

Annual Report

2016-2017

SPINGDALE ELEMENTARY SCHOOL

Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan



Introduction

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement was valid until June 30th, 2015 and was subsequently extended by an additional year for reporting purposes. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2016-17) successes. This annual report includes information on our success plan results, management and educational success agreement results, each of which contributes to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.



School Portrait

School Name	2016-17
School Capacity	457
Program(s)	Bilingual (50-50)
Total Number of Students Registered	220
Total Number of Students Registered In Daycare	54
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	95

School Mission/Vision

At Springdale Elementary School, we believe that learning is a life-long journey, and that every child has a right to a quality education.

Our goal is to help prepare students academically in English, French, math, science, technology and the arts and socially, so they can contribute to a bilingual, multi-cultural community and be well-prepared for the demands of high school.

We are committed to responding to the needs of all learners, taking into account the diversity of students' needs and abilities. We adopt a flexible and open approach that respects these differences, and fosters learning, a sense of dignity and success for all.

We are committed to providing a safe and positive environment where creativity is encouraged, differences are celebrated, and respect is valued.

We recognize that students achieve academic excellence through innovative and creative teaching practices and we believe that sound study habits and strong academic foundations are developed at the elementary school level.

We strive to build a partnership with parents in fostering their children's education. To that end, we value the importance of stimulating learning partnerships amongst students, teachers, parents and the community. We pride ourselves on creating an environment of opportunities for all students to build on their abilities and surpass their potential.

Finally, we believe that a child's worth and dignity are to be valued and protected above all else. Our Success Plan is aimed at having our students leave Springdale Elementary with the essential tools to support them as they move forward on their journey as lifelong learners.

Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MEES Elementary End of Cycle III Math exam results.

School Results

Goal 1: Increased Graduation and Qualification Rate						
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Results	2017 Result
1	A % increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	64.84%	67.44%	69%	57%	76.5%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N.A	1	3	7	7

Level of Accomplishment:

The results of the end of cycle III MELS exams place our students above the 2015 target. There was a noticeable drop in the C2 reasoning competency of the exam in the past but with interventions this was improved upon this year. Our objective as a school team is to analyze the results to determine which strands of the program the students' under performed in and why, so we can continue to develop an action plan. It is our continued goal to facilitate progress in this core subject area and strengthen our students' math skills to support their transition to high school and increase their future chances of success. We will therefore continue to privilege some of the

teaching strategies and support measures that have proven to be successful in the past years and identify the underlying challenges allows us to put the necessary supports in place.

Previous results of Math final June grade 6 exams:

From 2011: 59.65% through to 2016-17 we have surpassed our target of 67.44% obtaining 76.05%. Despite the challenge of the C2 competency in the past where we had experienced a noticeable decline in the overall mark of 69% to 57% in 2015-16, we are pleased to report with targeted interventions we have been able to support our students and address some of the learning obstacles. We acknowledge that many of our students have learning disabilities contributing to these fluctuating results and we will continue to provide and address interventions to close the learning gaps as needed.

- Use of previous exams as practice tools and review material
- Professional Development workshops with consultants
- Participation in the Math Olympics in order to promote the pleasures of Math Problem Solving for our grade 6 students
- Use of web-based Mathematics programs such as Reflex Math to increase the practice of basic Math skills and help motivate students
- The use of the Prime Math assessment tool to support our interventions
- Resource support in Math for our at-risk students and students with special needs
- Additional support through the afterschool Homework Assistance Program

Many of our students who do not speak English or French as their first and/or second language face many challenges in reading comprehension, which plays an important part in the MEES problem-solving portion of the examinations. We will continue to provide all our students with additional resources, literacy-based programs and support to help them develop the needed literacy skills required to succeed in all areas.

Observations and Future Directions:

- Further analysis is required to determine appropriate interventions that would target areas of weakness in math.
- Further effort is needed in the continued use of situational problems, using more direct instruction and experiences in solving these problems. Starting in grade 1 and all through the elementary years, students should be regularly exposed to these multi-steps complex problems to further strengthen their skills and confidence in accomplishing these tasks.
- A PDIG Math grant was worked on to facilitate professional development and further strengthen our collective teaching approach and collaboration for the 2016-2017 school year.
- Teachers and support staff will be encouraged to attend Math workshops and to implement the strategies
- Teachers attended the Math Summer Institute – Elementary Math Focus
- Teachers will be encouraged to use new technologies in the classroom to help students develop Mathematical skills and increase motivation (I-Pads, computer lab, Smartboard, etc...)
- Continue to promote Mathematics & Problem-solving with the Math Olympics board initiative
- Implemented programs such as Robotics to increase student motivation, engagement and Math abilities

- Item analysis of the MELS final exam to further understand the areas and concepts where our students have shown more difficulty
- Continued support through the Homework Assistance Program
- Continued work done in English literacy, which would help students increase comprehension needed for problem solving activities
- Continued resource support (evaluation, intervention)
- Re-evaluate individualized IEP goals and strategies to better support our students with special needs.

Engagement of boys:

- FSSTT initiative of boys lunch group and supervised play to help develop appropriate social skills and positive peer interactions
- Hooked on School initiative to help promote school perseverance and facilitate transition to high school
- Recess Success program and Leadership program initiatives to help our senior students take an active role as mentors for our younger students
- Allouettes encouraging presentation was inspiring and motivated our students to persevere
- Continue to invest in new technologies to further engage our students in their learning
- Mad Science was offered to promote the excitement of learning
- McGill's Science presentation on the Brain, captivated and engaged all learners
- Presentation and collaboration with Nancy Battet promoting meaningful connections for our students

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry level is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and the option of extending Immersion profiles at the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

School Results

Goal 2: Improved Mastery of English and French Language Skills						
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	A % increase in the success rate for elementary end of Cycle III French exam results by 2015.	63.94%	67.94%	77.0%	78.9	79.62%
2	A % increase in the number of elementary students reading at level by 2015. (gr. 4 results)	Fr: 100% Eng: 85%	Fr:100% Eng:86.7%	Fr:50% Eng:88.3%	Fr.100% Eng. 70%	Fr:98.74% Eng:84.64%
3	A % increase in the success rate for elementary end of cycle III English exam results by 2015.	64.04%	82%	91%	98%	98%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA	NA	NA	1	1

Level of Accomplishment:

Students demonstrated a slight improvement in their success rate in the French cycle III exams (79.62%) that surpasses the 2015 target results. We hope that the interventions, support and measures in place for the following school year will help increase further the success rate of our students in the Reading and Writing components of the LBPSB French exams.

In English, the students showed great success in the final cycle III exams with a success rate of 94.44%. Although these results show a slight dip from the 98% from the previous year we feel it is an accurate depiction of where our students are functioning at. We have seen a steady increasing since 2011 (54.38%) and are pleased that the 82% target was surpassed with interventions that we have implemented.

In grade 4, students are maintaining a high level of Reading proficiency in English, 84.64% an increase from the previous school year showing 70%. We acknowledge that much of the fluctuation from year to year is representative of our student population having profound learning difficulties and hope with consistent interventions the learning gaps can continue to be minimized. These foundational skills are essential as the Reading proficiency level of our students directly impacts their success rate in other fields and subject areas. In French, the number of students reading at level by the end of cycle II reached a strong 98.74%, with a 100% passing rate. Continued literacy interventions will be put forward to further help and support our students in increasing their fluency in a second language.

Strategies:

- Use of the daily 5 approach to increase word work, guided reading instruction and balanced literacy strategies in both English and French
- Early literacy interventions
- All students' progress is being tracked by the Reading Records and GB+ programs to direct teaching practices
- All classes now have Smartboards to help facilitate literacy class activities
- Increased Resource support in all grade levels (French & English)
- Professional development offered during Ped Days to teachers and support staff
- Homework assistance program to help reinforce skills in both French & English
- Portfolio (French & English)
- Increased access to new technologies through the Media program and I-Pads
- The use of the Rosetta Stone program to help support the acquisition of French language skills for our students with special needs
- Francisation program offered to our students struggling with FSL
- French & English activities and outings offered to our school population
- I Love To Read week bilingual activities and projects
- Special French inter-cultural project (grades 1 & 2) exposing our students to a wide variety of literary materials

Observations and Future Directions:

- To continue to implement all strategies
- Increase the number of interventions and initiatives aiming to increase the level of proficiency in our students reading in both French and English
- To establish a Collaborative approach school wide to further develop the crossover benefits from English to French and vice versa.
- Increase Professional Development opportunities for our teaching and support staff
- Continue to implement an early intervention program for our Kindergarten, grade 1-2 students in order to help all our students develop a strong base in Reading, in French and in English

- Continue to use the RR and GB+ programs to evaluate our students' progress and address their individual needs with adapted interventions and support measures
- Invest in stimulating workbooks (French, English, Math) that will help enhance the learning experience for our students
- Continue to invest in new technologies to further engage our students in their learning

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

School Board Context

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties						
#	Objective	Base-line	2015 Target	2015 Result	2016 Results	2017 Result
1	To develop awareness of the different paths of learning for special needs students and students at risk	NA	Understand various pathway offered in our school system	In progress	On Target	On target
2	CASP pilot project for LBPSB	NA	NA	NA	In Progress	Completed

Level of Accomplishment:

- On target
- Resource Teachers are informed of the different pathways of learning
- CASP Pilot Project was completed

Due to the very high number of at-risk students and students with special needs at Springdale, our staff has developed a great team feeling, giving support to each other, to students and to their families. We have established an expertise in helping students with special needs surpass their potential and have developed various adapted measures of support and interventions to help each of the students in our care, experience success and meet their individualized goals.

We receive support from our school board's Student Services Department, Special Needs consultant, Autism consultant, psychologist, Speech and Language therapists, Occupational therapist, FSSTT members (Family & School Support Treatment Team), CLSC , Resource teachers, integration aides and last but not least, our skilled and dedicated teaching and support staffs.

- Rainbow Room, specialized environment and intervention for our K through cycle one students with high needs
- Created an intervention room supported by a Special Ed. Technician called the Mindset room
- Created a collaborative approach to learning with teaching partners – FACET
- Increased UDL in the classroom and participated in professional development to that end
- Teachers worked closely with the IEP goals in mind to incorporate differentiated learning
- Support and communication with our integration aides, behavioural technician and SST members
- Weekly resource team (SST) meetings to help teachers find strategies and support for their students
- Resource teachers, Principal and SST members made individual visits to Daycares and High Schools to help facilitate the transition for our incoming and graduating students with special needs
- Preventative breaks placed in schedules creating balanced day approaches
- The creation of 2 Sensory Rooms involving OT routines for sensory diets have been created
- 60 second reset and mindfulness approach school initiative to reduce deregulation
- To continue to implement a school readiness program for our incoming Kindergarten students demonstrating profound results
- School approach utilizing Zones of Regulation program
- Wide variety of extra-curricular activities which allowed some of our academically challenged students to shine and increase their level of self-esteem
- School-wide activities and events that helped our students foster a sense of pride and belonging
- Special Olympics initiative continued and enjoyed by our students
- PCI reading program addressing students with Moderate Reading difficulties
- Developed tools and best practices to integrate CASP in support of our school Board
- Piloted successfully the CASP program at Springdale
- Completed the AAC Board pilot project

Observations & Future Direction:

- With a large number of students on an IEP we need to be cognisant of the challenges the board and Ministry exams present for our students and prepare accordingly.
- To continue to implement all strategies and successful interventions to better support all our students
- To continue to create movement literacy through phys. Ed. to support mindfulness initiative
- To increase Resource support in all grade levels
- To increase the number of preventative interventions in our early grade levels
- To increase awareness of social emotional development through Trauma informed learning approaches to teaching
- To increase the number of community partners that will help support our school initiatives

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring and promotes wellness. All elementary and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy and welcoming environment.

The portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's "Our School Survey" and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 8,900 elementary surveys from 34 of our schools.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community						
#	Objective	Baseline	2015 Target	2015 Result	2016 Results	2017 Result
1	The number of initiatives that promote pride in and respect for our environment.	1	Increase in number of activities	Achieved	On Target	Achieved
2	The number of programs and interventions that address violence prevention and conflict resolution.			In Progress	In Progress	Achieved
3	Implementation of the Healthy Schools Approach.			[] In Progress [X] Implemented		



Level of Accomplishment: Environment

- Increased use of Smart Boards, I-Pads, laptops and computers has helped to reduce paper
- Clean-up of playground done by students to promote pride for our school's environment (seasonal)
- School wide initiative for recycling of milk cartons and other recyclable materials
- Waste-Free lunch initiative in Kindergarten
- Spiritual animator discussions about environment
- Springdale gives back initiative: Supporting a community in Ghana and others abroad
- Buddy Bench and "How do you fill your bucket?" initiatives along with the Giving Tree
- Holiday Concert and Spring play – bring pride and joy to our students

Twice a year, senior students (grade 4-5-6) are polled using the Tell Them From Me (TTFM) survey which

helps us better understand students' perception of school safety, motivation, engagement and help report incidences of conflicts. The TTFM survey also gives students a chance to express how they feel about their school and what improvements they would like to see to help make their school a safe and caring learning environment.

Westside Gathering supported us in breakfast activities connecting with our students and their families to better support them within our community. WIBCA also ran our Homework Assistance Program, to better support families in our community. Students also took part in spiritual animator sessions on anti-bullying and friendship.

AMCAL ran workshops with all our students this year to help them integrate positive social skills and understand values such as friendship, politeness, sharing, sportsmanship, etc...

AMCAL social skills initiative was put in place at school with workshops and activities such as Operation-Cooperation, Recess Success, Leaders & Mentors,... All activities were to promote student cooperation, positive peer relations and peaceful conflict resolution.

Guest speakers were present to encourage kindness and respect:

Allouettes gives back initiative on overcoming obstacles

Ms. Barbra Diabo Mohawk Nations – Stories of Frist Nation -

Along with:

Sam Roberts – Spending time with our students in song and discussion regarding the importance of resilience and following your passion

Kerry Anne Kutz and Michael Woytiuk

Michael McCarthy

Behavior initiatives i.e. The giving tree - catching students in acts of kindness rewarded students for making kind and supportive choices towards others and the school. Interventions with students took place with a self-reflection component to address behavior concerns. By engaging the students and their parents and with consistency of high expectations, there was the hope to reduce the number of incidents in these areas. Time was spent specifically with the grades 3 and 5 boys to work on addressing their aggressive behavior. The frequency of incidences decreased over the year with interventions being carried out through this timeframe allowing for teachable moments to unfold. Tell Them From Me Survey gave us feedback, which was to address anti-bullying in greater depth which showed:

The strengths indicated a strong feeling of advocacy at school, positive teacher-student relations, and students feeling they belong.

The strengths of the school, according to this survey showed a strong support for all students, including those with Handicaps, social maladjustments or learning difficulties, the administrative team's as well as the school team's knowledge of the community and classroom management as well as the management of the school's affairs.

The priorities of the school indicated the continued need for safety outside the school, the need for opportunities for student representation in the school, the involvement of all staff in supervision as well as safety during unstructured time at school during recess and lunch and the need for the school's implementation of safety measures with respect to parents on school

property.

Input from our community police officer in regards to cyber bullying, taxing, drugs, bullying, road and bus safety was an important intervention that took place throughout the year.

Grade six buddies helped Kindergarten students at the bus, at recess and in various activities.

Safe places for students to receive support: Resource Room, Mindset room, FSSTT Room, Daycare coordinators office, principal and Main office.

Healthy Schools Approach

- Physical education teacher taught classes about the importance of a healthy and active life style (including healthy eating and sleep habits)
- Jump rope for Heart field day
- Track & field events
- Basketball tournament
- Classes did cooking/healthy snacks lessons during the month of March - Nutrition Month
- Various Phys. Ed. lunch hour activities – all throughout the year
- Holiday Concert and Spring play highlights the talents and strength in our students
- Choir
- Attended various leadership opportunities: Jr. Leadership day and We day along with the Green Summit
- Jouvence Grad trip to help promote cooperation, team work, healthy physical activity and sense of belonging
- Spring and Fall soccer program with coaches from Vanier
- 45 students had a healthy breakfast at school each morning and were able to get nutritious snacks for all who required one at any time of the school day
- All of our students participated in the daily milk program
- Lego Therapy and Maxwell Manor was used to address social interventions with K & cycle one students
- School wide approach to 60 sec fix coined by Reggie Melrose was implemented and referred to as the 60sec reset.
- Association with Go DDO which advises us of free community programs

- Sessions on puberty with CSSS nurse for grades 5-6
- Jungle Sport for the entire school
- Healthy snacks made available during the homework program
- Terry Fox Run school wide participation
- End of the day Celebration
- NOVA/Carousel for grief counseling was present to support several students who experienced trauma, the loss of a loved one etc...
- Dental hygienist check-ups and cleaning and our grade 6 students were taken to John Abbott for Fluoride treatments for free.

Observations & Future direction:

- Continue to implement all interventions that have proven to be effective
- Continue our association with Westside Gathering, Hooked on schools, DDO, CLSC and various community partners that will help us in supporting our students, families and Springdale community.
- Continue our association with NOVA/Carousel for grief counseling when needed
- Continue to support students with autism and severe behavior challenges through our small class Rainbow Room, with integration of these students into the regular classes whenever possible
- To continue to offer interventions through our Mindset room
- Spiritual animator class visits using storytelling to convey intercultural art and holiday traditions, Presentations to school assemblies and classes for Black History Month on building tolerance and understanding, multi-media presentations on various cultures and religions through the year.
- Continue stage productions able to raise self-esteem by providing outlets for students who would like to participate, for example, yearly Holiday Concert/plays/band performances
- Continue to offer Hindi/Pelo classes (twice a week) and Hebrew classes once a week.
- Continue to hire tutors to support students with the Homework Assistance and Francisation programs
- Continue to draw parents into the school for the Opening Celebration and Portfolio Evenings

- Continue to support cycle 3 students with the Wellness Fund
- Continue to come together in song and dance to uplift and to inspire in assemblies

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career. We offered over 30 unique programs across our network and in 2015-16 and our eight Continuing Education Centers continue to provide valuable services to our adult population.

School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	The number of initiatives that promote vocational education	NA	1 new initiative per year	On target	Accomplished

Level of Accomplishment:

- We had the Transitions to High School program. Hooked on High Schools helped our grade 6 students acquire knowledge and skills that will help them transition successfully to high school

- We had College & University student volunteers who helped in our classes once a week, and who were great mentors for our students
- Visits to grade 6 students from feeder high school students and administrators to present various programs
- Mini-Day
- Guest speakers from various trades (Nancy Battet)

Observations and Future Directions:

- We will continue to promote and inform students of the many career opportunities
- We hope to continue our link with community members to facilitate future connections
- Continued sessions with Transitions to High School and Hooked on Schools for grade 6 students
- Continued collaboration with Nancy Battet from ESD to bring us speakers

Other School Objectives

School Results

Other School Objectives:					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	CASP Pilot Project & AAC Pilot Project	NA	To develop for LBPSB	In Progress	Successfully completed
2	Collaboration Grant with the Ministry	NA	Initiation	In Progress	Successfully completed
3	Technology	NA	To increase PD for staff	In Progress	Accomplished

Level of Accomplishment:

We can see from the above grid we have successfully completed objectives and in the case of technology we have increased our PD tremendously. This encompasses the understanding that the development of this initiative and the enormity of this area in a forever evolving field is ongoing. Working with the Ministry to understand and develop the necessary tools for an inclusive school board took extensive hours from our Springdale team. We have been successful

in preventative planning through the creation of forms, instructional tools, planning booklets and report cards that reflect the CASP program and its implementation into our system for 2017.

Leading the way in the AAC Project we have opened our school to be a model to our school system and to other schools and school boards. The implementation and further development of this communication tool has been instrumental in reducing frustration with our students who are non-verbal or who have difficulty expressing themselves. An increase in functionality and expression of our students have been captured through our work, facilitating student progress school wide.

Securing the Collaboration Grant with the Ministry for 2016-2017 and PDIG grant for Collaboration proved to support our hypothesis that when teaching partners share the same information in both languages and with their classes, it strengthens the foundational learning elements and produces positive outcomes. A seamless approach to learning produced an increase in student engagement and in turn increased literacy outcomes and math results. What we could not predict was the positive outcome on our staff. It elevated their teaching practices, increased communication and cooperation and created a cohesive teamwork environment at Springdale.

Technology was addressed, increasing the number of devices in the school and encouraging the teaching staff to provide access to technology for all students in the classroom. This had a positive effect allowing for an increase in accessibility to the curriculum for our student population. To that end, a long term plan was developed for PD for our staff in collaboration with ESD for the 2016-2017 school year. In a forever changing climate it will be important to update and grow with the times.

Observations & Future Directions:

- To continue to develop projects in collaboration with SSD so that we can assist our school teams system wide in the implementation of CASP and the AAC Boards in the coming years
- To continue to implement best practices supporting our students with needs in creating meaningful educational experiences
- The release time provided allowed for the collaboration to unfold. This was invaluable and is necessary to support continued success.
- Providing PD for staff through Lunch and Learns and release time to learn about technology in the classroom and its benefits was invaluable. Planning for this to continue to occur next year is ongoing
- Trauma informed practices are necessary to further support our students. Professional development planning for staff will be addressed to reinforce the implementation of best practices in this area. This will be instrumental in expanding the learning potential in our student population.

Respectfully submitted,
K. Payette