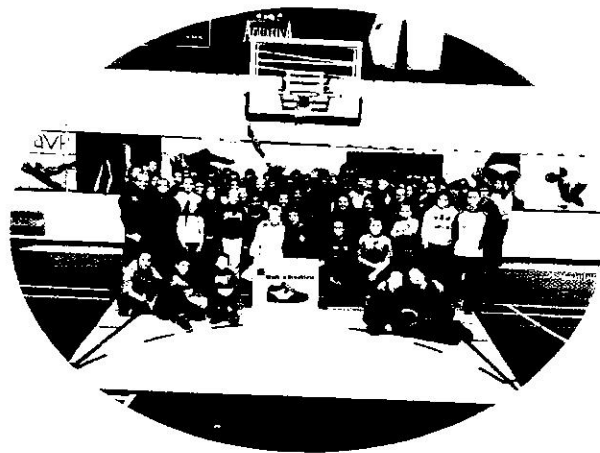


St. Lawrence Academy

School Development Report
2018-2019



St. Lawrence Academy
School Development Report
2018-2019



St. Lawrence Academy
101 Main Street
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St. Lawrence, NL
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Vision

St. Lawrence Academy is committed to providing a safe and inclusive environment which promotes student achievement and life-long learning through collaboration and wellness.

Mission

St. Lawrence Academy fosters a safe and caring school environment for teaching and learning where effective communication and leadership from all stakeholders promotes student achievement and lifelong learning.

Message from Administration

The Annual School Development Report provides an overview of St. Lawrence Academy as it relates to student achievement, curricular and co-curricular activities and the overall school community.

In the fall of 2018, teachers and administrators at St. Lawrence Academy, through a collaborative effort, analyzed school data and reviewed the school development plan and developed a strategic plan to address the needs of our students.

The plans focuses on two major goals, namely 1) to increase student achievement and 2) to create and maintain a school culture that fosters a safe, healthy, caring, socially just learning environment.

The overall plan focuses on a safe, active and inclusive school environment where students and teachers are encouraged to use a variety of technologies in their classrooms to engage in critical thinking activities and to promote creativity. A collaborative effort for successful learning is promoted.

We appreciate the support of our school community in the implementation of our development plan and acknowledge all who contribute to its success.

Sincerely,

Dawn Brushett

Dawn Brushett

Principal

Thelma Roul-Barry

Thelma Roul-Barry

Assistant Principal

Key Highlights

Overview of School

St. Lawrence Academy is a K – 12 school located on the Burin Peninsula. It has a population of 169 students with single grades in all sections.

There is no multi-age or multi-grade configuration. There are 18 teaching staff which includes 2.25 units for special services and a ½ time guidance counselor. We receive the services of a speech language pathologist and a board psychologist.

St. Lawrence Academy serves the communities of St. Lawrence and Little St. Lawrence.

School Council

Our School Council was up and running during 2018 – 2019 as we were able to recruit enough members to form an operational council.

Members of the council included Lorelei Slaney – Chair, Frank Lambe – Co-Chair, Rodney Slaney, Craig Hutchings – Parent Rep., Emma Curtis – Community Rep., Cynthia Hodge, Thelma Barry – Administrator / Teacher Rep., and Dawn Brushett – Administrator.

Meetings were held regularly and our council were active in our school community throughout the year during special events, as well as in their roles as council members. The School Development Plan and School Data were shared and discussed with members in the Fall. It is hoped that the school council will continue to be viable and that they will be actively involved in the school development plan on a go forward basis as it relates to the various aspects of the School Development process.

Guidance Report

Tutoring for Tuition (TFT) program

The TFT program is a program where high school students tutor other students from grade 4 to grade 12 in various subject areas. High school students get the opportunity to earn a

tuition voucher towards their post secondary education while other students receive free tutoring during lunch hour. This is a great program that allows students to get extra help while the tutors are gaining valuable leadership and teaching skills.

Mental Health Day

This is an annual school wide event that focuses on the social/emotional development of students and staff. In cooperation with outside agencies such as the Burin Peninsula Voice Against Violence coalition and Mental Health and Addictions department of Eastern Health as well as the Safe and Caring schools itinerant from NLESD, the guidance counsellor, teachers, and students participate in various sessions that foster self-awareness, acceptance of diversity, self-expression and coping skills. Students have the opportunity to learn about mental health and mental illnesses and begin to develop a deeper understanding and acceptance of themselves and others.

Lunch Bunch

This inclusive group, facilitated by the guidance counsellor and another teacher, was formed to create a safe place for students to meet once a week, to eat lunch together and to discuss topics of their choice. Topics such as self-esteem, gender and sexuality, and dealing with social situations were addressed. This group was also helpful for the guidance counsellor to build valuable relationships with students who felt like they did not have a place or purpose within the school. As most members identified within the LGBTQ2 community, a GSA was naturally formed as a result.

PRIDE Day

Jr. High students from the Lunch Bunch, in collaboration with the guidance counsellor, facilitated an afternoon of activities for K-6 students focusing on the celebration of diversity and the origin of PRIDE celebrations. Informational displays were created by the students for all parents and staff to see and the PRIDE flag was flown outside the school. The school also showed their support by including a "Dress in your PRIDE rainbow colours" into the spirit week. The students also wrote a letter to the Town of St. Lawrence requesting a PRIDE/rainbow crosswalk or other form of support from the community.

Senior Prom

The graduating class of 2018 – 19 held its senior prom on Friday May 3, 2019. Family and friends of the graduates gathered at St. Thomas Aquinas Church for an ecumenical service which was followed by a supper catered by Nanny B's Restaurant.

Students donned their graduation gowns and hats and performed a Grand March followed by a mock diploma presentation. There were a total of 11 graduates and the theme for this year's prom was "The Future Belongs to Those Who Believe in the Beauty of Their Dreams".

The night concluded with a dance for graduates, family, and guests. This night was a great success thanks to the hard work of our students, staff, parents, and community.

SLA Physical Education Activities

St. Lawrence Academy has once again achieved an impressive year in terms of promoting student's involvement in activities that aim to benefit physical, mental and social health. The following summary will outline the continued efforts and directives of the school's physical education programs, extra-curricular programs and special events that all aim to promote a healthy and active lifestyle. We understand the benefits associated with our students and staff having good overall health include everything from their mental well-being to their social aptitude within the school and community setting.

St. Lawrence Academy provides a physical education program that promotes physical literacy, enthusiasm for activity and health and personal improvement as a result of motivated effort. The primary PE programs focus on fundamental movement skills, social responsibility, increasing vigorous aerobic activity and the overall enjoyment for students. It's essential to create a program at this stage that ingrains the idea that physical activity is fun and worthwhile before students progress to later grades and more challenging skill development. The elementary PE program aims to continually develop movement skills and an understanding of physical literacy while preparing students for the more competitive and demanding outcomes involved with the junior high program. Elementary students are

also encouraged to begin creating their own physical activity opportunities and self-motivation in terms of being physically active. SLA's physical education teacher takes any and all opportunities to increase the amount of time students have in a physical activity setting. The participation and, more importantly, enthusiastic participation of students is at a very high percentage as the programs aims to allow all students to excel within their own aptitudes and limitations.

The Junior high PE program challenges students to learn the basic skills associated with a wide variety of physical activity pursuits. It also aims to help students understand *how* to learn and develop physical skills. These are guided by the curriculum and involve categories such as cooperative games, court and field sports, outdoor activities, racket and net sports, culturally significant physical activities, rhythmic activities and alternative activities. Students are expected and encouraged to make personal improvement their main goal for each year, term, month, week and on a class to class basis. There is also a big social responsibility component that encourages students to help others, adjust their behaviour in relation to others and develop a greater understanding through peer support and teaching. As students progress through grades 7-9 the PE program aims to challenge them with new drills, strategies and concepts that help them develop as physically literate students.

The Sr. High PE program aims to build on the junior high program with the end goal of creating young adults who will leave St. Lawrence Academy with the skills and understanding of a wide variety of activities to promote a life-long physically active and healthy lifestyle. There is more opportunity for development with peers that have similar abilities and creating a diverse program that attempts to help a wide range of students understand their own path to health.

The PE program, in cooperation with the community, also provides opportunities for physical activities outside of the school setting. These included local hikes, curling, skiing, field trips to a local recreation centre, and the use of community facilities such as the soccer fields.

St. Lawrence Academy also offers a wide range of extracurricular activities to students. Working from the lower grades up to senior high, here is a summated list of the programs that were offered through the 2017-2018 school year:

- Lunch time sports for grades 2 and 3, all year once a week.
- Lunch time sports for grades 4/5/6, all year once a week.
- Lunchtime sports for girls in grades 5-8, once a week, all year.
- Lunchtime badminton practices for grades 7-12, once a week, half the year.
- Lunchtime volleyball practices for grades 7-12, once a week, half the year.
- Lunchtime fitness program for grades 9-12, 2-3 times a week, all year
- Lunchtime sports for boys in grades 5-8, once a week, all year
- Elementary cross country running: Grades 3-6, fall of the year.
- Sr High Sports Teams, Male and Female (open tryouts from grades 7-12). These generally involve 1-4 months of practices, training, and competitions.
 - Cross country running
 - Softball
 - Outdoor Soccer
 - Indoor Soccer
 - Volleyball
 - Basketball
 - Badminton
 - Ball Hockey

St. Lawrence Academy also understands the importance of modeling positive physical activities so we strive to host as many school sports events as possible. This year we hosted roughly five female regional sports events, four male regional sports events, as well as four major provincials (male outdoor soccer, male and female indoor soccer, and girls ball hockey). These major tournaments bring hundreds of athletes and coaches to our school and community from around the province and create higher levels of interest and

motivation for younger students. St. Lawrence also won 3 provincial sports banners this year (girls 2A soccer, boys and girls 3A indoor soccer), while having high ranking finishes in girls basketball (3rd), girls ball hockey (2nd), and boys ball hockey (3rd). Thanks to our dedicated coaches, parents, administration and students our school continues to be an exemplary athletics organization.

St. Lawrence Academy also organizes a number of 'special events' that centre around physical education and promoting health. This past year we organized the following events:

- **A Cancer Awareness event:** This was the 3rd annual event that was inspired by a group of elementary students. It involved an afternoon of physical activity and education around cancer awareness.
- **Annual walk to breakfast:** As part of a fundraiser for our breakfast program (very essential to our students health and well-being), an hour long walk around our community.
- **A Heart and Stroke Skipping Event:** This was another fundraiser for the H&S foundation, our 5th year in row. It too involved an afternoon of physical activity, fitness and fun while also raising money for a good cause.
- **Anti-bullying Presentation** for junior/senior high. This was organized and presented by our Phys Ed teacher and although not directly related to physical activity, the importance of removing any and all bullying from the school setting is essential to mental and social health and also leads to increased participation in physical activities.
- **2 SLA Sports Days:** One day for Grades 4/5/6, and another for grades K-3 that included a scenic walk in Chambers Cove, organized events on our soccer field and at our communities rec centre.
- **Hikes up the Cape Trail:** Students in grades 7-12 were given the opportunity to hike our highest mountain in the local area.
- **SLA mental Health Day** - Organized by our guidance counselor, this was a full day of wonderful mental health activities for grades K-12. There were physical health, mental health and social health related activities tied into the event.

St. Lawrence Academy also implements the following programs that help physical, mental and social health within our school:

- A breakfast program (run throughout the year, almost every morning).
- Regular safe and caring school initiatives: Parking lot and bus monitoring, rules and regulations aimed at reducing bullying, locked/secure doors and general safety promotion within the school.

In summary, St. Lawrence Academy's staff, parents, coaches, administration, and community leaders all work together to provide as many opportunities as possible for students of all ages to improve their overall health and well-being. We fully understand and appreciate that students who are not healthy, feeling safe or who are mentally distressed cannot reach their full potential. Our programs and initiatives help to provide a school that is welcoming, productive and aims to produce students who continue to live healthy lives once they leave the education system.

Math Department

Last year at St. Lawrence Academy we competed in both the Junior and Senior High Burin Peninsula math leagues. Our school performed very well. The senior high math team participated on a full day session run at MCHS in an effort to increase school participation. They completed 3 full competitions with MCHS winning overall. The junior high teams travelled to Pearce Junior High in Burin to compete against two other schools. They performed very well.

We also competed in the Canadian mathematics competitions which are competitions written in school during class time. Students in grades 7 – 11 completed the Gauss, Fermat, Caley and Pascal competitions. The students performed very well and certificates of distinction were presented at our year end assembly last June.

Math Day was held in March. We had a full afternoon of fun math activities. The school was broken into teams with grades k-6 being combined and 7-12 combined. Activities were

arranged based on grade level. Some of our Junior/Senior high math league students were volunteers in the K-6 activities and that helped the day run very smoothly.

Homework Haven was also available to all students in grades 7-12 who were experiencing trouble with mathematics (or any other subject area). It ran Monday- Thursday from 3:00-4:00 pm. Many students used this time to complete homework or get extra help before tests. This Homework Haven was established with the goal of improving students overall achievement in mathematics.

Science Department

There was a lot of science activity throughout the 2018-2019 school year at St. Lawrence Academy.

Our students also participated in a science challenge hosted by Marystown Central High and The College of the North Atlantic. During this competition our students participated against thirty teams from other schools throughout the district and were awarded points based on their science skills and success in each challenge. They identified various minerals and ores , performed titrations to calculate the concentration of various solutions, dissected rats, used a list of given materials to construct a race car and performed qualitative analysis to identify unknown chemicals.

Besides visitors and competitions, our students were also very busy completing core lab requirements for Junior High Science, Senior High Chemistry and Biology.

Breakfast Program

Thanks to our volunteers and financial support from Kids Eat Smart, St. Lawrence Academy implemented the breakfast program 5 days a week during the 2018 – 2019 School Year.

The daily menu included toast and juice which was supplemented with yogurt and fruit. There were several pancake days throughout the year and a school community breakfast was held on June 27th to thank those who supported our school throughout the year.

The breakfast program is open to all students and it provides an opportunity for socialization and a healthy breakfast to begin their day. There is a high participation rate in the program.

Community/School Relationships

The school and community continued to collaborate on several school and community activities including visits to the seniors manor, parents cooking Christmas dinner for students and staff, donations from the community to support school events such as provincial tournaments, Halloween Fair, awards nights, church services to celebrate and commemorate significant community events, our annual Walk To Breakfast and numerous other activities on an ongoing basis. We at SLA are fortunate to have a supportive community in all aspects of student development.

School Description

2018-2019

School Description Report



School Description Report 2018-19

NESD - Central Region

#228 - St. Lawrence Academy, St. Lawrence

Classification: Rural
Offers Distance Education: Yes

Grades: K-12 Number of Grades: 13

Enrolment By Age and Gender

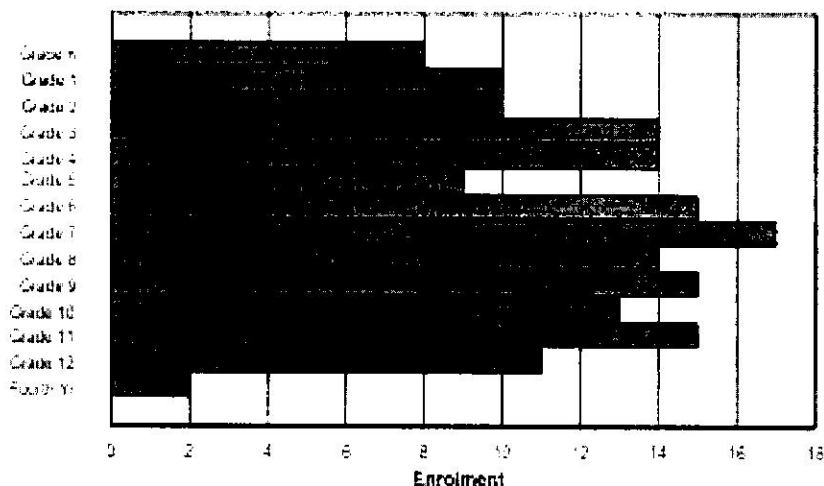
Gender	Age																	Total
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+		
Male	5	4	4	7	7	8	7	8	11	10	7	9	6	4	0	0	97	
Female	3	5	7	7	7	1	8	9	3	5	5	6	3	1	0	0	70	
Total	8	9	11	14	14	9	15	17	14	15	12	15	9	5	0	0	167	

Enrolment By Grade and Gender

Gender	Grade														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	4th Yr	
Male	5	4	4	7	7	9	7	9	11	10	8	9	8	1	97
Female	2	6	6	7	7	1	8	8	3	5	2	6	3	1	70
Total	8	10	10	14	14	9	15	17	14	15	12	15	11	2	167

Enrolment By Grade

For 228 - St. Lawrence Academy, St. Lawrence





SCHOOL		Potential	Graduates	Non-Graduates	Graduates	Honours	Honours	Academic	Academic	General	General
PROVINCE		4,617	4,377	240	94.80	1,623	37.08	1,642	37.51	1,112	25.41
NLESD	LABRADOR	204	192	12	94.12	52	27.08	63	32.81	77	40.10
NLESD	WESTERN	882	857	25	97.17	288	33.61	300	35.01	269	31.39
NLESD	CENTRAL	1,103	1,058	45	95.92	375	35.44	373	35.26	310	29.30
NLESD	AVALON	2,309	2,163	146	93.68	884	40.87	863	39.90	416	19.23
CSFP		10	10	0	100.00	4	40.00	5	50.00	1	10.00
PRIVATE		83	75	8	90.36	18	24.00	32	42.67	25	33.33
INDIGENOUS		25	21	4	84.00	2	9.52	5	23.81	14	66.67
NL YOUTH CENTRE		1	1	0	100.00	0	0.00	1	100.00	0	0.00
CENTRAL	St. Lawrence	10	10	0	60.00	1	16.67	4	66.67	1	16.67

School	Potential	Graduates	Non-Graduates	Graduates	Honours	Honours	Academic	Academic	General	General
Jun-17										
Province	4,661	4,349	312	94.3	1,520	35.0	1,081	38.9	1,138	26.2
Central	935	889	46	95.7	273	34.2	283	35.4	243	30.4
St. Lawrence	14	14	0	100.0	5	35.7	4	28.6	5	35.7

School	Potential	Graduates	Non-Graduates	Graduates	Honours	Honours	Academic	Academic	General	General
Jun-18										
Province	4,783	4,575	218	95.45	1,526	33.38	1,800	39.34	1,249	27.30
Central	1,182	1,150	32	97.29	401	34.87	418	38.35	331	28.78
St. Lawrence	9	8	1	88.89	1	12.50	5	62.50	2	25.00

School	Potential	Graduates	Non-Graduates	Graduates	Honours	Honours	Academic	Academic	General	General
Jun-19										
Province	4,617	4,377	240	94.80	1,623	37.08	1,642	37.51	1,112	25.41
Central	1,103	1,058	45	95.92	375	35.44	373	35.26	310	29.30
St. Lawrence	10	10	0	60.00	1	16.67	4	66.67	1	16.67

Assessment Data

2018-2019

School Description Report



School Description Report 2018-19

NLESD - Central Region

#228 - St. Lawrence Academy, St. Lawrence

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Offers Distance Education: Yes

Grades: K-12

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Enrolment By Age and Gender

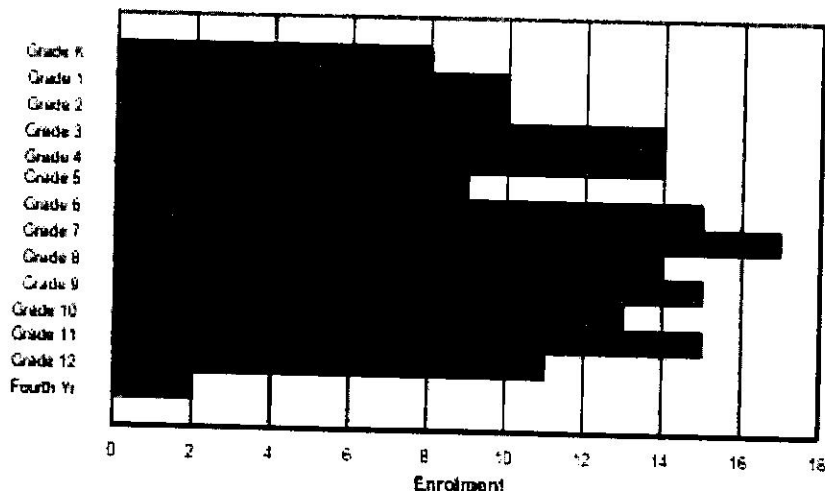
Gender	Age																	Total
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Male	5	4	4	7	7	8	7	8	11	10	7	9	6	4	0	0	97	
Female	3	5	7	7	7	1	5	9	3	5	5	6	3	1	0	0	70	
Total	8	9	11	14	14	9	15	17	14	15	12	15	9	5	0	0	167	

Enrolment By Grade and Gender

Gender	Grade															Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	4th		
Male	5	4	4	7	7	8	7	8	11	10	8	9	8	1	97	
Female	3	6	6	7	7	1	8	9	3	5	5	6	3	1	70	
Total	8	10	10	14	14	9	15	17	14	15	13	15	11	2	167	

Enrolment By Grade

For 228 - St. Lawrence Academy, St. Lawrence



	<u>Continental</u>	<u>Mid</u>	<u>Outside</u>
St. Lawrence			
Art			
Art & Design 2220	18	15	4
Enterprise Education			
Business Enterprise 1100	5	7	1
French			
French 1200	19	10	9
Technology Education			
Communications Technology 2104	6	4	2
Communications Technology 3104	6	4	2
Occupational Health and Safety 2003	21	15	6
Physical Education			
Physical Education 2100	26	18	8
Physical Education 2101	25	22	8
Social Studies			
NL Studies 2005	11	6	5
Guidance			
Career Development 2201	16	10	6
Social Studies			
Social Studies 1201	27	17	10
Mathematics			
Mathematics 1201	16	8	4
Mathematics 2201	6	2	4
Mathematics 3201	7	5	2
Science			
Science 1206	16	6	4
Biology 2201	11	5	6
Environmental Science 3205	12	10	2
English Language			
English 1201	11	8	4
English 1202	2	2	0
English 2201	13	5	3
English 2204	5	4	1
English 3201	9	6	3
English 3202	2	2	0

English 3201



Public Exam Course Results English 3201 2018-19

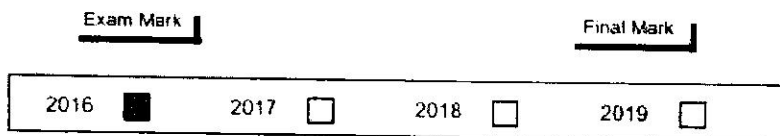
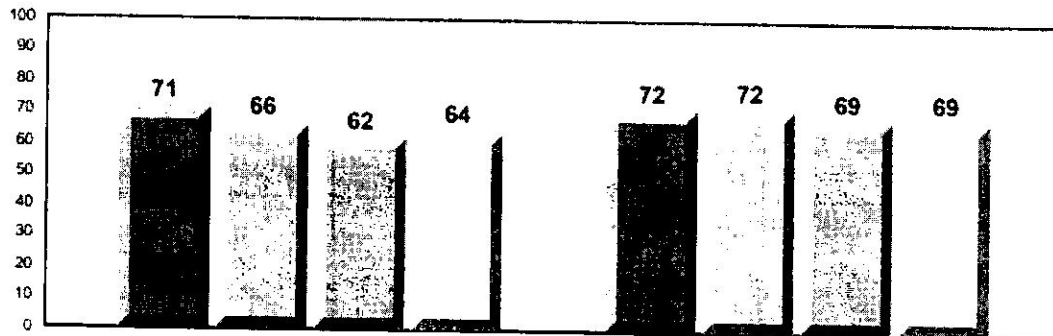
NLESD - Central Region

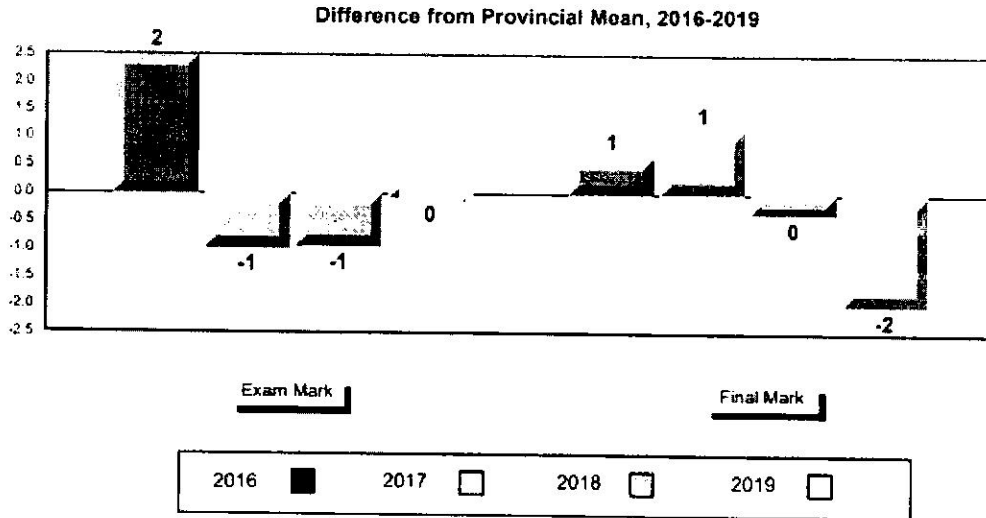
#226 - St. Lawrence Academy, St. Lawrence

Grades: K-12

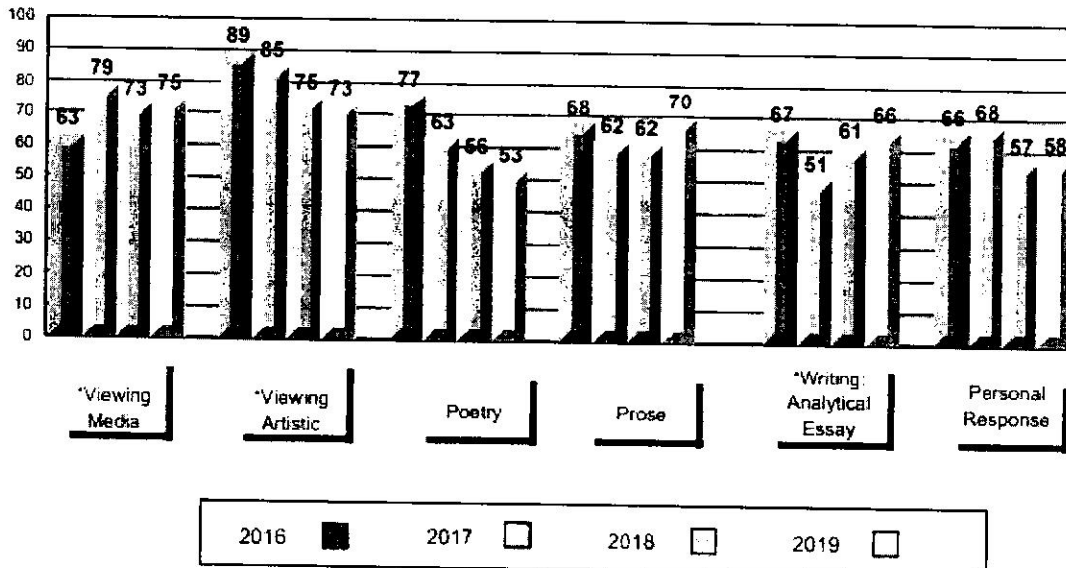
Number of Students		Public Exam Mark			Final Mark		
			School vs Region	School vs Province		School vs Region	School vs Province
English 3201	School	64.1	▼	▼	68.6	▼	▼
	Region	65.4					
	Province	64.2					
Subtest							
Viewing Media	School	74.7	▼	▲			
	Region	74.9					
	Province	73.5					
Viewing Artistic	School	73.2	▲	▲			
	Region	71.8					
	Province	70.8					
Poetry	School	53.1	▼	▼			
	Region	57.5					
	Province	57.1					
Prose	School	70.0	▼	▼			
	Region	74.2					
	Province	73.6					
Writing	School	66.4	▲	▲			
	Region	61.7					
	Province	60.7					
Personal Response	School	57.8	▼	▼			
	Region	61.8					
	Province	61.3					

Average Mark, 2016-2019





4 Year Public Exam (Subtest) Mark Trend 2016-2019



Math 3201



**Public Exam Course Results
Mathematics 3201
2018-19**

NLESD - Central Region

#228 - St. Lawrence Academy, St. Lawrence

Grades: K-12

Number of Students 7

Mathematics 3201

Subtest

Set theory

Counting Method

Probability

Rational expressions and Equations

Polynomial Functions

Exponential Functions

Logarithmic Functions

Sinusoidal Functions

Financial Mathematics: Borrowing Money

School
Region
Province

School
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Public Exam Mark

School vs Region

School vs Province

65.4
64.6
62.7

35.7
59.1
57.8

76.4
71.2
67.9

61.9
60.9
59.8

61.1
54.7
54.1

68.3
75.3
73.5

79.9
69.2
66.7

52.1
51.2
51.9

66.7
59.9
57.8

74.5
78.6
75.2

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Final Mark

School vs Region

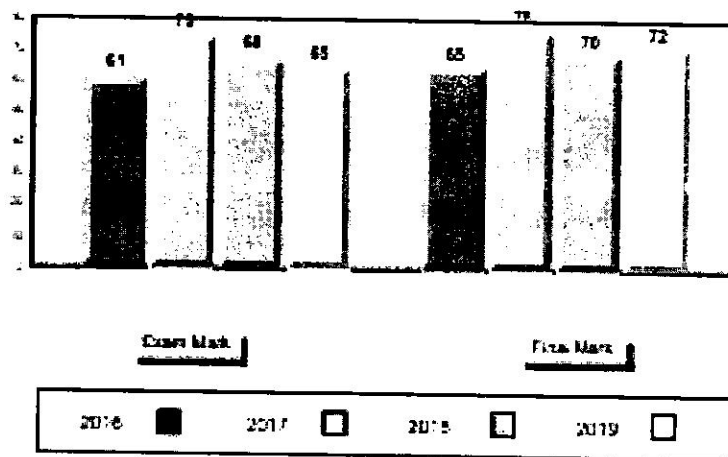
School vs Province

72.1
68.5
65.9

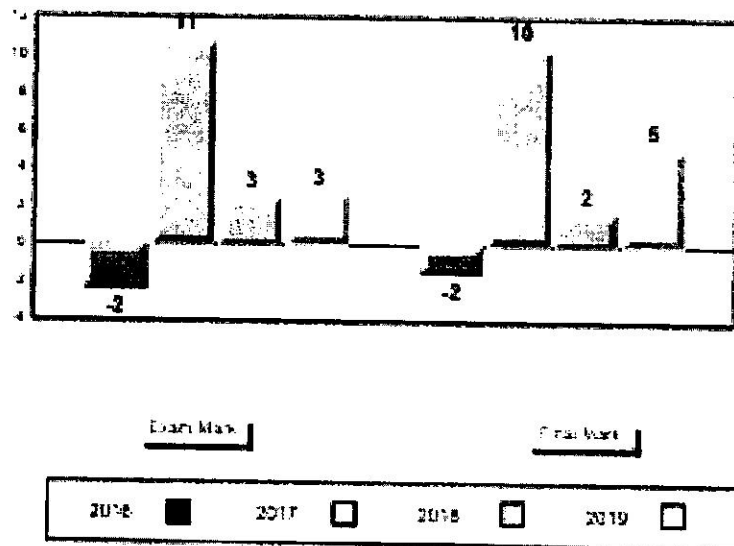
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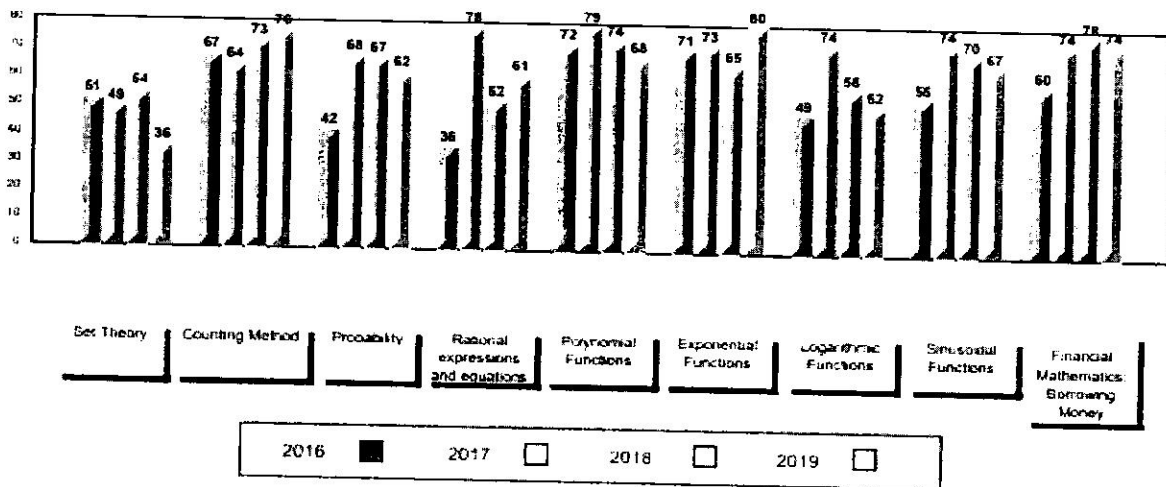
Average Mark, 2016 - 2019



Difference from Provincial Mean, 2016 - 2019



Public Exam (Subtest) Mark Trend 2016 - 2019



****Math 3200, Biology 3201, Physics 3204 and Chemistry 3202: School data with 5 or fewer students withheld for reasons of confidentiality.**

****World Geography 3202 was not offered during the 2018-2019 school year.**

School Development Plan

2018-2019

1 Year School Development Plan 2018-2019

Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.

<p>Objective 1.1: To increase the number of students attaining an academic or honors graduation status.</p> <p>1.1 (a) To improve student performance in the areas of problem solving and critical thinking through Coding</p>	<p>Objective 1.2: Improve student performance in Jr/Sr High courses</p>	<p>Objective 1.3: Improve student performance on reading assessments in K-6.</p>
<p>Strategies:</p> <p>1.1.1 Meet with parents to stress the importance of academic/honors graduation. (In junior high)</p> <p>1.1.2 Presentations by academic institutions regarding the academic requirements of their programs. (In junior high) Job Fairs.</p> <p>1.1.3 Encourage more students to take academic courses like French, Calculus and Chemistry.</p> <p>1.1.4 Acknowledgement of/incentive for academic achievement (7-12)</p> <p>1.1.5 Give students (Jr. High/Sr. High) exposure to career options – job/career field trips</p> <p>1.1.6 Code Clubs created for K-3, 4-6 and 7-12</p>	<p>Strategies:</p> <p>1.2.1 Data Analysis day in the fall.</p> <p>1.2.2 Use of DI in classes.</p> <p>1.2.3 Increase use of technology in class.</p> <p>1.2.4 Mini marking board for teachers of public exam courses.</p> <p>1.2.5 Homework Haven</p> <p>1.2.6 Celebration Days based on curriculum content.</p> <p>1.2.7 Improve student attendance (K-12)</p> <p>1.2.8 Implement performance alert form as a communication tool to keep parents informed</p>	<p>Strategies:</p> <p>1.3.1 Modeling</p> <p>1.3.2 Guided Reading</p> <p>1.3.3 Provide quality reading materials</p> <p>1.3.4 Literacy blocks</p> <p>1.3.5 Build a library of resources (for teacher use)</p> <p>1.3.6 Use of DI in classes</p> <p>1.3.7 Literacy Centers</p> <p>1.3.8 RAZ Kids</p> <p>1.3.9 LLI Instruction</p> <p>1.3.10 Use buddy reading</p> <p>1.3.11 Implement Literacy Days</p>
<p>Indicators of Success:</p> <p>1.1.1 Meeting took place.</p> <p>1.1.2 Presentations took place. Gratuities for presenters</p> <p>1.1.3 Increase in numbers of students registering for these courses.</p> <p>1.1.4 Academic achievement has been acknowledged through honour roll</p>	<p>Indicators of Success:</p> <p>1.2.1 Analysis completed</p> <p>1.2.2 DI being used</p> <p>1.2.3 More technology being used.</p> <p>1.2.4 Inservice took place</p> <p>1.2.5 Mini Marking board took place</p> <p>1.2.6 Homework Haven scheduled on a daily basis.</p> <p>1.2.7 Celebration Days based on curriculum content.</p> <p>1.2.8 Less absenteeism</p> <p>1.2.9 Consistent use of Performance Alert form by teachers</p>	<p>Indicators of Success:</p> <p>1.3.1 Guided reading occurring</p> <p>1.3.2 Modeling happening</p> <p>1.3.3 Literacy blocks on the schedule</p> <p>1.3.4 DI used</p> <p>1.3.5 Literacy Centers created and used</p> <p>1.3.6 Evidence of RAZ kids being used</p> <p>1.3.9 Scheduling of LLI sessions</p> <p>1.3.9 Scheduling LLI blocks for various grade levels</p>

Goal 1. Support Plan

Financial	Professional Development/Time Required
1.1.2 Gratuities for Presenters 1.1.6 Purchase Ozobots, Makey Makey kits, 3D Printer, Scratch Resources etc. 1.2.3 Purchasing of technology such as laptops, projection units and smart boards, mini iPads. 1.3.3 Purchase reading materials to update levelled readers 1.3.8 RAZ Kids membership 1.3.9 Purchase of second LLI kit	1.2.3 PD day on technologies 1.2.4 PD day- Mini marking board 1.3.5 Locate & organize K-6 literacy resource room to house all literature resource materials 1.3.8 Teacher lead sessions on RAZ kids 1.3.9 Add literacy materials to the library resource room.

Objective 1.4: improve student performance in number operations/concepts Strategies: 1.4.1 Provide math related games 1.4.2 Make math manipulatives more accessible to students in each classroom 1.4.3 Modeling 1.4.4 DI in the classroom 1.4.5 Math Centers 1.4.6 Interactive websites 1.4.7 Home packets (Extension Activities) 1.4.7 Improve student attendance Indicators of Success: 1.4.1 Math games provided 1.4.2 Class sets of manipulatives visible & available to students 1.4.3 Modeling used 1.4.4 DI being used 1.4.5 Math Centers created and used 1.4.6 Favorites folder created of interactive websites 1.4.7 Home Packets created and used at home	Objective 1.5: Improve demand writing achievement in ELA (Prim/Jr. High) Strategies: 1.5.1 Arrange mini-marking panel 1.5.2 Devise personal writing folders/portfolios 1.5.3 Modeling and use of exemplars 1.5.4 Provide concrete experiences (Field trips etc.) 1.5.5 Individual and small group writing lessons at the grade level 1.5.6 Use technology to produce writing pieces Indicators of Success: 1.5.1 Marking panel in place 1.5.2 Personal folders/portfolios complete 1.5.3 Exemplars used in modeling lessons 1.5.4 Field trips and other trips arranged and taken 1.5.5 Assessment pieces used in other subject areas 1.5.6 Writing pieces produced using technology (IPad, Google Apps, Surface Pro...)	
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Goal 1. Support Plan

Financial	Professional Development/Time Required
1.4.1 Purchase math materials 1.5.2 Purchase writing folders/portfolios and personal dictionaries (picture dictionaries for primary) 1.5.5 Cost for bussing trips	1.1.6, 1.4.4 & 1.4.6 PD day on Google Apps, Alternate & Coding programs

Goal 2: To create and maintain a school culture that fosters a safe, healthy, caring, socially just learning environment

<p>Objective 2.1: Create and maintain a safe and caring school environment.</p>	<p>Objective 2.2: To foster positive & respectful staff relationships (student & staff)</p>	<p>Objective 2.3: Enhance and facilitate school culture</p>
<p>Strategies: 2.1.1 Bus safety program/Parking Lot Safety 2.1.2 Digital Citizenship Instruction 2.1.3 Anti-Bullying program education 2.1.4 Mental Health Awareness education/sessions for staff and students 2.1.5 Bus and parent contact/information sharing 2.1.6 Implement new Code of Conduct 2.1.7 Condense Code of Conduct to a succinct poster form (bullet form) 2.1.8 Schoolwide discipline protocol among teaching staff (ie. Review 360) 2.1.9 LGBTQ education for students 2.1.10 Designate gender neutral washrooms</p>	<p>Strategies: 2.2.1 "Go To" Teacher Training for new staff</p>	<p>Strategies: 2.3.1 Increase the number Spirit Days 2.3.2 Assemblies divided by grade level (K-6) & (7-12) 2.3.3 Good News announcements (daily) 2.3.4 Lobby Theme (Create a welcoming entrance (Special Events)) 2.3.6 Banner/posters displaying positive messages</p>
<p>Indicators of Success: 2.1.1 Use of bus safety program 2.1.2 Safety program in place and used 2.1.3 PD provided for Anti-Bullying sessions 2.1.5 Awareness about bus issues brought forward and intervention in place 2.1.6 Code of Conduct followed 2.1.7 Code of Conduct poster on display for student view 2.1.8 Discipline protocol being followed by all staff 2.1.9 Bus evacuation drills 2.1.10 Drills for fires, secure school, lock down procedures</p>	<p>Indicators of Success: 2.2.1 Student/teacher rapport system established 2.2.2 Teachers identified as "Go To Teachers" from Go To Training</p>	<p>Indicators of Success: 2.3.1 Committee in place and days planned – one theme day per month – ie. Halloween Fair for October 2.3.2 Assemblies completed (Emphasis on acknowledging positive behavior/activities) 2.3.3 Announcements done daily 2.3.4 Lobby – committees in place – 1 season for each group 2.3.5 Physical activities done 2.3.6 Display banners/posters in primary, elementary, Jr. and Sr. high areas. 2.3.7 Promote behaviors as outlined in PBS matrix.</p>
<p>Objective 2.2</p>		

<p>Strategies: 2.2.2 School wide Mental Health Awareness Days 2.2.3 Outside agencies to facilitate Mental Health Awareness sessions 2.2.4 Visual Literacy to promote positive & respectful relationships & mental health awareness. 2.2.5 Increase & make more available reading materials on mental health issues. 2.2.6 Establish a student mental health support group</p>	<p>Indicators of Success: 2.2.2 Awareness days completed 2.2.2 & 2.2.3 Student participation in awareness in increased. 2.2.4 Visual literacy visible throughout school 2.2.5 Reading materials displayed & available (magazines, brochures, etc.)</p>	
<p>Financial 2.2.3 Gratuities for outside agencies 2.2.4 Visual literacy (posters) 2.2.5 Purchase materials</p>	<p>Professional Development/Time Required 2.2.1 PD on "Go To" Teacher training 2.2.2 Planning time to explore areas of Mental Health (ie. LGBTQ, body image, social media, etc.)</p>	
Goal 2. Support Plan		
Financial	Professional Development/Time Required	
<p>2.3.4 Purchase items for the lobby and hallways. 2.3.6 Purchase posters/banners for hallways.</p>	<p>2.1.3 PD for Anti-bullying Awareness Days and Mental Health Awareness Days 2.2.1 PD day with Board personnel for Go To Training 2.1.6 & 2.1.7 PD Day to finalize and create display of Positive Behavior Supports Matrix</p>	

School Development Plan Analysis

School Development Plan Analysis

Criteria Analysis Template

Directions: Based on the analysis of the objectives, enter summary statements as either **Strengths** or a **Challenges**. Some statements may be recorded as a **Strength** and **Challenge**.

Group # 1

Objective #'s - 1.1 & 1.2

Strengths	Challenges
<p>1.1</p> <ul style="list-style-type: none"> - Success rates in junior and senior high. - Use of a variety of assessments at the junior and senior high level. <p>1.2</p> <ul style="list-style-type: none"> - Thorough data analysis completed annually. - Deeper learning, DI strategies used within the classroom. - Variety of technologies used within the classroom. 	<p>1.1</p> <ul style="list-style-type: none"> - Finding and scheduling presenters. - Time and finances needed for field trips. - PL to train teachers for coding. - Finances needed for purchasing of technologies for coding. <p>1.2</p> <ul style="list-style-type: none"> - PL - use of technologies in the classroom.

Criteria Analysis Template

Directions: Based on the analysis of the objectives, enter summary statements as either **Strengths** or a **Challenges**. Some statements may be recorded as a **Strength** and **Challenge**.

Note: If your group is responsible for more than one objective, please organize the summary statements by objective.

Group # 2

Objective #'s - 1.3 & 1.4

Strengths	Challenges
<ul style="list-style-type: none"> ● Based on last years reading results, reading levels are up in K-6 due to the strategies implemented. ● Based on last years math results, performance in number operations/ concepts is average. All strategies are being used. 	<p>1.3.4 PL for Literacy Block implementation. This has not been used in our school but we would like to start..</p> <p>1.3.11 Literacy days have not been used in the last number of years but we would like to implement them again. A challenge would be getting money to organize and put off such an event.</p> <p>Purchase the third level LLI kit.</p>

Criteria Analysis Template

Directions: Based on the analysis of the objectives, enter summary statements as either **Strengths** or a **Challenges**. Some statements may be recorded as a **Strength** and **Challenge**.

Note: If your group is responsible for more than one objective, please organize the summary statements by objective.

Group # 3

Objective #'s - 1.5 & 2.1

Strengths	Challenges
<p>1.5</p> <ul style="list-style-type: none"> - Use of portfolios, word walls, etc to enhance primary/elementary level writing. - Guided writing - Modelling <p>2.1</p> <ul style="list-style-type: none"> - PL for staff and students surrounding mental health, anti-bullying, bus safety, etc. - Posters around the school - Positive Outlook, Mental Health, etc. - Most students have good rapport with teachers. - Teachers are accommodating and available to speak with students. 	<p>1.5</p> <ul style="list-style-type: none"> - Differing writing abilities in the same classroom. - Knowledge of typing, use of the keyboard. - Ability to print from the K-6 computer lab. - Bussing limits the number of field trips available. <p>2.1</p> <ul style="list-style-type: none"> - Gender neutral washrooms - Appropriate use of cell phones (digital citizenship) - Greater awareness of LGBTQ education. - Consistency among students and staff pertaining to discipline and school policy.

Criteria Analysis Template

Directions: Based on the analysis of the objectives, enter summary statements as either **Strengths** or a **Challenges**. Some statements may be recorded as a **Strength** and **Challenge**.

Note: If your group is responsible for more than one objective, please organize the summary statements by objective.

Group # 4

Objective #'s - 2.2 & 2.3

Strengths	Challenges
<p>2.2</p> <ul style="list-style-type: none"> - Hosted a mental health awareness day - Posters displayed around the school - Mental health support group (Krista & Melissa had last year) - Good rapport between guidance and students last year <p>2.3</p> <ul style="list-style-type: none"> - Monthly assemblies - Morning announcements - Welcoming space in our lobby - Positive behaviour posters around the school 	<p>2.2</p> <ul style="list-style-type: none"> - PL for "Go To" Training - Organization of a committee to revisit/reevaluate/revamp some school policies (i.e. hats in the classroom, 7-12 students mingling in the hallway/stage/gym at recess) <p>2.3</p> <ul style="list-style-type: none"> - Time and resources for the - implementation if Spirit Groups - To increase Spirit days - aim for one day a month (pj's, school colours, etc). Nothing to take away from class time. - Student vs teacher challenge to enhance school spirit -- ie. 10 week challenge....earn points for teachers or students. - Christmas/Easter, etc. bring back student vs teacher games - Bring back the "Blues Brag Board"

School Development Plan

2019-2020

1 Year School Development Plan 2019-2020

Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.

Objective 1.1: To increase the number of students attaining an academic or honors graduation status

Objective 1.2: Improve student performance in Jr/Sr High courses

Objective 1.3: Improve student performance on reading assessments in K-6.

Strategies:

- 1.1.1 Presentations by academic institutions regarding the academic requirements of their programs. (In junior high)
- 1.1.2 Encourage more students to take academic courses like French, Calculus and Chemistry
- 1.1.3 Acknowledgement of/incentive for academic achievement (7-12)
- 1.1.4 Give students (Jr. High/Sr. High) exposure to career options (job/career field trips, job shadowing, mini job fair)
- 1.1.5 Code Clubs created for K-3, 4-6 and 7-12 to improve student performance in the areas of problem solving and critical thinking through Coding
- 1.1.6 Use of a variety of assessments to maximize student success

Strategies:

- 1.2.1 Data Analysis day in the Fall
- 1.2.2 Use of DI in classes.
- 1.2.3 Increase use of technology in class
- 1.2.4 Homework Haven
- 1.2.5 Celebration Days based on curriculum content
- 1.2.6 Improve student attendance (K-12)
- 1.2.7 Use of a variety of assessments to maximize student success

Strategies:

- 1.3.1 Modeling
- 1.3.2 Guided Reading
- 1.3.3 Provide quality reading materials
- 1.3.4 Literacy blocks
- 1.3.5 Build a library of resources (for teacher use)
- 1.3.6 Use of DI in classes
- 1.3.7 Literacy Centers
- 1.3.8 RAZ Kids
- 1.3.9 LLI Instruction
- 1.3.10 Use buddy reading
- 1.3.11 Implement Literacy Days

Indicators of Success:

- 1.1.1 Presentations took place. Parent/Student information session established
- 1.1.2 Increase in numbers of students registering for these courses
- 1.1.3 Student success/achievement has been acknowledged. (Blues Brag Board, Monthly Awards)
- 1.1.4 Career related field trips, job shadowing and/or job fair has taken place

Indicators of Success:

- 1.2.1 Analysis completed
- 1.2.2 DI being used
- 1.2.3 More technology being used
- 1.2.4 Homework Haven scheduled on a daily basis
- 1.2.5 Celebration Days have been established
- 1.2.6 Less absenteeism (monitored via PowerSchool)
- 1.2.7 Variety of assessments used

Indicators of Success:

- 1.3.1 Modeling happening
- 1.3.2 Guided reading occurring
- 1.3.4 Literacy blocks on the schedule
- 1.3.6 DI used
- 1.3.7 Literacy Centers created and used
- 1.3.8 Evidence of RAZ kids being used
- 1.3.9 Scheduling of LLI sessions. Scheduling LLI blocks for various grade levels

1.1.5 Code clubs have been established 1.1.6 Variety of assessments used		1.3.10 Implementation of buddy reading 1.3.11 Implementation of literacy days
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Goal 1. Support Plan

Financial	Professional Development/Time Required
1.1.1 Gratuities for Presenters 1.1.5 Purchase Ozobots, Makey Makey kits, 3D Printer, Scratch Resources etc. 1.2.3 Purchasing of technology such as laptops, projection units, smart boards, mini iPads. Purchasing of DI charts with supplies 1.3.3 Purchase reading materials to update levelled readers 1.3.8 RAZ Kids membership 1.3.9 Purchase of second LLI kit	1.1.5 PL - Coding 1.2.3 PL - Use of technologies 1.2.4 PD day- Mini marking board 1.3.5 Locate & organize K-6 literacy resource room to house all literature resource materials. Add literacy materials to the library resource room 1.3.8 Teacher lead sessions on RAZ kids

Objective 1.4: improve student performance in number operations/concepts	Objective 1.5: Improve demand writing achievement in ELA (Prim/Jr. High)	
Strategies: 1.4.1 Provide math related games 1.4.2 Make math manipulatives more accessible to students in each classroom 1.4.3 Modeling 1.4.4 DI in the classroom 1.4.5 Math Centers 1.4.6 Interactive websites 1.4.7 Improve student attendance	Strategies: 1.5.1 Arrange mini-marking panel 1.5.2 Devise personal writing folders/portfolios 1.5.3 Modeling and use of exemplars 1.5.4 Provide concrete experiences (Field trips etc.) 1.5.5 Individual and small group writing lessons at the grade level 1.5.6 Use technology to produce writing pieces	
Indicators of Success: 1.4.1 Math games provided 1.4.2 Class sets of manipulatives visible & available to students 1.4.3 Modeling used 1.4.4 DI being used 1.4.5 Math Centers created and used 1.4.6 Favorites folder created of interactive websites 1.4.7 Improved attendance	Indicators of Success: 1.5.1 Marking panel in place 1.5.2 Personal folders/portfolios complete 1.5.3 Exemplars used in modeling lessons 1.5.4 Field trips and other trips arranged and taken 1.5.5 Assessment pieces used in other subject areas 1.5.6 Writing pieces produced using technology (IPad, Google Apps, Surface Pro...)	

Goal 1. Support Plan

Financial	Professional Development/Time Required
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<p>1.4.1 Purchase math materials 1.5.2 Purchase writing folders/portfolios and personal dictionaries (picture dictionaries for primary) 1.5.4 Cost for bussing trips</p>	<p>1.4.6/1.5.6 PL on technology in the ELA classroom (Google Apps, Alternate & Coding programs) 1.5.4 Time provided for field trips</p>	
<p>Goal 2: To create and maintain a school culture that fosters a safe, healthy, caring, socially just learning environment</p>		
<p>Objective 2.1: Create and maintain a safe and caring school environment.</p>	<p>Objective 2.2: To continue to foster positive & respectful staff relationships (student & staff)</p>	<p>Objective 2.3: Enhance and facilitate school culture</p>
<p>Strategies: 2.1.1 Bus safety program/Parking Lot Safety 2.1.2 Digital Citizenship Instruction 2.1.3 Anti-Bullying program education 2.1.4 Mental Health Awareness education/sessions for staff and students 2.1.5 Bus and parent contact/information sharing 2.1.6 Implement new Code of Conduct 2.1.7 Condense Code of Conduct to a succinct poster form (bullet form) 2.1.8 Schoolwide discipline protocol among teaching staff (ie. Review 360) 2.1.9 LGBTQ education for students 2.1.10 Designate gender neutral washrooms</p>	<p>Strategies: 2.2.1 "Go To" Teacher Training for new staff. 2.2.2 Revisit and reevaluate certain components of school policy. (hats, cell phones) 2.2.3 Provide clear classroom expectations. 2.2.4 Promote "PBS Matrix" to students in various settings. 2.2.5 Continue to implement mental health awareness and education initiatives.</p>	<p>Strategies: 2.3.1 Establish "St. Lawrence Academy Spirit Groups" 2.3.2 Increase the number of Spirit Days 2.3.3 Assemblies divided by grade level (K-6) & (7-12) 2.3.4 Good News announcements (daily) 2.3.5 Lobby Theme (Create a welcoming entrance 2.3.6 Banner/posters displaying positive messages (Reestablish "Blues Brag Board")</p>
<p>Indicators of Success: 2.1.1 Use of bus safety program 2.1.2 Safety program in place and used 2.1.3 PD provided for Anti-Bullying sessions 2.1.5 Awareness about bus issues brought forward and intervention in place 2.1.6 Code of Conduct followed 2.1.7 Code of Conduct poster on display for student view 2.1.8 Discipline protocol being followed by all staff</p>	<p>Indicators of Success: 2.2.1 Increased number of staff with "Go To" training 2.2.5 Initiatives completed and awareness and education is clearly evident among staff and students</p>	<p>Indicators of Success: 2.3.1 "St. Lawrence Academy Spirit Groups" established 2.3.2 Committee in place and days planned – one theme day per month – ie. Halloween Fair for October 2.3.3 Assemblies completed (Emphasis on acknowledging positive behavior/activities) 2.3.4 Announcements done daily 2.3.5 Lobby – committees in place</p>

2.1.9 Bus evacuation drills 2.1.10 Drills for fires, secure school, lock down procedures		2.3.6 Display banners/posters in primary, elementary, Jr. and Sr. high areas. "Blues Brag Board" established
Financial 2.2.3 Gratuities for outside agencies 2.2.4 Visual literacy (posters) 2.2.5 Purchase materials	Professional Development/Time Required 2.2.1 PD on "Go To" Teacher training 2.2.2 Planning time to explore areas of Mental Health (ie. LGBTQ, body image, social media, etc.)	
Goal 2. Support Plan		
Financial	Professional Development/Time Required	
2.3.5 Purchase items for the lobby and hallways. 2.3.6 Purchase posters/banners for hallways.	2.2.1 PL for "Go To" teacher training 2.2.5 PL for mental health education/initiatives	