Riverwood Academy
300-206
2018-19

Annual School Development Report

The mission of Riverwood Academy is to provide and foster an environment whereby all students develop to their fullest potential, recognizing their individual needs and the resources available. Riverwood Academy also promotes a safe and caring environment in which all learners can achieve their full personal, moral and academic potential in an atmosphere of mutual respect and community pride.

Message from Principal

On behalf of the students and staff of Riverwood Academy, I am pleased to present the Annual School Development Report for the 2018 - 2019 school year. We feel that the past year has been very successful one for the school. As a staff we will be diligently striving to ensure we are meeting and raising the academic standards of our students and assisting them in pursuing productive and fulfilling lives after graduation.

Riverwood Academy enjoyed a very productive year in 2018-19. New staff members adapted well to the school community while incorporating fresh ideas and fostering positive relationships. The school atmosphere is positive and students enjoy coming to school. Students and teachers are also involved in extracurricular and co-curricular activities, important aspects of a well-rounded school community. The staff of Riverwood Academy has worked very hard to ensure that the programs offered at our school meet the needs of all our students. Students are offered opportunities to find success in a variety of programs suited to various interests, needs and abilities.

Our School Development Plan highlights the key components of the Newfoundland and Labrador English School District's Strategic Plan. Our first goal is "To improve student achievement for all learners within an inclusive environment." This goal includes the objectives of identifying "at-risk" students and implementing targeted interventions intended to help these students find greater success; implementing teaching and assessment strategies to address the needs identified in the data analysis (both internal and external); and enhancing collaboration between Student Support Services personal and regular teaching staff.

The plan's second goal is "Riverwood Academy will foster a safe, inclusive and healthy school environment". Objectives include the continued practice of PBIS and the Safe and Caring Schools Policies, promoting communication and collaboration with all members of the school community, and continuing to promote healthy lifestyle choices within our school community. A safe and caring school community with a focus on student well-being have proven to enhance the learning experiences of students in our school and, ultimately, their academic achievement and future success.

This report will outline pertinent information regarding the quality of school life offered to students of Riverwood Academy. It will highlight many areas of achievement as well as goals set to ensure continued academic success.

Best Regards,

Jonathan Williams, Principal, Riverwood Academy

Message from School Council

This fall School council was involved in updating Riverwood Academy's School Development Plan. The process was laid out to the council as two goals: Goal 1 was to improve student achievement for all learners within an inclusive environment; Goal 2 was to promote wellness, communication and collaboration in a safe and caring school community. The process was illustrated to the council on how the goals were to be met – with objectives and its strategies, with indicators of success; the council also provided feedback and recommend changes or additions to the process. The process was clearly presented to council members and it was indicated that monthly updates will be given to the council at our meetings; and the council will continue to give their feedback and recommendations to school administrators to assist that our plan follows through.

This process will receive continued support from the School Council at Riverwood Academy; and we support the tremendous work ongoing by our school's administration, teachers, and other staff – who are all doing a great job at providing our students with the resources they have with all their educational needs they required. If there is anything that the council can do to help, please don't hesitate to contact me.

Thanks,
Andre Power, School Council Chair

Overview of School

Our School Community

Riverwood Academy currently has an enrolment of 220 students and offers grades Kindergarten to Level III. The average class size is approximately 20 students and 25 percent of our student population is receiving special services support. Our school serves the communities of Harris Point, George's Point, Clarkes Head, Wing's Point, Victoria Cove, Roger's Cove, Horwood, Stoneville and Port Albert.

Riverwood Academy has a total of 22 teaching staff. Of these 22 teachers we have a ½ time music teacher, 1.5 unit for pervasive needs students, 1.5 units for Instructional Resource support and a 0.75 guidance counsellor. As well, we have a K -12 physical education teacher, specialists in the areas of learning resources and technology, and two Student Assistants. In addition to the staff based at Riverwood we also have itinerant services for speech-language pathology and educational psychology. Secretarial, maintenance, and custodial support services are also provided at our school.

Programs Provided

Riverwood Academy offers the provincially prescribed curriculum from Kindergarten to Grade 9. We offer a wide range of programs from Kindergarten to Grade 12 and also house a CDLI lab in which our students have access to a number of courses offered through distance education. Our students have regular access to the Learning Resource Center, gymnasium and tech lab.

We continue to use a collaborative problem solving approach through Professional Learning Communities. Regular divisional meetings take place at the Primary, Elementary, Junior and Senior High levels.

We are also committed to working with outside agencies and utilizing ISSP teams for all students at Riverwood Academy. There is good partnering with outside agencies such as Health and Community Services, Public Health, RCMP, clinical psychologist as well as other local agencies.

Key Highlights/Special Projects

●   Our school continues to strive for academic success. Results in public exam courses were essentially on par with provincial results.

●   Extra-curricular sports programs included junior and senior volleyball, basketball and softball for boys and girls, as well as Sr. boys' ball hockey, cross-country running, track and field, soccer and badminton. Students enrolled in physical education courses went on field trips involving activities such as golfing, skiing, bowling, curling and snowshoeing. The school hosted a number of tournaments included the annual Jr. Boys Basketball Invitational (now the Brett Hillier Memorial Tournament). In addition, elementary students took part in Participation Nation after-school sports every Tuesday and Thursday November until April.

●   Our students participated in a number of other extracurricular activities including school dances, the Walk for Breakfast, a Christmas formal, the annual Winter Carnival, the Terra Nova Trek, the Kiwanas music festival and Dart outdoors day.

●   Educational events were prevalent at Riverwood Academy last year. These included participation in Fire Prevention presentations, a Math day, a literacy event, a Wellness day, health presentations, women's health day, international women's day luncheon, mental health awareness, as well as trips to the Beothuk Center, Twillingate and Campbellton Farm.

●   There were a number of special presenters who visited including MADD, Get Real, LGBTA Allies, members of the local RCMP detachment and fire department.

●   Homework Haven took place twice a week and allowed students the opportunity to receive extra help from teachers after school.

●   Our school council was quite large last year and they organized numerous events around the school. They also explored social justice and LGBTQ issues.

●   Through funding initiatives, the installation of technology and its subsequent use at the school as increased. There are two functional computers labs and a Skilled Trades room that provide students with an opportunity to work with various technologies while developing valuable skills. Each classroom has either a Smartboard or Interactive Whiteboard. A number of laptop computers have been acquired as a form of assistive technology for our Student Support Services Division. As well, the school acquired 18 Chromebooks in addition to the 20 ipads currently used in the building.

●   The school continues to utilize the Positive Behaviour Supports program outlined by the Newfoundland and Labrador English School District. At the school level this program involves the development of a Behavioral Expectations Matrix, a Code of Conduct, Good News Friday announcements, and an end of year Bark Bucks prize draw.

● Riverwood Academy's annual Awards Ceremony celebrates the many achievements of the student body. The community plays an integral role in the ceremony as we receive donations from local establishments and community.

● We have strived very hard to build a positive relationship with our communities and have offered a wide range of activities aimed at getting the community involved in our school. The school organized a Food Bank for Christmas and the annual Walk for Breakfast proved to be a successful venture once again. We were once again a top 5 school for money raised in the Jump Rope for Heart and Stroke Program. Janeway Day and Pink Shirt Day (Anti-bullying) are also annual events at school.

● A number of students took part in First Aid training, music programs, concerts and fundraising events.

Partnerships

Two key partnerships at the school are with the Family Resource Center and the Breakfast Program. The Family Resource Center operates out of a room in our school where programs are offered such as Pre-School and the Baby Club Program. The Breakfast Program provides breakfast to our students on Mondays, Wednesdays and Fridays. This program is a tremendous success as we see a large number of our students taking advantage.

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

As a staff, we regularly examine data to guide teaching practices. Using June report cards, we have implemented an intervention protocol that identifies at-risk students and a procedure to provide interventions for academic success.

Primary/Elementary data indicates there are some gaps in the areas of Mathematics and Language Arts, particularly with regards to basic skills in Math (patterns and shapes) and written expression. Inferring and making connections is also a focus.

The report card data for grades 7-12 indicate a need to focus on a number of core subjects including Mathematics, English Language Arts and Sciences. The numbers indicate that the highest number of students either at-risk or failing are located in these subject areas.

Due to an unsuccessful level 3 for a number of students (particularly in Biology and Math), the percentage of students graduating with an academic diploma this year was lower than we had hoped. However, the graduation rate was 100%.

## What do these results tell us?

Targeted interventions are required in core subject areas in K-6. Regular analysis of internal data is essential to ensure areas of need are identified early. An action plan is required for basic skills in Mathematics and reading comprehension in English Language Arts.

There are a number of classes in 7-12 that require intensive interventions in various subject areas. A high percentage of students moving from academic to the general program are the result of struggles in Mathematics and the Sciences. There is also a push towards engaging more students in academics, particularly at the Jr/Sr high level. Integration of differentiated instruction and deep learning strategies has been a focus of professional learning for staff.

The objectives of the School Development Plan will address a number of issues identified by internal data. This includes tracking at-risk students and providing intensive interventions (Bird's Eye View Reports, divisional meetings, intervention meetings, transition planning), implementing appropriate teaching and assessment strategies (divisional meetings, opportunities for collaboration, professional development), and enhancing collaboration between Student Support Services personnel and regular teaching staff (role clarification, divisional meetings, assistive technology, collaboration). It will also outline the action plans associated with particular outcomes associated with Mathematics and ELA.

School Development Plan for Riverwood Academy 2018-2019
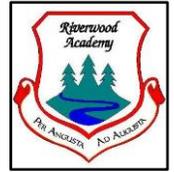
Goal 1: **To improve student achievement for ALL learners within an inclusive environment.**

Objective 1.1: Develop and implement a process to identify "at-risk" students and targeted interventions within a collaborative structure	**Objective 1.2**: Continue to implement teaching and assessment strategies to address needs identified in the data analysis (internal and external)	**Objective 1.3**: Enhance collaboration between Student Support Services personnel and regular teaching staff

Strategies:

1.1.1.　　Consistently identify and track at-risk students

Ø　Compile and examine Bird's Eye View after report cards

Ø　Monthly divisional meetings

1.1.2.　　Consistently implement interventions for at-risk students

Ø　Divisional meetings to discuss and complete Google Doc Intervention Forms

Ø　Regular communication with parents by phone, letters, academic alerts, PowerSchool, monthly attendance letters

1.1.3.　　Provide opportunity for teachers to regularly review students "at-risk" and share interventions At-risk meetings will take place monthly

Ø　Divisional meetings (within the schedule where possible), data day, relevant PD sessions

Ø　Minutes to be taken at each meeting

1.1.4.　　Ensure "at-risk" are identified when transitioning between grades

Ø　Meeting in September for all staff to discuss student achievement with teachers in the next grade level

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Strategies:

1.2.1　Divisional teams meet during data analysis day to identify curricular strengths and needs

Ø　ELA areas for improvement identified as Reading Comprehension and Creative Writing

Ø　Improvement required in core skill development in Mathematics

1.2.2. Provide opportunities for teacher to collaborate on instructional practices

Ø　Utilize PD days to ensure time for PLC; regular divisional meetings

Ø　Utilize District personnel for regular PLC with staff to discuss strategies and best practices

Ø　Offer Go-and-Grow opportunities

1.2.3　Identify targeted areas of curricular need by division and develop/implement respective action plans (divisional meetings, data day, relevant PD)

Ø　Focus on reading comprehension strategies

Ø　Provide direction and support with respect to core skill development in Mathematics – Appropriate groupings and time designated in schedule

Ø　Collaborate regarding assessment pieces and assessment tools of the Literacy Portfolio Framework

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Strategies:

1.3.1 Investigate and clarify roles and responsibilities under the Service Delivery Model

Ø　Session provided to staff by District personnel

Ø　Staff provided with resources required to understand all aspects of the SDM

1.3.2 Increase communication amongst stakeholders regarding student support services

Ø　Use divisional meetings and portions of staff meeting agendas to discuss issues around SSS

Ø　Schedule bi-weekly service delivery team meetings; minutes taken

Ø　Establish a SSS calendar

Ø　Creation of Shared Drives (Google) for easy access to Service Delivery documents

1.3.3 Increase the use of assistive technology during both regular instruction and assessment

Ø　Students independently use assistive technology at school - Word Q Speak Q, Dragon Dictation, Reading (Laptop/Ipads), etc.

Ø　Provide appropriate technology

Ø　Apply for grants for students with diagnosed learning disability in written expression in grades 4-9

Indicators of Success:

1.1.1 At-risk students identified early and are monitored throughout the school year

1.1.2 Improved academic achievement for all students

1.1.3 Increased number of meetings and clear communication between staff members

1.1.4 Successful programming and supports in place for struggling students early in the school year

Actions:

1.1.1 Schedule monthly divisional meetings for 7-12 teachers

1.1.2 Updated Interventions template; review expected use of 360 versus Intervention templates

1.1.3 Schedule at-risk meetings at the beginning of each month

1.1.4 Transitional meeting on administration day; handover packages for new teachers

Indicators of Success:

1.2.1 Curricular strengths and needs identified in areas of ELA and Mathematics

1.2.2 Collaboration has occurred on a regular basis and consistent teaching practices established

1.2.3 Action plans developed and implemented, increased academic achievement for all students

Actions:

1.2.1 Schedule specific times to focus on basic skills; collaboration with Math specialist at District

1.2.2 Explore options for Go-and-Grow sessions

1.2.3 Continue to update literacy portfolios; utilize PLC time to examine curriculum needs and action plans to address areas of need

Indicators of Success:

1.3.1 All staff understands and is able to effectively implement the Service Delivery Model effectively

1.3.2 Regular communication taking place between staff members; effective practices implemented at all levels

1.3.3 Students using assistive technology independently; increased SSS time available for individual student support

Actions:

1.3.1 Provide staff with contact information for District level SSS

1.3.2 Continue to schedule regular meetings and utilize Google Team Drives to disseminate information; establish a SSS calendar

1.3.3 Provide training for students and teachers; purchase technology specifically for assistive technology; ensure all teachers are using Google Classroom to share documents; additional Google training sessions

Goal 1. Support Plan	
Financial	**Professional Development/Time Required**

1.2.3 Resources required for classroom teachers 1.3.3 Technology – Ipad, Apps, PCs	1.1.2 Time for staff to identify at-risk students and implement intervention strategies 1.2.1 PD designated for data analysis and Professional Learning Communities 1.3.1 Time for session with District personnel to provide new staff with Service Delivery Model clarification

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

Objective 2.1 Continue to practice PBIS and the Safe and Caring Schools Policy (reinvigorate in K-6; explore/review in 7-12).	**Objective 2.2**: To promote communication and collaboration with all members of the school community.	**Objective 2.3**: To promote healthy lifestyle choices within our school community

Strategies:

2.1.1 To introduce, teach and model PBIS ideals to new students and staff/Administration
Ø Teachers will revisit matrix expectations periodically based on a theme outlined by the PBS committee
Ø Google Teacher Handbook
2.1.2 Continue to reinforce matrix expectations
Ø Visuals placed around the school
Ø Lesson plans focused on expectations
Ø Redesigned Bark Bucks with expectations
2.1.3 Promote the consistent use of BARK Bucks; continue and expand practices that recognize positive behavior
Ø Focus on K-6 – Bi-monthly assemblies
Ø Consistent draws every Friday
Ø Encourage Jr./Sr. High teachers to increase use
Ø Staff reminders to distribute Bark Bucks
2.1.4 Continue to communicate the PBIS Model to the school community (philosophy, expectations and consequence matrix)
Ø Memos, curriculum night, Synervoice, school website, in-school visual technology, staff whiteboard messages, email, school council meetings
2.1.5. Focus on anti-bullying, Social Justice and LGBTQ concerns within the school community
Ø District Bullying Intervention Protocol
Ø Establish a Social Justice Club

Strategies;

2.2.1 Continue to provide opportunities for parents to be actively involved in school activities
Ø Volunteers participate in school events
Ø Increased communication
2.2.2 To increase attendance at curriculum night
Ø Promote by Synervoice, social media, school website, memo
Ø Offer sessions relevant for parents/guardians – e.g. policy information
2.2.3 To continue direct formalized communication with families
Ø Synervoice, email, memo, social media, school website
2.2.4 To further develop practices which support communication and collaboration among staff
Ø PLC time, PD days, staff meetings, divisional meetings
Ø Continue with morning emails and white board messages
Ø Use of Google Shared Drives amongst staff members to share resources and increase opportunities to collaborate

Strategies:

2.3.1 Continue to provide/promote active living opportunities.
Ø Increase QPDA in classrooms
Ø Provide opportunities for students to go outside during unstructured time
Ø Open up the gym for students during recess and lunch
Ø After-school program for elementary students
Ø Extracurricular sports programs
Ø Student Council
2.3.2 Continue to provide/promote healthy food choices
Ø Provide healthy food options in cafeteria
Ø Educate students about the importance of healthy food choices
2.3.3 Continue to provide/promote healthy life choices through education and best practices
Ø Partner with outside agencies such as Central Health to deliver events/presentations and educational opportunities
Ø Provide students with lessons focusing on healthy life choices
Ø Provide a focus on mental health issues with students – conduct Go-To training with 7-12 staff

Ø Provide educational opportunities to staff and students on diversity and acceptance			

Indicators of Success:

2.1.1 All students are familiar with expectations

2.1.2 Positive staff and student morale, decrease in negative behaviors/360 entries/suspensions

2.1.3 Increase in positive behavior

2.1.4 All school community members are utilizing the program; increased evidence of practices like displays recognizing positive behavior

2.1.5 School community displays accepting behavior towards all staff and students; increased awareness of social justice issues and the LGBTQ community; displays around the school, meetings and school-wide activities

Actions:

2.1.1 Update Google Teacher Handbook

2.1.2 Incorporate Matrix into lesson plans in K-6

2.1.3 PBS redo – Student of the Month rather than Bark Bucks draws; teacher-driven assemblies

2.1.4 Involve School Council in program

2.1.5 Mental health/wellness day for staff and students

Indicators of Success:

2.2.1 A record of increased opportunities for parents to take part in school activities

2.2.2 Increase in parent attendance at curriculum night

2.2.3 Increased communication with families, fewer parents lacking necessary information

2.2.4 Meeting agendas/minutes (Divisional, staff meetings), evidence of collaboration between staff members

Actions:

2.2.1 Provide opportunities for school-wide activities that include community members (activity day, wellness sessions)

2.2.2 Promote on social media

2.2.3 In September, require that parents/guardians supply email address for communication purposes

2.2.4 Update Google Drives

Indicators of Success:

2.3.1 Increased active living opportunities at school; school-wide participation in physical activities

2.3.2 Record of healthy snack items available in school canteen; more students purchasing healthy foods

2.3.3 Record of outside agency presentations in the area of healthy life choices, increased mental wellness among student body

Actions:

2.3.1 Build QDPA time into K-6 schedules; offer recreational time in the gym for K-3

2.3.2 Reexamine menu – limit unhealthy options; incorporate school-wide nutrition into Nutrition curriculum

2.3.3 Explore options for mental health first aid training for K-6 staff

Goal 2. Support Plan

Financial	Professional Development/Time Required
2.1.3 Purchasing prizes 2.1.5 Resources required for Social Justice and LGBTQ programs	2.3.3 Go-To Training required for 7-12 teachers; teachers meet with Public Health nurse regarding presentations

Operational Issues for 2018-2019

Operational Issue	Intended Action
Technology, including resource review	Review all current technology in the building Designate finances/fundraise to upgrade current technology Review scheduling to consider technology support time

Report on School Development Plan for Current Year

Riverwood Academy
School Development Plan
2019-2020

Goal 1: To improve student achievement across the curriculum within the K-12 learning environment		
PLC Perspective – *Increase learning and understanding about PLCs and establish PLC Structures.*	*PLC Perspective -* *What do we want students to learn? How will we know when students have acquired the essential knowledge/skills? (Instructional Practice)*	*PLC Perspective –* *How will we respond when some students do not acquire the essential knowledge/skills? (Assessment and Evaluation)*
Objective 1.1 Enhance the development of professional learning community culture school wide through increased collaborative structures	**Objective 1.2** Enhance instructional strategies and practices to improve teaching and learning	**Objective 1.3** Enhance the use of assessment and evaluation practices school wide to improve levels of student achievement
Strategies 1.1.1 Create consistent structures K-12 to allow for review of Internal and External Achievement Data. ➢ K-3 and 4-6 (including IRT's) meet 2 times in 14 day schedule ➢ agenda created beforehand & minutes kept ➢ JH/SH review (at-risk meetings) scheduled monthly ➢ K-6 create internal tracking forms for reading/writing or focus areas ➢ Regular analysis of BEV - intervention templates (including anecdotal notes) 1.1.2 Increase the response to "At-Risk"students to increase graduation	**Strategies** 1.2.1 Increased technology skills to support the teaching and learning process - need to create action plan. ➢ survey the staff to seek how to support and strengthen their tech skills ➢ provide opportunity for staff development of tech skills - PL (Centers) ➢ implement tech based lessons into classroom teaching on a more consistent basis ➢ continue to grow assistive technology applications at Riverwood 1.2.2. Promote the use of differentiated instruction in K-9.	**Strategies** 1.3.1. Increase connection between school and community to emphasize student achievement ➢ plan/implement JH/SH career fair at Riverwood ➢ increase conversations with all students and families - importance school for future ➢ provide increased opportunities for parental/community involvement ➢ reminders to parents/families - use of

rates and decrease general graduation rates ➢ outlines in action plan specific responses for JH/SH ➢ monitor attendance ➢ integrate classroom structures that acknowledge the needs of all students, including focus groups and student surveys ➢ consistent follow-up with interventions for at-risk students 1.1.3 Write subject specific/divisional action plans to address identified student learning needs gathered from data ➢ Increase student engagement - Math Day, Literacy day 1.1.4 Increased opportunities for professional sharing/collaboration of best practices ➢ provide for Go and Grow opportunities when/if possible ➢ create staff sharing opportunities - Skype sessions, Google Drive/Docs, PLCs, at-risk meetings, cross-grade focus groups, co-teaching opportunities (IRT), cross-curricular teaching, staff meetings	➢ Provide enrichment opportunities ➢ Focus groups K-6	GradeBook to review student achievement 1.3.2 Continue to use assessment to inform teaching and learning at all grade levels ➢ create and learn to use a variety of assessments to assess students accurately and inform instruction ➢ incorporate differentiated instruction and assessment 1.3.3 Continue to improve on assessment as learning practices at all grade levels ➢ provide opportunities to allow students to critically analyze their own learning related to the learning outcome/s ➢ self assessment opportunities ➢ provide teachers with training and resources to incorporate best practices with a focus on deep learning

Goal 1. Support Plan		
Objective 1.1		
Strategy	**Financial**	**Professional Development/Time Required**
1.1.1		PLC Time for divisions - Twice a cycle Intervention meeting times - Monthly
1.1.2		Professional learning opportunities for staff (classroom structures) - Two 3-hour sessions/year Attendance letters - Monthly Intervention meeting times - Monthly
1.1.3	Materials for stations - $300 Prizes for Literacy/Numeracy days - $200	Literacy Day - One day/year Numeracy Day - One day/year

Strategy	Financial	Professional Development/Time Required
1.1.4		Sub days for Go-and-Grow - Three days/year PL Days - Two days/year Staff Meetings - Monthly PLC - Twice a cycle
Objective 1.2		
Strategy	Financial	Professional Development/Time Required
1.2.1	Acquire additional technology - Ipads/Google Chromebooks - $9000	Seek grant opportunities PL opportunities - Two days/year
1.2.2	Wi-fi update - District Library renovation - $5000	District staff updating Wi-fi
Objective 1.3		
Strategy	Financial	Professional Development/Time Required
1.3.1	Organize community/family events - supplies $500	Curriculum night - One/year Concerts - Twice/year Day for Career Fair - One day/year Various presenters - Three days/year
1.3.2	Inclusive education resources - $2000	PL on DI and assessment practices - PL - Two days/year
1.3.3	Deep Learning resources / literature - $300 Materials for DI - $300	Staff meetings - Monthly PL - Two days/year

Goal 2: Riverwood Academy will foster a safe, inclusive and healthy school environment.	
Objective 2.1: Continue to promote and develop positive, healthy school environment at Riverwood Academy	**Objective 2.2:** Promote a safe and inclusive environment where all members feel connected and contributing to Riverwood Academy
Strategies 2.1.1 Continue to create a positive school environment at Riverwood Academy ➢ celebrate student successes K-12 (via announcements, newsletter, social media) ➢ create opportunities for extracurricular activities ➢ create display boards around the school ➢ presentations - Health Nurse, Youth Outreach ➢ school-wide special events i.e We Day, assemblies, etc. 2.1.2 Continue to develop a positive school environment for all stakeholders by strengthening social justice, global citizenship and PBIS. ➢ review district Bullying Intervention Protocol/create one for Riverwood ➢ review LGBTQ concerns within the school community and work to mitigate any issues ➢ implement a social justice club/school council ➢ create a focus on anti-bullying,	**Strategies** 2.2.1 Develop opportunities to increase student's sense of belonging and engagement ➢ implement a safe and caring school committee (representing all division levels) ➢ develop of survey to gather data on student feelings of school climate/engagement - teacher directed survey completion ➢ increase the amount/type of extra curricular activities ➢ create a quiet space for students for unstructured times ➢ create an alternate space for students "Rec Room" for art/music type activities 2.2.2 Develop opportunities to increase family engagement in school ➢ curriculum night opportunities/changes - ie. BBQ as a community event, talent show, coffee club/house

➢ continue with school-wide recycling ➢ WE day ➢ continue to communicate the PBIS model to the school community (philosophy, expectations and consequence matrix) 7-12, K-6 - committees establish? ➢ create school wide motto ➢ assemblies, memos, curriculum night, school messenger, school website, in-school visual technology, staff whiteboard messages, email, school council meetings	➢ increase community volunteers ➢ fundraising event for technology - community event ➢ parent volunteers in cafeteria and library ➢ increase visibility and presence of School Council ➢ positive messages to families - school messenger, social media ➢ volunteer recognition - awards ceremony, cards, presentation

Goal 2. Support Plan		
Objective 2.1		
Strategy	**Financial**	**Professional Development/Time Required**
2.1.1	PBS prizes - $500 Materials for activities and special events - $300	Education for students (in class and out) - Once a cycle PL for staff - One day/year Staff meetings - Monthly
2.1.2	Presentations - $500 Recycling materials - $100	Presentations (outside agencies) - 3 days/year Designated recycling times - One hour/Bi-weekly
Objective 2.2		
Strategy	**Financial**	**Professional Development/Time Required**
2.2.1	Art supplies - $500 Library revamp - $5000	Time to organize events - After school when required School council meetings - Monthly
2.2.2	BBQ - $100 Volunteer recognition materials - $150	Days for events - Two/year Volunteer recognition day - One 2-hour session/year

Operational Issues for 2019-2020

Operational Issue	Intended Action
Review of current Smartboard technologies	Effective use of all Smartboards in the all learning spaces at Riverwood Academy
Review of Assistive Technology devices	Increased and more effective use of assistive technology to support learning at all levels