

Woodland Elementary

2016-17 School Development Report



Vision

The vision of Woodland Elementary is to be part of a global community committed to leadership, equal opportunity, achievement for all, and respect nurtured in a safe and caring environment.

Mission

The mission of Woodland Elementary is to aid in the development of the whole child with emphasis on assisting students to attain the highest possible academic achievement thus enabling them to become contributing, life-long learners in society.



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 the Principal

I am very pleased to present the 2016-17 School Development Report for Woodland Elementary. It provides an overview of the programs and services offered by our school, as well as an overview of the academic achievements of our students. This report has been prepared with the cooperation of the Newfoundland & Labrador English School District, the Department of Education and School Council.

The 2016-17 school year proved to be a successful year for our school. We are implemented year 5 of our School Development Plan, and successfully attained our objectives, which in turn, will lead to the successful attainment of our goals. Great effort was placed into communicating the School Development Goals of 2016-17 to parents, school council and students. During the fall, our goals are placed in our weekly newsletter and the school council are kept informed and has input as the process evolves. Through the use of technology and through both staff meetings and Professional Development days our action teams came together to update/inform the whole staff on the status of the goals and its strategies. We have teacher collaboration time built into our schedules to promote the discussion of professional literature, DI strategies, data analysis, etc. We have a Safe and Caring Team established and we have made great strides in our SWPBS Program. This will continue into the next school year. As we move into a new school year, these professional learning structures will be essential to the successful attainment of our goals.

A focus on Inclusion is embedded in both goals of our plan to ensure Achievement for All and to deliver a balance of activities for differing interests. We are continually commended for the variety of activities offered at our school and our success is evident by the rate of participation for each extra-curricular activity. Throughout the year, as you will learn from the highlights, our school has promoted initiatives to support both goals of our plan.

In summary, I have thoroughly enjoyed my year and I look forward to leading Woodland Elementary into another school year.

Lorraine Harnum
Principal

Message from the School Council

The 2016-2017 school year has been a productive and rewarding period for all members of the school council, new and old. Our students have had the opportunity to engage in many valuable curricular and extra-curricular activities within an inclusive and interactive learning environment. With the assistance of our dedicated teachers, administration, school volunteers, and all other stakeholders, we have been able to provide a wonderful atmosphere for our children to learn and develop into outstanding students.

Many exciting learning opportunities have been offered to the students of Woodland Elementary over the past year. Teachers have been engaged in STEM (Science, Technology, Engineering, and Mathematics) projects in their classrooms and Seeds/Green Thumbs project in Grade 3! Woodland students have also learned about caring for the environment though engaging in a Recycling Pilot Program through partnership with the MMSB this past year. Students have engaged in many character building and social awareness activities through bullying prevention activities such as Pink Shirt Day, Anti-bullying poster contest, presentations, and an assembly. Students also helped develop important self-care skills through participating in activities which promote both mental and physical health. In continuing with fostering health and active lifestyles in our students, Woodland continued to offer lunch time intramurals, after school sports, and after school floor hockey.

Through the continued success of our school breakfast program, all students are given access to a nutritious meal to begin their day in a positive and healthy way. We have a very dedicated group of parent volunteers who assist in the regular operation of the program that benefits so many of our students. As a school we are also continuing the development of our play park project. Our school grounds have continued to develop as a wheelchair accessible ramp has been installed and new steps. We have also had a wheelchair lift installed and other work done throughout the school. We are committed to promoting active living and healthy lifestyles for students.

Under the leadership of Ms. Leila Brown and her music volunteers our students have been provided the opportunity to develop confidence, skill and a love of music that will stay with them throughout their lives. Students have the option of participating in a multitude of areas including recorder, violin, guitar, band, choir, and accordion groups, just to name a few. This past year alone 25 students participated in the band program, 46 in violin, 44 in guitar, 8 in accordion, and 81 students were learning multiple instruments! As a result, our Music Fest concert was a resounding success once again this past year! Woodland was also lucky enough to receive a \$6000 grant two years ago from VALE which enabled us the pay professional musicians to come in and help teach students in

various areas. This coming year is the last year of funding through this grant. The students at Woodland Elementary have been able to display their amazing talents throughout this past year at such events as our WinterFest and Spring Show Case concerts, and assemblies.

As a school council, we also participated in the planning and organization of teacher appreciation week. As parents we are so thankful for the energetic, dedicated and highly skilled teaching staff at Woodland Elementary. We look forward to working with you all again in the year ahead.

Angela Reid, Chair
Woodland Elementary School Council

Our School Community

Our school, Woodland Elementary, is part of the Newfoundland and Labrador Eastern School District. We are located in Dildo, Trinity Bay. The school community serves the area from Blaketown to New Harbour, as well as the communities of Old Shop and Dildo. We are a feeder school for Crescent Collegiate, Blaketown. Woodland Elementary, which offers kindergarten to grade six programs, currently has an enrollment of 182 students. For the 2015-16 school year, the average class size was 20 students.

Woodland Elementary had a total of 16 full-time and 1 part-time educational staff members for the 2016-17 school year. This included a full-time administrator, in addition to a 0.25 Vice Principal allotment, 10 classroom teachers, 3 Special Education/Pervasive Needs Teachers, 2 specialist teachers, and a 0.5 Guidance allotment. Our Guidance counselor is shared among 3 schools. In addition, we avail of the services from our assigned speech pathologist and hearing impaired itinerant.

Key Highlights/Special Projects

Throughout the year our students had the opportunity to avail of numerous school initiatives, projects, contests and programs. All of which can be directly or indirectly linked to either Goal 1 or 2 of our School Development Plan. The following is a list of extra-curricular/co-curricular activities, programs, and projects which were offered for the school year:

- Lunch-time intramural/recreational program for grades 1-6
 - After school sports program for grades 4-6
 - Bullying Prevention Activities
 - Skating
 - Field Trips (The Gander Airport, St. John's-The Rooms, MUN)
 - Book Fairs
 - Environment Week
 - Winter Carnival (Grade Six French Program)
 - Heritage Fair
 - Assemblies
 - Tutoring for Tuition
 - Remembrance Day Contest
 - Speak Off and Spelling Bee competitions
 - Kids Eat Smart Program
 - Cupid's Museum Stamp Contest
 - Band/Violin/Guitar/Accordion Groups (lunch and after school)
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-After school Floor Hockey
-TIA Projects

Grants/Awards

Vale Grant –Music Program
Cultural Connections – The Rooms

Awards/Recognitions

Remembrance Day Poster/Essay Contest
Junior Level- Provincial Legion Junior Poem 1st Place

Avalon Regional Heritage Fair

Young Citizenship Award
Family Heritage Award

Regional Speak Off

2nd Place

In addition, we have a well-established SWPBS program, a Safe and Caring School team and early reader program. We maintain a strong focus on diverse learners, and strive to be an inclusive school.

Partnerships

Woodland Elementary has partnered with the school community as a whole. We have developed a good relationship with parent volunteers and nonparent volunteers. We have utilized the local talent within the school community in assisting with carrying out curriculum outcomes in various subject areas. We have the local Fire Department visit the school during Fire Prevention Week to conduct not only a fire drill, but to present to the students. They also clean the parking lot in the spring from winter debris. The clergy of the differing denominations assisted us with assemblies such as Thanksgiving, Remembrance Day and Easter. Our school is booked out each night with outside groups such as Guides, Cadets, and CLB. The local businesses have also supported our Kids Eat Smart Breakfast Program throughout the year. We also have a good relationship with the RCMP, as we call on their assistance with conducting one of our three Lockdown practices during the school year as well as invite them to various events.

Internal Assessment Data (synthesis of report card data to report trends)

June 2017	Language Arts (3 and above)	Mathematics (3 and above)
Kdg.	100% speaking/listening 100% reading/viewing 100% writes and represents	100% in number 100% in patterns & relations 100% in shape & Space
Grade One	100% and higher speaking/listening 87% reading/viewing 91% writing/rep.	91% and higher in all strands of mathematics
Grade Two	91% and higher speaking/Listening 83% reading/viewing 87% writing/rep.	100% in all strands of mathematics
Grade Three	87% & above speaking/listening 74% reading/viewing 76% writing/rep	82% in number 87% and above in remaining strands of mathematics
Grade Four	95% & above speaking/listening 73% reading/viewing 53% writing/rep	84% and above in all strands of mathematics
Grade Five	86% & above speaking/listening 69% reading/viewing 72% writing/rep	75% in number 83% in patterns and relations 86% & above in remaining strands
Grade Six	83% & above speaking/listening 83% reading/viewing 83% writing/rep	89% in all strands of mathematics

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What do these results tell us?

Students are showing a weakness in the areas of reading and writing in the elementary grades as well as grade three. A focus needs to be placed in these areas. We need to evaluate the programming/accommodations in place for those areas for students with needs.

Based on the data analysis of both internal and external assessments, as a staff, we have developed a one year School Development Plan. A focus on reading strategies and both direct and indirect reading instruction is an objective. This will be carried out through interventions such as LLI, guided reading and whole group instruction. We plan on teaching reading strategies across the curriculum. We will continue to implement the plan to support literacy by providing professional learning opportunities to teachers and develop a plan to maximize resources that support literacy through class support. There will also be a writing component to this objective which will focus on writing development, writing instruction and assessment.

Although our analysis shows a strength in most all areas of Mathematics, we felt the need to focus on Number Sense and Operations. Teachers will provide opportunities to make connections between strands and relate them to real-world situations.

Report on School Development Plan for 2016-17 Year (2 – 3 pages)

<p>Goal 1. By June 23, 2017, Woodland Elementary will have implemented initiatives to support student success in literacy and numeracy.</p>		
<p>Objective 1.1 By June, 2017, implement classroom structures and strategies to optimize instruction of reading strategies.</p>	<p>Objective 1.2 By June, 2017, implement plan to support literacy.</p>	<p>Objective 1.3 By June, 2017, implement classroom structures and strategies designed to increase student’s number sense and operations.</p>
<p>Evaluation 1.1 As a staff, we have explored various reading structures and have implemented new structures in the classroom based on our findings.</p>	<p>Evaluation 1.2 We have developed a Writing Continuum for our school, as a part of our Literacy Plan. The Special Services Team are collaborating with classroom teachers in divisional meetings regarding ‘At Risk’ students. Teachers are availing of self-directed PD with regards to literacy.</p>	<p>Evaluation 1.3 Some progress was made in this area and real-world connections were implemented. This is still an area of concern and will be reviewed for 2017-18.</p>

Goal 2. By June 23, 2017, Woodland Elementary will have implemented initiatives to enhance our school environments to be safe, caring, healthy and inclusive.		
Objective 2.1 By June, 2017, we will continue to implement initiatives to support a safe and caring environment.	Objective 2.2 By June, 2017, we will have implemented initiatives to support a healthy and inclusive environment.	
Evaluation 2.1 We have implemented the 'Friends for Life' program in our Grade Four class. The majority of staff are using the Review 360 system. Digital Citizenship is imbedded in the curriculum, when appropriate.	Evaluation 2.2 We are recycling paper, beverage containers and other plastics through MMSB. Plans are underway for the construction of the outside learning classroom.	

Operational Issues Report 2016_-17

Year	Issue	Action	Evaluation
2016-17	Replace classroom furniture	Upgrade technology to permit online Professional Development	Painting of sections of school
Report	Primary classrooms were furnished with flower tables, new primary and stacking chairs were purchased. Elementary student desks were purchased. Tables of various sizes and shapes were purchased for elementary.	A webcam was purchased for skype and some computers were upgraded.	Painting of primary and elementary wings were painted.

Actions for Change (2 – 3 pages)

In the Actions for Change section, provide a summary of the changes in strategies that will be used for each objective in the current year’s plan. Also, provide an explanation for the change based on the data analysis and evaluation of the previous year’s plan.

Goal 1. By June 23, 2017, Woodland Elementary will have implemented initiatives to support student success in literacy and numeracy.		
Objective 1.1 By June, 2017, implement classroom structures and strategies to optimize instruction of reading strategies.	Objective 1.2 By June, 2017, implement plan to support literacy.	Objective 1.3 By June, 2017, implement classroom structures and strategies designed to increase student’s number sense and operations.
<p>Actions for Change 1.1 Based on our internal and external data there still remains areas in reading that need continued focus. We need to develop new actions to target reading strategies.</p>	<p>Actions for Change 1.2 Our data indicates that writing is an area of need for us, therefore; a focus will be placed on writing development, instruction and assessment. Continue to target our ‘At Risk’ students.</p>	<p>Actions for Change 1.3 We will focus on making real-life connections between Number Sense concepts and other strands of Math. There will still need to be a focus on critical thinking across the curriculum.</p>

Goal 2. By June 23, 2017, Woodland Elementary will have implemented initiatives to enhance our school environments to be safe, caring, healthy and inclusive.		
Objective 2.1 By June, 2017, we will continue to implement initiatives to support a safe and caring environment.	Objective 2.2 June, 2017, we will have implemented initiatives to support a healthy and inclusive environment.	
<p>Actions for Change 2.1</p> <p>We will promote a more caring environment through a Roots of Empathy program to target behaviors in a particular grade. A continued focus is needed on Digital Citizenship. Mental Health awareness is a concern from staff.</p>	<p>Actions for Change 2.2</p> <p>We need to continue to improve our school grounds through a healthy and inclusive lens.</p>	

One Year School Development Plan

School Development Plan 2017-2018

Goal 1: By June 29, 2018, Woodland Elementary will have implemented initiatives to support student success in literacy and numeracy.		
Objective 1.1: By June, 2018, implement classroom structures and strategies to optimize instruction of reading strategies.	Objective 1.2: By June, 2018, implement classroom structures and strategies to optimize instruction of writing strategies.	Objective 1.3: By June, 2018, implement classroom structures and strategies designed to increase students Number Sense and Operations.
Strategies: 1.1.1 Provide direct and indirect instruction of reading strategies; 1.1.2 Explore effective reading instruction structures and strategies; 1.1.3 Teach & reinforce reading strategies across the curriculum;	Strategies: 1.2.1 Provide direct and indirect instruction of writing strategies; particularly sentence structure, organization & conventions 1.2.2 Explore effective writing instruction structures and strategies; 1.2.3 Teach & reinforce writing strategies across the content areas;	Strategies: 1.3.1 Optimize opportunities to develop conceptual understanding in mathematics by integrating strands and allowing time to revisit and review prior concepts 1.3.2 Teach strategies to improve automaticity of basic operation skills 1.3.3 Provide opportunities for students to apply math concepts to real-world situations, focusing on Reasoning and Communication and Problem Solving;
Indicators of Success: 1.1.1 Increased student performance in reading in both internal and external assessments 1.1.2 Teachers engaged in self-directed professional learning to expand their knowledge of reading instruction and processes 1.1.3 Increased student performance in reading levels/comprehension across the curriculum	Indicators of Success: 1.2.1/1.2.3 Evidence of increased use of proper sentence structure, organization & conventions in student writing samples, in both internal and external assessments. 1.2.2 Teachers engaged in self-directed professional learning to expand their knowledge of writing instruction and processes	Indicators of Success: 1.3.1 By June of 2018, teachers have made connections between Number Sense outcomes and specific Strands in Mathematics; 1.3.2 Increased evidence of automatized math skills; 1.3.3 Increased student performance in Reasoning and Communication and Problem Solving in work samples and report card data

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1/1.1.2/1.1.3 Levelled Literature Intervention Red Kit	1.1.2/1.2.2 – Time for self-directed PL in reading/writing strategies 1.3.2/1.3.3 – Time for self-directed PL in math teaching/learning structures & strategies

Goal 2: By June 28, 2018, Woodland Elementary will have implemented initiatives to enhance our school environments to be safe, caring, healthy and inclusive.	
Objective 2.1: By June, 2018, we will continue to implement initiatives to support a safe and caring environment.	Objective 2.2: By June, 2018, we will have implemented initiatives to support a healthy and inclusive environment.
Strategies: 2.1.1 Target groups for the ‘Roots of Empathy’ Program 2.1.2 Promote an ongoing awareness of digital citizenship 2.1.3 Continue to implement the Safe and Caring School Policy. 2.1.4 Promote Mental Health & Wellness for students & staff 2.1.5 Promote awareness of LGBTQ issues.	Strategies: 2.2.1 Develop an outside learning space 2.2.2 Install outside signage, entrance barrier and outside lighting on school grounds
Indicators of Success: 2.1.1 Evaluation of the program upon completion 2.1.2 Observations of student use and knowledge in the use of various technologies. 2.1.3 Review 360 analysis; school-wide behaviors 2.1.4 Completion of PD 2.1.5 Completion of PD	Indicators of Success: 2.2.1 Purchase of necessary outside equipment 2.2.2 Completion of signage, renovations to school, barrier free openings, etc.

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.3 Purchase of ‘Time In Kit’ \$732.87 (Targets Anxiety) 2.2.2 \$3000 to beautify school grounds	2.1.3 PD on School Wide Positive Behaviors Supports; Safe and Caring meetings (monthly) 2.1.4 Mental Health and Wellness (1/2 day) 2.1.5 LGBTQ Training (1 day)

Operational Issues for 2017-18

Operational Issue	Intended Action
Ensure the school grounds are safe for play.	Request for maintenance to provide ditching for water drainage for soccer field. Outside lighting on corners of school. Signage on fence. Repairs to fence. Barrier across school entrance.
Ensure technologies are current in building	Purchase computers for library and wiring is done. Purchase laptops for classroom for accommodations (IRT)
Classroom furniture is old and in need of replacement.	Purchase new classroom furniture
