



Glovertown Academy

300-422



Annual School Development Report

2017-2018

Mission Statement

Glovertown Academy believes that every student is important and must be treated with respect. In partnership with home and community, we strive to help develop within the individual the skills for life-long learning.

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Principal's Message

In the 2017-2018 school year, our Glovertown Academy community followed these goals, derived from our climate surveys of students, staff, and families;

1. to continue to improve student achievement across the curriculum within an inclusive and collaborative environment,
2. to promote wellness, communication and collaboration in a safe and caring school community.

These goals fit within the strategic plan of the Newfoundland and Labrador English School District. Our district continues to promote core literacy and core numeracy. This year, our primary and elementary teachers continued to follow a literacy plan that continued to build student portfolios of writing pieces that helped to identify strengths and needs.

For our safe and caring schools goal, staff and students were involved in an extensive variety of assemblies, and presentations throughout the year around the topics of addictions, impaired driving, empathy, drugs, mental wellness, and bullying. The MADD Canada School Assembly Program targeted students in grades 7-12 and equipped them with solid information and best practices to help them understand the issue of impaired driving from alcohol and drugs. Andy Thibideau's "Share Your Care" Program promoted kindness. Central Health, Mental Health & Addictions brought an information session concerning teen suicide to our parents. Our grades 5 to Level III students participated in a Mental Wellness. The Roots of Empathy program was engaged in by our grade 4s over the course of the school year.

We ended our year with exciting news that Glovertown Academy has been invited to participate in Year One of the Education Action Plan. This plan will see new approach to student learning by removing barriers to learning through universal design for learning and responsive teaching and learning.

"The future of the world is in my classroom today." Ivan Welton Fitzwater

Overview of Glovertown Academy

Our School Community

Glovertown Academy, Newfoundland and Labrador English School District's 6th largest K-12 school system, is nestled in the valley that surrounds Terra Nova River. Seated on the shores of Alexander Bay, it services students from Glovertown, Charlottetown, Cull's Harbour, Terra Nova, and Traytown. In 2017-2018, our enrollment reached a maximum of 336. All grades were either single or double stream classes, ranging from 11 to 32 students per grade level.

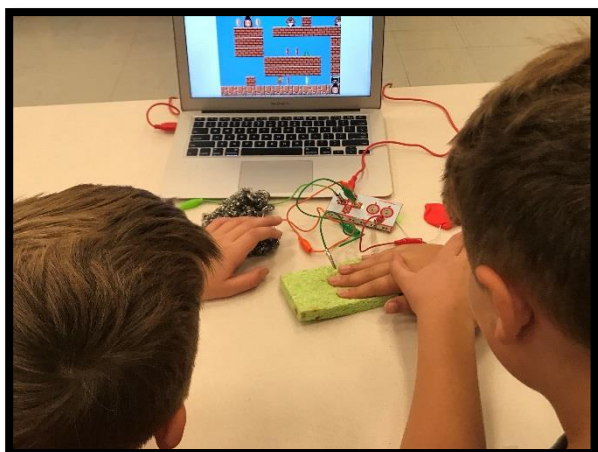


Staffing

Fourteen homerooms (K-12) were staffed by 23 teachers, which comprised of 1.25 administrators, 17.3 regular teachers, 3.50 IRTs, and 1 guidance counsellor. In addition, services included itinerants for speech/language, and hearing, and an educational psychologist. We were staffed with 3.0 student assistants, 1 secretary, 2 janitors, 1 bus driver/janitor, 1 bus driver/custodian, and 2 bus drivers (and one mascot, Stormy!)

Programming

Kindergarten through grade 9 offered the provincially prescribed curriculum, with grade 6 students participating in the Intensive Core French (ICF) program



Our senior high program offered 60 credits in a range of options for graduation requirements including;

English: 1201,2201,3201,3202

Optional Language: French 3200, Writing 2203

Math: 1201, 2200, 2201, 3200, 3201, 3202 and 3208

Science: Science 1206, Biology 2201 and 3201, Chemistry 2202 and 3202, Environmental Science 3205

Canadian Studies: Newfoundland Studies 2205

World Studies: World Geography 3200/3202

Career Education: Career Development 2201

Fine Arts: Art Tech 1201, Art 3200, Music 3206

Physical Education: Healthy Living 1200, Phys. Ed. 3100/3101

Other Required Credits: Design and Fabrication 3202, Residential Construction 2201, Textiles 3101, Nutrition 3101



Key Highlights & Special Projects



As part of our school development plan, Glovertown Academy planned to “to promote wellness, communication and collaboration in a safe and caring school community”. Research shows that there is a positive correlation between student involvement in extra-curricular activities and academic achievement. When children feel safe and cared about, they become involved. To that end, Glovertown Academy offered a large and diverse extracurricular program. From Kindergarten through Level III, there were opportunities for student involvement.

Primary/Elementary

- Basketball
- Canteen
- Choir
- Competitive Gymnastics
- Cross-Country Running
- Guitar Club
- Play For Fun
- PN Unplugged
- Pre-Competitive Gymnastics
- Recreational Gymnastics
- Recycling





Junior High/Senior High

- Art Club
- Badminton
- Ball Hockey
 - Sr. Boys'
 - Sr. Girls'
- Basketball
- Bus Monitors
- Canteen
- Choir
- Cross-Country Running
- Graduation Committee
- Gymnastics
 - Recreational
 - Pre-Competitive
 - Competitive
- Mental Health Wellness Day
- NLESD Math League
- Peer Tutoring
- Public Speaking
- Recycling
- Red Cross
- Social Justice Club
- Softball
 - Boys'
 - Girls'
- Sound Crew
- Spelling Bee
- Student Council
- Tutoring for Tuition
- Volleyball
- Work Crew
- Yearbook



Partnerships With External Activities, Initiatives, and Agencies

- Alexander Bay Lions Club Crime Stoppers
- Andy Thibideau “Share Your Care” Program
- Association for New Canadians
- Bonavista Bay Search & Rescue
- Canadian Medicine Hall of Fame's

Discovery Day

- Central Health, Mental Health & Addictions
- CNA Enactus
- Coastal Connections Ltd.
- Conservation Corps NL
- Duke of Edinburgh
- Encounters With Canada
- Fisheries and Oceans Canada
- Glovertown Fire Department
- HAVE Walk for Water
- Habitat for Humanity
- International Dance Day
- Kids Eat Smart Breakfast Program

- Kiwanis
- Let's Talk Science Challenge
- MADD Canada School Assembly Program
- Newfoundland Power
- NLESD Coding Day
- NLTA Janeway Day for Schools
- Parks Canada, Terra Nova national Park
- Participation Nation events
- Play for Fun program for ages 4-6
- Play and Learn Week
- PN High Five Leadership Course
- Read With Me
- Robert Hampson Tabs for Kids Fund
- Roots of Empathy program
- Royal Canadian Legion
- Salvation Army Food Bank
- Scholastic Book Fair
- School Milk Foundation NL
- SchoolStock
- Sprockids
- Terry Fox Walk
- Walk for Humanity
- Walmart "Plastic Bag Grab" challenge



Glovertown Academy's extracurricular program was particularly active in 2017-2018. We were involved in the following events;



- SSNL Girls' Slo-Pitch Central East Regional Qualifier, gold medal
- SSNL Girls' 3A Slo-Pitch Provincial Tournament, gold medal
- SSNL Boys' Slo-Pitch Provincial Tournament (Host)
- SSNL Participation Nation 'Trek Terra Nova 2016' Annual Wilderness Adventure Race
- Peter's River Raid Race
- SSNL Participation Nation Track and Field
- SSNL Cross Country Regionals
- SSNL Cross Country Provincials (Junior Girls 3rd, Jenni Simpson 2nd overall)
- Ontario Junior Elite Championships
- Newfoundland & Labrador Winter Games Female Ice Hockey (4th)
- Newfoundland & Labrador Winter Games Skiing (5th)
- Newfoundland & Labrador Winter Games Badminton, bronze medal
- Lion's Region A Speakout (Heidi Simpson, 1st place)
- SSNL Boys' 2A Basketball Regional Tournament, silver medal
- SSNL Boys' 3A Ball Hockey Central East 3A Regional Qualifier, gold medal
- SSNL Provincial High School Badminton Championship. Girls' Singles (gold)
- SSNL Provincial High School Badminton Championship. Girls' Doubles (silver)
- SSNL Provincial High School Badminton Championship. Boys' Singles (bronze)
- SSNL Provincial High School Badminton Championship. Boys' Doubles (silver)
- SSNL Provincial High School Badminton Championship. Mixed Doubles (silver)
- SSNL Provincial High School Badminton Championship. Team (bronze)
- Gymnastics Newfoundland and Labrador Provincial Championships.
- SSNL Girls' Ball Hockey 3A Regional Qualifier, gold medal
- SSNL Girls' Ball Hockey Provincial Championships, bronze medal

Our involvement in a number of SSNL events, hosting tournaments, and the winnings of our team members resulted in Glovertown Academy reaching the **Gold STAR** level and receiving a banner.



Other Partnerships

Glovertown Academy built partnerships with several other businesses, organizations, and groups. Through donations, gifts in kind, and presentations, these groups have contributed to the success of our school and to the progress of our school development plan.

- Alexander Bay Lion's Club
- EastGlo Castle Building Supplies
- Glovertown and Area Food Bank
- Glovertown Fire Department
- Glovertown Foodland
- Glovertown Gardens
- Glovertown Public Library
- Glovertown RCMP detachment
- House of Diamonds
- MMSB recycling program
- MUN
- Oram Group of Companies
- Royal Canadian Legion
- Terra Nova National Park
- Town of Glovertown
- Town of Traytown



Special Initiatives

To fund our extensive programming, we have a very successful recycling program, an extra-curricular activity fundraiser, and Christmas Craft Fair. All proceeds from our recycling go into enhancing our school programs by providing lower cost field trips and additional teaching aids.

Our extra-curricular fundraiser is used to support our extra-curricular programming in the high school, while the Christmas Craft Fair funds special projects and extra-curriculars in the primary/elementary.





Internal Assessment Data

(synthesis of report card data to report trends)

Grade 7 – One course resulted in a 77% pass rate. All other courses ranged between 79-100% pass rates.

Grade 8 – Two courses reported 73 and 75% pass rates; the remainder ranged between 83-100% pass rate.

Grade 9 – All courses reported 86+% pass rates.

In Levels I, II, III, three courses were identified that resulted in pass rates between 60-70%.

Courses with low pass rates are areas of focus for us for the coming school year. Additionally, in a comparison of Glovertown Academy course averages with that of the province, 37 of the 83 courses offered scored close to or above the provincial average.

In our *Performance Measurement Framework*, the results of student and family surveys revealed the following;

- Students experience a safe, caring, and inclusive school environment
Compared to the previous year, in 2017-18, a greater percentage of students and families felt a positive climate. At the same time, only a little more than half of the students and families reported feeling safe at school.
- The education system is responsive to students' strengths and needs
Both student engagement and teacher expectations were reported as being higher or near that of the provincial average, and higher than the previous year.



What do these results tell us?

In 2017, Glovertown Academy adopted an evaluation policy which implemented mark-reduction for late assignments. While we recognize that mark-reduction had a lowering effect on class averages, its impact on motivating students to pass assignments in on time was beginning to make a positive difference.

Anecdotally, students had reported difficulties at post-secondary with adhering to deadlines. To encourage students to complete work in a timely manner, we felt our students would benefit from a rigorous Assessment and Evaluation Policy. This would encompass these areas of need;

1. Assessments completed punctually give students opportunities to **correct misconceptions** before summative assessment occurs.
2. Adhering to deadlines **reduces student stress**.
3. Forming a habit of deadline adherence promotes a **lifelong positive skill** for post-high school.

We will continue with this policy for 2018-2019. In response to last year's data, we will implement procedures which will monitor students who are experiencing mark-reduction, and put a plan in place to ameliorate this issue.



School Development Plan 2017-18

Goal 1: To continue to improve student achievement across the curriculum within an inclusive and collaborative environment.

Objective 1.1

Enhance collaborative structures within school and across divisions

Strategies:

- 1.1.1 Engage in formal divisional/subject-based collaborative planning.
- 1.1.2 Initiate partnerships with neighboring schools for collaboration on instruction and assessment
- 1.1.3 Maintain common prep periods for divisional meetings and planning teams
- 1.1.4 Enhance effectiveness of Primary and Elementary divisional meetings
- 1.1.5 Analyze student achievement data and other relevant data to create divisional SMART Goals

Objective 1.2:

Enhance instructional strategies and practices in the areas of numeracy and literacy

Strategies:

- 1.2.1
 - K-6 – identify common pieces for assessment and time frames according to the Provincial Literacy Framework
 - utilize specific instructional strategies to enhance the development of skills in Mathematics
 - 7-12 - implement instructional strategies consistent with ELA and Mathematics curriculum guides
- 1.2.2 K-12 Enhance consistent implementation of Service Delivery Model
- 1.2.3 K-12 - Utilize technology to better meet all learner needs
- 1.2.4 7-12 Provide staff with PD opportunities related to student motivation
- 1.2.5 7-12 Consistently communicate the school's expectations related to academic achievement to all members of the school community

Objective 1.3:

Enhance assessment strategies and practices which are applied within school and across grade level

Strategies:

- K-6
- 1.3.1 Identify Assessment Tools to use with Provincial Assessment Framework and report on a regular basis
- 1.3.2 Use BAS to analyze student reading behavior to guide small-whole group/individualized instruction
- 7-12
- 1.3.4 Implement a variety of instructional strategies to meet the needs of all learners.
- 1.3.5 Provide opportunities for professional development related to differentiated instruction and assessment
- 1.3.6 Enhance program integration across the curriculum (i.e., technology, fine-arts)

Objective 1.4

Enhance school-wide structures to respond to academically at-risk students

Strategies:

- 1.4.1 Continue with use of current data analysis practices (i.e. Birds Eye View, divisional data analysis) to identify academically at risk students
- 1.4.2 Initiate a process for staff to regularly and consistently review students “at-risk” and share interventions
- 1.4.3 Implement a process to ensure “at-risk” students are identified when transitioning between grades and divisions



Indicators of Success:

- 1.1.1 Agenda and minutes of meetings
- 1.1.2 Scheduled common prep periods on all teachers schedules
- 1.1.3 Established agendas with structured meeting goals and minutes of meeting
- 1.1.4 Areas of concern identified for each division and SMART GOALS introduced

Indicators of Success:

- 1.2.1 K-6 Common pieces for assessment according to the Provincial Literacy Framework are identified
 - K-6 Specific instructional strategies to enhance the development of Mathematics are utilized
 - 7-12 instructional strategies consistent with ELA and Mathematics curriculum guides are implemented
- 1.2.2 Continued implementation/awareness of Service Delivery Model
- 1.2.3 Continued development and knowledge of technology to better meet all learner needs
- 1.2.4 7-12 Provided staff with PD opportunities related to student motivation
- 1.2.5 7-12 School's expectations related to academic achievement regularly communicated to all members of the school community

Indicators of Success:

- 1.3.1 Assessment Tools identified for Provincial Assessment Framework pieces
- 1.3.2 Continued use of BAS to guide instruction / support guided small-whole group/individualized instruction
- 1.3.3 Enhanced understanding of K-6 report card indicators 7-12
- 1.3.4 Continued implementation of assessment and evaluation practices which align with NLESD 7-12 course descriptors
- 1.3.5 Professional development on differentiated instruction and assessment provided
- 1.3.6 Enhance program integration across the curriculum (i.e., technology, fine-arts)

Indicators of Success:

- 1.4.1, 1.4.2 Agendas and minutes of meetings, completed BEV reports, records of interventions and copies of divisional team's SMART Goal planning templates completed
- 1.4.3 Collaboration and discussion of transitioning students occurring

Goal 2: To promote wellness, communication and collaboration in a safe and caring school community.

Objective 2.1

Continue to monitor a comprehensive Safe and Caring Schools Policy in a consistent manner

Strategies:

- 2.1.1 Continue with Safe and Caring School Team
- 2.1.2 Continue to review and revise school SCS Policy to align with provincial SCS policy
- 2.1.3 Review, revise, communicate and consistently implement PBS
- 2.1.4 Continue to implement Review 360 for documentation of behavior incidents

Indicators of Success:

- 2.1.1 Team continues to meet. Copies of meeting agendas and minutes
- 2.1.2 Copy of updated Glovertown Academy SCS Policy
- 2.1.3 PBS Program is revised to maintain enthusiasm and consistent expectations for all students/staff
- 2.1.4 Record of incidents documented through Review 360

Objective 2.2:

Enhance our school climate to promote mutual respect

Strategies:

- 2.2.1 Continue to provide opportunities for celebration: special assemblies, celebrate student successes on PA/Broadcast System, monthly school newsletter, social media
- 2.2.2 Continue to promote school wide activities to create a respectful and caring learning environment in conjunction with PBS Program
- 2.2.3 Utilize district developed resources to further support digital citizenship and online safety

Indicators of Success:

- 2.2.1 Student successes are celebrated
- 2.2.2 Respect enhanced through PBS Program
- 2.2.3 Digital Citizenship resources used to support online safety

Objective 2.3:

Increase involvement in activities that enhance social, physical and mental wellness for all

Strategies:

- 2.3.1 Continue School Spirit Squad and Student Council
- 2.3.2 Follow the MindUp curriculum and other activities to promote student wellness and healthy living
- 2.3.3 Bi-monthly event(s)/presentation(s) which focuses on enhance social, physical and mental wellness.

Indicators of Success:

- 2.3.1 School Spirit Committee and Student Council established
- 2.3.2 Continued elementary lunch time activities
- 2.3.3 Bi-monthly event(s)/presentation(s) planned



Actions for Change 2018-19



Goal 1: To continue to improve student achievement across the curriculum within an inclusive and collaborative environment.

Objective 1.1
Implement the philosophy of Universal Design for Learning (UDL)

Objective 1.2:
Implement a Responsive Teaching and Learning Policy in response to the learning needs of all students

Objective 1.3:

Objective 1.4
Enhance school-wide structures to respond to academically and emotionally at-risk students



School Development Plan 2018-2019



Goal 1: To continue to improve student achievement across the curriculum within an inclusive and collaborative environment.

Objective 1.1

To foster a *culture of learning* through promotion of professional learning communities with a focus on learning informed by a collaborative analysis of evidence of student learning.

Objective 1.2:

Enhance instructional strategies and practices in the areas of numeracy and literacy

Objective 1.3:

Enhance assessment strategies and practices which are applied within school and across grade level

Objective 1.4

Enhance school-wide structures to respond to academically at-risk students





Strategies:

1.1.1: Collaboratively analyze data to inform responsive teaching and learning to improve student achievement

1.1.2: Increase the response to students experiencing learning difficulty to improve academic graduation rate.

1.1.3 Write subject/strand specific SMART action plans to address identified instructional/student learning needs gathered from the data.

1.1.4 Continue partnerships with neighboring schools for collaboration on instruction and assessment

1.1.5 Maintain common prep periods for divisional meetings and planning teams

Strategies:

1.2.1
● K-6 –use the common assessments in the new assessment portfolio according to the Provincial Literacy Framework

- utilize specific instructional strategies to enhance the development of skills in Mathematics

● 7-12 - implement instructional strategies consistent with ELA and Mathematics curriculum guides

1.2.2 K-6 implement the Responsive Teaching and Learning Policy

1.2.3 K-12 - Utilize technology to better meet all learner needs

1.2.4 7-12 Provide staff with PD opportunities related to student motivation

1.2.5 7-12 Consistently communicate the school’s expectations related to academic achievement to all members of the school community

Strategies:

K-6

1.3.1 Identify Assessment Tools to use with Provincial Assessment Framework and report on a regular basis

1.3.2 Use BAS to analyze student reading behaviors to guide small-group/individualized instruction, and targeted or intensive interventions

1.3.4 Implement a variety of instructional strategies to meet the needs of all learners.

1.3.5 Provide opportunities for professional development related to differentiated instruction and assessment

1.3.6 Enhance program integration across the curriculum (i.e., technology, fine-arts)

Strategies:

1.4.1 Continue with use of current data analysis practices (i.e. Birds Eye View, divisional data analysis) to identify academically at risk students

1.4.2 Initiate a process for staff to regularly and consistently review students “at-risk” and share interventions

1.4.3 Initiate the transitioning protocol in the Responsive Teaching and Learning Policy



Goal 2: To promote wellness, communication and collaboration in a safe and caring school community.

Objective 2.1

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Indicators of Success:

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