

Annual School Development Report 2016-2017

École C.C. Loughlin School

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Our Mission Statement

C.C. Loughlin School is a learning community where students, staff, and parents collaboratively engage in creating a safe and caring environment which promotes academic excellence, celebration of diversity, positive self-image and mutual respect, enabling all to become life-long learners.



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

During the past year faculty have continued our participation in the Working Together for Student Success pilot, an enhanced focus on providing support to develop strong readers and writers. This has been complimented by Our Better Readers...Better Tomorrows project. We have placed a major emphasis on the desire to help our students before they fall through the cracks, keeping them engaged and helping them have success in school. We also recognized that home plays an important role in maintaining the skills we teach our children every day. Though our Lunch and Learn and Family Literacy events held throughout the winter months we have built important relationships that will assist us in instilling the love of reading in all.

Another important project that our school participated in was the Entrepreneur Adventures through the Learning Partnerships organization. Students in grade five and six created a business for their class from the ground up and donated all profits to charities. What a learning experience this was for all! This was an example of real life learning. Students used their skills they were learning through the outcomes and applying them to a real life situation. The project developed reading, writing, mathematics, collaboration, communication, critical thinking, problem solving and interpersonal relationship development; skills that students will need to be contributing citizens in our society.

Students have been very active in many other areas as well. The academics are very important, but it is imperative that we also provide opportunity to develop the whole child. This year, students have participated in sports, drama, dance, art, music and community service by participating in food drives, "hats" -our Haiti project, Terry Fox Walk and Jump for Heart, to name a few. All aimed at developing positive attitudes that enhance students' experiences at school as they prepare to become our future leaders.

This was year one of the school development plan. We reviewed our data, revisited and revised our strategies and goals based on the information. One main focus has been placed on our beginner readers. We have developed a partnership with our public library and other stakeholders to provide learning sessions for parents, students and teachers. We have made changes in how we deliver literacy instruction and the early results tell us we are making gains! Year two looks to be an exciting year. We will review our goals and action plans, make decisions on the internal and external data and revise if necessary. We will be implementing the PATHS program, one of our action plans to address our safe, caring and just school goal.

To the dedicated staff of École C.C. Loughlin, a sincere thanks to you. Your contributions have enhance our school and help to make it such a vibrant and welcoming place to be.

To our school community a sincere thank you. It is also through your efforts that our school is such a welcoming place. Our dedicated School Council and Home and School Association have been instrumental in providing for the educational and school spirit initiatives that our staff and students were able to participate in throughout the year. We also have a large group of volunteers for many events, big or small, throughout the school year. We thank them and look forward to their continued involvement in our children's educational lives in the new school year.

Helen Coleman
Principal

MESSAGE FROM THE SCHOOL COUNCIL

As the 2016-2017 school year comes to a close, we take the time to reflect on Ecole C.C. Loughlin's successes for our Annual School Development Report.

School Council provides a vital role in the school development process. We support and monitor the plan to help foster the learning environment within our school community. The members of school council are proud of our school development initiatives in the 16-17 year and look forward to what is to come in the upcoming year after a well-deserved summer break.

School council is comprised of teacher, parent, and community representatives as well as our School Principal, Helen Coleman. We thank Ms. Coleman for her dedication this past year and for her informative principal's report each meeting. Our 2016-17 members include Mr. Gerard Hatcher and Mrs. Monica Coffin- teachers; Ms. Diana Langford, Mrs. Robyn Breen, Mrs. Tammy Bennet, Mrs. Melanie Small, Mrs. Patricia Edward, Mrs. Diane Crocker, parents; Mrs. Karen Rashleigh, Canadian Parents for French; Mrs. Katie Healey and Ms. Tanya Tulk, community members.

Ecole C.C. Loughlin Elementary organized, delivered, and participated in numerous programs to enhance student achievement this past year with School Councils full support. Focus was made on each aspect of our PBS matrix to raise the understanding and importance of a safe and caring environment in our school. A partnership was formed with the Public Library to emphasize literacy to our students as well as their parents. The school put off various events such as literacy day, multiple lunch and learns, as well as an open house at the Public Library to increase awareness of the resources available to enhance and improve literacy skills. Mental health was at the forefront. Mrs. Coleman attended a PD session and Mental Health Week was a great success in raising awareness. Much effort was made regarding the PATHS program to begin next year, which focuses on mental wellness and self-regulation. Also, Grades 5 and 6 had an extremely positive experience with Entrepreneur Adventures.

There were many fundraising initiatives including HATS (Hands Across the Sea), Janeway Day, and the Terry Fox Run. Awareness activities included Pink Shirt Day, Numeracy Day, Respect Day, Friendship Assembly, Teacher Appreciation Week, Plastic Bag Challenge, Violence Prevention, and an African Dance. It has been a wonderful year!

The school council would like to recognize the District, staff members, parents, and community members in all their efforts to make programs and initiatives such as these happen. The togetherness shown here provides our students with the tools required to move on to the next stages of their educational lives. As you approach this summer season, we hope you are able to reflect on the past year and recharge for the upcoming school year.

Have a safe and enjoyable summer.

Sincerely,

Diana Langford
Chair, Ecole C.C Loughlin Elementary School Council

2. OVERVIEW OF ÉCOLE C.C. LOUGHLIN SCHOOL

A. OUR SCHOOL COMMUNITY

Our school is located in the center of Corner Brook. It is the largest elementary school in the city with a student population of 406. We have grades Kindergarten to six in our building and we are a dual school in that we have both English and French Immersion programs. This year we introduced combined classes to our primary students. Next year we will also have combined classes in our elementary division.

We are the only French Immersion Elementary School in Corner Brook, and as a result of this our French Immersion students reside in many areas of our city, as well as outside in the surrounding communities. Our English students come from the zone designated to attend our school in Corner Brook.

C.C. LOUGHLIN STAFF LIST 2016-2017

ADMINISTRATORS

Helen Coleman, Principal
Brigitte White, Vice-Principal & LNS

SPECIALISTS

Stacey Alexander, Physical Education
Denise Dobbin, Music
Monica Coffin, Music & Learning Resources
Julia Allingham, Special Education
Cindy Colbourne, Special Education
Janelle Dankins, Special Education
Arlene Osbourne, Special Education
Joanne Sweetland, Special Education
Michelle Bennett, Special Education
Joan Knight, Special Education
Denise King, Guidance Counselor

ENGLISH CLASSROOM TEACHERS**CLASS SIZE**

Deanne Murphy	Grade K	13
Holly Jackman	Grade K	14
Nancy Bursey	Grade 1	17
Katherine Hearn	Grade 1	16
Andrea Connery	Grade 1	Replacement for Ms Hearn
Brandy Thomas	Grade 2	Replacement for Ms Davis
Rhonda Davis	Grade 2	23
Denise Decker-Hiscock	Grade 2 -3 combined class	6 Gr. 2; 7 Gr 3
Dulcie Skinner	Grade 3	24
Bonnie Butler	Grade 4	25
Stephanie Wight	Grade 5	19
Katie Warren	Grade 6	29

FRENCH IMMERSION CLASSROOM TEACHERS

Marie Hatcher	Grade K	14
Bobbi Manuel	Grade K	13
Liz Elder	Grade 1	20
Roma Flight	Grade 1-2 Combined Class	10 Gr 1; 6 Gr 2
Roxanne Hepditch	Grade 2	23
Stephanie Hodder	Grade 3	20
Ashley Sheppard	Grade 3	19
Jackie Bessey	Grade 4	22
Anne-Marie Brown	Grade 5	19
Gerard Hatcher	Grade 6	16
Judy Berkshire	Grade 6	16

SUPPORT STAFF

Secretary
Ms. Kerri Campbell

Student Assistants

Ms. Amanda Murrin
Ms. Gail Samms
Ms. Ada Joseph
Ms. April Parsons
Ms. Georgina Genge
Ms. Maisie Coley
Ms. Laura Simmonds
Ms. Pamela Moores
Ms. Lori Cochran

Caretakers

Mr. Glenn Ruth
Ms. Lori Cochran

Bus Drivers/Custodians

Mr. Pat Callahan
Mr. Keith Wilton
Mr. Clyde Madore- on leave
Mr. Robert Payne
Ms. Suzanne Hiron

ITINERANT SERVICES

<i>Speech Language Pathology</i>	Ms. Angela Dunphy
<i>Hearing Impaired</i>	Mr. Kevin Hennessey
<i>Educational Psychologist</i>	Ms. Joanne Gallagher-Duffy
<i>Public Health Nurse</i>	Ms. Michelle Blackwood

B. KEY HIGHLIGHTS & SPECIAL PROJECTS

PROGRAMS PROVIDED

Our school offers the Prescribed Curriculum for grades Kindergarten through Six. We also offer a KinderStart Program for our upcoming kindergarten students. We have a full time guidance counselor and social worker who provide a variety of services to our students. In addition we offer the following programs/opportunities for our students:

Breakfast Club
Healthy Café Service
Running Club
Cross-Country Skiing Club
Intramural Sports
Competitive Team Sports
Sports Days
Healthy Commotions
Special Olympics
The Terry Fox Walk
Literacy Day
Numeracy Day
100th Day
Music Monday
Corner Brook Winter Carnival
Earth/Environment Day
Heritage Fair
Outdoor Education at Gros Morne National Park (Grade 5)
Cross-Country Ski Program (Grade 4)
Elem After-School Cross-Country Program
Swimming Program (Grade 5)
Downhill Skiing Program (Grade 6)
Rotary Music Festival
Christmas Concerts
School Naturalization Program (school wide and a Green Thumbs Club, see attachment)
Recycling Program
HATS (Hands Across the Sea) for Haiti School Sponsorship
Junior Achievement Program

Heather Huxter Writing Contest (for French Immersion Students)
DARE Program
CPF Sponsored Activities
Jump for Heart
Entrepreneur Adventures

SPECIAL PROJECTS AND HIGHLIGHTS

School Naturalization

C.C. Loughlin attempts to involve all students in learning to become good stewards of the Earth. Each class is encouraged to adopt a portion of the school grounds for planting flowers and/or vegetables. In early spring students plant seeds which are eventually moved to our greenhouse. When the weather warms up classes go outside and plant the seedlings into the ground. Each class is responsible to watch over the seedlings and discuss their growth. The **Green Thumbs** are also responsible to help water and care for the plants.

We also have a trail encircling the school which is named the “Buddy Trail”. This trail has benches and picnic tables on it for students to use not only during recess and lunch play, but also during our many “outdoor classroom” experiences.

Every spring, our School Council hosts a Schoolyard Clean-Up night where parent volunteers come along to weed, rake, mow and beautify our school grounds. This year we added a number of games to our parking lot!

Green Thumbs

Under the direction of Ms. Brigitte White, a number of our grades 4, 5, and 6 students have taken on the responsibility of growing and maintaining various plants in our Greenhouse.

In the fall of this year, students came back to school and to a greenhouse and garden full of vegetables. Kale and romaine lettuce were growing in the garden and the greenhouse was filled with tomatoes, cucumbers, and even grapes! Students learned how to make kale chips, tasted juicy cherry tomatoes and made fresh salad and homemade salad dressing. Once winter had ended and the snow disappeared the students once again got ready for spring planting. Cucumber, tomato, kale

and spinach seeds were planted and tended to until they were large enough to transplant and be ready to take home in their own mini garden boxes. Many plants will stay in the greenhouse through the summer in order to have a plentiful fall harvest again.

This year Ms. White was successful in obtaining a grant to support this initiative. A grant was received from Western Health community Gardens Initiative to make purchase seeds, soil and fertilizer. Students planted cucumbers, tomatoes, basil, parsley, and zucchini in portable containers. Students brought them home to care for over the summer. This project provided valuable learning in growing our own foods and sustainability.

They also give care to the various plants in our Newfoundland and Labrador Outdoor Garden. These include such vegetables as cabbage, carrots, turnip, zucchini, pumpkins, along with strawberries, and a variety of flowers.

The Green Thumbs also meet regularly to discuss environmental issues such as climate change and ways they can do their part to help minimize greenhouse gases. They also take on a leadership role in educating our student body on these issues through their bulletin board displays and during school assemblies.

The Annual Terry Fox Walk/Run for the Cure

The students and staff at Loughlin have been longtime supporters of cancer research through this annual event. Not only do we raise money each year for this worthwhile cause, this is yet another example of our cross-curricular approach to teaching. Through the Terry Fox initiative, students attain outcomes around physical activity, citizenship, Canadian history, social studies, mathematics, science, and humanitarianism. Our teachers spend appropriate time reinforcing all of these in their lessons in the days leading up to the “big event”

Literacy Day

In January of each year we take a day to celebrate literacy which is done in conjunction with Family Literacy Day. We bring in many experts from our community to share their craft with the students. The day focuses on NL authors and illustrators. Each student gets to take in a minimum of 2 sessions that relate to some kind of literacy. In the afternoon they get an opportunity to reflect on what they learned in the morning sessions and to express that through writing or art. From all accounts, students and staff thoroughly enjoy this day.

Better Readers....Better Tomorrows Literacy Project

This year as part of our school development and action planning we identified an urgency to address the developing literacy skills of our primary students, in particular the students in our English program. In grade 1, we have 54.9% of our students reading and writing below grade level. In grade two, we have 42.4% reading below grade level. Students are moving through the levels with undeveloped skills which present as major challenges in the higher grades. The school has been working on various initiatives to address the learning needs of students and have made some small gains. We were not seeing the gains that we need to help these children succeed in the higher grades. It was time to step back, re-focus and do something different.

We provided a more intense focus to the teaching and learning of reading at the primary level during the school day. By scheduling extra time for development of literacy skills above and beyond the literacy block and we identified the need to engage family and other community members.

We provided additional professional development in the teaching of reading in addition to “LLI” Leveled Literacy interventions and Working together to support student achievement. To compliment this we hosted a number of “Lunch and Learn to Read” sessions, to provide parents with skills to read with their child and extend this development at home. We offered these “lunch and learn” sessions in partnership with Public Libraries. We plan to continue with this project again next year.

Numeracy Day

Numeracy Day sees students participate in workshop-like settings to see how specific math outcomes are relevant to their everyday lives. Again this year we organized Numeracy Day on Halloween and had all the students dress in orange and black. From the moment the children arrived until they left, they were engaged in numerous Halloween-themed wonderful learning opportunities (Math related, physical activity, healthy living, school spirit, positive behaviour, etc.) We believe this answers to two very important mandates: 1) providing students with rich, experiential learning opportunities and 2) promoting a high level of school spirit. Numeracy Day is always a huge success which demonstrates a high level of school spirit and learning all rolled into one day.

HATS (Hands Across the Sea) Student Sponsorship – Haiti

For the past three years, the students and staff have been sponsoring 6 children. The sponsorship ensures the students achieve their full potential. All students receive a high nutrition drink that provides vitamins, minerals and healthy amino acids at recess. In addition, students are given a healthy, balanced hot meal at the end of the school day. Sponsorship provides funding for each student’s basic school fees, plus all required textbooks and material for school uniforms. This projected has been used to reinforce the social studies curriculum as well as empathy and good citizenship.

STEM Project (Science, technology, engineering and mathematics)

This year in partnership with Memorial University our teachers were involved in a project to increase student engagement through inquiry based learning. Working with the team of Karen Goodnough, Craig Adams and Tom Walsh from Memorial, teachers at the school received funding for professional development and resource materials.

Mrs. Warren's grade 6 class along with Mrs. Skinner's grade 3 class participated in the TIA STEM project this year. Our goal was to increase student motivation in the area of science. To do this we chose to do a comparison between hydroponic growth and soil growth, with emphasis on inquiry based learning. Throughout the year the students learned about agriculture, food preservation, how to prepare crops to eat, how to use food waste (corn husk dolls), measurement, journaling observations, and how to research wonderings. It was a success. Through trial and error we learned how to use the unit. Student motivation was evident through participation and the range of inquiry that was present.

Once project was completed our school team of Katie Warren, Brigitte White and Dulcie Skinner presented their findings on student engagement in an inquiry based learning environment at a conference in St John's. This project was very beneficial to both teachers and students.

AWARDS

The Jane Brown Memorial Music Award

This award is given annually to a grade six student who demonstrates a love and appreciation for music. The student must be involved with the music program at the school, through classroom music and/or involvement in school choirs and extra-curricular activities. The recipient is selected by a school committee.

Musical Theatre Award

This award is given to a grade six student who demonstrates a love and appreciation for music and theatre. The student must be involved with the music program at the school, through classroom music and/or involvement in school choirs and extra-curricular activities.

The Heather Huxter Award

This is a provincial award sponsored by Canadian Parents for French. This award is a memorial for Heather Huxter who loved the French language and loved to write. Heather was a student at École C.C. Loughlin when she died in a tragic accident. This year three students from our school received recognition for their writing. As well the school was recognized for having the most entries from a school province wide.

House League Trophy

Played intramurals all year and gained points for participation and play. Emphasis on fun competition. Played variety of activities and sports.

Paul Hepditch Spirit of Basketball Award

This award is sponsored by the Corner Brook Westside Sports Club. Presented to grade 6 students showing good skill, sportsmanship, leadership and spirit in Basketball.

The Grade 6 Athlete of the Year

It is given to both male and female grade six students who demonstrate good sportsmanship. The students are selected on the following criteria: demonstrates involvement in a variety of activities and sports throughout the year, good skills, sportsmanship, positive attitude and leadership in their school and community.

C. PARTNERSHIPS

Following is a list of partnerships between our school and outside agencies:

Newfoundland Power — Outdoor Education/ Naturalization

Agrifoods — Vegetable Fundraiser

Kids' Eat Smart Foundation — Breakfast Club

Multi-Materials Stewardship Board — Recycling

Western Health – Blomidon Place, Addiction Services, Child, Youth and Family Services, Strengthening Families

Community Mental Health – Community Garden Initiative

Western Health, Mental Health and Addictions – PATHS program

Humber Community YMCA –Community Youth Network and Afterschool Care
 The Royal Newfoundland Constabulary – DARE Program
 Memorial University of Newfoundland- STEM
 The Learning Partnership- BMO, Christopher’s Menswear & Susan Curtis – Entrepreneur Adventures

SUMMARY REPORT ON MOST CURRENT SCHOOL 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 = 34__

2013/14			2014/15			2015/16			2016/17		
School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
28.6	61.1	54.0	38.2	57.1	54.7	26.7	51.3	55.1	20.6	44.4	45.5

What do these results tell us?

- **As of June 2017 20.6% of students were reading at or above grade level, 5.9% were at mid-year level and 67.6 % were reading below grade level.**
- **Trend Data- Students reaching benchmark level has been increasing over the last three out of four years –results are significantly lower for the past two years.**
- **How does this compare with province? - Provincially there is a significant drop as did the region.**
- **We must continue to work with students in small and intensive groups to address the gaps in students’ literacy skills to grow the number of students achieving the provincial benchmark in reading. The school has implemented a reading project to provide additional support to students along with working with parents to increase the reading that occurs at home.**

Grade 2 Enrolment = 31

2013/14			2014/15			2015/16			2016-17		
School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
59.3	69.5	65.5	33.3	60.4	59.2	45.7	60.5	57.4	52	59	58

What do these results tell us?

- **We have just over half of our grade two students reading at grade level, this is a significant improvement over the last two year. The gap is closing between the school, the region and province.**
- **Trend Data: There is an upward trend in student achievement of Grade level benchmark for the past three years at the school while the region and the provincial levels showed little change.**
- **At the end of Grade 1, June 2015-16, 73% of our English students were below grade level. There has been significant growth with 52% of the same students achieving the provincial benchmarks by the end of grade 2, an increase of 22%.**
- **Our work with students with small and intensive groups will continue as we aim to address the gaps in our students' literacy skills to grow the number of students achieving the provincial benchmark in reading. These strategies, along with our reading project, which provides extra scheduled time in the day for added supports to our students.**

Provincial Assessment data by strand for grades 3 and 6

Grade 3 English Language Arts

Grade 3 Enrolment = 30

	2012/13			2014/15			2015/16			2016/17		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Reading	71.3	73.5	72.7	79.0	84.2	83.6				85.5	86.6	87.1
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	49.5	60.7	64.4	56.7	71.1	73.4				58.6	77.9	78.2
Poetic/Fiction	47.8	66.4	65.2	53.9	69.7	71.0						
Informational Non-Fiction	91.7	80.3	80.1	80.0	81.1	82.5				65	76	75

What do these results tell us? (No assessment in 2015/16)

- On Demand Creative Writing 55% of our students have met or exceeded the cut score. This is a slight drop from 2014 and below region and province.
- 48% of students met or exceeded the cut score on Demand Writing Persuasive Writing which is significantly lower than the region and province. This result is significantly lower than the results in 2015 but slightly higher than the achievement scores in 2013.
- 65% of students met or exceeded the cut score in the non-fiction reading component of the assessment, an improvement over 2015 and slightly lower than 2013.
- Teachers will increase a focus in writing and will incorporate more opportunity for writing across the curriculum.

Grade 3 Mathematics

Grade 3 Enrolment = 43

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Number Concepts				73.1	75.2	72.9				78.1	79.1	79.1
Number Operations				65.7	67.9	65.5				67.4	70.4	70.9
Shape & Space				74.3	77.4	74.8				74.3	78.0	77.2
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts				83.6	78.7	75.9				81.8	82.8	83.9
Number Operations				59.0	59.1	55.4				69.1	68.3	69.0
Shape & Space				70.5	70.7	64.5				70.5	81.8	79.3
Mental Math				88.5	86.2	83.8				83.7	89.8	89.4
Problem Solving				62.3	59.0	56.4				54.6	64.1	63.2
Reasoning and Communication				31.2	37.2	34.4				31.8	34.9	35.1

What do these results tell us? No provincial assessment in mathematics in 2016/17.

Grade 6 English Language Arts

Grade 6 Enrolment = 59

	2012/13			2014/15			2015/16			2016/17		
	Scho ol	Regio n	Provinc e	Scho ol	Regio n	Provinc e	Scho ol	Regio n	Provinc e	Scho ol	Regio n	Provinc e
Multiple Choice												
Reading	80.2	76.8	78.5	78.3	79.7	81.0				88.2	85.8	86.6
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Demand Writing	82.6	72.9	76.5	85.6	84.3	85.1				89.7	90.9	90.0
Poetic/Fiction	89.1	79.8	82.1	85.3	85.0	86.3						
Informational/Non-Fiction	85.7	82.3	83.6	81.4	89.0	89.2				90	88	83

What do these results tell us?

- **Students are achieving above region and school in reading and multiple choice response.**
- **By the end of grade six (6) 89.7% of our students meet or exceed the cut score for Creative Demand Writing. This is only slightly below the region (90.9%) and the province (90.0%)**
- **In the Persuasive Demand writing 88 % of students are meeting or exceeding the cut score. This is above both the region and the district.**
- **90% of students in grade 6 are meeting or exceeding the cut score for Non-fiction reading section. This is above region and district.**

Grade 6 Mathematics

Grade 6 Enrolment = 59

	2012/13			2013/14			2014/15			2015/16		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice												
Number Concepts				60.0	56.4	58.0				56.2	62.0	64.3
Number Operations				65.4	61.8	64.1				59.5	62.3	65.4
Patterns & Relations				51.5	53.0	54.6				59.0	59.8	62.0
Shape & Space				69.5	68.9	69.7				52.3	59.5	61.8
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Number Concepts				63.8	58.8	61.6				61.5	67.7	72.0
Number Operations				65.7	62.4	66.4				64.6	72.6	74.9
Patterns & Relations				53.7	51.6	52.6				47.1	55.8	61.1
Shape & Space				66.2	59.2	61.5				44.9	57.6	61.9
Mental Math				81.4	74.0	76.7				83.3	82.5	84.2
Problem Solving				65.7	62.6	62.1				51.9	64.6	65.8
Reasoning and Communication				54.3	52.1	52.7				34.0	45.9	49.1

What do these results tell us?

Students performed below region and province

Compared with 2013-14 there has been a decline in student achievement in most sub-tests. While performing below province in patterns and relations there has been an increase of 8% from previous assessment. There are significant decline in student performance on shape and space and reasoning and communication and an increase in student achievement on the mental math sub-test.

INTERNAL ASSESSMENT: REPORT CARD DATA JUNE 2016

While there continues to be concerns in English literacy skills, students are experiencing growth both throughout the school year and from previous school years. We will work towards bringing the students to the achievement levels of the province.

What do these results tell us?

As a general rule, our French Immersion students demonstrate higher achievement results than their peers in English programming. A significant amount of IRT time, Guidance, and teacher interventions is being invested into our students and our results, overall, demonstrate their effectiveness. Reflecting back on their reading assessment results primary students involved in our Literacy project have shown significant group. Students continue to make steady gains and the gap is significantly narrowed by the time they leave elementary school.

Our French Immersion results are indicative of a group of children that for the most part do very well but some challenges are recognized nonetheless. These students also avail of the services and programming noted above.

ADDRESSING THE TRENDS VIA THE SCHOOL DEVELOPMENT PLAN

The first year of the School Development Model was completed in June of 2017. Using the data trend data the following actions and strategies listed below were identified as having an intense focus on increased student achievement overall and on improved literacy skills in particular. It is through an inclusive and supportive approach that the staff at C.C. Loughlin intends to optimize the learning and learning environment of all our students:

1. Analysis the external data, by division in October
2. Analyze the internal data after reporting times with grade level partners at scheduled divisional meetings through the collation of assessment data gathered in the K-6 Reading Writing Framework.
3. Powerschool report cards provide internal data from report cards, data extracted using BEV tables allows for effective use of data in planning
4. Ensure the continued use of our District K-6 Literacy Plan and Assessment portfolio.
5. Enhance the use of formative and summative assessment to inform teaching and learning.

6. Maintain and/or increase student achievement in primary language arts by examining internal and external data (i.e. reading assessments) to identify areas of deficits in reading in Grades K-2
7. Continue to engage in the Department of Education pilot project ***“Working Together To Support Student Achievement: Primary Reading and Writing”***.
8. Increase parent involvement in the teaching of reading through Family Literacy events throughout the year.
9. Implement strategies to ensure time above and beyond the literacy block to teach the necessary literacy skills to primary students. Grade 4 students become part of the reading project for 2017-18 school year.
10. Help students develop strategies to address identified concerns in cueing systems in reading (collaborative language arts groupings)
11. Provide homework haven (Vine Place) with digital and hard copies of newsletters, curriculum expectations, classroom calendars etc.
12. Partner with NL Public Library to provide Family Literacy Nights.
13. Continue using Synrevoice (message with text to voice), Twitter, texting and paper memos to distribute information from the school newsletter or other important memos.
14. Continue communicating daily via the agenda.
15. Regular and ongoing consultation with Student Assistants regarding behavioral programming for the students they support.
16. Establish a safe and caring schools committee to implement new modules of the new provincial Safe & Caring Schools Policy.
17. Enhance and continue to follow the Positive Behaviour Supports model.
18. Engage in staff professional learning that will increase the practice of mindfulness to foster a culture of respect and wellness in staff and students.
19. Continue the practice of mindfulness and provide relevant professional learning and support.
20. Implement PATHS program, professional development and coaching for teachers
21. Continue and enhance all current physical activity initiatives.
22. Continue and enhance curriculum based activities and days, i.e. Numeracy Day, Literacy Day.
23. Continue to provide all students opportunities to participate in curriculum related and cultural events.
24. Continue to provide students with at least one opportunity per school year to attend curriculum related and cultural events (at no cost).
25. Continue to provide support for children and parents to attend school events (ex: Christmas concert).
26. Continue to ensure that French and English students are mixed at every opportunity (BFF (Grade 3 Girls), Intramurals, Grade level meetings, Field Trips, Recycling swims, etc.)
27. Continue to follow the new format for the Grade Six leaving celebration that is developmentally appropriate and socially just.

Report on School Development Plan for 2016-2017

During our strategic day review of the School development plan staff reviewed the most recent data and evaluated where we are with our plan, deleting strategies that we now have incorporated in to the everyday operations of our classrooms and school. Staff also identified areas for change adding new strategies to address areas of concern.

Goal 1. To maintain and/or increase student achievement across the curriculum for all learners in an inclusive environment.		
Objective 1.1 Increase teacher effectiveness through an enhancement of instructional practice.	Objective 1.2: Enhance formative and summative assessment practices.	Objective 1.3: Increase the utilization of internal and external assessment data to inform instruction and assessment.
<p>Evaluation 1.1</p> <p>1.1.2-enhanced teacher knowledge of teaching reading and writing through professional development</p> <p>1.1.3-engaged in co-curricular activities across the curriculum</p> <p>1.1.6 STEM Project in grade 3 &6</p> <p>1.1 Cross-curricular instruction through Entrepreneurs Adventures business project in grade 5 & 6</p>	<p>Evaluation 1.2</p> <p>1.2.1- Enhance teacher knowledge of formative and summative assessment (part of our school culture)</p> <p>1.2.2- Increase collaboration among teachers at the same grade level so as to facilitate greater consistency in areas being assessed and tools used to meet the needs of learners (similar writing prompts, similar math/science assessments when applicable, following K-6 Literacy Portfolio within similar texts) part of our school culture)</p> <p>1.2.5 Use K-6 Literacy Plan and evaluation and assessment document</p> <p>1.2 Continued providing the BAS training to teachers</p>	<p>Evaluation 1.3</p> <p>Formal and/or informal collaboration at divisional levels – completed on regular basis, grade level and divisional meetings are scheduled in the school day and staff meetings.</p> <p>Common assessments per report card term per grade level (as per K-6 Reading & Writing Framework) occur</p> <p>The district K-6 Reading & Writing Framework and assessment portfolio</p> <p>Consistent recording of reading assessments, (What books, Date, Level, Comment) occurs.</p> <p>Consistent evaluation for each strand on report cards occurs.</p> <p>Divisional and grade level meetings to review assessment/report card data to provides for the identification and plan for interventions for students at risk.</p>

Goal 2: To foster effective communication, collaboration and leadership within the school community.		
Objective 2.1 Enhance communication between the school and home.	Objective 2.2 Increase leadership capacity within the school community.	Objective 2.3 Further develop instructional leadership through collaboration and professional development.
<p>Evaluation 2.1</p> <p>Regular monthly newsletters sent home via email, website and paper copy.</p> <p>School events are tweeted regularly</p>	<p>Evaluation 2.2</p> <p>Parents are invited to be part of established student groups or begin alternate student groups</p> <p>Student leadership provided through Green Thumbs, assemblies, awareness campaigns, Library Helpers, Tiger Team, Spirit Leaders, SWAT Team, and special projects (Hats for Haiti, Terry Fox), volunteer opportunities with breakfast program, helping out with primary recess and lunch orders and assemblies</p>	<p>Evaluation 2.3</p> <p>Teachers are informed of possible professional development activities so that they can avail of them as they relate to their PLP especially if funding is needed.</p> <p>2.3 Teachers provided with additional professional development in the teaching of reading and writing</p> <p>2.3 Teachers provided support from program specialist in reading and LLI</p>

Goal 3. To continue developing a safe, caring and socially just school environment.		
Objective 3.1 Ensure a safe, caring and socially just environment for all through effective policy implementation.	Objective 3.2 increase support for students who are socially and/or economically challenged.	Objective 3.3 Increase promotion of wellness through healthy eating and exercise
<p>Evaluation 3.1 Communicate with parents and community partners regarding school issues, is the norm at our school.</p> <p>Continue with yearly Digital Citizenship lessons.</p> <p>Inclusive Education practices so as to create a socially just school is part of the school culture.</p>	<p>Evaluation 3.2 All students participate in curriculum related and cultural events</p> <p>All students participate in field trips.</p> <p>Events are organized to provide opportunities for all students to be exposed to different experiences i.e. cross country skiing, downhill skiing, swimming, musical guests/</p>	<p>Evaluation 3.3</p> <p>Healthy commotion walks scheduled monthly</p> <p>Games painted on parking lot to increase student play</p> <p>Mental health Week activities include exercise and sessions on healthy eating</p>

OPERATIONAL

Year	Issue	Action	Evaluation
2016-2017			
Report	<p>Student Assistant time in Elementary</p> <p>Need an IRT dedicated to French Immersion only in order to retain students in the FI program who</p>		<p>Allocations assigned to school profiles.</p> <p>LNS teacher has French and assisted with the FI classes. New hire for 2017-2018 has the ability to carry out the French supports needed</p>

	<p>are identified as having special needs.</p> <p>Computers and server need replacement</p> <p>Cleanliness of building</p> <p>Secretary and office supervision during lunchtime.</p> <p>Purchasing</p> <p>Maintenance of building.</p> <p>Classroom clutter</p>	<p>Multipoint installed, new computers, monitors and server purchased</p> <p>Continue to work with caretakers to address concerns. Reassigned areas to ensure whole building gets cleaned</p> <p>Changed secretary's lunch break. Administration will cover for lunch.</p> <p>Financial committee in place</p> <p>Working with operations to address needs</p> <p>Teachers cleaned out a lot of unnecessary items</p>	<p>Purchased.</p> <p>Continues to be addressed on a frequent basis.</p> <p>New lunch time makes it easier to address this issue.</p> <p>Professional development needed for teachers to ensure protocols are followed properly. Work needs to be done in the area in the new year.</p> <p>C.c. Loughlin is an older building, concerns are identified daily and submitted. District personal are timely in their response. There will always be maintenance issues.</p> <p>This is an ongoing issue. We will continue to de-clutter rooms to claim valuable space.</p>
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	Resources to deliver curriculum	preparing for September 2016. Teachers were provided all resources requested this year.	Issue is the following of purchase protocols, slows down the process from ordering to receiving. More PD need for teachers on the financial workings of the school and district.
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Actions for Change

Goal 1. To maintain and/or increase student achievement across the curriculum for all learners in an inclusive environment.		
Objective 1.1 Increase teacher effectiveness through an enhancement of instructional practice.	Objective 1.1 Increase teacher effectiveness through an enhancement of instructional practice.	Objective 1.1 Increase teacher effectiveness through an enhancement of instructional practice.
<p>Actions for Change 1.1 Continue <i>WTTSSA- Sharing of resources such as websites and apps in one common space such as Google Drive.as well as S-drive</i>. Making resources accessible to everyone in one area.</p> <p>Ensure the use of RAZ Kids for all English students and lecture enfant for French – ensure French student have reading resources is happening.</p> <p>Inform parents of RAZ kids accounts and how to use this resource at home.</p>	<p>Actions for Change 1.2 Make technology / programs that will accommodate and reinforce student learning of math concepts. Grade 2 students will have access to DreamBox.</p> <p>Enhance the usage of google apps, drive and teams.</p> <p>Introduce coding to teachers, students have already been introduced through I8unchtime program with Brigitte white.</p>	<p>Actions for Change 1.3 Continue with BAS trainings as needed. Provide supports so that teachers can complete the necessary assessments.</p>

<p>Provide more professional development, collaboration and modeling to support teacher on Daily 5 and Daily 3 math structures.</p>		
<p>Seek out and provide training, resources and supports to enhance the teaching and learning of reading, especially to primary students.</p>		

Goal 2: To foster effective communication, collaboration and leadership within the school community.		
Objective 2.1 Enhance communication between the school and home.	Objective 2.2 Increase leadership capacity within the school community.	Objective 2.3 Further develop instructional leadership through collaboration and professional development.
Actions for Change 2.1 Continue to provide parent sessions on reading. Host parent session on PATHS in 2017-18	Actions for Change 2.2 Investigate and provide leadership opportunities for teachers through staff meetings and other means of sharing best practices.	Actions for Change 2.3 Investigate and provide student assistants with opportunities to develop professionally, share with colleagues (IRTs) and staff

This goal is included in goal one and three, new school development plan to consist of two goals, having the goal merged into the other goals.

Goal 3. To continue developing a safe, caring and socially just school environment.		
Objective 3.1 Ensure a safe, caring and socially just environment for all through effective policy implementation.	Objective 3.2 Foster a culture of support, empathy and acceptance for all.	Objective 3.3 Increase promotion of wellness through healthy eating and exercise
<p>Actions for Change 3.1</p> <p>Continued use of PBS program with more frequent review of expectations.</p> <p>Monthly PBS themes to be promoted in the classroom and during the PBS assemblies (to be decided by the Safe and Caring committee).</p> <p>Enhance the collection of data on student infractions, and regularly examine data in Review 360.</p> <p>Students will participate in regular review of expectations and the behavior matrix.</p>	<p>Actions for Change 3.2</p> <p>Investigate procedures Collaborate with parents to improve student attendance</p> <p>Digital citizenship lessons delivered each year</p> <p>Students will participate in regular review of expectations and the behavior matrix.</p>	<p>Actions for Change 3.3</p> <p>Encourage peer mentoring/big buddy physical activities within the school and on the playground.</p> <p>Promote healthy food choices through classroom presentations by health professionals.</p> <p>Solicit the help of the home and school association to promote healthy living throughout the school community.</p> <p>Continue to promote mental health and wellness among all members of the school community.</p>

1 Year School Development Plan, 2017-18

C. C. Loughlin Elementary Goal 1: To maintain and/or increase student achievement across the curriculum for all learners.			
Objective 1.1: Increase teacher effectiveness through an enhancement of instructional practice.	Objective 1.2: Enhance formative and summative assessment practices.	Objective 1.3: Increase the utilization of internal and external assessment data to inform instruction and assessment.	Objective 1.4: Enhance effective communication, collaboration and leadership within the school community.
<p>Strategies:</p> <p>1.1.1 – Increase opportunities for students to engage in creative writing texts(writing center, daily 5, journal writing).</p> <p>1.1.2- Incorporate Daily 3 in Math to provide opportunities for small groups</p> <p>1.1.3- Implement Dreambox in Grade 2 (with potential to continue into Grade 3 next year)</p> <p>1.1.4 Continue to focus on exposing children to non-fictional and fictional texts with emphasis on fiction.</p> <p>1.1.5 LLI/WTTSSA (Working Together to Support Student Achievement grades K-4)</p>	<p>Strategies:</p> <p>1.2.1 - Align our assessment practices with current reporting practices / policy through all curriculum areas (Similar rubric to reflect Report Card Indicators of Success)</p> <p>1.2.2- rubric training for all staff (they differ in French and English)</p> <p><i>Many Primary teachers are still waiting to receive rubric training.</i></p> <p>1.2.3 Collaboration and sharing of assessment practices and tools within grade levels.</p> <p>1.2.4 Enhance communication between the school and home.</p>	<p>Strategies:</p> <p>1.3.1- Development of SMART Action Plans in response to identified learning needs in numeracy and literacy.</p> <p>1.3.2 – Complete bi-monthly tracking sheets on students who are receiving small? or intensive group support in LA (every six weeks reports to be sent to Denise King)WTTSSA</p> <p>1.3.3- Formal and/or informal collaboration at divisional and grade levels re students expectations/needs/deficiencies</p>	<p>Strategies:</p> <p>1.4.1 Use school/outside agencies to facilitate communication between</p> <p>1.4.2 Invite parents to implement activities for students before, during and after school (ie. Skipping club, knitting club, chess)</p> <p>1.4.3 Inform all teachers of possible professional development activities so that they can avail of them as they relate to their PLP especially if funding is needed.</p> <p>1.4.4 Provide leadership opportunities for teachers through staff meetings and other means of sharing best practices</p>

1.1.6 Implement outdoor play in grade 1			
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Continue developing a safe, caring and socially just school environment.

<p>Objective 2.1: Ensure a safe, caring and socially just environment for all through effective policy implementation.</p>	<p>Objective 2.2 Increase support for students who are socially and/or economically challenged.</p>	<p>Objective 2.3 Increase promotion of wellness through healthy living education and activities</p>
<p>Strategies:</p> <p>2.1.1 Continued use of PBS program with modifications to better motivate more frequent review of expectations</p> <p>2.1.2 Monthly PBS themes to be promoted in the classroom and during the PBS assemblies (to be decided by the Safe and Caring committee).</p> <p><i>PBS themes are not adequately promoted or followed up on.</i></p> <p>2.1.3 Investigate ways of promoting appropriate physical activity for all students both within the school and on the playground.</p> <p>2.1.4 Provide leadership opportunities for students</p>	<p>Strategies:</p> <p>2.2.1 Continue to provide all students opportunities to participate in curriculum related and cultural events</p> <p>2.2.2 Collaborate with parents to improve student attendance</p> <p>2.2.3 Continue to foster a culture of support, empathy, respect, and acceptance for all.</p> <p>PATHS Family Literacy events Public library initiative</p>	<p>Strategies:</p> <p>2.3.1 Promote healthy food choices through classroom presentations by health professionals. Sugar Shocker by Cancer Society</p> <p>2.3.2 Solicit the help of the home and school association to promote healthy living throughout the school community. Trade it up Tuesday during March (Could this be done more than just once?)</p> <p>2.3.3 Continue to promote mental health and wellness among all members of the school community. Yoga for staff and students and Mental Health week in May</p> <p>2.3.4 Investigate ways to support teachers to implement mindfulness activities in the classroom To provide literature on Safe and Caring Schools and Teaching and Learning</p>