

# Cabot Academy

2010-2011

## School Development Report



### ***Vision***

*The vision of Cabot Academy is: "the student first"*

### ***Mission***

*The mission of Cabot Academy is: "Making A Difference"*

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## **Message from the Director of Education**

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

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

## **Message from Principal**

The Annual School Report for the school year 2010-2011 is a presentation of external standardized statistical data over a period of four years. As well Cabot Academy's long term plan and associated report in template format of the 2010-2011 is presented. The school's growth plan for the current year is also outlined. This document provides the direction for this year's educational initiatives at our school.

The external data indicates tremendous improvement and achievement growth in composite class scores. This quantitative data in percentage format comparing school scores to provincial scores. Without exception students at Cabot Academy showed significant strength above the provincial percentages.

The school growth and development plan focuses on student achievement as the primary overall goal of our school. This qualitative information with accompanying goals and objectives are analyzed regularly and adjusted to meet the fluidity of the learning environment.

This planning and analysis is a professional engagement to enhance and provide optimal individualized student achievement within a learning environment which is effective for all students.

Gerard Murphy, B.A., B.Ed.,M.Ed.  
Principal

## **Message from School Council**

The School Council of Cabot Academy wishes to congratulate students, staff and school community on a very successful year of achievement and learning. As a school council meetings were held on generally and monthly basis. All members of council engaged in discussions of the School Growth & Development Plan and results of external standardized testing.

More practically our school council was involved with various on-site activities such as teacher appreciation week, Christmas celebrations, assemblies and a host of other activities which involved the engagement of both the school council, parents and staff of the Cabot Academy School Community.

## Overview of School

### Our School Community

Cabot Academy is located in Western Bay. The catchment zone for Kindergarten to Grade Six extends from Caplin Cove to the north and Kingston to the south encompassing the area known as the “north shore”.

Our grades Kindergarten to Grade Six is derived from 14 communities in a rural setting. Last year’s enrolment was 96.

Last year our school was allocated 9.30 professional staff which includes administration, classroom teachers, special services teacher and a guidance counsellor.

Our support personnel consisted of an allocation of one student assistant unit, one full time custodian and as well full time secretarial support.

In addition district office staff professional itinerant services are available from our regional office located at Spaniard’s Bay

The average class size was 13.72 students with each group receiving individual classroom instruction.

Grade	K	1	2	3	4	5	6	Total
Enrollment	13	17	9	12	9	22	14	96

***Key Highlights/Special Projects***

**The following consists of programs and activities offered at Cabot Academy.**

Kinderstart	Tutoring for Tuition
Leadership Team	Safe & Caring Schools Committee
Annual Science Fair	Annual Heritage Fairs
Anti-bullying Program	Drug Awareness Resistance Education Program
Classroom Libraries	Janeway Day
Education Week	School Grounds Beautification
National Volunteer Week	Remembrance Day Assembly
Thanksgiving Assembly	Christmas Sing-A-Long
Recycling	Storytime
Parent Volunteers	Grade Six Celebration
Terry Fox Run	Harvest Run
Literacy Program	Public Speaking
Work Place Safety	Christmas Concert
Pre-School Program	School Tournaments

### 3 Year School Development Plan

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

**Goal 1: To improve upon student learning achievement and ownership by exploring and implementing a variety of motivational strategies.**

Year	Objective	Objective	Objective
2009-10	To increase student performance in the area of mathematics.	To increase student awareness of the relationship between classroom learning and real life applications.	To develop strategies to improve student responsibility for individual learning.
2010-11	To increase student performance in the areas of mathematics, language arts, and science.	To increase student awareness of the relationship between classroom learning and real life applications.	To develop strategies to improve student responsibility for individual learning.
2011-2012	To increase student success across the curriculum.	To utilize a greater number of hands-on activities to engage students in learning objectives.	To award student successes following inclusionary practices.

**Goal 2: To provide a safe, caring and socially just school environment.**

Year	Objective	Objective	Objective
2009-10	To implement the school's safe and caring schools policy	To provide more opportunities for student leadership in the Kindergarten to Grade 6 configuration.	To become an <u>Active School</u> with the Eastern School District
2010-11	To continue to implement the school's safe and caring schools policy, incorporating inclusionary practices	To continue to provide more opportunities for student leadership in Kindergarten to Grade 6	To continue as an <u>Active School</u> with the Eastern School District and provide teacher training in classroom strategies
2011-2012	To increase the number of differentiated instruction and inclusionary practices in the classroom	To be respectful to self, others, the environment, and toward learning.	To continue to implement strategies of an active school in the classroom.

**Goal 3: To provide inclusionary practices to enhance the learning environment.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
2009-10	To use scheduled meetings to collaborate on teaching and learning issues.	To expand the use of outside agencies and presenters to support learning.	
2010-11	To continue to use scheduled meetings to collaborate on teaching and learning issues with a focus on differentiated instruction.	To continue the use of outside agencies and presenters to support learning for real-life experiences.	To move toward an inclusive philosophy of educational services
2011-2012	To increase differentiated instructional practices on a weekly basis	To continue to make all learning opportunities accessible to all students.	To make application to become a Phase 4 Inclusionary School

## **Report on School Development Plan for Previous Year (2010-2011)**

<b>Goal 1. To improve upon student learning achievement and ownership by exploring and implementing a variety of motivational strategies.</b>		
<b>Objective 1.1</b> To increase student performance in the area of mathematics, language arts, and science.	<b>Objective 1.2</b> To increase students awareness of the relationship between classroom learning and real life applications	<b>Objective 1.3</b> To develop strategies to improve student responsibility for individual learning
<b>Evaluation 1.1</b> Increase in student performance on teacher assessments	<b>Evaluation 1.2</b> Students apply in-class learning to real-life applications (i.e. mental math, estimating)	<b>Evaluation 1.3</b> Increased completion of assigned work
<b>Commendations 1.1</b> *good use of previous assessments to model types of questions and answers students can expect with appropriate terminology *greater use of grading rubrics with student input *good mental math strategies practised at school and recommended to be practised at home *peer grouping used at all grade levels (learning centres, literature circles, buddy editing, science/heritage fair partners) *math outcomes communicated to parents/guardians prior to teaching new concepts *homework website used daily to inform parents *parental involvement with science/heritage fairs	<b>Commendations 1.2</b> *Greater use of modeling practical applications of concepts taught *Greater number of outside agencies to make connections with curriculum (Dr. Howse, Newfoundland Power, visit to St. Francis greenhouse, Department of Fisheries, Confederation Building, etc.)	<b>Commendations 1.3</b> *Increased use of homework page *Decreased number of students needing detention for not completing homework
<b>Recommendations 1.1</b> *Schedule math day/fair for next school year	<b>Recommendations 1.2</b> *Continue to seek ways to establish community partnerships for student awards	<b>Recommendations 1.3</b> *Continue utilizing strategies as indicated to improve student responsibility for learning as contained in <i>Cabot Bees</i>
<b>Goal 2. To provide a safe, caring and socially just school environment.</b>		
<b>Objective 2.1</b> To continue to implement the school's safe and caring schools policy including inclusionary practices	<b>Objective 2.2</b> To provide more opportunities for student leadership in the kindergarten to Grade 6 configuration	<b>Objective 2.3</b> To continue as an <u>Active School</u> with the Eastern School District and provide teacher training in classroom strategies.

<b>Evaluation: 2.1</b> <ul style="list-style-type: none"> <li>• <b>Safe and caring schools policy implemented</b></li> </ul>	<b>Evaluation: 2.2</b> <ul style="list-style-type: none"> <li>• <b>increased involvement</b></li> </ul>	<b>Evaluation: 2.3</b> <ul style="list-style-type: none"> <li>• <b>successful inclusion in the Active School initiative</b></li> <li>•</li> </ul>
<b>Commendations 2.1</b> <ul style="list-style-type: none"> <li>• Student are becoming more familiar with and adhering to <i>Cabot Bees</i> matrix</li> <li>• Anti-bullying activities have shown positive results</li> <li>• Discipline issues greatly decreased</li> </ul>	<b>Commendations 2.2</b> <ul style="list-style-type: none"> <li>• anti-bullying team</li> <li>• student coaching/refereeing</li> <li>• recycling team</li> <li>• students volunteering to assist teachers when asked</li> <li>• public speaking competition</li> <li>• participation in regional Heritage Fair (All of the above have been offered)</li> </ul>	<b>Commendations 2.3</b> <ul style="list-style-type: none"> <li>• Good incorporation of the program in the classroom setting</li> </ul>
<b>Recommendations 2.1</b> <ul style="list-style-type: none"> <li>• Continue anti-bullying activities</li> <li>• Continue in-class promotion of <i>Cabot Bees</i> matrix</li> </ul>	<b>Recommendations 2.2</b> <ul style="list-style-type: none"> <li>• Continue anti-bullying activities</li> <li>• Continue in-class promotion of <i>Cabot Bees</i> matrix</li> <li>• Implement student council</li> </ul>	<b>Recommendations 2.3</b> <ul style="list-style-type: none"> <li>• Having a designated schedule for whole school participation in Active Living program (e.g Kid Action DVD)</li> </ul>

<b>Goal 3. To provide inclusionary practices to enhance the learning environment</b>		
<b>Objective 3.1 To continue to use scheduled meetings to collaborate on teaching and learning issues with a focus of differentiated instruction.</b>	<b>Objective 3.2 To continue utilizing outside agencies and presenters to support learning for real-life experiences</b>	<b>Objective 3.3 To move toward an inclusive philosophy of educational services</b>
<b>Evaluation 3.1</b> <ul style="list-style-type: none"> <li>• meetings occurred as necessary</li> </ul>	<b>Evaluation 3.2</b> <ul style="list-style-type: none"> <li>• outside agencies and presenters supported learning</li> </ul>	<b>Evaluation 3.3</b>
<b>Commendations 3.1</b> <ul style="list-style-type: none"> <li>• Greater number of opportunities for students to demonstrate their unique learning styles</li> </ul>	<b>Commendations 3.2</b> <ul style="list-style-type: none"> <li>• Frequent use of outside agencies</li> <li>• Field trips planned to support learning outcomes</li> </ul>	<b>Commendations 3.3</b> <ul style="list-style-type: none"> <li>• Full participation in sports activities</li> <li>• Participated in day of professional development for Inclusionary practices</li> </ul>

<p><b>Recommendations 3.1</b></p> <ul style="list-style-type: none"> <li>• Time allocated for teacher collaboration to plan for differentiated instruction</li> </ul>	<p><b>Recommendations 3.2</b></p> <ul style="list-style-type: none"> <li>• To organize a career day next school year</li> </ul>	<p><b>Recommendations 3.3</b></p> <ul style="list-style-type: none"> <li>• To further incorporate co-teaching methods of instruction in Core subject areas</li> <li>• To continue to support inclusion at year-end award ceremony</li> </ul>
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## Operational Issues

### *Operational Issues*

<b>Year</b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>
2009-10	<i>Create a Media instructional space</i>	<i>Create an instructional space for Art.</i>	<i>Communication screen purchase</i>
2010-11	<i>To complete electrical upgrade of facility</i>	<i>Completed renovation of washroom space in facility</i>	<i>Provide an additional recreation space, for example basketball</i>
2011-12	<i>Purchase new computers and SMARTBOARDS for classrooms</i>	<i>Renovate gymnasium washrooms</i>	<i>To provide an equipped basketball court and ball hockey playing surface</i>

## 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		10-11	
School	Province	School	Province	School	Province	School	Province
50.0%	63.5%	16.7%	65.0%	100.0%	62.6%	70.6%	63.7%

The reading results for 2010-2011 exceeded the provincial percentage by 6.90. The percentage of students reading a grade level indicated noticeable growth and improvement. The percentage of students reading below grade level (A-H) was lower than the province which is a positive indicator for improved reading success in the grade one class. The four year indicated results when compared to province is indicating a noticeable variation of improvement for our Grade One students.

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
23.8%	68.9%	70.0%	72.4%	25.0%	72.6%	87.5%	73.5%

The reading results for the 2010-2011 exceeded the provincial percentage by 14.0. The grade two class results indicate significant growth on the reading assessment. Students generally demonstrated strong comprehension skills. The majority of the grade two students were reading at level M which is the required level expectation for June 2011. The grade two results is indicative of significant growth at the grade two reading level and extension of achieved reading skills brought forward from grade one.

Criterion Reference Tests

<b>Grade 3 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	92.2%	88.5%	90.2%	88.3%	96.0%	92.1%	93.1%	79.7%
<b>Listening</b>	92.5%	85.0%	87.5%	95.4%	90.0%	80.9%	93.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	100.0%	72.6%	85.0%	74.9%	90.0%	73.9%	90.9%	71.9%
<b>Poetic</b>	92.9%	56.1%	60.0%	68.8%	90.0%	71.5%	91.0%	77.9%
<b>Informational</b>	92.9%	70.8%	63.2%	55.1%	80.0%	63.6%	100.0%	52.8%
<b>Listening</b>	85.7%	70.2%	80.0%	70.5%	80.0%	59.9%	100.0%	68.9%
<b>Grade 3 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	91.0%	76.0%	89.0%	85.0%	87.5%	76.0%	88.2%	74.5%
<b>Number Concepts</b>	83.8%	76.3%	88.8%	73.5%	94.0%	77.3%	93.6%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	100.0%	65.7%	95.0%	54.3%	80.0%	62.1%	72.5%	61.2%
<b>Communication</b>	92.9%	59.8%	95.0%	54.2%	80.0%	61.6%	66.6%	60.6%
<b>Connections &amp; Representations</b>	92.9%	61.3%	95.0%	69.0%	80.0%	68.2%	88.9%	65.3%
<b>Problem Solving</b>	100.0%	76.2%	95.0%	68.8%	100.0%	68.3%	88.8%	77.2%

**Grade 3 Language Arts:**

The Language Arts results of the criterion referenced testing of 2010-2011 indicates a significant and consistent performance above the provincial percentages in all six subtests. One hundred percent of the class received a score of level three or above in various areas. The four year trend follows a consistent pattern of high achievement at the grade three level.

**Grade 3 Mathematics:**

The Grade three criterion referenced testing math results for the 2010-2011 school year indicates significant and consistent results above the provincial percentages. One example being a difference of over twenty percent in number operations. The four year trend is consistently indicating student learning growth exceeding the provincial.

<b>Grade 6 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	83.3%	84.8%	79.0%	87.1%	75.2%	81.0%	81.8%	79.5%
<b>Listening</b>	88.0%	92.0%	86.7%	87.7%	87.7%	86.7%	72.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	100.0%	85.1%	70.0%	78.7%	55.6%	81.4%	85.7%	74.7%
<b>Poetic</b>	70.6%	81.2%	63.2%	69.6%	80.0%	69.9%	71.4%	66.2%
<b>Informational</b>	80.0%	78.9%	50.0%	68.0%	31.3%	68.4%	71.4%	58.7%
<b>Listening</b>	53.0%	62.6%	50.0%	47.4%	47.1%	66.7%	71.4%	51.8%
<b>Grade 6 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	77.0%	78.0%	73.8%	77.1%	64.8%	72.3%	90.0%	67.5%
<b>Number Concepts</b>	65.7%	70.0%	60.5%	67.1%	70.6%	76.9%	95.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	72.3%	48.4%	28.6%	36.5%	76.5%	54.9%	92.3%	52.3%
<b>Communication</b>	66.6%	42.0%	28.6%	30.6%	47.1%	46.5%	92.3%	44.3%
<b>Connections &amp; Representations</b>	61.1%	41.3%	28.6%	36.1%	41.2%	44.0%	46.2%	35.2%
<b>Problem Solving</b>	72.2%	55.4%	42.9%	42.5%	64.7%	55.8%	92.3%	68.1%

**Grade 6 Mathematics:**

Our results were excellent this year, With statistically significant higher scores in all subtests compared to the provincial scores. Our school far exceeded the district and province in strands assessed in the Multiple Choice section. Results were similar in the Written Response section, Our school exceeded both the district and province in all Number Operations by significant differences of 11.1 to 48.0 percentage points. This external achievement data indicates significant learning growth.

**Grade 6 English Language Arts:**

School results were exceptionally good, with our school surpassing both district and provincial results in all subtests of the assessment. It is worth noting that our school results for the Listening section exceed the provincial score by 19.6 percentage points. In addition the Informational Reading section results were 12.7 percentage points higher than provincial scores. The results presented in the above table for mathematics indicates tremendous growth in learning achievement.

**Summary:**

**With a combination of proven reliable best teaching practices, a commitment to individualized child-centered achievement and the professional dedication of staff to meet prescribed outcomes. The students of Cabot Academy have shown tremendous growth in learning.**

# *1 Year School Development Plan*

## *1 Year School Development Plan*

### **School Development Plan 2011-2012**

<b>Goal 1: To improve upon student learning achievement and ownership by exploring and implementing a variety of motivational strategies</b>		
Objective 1.1: <i>To increase student performance in the areas of mathematics, language arts, and science.</i>	Objective 1.2: <i>To increase student awareness of the relationship between classroom learning and real life applications</i>	Objective 1.3: <i>To develop strategies to improve student responsibility for individual learning</i>
<b>Strategies:</b> 1.1.1 Use previous assessments to model types of questions and answers students can expect, including the use of appropriate terminology 1.1.2 Continue use of grading rubric 1.1.3 Increase use of mental math 1.1.4 Peer grouping as needed 1.1.5 Increase parent involvement by using agendas as a tool for communication 1.1.6 Schedule a math Day/Fair	<b>Strategies:</b> 1.2.1 Teachers model making connections daily with each new lesson taught (i.e. Totally Nutritious Thursdays, School Recycling Drive prizes, Fruity Fridays, Breakfast Programs) 1.2.2 Practice questions using practical applications 1.2.3 Projects and assignments focus on real life applications including Science, math, Heritage Fairs, etc. 1.2.4 Increase number of field trips/presenters to make real life connections (i.e. travel to the Regional Heritage Fair, educational field trips twice a year, presenters [Star lab, police, Firemen, Public Health Nurse, Nutritionist, Insectarium, etc.]) 1.2.5 Continue to seek ways to establish community partnerships for student awards	<b>Strategies:</b> 1.3.1 Evaluations reflect homework assignments 1.3.2 Praise and recognition for positive practices 1.3.3 Reward system/PBS (i.e. homeroom use) 1.3.4 Utilize homework buddies/agendas/homework page 1.3.5 Continue utilizing strategies as indicated to improve students responsibility for learning as contained in <i>Cabot Bees</i>
<b>Indicators of Success:</b> 1.1.1 Internal evaluations will show improvement in specific classes following results from Grades 3 to 6 1.1.2 CRT results meet provincial standards 1.1.3 Diversity and complexity of Science Fair projects will improve from grades K to 6	<b>Indicators of Success:</b> 1.2.1 Students can verbalize real life applications, oral to written, daily through the use of journals, literature circles and classroom discussion.	<b>Indicators of Success:</b> 1.3.1 Visible independence increased 1.3.2 Successful completion of homework/projects, assignments, etc.

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 Business donations (healthy living programs) 1.1.2 recycling initiatives 1.1.3 Book fairs 1.1.4 School fundraisers	1.1.1 Programming for individual needs ( one in-service on rubrics and one in-service on motivational strategies) 1.1.2 15 minutes of regular monthly staff meetings devoted to student learning and achievement

<b>Goal 2: <i>To provide a safe, caring, and socially just school environment.</i></b>		
<b>Objective 2.1:</b> To continue to implement the school's safe and caring schools policy including inclusionary practices  <b>Strategies:</b> 2.1.1 Continue in-class promotion of <i>Cabot Bee's</i> 2.1.2 Utilize Discipline binder 2.1.3 Continue Anti-bullying activities 2.1.4 To apply the principles of social justice 2.1.5 Incorporate positive behaviour supports on a monthly basis	<b>Objective 2.2:</b> To continue to provide more opportunities for student leadership in kindergarten to Grade 6  <b>Strategies:</b> 2.2.1 Student practicing the <i>Cabot Bee's</i> 2.2.2 Recycling initiatives 2.2.3 Student assist with intramural and extra-curricular activities 2.2.4 Anti-bullying program 2.2.5 Implement student council	<b>Objective 2.3:</b> To continue as an <u>Active School</u> with the Eastern School District and provide teacher training in classroom strategies  <b>Strategies:</b> 2.3.1 Avail of district personnel and funding 2.3.2. Increased level of student activity in the building 2.3.3 Have a designated schedule for whole school participation in active living program e.g. Kid Action DVD 2.3.4 Continue dance mat rotational schedule 2.3.5 Continue Intramural/Extracurricular sports program
<b>Indicators of Success:</b> 2.1.1 Students adhere to <i>Cabot Bee's</i> matrix	<b>Indicators of Success:</b> 2.2.1 Active participation in the above	<b>Indicators of Success:</b> 2.3.1 Successful incorporation of the program in the homeroom setting

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 materials for posters and celebrations boards (i.e. board, markers, glue) 2.1.2 awards (i.e. ribbons, prizes, plaques, certificates) 2.1.3 PD opportunities (substitute time allocation) 2.1.4 Provide registration and transportation fees for Leadership Conferences	2.1.1 Website development 2.1.2 Inform staff of policies and procedures

<b>Goal 3: To provide inclusionary practices to enhance the learning environment.</b>		
Objective 3.1: To continue to use scheduled meetings to collaborate on teaching and learning issues with a focus on differentiated instruction	Objective 3.2 To continue to utilize outside agencies and presenters to support learning for real-life experiences	Objective 3.3: To move toward an inclusive philosophy of educational services
<b>Strategies:</b> 3.1.1 Designated times for meetings 3.1.2 Develop projects using cross-curriculum approach 3.1.3 Provide opportunities for students to demonstrate their unique learning styles 3.1.4 Time allocated for teacher collaboration to plan for differentiated instruction	<b>Strategies:</b> 3.2.1 Accessing musicians and artists 3.2.2 Accessing outside agencies such as the RCMP, health professionals, and government officials, etc. 3.2.3 Students' musical, artistic, dramatic talents and athletic abilities to be incorporated into ongoing events throughout the school year. 3.2.4 Organize a career day	<b>Strategies:</b> 3.3.1 To incorporate co-teaching as a method of instruction 3.3.2 To assess individual student's needs and plan lessons accordingly 3.3.3 Year-end awards to support inclusion 3.3.4 To further incorporate co-teaching methods of instruction in core subject areas 3.3.5 To continue to support inclusion at year-end awards ceremony
<b>Indicators of Success:</b> 3.1.1 Presentations and field trips will continue 3.1.2 Number of projects using multi-disciplinary approach will increase	<b>Indicators of Success:</b> 3.2.1 Presentations and field trips will continue 3.2.2 Continue to utilize outside agencies for assemblies and classroom presentations	<b>Indicators of Success:</b> 3.3.1 Implement co-teaching practices in designated classrooms 3.3.2 Co-teaching to occur on a weekly basis 3.3.3 Identifying an award for each student

<b>Goal 3. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
3.1.1 Funds raised from recycling 3.1.2 Prizes from general school funds & School Milk Foundation 3.1.3 Grants for Healthy Living & Breakfast Program 3.1.4 Funds raised by student council	3.1.1 Policy making 3.1.2 Collaborative planning 3.1.3 Staff meeting to include updates of division meetings and upcoming presentations and field trips

**Operational Issues for 2011-12**

Operational Issue	Intended Action
<b>Completion of Electrical Upgrade</b>	<b>Completed</b>
<b>Renovations to gymnasium washrooms</b>	<b>Under development</b>
<b>Provide an additional recreation space (outdoor basketball court and ball hockey playing surface)</b>	<b>Under development</b>

**Appendix A – Summary of School Fundraising**

**Financial Statement  
2010-2011**

Fund Raising	\$11,847.75	Awards, Outings, Busing,	
Recycling	6,592.30	Office & Classroom Supplies	
Gym Rental	1,455.00	Inst. Materials, K. Grad	\$20,808.07
Donations	1,000.00	Bank Fees	342.74
Terry Fox Run	2,750.80	Terry Fox Run	2,750.80
Kindergarten Grad	571.16		
<b>TOTAL</b>	<b>\$24,812.02</b>	<b>TOTAL</b>	<b>\$23,901.61</b>