

Bishop Abraham Elementary School Report 2009-2010



MISSION STATEMENT

The mission of Bishop Abraham is to promote learning in a positive, caring and motivating environment in which all students reach their potential through lifelong learning and mutual respect among home, school, and community.

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Principal

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OFFICE OF THE DIRECTOR

*Chair: Milton Peach, B.A., B.A.(Ed.)
C.E.O./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

Message from Principal

This is the 14th annual School Report for Bishop Abraham Elementary. This report provides an overview of programs and activities that make up the school year.

As previous reports indicate, our school continues to face challenges with reading and comprehension at grade level. Our CRT results for Grades 3 and 6 Language Arts and Math from May 2009 are included in this report, as well as data from the three years previous. In reviewing that information it is clear to see where there has been improvement and where there continues to be need. The CRT chart shows a four-year trend, and provides data relevant to how our school scores compare with our District overall and with the province. While it is satisfying to see gradual improvement in some areas over that time period, we need to keep in mind that each year represents a different group of students. Each group has had varying learning needs; that is a key point to keep in perspective when reviewing this information and making comparisons. We will look at our areas of greatest need from last year's results to determine if those are areas of significant need for current classes. Challenges with Language Arts, with reading and comprehension, affect virtually all aspects of the curriculum and addressing these concerns continues to be a focus for us. Home practice with reading and with reading related activities can only benefit children. The same applies to activities relevant to numeracy. Home and school must continue to work together to ensure success for the children. Student attendance on a regular basis is also critical to academic success; frequent late arrival and irregular attendance cause students to miss valuable instruction and, over time, will affect academic performance. Teachers are always available to meet with parents to discuss any concerns and to share suggestions.

Essential to academic success is appropriate student behaviour. Disruptive students interfere with not only their own learning but also the learning and teaching of others. When students choose to disrupt we make every effort to immediately contact parents in an effort to work together to address the issues. We continue to focus school-wide on the fostering of appropriate behaviour amongst our students in order to create the best possible learning environment. We continuously remind students to show respect and co-operation for all staff and for their peers. Weekly incentive programs with our BABs mascot are in place to further promote this. This year we will further expand on in-school initiatives. We are in the process of setting up a Games Room to be used as incentive during unstructured time; we are establishing a Learning Partners program between Grades 3 and 6 that fosters building appropriate relationship between those two age groups. For students exhibiting behavior difficulties severe enough to impede academic programming, we have been fortunate to have behavioral itinerant support from District School.

Although we have been engaged in the School Development process for 10 years, effective last year our Team began to initiate the model currently presented by the Department of Education. The School Development plan is also included in full detail in this report. We feel that the goals established reflect the needs of our school and are in keeping with the results of our parent survey and School Council interviews. We ask that you take some time to review the plan, the strategies and objectives; in our monthly parent memos we will highlight specific initiatives that are ongoing relevant to our plan.

We are very appreciative of the support from our parent community during the past year and look forward to the coming school year. Our goal is to work with parents to ensure greatest possible success for our students.

Jo-Ann Skinner, Principal

Message from School Council

The Bishop Abraham School Council was comprised of Ms. J. Skinner, Principal; Ms. B. Greene, Mr. G. Quigley and Ms. M. McCarthy, parents; Mr. Terry Reardon/Mr. Steve Wedgwood and Ms. S. Decker, community representatives, Ms. L. Butland and Ms. H. Martin, teacher representatives. Council was Co-Chaired by Ms. B. Greene and Mr. G. Quigley, parents. The Council continued its support of the school development goals related to literacy, numeracy and safe and caring schools and of active healthy living initiatives.

Throughout the year the Council, through fundraising activities, helped in the purchase of literacy resources such as Baggy Books for Primary home reading program, leveled Guided Reading materials, library books, and other curriculum resources.

In the 2008/2009 school year, Bishop Abraham was approved for funding for improvements to the physical infrastructure including window replacement and exterior retrofit, and the replacement of the gymnasium floor. The exterior of the school was painted over the summer, with repairs to the concrete and a new concrete ramp installed in the front entrance. Due to a delay in the fabrication of the windows, the installation took place in the fall of 2009. The installation of the floor in the gymnasium was completed fall 2009. A thorough gym cleaning and installation of new stage drapery was completed with plans to repaint the gym in summer 2010. The Bishop Abraham School Council will continue to pursue improvements to the physical infrastructure as the need arises.

We thank the parents and community for their continued support of all endeavors at Bishop Abraham. It is with this support and effort of teachers, staff, parents and community volunteers who give their time, energy and resources that the school can continue to provide a high quality of education in a safe and caring environment.

Overview of School

Our School Community

Bishop Abraham is part of the Eastern School District; we are a neighbourhood school, hence we do not qualify for bussing.

For 2009-10 our school has a total of 14.25 teaching staff, including allocations for non-categorical Special Education, Categorical support, a full time Guidance Counselor, specialist services for music, physical education, learning resources, Numeracy and Literacy support. Band classes are available through itinerant services to grades 5 and 6 students. We also avail of itinerant services for ESL, Speech Language and Educational Psychology as well as Academic Recovery support for students with severe behavioral difficulties. Secretarial and maintenance total four staff and we had five full time student assistants.

Our school offers the provincial curriculum for grades Kindergarten to six. Due to enrollment, for 2009-10 we could offer two Kindergarten groups and one stream at all other grade levels. Due to academic needs in specific grade levels we were able to provide additional teaching support in core areas of Math and Language Arts and, to a lesser degree, in Elementary Science. That additional support has been made possible by the allocation of teaching time specifically focused on Literacy and Numeracy.

The teaching support referenced above operated on a flexible schedule, sometimes with two teachers working with the whole group and other times, as determined by needs, dividing the class into two groups for a specific unit of instruction. It was our goal to provide greater one-to-one support thereby allowing for greater student success. This is further assisted by home support, parents engaging in home reading activities and keeping up to date on what your child is working on at school.

Teachers engage in ongoing assessments, i.e. Running Records to determine reading levels, Alberta Diagnostic, CAMET, CRTs; information gathered from these serve as an indicator of the needs of our students and thus serve to direct our teaching strategies.

Key Highlights/Special Projects

In addition to the prescribed curriculum, in 2009-10 the school provided the following opportunities:

- ◆ **Springboard to Literacy:** for 9 years we have been funded by the Literacy Coalition to provide literacy intervention for specific students and parents in their year prior to Kindergarten. This event could not occur in 2009-10 due to lack of funding but is reinstated for 2010-11.
- ◆ **Breakfast of Champions:** once each term selected students in grades 4 and 5, along with a parent and Ms. Butland, were guests of St. John's East Rotary for breakfast at the Cabot Club, Fairmont Hotel; students were recognized for positive behaviors/contributions to school life.
- ◆ **Roots of Empathy:** this is the fifth year that we have offered this national program. It has been incorporated in Grades 2 and 6 with great success. For 2010-11 it will occur in Grades 2 and 5.
- ◆ **Extra-curricular projects** include:
 - Basketball Teams
 - Drama Club
 - Cross Country Running
 - Soccer
 - Hosted 2nd annual major basket ball tournament, supported by friends from Rotary
 - Monopoly Challenge event
- ◆ **Curriculum Fair:** All Kindergarten to Grade 6 students were eligible to participate in a curriculum fair.
- ◆ **Tutoring:** after school, by high school students, through Tutors for Tuition for elementary students.
- ◆ **Arts in Education:** sessions with various guests artists for primary and elementary.
- ◆ **Monthly assemblies:** for recognizing primary and elementary students, nominated by peers and by teachers for being the best they can be academically and behaviorally. Special guests from the community present certificates to students.
- ◆ **Special Assemblies:** Christmas with Santa, Remembrance Day, year-end Talent Show.
- ◆ **Healthy Living Commotions**– focus on exercise and healthy snacks.
- ◆ **Positive Behavior Supports** – focusing on catching students displaying BABS 4 B's: Be Safe, Be Responsible, Be Co-operative, Be Your Best.
- ◆ **Courts in the Classroom** for Grade 6
- ◆ **Ducks Unlimited:** environmental project for grade 4
- ◆ **D.A.R.E. program: Grade 6**
- ◆ **Active Living activities:** teachers trained & provided with resources to pursue active living exercises in their own room. Elementary Special Events: Wallnuts; Primary: Bowling.
- ◆ **Rotary Read-a-Long**
- ◆ **Rotary Special Classroom Visitor** – i.e. visitor from Australia to Grade 4 to facilitate teaching unit on that topic.
- ◆ **Presentations from Public Health**
- ◆ **Terry Fox Walk**
- ◆ **Hats on for Haiti**

Band Program

This was year five of the instrumental band program at Bishop Abraham Elementary. The range of repertoire has increased as well as the students' musicianship. The band teacher has witnessed greater levels of students' confidence in their playing which is in turn motivating and encouraging students in the younger grades to become interested in joining beginner band in grade 5.

The band has successfully contributed to the Christmas and Spring Concerts, as well as held a band clinic in which the beginner and junior bands performed for grades 4 and 5 (the potential band students for next year). This provides the band students with an opportunity to discuss/share their experience in band and to provide an overview of their particular instrument. This clinic has been a motivator to the future band students, as it highlights the growth of band students over the year. Bishop Abraham Elementary also had the opportunity to participate in the Rotary Music Festival (Clinic and Concert). Parental and teacher feedback has been very positive. We look forward to the opportunity to continue working with the band program next year.

Partnerships

Our school has been actively involved for 6 years as the pilot for the Rotary Club of St. John's East *Adopt-a-School* project. This provides not only financial support for resources but also numerous invaluable benefits for students and staff including Rotary Read-a-Long visits, an annual Santa visit and gifts to the school community. During this period a Rotarian has participated in our School Council. Rotary has an annual breakfast meeting at the school at which time students' various abilities are showcased. The spring 2010 breakfast incorporated a SmartBoard demonstration for Rotarians.

In conjunction with Tim Horton's, 3 students attended camp in Nova Scotia for one week in the summer. This is our fifth year participating in these projects.

For several years our school has partnered with Big Brothers, Big Sisters In-School Mentoring Program. Last year a total of students were assigned mentors. Adults from the university and business community come to school for one lunch hour per week to meet with their assigned students. This has proven to be a very successful project that is celebrated annually with a year-end pizza lunch.

3-4 Year School Development Plan

*The 3-4 year School Development Plan outlines a school's **goals** and **objectives** over the life of the plan.*

Goal 1: To promote a safe, caring, collaborative, and healthy environment.

Year	Objective	Objective	Objective
2009-10	Students will increase positive behaviors and acceptance of responsibility for their own actions and learning.	The school will continue to create an environment which fosters collaboration between home, community, and school.	The school will promote an active and healthy lifestyle for students and staff.
2010-11	Students will continue to develop and improve healthy, active, positive and responsible behaviors within school and community.	An environment of collaboration between home, community, and school will be maintained.	The school will adopt and begin to implement principles of inclusion and differentiated instruction.
2011-12	Students will demonstrate healthy, active, positive and responsible behaviors throughout their daily activities.	An environment of collaboration between home, community, and school will continue to be maintained.	The school will continue to implement inclusionary practices, including differentiated instruction and learning.
2012-13	New plan to be determined based on Internal and External Reviews in 2011-12.	New plan to be determined based on Internal and External Reviews in 2011-12.	New plan to be determined based on Internal and External Reviews in 2011-12.

Goal 2: To improve student learning and achievement in literacy from Grades K – 6.

Year	Objective	Objective	Objective
<i>2009-10</i>	The students will continue to increase achievement in reading fluency and comprehension.	Student will continue to improve student responses (written, oral and other forms of representing) to text.	
<i>2010-11</i>	Students will increase achievement in listening and listening comprehension skills.	Students will develop critical responses to informational and poetic texts.	
<i>2011-12</i>	Students will continue to develop reading and listening comprehension skills.	Students will continue to develop written responses using a variety of text forms.	
<i>2012-13</i>	New plan to be determined based on Internal and External Reviews in 2011-12.	New plan to be determined based on Internal and External Reviews in 2011-12.	

Goal 3: To improve student learning and achievement in numeracy in Grades K – 6.

Year	Objective	Objective	Objective
<i>2009-10</i>	Students will demonstrate increased awareness of mathematical language.	Students will improve skills in representing number.	
<i>2010-11</i>	Students will develop problem solving skills.	Students will develop skills in explaining answers in written and oral forms	
<i>2011-12</i>	Students will develop oral and written responses in mathematics activities.	Students will develop constructed responses to mathematics problems.	
<i>2012-13</i>	New plan to be determined based on Internal and External Reviews in 2011-12.	New plan to be determined based on Internal and External Reviews in 2011-12.	

Operational Issues

Year	Issues	Issues	Issues
2009-10	Professional development as needed Completion of retrofit of building	Adequate planning time for Team and Grade Level teachers Completion of retrofit of building	
2010-11	Professional development as needed Personnel resources to meet the needs of all students	Adequate planning time for Team and Grade Level teachers Personnel resources to meet the needs of all students	
2011-12	Professional development as needed	Adequate planning time for Team and Grade Level teachers	
2012-13	New plan to be determined based on Internal and External Reviews in 2011-12.	New plan to be determined based on Internal and External Reviews in 2011-12.	

Report on School Development Plan for Previous Year (2009-10)

Goal 1. To promote a safe, caring, collaborative, and healthy environment.		
Objective 1.1 Students will increase positive behaviors and acceptance of responsibility for their own actions and learning.	Objective 1.2 The school will continue to create an environment which fosters collaboration between home, community, and school.	Objective 1.3 The school will promote an active and healthy lifestyle for students and staff.
Commendations 1.1 The various initiatives to promote positive behaviors continued to have an impact. Initiatives were revised throughout the year to address needs as they arose.	Commendations 1.2 Communication between home and school continues to steadily improve.	Commendations 1.3 There was an evident increase in the number of students bringing healthy snacks for recess and lunch. A greater effort was made school-wide to promote healthy and active living.
Recommendations 1.1 To involve students on a more wide spread scale in social justice activities and group ventures.	Recommendations 1.2 Continue to encourage and invite parental involvement in all aspects of school life.	Recommendations 1.3 Continue to promote and provide healthy snacks and lunches school wide and healthy treats for all events.

Report on School Development Plan for Previous Year (2009-10)

Goal 2: To improve student learning and achievement in literacy from Grades K – 6.	
Objective 2.1 The students will continue to increase achievement in reading fluency and comprehension.	Objective 2.2 Student will continue to improve student responses (written, oral and other forms of representing) to text.
Commendations 2.1 Continued support for literacy in Primary through small group instruction and guided reading was beneficial in improving student reading skills. Guided reading instruction and a variety of literacy activities at the Elementary level helped with reading fluency and comprehension.	Commendations 2.2 Teachers continued to utilize a variety of strategies at all Grade levels to promote different representational forms. Use of technology was incorporated across the curriculum to encourage various modes of representation. Literacy support continued to have a positive impact, especially at the Primary level.
Recommendations 2.1 Continue with literacy support at the Primary level. Continue to implement a variety of literacy based activities and initiatives school-wide.	Recommendations 2.2 To utilize a variety of strategies, such as differentiated instruction and learning activities focusing on constructed response and other forms of representation during Language Arts/other curriculum areas. Continue with current strategies.

Report on School Development Plan for Previous Year (2009-10)

Goal 3: To improve student learning and achievement in numeracy in Grades K – 6.	
Objective 3.1 Students will demonstrate increased awareness of mathematical language.	Objective 3.2 Students will improve skills in representing number.
Commendations 3.1 Due to on-going construction within the school (window replacement) , Math word walls were removed throughout the year. Despite this, teachers focused on math vocabulary throughout their instruction encouraging students to use such in discussions and in their written activities. Numeracy support continued at the school level and through District Numeracy Itinerant.	Commendations 3.2 Numeracy support continued at the school level and from the District Numeracy Itinerant. Use of technology – computer lab, SmartBoards, and classroom computers was widespread. Increased use of games, centre activities, and discussion groups was evidenced across the grade levels.
Recommendations 3.1 Continue to use strategies as documented in plan, continue to avail of District support and in-school numeracy support. Re-establish classroom Math word walls.	Recommendations 3.2 Continue with the above mentioned support and learning ainitiatives/strategies.

Operational Issues Report 2009-10

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
<i>2009-10</i>	Professional development as needed Completion of retrofit of building	Adequate planning time for Team and Grade Level teachers Completion of retrofit of building	
<i>Report</i>	Professional development opportunities were availed of based on teachers' professional growth plans, as well as any needs/interests that arose throughout the year. Professional development will continue to be offered and planned in the 2010-11 school year. The building retro-fit was completed by the end of the school year.	A portion of our professional development time was dedicated to teacher planning. Time was made available whenever possible in-house as well. This is an issue which continues to be a need to be addressed in subsequent years if our staffing allocations continue to decline. The building retro-fit was completed by the end of the school year.	

Summary Report on the School's Most Current Data

CRT data on the following pages highlights our school standing in comparison with provincial standing since 2006-07.

Grade 3 Math scores: are an area of concern in all areas for our current Grade 4 students.

Grade 3 Language Arts: performed well in *Multiple Choice* but concerns are highlighted in areas of *Constructed Responses*.

Grade 6 Language Arts: scores were on par or exceeding that of province in all areas.

Grade 6 Math: areas of concern under *Constructed Responses*.

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
42.1%	63.5%	55.6%	65.0%	33.3%	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
72.2%	68.9%	61.1%	72.4%	70.6%	71.3%

While our Grade 2 scores are relatively on par with provincial scores, we do have significant concern with last year's Grade 1 scores. We utilized as much support as possible in Language Arts and Math in Grade 1 last year using a significant percentage of our Numeracy and Literacy allocations. That support continues into Grade 2 for 2010-11 as we endeavor to narrow gaps in those areas.

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	88.0%	89.7%	71.2%	88.5%	87.9%	88.3%	89.5%	92.1%
Listening	100.0%	93.3%	75.0%	85.0%	96.4%	95.4%	78.4%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	78.2%	74.5%	41.7%	72.6%	71.4%	74.9%	57.9%	73.9%
Poetic	65.3%	65.8%	25.0%	56.1%	71.4%	68.8%	47.4%	71.5%
Informational	78.3%	74.4%	37.5%	70.8%	50.0%	55.1%	42.1%	63.6%
Listening	78.3%	64.1%	39.2%	70.2%	78.6%	70.5%	47.4%	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	76.0%	77.0%	61.0%	76.0%	83.9%	85.0%	67.6%	76.0%
Number Concepts	70.0%	71.3%	65.0%	76.3%	73.2%	73.5%	72.8%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	39.1%	43.6%	41.7%	65.7%	50.0%	54.3%	50.0%	62.1%
Communication	30.4%	37.5%	25.0%	59.8%	50.0%	54.2%	44.4%	61.6%
Connections & Representations	21.7%	36.3%	29.2%	61.3%	57.2%	69.0%	55.6%	68.2%
Problem Solving	47.8%	51.9%	37.5%	76.2%	64.3%	68.8%	50.0%	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	77.0%	78.0%	80.9%	84.8%	84.1%	87.1%	79.4%	81.0%
Listening	93.3%	93.3%	88.0%	92.0%	83.0%	87.7%	84.8%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	73.0%	76.1%	63.9%	85.1%	55.6%	78.7%	92.3%	81.4%
Poetic	69.5%	73.3%	74.3%	81.2%	48.2%	69.6%	73.1%	69.9%
Informational	54.3%	58.8%	51.4%	78.9%	44.4%	68.0%	65.4%	68.4%
Listening	50.0%	58.4%	51.4%	62.6%	11.5%	47.4%	75.0%	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	62.7%	68.2%	67.0%	78.0%	71.1%	77.1%	65.7%	72.3%
Number Concepts	57.3%	62.7%	58.6%	70.0%	74.1%	67.1%	67.5%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	38.9%	33.2%	0.0%	48.4%	7.7%	36.5%	25.0%	54.9%
Communication	25.0%	30.7%	0.0%	42.0%	7.7%	30.6%	25.0%	46.5%
Connections & Representations	36.1%	40.2%	0.0%	41.3%	8.0%	36.1%	20.8%	44.0%
Problem Solving	38.9%	50.6%	0.0%	55.4%	25.9%	42.5%	29.2%	55.8%

School Development Plan for Current Year

The School Development Plan at Bishop Abraham Elementary has been developed with the Eastern District strategic planning goals in mind. We have developed three goals for the current year, continuing from our plan last year. The first goal, to promote a safe, caring, collaborative, and healthy environment, ties in with the District's plan to provide a safe and caring learning environment for all students. Our second and third goals, to improve student learning and achievement in Literacy from Grades K – 6 and to improve student learning and achievement in numeracy, respectively, correspond with the District's plan for student achievement and excellence. The teachers and staff of Bishop Abraham are committed to our School Development Plan and work diligently and collaboratively to help our students meet these goals through numerous strategies and action plans which have been put in place, as seen in the plan which follows.

1 Year School Development Plan

School Development Plan 2010-11

Goal 1: To promote a safe, caring, collaborative, and healthy environment.		
<p>Objective 1.1: Students will continue to develop and improve healthy, active, positive and responsible behaviors within school and community.</p>	<p>Objective 1.2: An environment of collaboration between home, community, and school will be maintained.</p>	<p>Objective 1.3: The school will adopt and begin to implement the principles of inclusion and differentiated instruction.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> 1.1.1 Continue the implementation of positive behavioral support 1.1.2 Continue to communicate positive behaviors to home 1.1.3 Monthly Student Recognition assembly (Prim. & Elem.) In-class student of the week recognition for Primary 1.1.4 BABS – recognition of individual achievements of positive behaviors 1.1.5 In school mentoring 1.1.6 Roots of Empathy 1.1.7 Implement Lions Quest 1.1.8 Continue school-wide fitness activities: Fitness Fridays, Fit Bingo, Terry/Fox Walk/Run, Healthy Living Commotion 1.1.9 Lunch time Intramurals and extra curricular sports activities 1.1.10 Continue to participate in Eastern Active Schools Program 1.1.11 Promote teacher wellness 	<p>Strategies:</p> <ul style="list-style-type: none"> 1.2.1 Teachers will communicate positive behaviors to home. (face to face, phone calls, notes in homework books, newsletters, assemblies) 1.2.2 Phone calls / personal invitations to parents to attend special events 1.2.3 Grade level open house for parents to highlight student achievement once a year 1.2.4 Invite community members to attend monthly assemblies 	<p>Strategies:</p> <ul style="list-style-type: none"> 1.3.1 Professional development re: Inclusion and DI will be planned. 1.3.2 Teachers will schedule one DI activity to do with the support of one of the DI lead teachers 1.3.3 DI Show and Share at monthly staff meeting 1.3.4 Start a PD Library and resource materials in print and websites 1.3.5 Create a DI conference on First Class

<p>Indicators of Success:</p> <p>1.1.1. improved overall behavior, decrease in behavior/incident reports</p> <p>1.1.2. more open communication, & improved relationships with parents</p> <p>1.1.3. increase in parental attendance/participation and heightened school & community spirit</p> <p>1.1.4. Increase in positive student behaviors</p> <p>1.1.5. increase self esteem in students being mentored</p> <p>1.1.6. increase in displays of empathy in students who have been exposed to the program</p> <p>1.1.7. increase in: cooperative behaviors, students making better choices, improved self esteem</p> <p>1.1.8. improved sense of belonging and connection to school community increased positive behaviors in all students</p> <p>1.1.9 as above</p> <p>1.1.10 staff morale</p>	<p>Indicators of Success:</p> <p>1.2.1. Increased parent attendance at assemblies, parent/teacher night, report card interviews, ISSP meeting etc.</p> <p>1.2.2. Increased in parental/ family attendance</p> <p>1.2.3. increased awareness of school events</p> <p>1.2.4. Increased presence of parents and community members within the school (Family, RNC, Rotary)</p>	<p>Indicators of Success:</p> <p>1.3.1 Teacher comfort in sharing activities</p> <p>1.3.2 Consistency of activities</p> <p>1.3.3 Teacher comfort and willingness to share</p> <p>1.3.4 Frequency of usage</p> <p>1.3.5 Frequency of usage</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.1 Birthday Buttons or Pencils</p> <p>1.1.2 Lunch brought in for an Inclusion PD</p> <p>1.1.3 Healthy initiatives – rewards, snacks on special days, Fit Bingo prizes, etc.</p> <p>1.2.1 Thank you gifts/ Honorariums for Special Guests</p> <p>1.2.2 Luncheon for Teacher Appreciation Week</p> <p>1.2.3 Luncheon for community members who volunteer or provide a social justice service for the students</p>	<p>1.3.1 Inclusionary philosophy and practices</p> <p>1.3.2 Differentiated Instruction – practical ideas and resources</p> <p>1.3.3 Teacher Wellness</p> <p>1.3.4 On-going PD sessions during staff and sections meetings</p>

Goal 2: To improve student learning and achievement in Literacy from Grades K – 6.		
Objective 2.1: To increase student achievement in listening skills and listening comprehension.	Objective 2.2: Student will develop critical responses to informational and poetic texts.	
Strategies: 2.1.1 Continue School wide reading assessments in the Fall and Spring 2.1.2 Continue Guided reading groups with a focus on discussion and responding to directions and questions presented orally. 2.1.3 Continue with Oral language activities (Speech Language Pathologist) 2.1.4 Create a Listening Activities Resource base 2.1.5 Increase community awareness of Literacy initiatives (Literature/Curriculum Fair, Guest Readers, Rotary Read Along, Family Literacy Week (January) 2.1.6 Deliver Springboard to Literacy 10 during which the pre-Kindergarten children will engage in listening and oral language activities 2.1.7 Grade Level sign up to contribute to a Literacy section in the Monthly newsletter and share at Student of the Month Assemblies 2.1.8 Continue to incorporate technology into reading instruction with a focus on listening skills 2.1.9 Each class will engage in Read-Alouds during which the students will participate in responding in various modes.	Strategies: 2.2.1. Continue to use CAMET Reading Assessment, Reading Records, and other reading assessments 2.2.2 Continue to use Write Traits Program 2.2.3 Continue with Curriculum Fairs (Literature, Art, Science) 2.2.4 Sharing student writing at monthly Student Assemblies and newsletters 2.2.5 Focus on informational text and poetry during Literacy Week in January, 2011 2.2.6 Students will respond critically through visual representations re: Informational text & poetry 2.2.7 Regularly schedule opportunities for constructed response activities 2.2.8 Poetry in the Classroom 2.2.9 Increase exposure to informational text at the Primary level. 2.2.10 Focus on information text at DEAR Time at the Elementary level	

<p>Indicators of Success:</p> <p>2.1.1 Increased CRT scores</p> <p>2.1.2 Improved results in Running Records, Alberta, Diagnostic Assessment Summary</p> <p>2.1.3 Improved fluency in speaking and reading aloud.</p> <p>2.1.4 Frequency of usage, student performance in listening activities</p> <p>2.1.5 Increased student, parent and community participation.</p> <p>2.1.6 Children’s ease of transition into Kindergarten</p> <p>2.1.7 Increased showcasing of student work samples</p> <p>2.1.8 Increased teacher and student use of computer technology</p> <p>2.1.9 Student participation in discussions based on read-alouds</p>	<p>Indicators of Success:</p> <p>2.2.1 More detail in responses and other forms of representation</p> <p>2.2.2 Improvement in student work samples (Writing and Reading Portfolios)</p> <p>2.2.3 Increased student participation and performance in various Curriculum Fairs</p> <p>2.2.4 Students demonstrate pride in published works and increased motivation</p> <p>2.2.5 Quantity of informational text and poetry used/read during Literacy Week</p> <p>2.2.6 Improved student achievement with responding critical</p> <p>2.2.7 Increased student scores in constructed response evaluations</p> <p>2.2.8 Students’ eagerness to share and read poetry</p> <p>2.2.9 Increased student interest in choosing informational texts to read for pleasure</p> <p>2.2.10 Increase in numbers of students participating during DEAR time</p>	<p>Indicators of Success:</p> <p>2.3.1</p> <p>2.3.2</p> <p>2.3.3</p> <p>2.3.4</p> <p>2.3.5</p>
Goal 2. Support Plan		
Financial		Professional Development/Time Required
<p>2.1.1 Funding for listening activities for classroom libraries and LRC</p> <p>2.1.2 Funding for new technology software and hardware for classroom and lab computers</p>	<p>2.2.1 PD in utilizing technology and reading strategies</p> <p>2.2.2 Opportunities for Team Teachers to plan and collaborate</p>	

Goal 3: To improve student learning and achievement in numeracy.		
Objective 3.1: Students will develop skills in explaining answers in written and oral forms.	Objective 3.2 Students will develop problem solving skills.	Objective 3.3:
<p>Strategies:</p> <p>3.1.1 Every classroom K-6 will continue to use grade/ability appropriate math word walls</p> <p>3.1.2 Students and teachers will use centers, games and technology in classrooms.</p> <p>3.1.3 To continue to avail of numeracy support teachers. (Itinerant and in-school support)</p> <p>3.1.4 Teachers will engage in Team teaching, Grades 2 and 6, Itinerant numeracy support grades 3 and 6</p> <p>3.1.5 Teachers will avail of PD opportunities and share knowledge during grade section meetings.</p> <p>3.1.6 Students will be given opportunities during morning routines to use and explain strategies previously learned</p> <p>3.1.7 Student portfolios will be created to include written samples of communicating strategies used</p> <p>3.1.8 Students will showcase work and participate in activities during a Math Fair</p>	<p>Strategies:</p> <p>3.2.1 Every classroom K-6 will have problem solving strategies posted as they are taught</p> <p>3.2.2 Students and teachers will use centers, games and technology in classrooms.</p> <p>3.2.3 Continue to monitor classroom needs for additional math resources and make purchases where necessary.(overhead calculator, professional books/websites, manipulatives)</p> <p>3.2.4 Students will showcase their work and participate in activities during a Math Fair</p> <p>3.2.5 To provide students with real life problem solving activities</p> <p>3.2.6 Utilize opening routines to continue to build counting/number skills</p> <p>3.2.7 Students will participate in morning/opening routines involving mathematics concepts</p>	

<p>Indicators of Success: 3.1.1 Classrooms would contain word walls. 3.1.2 More classrooms equipped with Smartboard, increased used of Smartboards, centers and games. 3.1.3 Time scheduled into regular instructional day for in school numeracy support, email contact to schedule school visits with itinerant numeracy support. 3.1.4 Team teaching occurring regularly during assigned math time. 3.1.5 Teachers actively pursue PD opportunities, and share knowledge with colleagues. 3.1.6 Students' participation in and use of mathematical terms during opening routines 3.1.7 Student participation/display of work samples in the Math Fair</p>	<p>Indicators of Success: 3.2.1 Student interaction with posted problem solving and improvement in scores on problem solving activities 3.2.2 More classrooms equipped with Smartboard, increased used of Smartboards, centers, games and manipulatives. Bulletin board displays of students interacting with centers, games and manipulatives. 3.2.3 Fewer requests for supplies/resources 3.2.4 Student participation in and display of work samples during the Math Fair 3.2.5 Improved student scores on problem solving activities 3.2.6 Students' confidence in responding to mathematical questions/problems 3.2.7 Students eagerness and confidence in participating in opening routines</p>	
Goal 3. Support Plan		
Financial		Professional Development/Time Required
3.1.1 Technology software 3.1.2 Funding for resources to support team teaching 3.1.3 Funding to purchase Mathematics games and resources to create games to complement the curriculum	3.2.1 Time to plan and create Mathematics games/resources 3.2.2 School close-out to collaborate with School and District Numeracy Specialist 3.2.3 Planning time for Team Teachers to collaborate	

Operational Issues for 2009-10

Operational Issue	Intended Action
Installation of 2 SmartBoards and LCD projectors	Request services of District/Regional electricians and carpenters
Reorganization of Math resources	Clear and utilize a room on main level for easy access

Appendix A – Summary of School Fundraising

Four fundraisers were initiated during the 2009-2010 school year as follows:

- Fall Thanksgiving vegetable sale
- Spring fishcake sale in March
- 50/50 sales in December and May