
All Hallows Elementary

34 North River Road
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Clarke's Beach, NL
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School Development Report & Plan

Fall 2010

... a great learning place!

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OFFICE OF THE DIRECTOR

*Chairperson: Milton Peach, B.A., B.A.(Ed.)
CEO/Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

Overview of School

Statement of Purpose

To meet the learning and achievement needs of each child in a safe, caring, healthy, and socially just learning environment.

Statement of Values

School Organization

- Clean and healthy (P)
- Organized and flexible (P)
- Clearly communicated policies and expectations (P)
- Collaborative approach (administration, teachers, students, parents, community) (E)
- Clear communication (E)
- Shared vision (goal-oriented) (E)

Leadership

- Consistency and fairness (P)
- Available and approachable (P)
- Collaboration / active participant in entire school (P)
- Empowering others ("turning followers into leaders") (E)
- Supporting and affirming (E)
- Collaboration (E)
- Life-long learning encouraged (i.e. Professional Plans, PD, etc.) (E)
- Communication (E)
- Open to change (E)

Teaching & Learning

- Child centered (P)
- Cognizant of individual learning needs (P)
- Consistent Evaluation (P)
- Diverse learners (meeting their needs) (E)
- Collaboration (E)
- Assessment guides teaching (E)
- Dual respect (E)

Climate & Culture

- Sense of camaraderie (P)

- Proactive / preventative approach (P)
- Stress free (P)
- Safe and Caring environment (E)
- Collaboration (E)
- Capacity building (sharing of expertise, everyone contributes) (E)
- High expectations for everyone (E)
- Open to change (E)
- Stress Free (E)

Value Statements as Processed and Presented by Students

Honesty, Friendship, Sharing, Moral, Hope, Love, Empathy, Caring, Beauty, Compassion, Tolerance, Charity, Peaceful, Kindness, Fairness, Goodness, Justice, Respect, Integrity

Statement of Vision

All Hallows is committed to meeting the needs of all members of the school community. Recognizes and celebrates the achievements of the whole child.

- ⇒ Child centered
- ⇒ Dedicated to promoting a positive and rewarding environment
 - motivating - extracurricular
 - encourages risk taking
 - healthy/active
 - safe/caring
- ⇒ Promotes life - long learning
 - innovative/ authentic experience
 - encourages knowledge of own cultural experiences and diversity of cultures

Mission Statement

- To meet the learning and achievement needs of each student.
- To develop and implement a plan for a safe and caring school.
- To develop and implement a plan for active and healthy living.

To develop a plan for academic achievement related to the specific needs identified and to develop plans for safe, caring, and active and healthy learning environment.

Our School Community

All Hallows Elementary is located in North River – one of a collection of communities in the area of Conception Bay North. The children served by the school come from the communities of North River, Otterburry, Clarke’s Beach, South River, Cupids Crossing, Makinsons, Turks Water, Juniper Stump, Roaches Line, Cupids, Brigus, George Town, and Marysvale.

The school has a student population of 428, a FTE allocation of 27.74 and receives itinerant services for Speech Language, Educational Psychology, Visual Impairment, and Deaf Hard of hearing . We have 18 hours of Student Assistant support per day and three support (clerical and janitorial) staff.

Programs Provided

In accordance with the expectations established by the Government of Newfoundland and Labrador through the Department of Education, the programs at All Hallows Elementary specifically reflect those outlined in the Program of Studies for Schools in Newfoundland and Labrador.

Partnerships

Kids Eat Smart Foundation
Triple R Catering
Morgan’s Furniture
Woodward Motors
LeGrow’s Travel
Sheraton Hotel Newfoundland
E & E Drive In
Investors Group – Mr. Edmund Dawson
Royal Canadian Mounted Police
All Hallows School Council
The Salvation Army

School Development Plan

Goal 1: To meet the learning and achievement needs of each student.

Year	Objectives	Objectives	Objectives
2004-05	<p>Focus on outcomes based learning.</p> <p>Communicate and develop a set of school-wide priorities for teaching and learning.</p> <p>Regularly communicate with parents regarding happenings and events involving their children at school.</p>	<p>Analyze student achievement data.</p> <p>Align instructional strategies and outcomes with the needs identified through an analysis of students achievement data.</p> <p>Initiate and support the development of school-wide themes to enrich the teaching-learning environment.</p> <p>Support the development and implementation of a JumpStart program for early learners with 3 and 4 year-olds.</p>	<p>Formalize the establishment of School Council.</p> <p>Administer surveys to students, parents, and teachers.</p> <p>Analyze the data collected by the surveys.</p> <p>Process data findings and begin the development of goal statements.</p>
2005-06	<p>Adjust instructional allocations and school year scheduling to meet the recommendations of the Department of Education.</p> <p>Provide for collaborative planning in the development of the instructional</p>	<p>Analyze student achievement data.</p> <p>Align instructional strategies at the teacher, grade, and division level with the needs identified through the analysis.</p> <p>Communicate information regarding the school's assessment program to parents.</p>	<p>Communicate information regarding student evaluation and assessment and the school's assessment program to parents.</p> <ul style="list-style-type: none"> - Memorandums - Meetings

	<p>schedule.</p> <p>Begin instructional planning.</p> <p>Establish school development working groups with a focus on the provincial criteria statements for school development.</p> <p>Participate in a comprehensive administrative assessment program.</p>		
2006-07	<p>Readjust instructional allocations and school year scheduling to meet the recommendations of the Department of Education.</p>	<p>Analyze student achievement data. Align instructional strategies at the teacher, grade, and division level with the needs identified through the analysis.</p>	<p>Reestablish school development working groups with a focus on the provincial criteria statements for school development.</p>
2007-08	<p>Develop and articulate long and short term plans based on</p>	<p>Develop and implement strategies for school wide learning in Mathematics.</p>	<p>Refocus efforts in language arts to meet the needs identified through</p>

	curriculum outcomes.		data collection and analysis.
2008-09	Monitor the success of long term plans in meeting the learning and achievement needs of each student.	Continue the development of a focused approach to the teaching, learning in mathematics. Explore the development of programs and strategies to promote specific areas of the curriculum – mathematics in primary and science in elementary.	Continue the development of specific objectives and strategies to build on success and refocus efforts to address the specific needs identified in data.
2009-10	To improve student achievement in mathematics	To improve student achievement in English language arts.	To improve student listening skills

Goal 2: To develop and implement a plan for a safe, caring, and socially just school.

Year	Objectives	<i>Objectives</i>	Objectives
2004-05	Establish school team. Communicate and develop a set of school-wide priorities for teaching and learning. Nutrition Review and discuss the nutritional quality of food services with food service provided and School Council. Active Living Regularly communicate with parents	Discuss issues and concerns with students and parents.	Discuss issues and concerns with teachers and staff.

	regarding happenings and events involving their children at school.		
2005-06	<p>Communicate standards for healthy and active living to the school community.</p> <p>Establish nutrition guidelines for food services.</p> <p>Conduct ongoing discussions with food service providers on the adoption of school food guidelines</p>	.	Support the introduction and adoption of QDPE principles.
2006-07	Continue the implementation of the provincial food guidelines in the operation of food services and any fundraising programs.	Explore the development of a program of positive behavior supports for students.	
2007-08	Consistently implement school food guidelines and support parent knowledge of healthy food choices and practices.	Begin the implementation of selected aspects of a program of positive behavior supports for students.	Explore the development of a school code of conduct.
2008-09	<p>Implement practices associated with secure school and lockdown.</p> <p>Support staff learning and development in non-violent crisis intervention strategies.</p>	Continue the support and implementation of a program of positive behavior supports for students.	Develop an school code of conduct
2009-10	To maintain and re-launch the Positive Behavior Supports program.	To maintain and enhance our abilities to support others at the school, community, provincial, national, and international levels.	To continue to explore aspects of inclusive learning environments that would enhance our learning environment.

Goal 3: To develop and implement a plan for active and healthy living.

Year	Objectives	Objectives	Objectives
2004-05	<p>Review food services.</p> <p>Communicate and develop a set of school-wide priorities for teaching and learning.</p> <p>Nutrition</p> <p>Review and discuss the nutritional quality of food services with food service provided and School Council.</p> <p>Active Living</p> <p>Regularly communicate with parents regarding happenings and events involving their children at school.</p>	<p>Pilot a QDPE approach to physical active and active living.</p> <p>Experiment with and examine implications of QDPE.</p>	<p>Provide a healthy choices menu.</p>
2005-06	<p>Establish a school health team.</p>		
2006-07	<p>Articulate plans healthy & active living.</p>	<p>Continue implementation of school food guidelines.</p>	
2007-08	<p>Prepare for the implementation of a plan for active living</p>	<p>Purchase materials and define roles for active living.</p>	<p>Select and organize specific programs and activities for active living.</p>
2008-09	<p>Support staff learning and development for a program of active</p>	<p>Support the implementation of an</p>	<p>Obtain materials and resources to support the implementation of 20</p>

	learning	active schools program.	minutes of physical activity per school day for each student.
2009-10	To maintain the implementation of our healthy and active living program.	To explore the concept of play and then eat at both the primary and elementary levels.	To continue to work with food service providers on aspects of nutrition and support for our healthy and active living.

Operational Issues

Year	Issues	Issues	Issues
2004-05	Administrative orientation.	Team development.	Staff readiness.
2005-06	Team development		
2006-07	Team development		
2007-08	Team Development & Stability	Staff Orientation & readiness	Communication and school health policies, regulations, and procedures.
2008-09	Team Independence and Action	Staff ownership.	Teacher Wellness & Student Leadership
2009-10	Team Independence and Action	Staff Ownership leadership	Time and Resources

2010-11	Team Independence and Action	Staff Leadership	Time and Resources
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Summary Report on the School's Most Current Data

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
79.7%	63.5%	NA	65.0%	73.1%	62.1%

Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
63.3%	68.9%	NA	72.4%	77.4%	71.3%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	93.7%	89.7%	79.4%	88.5%	86.7%	88.3%	89.0%	92.1%
Listening	93.3%	93.3%	75.0%	85.0%	97.4%	95.4%	78.5%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	83.7%	74.5%	62.7%	72.6%	77.6%	74.9%	62.3%	73.9%
Poetic	72.4%	65.8%	49.1%	56.1%	69.4%	68.8%	55.6%	71.5%
Informational	72.7%	74.4%	63.4%	70.8%	65.2%	55.1%	49.0%	63.6%
Listening	43.2%	64.1%	48.3%	70.2%	74.5%	70.5%	53.4%	59.9%
Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	69.0%	77.0%	65.0%	76.0%	83.8%	85.0%	72.5%	76.0%
Number Concepts	66.3%	71.3%	66.3%	76.3%	72.1%	73.5%	66.3%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	56.4%	43.6%	62.9%	65.7%	85.4%	54.3%	55.2%	62.1%
Communication	41.8%	37.5%	54.8%	59.8%	79.2%	54.2%	55.2%	61.6%
Connections & Representations	40.8%	36.3%	64.5%	61.3%	89.6%	69.0%	67.2%	68.2%
Problem Solving	56.5%	51.9%	69.4%	76.2%	89.6%	68.8%	58.6%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	75.5%	78.0%	88.3%	84.8%	85.9%	87.1%	73.5%	81.0%
Listening	93.3%	93.3%	92.0%	92.0%	87.1%	87.7%	84.2%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	83.9%	76.1%	92.8%	85.1%	73.4%	78.7%	72.7%	81.4%
Poetic	86.7%	73.3%	87.7%	81.2%	69.2%	69.6%	65.5%	69.9%
Informational	63.3%	58.8%	80.7%	78.9%	60.3%	68.0%	65.5%	68.4%
Listening	54.0%	58.4%	68.1%	62.6%	46.2%	47.4%	67.2%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	65.5%	68.2%	79.0%	78.0%	72.7%	77.1%	68.9%	72.3%
Number Concepts	62.7%	62.7%	68.6%	70.0%	60.8%	67.1%	68.3%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	31.8%	33.2%	56.7%	48.4%	29.5%	36.5%	49.1%	54.9%
Communication	25.5%	30.7%	50.0%	42.0%	26.9%	30.6%	45.6%	46.5%
Connections & Representations	31.8%	40.2%	53.3%	41.3%	40.3%	36.1%	37.5%	44.0%
Problem Solving	46.1%	50.6%	60.0%	55.4%	46.2%	42.5%	51.9%	55.8%

Comments on Data

Provincial Assessment Results for Students at Grade 1. Data collected over a three year period indicate positive growth. Students consistently scored above the provincial average.

Provincial Assessment Results for Students at Grade 2. Data collected over a three year period indicate some positive growth. Students scores are improving over time.

Provincial Assessment results for Grade 3 English Language Arts. Data collected over a period 2006 - 2010, indicate growth on many dimensions of the English Language Arts program, K-3. Trend-lines for all areas of the program with the exception of Listening are positive. The results for Listening indicate a deficit and an identified need for further study, analysis, and action planning.

Provincial Assessment results for Grade 3 Mathematics. Data collected over a period 2006 - 2010, indicate growth on many dimensions of the Mathematics program, K-3 for students at level 3 or higher as trend-lines are positive on most dimensions. Trend-lines for the percentage of students achieving Levels 4 & 5 are negative and indicate an identified need for further study, analysis, and action planning.

Provincial Assessment results for Grade 6 English Language Arts. Data collected over a period 2006 - 2010, indicate some growth on dimensions of the English Language Arts program, for Grades 4 - 6. Trend-lines for all areas of the program with students scoring Level 3 and Higher are negative. Trend-lines for student achievement at are generally negative and an identified need for further study, analysis, and action planning.

Provincial Assessment results for Grade 6 Mathematics. Data collected over a period 2006 - 2010, indicate little growth on specific dimensions of the Mathematics program, Grades 4 - 6. Achievement trend-lines are negative on all dimensions. Trend-lines for the percentage of students achieving Levels 4 & 5 are negative and indicate an identified need for further study, analysis, and action planning.

Survey Data

In the spring of 2008, survey data was collected from students, parents and teachers. Data was tabulated by personnel at the Department of Education and analyzed in staff development sessions at the school level.

The results indicate high levels of satisfaction with many of the programs and services offered at All Hallows Elementary with significant acclaim for the focus on healthy and active living, the promotion of selected curriculum areas, and the level of communication between home and school.

Parents were generally concerned about the safety and security of their children while at school and indicated a preference for the promotion of curriculum areas related to mathematics and science. Teachers were generally concerned about stress and workload issues.

The areas identified for further analysis and action planning were the promotion of active living with students and staff, matters related to teacher wellness, the development of a code of conduct for students, student leadership opportunities at the elementary level, and the promotion of curriculum in particular mathematics and science. These form the basis of the school's development plan for 2010-2011 and beyond.

Surveys for parents, teachers, and students will be administered again in the winter of 2011.

1 Year School Development Plan

School Development Plan 2010 - 2011

Goal 1: Goal 1: To meet the learning and achievement needs of each student.		
Objective 1.1: To improve student achievement in mathematics	Objective 1.2: to improve student achievement in English language arts.	Objective 1.3: To improve student listening skills
Strategies: 1.1.1 Explore ways of improving student achievement on aspects of mathematical reasoning. 1.1.2 Explore ways of improving student achievement on written constructed responses.	Strategies: 1.2.1 Explore ways of improving student achievement in demand writing. 1.2.2 Explore ways of improving student achievement on written constructed responses.	Strategies: 1.3.1 Explore programs and resources aimed at increasing a student's ability to increase their constructive listening skills.
Indicators of Success: 1.1.1 Increased collaboration among teacher groups on aspects of improving student mathematical reasoning. 1.1.2 The application of activities and the introduction of measures designed to provide information on mathematical reasoning abilities.	Indicators of Success: 1.2.1 Increased collaboration among teacher groups o aspects of improving student achievement in demand writing. 1.2.2 The construction and implementation of practices designed to improve student achievement in demand writing.	Indicators of Success: 1.3.1 Increased collaboration between and among teacher groups on aspects of improved listening skills for students. 1.3.2 Changes in student listening abilities. 1.3.3 Improved scores on assessments of students' constructive listening abilities.
Goal 1. Support Plan		
Financial	Professional Development/Time Required	
1.1.1 Funds from our school-based budget to support activities associated with mathematical reasoning, demand writing, and listening.	1.1.1 Staff development and support from program support personnel on the areas identified.	

Primary English Language Arts

Action Plan

GOAL: <i>To meet the learning and achievement needs of each student.</i>					
OBJECTIVE: To improve student's comprehension skills so that students can respond critically to various text forms and audio information.					
INDICATOR OF SUCCESS:					
<ol style="list-style-type: none"> 1. Student engagement in on-going comprehension activities. 2. Improve student performance on comprehension assessments, administered twice a term, using a provincial rubric-scoring checklist. 3. Improved individual student performance in comprehension questions on classroom, school, and provincial assessments. 					
Strategies:					
<ol style="list-style-type: none"> 1. Each grade level will incorporate components of the SASP strategy when answering comprehension questions (SASP – State the question, Answer the question, Support from text, Personal Connection). Various text forms include: informational, visual, listening, poetry, technical, narrative. 2. Each student will complete activities that require a response in words, pictures or actions to a specified activity. 3. Utilize the Holistic Rubric Checklist for comprehension in the primary division. 4. Teachers will work collaboratively to implement activities designed to improve comprehension skills. 					
Strategy #	Action	Individual(s) Responsible	Target Date		Status of Action
			Start	Finish	
1.1	A common understanding of the SASP strategy will be developed during primary division meetings where a continuum will be created that defines the responsibilities to be completed within each grade.	All teachers	Sept. 10/	June 11	Review in June 2011
1.2	Teachers will apply their specific understandings of the SASP strategy and bring back their findings	All teachers	Sept. 10/	June 10	Review in June 2011

	to future division level meetings.			
2.1	Students will respond to questions orally or in writing using the SASP strategies through various literary forms.	All Primary Teachers	Apr. 08/ June 11	Review in June 2011
3.1	Evaluate and modify holistic rubric to determine student achievement levels and reproduce a rubric checklist for listening comprehension in the primary division.	All Primary Teachers	Apr. 08/ June 11	Review in June 2011
3.2	Each teacher will administer weekly comprehension activities that will require the students to respond in words, pictures or actions.	All Primary Teachers	Apr. 08/ June 11	Review in June 2011
4.1	Achievement for all will continue to be a priority. Teachers will explore options for working collaboratively with the IRT and LRT to help meet the needs of struggling students.	All Primary Teachers	May `10/June 11	Review in June 2011

Primary Mathematics

Action Plan

GOAL: <i>To meet the learning and achievement needs of each student.</i>					
OBJECTIVE: To maintain student ability to communicate mathematical reasoning through the use of problem solving.					
INDICATOR OF SUCCESS:					
<ol style="list-style-type: none"> 4. Each grade level will complete individualized assessments on a daily, weekly, bi-weekly, monthly basis. (According to grade level) 5. Children are improving their achievement in their constructive response booklets, through an increase in the use of mathematical language via pictures words and numbers. 6. Improved student performance on CRT results, through open response questions. 					
Strategies:					
<ol style="list-style-type: none"> 1) Each class will complete daily oral word problems at grade level. <ul style="list-style-type: none"> • Post Math Terms on Word Wall 2) Each student will communicate more effectively using pictures words and numbers when completing written word problems. 3) The Numeracy Support Teacher may provide support in this area in all grade levels. 4) Each student will develop proficiency with number facts appropriate to their grade level. 					
Strategy #	Action	Individual(s) Responsible	Target Date		Status of Action
			Start	Finish	
1.1	Teachers will present a daily word problem to the class. Students will work collaboratively to solve the problem.	Primary teachers	Oct. 07/	June 11	On-going
2.1	Students will complete a written word problem journal using words, pictures, and numbers using appropriate language. (Frequency depending on grade level)	Primary teachers	Oct. 07 /	June 11	On-going

3.1	To share and discuss exemplars at each grade level during division meetings and review math sentence structure for answering word problems.	Primary Teachers	Oct. 07/ June 11	On-going
4.1	<p>Students will practice number facts through various activities including:</p> <ul style="list-style-type: none"> *songs *dramatic play * flashcards * mad minutes *poems *games *technology * manipulatives *cross curricular incorporation * World Math Day 			

Elementary English Language Arts

Action Plan

GOAL: <i>To meet the learning and achievement needs of each student.</i>					
OBJECTIVE:					
<ul style="list-style-type: none"> To improve students' written constructed responses. 					
INDICATOR OF SUCCESS:					
<ul style="list-style-type: none"> Improvement in number of students scoring at levels 3 and above on provincial assessments Improvement in number of students scoring at levels 4 and 5 on provincial assessments by 2011 (Goal: 30% by 2011). Increase in number of students scoring at levels 4 or 5 on the provincial rubric for in-class written responses in all subject areas. 					
Strategies:					
<ol style="list-style-type: none"> Each grade level will incorporate the SASP strategy when answering comprehension questions (SASP – <u>S</u>tate the question, <u>A</u>nswer the question, <u>S</u>upport from text, <u>P</u>ersonal Connection). Teachers will work collaboratively to improve students' written constructed responses. 					
Strategy #	Action	Individual(s) Responsible	Target Date		Status of Action
			Start	Finish	
1.2	All elementary teachers will use the S.A.S.P. strategy to help improve written responses to text.	All elementary teachers	Sept. 10/June 11		Review in 2011
2.1	Divisional meetings should be regularly scheduled and adhered to (i.e. once every third week, and not at the same time as committee meetings).	Dr. Giles (scheduling) All elementary teachers	Sept. 10/June 11		Review in 2011

2.2	Achievement for all will continue to be a priority. Teachers will explore options for working collaboratively with the IRT and LRT to help meet the needs of struggling students (e.g. cluster grouping; adjusting schedules at grade level to maximize IRT support).	All Elementary Teachers, including LRT and IRTs.	May 10/June 11	Review in 2011
2.3	Teachers at each grade level will share and use student samples as instructional tools in order to help students develop an awareness of effective written constructed responses.	All Elementary Teachers	Sept. 10/June 11	Review in 2011

Elementary Mathematics

Action Plan

GOAL: <i>To meet the learning and achievement needs of each student.</i>					
OBJECTIVE:					
<ul style="list-style-type: none"> To improve student achievement in mathematical reasoning, communication, connections, representations, and problem solving. 					
INDICATOR OF SUCCESS:					
<ul style="list-style-type: none"> Improved student performance on provincial assessment results, classroom evaluations, and teacher-based assessments, A greater level of student understanding of rubric scoring, An increase in the number of personal connections students make in relation to mathematical concepts. 					
Strategies:					
1. Work collaboratively to develop and use activities that support development in each of the process standards (reasoning, connections, communication, representations, and problem solving).					
Strategy #	Action	Individual(s) Responsible	Target Date		Status of Action
			Start	Finish	
1.1	Teachers will continue to work on a grade level, divisional level, as well as with the Numeracy Support Teacher (NST) and Instructional Resource Teachers (IRT) to examine exemplars, score student work, and discuss specific strategies for improving student responses (e.g. reasoning, place value, number line, etc.).	All elementary teachers (including IRTs)	Sept. 10/June 11		Review in 2011
1.2	Divisional meetings should be regularly scheduled and adhered to (i.e. once every third week, and not at the same time as committee meet).	Dr. Giles (scheduling) All	Sept. 10/June 11		Review in 2011

		elementary teachers		
2.1	<p>Achievement for all will continue to be a priority.</p> <ul style="list-style-type: none"> Teachers will explore options for working collaboratively with the IRT to help meet the needs of struggling students Professional development is needed on differentiated instruction and inclusion 	All elementary teachers	Sept. 10/June 11	Review in 2011
3.2	<p>Greater focus on Math throughout the school</p> <ul style="list-style-type: none"> Curriculum fair 	All elementary teachers	Sept. 10	Review in 2011

Goal 2: To develop and implement a plan for a safe, caring, and socially just school.		
Objective 2.1: To maintain and re-launch the Positive Behavior Supports program.	Objective 2.2: To maintain and enhance our abilities to support others at the school, community, provincial, national, and international levels.	Objective 2.3: To continue to explore aspects of inclusive learning environments that would enhance our learning environment.
Strategies: 2.1.1 Redevelop the behavioral expectations matrix. 2.1.2 Redevelop and re-launch the STAR student program.	Strategies: 2.2.1 Explore ways of increasing our abilities to support the lives of others both within and outside our catchment area 2.2.2 Continue our efforts to support global awareness and social responsibility through our Inside Africa project.	Strategies: 2.3.1 Increased learning opportunities for staff on aspects of inclusive learning environments. 2.3.2 Collaborative opportunities between and among staff on aspects of inclusion that can support achievement for all students.
Indicators of Success: 2.1.1 Behavioral expectations developed, processed, and communicated. 2.1.2 Guidelines for the STAR student program developed. 2.1.3 Reduced instances of inappropriate student behaviors throughout the school.	Indicators of Success: 2.2.1 Increased opportunities for students and staff to develop awareness on the plight of others. 2.2.2 Demonstrated levels on understanding and leadership by staff and students on aspects of support for others at the community, local, national, and international levels.	Indicators of Success: 2.3.1 Learning opportunities for staff 2.3.2 Collaboration, dialogue, and action on by staff on aspects of inclusive learning environments.
Goal 2. Support Plan		
Financial	Professional Development/Time Required	

<p>2.1.1 Funds from the school-based budget to the equivalent of \$1000.00 to support the implementation of the PBS program.</p>	<p>2.1.1 Opportunities for staff to learn, collaborate, develop action plans, and implement these plans. The equivalent of two professional development days.</p>
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Goal 3: To develop and implement a plan for active and healthy living.		
Objective 3.1: To maintain the implementation of our healthy and active living program.	Objective 3.2 To explore the concept of play and then eat at both the primary and elementary levels.	Objective 3.3: To continue to work with food service providers on aspects of nutrition and support for our healthy and active living.
Strategies: 3.1.1 Support teacher use of the active living kits. 3.1.2 Support school wide resource acquisition of resources and equipment to support the active living program. 3.1.3 Provide opportunities for staff learning, engagement, and commitment to our active living program.	Strategies: 3.2.1 Research and collaborate on the concept of having children play before they eat at the lunch hour. 3.2.2 Develop schedules for supporting the concept of having groups of students play before they eat at the lunch hour. 3.2.3 Monitor the implementation and process of change in the lives of our students.	Strategies; 3.3.1 Explore food service providers. 3.3.2 Reevaluate and collaborate on menu offerings. 3.3.3 Monitor the implementation of agreed changes. 3.3.4 Ongoing communication and dialogue with parents and students about nutrition and food choices.
Indicators of Success: 3.1.1 Increased usage of the active living kits. 3.1.2 Improved resources and equipment to support the healthy and active living program 3.1.3 Opportunities for staff learning, engagement, and commitment.	Indicators of Success: 3.2.1 Discussions and collaboration on the concept of play and then eat. 3.2.2 Experimentation with program implementation. 3.2.3 Schedules to reflect commitment to the concept.	Indicators of Success: 3.3.1 Choices of food service providers. 3.3.2 Menu offerings in accordance with the school food guidelines. 3.3.3 The degree of compliance by students, staff, and parents with the implementation of the school food guidelines and related healthy food practices. 3.3.4 Evidence of communication with students and parents on nutrition and food choices.

Goal 3. Support Plan	
Financial	Professional Development/Time Required
3.1.1 School-based budget commitments to supporting the goal and related strategies.	3.1.1 Time for collaboration and support related to the issues identified through the goal and related strategies – one to two school-based professional development days.

Operational Issues for 2010 - 2011

Operational Issue	Intended Action
Staff orientation and support	Collaboration, dialogue, and support.
Staff readiness	Staff development
Staffing levels	Advocacy for increased staffing to support student learning
Support staff issues and concerns	Advocacy for a change of district policy and practice
Operational management and managerial matters	Advocacy for a change of district policy, perspective, and practice

Appendix A – Summary of School Fundraising

SCHOOL PHOTOGRAPHS – \$500.00
 NORCARD – \$2000.00
 SMENCILS – \$3000.00
 CHRISTMAS MUSICALS – \$3000.00
 SWEETHEART LOTTERY – \$13,000.00

