

Riverside Elementary School

2013/2014

Annual School Development Report



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Message from the Director



DARRIN PIKE
CEO/DIRECTOR OF EDUCATION

This school development plan for 2013-14 outlines your school's successes and highlights, while also determining the direction of the school in matters such as student achievement and professional development for the coming year.

The planning and execution of a school development plan is an important process that must be undertaken by the entire school community. A thorough plan lays the foundation for a productive and successful school year and will be beneficial to every member of the school community, most importantly the students of your school.

The school development plan contained in this report will be the final one completed under the strategic plans of the former English school districts. As we move forward with the development of a new strategic plan for the Newfoundland and Labrador English School District I thank our administrators, teaching staff, school councils and school communities for their efforts in developing and implementing the previous plans to ensure student success and achievement.

I look forward with great enthusiasm to the progress we are going to make as we build upon these school development plans and continue to provide a quality education for every student in our province.

Sincerely,

A handwritten signature in black ink that reads 'Darrin Pike'.

Darrin Pike
CEO/Director of Education

Message from Principal

This past year was the third year of operation for Riverside Elementary School. We serve a student population of 680 with 43 teachers and 10 support staff. Our catchment area is from the community of Goobies in the east to Port Blandford in the west and Burgoyne's Cove in the North.

This year our students wrote the Criterion Referenced Test in Math in Grade 3 and 6. Our students performed at the provincial average or above in most areas of the test. This showed improvement in most areas from 2011. The areas requiring more focus are addressed in the 2013-14 school development plan.

Throughout this year we made much advancement in areas to help provide students with a better learning environment. These would not be possible without partnerships and support from many organizations and businesses in the surrounding area.

In the area of technology we were able to provide professional development to teachers from an Apple Distinguished Educator in the use of iPads in the classroom. To go along with that we were able to purchase two class sets of iPads as well as have our building wired so that students and visitors now have access to a wireless network within the school.

Through the support of the Government of Newfoundland and Labrador we have been able to continue our After School Program for elementary students. This program enables all elementary students to have access to a variety of physical activities at no cost to students or their families. We also partnered with the Eastern Wellness Coalition to purchase Drum-fit equipment for our students. This equipment will enable a group of up to 50 students incorporate dance, movement and drumming into a fun, physical activity.

Our school partnered with the College of the North Atlantic, the Government of Newfoundland and Rotary to have a Greenhouse built that will be used by to students for planting and harvesting of vegetables throughout the Spring and Fall. This project would not have been possible without the generous support of Craig's Locksmithing and Vardy's Busses.

Our school also continued with its commitment to civic service. We supported several charities as a community including the Terry Fox Walk, Janeway Day in the Schools, and contributions to our local food bank, our School Wish Tree in support of local families, as well as, Operation Christmas Child. We participated in community clean-ups as well as many class initiated projects. Our school was also one of the schools recognized in MMSB's Top Your Total contest for our recycling program.

Arthur Winsor
Principal

Message from School Council

Riverside Elementary School Council

The 2013-2014 Riverside Elementary School Council consisted of:

School Principal, Art Winsor

Chairperson Lana Park (Parent Representative)

Secretary Janice Walsh (Teacher Representative)

Teacher Representative Shelly Smith

Parent Representative David Harris

Parent Representative Howie Decker

Parent Representative Hansi Hai

Parent Representative Maureen Lynbruner

In October 2013 three new parent representatives replaced parent representatives that had left school council for various reasons. Maureen Lynbruner, Hansi Has and Howie Decker left the school council and were replaced by Tanya Bennett, Susan Galway and Nancy Robbins. Furthermore, teacher representative Shelly Smith was replaced by Courtney Prince.

School Council met approximately every six weeks to discuss a variety of topics pertaining to Riverside Elementary School's students, parents, staff and overall school environment. Some of the items discussed throughout the meetings included:

- Fee in lieu of fundraising
- School Development Plan
- Staffing Allocation
- Awareness Days
- Cafeteria Issues

Lana Park
Past Chairperson

Overview of School

Our School Community

Our school, Riverside Elementary School was part of the Newfoundland & Labrador English School District. At the end of the 2013-2014 school-year Riverside Elementary had an enrolment of 684 students from grades Kindergarten to Grade 6. Our school had a total of 44 full-time teachers. The breakdown of teachers was as follows: 29 classroom teachers and 6 instructional resource teachers. We have 2 guidance counselors on staff, 4 specialist teachers in the areas of music and physical education as well as the support of 4 student assistants. In addition, to staff based at the school, we have access to District office staff. The school also has the services of secretarial and maintenance personnel.

Key Highlights/Special Projects

This past year was a very successful year in terms of projects within our school. Throughout the year we were involved in numerous projects aimed at giving back to the community. These would include our annual Terry Fox Walk, Operation Christmas Tree, Riverside Christmas Wish Project, and Janeway Day. We planned and facilitated a Healthy Active Living Day for our students and facilitated a school skating program for students at our local arena. Once again this year our school participated in various initiatives to support our Local Legion and Lions Club.

Our Learning Community also embarked upon a special project with a focus on our student population with individualized special needs especially those diagnosed under the Autism Spectrum Disorder. We began the process to develop a Snoezelin Room for our school. In the community of Clarenville, NL, and other surrounding communities of the local area, there are limited resources for sensory integration for families with children who have been diagnosed with ASD. Since children diagnosed with ASD can be over stimulated by a school environment, a Snoezelen room will provide a safe environment to meet these sensory needs. This multi-sensory setting will offer a blend of visual, auditory, olfactory, tactile, and movement activities to stimulate hyposensitivity and reduce hypersensitive stress levels. Thanks to support from our local Lions Club we have completed the project.

In the Fall of 2013 the school (from a \$50 000.00 grant from the Newfoundland and Labrador government-Department of Tourism, Recreation & Sport) was able to develop and implement an after school program for our students in Grades 4 – 6 over a two year period. This program is an inclusive program and it provides transportation to and from the activities and rides home. The program is free. Thus, many of the barriers that would prevent students from participating in after school activities. The program was extremely successful with approximately a 90% participation rate. Students participating the program were given the opportunity to participate in the following activities: Zumba, fitness, yoga, bowling, swimming, skating, soccer, downhill skiing and hiking. We were able to purchase \$2000.00 worth of Snow shoes through the program as well. Our Clarenville Area Recreation Association has partnered with us on this initiative. Technology has also been a huge focus for our school. All of our classes are equipped with Smartboards or Teamboards. As well, we have invested in all of our classes to be equipped with 40” flat screen TVs. We have also begun purchasing iPads for our school. We presently have two class sets and intend to increase this number in the 2014-15 school year.

Summary Report on the School's Most Current Data

School Development Plans are revised yearly using the most current data available to the school. In this section, include an analysis of the school's most current data, including both quantitative and qualitative data gathered at the provincial, district and school level. This data, along with the evaluation of last year's objectives for each goal, help inform the development of the plan for the current year. **If the reporting of any of this data compromises the anonymity of students, it should not be included.**

The data presented in this section should be summarized using bullet statements as well as tables (see templates). Appropriate comparisons should be made to district and provincial data and standards where relevant. Explanatory notes should be included where applicable to assist in the interpretation of data.

Though all raw data pertinent to a school should be analyzed thoroughly at the school level, not all data needs to be reported in this section. This section should include:

Provincial Assessment Data

Reading Records for Grades 1 and 2

Grade 1: Percentage of Students (in June) at or above the Provincial benchmark

Grade 1 Enrolment = 99

| 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | |
|---------|--------|----------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| School | Region | Province |
| 78.4 | 67.4 | 64.6 | 75.8 | 60.2 | 60.2 | 65.3 | 60.2 | 59.3 | 81.8 | 54.6 | 52.7 |

What do these results tell us?

The school consistently excels in the areas of reading compared to the region and province. The 2013-14 school-year marked a noticeable improvement from previous years, indicating that great progress was made with reading at Riverside Elementary.

Grade 2: Percentage of Students (in June) at or above the Provincial benchmark

Grade 2 Enrolment = 96

| 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | |
|---------|--------|----------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| School | Region | Province |
| 81.8 | 74.8 | 73.8 | 87.3 | 68.1 | 66.9 | 75.3 | 66.9 | 65.5 | 55.2 | 58.6 | 58.3 |

What do these results tell us?

These results show increases in 2010-11 and 2011-12 from grade 1 to grade 2. However, 2012-13 and 2013-14 indicate decreases in the number of students who attained provincial benchmark status from grade 1 to grade 2.

Provincial Assessment data by strand for grades 3 and 6

Grade 3 English Language Arts

Grade 3 Enrolment = 97

| | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | |
|--|---------|--------|----------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| | School | Region | Province |
| Multiple Choice | | | | | | | | | | | | |
| Reading | 82.9 | 79.8 | 79.7 | 59.3 | 67.8 | 67.5 | 75.1 | 73.0 | 72.7 | | | |
| Listening | 89.4 | 87.9 | 87.9 | | | | | | | | | |
| Constructed Response: Percentage of students achieving at Level 3 (i.e., grade level) or above | | | | | | | | | | | | |
| Demand Writing | 58.8 | 73.2 | 72.0 | 78.3 | 81.5 | 81.7 | 72.1 | 65.3 | 64.4 | | | |
| Poetic | 69.2 | 79.0 | 77.8 | 40.3 | 48.8 | 47.9 | 71.4 | 66.9 | 65.2 | | | |
| Informational | 36.7 | 53.1 | 52.8 | 61.7 | 64.3 | 64.4 | 90.7 | 80.3 | 80.1 | | | |
| Listening | 66.0 | 69.5 | 68.9 | | | | | | | | | |

What do these results tell us?

The 2012/13 data indicates that our Grade 3 students performed above the Provincial average in ALL areas of the Language Arts Assessment. In Reading, we scored 2.4% higher than the Provincial average. In Demand Writing, we scored 7.7% higher than the Provincial average. In Poetic Text, our students in Grade 3 scored 5.2% above the Provincial average. Finally, in Informational Text, we scored 10.6% above the Provincial average.

Grade 3 Mathematics

Grade 3 Enrolment = 97

| | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | |
|---|---------|--------|----------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| | School | Region | Province |
| Multiple Choice | | | | | | | | | | | | |
| Number Concepts | 82.7 | 77.5 | 78.2 | 70.0 | 78.5 | 78.3 | | | | 70.4 | 71.7 | 72.9 |
| Number Operations | 81.6 | 74.2 | 74.6 | 73.3 | 72.8 | 72.5 | | | | 69.3 | 64.3 | 65.5 |
| Shape and Space | | | | | | | | | | 74.6 | 73.9 | 74.8 |
| Constructed Response: Percentage of students achieving at grade level or above | | | | | | | | | | | | |
| Number Concepts | | | | | | | | | | 75.5 | 73.7 | 75.9 |
| Number Operations | | | | | | | | | | 61.3 | 53.5 | 55.4 |
| Shape & Space | | | | | | | | | | 62.4 | 61.9 | 64.5 |
| Mental Math | | | | | | | | | | 89.4 | 82.2 | 83.8 |
| Problem Solving | 79.2 | 77.3 | 77.1 | 81.5 | 83.5 | 82.6 | | | | 59.8 | 54.2 | 56.4 |
| Reasoning | 62.5 | 58.8 | 61.1 | 66.2 | 72.9 | 72.2 | | | | 44.3 | 31.9 | 34.4 |
| Communication | 64.6 | 58.7 | 60.5 | 72.3 | 74.4 | 73.4 | | | | 44.3 | 31.9 | 34.4 |

What do these results tell us?

The school has exceeded/maintained consistency in all tested areas in comparison to the region and the province. Students are better equipped in constructed response than multiple choice format. The areas of need, in comparison to province, are number concepts, shape and space. Both of these areas demand the most attention.

Grade 6 English Language Arts

Grade 6 Enrolment = 115

| | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | |
|--|---------|--------|----------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| | School | Region | Province |
| Multiple Choice | | | | | | | | | | | | |
| Reading | 79.1 | 80.3 | 79.5 | 66.1 | 71.6 | 71.1 | 73.8 | 79.0 | 78.5 | | | |
| Listening | 62.5 | 68.2 | 67.0 | | | | | | | | | |
| Constructed Response: Percentage of students achieving at Level 3 (i.e., grade level) or above | | | | | | | | | | | | |
| Demand Writing | 70.0 | 75.4 | 74.7 | 73.9 | 74.8 | 74.9 | 80.5 | 78.9 | 76.5 | | | |
| Poetic | 64.1 | 67.9 | 66.2 | 43.7 | 49.9 | 50.4 | 78.4 | 83.6 | 82.1 | | | |
| Informational | 56.4 | 59.8 | 58.7 | 50.6 | 57.3 | 58.6 | 75.9 | 83.9 | 83.6 | | | |
| Listening | 47.5 | 54.4 | 51.8 | | | | | | | | | |

What do these results tell us?

In the area of Reading, our Grade 6 students scored slightly below the Provincial average (4.7% lower). In Demand Writing, our Grade 6 students scored 4% higher than the Provincial average. In Poetic Text, our students in Grade 6 scored 3.7% below the Provincial average. Finally, on Informational Text, our students scored 7.7% below the Provincial Average. In general our students showed overall improvement in their results in 2012/13 when compared to the previous three school years.

Grade 6 Mathematics

Grade 6 Enrolment = 115

| | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | |
|---|---------|--------|----------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| | School | Region | Province |
| Multiple Choice | | | | | | | | | | | | |
| Number Concepts | 68.3 | 74.6 | 74.9 | 62.1 | 67.1 | 67.2 | | | | 61.9 | 57.3 | 58.0 |
| Number Operations | 58.7 | 66.6 | 67.4 | 56.9 | 62.0 | 62.4 | | | | 60.9 | 63.3 | 64.1 |
| Patterns & Relations | | | | | | | | | | 53.8 | 53.8 | 54.6 |
| Shape & Space | | | | | | | | | | 65.0 | 68.7 | 69.7 |
| Constructed Response: Percentage of students achieving at grade level or above | | | | | | | | | | | | |
| Number Concepts | | | | | | | | | | 62.0 | 60.0 | 61.6 |
| Number Operations | | | | | | | | | | 61.5 | 66.1 | 66.4 |
| Patterns & Relations | | | | | | | | | | 42.2 | 49.7 | 52.7 |
| Shape & Space | | | | | | | | | | 52.8 | 60.4 | 61.5 |
| Mental Math | | | | | | | | | | 81.5 | 76.2 | 76.7 |
| Problem Solving | 50.0 | 67.9 | 68.1 | 66.7 | 65.7 | 65.6 | | | | 55.3 | 60.4 | 62.1 |
| Reasoning | 36.1 | 51.1 | 52.3 | 55.6 | 58.3 | 58.9 | | | | 52.6 | 50.7 | 52.7 |
| Communication | 38.9 | 42.4 | 44.3 | 60.0 | 56.8 | 56.6 | | | | 52.6 | 50.7 | 52.7 |

What do these results tell us?

Other than mental math and number concepts (both multiple choice and constructed response), the school's results were not consistent or above the provincial average. The shape and space component of the curriculum needs to be focused on in the school development plan.

Internal Assessment Data

What do these results tell us?

- Grade 2 reading has a trend of students struggling with “reading/viewing texts” and “using strategies to effectively view/read texts”.
- All grade 2 “writing and representing” categories also showed deficiencies in attainment.
- Grade 2 “problem solving” and “mathematical reasoning” was also an area of concern from the internal data.
- Grade 3 “problem solving” and “mathematical reasoning” was also an area of concern from the internal data.
- Grade 6 reading has a trend of students struggling “using strategies to effectively view/read texts”. The data also suggested that grade 6’s had difficulty in “using a variety of strategies to write/represent effectively”.

These areas of need and concerns were taken into account when the 2014-15 school development plan was developed.

***1 Year School Development Plan, 2013-2014* Goal 1: To improve student achievement such that our students are prepared for the 21st century and therefore will become excellent in the areas of collaboration, creativity, communication and critical thinking.**

Objective 1.1. Improve student achievement in mathematics in the primary and elementary grades in the following areas: number concepts, reasoning.

Strategies:

- 1.1.1 Administration will make their presence known to the student body through regular classroom visitations and will provide feedback to teachers/staff regarding teaching and learning.
- 1.1.2 Use differentiated instruction when teaching.
- 1.1.3 Use a variety of resources and manipulatives in the classroom.
- 1.1.4 Use different evaluations.
- 1.1.5 Use a variety of assessment strategies.
- 1.1.6 Continue to provide more opportunities for teacher collaboration.
- 1.1.7 Use technology appropriately to engage students in these particular math concepts.
- 1.1.8 In-service teachers on Team Board/Smart Board technology.
- 1.1.9 Provide opportunities for teachers to shadow other teachers who have team board/smart board knowledge.
- 1.1.10 Provide students with appropriate apps to support student learning.

Indicators of Success:

- 1.1.1 Higher scores on external assessments.

Objective 1.2: Achieve provincial standards on provincial assessment in English Language Arts in the areas of critical thinking.

Strategies:

- 1.2.1 Administration will make their presence known to the student body through regular classroom visitations and will provide feedback to teachers/staff regarding teaching and learning.
- 1.2.2 Use differentiated instruction when teaching.
- 1.2.3 Use enquiry based learning.
- 1.2.4 Use different evaluations.
- 1.2.5 Use a variety of assessment strategies.
- 1.2.6 Provide more opportunities for teacher collaboration.
- 1.2.7 Use technology appropriately to engage students in critical thinking.
- 1.2.8 In-service teachers on Team Board/Smart Board technology.
- 1.2.9 Provide opportunities for teachers to shadow other teachers who have team board/smart board knowledge.
- 1.2.10 Provide students with appropriate apps to support student learning.

Indicators of Success:

- 1.2.1 Higher scores on external assessments.

Objective 1.3:

Strategies:

Indicators of Success:

Riverside Elementary School
1 Year School Development Plan, 2014-2015

| | | |
|---|---|--------------------------------------|
| <p>Goal 1: To improve student achievement such that our students are prepared for the 21st century and therefore will become excellent in the areas of collaboration, creativity, communication and critical thinking.</p> | | |
| <p>Objective 1.1: Improve student achievement in mathematics in the primary and elementary grades in the following areas: number concepts, reasoning.</p> | <p>Objective 1.2: Achieve provincial standards on provincial assessment in English Language Arts in the areas of critical thinking.</p> | <p>Objective 1.3:</p> |
| <p>Strategies: 1.1.1 Administration will make their presence known to the student body through regular classroom visitations and will provide feedback to teachers/staff regarding teaching and learning. 1.1.2 Use differentiated instruction when teaching. 1.1.3 Use a variety of resources and manipulatives in the classroom. 1.1.4 Use different evaluations. 1.1.5 Use a variety of assessment strategies. 1.1.6 Continue to provide more opportunities for teacher collaboration. 1.1.7 Use technology appropriately to engage students in these particular math concepts. 1.1.8 In-service teachers on Team Board/Smart Board technology. 1.1.9 Provide opportunities for teachers to shadow other teachers who have team board/smart board knowledge. 1.1.10 Provide students with appropriate apps to support student learning.</p> | <p>Strategies: 1.2.1 Administration will make their presence known to the student body through regular classroom visitations and will provide feedback to teachers/staff regarding teaching and learning. 1.2.2 Use differentiated instruction when teaching. 1.2.3 Use enquiry based learning. 1.2.4 Use different evaluations. 1.2.5 Use a variety of assessment strategies. 1.2.6 Provide more opportunities for teacher collaboration. 1.2.7 Use technology appropriately to engage students in critical thinking. 1.2.8 In-service teachers on Team Board/Smart Board technology. 1.2.9 Provide opportunities for teachers to shadow other teachers who have team board/smart board knowledge. 1.2.10 Provide students with appropriate apps to support student learning.</p> | <p>Strategies:</p> |
| <p>Indicators of Success: 1.1.1 Higher scores on external assessments.</p> | <p>Indicators of Success: 1.2.1 Higher scores on external assessments.</p> | <p>Indicators of Success:</p> |

| Goal 1 Support | |
|---|--|
| Financi | Professional Development/Time Required |
| 1.1.1 Any cost associated with providing expertise required, as well as needed resources. | 1.1.1 School Professional Days to in-service teachers in technology. |

| | | |
|--|-------------------------------|-------------------------------|
| Goal 2: To provide an inclusive, safe and caring environment. | | |
| Objective 2.1: To implement and monitor PBS in our school in order to reduce/eliminate | Objective 2.2: | Objective 2.3: |
| Strategies: 2.1.1 Review and model expected school behaviors. 2.1.2 Reward students with “Gotchas” for demonstrating expected behaviors | Strategies: | Strategies: |
| Indicators of Success: 2.1.1 Behavioral problems decreased. 2.1.2 Students demonstrating respectful behavior. 2.1.3 Cooperation observed among students. 2.1.4 Positive feedback from parents and teachers. | Indicators of Success: | Indicators of Success: |

| | |
|------------------------------------|---|
| Goal 2 Support | |
| Financi | Professional Development/Time Required |
| 2.1.1 Funding for rewards for PBS. | 2.1.1 Time to implement modeling of PBS. |

| | | |
|--|--|-------------------------------|
| Goal 3: To promote a healthy and active lifestyle | | |
| Objective 3.1: To provide ways that will increase teacher participation in wellness and | Objective 3.2 To provide ways that will increase student participation in wellness and | Objective 3.3: |
| Strategies: 3.1.1 Continue to promote after school fitness activities (snowshoeing, walking clubs) 3.1.2 Incorporate wellness sessions | Strategies: 3.2.1 Continue to promote fitness activities. 3.2.2 Continue to promote healthy eating. | Strategies: |
| Indicators of Success: 3.1.1 High participation rate for teachers in wellness activities. 3.1.2 Wellness sessions have been incorporated into our professional days | Indicators of Success: 3.2.1 High participation rate for students in wellness/healthy living activities. 3.2.2 Observations of students making healthier food choices | Indicators of Success: |

| Goal 3 Support | |
|---|---|
| Financi | Professional Development/Time Required |
| 3.1.1 Provision of school space to have fitness activities. | 3.1.1 Support with incorporating wellness activities into PD days. |
| 3.1.2 Funding for professional development in wellness activities | 3.1.2 Provide time for professional development in the area of wellness |

Operational Issues

| Operational Issues | Intended Action |
|--|---|
| Our school does not have enough IP addresses for usage of all school | Request for additional IP addresses. |
| Scheduling of student assistants. | Early planning and consistency of student assistant placements. |
| Musical instruments required for school. | Explore ways to acquire these instruments. |
| Hot water required/ shower facilities maintained in gymnasium | Maintenance request. |