were Barry Jenkins (Principal); Tracy Bowers, Huberta Lundrigan and Tamar Kelly (Teacher Reps); Shelley Moores, Elinor Burke and I (Parent Reps); Rendell Brown and Brian Ridgley (Community Reps).

Wishing all a happy healthy and fun summer!

Karen Barry, Chair and Parent Rep. - 2016/17

Overview of School (2 – 3 pages)

Our School Community

Our school, **Villanova Junior High**, located in Conception Bay South, is part of the *Newfoundland and Labrador English School District* which has 259 schools with *approximately 67,000* students and over 8,000 employees. The 16-17 enrolment at Villanova ended with 630 students in grades 5 to 8. With the CAP on class size in all our grades our classes range in size from 15 – 30, with an average class size of 24. Our school's catchment area is the communities of Conception Bay South, (Manuels (East of Manuel's River), Chamberlains and Topsail) and Paradise (Topsail Pond, St. Thomas Line (West of Moonlight Drive) and Topsail Road West of Glendarek Drive).

Our feeder schools are Topsail Elementary (start in grade 5), Holy Family Elementary and Octagon Pond Elementary (start in grade 7). Students from Villanova will feed into Holy Spirit High School beginning in grade 9.

Our school has a total of 42.75 educational staff which includes 26.00 regular teachers and 8 Instructional Resource teachers. We have 1.25 units for guidance, 4.00 specialist units, 0.60 LRT, and we have an allocation of 2.00 units for administration, as well as the support of 7 student assistants, with a total 37 hrs/day. In addition to staff based at the school, we have access to District office staff including: *speech language pathologist, educational psychologists, learning disability specialist, visual, hearing, and behavioural itinerants, as well as program specialists for English Language Arts and Social Studies, French, Mathematics, and Science and Technology.* The school also has the services of 2 secretaries and 3.50 maintenance personnel.

Programs Provided

Villanova Junior High school offers the provincially prescribed curriculum in grades 5 to grade 8. In grade 5 we have both English and Early French Immersion. In grade 6 we have Intensive Core French as well as Early French Immersion. In grade 7 and 8 we offer the English and both Early and Late French Immersion Programs.

We offer a rich program of arts to our students. Our Music programs consist of junior and senior choir, junior and senior band, and a rock band and guitar club. Our Visual Arts extra-curricular program provided many of our students the opportunity to demonstrate creativity in areas such as Photography, Arts and Crafts and even Cake Decorating. Our students also have access to drama, improv, public speaking and media production.

In addition to the academics and arts we also provide an excellent athletic program to our students. This program allows students to participate in many in-house and varsity activities. We have both male and female teams in the junior and senior divisions in a wide variety of sports.

Key Highlights/Special Projects

Roots of Empathy (ROE) Program

This past year we had the opportunity to have the ROE program in our school again. Ms. Tamar Kelly, our Guidance Counselor, was the ROE instructor. Roots of Empathy is an award winning, evidence-based classroom program that has shown dramatic effect in reducing levels of aggression and violence among school children while raising social/emotional competence and increasing empathy. Through visits with an infant and parents, students learn feelings, their own

feelings and the feelings of others. We welcomed Baby Sam into Mr. Sing's grade 6 classroom for 9 classroom visits throughout the school year. Students had the chance to see the growth and development of baby Sam.

Intermediate Skills Challenge

On Saturday November 26, 2016, students from Villanova, joined students from other schools to participate in the 2016 Skills Canada Intermediate Challenge. In this competition Junior High students have the opportunity to showcase their skills in technology, trades, communication and leadership. Our school finished in 1st place.

Student Donations

Students in 7-3 did a fundraiser to donate money to the SPCA and our school donated to the Annual Riley Mercer Memorial Toy Drive in December. Our Student Leadership group worked with the Pathfinders and collected money in support of the Christmas Turkey Drive for the CBS Paradise Food Bank. In May our school again participated in the Annual SOAR Food Drive in memory of Alex and Riley Mercer. We collected two truckloads of food for the CBS-Paradise Food Bank.

Villanova Values R.E.S.P.E.C.T Program – SAFE and CARING SCHOOLS

The 9th year of our positive behavior supports program (a Safe and caring Schools initiative), called Villanova Values RESPECT (Respect for - Responsibilities, Equipment, Self, Peers and Other, Environment, Citizenship, and Teaching and Learning), continued with the efforts over the last eight years.

Positive Behavior Supports (PBS)

We continued from last year when we updated our PBS program by developing a two-part program which recognizes students for outstanding behaviors.

The first part is a monthly awards program which recognizes students in three different categories. Viper of the Month, Citizenship and On The Right Track. Students must fulfill the criteria for each award in order to be nominated. All students nominated received a letter from the principal to carry home to their parents/guardians congratulating them on their achievement. A student from each grade level was selected from all nominations, through a random draw, and his/her picture was on display, in their category, in our giant APP mural in the main corridor of the school for a month.

The second part of the program involves Applying Positive Practices (APP). This part of the PBS program recognizes students who are applying positive practices in our school. Students are given an APP by staff members when they are "caught" applying positive practices. Students will deposit their APP into the APP box. Random prize draws are made throughout the year from all APPs submitted giving students some great prizes.

Digital Citizenship

With the increasing concerns around social media we increased our discussions on the importance of safety and proper usage. We continued where we left off from last year. Reminding students and their parents about the importance of good Digital Citizenship. Students were reminded of the VJH Digital Citizenship Expectations and parents were again reminded as well. The expectations are posted in our classrooms and on our website and we send our reminders throughout the year.

As a part of the Department of Education's Safe and Caring Schools Policy our teachers delivered lessons to our students on Digital Citizenship. We also had presentations to our students from the RNC. The RNC also did a parent presentation on Internet and Social Media Safety.

Code of Conduct and Student Behavior Matrix

We reminded students again and with through our Code of Conduct and our Behavior Matrix. These are posted in classrooms and key areas around the school to remind students, and visitors to our school, of our expectations for a safe and caring school.

Bell Let's Talk Day

Once again, on January 25th, we participated in the Bell Let's Talk Day. Representatives from Bell as well as MHA Pam Parsons joined our Social Justice Team to continue the conversation around mental health.

Pink Shirt Day

Another great event for our Safe and Caring Schools initiative was our participation in **Pink Shirt Day on February 22, 2017**. Our event consisted of having our students participate in an assembly and watch a video and listen to presentations around bullying and making a pledge to stop bullying. We also connect with the school district and invited students, staff, parents/guardians and friends of the school to Take the Anti-Bullying Pledge on the District Web-site. We also decided to have a pink shirt day every month so we can help keep the conversation going and we will continue that for every month in future school years.

The RNC did presentations to all of our grade 7 & 8 classes on internet safety and to grade 8 classes on the S.T.R.I.V.E program. Our grade 6 students completed the D.A.R.E. program, and an internet safety program was given to our grade 5 students. This was the fourth year we had all grade levels involved with presentations from the RNC and we are very pleased to have this wonderful partnership with our policing partners.

All of these initiatives were to help make our school and community a safe and caring place to be.

Guidance continued to be an integral part of the of Safe and Caring School initiative. The guidance program at Villanova Junior High School assists students in developing to their fullest potential in personal, social, and educational aspects of their lives. The program's goals for students include the development of positive self-concepts, affective relationships with others, problem-solving skills necessary to function effectively in society, and an understanding of current and potential educational and career alternatives available to them. The counselor is one member of a guidance "team", which is comprised of all staff members who work together to ensure that guidance services are available to all students.

The program at Villanova Junior High offers many services such as:

- consultation with parents and teachers;
- counseling to individual students and groups (appointments are arranged by self-referral or referral by parents, teachers or administration);
- assessment of students;
- information on careers, study skills, and various other subjects;
- consultation on referrals to outside agencies;
- assistance in programming for and placement of students;
- co-ordination of tutoring programs for students;
- arranging information sessions for parents;
- facilitating leadership training and opportunities for students;
- consulting with community agencies to offer information sessions for students and parents;

Each month we also publish tips and information on various topics in *The Villanovan*, our Monthly Newsletter, from a variety of issues including Drug awareness, Winter Safety Tips, Helpful Studying Tips, Eating Disorders, Janeway Family Center, Self-injury awareness, Sexting, Mental Illness etc.

Scholarship Program. We continued with our scholarship program to honour former students of Villanova who graduate from Holy Spirit High. These scholarships help students in their post secondary studies. This year we awarded two \$200 scholarships. The 2016-17 recipients were **Mitchell Lawlor and Rebecca Lawrence**.

Another source of pride was with the continued support for our **Fill The Foyer with Food - Thanksgiving food drive**. Our Student Leadership Committee (SLC) takes the lead with this project creating a friendly competition to see which homeroom brings in the most food. Food items, requested by the food bank, have a point value and the home room that accumulates the most points per student, wins a pizza party.

No Child Without. This year we continued the Canadian MedicAlert Foundation's *No Child Without Program*. This is a program for children between age 4 and 14 years. Children in this program have all their medical concerns identified and the MedicAlert identification can alert school staff, friends, coaches and others about a child's medical condition should an emergency occur.

Student Activities

Villanova Junior High is enriched with a wide variety of activities to allow our students to grow both academically and socially. Our staff believes in the importance of helping students become well rounded individuals. To that end we see the importance offering students the opportunity to participate in activities that will target a wide variety of interests and abilities in an inclusive environment. Below is a list of activities our students can avail of.

Student Leadership Committee (SLC)

Vipers Running club

Girls and Boys Soccer

Girls and boys volleyball

Girls and boys basketball

Vipers Cheerleading

Hockey Team

Ultimate Frisbee

Grade 5 & 6 students Intramurals and After School Sports

Robotics – (VJH Bionic Vipers)

MATE ROV (Remote Operated Vehicle) Scout Competitions – Underwater Robotics

Intermediate Skills Canada Challenge

Villanova Spelling Bee

Drama Club

Music Programs - Over 225 students participated in the Music Program this year.

School Bands We have a Year 1 band, Year 2 band and Senior band.

Choirs - Junior High Glee Choir, Grade 5 choir and a Grade 6 choir

Rock Band

Fly-Tying Club

Craft Club

Year End Art Contest

Media Crew

Café Français

Cake Decorating and Cup-Cake Club

Photography Club

Student Travel - Grade 8 students travelled to Montreal and Quebec City.

Mathematics

Tutoring

Junior High Math League

Canadian Mathematics Contest

Gauss Mathematics Contest:

Pi Week March 11 – 15

Pi Logo Contest

Mental Math Contest

Sudoku Contest

Pi Reciting

Scavenger Hunt

Great Villanovan Math Race

Social Studies

Heritage Fair

Science

Science Fair

Grade 7 Experiment

Grade 7 Biography of a Scientist

Grade 8 Experiment

Grade 8 Careers in Science

Eastern Regional Science Fair

Bridge Building Contest

Let's Talk Science

Language Arts

English Language Arts

Public Speaking – All grade levels

Lions Club Speak Out

Turning Points Essay Contest

French Language Arts

Concours d'art

Enrichment Mini Course Program – Grade 7 & 8 students.

Each year students in grade 7 & 8 are invited to attend an enrichment mini-course program. These courses are taught by members of the faculties of Memorial University of Newfoundland, College of the North Atlantic and the Eastern

School District, and are designed to provide exciting learning experiences that enable students to pursue topics in greater depth than can be provided in the regular classroom. These courses are held on the campuses of these institutions during the months of April and May and vary in length from 2 to 3 days.

Awards and Recognition 2016-2017

Our annual awards program recognizes the achievements of our students at the end of the school year. We have two awards programs. One is a special program incorporating the school leaving ceremony for our grade 8 students, held in May. The other is our in-school assemblies held on the last day of school. One assembly for grade 8s and one for grade 5 – 7 students. Check our website, www.villanova.k12.nf.ca, for the list of award recipients for the 2015-2016 curricular and co/extra-curricular programs. This year we made a change to our Honour Roll and Principal's List Awards. These awards are only available to our grade 7 & 8 students. To achieve Honour's, students must achieve a grade of at least 80% in all subjects and to achieve Principal's List students must achieve at least 90% in all subjects. This is recognized on the final report card in June.

We would like to recognize and congratulate one of our teachers, Ms. Susan Norman, on receiving her Master of Education Degree.

Partnerships

Villanova has a partnership with a wide variety of groups and organizations. All of these groups are very important partners to help our school achieve our school goals and objectives in one way or another. Below is a list of the various groups we partnered with during the 2015-2016 school year.

Rotary Club of St. John's Foundation Inc

Bell Lt's Talk

Easter Demolition & Recyclers (2011) Ltd.

Children's Wish Foundation

S.O.A.R. – Spirit of Alex and Riley

Kids Eat Smart Foundation

VOCM – Coats for Kids

Kid Sport NL

RNC

Holy Spirit High.

MMSB

Scholastic Books

Norcard Inc

CBS Lions Club

Dominion Store Long Pond

Royal Canadian Legion

Shriner's Club

ExxonMobile Canada

Fr. Francis Jackman Council

CBS/Paradise Food Bank

Town of Conception Bay South

Newfoundland Power

Town of Paradise

Ocean Quest

The Telegram

Field Trip Partnerships. Various grade levels have the opportunity to visit a number of centres to provide hands-on activities to support their curriculum outcomes. Brother Brennan Environmental Education Centre, Fluvarium, The Rooms, MUN Botanical Garden, The NL Sports Centre, Johnson Geo Centre and Manuel's River Hibernia Interpretation Centre .

Internal Assessment Data - Final Report Card Summary for June 2017

English Language Arts – Grade 5 & 6 – This data represents the % of the student population.

English Language Arts Grade 5	% Scoring 3 and Above		English Language Arts Grade 6	% Scoring 3 and Above
Listening and Speaking	99		Listening and Speaking	97
Reading and Viewing	96		Reading and Viewing	94
Writing and Representing	96		Writing and Representing	94

What do these results tell us? We have achieved our goal of 80% of our students scoring at level 3 and above in all categories. Teachers continue to use the internal data throughout the school year, after each piece of assessment they do. We also do a thorough analysis of the data after each reporting period and adjust teaching and assessments as is required.

Mathematics – Grade 5 & 6 - This data represents the % of the student population.

Mathematics Grade 5	% Scoring 3 and Above		Mathematics Grade 6	% Scoring 3 and Above
Number	97		Number	94
Patterns and Relations	97		Patterns and Relations	95
Shape and Space	100		Shape and Space	96
Statistics and Probability	99		Statistics and Probability	97

What do these results tell us? We have achieved our goal of 80% of our students scoring at level 3 and above in all categories. Teachers continue to use the internal data throughout the school year, after each piece of assessment they do. We also do a thorough analysis of the data after each reporting period and adjust as is required.

Overall in both Mathematics and English Language Arts our students are performing very well on our internal assessments. Our school development plan will continue with a focus on numeracy and literacy initiatives to help ensure we are doing what we can to help our students achieve to their ability levels in these two key subject areas. Success in these two subjects is a good indicator of how our students are achieving in all subjects.

Summary Report on our school's most current data for grade 7 and 8.

Our grade 7 & 8 students do not write a Provincial Assessment (PA). The next PA for these students will be when they are in grade 9. This internal data includes all the various pieces of evaluation given as well as the final exam results. It represents the final over-all grade of our students. The tables below show the results on the 5 core subjects for our grade 7 & 8 students. Overall our students are performing very well. We continue to implement plans to help our struggling students. The percentage of students at risk identify students who are achieving less than 60% in a particular subject(s).

Grade	# students	Math				Language Arts				Science			
		Avg.	% PASS	% At Risk	% <50	Avg.	% Pass	# At Risk	# <50	Avg.	% Pass	% At Risk	% <50
7	188	82	99	10	1	85	100	3	0	86	99	6	1
8	196	84	99	10	1	82	99	5	1	85	100	6	0

Grade	# students	Socials				Core French				Francais			
		Avg.	% PASS	% At Risk	% <50	Avg.	% Pass	# At Risk	# <50	Avg.	% Pass	% At Risk	% <50
7	188	87	100	2	0	85	100	3	0	86	99	6	1
8	196	86	99	5	1	82	99	5	1	85	100	6	0

Grade	# students	Core French				# Students	Francais			
		Avg.	% Pass	# At Risk	# <50		Avg.	% Pass	% At Risk	% <50
7	105	87	100	5	0	84	86	100	7	0
8	110	80	96	14	4	86	87	98	2	2

Honour Roll and Principal's List

Honour Roll

Honours is awarded to students in grade 7 & 8.

Criteria

Honours status is granted on the June report card to grade 7 & 8 students who meet the following criteria:

- achieves a minimum grade of 80% in all subjects

Honour Roll			
Grade	# of students on the Honour Roll	% of students on the Honour Roll	Total Number of Students
7	61	31.7	192
8	62	30.5	203
Total	123	31.1	395

Almost a 1/3 of our junior high population achieved honour roll status.

Principal's List

The table below shows the number and percentage of students who achieved Principal's List Status.

Principal's List is awarded to students in grade 7 & 8.

This distinction is awarded in June to students, in grade 7 & 8, who achieve a **minimum grade of 90%** in all subjects.

Principal's List			
Grade	# of students on the Principal's List	% of students on the Principal's List	Total Number of Students
7	46	24.0	192
8	47	23.2	203
Total	93	23.5	395

Almost a 1/4 of our grade 7 & 8 students achieved Principal's List.

The names of the students who achieved Honours or Principal's List can be found on the school website under the student's button.

Report on School Development Plan for Previous Year 2016-2017

Villanova Junior High 1-year School Development Plan 2016-2017

Goal 1: To enhance student achievement across the curriculum within an inclusive environment. (Junior High)				
Objective 1.1: To increase student achievement in math through intervention strategies.	Objective 1.2: Improve students' creative writing skills by June 2017.	Objective 1.3: To improve student's independent reading comprehension and written production skills by June 2017.	Objective 1.4: To improve student literacy through the use of journals and fiction/non-fiction literature in order to make meaningful connections with the Social Studies outcomes.	Objective 1.5: To further enhance the use of technology to assist our learners in both the instructional and evaluation environments.
<p>Evaluation 1.1</p> <p>1.1.1 - Parent letters were sent out concerning Moodle.</p> <ul style="list-style-type: none"> - Moodle is not being used at regular intervals - Not fully operational for Grade 8 or French curriculum - IRTs were invited to Math Department meetings <p>1.1.2 - - No peer tutoring/Holy Spirit</p> <ul style="list-style-type: none"> - Homework Haven now aids students in need on Monday afternoons in all subjects, plus there are two Math teachers for tutorials <p>1.1.3 - Self- Evaluation checklists were created for the first half of the year (Grade 7 data management). The second half of the year checklists are being created.</p> <ul style="list-style-type: none"> - (Exit Cards, Fist Five, etc.) 	<p>Evaluation 1.2</p> <p>1.2.1 – Introduced Bell Work in September but was not found to be conducive to Creative Writing.</p> <p>1.2.2 – Teachers have created writing units that take place during a full period once a cycle.</p> <p>1.2.3 – Done with technology (including ipads, chromebooks, PCs...)</p> <p>1.2.4 – Creative writing units have been created but not under the title of Writer's Workshop.</p> <p>Grade 7 – The Creature, Grade 8 – Fairy Tales</p>	<p>Evaluation 1.3</p> <p>1.3.1 – Did not complete</p> <p>1.3.2 – Not implemented consistently</p> <p>1.3.3 – Exemplars are being provided by the Board in English. The range of exemplars usually runs from Poor to Excellent.</p> <ul style="list-style-type: none"> - Teachers are creating exemplars as needed in French. <p>1.3.4 – Checklists are being completed in some course areas (English Science, English Socials) but not all. Checklists are also being used during process writing in ELA.</p> <p>1.3.5 – Ongoing.</p> <p>1.3.6 – Did not complete</p> <p>1.3.7 – Completed using recordings of French speakers.</p> <p>1.3.8 – Did not complete</p>	<p>Evaluation 1.4</p> <p>1.4.1 – Exemplars of case studies, journals and novel chapters have been selected. Achieved.</p> <p>1.4.2 – Done and ongoing as part of the Grade 7 Social Studies program.</p> <p>1.4.3 – Done and ongoing.</p> <p>1.4.4 – Rubrics are created and shared with students prior to instruction and assessment.</p>	<p>Evaluation 1.5</p> <p>1.5.1 – Achieved – 3 separate Chromebook carts (28 per cart) are available for teachers to book out on a period by period basis.</p> <p>1.5.2 – Achieved and ongoing.</p> <p>1.5.3 – Achieved and ongoing.</p> <p>1.5.4 – Successfully achieved. <i>Read/Write</i> extension used in Google Chrome for students with accommodations.</p> <p>1.5.5 – Did not complete</p> <ul style="list-style-type: none"> - Original purchase was inappropriate for need, it was relocated to room 154 - Still need one for Special Services Department (initially Room 210-211)

Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.2 \$200 for supplies for tutors/tutoring</p> <p>1.3 \$58 per annum for Kayak magazine subscription (French and English).</p> <p>1.3. Laminated posters for each classroom which display the verb tenses (\$200)</p> <p>1.3 Laminated student exemplars (\$100)</p> <p>1.3 Classroom sets of Français/Français dictionaries (\$1000)</p> <p>1.3 French APPS on school set of iPads (\$500)</p> <p>\$1250 for the purchase of 5 Chromebooks for use as assistive technology.</p>	<p>1.1.2 - One day each for two teachers to be trained by Provincial Office of Advanced Education and Skills - A 3.5 hour sessions for two teachers to train the tutors (Total: 3.4 days)</p> <p>1.2.1 Time required to develop “Writer’s Workshop Unit” – 1 day for grade 7 and 1 day for grade 8.</p> <p>1.3.1 We need a PD day to develop test taking skill resources.</p> <p>1.35 French Department – 2 professional development days</p> <p>1.4.2 We require 2 PD days. The first day is to learn how to use exam view / test generating software. The second to create assessment banks. Half day to identify to examine existing test banks and half day to create our own test bank.</p> <p>1.5.3 One day for the development of resources; rubrics and literature</p> <p>1.5.4 ½ day PD for the use of Chromebook</p> <p>1.6.2 Opportunities to attend professional development sessions offered by the district</p>

Goal 1: To enhance student achievement across the curriculum within an inclusive environment. (Elementary)

<p>Objective 1.1: To improve student achievement in patterns and relations by June 2017.</p>	<p>Objective 1.2: To improve student achievement in non-fictional reading comprehension by June 2017.</p>
<p>Evaluation 1.1</p> <p>1.1.1 – Daily math routines ongoing in Grade 6 but not strict to Patterns. We will continue to use patterning within our classroom routine, as the children continue to find this concept difficult. This will be focused on in Grade 5, September 2017.</p> <p>1.1.2 – Achieved and ongoing. We see an increase in math fact accuracy and fluency.</p> <p>1.1.3 – Achieved and ongoing. We note an increase in mathematical language within student responses. Math word walls are located in each Elementary classroom.</p> <p>1.1.4 – Achieved and ongoing for Grade 6 English. Dreambox was not available to French Immersion (5&6) students. Grade 5 did not use Dreambox but did use IXL as needed.</p>	<p>Evaluation 1.2</p> <p>1.2.1 – Achieved and ongoing through the use of “Readworks” in our classrooms, and the increased use of non-fictional material (particularly our leveled reading carts based on our BAS reading records).</p> <p>1.2.2 – Achieved and ongoing. With the PD allotment for support services for our children’s academic needs, for example, “voice to text” features and “text to voice”, and the implementation of RAZ Kids, we also are providing a more inclusive environment based on our students individualized needs.</p> <p>1.2.3 – Achieved and ongoing. We are noticing an increased student awareness of text features and their purpose, as well as, improved student responses.</p>

<p>Goal 1. Support Plan</p>	
<p>Financial</p>	<p>Professional Development/Time Required</p>
<p>1.1.4 online programs IXL or Dreambox \$2500.00 1.2.2 To purchase Accelerated Reader program. \$5000.00</p>	<p>1.1 & 1.2 Collaboration time with all elementary teachers. Half day for Literacy and a half day for Numeracy 1.1.2 Half day in-service time to learn about the Accelerated Reader program</p>

Goal 2: To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.		
Objective 2.1: To promote a safe environment for all members of the school community by June 2017.	Objective 2.2: To promote an environment that will focus on physical and mental wellness by June 2017.	Objective 2.3: To promote a positive, accepting, and respectful environment.
Evaluation 2.1 2.1.1 – Did not achieve 2.1.2 – Achieved when and where possible. Not consistent. 2.1.3 – Achieved full implementation but did not make full use of analysis. 2.1.4 – Achieved and ongoing.	Evaluation 2.2 2.2.1 – Did not achieve 2.2.2 – Did not achieve 2.2.3 – Achieved and ongoing. 2.2.4 – Achieved and ongoing. 2.2.5 – PD on mental wellness (LGBTQ, Autism), but not specifically on Teacher mental wellness.	Evaluation 2.3 2.3.1 – Achieved 2.3.2 – Achieved 2.3.3 – Achieved 2.3.4 - Achieved

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.2.3 \$1000.00 for physical fitness equipment. 2.3.1 \$1000.00 for PBS awards/prizes and program upkeep.	2.2.5 PD day for teacher wellness

Operational Issues Report 2016-2017

Year	Issue	Action	Evaluation
20__-__			
Report			

Villanova Junior High 1-year School Development Plan 2016-2017

Goal 1: To enhance student achievement across the curriculum within an inclusive environment. (Junior High)				
Objective 1.1: To increase student achievement in math through intervention strategies.	Objective 1.2: Improve students' creative writing skills by June 2017.	Objective 1.3: To improve student's independent reading comprehension and written production skills by June 2017.	Objective 1.4: To improve student literacy through the use of journals and fiction/non-fiction literature in order to make meaningful connections with the Social Studies outcomes.	Objective 1.5: To further enhance the use of technology to assist our learners in both the instructional and evaluation environments.
<p>Action for Change 1.1</p> <p>1.1.1 – Continue informing parents and students about online math tutorial programs - Change: Encourage students to regularly access the program outside of the classroom (in school or at home) - Communication on how to access (teachers, students, parents) needs to be clear - Continue to invite IRTs to Math Department meetings</p> <p>1.1.2 - Continue with after-school math tutoring by revisiting the idea of peer-mentoring within the math classrooms (separate from Homework Haven) - Communicate to students and parents that Homework Haven can be used for extra help, not just homework catch up</p> <p>1.1.3 - Continue with self-evaluation checklists - Teachers will do routine checks of the self-evaluations to support students</p>	<p>Action for Change 1.2</p> <p>1.2.1 – Change creative writing to weekly basis instead of bell work. - Create a shared folder of creative writing prompts or examples</p> <p>1.2.2 – Combine with 1.2.1</p> <p>1.2.3 – Continue to use technology/G- Suite in the classroom for the purpose of creative writing</p> <p>1.2.4 – Continue to use Creative Writing units in the ELA program (Grade 7 – Creature Creation, Grade 8 – Fairy Tales)</p>	<p>Action for Change 1.3</p> <p>1.3.1 – Remove</p> <p>1.3.2 – Remove</p> <p>1.3.3 – Continue to use exemplars in English. Create a bank of exemplars for French.</p> <p>1.3.4 – Change tests to assessments. Share checklists with other departments. Create checklists for French students.</p> <p>1.3.5 – Continue.</p> <p>1.3.6 – Implement strategy. Visuals need to be acquired or created.</p> <p>1.3.7 - Continue to use recordings. Begin to invite authentic guest speakers (ask Canadian Parents for French to assist with finding appropriate people).</p> <p>1.3.8 Remove</p>	<p>Action for Change 1.4</p> <p>1.4.1 – Continue</p> <p>1.4.2 – Continue. Specify Grade 7.</p> <p>1.4.3 – Continue. Specify Grade 8.</p> <p>1.4.4 – Continue.</p>	<p>Action for Change 1.5</p> <p>1.5.1 – Encourage families to purchase Chromebooks for their children to supplement school-owned technology.</p> <p>1.5.2 – Continue. Combine with 1.5.3.</p> <p>1.5.3 – Continue. Combine with 1.5.2.</p> <p>1.5.4 – Continue. Support teachers with PD to move further along with G-Suite.</p> <p>1.5.5 – Investigate wireless printers again</p>

Goal 1: To enhance student achievement across the curriculum within an inclusive environment. (Elementary)	
Objective 1.1: To improve student achievement in patterns and relations by June 2017.	Objective 1.2: To improve student achievement in non-fictional reading comprehension by June 2017.
Action for change 1.1 1.1.1 – Change to a weekly basis. Concept based on student needs. 1.1.2 – Continue 1.1.3 – Continue 1.1.4 – Continue to use onling programs (Dreambox). Make available to French Immersion students. Implement PD for teachers who are using Dreambox.	Action for change 1.2 1.2.1 – Continue 1.2.2 – Continue to implement interventions. Work to compare different programs (Readworks, Accelerated Reader, ...) to see the value in each. 1.2.3 – Continue. Require students to have a non-fiction text in their book box for silent reading. Read/write program being piloted in a Grade 5 class in Spring 2017.

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.4 online programs IXL or Dreambox \$2500.00 1.2.2 To purchase Accelerated Reader program. \$5000.00	1.1 & 1.2 Collaboration time with all elementary teachers. Half day for Literacy and a half day for Numeracy 1.1.2 Half day in-service time to learn about the Accelerated Reader program

Goal 2: To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.		
Objective 2.1: To promote a safe environment for all members of the school community by June 2017.	Objective 2.2: To promote an environment that will focus on physical and mental wellness by June 2017.	Objective 2.3: To promote a positive, accepting, and respectful environment.
<p>Action for Change 2.1</p> <p>2.1.1 – Set a time to analyze school climate survey early in the school year and develop an action plan to make use of data</p> <p>2.1.2 – Focus put on morning homeroom and after lunch. All teachers and students need to be in homeroom at warning bell. When possible, teachers should be in doorways to monitor students heading to classes. Monitoring of areas without teacher presence (stairwells, etc.)</p> <p>2.1.3 – Data analysis should be done on a regular basis (monthly staff meetings). Establish protocol for consistent behavioural problems. Communicate to staff that 360 reports are used to determine SA and PN services.</p> <p>2.1.4 – Continue with district provided plans. Where possible, continue with RNC presentations.</p>	<p>Action for Change 2.2</p> <p>2.2.1 - Set a time to analyze school climate survey early in the school year and develop an action plan to make use of data</p> <p>2.2.2 – Remove (incorporated in 2.2.1)</p> <p>2.2.3 – Continue to provide mental wellness strategies for students and staff. Encourage students and staff to participate in extra-curricular activities. Create extra-curricular calendar to be made available to students.</p> <p>2.2.4 – Encourage classes to make use of outdoor facilities during classtime. Build upon the Moving Minds program. Continue with intramurals on inside days.</p> <p>2.2.5 – Continue to explore mental wellness PD options</p>	<p>Action for Change 2.3</p> <p>2.3.1 – Continue and evaluate the PBS program</p> <p>2.3.2 – Ongoing. Combine with 2.3.4.</p> <p>2.3.3 – Continue. Explore ways to increase the membership of the Social Justice club.</p> <p>2.3.4 - Get input from teachers on who could be assigned to what class. Look at student strengths/weaknesses to make sure that mentors are suitably assigned.</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.2.3 \$1000.00 for physical fitness equipment. 2.3.1 \$1000.00 for PBS awards/prizes and program upkeep.	2.2.5 PD day for teacher wellness

School Development Plan for 2017-2018

This school year we are embarking on a new school development plan for the next 5 years. We will be going through the internal and external review process under the new school development model coming into effect in the 2017-2018 school year.

In our Professional Development sessions in the Fall of 2017 we will work through the internal review and plan writing process and finalize our plan early in 2018.