

H. G. Fillier Academy

School Development
Strategic Action Plan
2025-2026

Goal: To have all students engaged and learning.
Strategic Issue: <i>Strengthening student academic readiness, independence, and accountability.</i>
Question: <i>As teachers as learners, how do we strengthen student academic readiness, independence, and accountability to not only benefit students during their school years but also have a lasting impact on their future endeavors?</i>
Evidence used to identify strategic issue: PMF Report Data (23-24) showed that: ○ 67% of students reported a positive result for valuing school. ○ 89% of students reported a positive result for learning strategies. ○ 38% of students reported a positive result for self-efficacy. ○ 75% of students reported a positive result for grit. ○ 100% of students reported a positive student-teacher relationship. ○ 100% of students reported a positive result on rigorous expectations. ○ 80% of students reported a positive result on school belonging, an increase of 28.6% vs 2022-2023 ○ 100% of students reported a positive school climate, an increase of 43.1% vs 2022-2023 ○ 40% of students reported positive for engagement, an increase of 18.7% vs 2022-2023 ○ 100% of students report a safe school environment, an increase of 28% vs 2022-2023

School Development Student Survey Results from 2023-2024:

Grades 5 & 6 Survey (2/2 students completed survey)

- Data with 5 or fewer students withheld for reasons of confidentiality.

Grades 7-9 Survey (9 students completed the survey)

- *Valuing of School - How much students feel that the school is interesting, important, and useful. (Results Overall: 67% positive, 33.3% neutral)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Learning Strategies - How well students deliberately use strategies to manage their own learning processes generally. (Results Overall: 88.9% positive, 11.1% neutral)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Self-Efficacy - How much students believe they can succeed in achieving an outcome or reaching a goal. (Results Overall: 37.5% positive, 50% neutral, 12.5% negative)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Grit - Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. (Results overall: 75% positive, 25% negative)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Teacher - Student Relationships - How strong the social connection is between teachers and students (Results Overall: 100% positive)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Rigorous Expectations - How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class (Results Overall: 100% positive)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Belonging - How much students feel that they are valued members of the school community. (Results overall: 80% positive, 10% neutral, 10% negative)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Climate - Perceptions of the overall social and learning climate of the school (Overall Results:100% positive)*

- School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Engagement - How attentive and invested students are at school (Overall Results: 40% positive, 40% neutral, 20% negative)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Safety - Perceptions of student physical and psychological safety at school. (Overall Results: 100% positive)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.

Family Survey (<5 families completed the survey)

- *Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school.*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Family Engagement- The degree to which families become involved with and interact with their child's school.*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *Barriers to Engagement - Factors that create challenges for families to interact with or become involved with their child's school. (reverse response)*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Climate - Perceptions of the overall social and learning climate of the school*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Fit - Families' perceptions of how well a school matches their child's development needs.*
 - School data with 5 or fewer students withheld for reasons of confidentiality.
- *School Safety - perceptions of student physical and psychological safety at school*
 - School data with 5 or fewer students withheld for reasons of confidentiality.

Staff Survey (<5 staff members completed the survey)

- *School Climate - Perceptions of the overall social and learning climate of the school*
 - School data with 5 or fewer staff withheld for reasons of confidentiality.
- *Professional Learning - Perceptions of the amount and quality of professional growth and learning opportunities available to school*
 - School data with 5 or fewer staff withheld for reasons of confidentiality.
- *Teaching Efficacy - Teacher perceptions of their professional strengths and areas for growth*
 - School data with 5 or fewer staff withheld for reasons of confidentiality.

Anecdotal Evidence:

- Our teaching staff has attempted to provide novel learning experiences to our students, which include project-based activities and group activities, but the students prefer to do schoolwork that they can finish in the allotted one hour of class and which yields immediate results in the form of a number grade. They struggle to develop their own ideas and rely heavily on the teacher to walk them through each step. They will not approach tasks independently, and they show interest for a very short period; then, they lose interest and focus. Our teaching staff reports that students struggle to work independently and follow timelines and do not have a good work ethic.
- The school/parent partnership continues to be developed. We continue to improve on this relationship by inviting parents into the school to participate in school-related activities such as school council; activities with the students such as read-alouds, craft making, baking; and recycling; we provide a school wide BBQs for curriculum day at the beginning of the year and for year end; host breakfasts and potlucks that families participate in; and invite parent volunteers to assist with the recess program, fund raising, school trips. Parents who accept these invitations are very limited.
- Absenteeism due to unexplained absences and sicknesses is of concern.
- The incoming Kindergarten class for the 2024-2025 school year showed a large range of preparedness. 2/3 of the students show a moderate level of literacy and numeracy readiness.
- To date in the 2024-2025 School Year, parents have not been active in assisting their children with homework tasks at the primary/elementary level. Primary/Elementary students report that parents are not reading their agendas and therefore have not been completing homework tasks.

RTL Data (SEL)

- Our RTS allocation is 0 units.
- TLT meetings were more consistent this year. Due to the small staff size, it’s impossible to find a common collaboration period or time after school hours. Every day there is an informal discussion in the staffroom at lunchtime about numeracy, literacy, and SEL and discussions around what information would be useful for students with RTLs. However, there has been multiple meetings and important decisions made during these meetings.
- Sharing information to determine where students are and where they should be going is critical.
- Helps to identify the needs of students so that classroom teachers can give interventions in specific areas that are needed.
- Able to share ideas about students who were struggling and give recommendations on what interventions to put into place.
- 3/10 students on RTL for Math; 5/10 students on RTL for Reading/Writing; 2/10 students on RTL for SEL.

Actions (Answering your Question)		Timeframe	Evidence of Effectiveness (Impact on teacher learning and practice, impact on student engagement and skill development.)
1. Cultivating a Growth Mindset Encourage Resilience: Teach students that challenges are growth opportunities. Celebrate effort and progress, not just achievement. Teach and encourage students to challenge themselves within the guidelines of the revised Assessment	Lori, Danny, Shayvonne		Evidence of Effectiveness - Students are recognizing that mistakes are an integral part of learning and are becoming more accepting of making mistakes and learning from them. They are more willing to attempt answers or participate in discussions, even if they’re unsure. They keep working on challenging tasks instead of giving up after initial failure and

and Evaluation Policy (June 2024)	Lori, Danny	they actively seek clarification or feedback on their work their work. In the past, some students would be embarrassed by making mistakes and would attempt to hide them. We continue to work on assisting students in developing a growth mindset. They rely very heavily on teachers to guide their learning experiences in the classroom. Teachers will continue to create a classroom culture where students feel safe to take risks and step out of their comfort zones without fear of judgment. This can be achieved by fostering a positive and supportive atmosphere where collaboration, exploration, and effort are valued. Teachers will promote student voice in assessment design. They regularly ask students for feedback on assessments and how they might like to demonstrate their learning, whether through projects, presentations, or written work. Encouraging them to reflect on how they can use assessments to better themselves (Grade 6-9). Students are much more open to voicing their opinions than they were at the start of the year. Teachers let students select their preferred method of presenting their knowledge or skills, from a choice of two formats, catering to diverse learning styles and strengths. This can reduce anxiety and increase engagement, ultimately encouraging them to take risks and view learning as a process (Grades K-9). Students are much more open to voicing their opinions and providing teachers with their preferred assessment choice than they were at the start of the year. Teachers incorporate self-assessment and goal setting (K-9). They provide students with checklists to track their progress and reflect on how they can improve, encouraging them to adjust their approach based on their reflections and feedback. K-9 Teachers utilize data (assignment/test/formative assessment) to examine instructional practices and foster student efficacy. Teachers meet with students regularly to discuss their learning progress based on
	Lori, Danny, Shayvonne	
	Lori, Danny, Shayvonne	

Model Learning: Share your own learning experiences and how you handle setbacks.	Lori, Danny, Shayvonne	data. They highlight areas of improvement and celebrate small wins while collaboratively setting new learning goals. This has been a challenging task for many students, as they have difficulty setting goals. Teachers freely talk about their own struggles in learning something new—whether academic (e.g., learning math as a student) or personal (e.g., learning to play an instrument or use new technology). They describe how felt, what they did when they failed, and how they overcame the challenge. This certainly helped the students to open up about making their own mistakes and helped them understand that making mistakes and learning from them is just a fact of life.
Invite our Guidance Counsellor to the school to conduct a session on study skills, mental health, and resilience.	Adam Kelly/ NL Health	Think Twice Presentation (Gr 6-9) The purpose of providing this presentation to the students was that this is the first year in a while that students have been tasked with doing midterm and final exams. This presentation was designed to help students recognize their anxieties and to provide them with strategies to help them overcome anxiety. The presentation did not have the desired impact, as student engagement and interest appeared to be lower than expected.
2. Developing Critical Thinking Skills Inquiry-Based Learning: Use questions and problem-solving activities to encourage students to think critically and independently.	Danny, Lori, Shayvonne	K-9 Teachers encouraged reflection and metacognition through Self-Assessment. They provided students with tools like reflective journals and rubrics to assess their learning. They encouraged them to identify what worked, what didn't, and how they could improve, with the objective being to foster a deeper understanding of their thought processes and decision-making. Teachers have noted that even when given a rubric, students are having a difficult time recognizing areas in which they need to improve (Grade 5-9).

Real-World Applications: Connect lessons to real-life situations to show the relevance of their learning.

3. Creating a Supportive Environment

Safe Space for Mistakes: Establish a classroom culture where mistakes are seen as part of the learning process.

Peer Collaboration: Encourage group work and peer teaching, which fosters accountability to others and reinforces learning.

Danny, Lori,
Shayvonne

Gr 6-9 Teachers/Students have commenced facilitating structured classroom discussions and debates on relevant topics in the curriculum. They provide students with guidelines for presenting and responding to opposing viewpoints and encourage students to support their arguments with evidence, ask probing questions, and reflect on others' viewpoints, developing their ability to think critically in dynamic conversations.

Teachers have reported that during debate prep, students are unable to develop arguments for topics. The reason behind this is that they don't understand what they are reading, and they can't form an argument to pick a side. Teachers feel that many academic topics are not part of the students' schema and therefore, often they cannot make connections to the topics. Moving forward, teachers will attempt to make the debate topics more student-centered.

To foster collaborative learning opportunities, K-9 teachers organize group activities, project-based learning, or peer review sessions where students work together to solve problems, share ideas, and provide feedback to one another. These activities encourage mutual support and help students feel more comfortable taking risks in their learning. Students enjoy working together in groups, where they struggle is in providing constructive feedback to one another.

To create a culture of open communication and emotional safety, K-9 teachers establish regular check-ins, either individually or in small groups, to allow students to share concerns, ask questions, and reflect on their emotional well-being. Create an open-door policy where students feel comfortable discussing personal or academic challenges without fear of judgment.

K-9 teachers offer students access to tutoring, mentorship, or digital tools that cater to their students' individual learning needs. Encourage students to utilize these resources and empower them to seek help

4. Engaging Families and Communities Communication with Parents: Keep families informed and involved in their children’s education, fostering a home environment that values learning. Community Partnerships: Connect students with local organizations for mentorship and real-world experiences that enhance their learning.	Danny, Lori, Shayvonne	whenever necessary, showing that support is available and normalized in the learning process. Teaching and administrative staff have worked on organizing sessions for families that provide strategies for supporting student learning at home and for fostering a home environment that values learning. Such as curriculum day and parent-teacher interviews (formal and informal). This has presented challenges due to very limited parental involvement; further to this, when guest speakers were brought in virtually, students had a hard time paying attention and participating in the discussions. Teaching and Administrative staff have established regular and open lines of communication between school and home through emails, phone calls, and digital platforms (e.g., parent-teacher apps). They ensure families are kept informed about student progress, upcoming projects, and school events. Encourage feedback and create opportunities for parents to share their perspectives. This has proven quite successful, as parents readily provide feedback and their perspectives on topics. Teaching and administrative staff have invited families and community members to participate in school events, volunteer for classroom activities, or engage in service-learning projects that benefit the local community, including organizing community clean-ups or cultural showcases where students and families can collaborate on meaningful projects. This presented challenges due to very limited parental involvement. We have provided parents with volunteer opportunities such as to be part of the Parent-Teacher Liason Group (in place of School Council), the recess program, and parent chaperones. This presented challenges due to very limited parental involvement. Those parents who were willing to assist were very helpful to the school and students.
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5. Continuous Professional Development for Teachers

Reflective Practices: Regularly evaluate and adapt your teaching strategies based on student feedback and outcomes.

Collaborative Learning: Engage in professional learning communities with other educators to share insights and strategies.

Revised Assessment & Evaluation Policy: Become familiar with and implement the revised assessment and evaluation policy that has been released by the Department of Education.

Danny, Lori,
Shayvonne

As a professional learning community teachers/administration meet regularly to discuss best practices, share resources, and collaboratively analyze student data. The focus is on specific teaching strategies and addressing student needs to foster continuous improvement and mutual support. This is done through Staff Meetings (informal and formal), TLT meetings (internally); participation in cohorts such as Cohort Learning Instructional Practices, Very Small Schools, Foundational Skills and Numeracy, Google groups (shared drives) for various curricula supports, and consultations with Program Specialists (externally).

Teachers are encouraged to attend workshops, conferences, or online courses that focus on new curriculum, the latest instructional strategies, and technology tools. Time and funding for these professional development opportunities are provided to ensure that teachers stay current with new trends in education.

Opportunities have been made for teachers to observe each other’s classrooms and provide constructive feedback. Teachers can learn from one another by seeing different teaching styles, strategies for engaging students, and classroom management techniques. Following the observation, teachers meet to discuss observations, reflect on practices, and share ideas for improvement.

Support Plan			
Professional Learning & Time Required		Financial Support Required	
<u>2025/2026 Staff PL</u> Very small schools PL (3 sessions), K-6 ELA for Administrators, Position Planning for Administrators, eNLightedNL, School Development Planning,2SLGBTQIA+ Provincial Presentation, Science 8/9 Mid-Year Assessment Preparation PL, ELA 9 Mid-Year Assessment Preparation PL, Intermediate Program Renewal, Generative AI, Canva Basics, FOS 2 Virtual and Face to Face Mtgs for Administrators, Tech Talk, Lunch Program			

Progress on strategic issue	Next Steps
We continue to work towards addressing our strategic issue of: <i>Strengthening student academic readiness, independence, and accountability.</i> School staff participated in numerous professional learning sessions as listed below: Very small schools PL (3 sessions), K-6 ELA for Administrators, Position Planning for Administrators, eNLightedenedNL, School Development Planning,2SLGBTQIA+ Provincial Presentation, Science 8/9 Mid-Year Assessment Preparation PL, ELA 9 Mid-Year Assessment Preparation PL, Intermediate Program Renewal, Generative AI, Canva Basics, FOS 2 Virtual and Face to Face Mtgs for Administrators, Tech Talk, Lunch Program At HG Fillier Academy, we are working towards developing a growth mindset by implementing student-led conferences and personal goal-setting routines that empower students to take ownership of their learning. By actively involving students in setting goals and reflecting on their progress, we are shifting the learning experience from something that is done <i>to</i> students to something they are actively shaping. This shift is expected to promote student independence and accountability. Teachers have faced challenges with this; however, the students struggle with being able to recognize what they know, what they need to know, and how to get to the next step. They rely very heavily on teachers to guide their learning experiences. In the K-6 student group, we employ responsive teaching and learning practices. By implementing a targeted support model in literacy, numeracy, and social-emotional learning, we can identify and address skill gaps more effectively, ensuring that students receive the level of support they need to succeed. Teachers are engaged in professional learning focused on evidence-based strategies, which enhances their ability to deliver differentiated instruction. As a result, students are	HGFA is making meaningful progress in fostering a culture where students are more ready, responsible, and resilient in their learning. As we continue to embed these practices and build consistency across the school, our next steps will focus on enhancing student voice, improving the use of data to inform instruction, and strengthening home-school connections that reinforce the shared value of learning accountability. Regular reflection practices will help students to internalize the idea that learning is an ongoing process, not merely a final outcome. If we can get them to that point, it will support our broader goal of fostering responsible, engaged, and resilient learners. Our next steps in cultivating a growth mindset are: ● To introduce digital learning portfolios across grades 4–9 to support long-term goal tracking and self-reflection. ● Provide PD for staff on how to guide students in setting SMART goals and using reflective language. ● Expand student-led conferencing to all grades with support from homeroom and specialist teachers. Our next steps in employing responsive Teaching and Learning Strategies are: ● Explore cross-grade tutoring or mentoring partnerships to support peer-led learning and reinforce foundational skills.

making measurable progress in their foundational skills and gaining the confidence to tackle more complex academic tasks, laying a strong groundwork for ongoing learning and independence.

One area that we did well with this year is helping students build resilience through learning from mistakes. By normalizing the idea that errors are a valuable and essential part of the learning process. Teachers engage in open dialogue, modeling how to respond to setbacks, and celebrating mistakes as opportunities for growth. This consistent messaging creates a safe and supportive learning environment where students feel comfortable taking academic risks. As a result, we see increased persistence and a growing willingness among students to challenge themselves, revise their work, and view failure not as a stopping point but as a step toward improvement and deeper understanding.

We continue to attempt to embed accountability through clear expectations and routines by establishing consistent practices around deadlines, classroom responsibilities, and home-school communication. These routines are designed to help students understand what is expected of them and provide the structure needed to manage their time and workload more effectively. Teachers consistently reinforce these expectations, keeping families informed, with the expectation that families will be engaged in supporting student accountability.

We continue to leverage community-based learning by incorporating localized and outdoor educational opportunities that make learning more relevant and engaging for our students. By connecting classroom concepts to the local environment and community context, students see the real-world application of what they are learning, which

Our next steps in helping students to build resistance are:

- Develop a “Growth Mindset Week” or school-wide initiative focused on the power of practice, effort, and revision.
- Create visual prompts, classroom posters, and morning announcements that reinforce mistake-friendly language.
- Encourage student journaling or reflection logs on learning challenges and how they overcame them.

Our next steps in embedding accountability for students and parents/caregivers are:

- Develop a school-wide homework/assignment policy with input from students and families to build shared accountability.
- Establish designated work periods or support blocks during the week for students to catch up or revisit missed work.

Our next steps in benefiting from community-based learning opportunities are:

- Formalize a “place-based project calendar” to ensure each grade level engages in at least one integrated local learning experience per term.
- Build partnerships with community members (e.g., fishers, historians, artists) to co-lead classroom sessions or field experiences.
- Provide training for teachers in designing cross-curricular, project-based units tied to local

enhances both understanding and motivation. These experiences foster stronger connections between students and their surroundings, promoting academic readiness through meaningful, hands-on learning. As a result, students are more engaged, curious, and invested in their education.	culture and environment.
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