



Cape St. Francis Elementary School

2009-10 School Development Report

Vision

Cape St. Francis is a welcoming community of life-long learners.

Mission

Cape St. Francis will continue to improve upon student achievement in Language Arts and Mathematics in a healthy, safe and caring and socially-just school community.



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

Principal's Message

The 2009-10 school year focused on student achievement, student success and school development at Cape St. Francis Elementary School. This past year our school community worked on increasing student achievement through a variety of strategies and approaches directly related to enhancing educational opportunities for our learners within the classroom. Teachers worked extremely hard with students and the home to ensure that all outcomes were covered and that real learning was taking place.

The entire staff continues to feel it important to celebrate student success on various levels. **Student of the Month** Assemblies were conducted throughout the year and students were presented with a certificate at various points during the year recognizing achievement, inter-personal respect, kindness or some other important area. We value these assemblies as they give our entire school community- students, teachers, parents, grandparents, friends and relatives, a chance to get together every month and acknowledge our student success. We include other areas of achievement that students have been involved in to make the gatherings as inclusive as possible.

During 2009-10, students continued their focus of environmental consciousness by taking part in the recycling program. During the past five years our school has expanded the program by having a bi-weekly **Recycling Blitz**. Parents and community

members continue to be very responsive to this program. These funds greatly assisted in our quest to purchase various resources for the school, including three state-of-the-art “Smart Boards” this past year, as well to supplement various field trips.

Cape St. Francis operated an **Early Literacy Program** for parents of infants, to 6 year-old children. This program is open to all parents/caregivers of preschool children at no cost to parents. Each bi-weekly session lasts for approximately one hour and focuses on a different topic each time. Teachers and parents recognize the importance of early intervention and believe this is an extremely valuable program for the communities of Pouch Cove, Flatrock, and Bauline. This program, led this past year by our Assistant Principal and Teacher, Ms. Knott, along with our Grade 5 teacher Ms. Wall and our Grade 2 teacher Ms. Taylor, provides a very direct and positive impact upon the reading scores and literacy levels of our students as they prepare to enter school. For the 2010-11 school year, we are pleased to report that our Assistant Principal, Ms. Knott and Ms. Wall, will continue with the Early Literacy Program. The program continues to reap dividends for our student population as Primary Language Arts assessments and CRT (Criterion Referenced Tests) scores this past year again illustrate. Our school again achieved high results, in the area of reading, particularly at the grade one and two levels and grade 6 levels, where school and provincial results are available, generically relative to Language Arts.

Providing a **safe and caring learning environment** is a continuing **strategic goal** not only for Cape St. Francis, but also for the entire School District. **Safe and caring** objectives, along with goals and objectives for **Language Arts** and **Mathematics** were developed, worked upon, and further reviewed as part of the school development process and plan. The School Development Team and entire staff worked towards the completion of school plan goals and objectives during the 2009-10 school year. During this process, all aspects of the functioning of the school are taken into consideration. A one year plan was slightly modified, still following the broad strokes of our three year plan, to guide the running and focus of the school. Implementation of the reviewed and revised plan will commence during the 2010-11 school year.

Thank you.

Sean Noah, B.A, B.Ed., M.Ed.

Principal 2009-10

Annual Report 2009-2010

The 2009-2010 school year has been very successful. On behalf of the School Council I would like to say “thank you” to all the staff, parents, volunteers and students for all your hard work and dedication. “Thank you” as well to our MHA, Mr. Kevin Parsons, for your continued support.

The school year has not only been busy but has been productive for the School Council. Fundraising from Hot Dog Days, Spring Fair and the 50/50 Draw allowed the school to purchase shirts for the Performance Choir, three Smart Boards for the classrooms, miscellaneous items used in the school and to cover busing costs for Field Trips. A week of activities was held to celebrate the Olympics. Skating took place again this year. Various activities, which take place annually at the school, include the Christmas and Spring Concerts, Kindergarten and Grade Six Graduations, Terry Fox Run and Sports Day.

An extension off the gym for storage space was completed by the School Board and has helped with some of the issues regarding lack of storage in the school. The School Council continues to be involved with the School Board regarding a school expansion. A proposal was submitted with emphasis on the expanding enrollment at the school, as well as the increase in the population in the communities served by the school. At present there are 275 students and 45 kindergarten students already registered for the 2011-2012 school year. We will continue to work with all involved to have our proposed expansion completed.

Thank you for your support to the School and to the School Council throughout the year.

Joan Craniford
Chair
School Council
Cape St. Francis Elementary

Overview of the School

Our School Community

Cape St. Francis Elementary is located at 31 Satellite Road in the community of Pouch Cove. The school serves the communities of Flatrock, Pouch Cove and Bauline with an enrolment of 262 students during the 2009-10 school year, with an increased enrolment of 275 students for 2010-11. Staffing consists of 13 regular teachers, two special needs teachers, part-time guidance, physical education, music and band teachers, one full-time principal, a part-time assistant principal, one secretary, three student assistants, one evening cleaner and one maintenance person. We also receive the services of a ESL itinerant, program specialists at the district level in the areas of Language Arts and Mathematics, a Speech Language Pathologist, a Healthy Living Consultant, a Behavioral Management Specialist, an Educational Psychologist and various other Eastern School District personnel as needed.

Key Highlights/ Special projects of the 2009-10 year were:

- The Terry Fox Run (**over \$4000.00** raised for **Cancer research**), Curriculum Night, and D.A.R.E Program for Grade 6 students
- Sponsorship of a child in Africa
- Recycling blitz every second Wednesday and paper recycling in cooperation with the Pouch Cove and Flatrock Town Councils
- Bus Monitor Training for Grade 5 and 6 students by Safety Services Newfoundland and Labrador
- Thanksgiving Day Assembly, Remembrance Day Assembly

- Canadian Flag signed by students and staff and sent to our troops in Afghanistan installed permanently in glass case with plaque in school
- Fire Prevention Week Activities
- The School Choir performed at NLTA Christmas Suite, Sheraton Hotel performance (NTV) and community Christmas Tree lightings. The Primary students and teachers hosted the Christmas Concert here at Cape St. Francis.
- A skating program ran from November to January for K to grade 6 at the Jack Byrne Arena in Torbay
- The students performed and received feedback at the M.U.N. School of Music Choral Connections program
- In School public speaking; classroom, assemblies, concerts, PA system.
- Intramural Sports Program for Elementary students during lunchtime and after school
- The Annual School Fair
- Student of the Month Assemblies throughout year recognizing and celebrating academic achievement and character education
- A Volunteer Luncheon was hosted for parents, community members and teachers
- There were Field trips to the Fluvarium, Geo-Center, Science Centre, MUN School of Music, Town Halls by various classes as well as a host of educational field trips
- The Elementary students hosted the Spring Concert
- Students participated in a Sports/Fun Day
- Grade Six students completed tile painting and to commemorate their years at CSFE
- Grade Six School Leaving Activities
- There was an Awards Day for both K-3 and 4-6 students during the last day in the school year
- School week began with O Canada and ended with the Ode to Newfoundland on the PA system

Partnerships

Cape St. Francis Elementary, in an effort to increase environmental awareness throughout the school, partnered with the Pouch Cove and Flatrock Town Councils to effectively recycle as much paper as possible during the school year. Students in grade five were responsible for collecting, sorting and storing of paper. Transportation of the paper to the recycling depot was carried out by the town

councils on a regular basis. The school also expanded the use of the school facilities by opening the school to the Pouch Cove Recreation Commission and the Flatrock Recreation Commission during the Christmas and Easter holidays as well as the summer months. This fell in line with the school's healthy living goal. Children and adults in the community used the school facilities outside regular school hours. These initiatives were very efficient and worthwhile in linking the school and the community.

School Development Plan for the school year 2009 – 10

Goal 1: To increase student learning and achievement in mathematics		
Objective 1.1: Students will demonstrate and improve their mathematical reasoning and communication skills through a variety of means	Objective 1.2: Students will demonstrate an understanding of number concepts through a variety of means	Objective 1.3: To increase teacher knowledge of current math approaches

<p>Indicators of Success: 1.1.1 Increased consistency of agreed upon terminology 1.1.2 Improved student responses 1.1.3 evidence of school wide word wall usage</p>	<p>Indicators of Success 1.2.1 Improved scores on number concept assessments 1.2.2 Enhanced journal entries 1.2.3 Improved CRT scores</p>	<p>Indicators of Success 1.3.1 Regularly scheduled meetings of Math Action Team and/or School Development team 1.3.2 Development of individual staff sharing resources binder for each teacher 1.3.3 All teachers be placed on district level math conference for their grade. 1.3.4 Greater use of NCTM lesson plans, approaches and standards 1.3.5 Teacher use of problem solving approach in the classroom</p>
<p>Strategies: 1.1.1 Consistent use of terminology across grade levels 1.1.2 Identify and use activities that give students mathematical communicating and reasoning experiences. 1.1.3 Begin to develop math word walls</p>	<p>Strategies: 1.2.1 Regular use of manipulatives when developing number concepts 1.2.2 To use math journals regularly 1.2.3 Teach number concepts through problem solving approach</p>	<p>Strategies: 1.3.1 Reinstate Math Action Team 1.3.2 Sharing “Best” strategies at staff meetings 1.3.3 Access and use of math conferences 1.3.4 Increase awareness of benefits of NCTM membership 1.3.5 Increase awareness of the ‘Problem Solving’ approach to the teaching of mathematics</p>

Goal 1. Support Plan			
Financial	Professional Development	Communication	Time Allocation

<p>1.1.3 \$2000 word wall resources 1.2.1 \$1500 replenishment of manipulatives 1.3.4 \$2000 NCTM membership and resources</p>	<p>1.1.1 Close out for planning and collaboration 1.3.5 PD day with program specialist on problem solving approach to mathematic 1.3.1 PD and substitute time for members of Math Action team to increase teacher knowledge by sharing information gained with staff.</p>	<p>Staff meetings, Sectional meetings, First Class conferences, Communicaper, School Council, Curriculum night, School Report</p>	<p>PD for Using Problem Solving Approach by November 30th, 2009 Collaboration close-out by November 30,2009</p>
--	---	---	--

<p>Goal 2: To improve academic achievement in Language Arts</p>		
<p>Objective 2.1: To improve student's critical responses to Poetic text</p>	<p>Objective 2.2: To improve student's critical responses to Visual text</p>	<p>Objective 2.3: To improve student's Listening skills</p>
<p>Indicators of Success: 2.1.1. Student improved response to poetic text 2.1.2. Use information gathered from rubrics to assess student performance 2.1.3. Access to a variety of poetry resources 2.1.4. Improved CRT's scores on poetry</p>	<p>Indicators of Success 2.2.1. Increased student awareness of visuals 2.2.2. Access to visual literacy resources 2.2.3. Improved CRT's scores on visuals 2.2.4. Teacher provided with a variety of critical visual text questions 2.2.5. Teachers appropriate model constructed response to visual text.</p>	<p>Indicators of Success 2.3.1. Student improved response to listening activities 2.3.2. Teacher observation of improved listening skills 2.3.3. Improved CRT's listening skills 2.3.4. Improved ability to follow directions 2.3.5. Improved responses to oral text 2.3.6. Each classroom contains quality listening equipment</p>

<p>Strategies: 2.1.1. Regularly scheduled opportunities to critically respond to poetic text 2.1.2 Develop and use rubrics appropriate for each grade 2.1.3. Purchase poetic resources 2.1.4. Use previously administered CRTs to critically respond to poetry</p>	<p>Strategies: 2.2.1 Regular scheduled opportunities to critically respond to visual text 2.2.2 Develop a bank of visual literacy resources 2.2.3 Use previously administered CRTs to critically respond to visual text 2.2.4 Develop question bank 2.2.5 Teacher modeling of constructed responses to visual texts</p>	<p>Strategies: 2.3.1 School wide listening activities (announcements, O Canada, Ode to Newfoundland) 2.3.2 Teach appropriate listening skills in all settings 2.3.3 Teacher developed strategies for listening skills 2.3.4 Student opportunities to listen to text and follow directions 2.3.5 Student opportunities to listen to text and respond 2.3.6. Purchase equipment for listening activities</p>
---	---	---

Financial	Professional Development	Communication	Time Allocation
2.1.3.\$1000.00 for poetry resources 2.2.2 \$500.00 for visual literacy resources 2.3.6. \$1500.00 for listening equipment	2.1.Professional Development Day to create and develop resources and questions to use in the classroom (Nov 2009). 2.2. Professional Development to plan school wide approaches to teaching visual literacy (Nov 2009)	2.1.Sharing of poetic activities and ideas at staff meetings 2.2. Sharing of visual literacy activities and ideas at staff meetings 2.3. Sharing of listening activities and ideas at staff meetings	2.1.2. October 2009 2.1.3. October 2009 2.2.2. October 2009 2.3.6. October 2009

Goal 3: To promote healthy and active living in a safe and caring, socially just school community		
Objective 3.1: To promote healthy and active living at CSF	Objective 3.2 To foster a safe and caring environment at CSF	Objective 3.3: To celebrate student and staff success at CSF
Indicators of Success: 3.1.1 School wide participation in healthy living activities 3.1.2 Increase in the number of children bringing healthy snacks 3.1.3 Increase in the number of children ordering hot lunch 3.1.4 Outside groups use the facility for physical activities 3.1.5 Increased family involvement in active living events 3.1.6 Increased use of ESD active living kits within the classroom on a daily basis	Indicators of Success 3.2.1 Less incidence of bullying school wide 3.2.2 Required number of drills happening per school year (10 fire drills/ 3 secure school)\ 3.2.3 Consistency of student behavior across all grade levels 3.2.4 Fewer visitors in the hallways during instructional time 3.2.5 Increased number of staff first aid certified/orientated 3.2.6 Contributions to various charities	Indicators of Success 3.3.1 Student demonstration of character education qualities (kindness, compassion, honesty, fairness) 3.3.2 Positive feedback from stakeholders/more information on achievements passed to the office by students and staff
Strategies: 3.1.1 To set a day in the schedule for healthy living 3.1.2 To promote nutritious snacks during the day/ To have a fruit and veggie day 3.1.3 Ensuring that the School Lunch Program follows the ESD guidelines 3.1.4 To promote active living in the community 3.1.5 To provide opportunities for family members to become involved in active living events 3.1.6 Use of ESD active living kits within the classroom	Strategies: 3.2.1 Implementation of Anti-Bullying curriculum 3.2.2 Ongoing implementation of fire drills and secure school/lockdown procedures 3.2.3 To develop, promote and model expectations for student behavior in all school settings 3.2.4 Signage for visitors to report to the office 3.2.5 First aid training/orientation for staff members 3.2.6 School wide participation in various charitable events (ex. VOCM Coats for Kids, SPCA, community food bank, recycling, foster child)	Strategies; 3.3.1 Student of the Month assembly recognizing character education themes 3.3.2 Highlight school, student and teacher achievements through school announcements and publications (e.g., Communicaper, ESD website, NLTA Bulletin)

Support Plan			
Financial	Professional Development	Communication	Time Allocation
3.1.2 Funding for fruit/veggie days \$1000 3.2.1 Funding for Anti-Bullying programming \$1000 3.2.5 \$500 first aid training 3.3.1 Cost of certificates, awards and prizes \$2000	3.1.1 Consultant/Itinerant to provide staff PD for active and healthy living/nutrition 3.1.6 Consultant/Itinerant to provide students with sessions on active and healthy living/nutrition 3.2.5 First aid training and/or orientation provided to staff members	3.3.2 Radio announcements, front foyer display, Communicaper, bulletin boards, School Connects, ESD website, memos, PA announcement, NLTA bulletin, First Class conference/email	3.1.1 To be completed by December 2009 3.1.6 To be completed by December 2009 3.2.5 To be completed by June 2010

Due to the small classroom size class size is to be monitored and class caps to be adhered to	Ongoing
Develop school policy regarding amount of extracurricular and other initiatives that impact on class time and coverage of outcomes.	SDT to initiate this as part of their responsibilities in 2009-10
Research and acquire technology as suggested by staff and ESD personnel	Coordinated by the administration through the SDT
Extension needed for music room and band room to enhance program	School Council initiative in consultation with administration
Develop a long-term plan for playground area (eg. Soccer field, hiking trail, benches,)	Healthy Living Committee initiative in consultation with P.E. Teacher and Administration

School Development Plan 2010-2011

Goal 1: To increase student learning and achievement in mathematics			
Objective 1.1: Students will continue demonstrate and improve their mathematical reasoning and communication skills through a variety of means		Objective 1.2: Students will demonstrate an understanding of number concepts through a variety of means	
Objective 1.3: To increase teacher knowledge of current math approaches and assessment strategies			
Indicators of Success: 1.1.1 Improved student responses 1.1.2 Evidence of school wide use of word wall/ math concept display area. 1.1.3 Increased communication amongst teachers within each grade/division		Indicators of Success 1.2.1 Improved scores on number concept assessments 1.2.2 Enhanced journal entries 1.2.3 Demonstrate improved student use of strategies. -conferencing -identified assessment pieces for each unit (group work, checklists/observations, self-assessment)	
Indicators of Success 1.3.1 Regularly scheduled meetings of Math Action Team and/or School Development Team 1.3.2 Participation in divisional meetings. 1.3.3 All teachers be placed on district level math conference for their grade. 1.3.4 Greater use of NCTM lesson plans, approaches and standards 1.3.5 Teacher use of problem solving approach in the classroom 1.3.6 Participation in PD sessions			
Strategies: 1.1.1 Increase opportunities for students to demonstrate mathematical thinking (E.g. math journals/logs, creating math diagrams/posters, math games, using math manipulatives, student conferences. 1.1.2 To continue to develop math word walls and/or math concept display area 1.1.3 Use grade level and/or divisional meetings to monitor, plan and assess the effectiveness of strategies in this objective.		Strategies: 1.2.1 Continued use of manipulatives when developing number concepts 1.2.2 To use math journals regularly 1.2.3 Choose rich open tasks that allow for a variety of strategies and collect evidence of same	
Strategies: 1.3.1 Reinstate Math Action Team 1.3.2 Share/discuss strategies or ideas for math concepts at divisional meetings 1.3.3 Continued use of math conferences (First Class) 1.3.4 Continued NCTM Membership 1.3.5 Increase awareness of the ‘Problem Solving’ approach to the teaching of mathematics 1.3.6 Provide teachers with PD opportunities			

Goal 1. Support Plan			
Financial	Professional Development	Communication	Time Allocation

<p>1.1.3 \$2000 word wall resources 1.2.1 \$1500 replenishment of manipulatives 1.3.4 \$2000 NCTM membership and resources</p>	<p>1.1.1 Close out for planning and collaboration 1.3.5 PD day with program specialist on problem solving approach to mathematic 1.3.1 PD and substitute time for members of Math Action team to increase teacher knowledge by sharing information gained with staff.</p>	<p>Staff meetings, Sectional meetings, First Class conferences, Communicaper, School Council, Curriculum night, School Report</p>	<p>PD for Using Problem Solving Approach by November 30th, 2010 Collaboration close-out by November 30,2010</p>
--	---	---	---

<p>Goal 2: To improve academic achievement in Language Arts</p>		
<p>Objective 2.1: To improve student’s critical responses to text.</p>	<p>Objective 2.2 To use consistency and a variety of assessment tools in language arts.</p>	<p>Objective 2.3: To continue to improve student’s Listening skills</p>
<p>Indicators of Success: 2.1.1. Student improved response to text 2.1.2. Students will effectively make use of rubrics to assess and improve their critical responses. 2.1.3. Improved CRT’s scores in language arts.</p>	<p>Indicators of Success 2.2.1. Increased student awareness of rubrics to evaluate written work accurately. 2.2.2. Increased reading levels as measured by running records. 2.2.3. Increased student awareness of effective reading strategies. 2.2.4. Improved reading comprehension results from adequate to strong. 2.2.5 Improved CRT’s scores in language arts..</p>	<p>Indicators of Success 2.3.1. Student improved response to listening activities 2.3.2. Teacher observation of improved listening skills. 2.3.3. Improved CRT’s listening skills. 2.3.4. Improved ability to follow directions. 2.3.5. Improved responses to oral text. 2.3.6. Each classroom contains quality listening equipment.</p>
<p>Strategies: 2.1.1. Regularly scheduled opportunities to critically respond to text 2.1.2 Develop and use rubrics appropriate for each grade. 2.1.3. Use Dept and District exemplar resources as well as student written products, to assess and improve critical responses to text. 2.1.4. Purchase a variety of text resources.</p>	<p>Strategies: 2.2.1 To use rubrics consistently across all grade levels to enhance understanding of their use and purpose. 2.2.2 Complete a minimum of 2 shared/individual writing process pieces. 2.2.3 Model effective reading strategies through think aloud. 2.2.4 Add to running record, school, and classroom libraries. 2.2.5 Use common guidelines when administering running records.(fluency and comprehension</p>	<p>Strategies: .3.1 School wide listening activities (announcements, O Canada, Ode to Newfoundland) 2.3.2 Teach appropriate listening skills in all settings 2.3.3 Teacher developed strategies for listening skills. 2.3.4 Student opportunities to listen to text and follow directions. 2.3.5 Student opportunities to listen to text and respond critically. 2.3.6. Purchase equipment for listening activities.</p>

Goal 2. Support Plan			
Financial	Professional Development	Communication	Time Allocation
2.1.3.\$1000.00 for poetry resources 2.2.2 \$500.00 for visual literacy resources 2.3.6. \$1500.00 for listening equipment	2.1.Professional Development Day to create and develop resources and questions to use in the classroom (Nov 2009). 2.2. Professional Development to plan school wide approaches to teaching visual literacy (Nov 2009)	2.1.Sharing of poetic activities and ideas at staff meetings 2.2. Sharing of visual literacy activities and ideas at staff meetings 2.3. Sharing of listening activities and ideas at staff meetings	2.1.2. December 2010 2.1.3. November,2010 2.2.2. Achieved Iof S Spring ,2010 Others to be repeated. 2.3.6. Purchased Spring ,2010

Goal 3: To promote healthy and active living in a safe and caring, socially just school community		
Objective: 3.1 to promote healthy eating, living and regular exercise beyond P.E.	Objective 3.2 To foster a safe and caring environment at CSF	Objective 3.3: To celebrate student and staff success at CSF
Indicators of Success 3.1.1 Healthy Eating 3.1.2 All-school interaction/participation in a healthy and active living. Environment. 3.1.3 Extra-curricular Physical development and education.	Indicators of Success 3.2.1 Less incidence of bullying school wide 3.2.2 Required number of drills happening per school year (10 fire drills/ 3 secure school)\ 3.2.3 Consistency of student behavior across all grade levels 3.2.4 Fewer visitors in the hallways during instructional time 3.2.5 Increased number of staff first aid certified/orientated 3.2.6 Contributions to various charities	Indicators of Success 3.3.1 Students continue to demonstrate character education qualities (kindness, compassion, honesty, fairness, etc.) 3.3.2 Continue to promote positive feedback for achievements 3.3.3 Consistency of appropriate student behaviors across all grade levels

<p>Strategies: 3.1.1 Veggie/Fruit day every 2nd Wed.; hot lunch school wide/year-long. 3.1.2 “Commotion” activities school wide-every 3 weeks. 3.1.3 Intramural Program, after school soccer, basket ball, cross-country running, skating program., outdoor activities recess/lunch(fine weather).</p>	<p>Strategies: 3.2.1 Scheduled teacher wellness PD 3.2.2 To contact various individuals or groups to provide staff wellness activities 3.2.3 To develop a display area that highlights various aspects of teacher wellness 3.2.4 Introduction of “Disability Awareness” program to all students: social justice introduction. (“ I can Too Program”...guidance dept.)</p>	<p>Strategies; 3.3.1a Continue Student of the Month assembly recognizing character education themes 3.3.1b To improve home/school/classroom communication regarding character education qualities 3.3.2 Continue to highlight school, student and teacher achievements through classroom recognition, school announcements and publications (eg, Communicaper, ESD website, NLTA Bulletin) 3.3.3 Review of CSF Routines and Procedures</p>
---	--	---

Support Plan			
Financial	Professional Development	Communication	Time Allocation
3.1.2 Funding for fruit/veggie days 3.2.1 Funding for Anti-Bullying programming \$1000 3.2.5 \$500 first aid training 3.3.1 Cost of certificates, awards and prizes \$2000	3.1.1 Consultant/Itinerant to provide staff PD for active and healthy living/nutrition 3.1.6 Consultant/Itinerant to provide students with sessions on active and healthy living/nutrition 3.2.5 First aid training and/or orientation provided to staff members	3.3.2 Radio announcements, front foyer display, Communicaper, bulletin boards, School Connects, ESD website, memos, PA announcement, NLTA bulletin, First Class conference/email	3.1.1 Ongoing 3.1.6 To be completed 2010-11. 3.2.5 To be completed by June 2011

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 Increase Student Learning and Achievement in Mathematics

Year	Objective	Objective	Objective
/			
2010-2011	Students will continue to demonstrate and improve their mathematical reasoning and communication skills through a variety of means	Students will demonstrate an understanding of number concepts through a variety of means	To increase teacher knowledge of current math approaches and assessment strategies.
2011-2012	To integrate Mathematics across the curriculum	To use consistency and a variety of assessment tools in mathematics	Students will demonstrate an understanding of shape and space through a variety of means
2012-2013	To introduce philosophy of differentiated instruction	To introduce philosophy of differentiated assessment	

Goal 2: To Improve Academic Achievement in Language Arts

Year	Objective	Objective	Objective
2010-2011	To improve student's critical responses to text	To use consistency and a variety of assessment tools in language arts	To continue to improve student's listening skills
2011-2012	To integrate language arts across the curriculum		
2012-2013	To introduce philosophy of differentiated instruction	To introduce philosophy of differentiated assessment	

Goal 3: Promote healthy and active living in a safe and caring, socially just community.

Year	Objective	Objective	Objective
2009-2010	To promote healthy living at CSF	To foster a safe and caring environment at CSF	To celebrate student and staff success at CSF
2010-2011	To maintain and improve communication between home and school community	To promote staff wellness	To introduce the philosophy of social justice to CSF school community.

2011-2012	To promote respect for the environment	To promote respect for self and others	To promote respect for the learning environment
-----------	--	--	---

During the 2009-10 school year, our teaching staff were extremely diligent in addressing the school development plan outlined above. One and a half of our professional development days were devoted to Mathematics communication and reasoning and evidence of word wall usage and consistent Math terminology has been a focus. Our math component in our 2010-11 school plan, also outlined above, will see a concentration in the area of number concepts and number relations as well as research, professional development and sharing among teachers relative to math strategies, approaches and assessment techniques.

As we strived to improve academic achievement in Language Arts, student critical responses to both poetic and visual text occurred and improvement was noted in classroom assessments. We have combined last year's two objectives in this area to focus on the improvement of student critical response to all forms of text.

Promotion of healthy and active living in a safe, caring and socially just learning environment will continue to be one of our strategic goals in 2010-11 as it was in 2009-10. Indicators of success last year, and plans for the coming year are also outlined in both the 2009-10 and 2010-11 school plans above.

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
46.4%	63.5%	73.7%	65.0%	87.2%	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
80.0%	68.9%	66.7%	72.4%	83.8%	71.3%

Our primary students performed exceptionally well in reading assessments during 2009-10, with **87.2% of grade one students** scoring at or above the provincial bench mark. This school score equates to a **25% increase** over the provincial average. As well, our grade two students performed extremely well in their reading proficiency. **83.8%** of our **grade two** students scored **at or above** the provincial benchmark, which represents a higher score than the provincial average by more than **12 %**. This language profiling at the primary level is conducted by our own teachers here at the school and thus illustrates a very valid assessment of reading proficiency of our students. The results are a testament to the dedication and professionalism of our primary teachers in the Language Arts area. Undoubtedly, our early literacy program for our pre-schoolers has contributed as well, to the great success of the high reading levels in our grade one and two students this past year.

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	86.5%	89.7%	91.1%	88.5%	90.0%	88.3%	92.5%	92.1%
Listening	93.3%	93.3%	92.5%	85.0%	95.0%	95.4%	82.6%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	67.8%	74.5%	78.4%	72.6%	88.0%	74.9%	74.3%	73.9%
Poetic	63.0%	65.8%	55.8%	56.1%	92.0%	68.8%	68.6%	71.5%
Informational	73.1%	74.4%	76.8%	70.8%	44.0%	55.1%	63.6%	63.6%
Listening	55.5%	64.1%	78.3%	70.2%	84.0%	70.5%	73.5%	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	79.0%	77.0%	70.0%	76.0%	85.0%	85.0%	70.7%	76.0%
Number Concepts	58.8%	71.3%	71.3%	76.3%	63.5%	73.5%	77.8%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	3.7%	43.6%	80.0%	65.7%	42.3%	54.3%	59.5%	62.1%
Communication	3.7%	37.5%	73.4%	59.8%	38.5%	54.2%	56.8%	61.6%
Connections & Representations	7.4%	36.3%	68.8%	61.3%	73.1%	69.0%	46.0%	68.2%
Problem Solving	11.1%	51.9%	84.4%	76.2%	50.0%	68.8%	54.1%	68.3%

Our Students performed very well in both the grade 3 Language Arts and Mathematics tests this past spring. The school was “on par” with provincial scores of grade three students, in both the multiple choice and constructed response sections of both standardized tests. We will however, continue to focus on improving the grade 3 results in these areas, as well as throughout the entire school re our own assessments, as critical responses to text is a staff chosen focus for the coming year. Relative to our school plan for 2010-11, we will be devoting planning, teaching and professional development time in a concerted effort to improve student constructed responses in these areas.

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	78.4%	78.0%	87.3%	84.8%	89.0%	87.1%	87.1%	81.0%
Listening	100.0%	93.3%	90.0%	92.0%	91.1%	87.7%	93.1%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	70.8%	76.1%	91.2%	85.1%	94.5%	78.7%	82.8%	81.4%
Poetic	45.0%	73.3%	85.7%	81.2%	82.9%	69.6%	82.8%	69.9%
Informational	48.7%	58.8%	77.1%	78.9%	71.4%	68.0%	37.9%	68.4%
Listening	40.0%	58.4%	54.3%	62.6%	50.0%	47.4%	69.0%	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	69.1%	68.2%	84.0%	78.0%	79.2%	77.1%	71.9%	72.3%
Number Concepts	60.0%	62.7%	70.0%	70.0%	69.1%	67.1%	77.9%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	29.3%	33.2%	59.4%	48.4%	41.7%	36.5%	35.7%	54.9%
Communication	24.4%	30.7%	59.4%	42.0%	38.9%	30.6%	25.0%	46.5%
Connections & Representations	39.1%	40.2%	54.0%	41.3%	44.4%	36.1%	21.4%	44.0%
Problem Solving	55.0%	50.6%	64.8%	55.4%	58.3%	42.5%	39.3%	55.8%

This past year's results in criterion-referenced testing in grade 6 Language Arts, indicated a high proficiency level in most of the strands. Reading and listening were quite strong, and in particular our students were very strong in demand writing and poetic constructed responses. Informational constructed responses will be targeted for more focused instruction, as well as all student constructed responses to various text. This is evidenced in our school plan for the coming year. Our students continue to score highly on all reading related test items.

In grade 6 mathematics our student results were quite comparable with provincial scores in multiple choice number operations and number concepts. We will be assessing the targeting of instruction and practice in the area of constructed responses, in an effort to see improved results in these areas. As we have a new cohort of students each year, classroom assessments may indicate strengths in these areas as we move forward.

To The students, parents/guardians and staff of Cape St. Francis Elementary:

The support of our parent community and community organizations has always been stellar and outstanding. We are also very fortunate to have such a caring and professional staff to assist our students, your children, as they develop, learn and grown into young citizens of our province.

I look forward to another productive and successful year with our students as we journey together with you, the supportive parent community, of our wonderful school, Cape St. Francis Elementary.

Thank you so much.

Sincerely,

Mr. S. Noah

Principal of Cape St. Francis Elementary

Appendix A – Summary of School Fundraising 2009-10

Fundraising at Cape St. Francis Elementary consisted of the following:

1. School Council sponsored Hot Dog Days
2. Annual Spring Fair
3. Christmas Concert
4. Valentine's Day 50-50 Draw
5. Spring Concert
6. Recycling Blitz every second Wednesday
7. Donation from Pouch Cove Lions Club
8. Donation from Avalon Karate
9. Donation from Pouch Cove Recreation Commission
10. Donation from Pouch Cove Senior Men's Ball Hockey

These funds were utilized to purchase three Smart boards for both grade 5 classrooms and the Kindergarten unit, as well as to purchase other items requested by teachers to enhance teaching at the classroom level. These funds were also used to assist with the cost of bussing during field trips for educational purposes and for school-wide student active and healthy living activities.