

# Catalina Elementary

## 2010-11 School Development Report



### *Vision*

Catalina Elementary is a safe and caring school where children, parents, and teachers work together to help each other learn

### *Mission*

Catalina Elementary, in partnership with the school community, provides inclusionary educational experiences that focus on improving student achievement in critical literacy and communicating math reasoning.

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## Message from the Director of Education



OFFICE OF THE DIRECTOR

*Chairperson: Milton Peach, B.A., B.A.(Ed.)*

*CEO/Director of Education: Ford Rice, B.A., B.Ed.,M.Ed.*

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

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**

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## **Message from Principal**

It is with great pride that the members of the Catalina Elementary learning community present our 2010-11 School Development Report.

This report highlights our achievements and accomplishments as well as identifies our current areas of need. In the following pages information about our school community, programming, provincial assessment results and special activities that have been completed over the past year is shared.

At Catalina Elementary teachers, parents, students and community members all work together toward a common goal of improving student achievement in a safe and secure learning environment that is inclusive for all.

You are encouraged to review this report and reflect upon its' contents. As principal of Catalina Elementary, I am proud of our accomplishments and would like to invite you to celebrate our successes.

I am looking forward to the 2011-12 school year and working in partnership with our school community to move our school forward, facing the opportunities and challenges we may encounter.

Kim Lodge  
Principal  
Catalina Elementary

## **Message from School Council**

### School Council Membership

Krista Hong	– Parent Representative
Cindy Cotter	- Parent Representative
Michelle Lodge	- Parent Representative
Peggy White	- Parent Representative
LeeAnne Peddle	- Community Representative
Roxanne Freake	- Community Representative
Janice Hayward	- Teacher Representative
Cathy Jackman	- Teacher Representative
Kim Lodge	- Principal

### **School Council Report ( September 2010-June 2011) Catalina Elementary, Catalina, NL**

Catalina Elementary once again had a productive and active year from September 2010-June 2011. Our goal was to support and enhance the quality of life for the students. The school was supported to implement goals related to student achievement and providing a safe a supportive environment. We also became involved in some of the school fundraisers so that funds could be raised to support some initiatives within the school.

Catalina Elementary School Council

## ***Overview of School***

### ***Our School Community***

Catalina Elementary is a K-8 school located in the community of Catalina and serves this community as well as the surrounding communities of Port Union, Little Catalina and Melrose. Our school is a part of the Eastern School District, which has 122 schools with a total population of 44,000 students. Programming at Catalina Elementary is offered to approximately 165 students from Kindergarten to grade eight. The average class size is 20 students and approximately 30% of the student population is receiving student support services.

A total of 14.5 teaching units were allocated to Catalina Elementary for the 2010-11 school year. 9.70 of these units were used for classroom teachers including specialist teachers for Music, French, Physical Education, Learning Resources and Technology. Out of the remaining 4.80 units, 1.0 was allocated for Administration, 0.35 for Guidance and 2.80 for Student Support Services (1.30 for Instructional Resource Teacher and 1.5 for Severe Pervasive). Due to the number of students requiring services from Student Support Services an extra 0.65 of a unit was allocated to be used for Instructional Resource Teacher and Numeracy/Literacy Support for the 2010-11 school year.

In addition, to our teaching staff, there are 5 Support Staff personnel assigned to Catalina Elementary. These include two student assistants, a secretary and two maintenance personnel.

Access to Regional District Office staff including: Speech Language Pathologists, Educational Psychologists, a Hearing Impaired Specialist and a Visually Impaired Specialist are available for assistance when necessary.

### **Programs Provided**

At Catalina Elementary we are proud to offer a diverse and high quality education to all students from kindergarten to grade eight. All prescribed provincial curriculum is delivered in a single stream setting with Intensive Core French at the grade six level. Despite the increase in the percentage of students receiving support from Student Support Services we have been able to maintain a high level of programming.

Experienced and qualified teachers deliver curriculum programs to students. We are fortunate in having many specialist teachers to augment curriculum delivery. Our staff includes: Music, Physical Education, French and Technology teachers as well as qualified Special Needs personnel and a Guidance Counselor. There are three trained Reading Specialists who assist Language Arts teachers with guided reading, running records and guided writing. From September 2010 - June 2011 many teachers attended various PD sessions to support their Professional Growth Plans. In June 2010 a teacher from our staff sat on the Provincial Elementary CRT Marking Board and eight teachers have completed Masters Degrees in Education. Many staff members demonstrate

leadership by volunteering to chair committees, which in turn enhances our ability to provide quality programming for all students and improve student achievement.

In addition to providing high quality academic programming, Catalina Elementary also emphasizes the health and wellness of our students. With this goal in mind we offer a number of lunch and after school programs. A band program is offered to students from grades 4-8, art and computer clubs for grades 4-8, lunch and after school sports for all grades and drama for grade seven and eight students. Many of our students avail of these opportunities and this promotes unity, pride and spirit within our learning community.

### ***Key Highlights/Special Projects***

Throughout the 2010-11 school year there were many special educational experiences offered to the students of Catalina Elementary.

#### Positive Behavior Supports

During the 2010-11 school year Catalina Elementary implemented a Positive Behavior Supports Program, for the third year, entitled Reach for the S.T.A.R.S. (Students and Teachers Achieving Real Success) that was developed by a staff committee. Collectively teachers taught the Behavior Matrix to all students and throughout the year and rewarded students with “You’re a Star” vouchers to recognize positive behaviors.

#### Tree of Virtue Project

Implemented a successful “Tree of Virtue” project for the second year which teachers character traits in order to motivate and create a school culture of effective citizenship.

#### Kinderstart

Our school offered the Kinderstart program for students entering kindergarten in 2011-2012. We offered eight sessions. Parents/Guardians attended two of the sessions with their child. During the remaining six sessions, parents attended information sessions while the children participated in their Kinderstart sessions.

### Intensive Core French

All students in grade six completed the Intensive Core French program. For the first half of the year the students had an extensive French experience in all subject areas (except math and science). At the end of January, students began the integration of the English curriculum with Core French as one curriculum area.

### D.A.R.E.

Our grade six students participated in the Drug Abuse Resistance Education(D.A.R.E.) program that was facilitated by Constable Gilbert, an officer from the Bonavista Detachment of the RCMP. This program consists of ten lessons surrounding decision making issues of peer pressure and living productive drug and violence free lives.

### Thanksgiving Day Assembly

A Thanksgiving Day Assembly was held in October and prepared by the Primary Division. Students sang songs, read poems and performed plays about Thanksgiving. To help those less fortunate, students donated items to the local food bank. Many parents and community members attended the assembly.

### Remembrance Day Assembly

In November, the Catalina Elementary school community held a Remembrance Day Assembly. Students, from the Elementary and Intermediate Division, sang songs and read poems/stories about Remembrance Day. Members of the Royal Canadian Legion Branch #16 participated in the assembly. Many parents and community members also attended.

### Classrooms Care - Reading is Giving Program

The students in kindergarten - grade three participated in the “Classrooms Care- Reading is Giving Program” initiated by Scholastic Book Club. The students succeeded in reading 100 books and then Scholastic Book Club sent 100 books to children in need.

### Living Healthy Commotion Day

The Catalina Elementary school community participated in this event by getting active and eating healthy snacks throughout the morning. The students took part in activities such as bowling, dodgeball, a bouncy castle, a scavenger hunt and an obstacle course. At recess healthy eating was promoted by providing each class with a fruit tray to share. Parents and community members were invited to take part in a variety of activities.

### Special Olympics Track and Field

Three students from our school participated in the Special Olympics Track and Field event. The students won many awards in the various activities and represented our school well.

### French Café

The grade five students and their teacher set up a French Café in their classroom. Students acted as waiters and waitresses as they served their parents, family members and also some staff members. The café was a huge success and students had a great opportunity to practice their speaking skills in the French language.

### 100<sup>th</sup> Day of School

All students at Catalina Elementary celebrated the 100<sup>th</sup> day of school. To celebrate this day students participated in a variety of activities which included a scavenger hunt and performing 100 of a variety of physical activities.

### Fire Prevention week

Students in Kindergarten, grades 1, 2 and 3 visited the local Fire Station during Fire Prevention Week.

### Math Activity Days

In May/June 2011 students and parents of Catalina Elementary participated in the following math activity days.

Kindergarten - 1-2-3 Count With Me! - a focus was placed on expanding kindergarten students' understanding of "measurement". Kindergarten parents were invited to participate with their child through different math centers which explored the attributes of measurement including length/height, mass and capacity.

Grds. 1, 2 and 3 - Shaping Up Our World – a focus was placed on expanding Grades 1-3 students' understanding of "shape and space". Primary students were divided into groups and participated in different math centers which involved building, sorting, playing games, making art work, and reading books related to 2-D and 3-D shapes.

These days were very successful as both students and parents were engaged and excited while participating in meaningful math activities.

### School and District Heritage Fair

Students in grade five created projects for the School Heritage fair in April. It was obvious that all students put a great deal of effort into preparing their projects. Five of the projects were chosen to represent Catalina Elementary at the District Heritage Fair in Trinity, NL. We are very proud of how all the students represented themselves and the school when they traveled to Trinity.

### Kids Eat Smart Breakfast Program

During the 2010-11 school year Catalina Elementary implemented a successful Kids Eat Smart Breakfast Program. Cereal, toast, fruit, yoghurt tubes, milk, juice, cheese and crackers are served on a daily basis. Approximately 80 - 100 students avail of this program each day. The program's success has been propelled by the volunteer support from the Trinity Bay North Fifty Plus and Seniors Group, parents, community members and staff members.

### Intramural Sports Program

During the 2010-11 school year all students from grades one to eight were involved in an active intramural sports program that took place during lunch times and after school. In addition, some students in grade 6, 7 & 8 take part in Volleyball and Basketball Clubs. One group of males travelled to Grand Falls in March to participate in the 14 and Under Provincial Volleyball Championships.

### Kiwanis Music Festival

The Catalina Elementary Senior band placed first in their category, at the Kiwanis Music Festival on April 11 in Clarendville. The band performed exceptionally well and there were many positive comments given by the adjudicator.

### Band Program

A number of students from grades four to eight participated in a very successful band program. Students in grade four and five formed the beginner band and the other students participated in the senior band.

### Grade Seven/Eight Activity Night

Nearing the end of the 2010-2011 school year, staff members organized a year end event which focused on characteristics of teamwork and cooperation. Students were invited to spend a night at the school during which they participated in team challenges, watched movies, played video games and had a great time. This year end activity was presented to students as a culmination of a year full of growth and social development. Staff and volunteers were very impressed by the level of participation and cooperation that these 12 and 13 year old students exhibited.

### Year End Field Trips/Celebrations

The end of the school year saw all grades embark on various fieldtrips. The kindergarten class celebrated “ Kindergarten was “Udder-ly Wonderful” while the grade eight’s were bid farewell with an informal dinner and dance.

### End of Unit Celebrations

Throughout the school year classes host End of Unit Celebrations where family members are invited to share in the excitement of the students’ learning. For example, Kindergartens-Apple Unit, Grade 1 – Penguin Unit, Grade 2 – Fairy Tale Unit.

All of these activities provided excellent experiences for all students involved.

## ***Partnerships***

**A number of individuals, agencies and businesses have partnered with Catalina Elementary to provide the best educational programming and experiences to our students.**

### Kids Eat Smart Foundation

During the 2010-11 school year the Kids Eat Smart Foundation partnered with the Catalina Elementary School Community to implement a Kids Eat Smart Breakfast Program at our school.

### True Sport

In the past year, Catalina Elementary has successfully applied for grant opportunity offered through the True Sport Fund and the J.W. McConnell family of Ontario. We were fortunate enough to receive nearly \$9000 in funding to establish a miniature soccer field (85'X105') in our school yard. Work continues on this field and there is much excitement amongst students and staff to have this new facility available.

### Fifty Plus and Seniors Group

The Catalina Elementary School community has developed a very successful partnership with the Trinity Bay North Fifty Plus and Seniors Club. Members of this group volunteer to serve breakfast to the students; participated in healthy and active living initiatives; read to the students and attended assemblies and celebrations.

### Lions Club

Each year the First Port Union Lions Club donates funds to Catalina Elementary. This year they provided Child ID kits to the kindergarten students, two bike racks, digital camera, a Smart board and projector unit, and paid the fee for Andrea Beck to visit our school.

### C.P.U.M Fire Department

Members of the C.P.U.M Fire Department worked with students and staff to provide information and materials during Fire Prevention Week and participated in organized school walks.

### Eastern Health and Community Services

Many times throughout the year individuals representing Eastern Health and Community Services have supported students and staff of Catalina Elementary. They were involved in classroom visits to cover specific topics, presentations at Kinderstart parent sessions and various other presentations to students and staff.

### J and S Food Services

J and S Food Services adheres to the Eastern School District's Nutritional Policy to provide recess and lunch services to students and staff.

### Eastern Wellness Coalition / Eastern Active Schools

During the 2010-11 school year our staff was pro-active in implementing programs that would positively impact student's habits and level of physical activity. We were successful in obtaining a grant from the "Eastern Wellness Coalition" as well as funding from "Eastern Active Schools" to increase the physical activity level of students at Catalina Elementary. The grant money helped purchase a variety of Phys. Ed equipment.

### Baynet

Catalina Elementary partnered with Baynet to implement a successful "Homework Haven" at Catalina Elementary afterschool for 3 days per week from 3:00 - 4:30pm

### Community Businesses / Organizations

Many local businesses and organizations made donations for our year-end awards.

- ~ Provincial School Studios
- ~ Midway Store
- ~ Catalina Pharmacy
- ~ Lodge's Plumbing and Electrical
- ~ Scotia Bank
- ~ Venture Credit Union
- ~ Ocean Choice Ltd.
- ~ S.W. Mifflin Ltd.
- ~ Nutan Furs Ltd.
- ~ Lion's Club

### 3-4 Year School Development Plan

**Goal 1a: To improve critical literacy through English Language Arts.**

**Goal 1b: To improve students' ability to communicate reasoning through mathematics.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2008-09-</i>	Students should be able to respond personally and critically to a variety of texts in all subject areas.  Students will improve speaking and listening skills.	Students will communicate math reasoning in a variety of ways.  Students will improve their understanding of number sense.	Students will use scientific language to show understanding of science related concept
<i>2009-10</i>	To improve constructive responses in all strands of English Language Arts.	1.2 To improve constructive responses in all areas of Mathematics.	
<i>2010-11</i>	To improve constructive responses in all strands of English Language Arts.	1.2 To improve constructive responses in all areas of Mathematics.	
<i>2011-12</i>	To improve constructive responses in all strands of English Language Arts.	1.2 To improve constructive responses in all areas of Mathematics.	

**Goal 2: Goal 2: Catalina Elementary will demonstrate the essential components of a professional learning community.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2008-09</i>	2.1 Foster a culture of wellness and healthy living within our school community	2.2 Teachers, students, parents, community members, will use collaborative strategies to strengthen our professional school learning Community.	2.3 Recognize students and teachers accomplishments to enhance a positive school climate.  2.4 Increase Leadership opportunities for students, parents, and teachers at Catalina Elementary.
<i>2009-10</i>	2.1 Foster a culture of wellness and healthy living within our school community	2.2 Teachers, students, parents, community members, will use collaborative strategies to strengthen our professional school learning Community.	2.3 Recognize students and teachers accomplishments to enhance a positive school climate.  2.4 Increase Leadership opportunities for students, parents, and teachers at Catalina Elementary.
<i>2010-11</i>	2.1 Foster a culture of wellness and healthy living within our school community	2.2 Teachers, students, parents, community members, will use collaborative strategies to strengthen our professional school learning Community.	2.3 Recognize students and teachers accomplishments to enhance a positive school climate.  2.4 Increase Leadership opportunities for students, parents, and teachers at Catalina Elementary.
<i>2011-12</i>	2.1 Foster a culture of wellness and healthy living within our school community	2.2 Teachers, students, parents, community members, will use collaborative strategies to strengthen our professional school learning Community.	2.3 Recognize students and teachers accomplishments to enhance a positive school climate.  2.4 Increase Leadership opportunities for students, parents, and teachers at Catalina Elementary.

**Goal 3: Use Differentiated Instruction to improve student engagement and understanding.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
2009-10	<b>Objective 3.1</b> Teachers will improve their understanding of differentiated instruction	<b>Objective 3.2</b> Teachers will work together to incorporate Differentiated Instruction into their planning	<b>Objective 3.4</b> Teachers will use Differentiated Instruction to meet students' needs
2010-2011	<b>Objective 3.1</b> Teachers will continue to improve their understanding of differentiated instruction	<b>Objective 3.2</b> Teachers will work together to incorporate Differentiated Instruction into their planning	<b>Objective 3.4</b> Teachers will use Differentiated Instruction to meet students' needs
2011-12	<b>Objective 3.1</b> Teachers will implement DI strategies to meet students' needs.		

**Operational Issues**

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
2008-09	<p><i>Maintain the equipment (Science, Physical education, technology) with the allotted budget.</i></p> <p><i>Percentage of time allotted for special needs through the Department formula is not meeting the needs of students.</i></p> <p><i>Create opportunities for Intermediate</i></p>		

	<p><i>students to learn outside the classroom</i></p> <p><i>Put a Crisis Intervention team in place.</i></p>		
2009-10	<p><i>~Maintain the equipment (Science, Physical education, technology) with the allotted budget.</i></p> <p><i>~Percentage of time allotted for special needs through the Department formula is not meeting the needs of students.</i></p> <p><i>~Create opportunities for Intermediate students to learn outside the classroom</i></p>		
2010-11	<p><i>~Arrange teacher timetables so that team teaching can occur in inclusive classrooms</i></p> <p><i>~Schedule common prep time for teachers that are working in inclusive classrooms together</i></p> <p><i>~Percentage of time allotted for special needs through the Department formula is not meeting the needs of students. School will arrange</i></p>		

	<i>internally to meet needs as best they can.</i>		
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## **Report on School Development Plan for Previous Year (2010-11)**

During the 2010-11 school year the Catalina Elementary school community implemented the goals, objectives and strategies outlined in the School Development Plan. Over the past year we have addressed some the objectives in our plan through identified strategies and actions. All school personnel were involved in some aspect of the plan. There is indication that we have been successful in meeting some of the intended outcomes and are now ready to continue to implement the remaining objectives. We will continue to monitor progress in each goal area to ensure continued implementation of best practices. The goals and objectives from the past school year along with an evaluation of each objective, are outlined below.

<b>Goal 1a: To improve Critical Literacy through English Language Arts.</b>		
<b>Goal 1b: To Improve students' ability to communicate reasoning through mathematics.</b>		
<b>Objective 1.1</b> To improve constructive responses in all strands of English Language Arts.	<b>Objective 1.2</b> To improve constructed responses in all areas of mathematics.	<b>Objective 1.3</b>

<p><b>Commendations 1.1</b>  Staff have identified and implemented many strategies in the area of improving Constructed Responses in all strands of English Language Arts. These have been effective, as student achievement is above the provincial level in the area of poetic text: constructed response on the 2011 CRT results. Also, the school results improved in the areas of listening and poetic: constructed response when compared to the 2010 CRT results. At the elementary level the school results exceeded the district results in the areas of poetic text: constructed response and informational text: constructed response on the 2011 CRT results. However, we will continue to focus on this objective to ensure a solid grasp by all students and to ensure these results are consistent overtime and in all areas of the CRT texts.</p>	<p><b>Commendations 1.2</b>  Teachers reported that their understanding of the math rubrics has increased and they are more effective in using it on a regular basis in their teaching.</p> <p>Student assessment scores at the elementary level decreased in all areas on the Spring 2011 Provincial CRT as compared to the Spring 2010 Provincial CRT results.</p> <p>Student assessment scores at the primary level increased in the areas of connections and representations constructed response and problem solving constructed response on the Spring 2011 Provincial CRT as compared to the Spring 2010 results. School results on the Spring 2011 primary Mathematics Provincial CRT exceeded district results in the area of reasoning constructed response..</p>	<p><b>Commendations 1.3</b></p>
<p><b>Recommendations 1.1</b>  Continue with current strategies.  Research and implement new strategies.</p>	<p><b>Recommendations1.2</b>  Continue with current strategies.  Research and Implement new strategies.  Develop action plans to address areas of difficulty at the primary and elementary level.</p>	<p><b>Recommendations1.3</b></p>

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

<p><b>Goal 2. Catalina Elementary will demonstrate the essential components of a professional learning community</b></p>		
<p><b>Objective 2.1</b> Foster a culture of wellness and healthy living within our community.</p>	<p><b>Objective 2.2</b> Teachers, students, parents and community members, will use collaborative strategies to strengthen our professional school learning community.</p>	<p><b>Objective 2.3</b> Recognize students and teachers accomplishments to enhance a positive school climate.</p> <p><b>Objective 2.4</b> Increased leadership opportunities for students, parents and teachers at Catalina Elementary.</p>

<p><b>Commendations 2.1</b></p> <p>A number of the strategies in this area have been started and reports from school community members are very positive.</p> <p>~Successful“ Healthy Commotion Day” that involved activities such as jumping castle, swing rope, etc.</p> <p>~Presently implementing a successful Kids Eat Smart Breakfast Club five days a week.</p> <p>~A very healthy partnership has been established with the Trinity Bay North Fifty Plus and Seniors Club. They are actively involved in the Kids EatSmart Breakfast Club, reading to students, etc.)</p> <p>~A variety of bullying awareness activities were planned by Guidance Counsellor and implemented by Guidance Counsellor and classroom teachers throughout the year. Some activities involved RCMP and consultation with outside agencies.</p> <p>~students have extra gym classes in the gymnasium with their homeroom teacher on days they do not have physical Education classes.</p> <p>~Lunchtime intramural program schedules specific grades to participate that do not have regular gym.</p> <p>~Grd. 4-8 students participated in cross country running, softball, ball hockey, volleyball, badminton, table tennis, sliding programs at various times in 2010-2011.</p> <p>~Grd. K-8 students participated in indoor skating party in Oct. 2010 and May 2011</p> <p>~ Grd. 4-8 students participated in sliding in Feb. 2011</p> <p>~participation in various community walks(walk to breakfast, Terry Fox walk)</p> <p>~ programming in the areas of peer relationships, conflict resolution, self respect and self esteem were delivered to small groups of students as well as whole classes.</p> <p>~implemented a successful Tree of Virtue project that focused on a number of character traits.</p>	<p><b>Commendations 2.2</b></p> <p>~Teachers report that it is very worthwhile to have information gathered at PD sessions shared with all staff members.</p> <p>~Teachers report that regular divisional meetings are worthwhile.</p> <p>~ bi-weekly meetings are held with Sp. Needs personnel</p> <p>~ parents participated in French Café, Terry Fox walk, skating party, healthy commotion day, end of unit celebrations, math day, family literacy day author visit, heritage fair, etc.</p> <p>~ school development info. shared at School Council Meetings.</p> <p>~ at divisional meetings teachers regularly share info. from PD sessions.</p> <p>~ Buddy reading once per cycle in grades two and five.</p> <p>~ implementation of a successful homework haven that operated three days per week.</p> <p>~ community members read to students on family literacy day.</p> <p>~ community volunteer reading with students in grades two, three, four, six and seven at least once per week.</p>	<p><b>Commendations 2.3</b></p> <p>~ strategies are implemented and it is reported by many members of our school community that it is having a positive influence on our school climate.</p> <p>~Birthday pictures are displayed each month in the main entrance.</p> <p>~Birthdays are announced daily.</p> <p>~ student of the week recognized in K, 1, 2 and 3</p> <p>~ community news is displayed on community news bulletin board</p> <p>~ students/teacher develop slide shows to share at assemblies and display in the main entrance</p> <p>~ Approximately 30 parent and community volunteers serve breakfast to students of Catalina Elem.</p> <p>~ implemented a successful Positive Behavior Supports Program.</p> <p>~ Behavior matrix taught to students and posted in student agendas</p> <p>~Students receive “You’re a Star” vouchers when caught displaying behaviors on the behavior matrix. Vouchers are placed in a box at the office and two winners chosen each week.</p> <p><b>Commendations 2.4</b></p> <p>~ Many individuals are given leadership opportunities. Students are given leadership for recycling, buddy reading, prefects, etc. Teachers take leadership with various after school activities and during divisional meetings.</p> <p>~ A homework haven was set up at Catalina Elementary three days a week for students of Catalina Elementary through a partnership with the Bonavista and Area Child/Youth Services Coordinator.</p> <p>~ Elem. students are paired with primary students on activity days to complete certain activities</p> <p>~ Junior High students are used for classroom helpers in the kindergarten classroom at recess time</p> <p>~ technology skills continuum completed for Catalina Elementary</p> <p>~ Junior high students announce the new character virtue each week</p> <p>~ entered team in “Cancer Relay for Life”</p> <p>~ grade 8 students were leaders in the elementary snow shoeing group</p> <p>~ grade 5 students organized penny drive for school sponsored child</p> <p>~ implemented a successful student council</p> <p>~ grade 4 students were leaders for the K-4 division on Family Literacy Day</p>
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<p><b>Recommendations 2.1</b> Continue with strategies. Research and implement new strategies</p>	<p><b>Recommendations 2.2</b> Research and implement new strategies. Continue with strategies.</p>	<p><b>Recommendations 2.3</b> Continue with current strategies. Research and implement new strategies</p>
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<p><b>Goal 3: Use Differentiated instruction to improve student engagement and understanding</b>          . informal and formal assessments</p>		
<p><b>Objective 3.1</b> Teachers will continue to improve student engagement and understanding</p>	<p><b>Objective 3.2</b> Teachers will work together to incorporate differentiated instruction into their planning.</p>	<p><b>Objective 3.3</b> Teachers will use differentiated instruction to meet students' needs</p>
<p><b>Commendations 3.1</b>          ~ many staff divisional meetings focused on differentiated instruction          ~ a teacher trained as a lead teacher in the area of inclusionary practices.          ~ a variety of resources purchased on differentiated instruction( computer programs, bold prints, teacher resource kits, etc.)          ~ teacher's met with teachers from other schools for sharing of ideas          ~ teacher's visited each others' classrooms within the school</p>	<p><b>Commendations 3.2</b>          ~ IRTs regularly worked within the classroom to team teach with classroom teachers          ~ strategic planning to ensure active learning is taking place when team teaching is scheduled          ~ teachers discussed and shared ideas related to differentiated instruction at regularly scheduled divisional and staff meetings</p>	<p><b>Commendations 3.3</b>          ~ informal and formal assessments completed by classroom teachers and activities planned based on information gathered.          ~ use of ability and interest grouping. Grouping wheel sometimes used.          ~ teacher regularly differentiate content, process and/or product to meet individual needs in all classes</p>
<p><b>Recommendations 3.1</b> Continue with strategies. Research and implement new strategies</p>	<p><b>Recommendations3.2</b> Continue with strategies. Research and implement new strategies</p>	<p><b>Recommendations3.3</b> Continue with strategies. Research and implement new strategies</p>

**Operational Issues Report 2010-11**

<b>Year</b>	<p>~Arrange teacher timetables so that team teaching can occur in inclusive classrooms</p> <p>~Schedule common prep time for teachers that are working in inclusive classrooms together</p> <p>~Percentage of time allotted for special needs through the Department formula is not meeting the needs of students.</p> <p>~ School will arrange internally to meet needs as best they can.</p>	<b>Issues</b>	<b>Issues</b>
2010-11_			
<b>Report</b>	<p>~ Common prep time arranged for teachers who are team teaching.</p> <p>~ divisional meetings scheduled with the timetable.</p>		

## **Summary Report on the School's Most Current Data**

Catalina Elementary utilizes various types of data to inform and assist in decision-making. Grade One and Two reading assessment data, Provincial Language Arts and Math CRT results for both primary and elementary levels are interpreted along with a review of internal assessment results and report card 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
47.1%	63.5%	63.2%	65.0%	75.0%	62.6%	25.0%	63.7%

### 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
73.7%	68.9%	50.0%	72.4%	70.8%	72.6%	47.1%	73.5%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	89.7%	88.5%	94.0%	88.3%	94.0%	92.1%	79.2%	79.7%
Listening	85.0%	85.0%	96.1%	95.4%	73.5%	80.9%	92.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Demand Writing	51.9%	72.6%	84.2%	74.9%	80.0%	73.9%	50.0%	71.9%
Poetic	80.0%	56.1%	93.8%	68.8%	70.0%	71.5%	88.9%	77.9%
Informational	80.0%	70.8%	68.8%	55.1%	70.0%	63.6%	43.8%	52.8%
Listening	68.4%	70.2%	78.9%	70.5%	43.8%	59.9%	62.5%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	74.0%	76.0%	90.5%	85.0%	64.4%	76.0%	77.3%	74.5%
Number Concepts	71.3%	76.3%	73.7%	73.5%	69.3%	77.3%	70.7%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	70.0%	65.7%	68.4%	54.3%	53.3%	62.1%	60.9%	61.2%
Communication	70.0%	59.8%	68.4%	54.2%	60.0%	61.6%	47.9%	60.6%
Connections & Representations	65.0%	61.3%	78.9%	69.0%	60.0%	68.2%	60.9%	65.3%
Problem Solving	45.0%	76.2%	79.0%	68.8%	66.7%	68.3%	69.6%	77.2%

### **Primary 2010-2011 ( Language Arts)**

#### **Areas of Strength:**

Reading M/C

Reading: Poetic Text: Constructed Response

#### **Areas of Need:**

Listening M/C

Reading: Informational: Constructed Response

Listening: Constructed Response

Demand Writing

Results for Catalina Elementary in all areas of the Spring 2011 Language Arts Primary Provincial CRT were below the provincial results in all areas except for the area of reading (mult. choice) and Poetic: Constructed Responses.

### **Primary 2010-11 Results ( Mathematics)**

#### **Areas of Strength:**

Number Operations M/C

#### **Areas of Need:**

Number Concepts M/C

Reasoning: Constructed Response

Communication: Constructed Response

Connections and Representations: Constructed Responses

Problem Solving

According to the Spring 2011 results our students scored below the provincial results in all areas except for Number Operations M/C of the Primary Mathematics CRT assessment. There was also an increase in the Spring 2011 results in the areas of connections and representations constructed response and problem solving constructed response when compared to the Spring 2010 results. In response to these results we have placed a major focus on the method of delivery of the mathematics curriculum at the primary level. An emphasis will be placed on activity based instruction that centers around student understanding of the “Big Ideas”. Also, we realize the need to place a stronger emphasis on writing constructed responses in mathematics at the primary level.

<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>	91.4%	84.8%	89.1%	87.1%	78.5%	81.0%	84.2%	79.5%
<b>Listening</b>	94.0%	92.0%	83.5%	87.7%	83.5%	86.7%	61.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	93.8%	85.1%	83.3%	78.7%	78.9%	81.4%	68.2%	74.7%
<b>Poetic</b>	93.8%	81.2%	80.0%	69.6%	82.4%	69.9%	82.4%	66.2%
<b>Informational</b>	100.0%	78.9%	100.0%	68.0%	94.1%	68.4%	83.3%	58.7%
<b>Listening</b>	100.0%	62.6%	47.1%	47.4%	94.1%	66.7%	36.0%	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>	73.0%	78.0%	66.1%	77.1%	74.6%	72.3%	70.0%	67.5%
<b>Number Concepts</b>	68.6%	70.0%	50.4%	67.1%	81.8%	76.9%	70.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	20.0%	48.4%	0.0%	36.5%	57.9%	54.9%	35.0%	52.3%
<b>Communication</b>	26.7%	42.0%	0.0%	30.6%	57.9%	46.5%	35.0%	44.3%
<b>Connections &amp; Representations</b>	26.7%	41.3%	5.6%	36.1%	52.6%	44.0%	25.0%	35.2%
<b>Problem Solving</b>	26.7%	55.4%	5.6%	42.5%	68.4%	55.8%	65.0%	68.1%

## **Elementary 2010-11 Data (Language Arts)**

### **Areas of Strength:**

Reading M/C

Reading: Poetic: Constructed Response

Reading: Informational Text: Constructed Response

### **Areas of Need:**

Listening M/C

Listening: Constructed Response

Demand Writing

Results for Catalina Elementary in all areas of the Spring 2011 Language Arts Elementary Provincial CRT were above the provincial results in all areas except for the area of listening (mult. choice), Demand Writing and Listening: Constructed Response.

## **Elementary 2010-11 Data (Mathematics)**

### **Areas of Need:**

Number Concepts M/C  
Reasoning: Constructed Responses  
Communication: Constructed Responses  
Connections and Representations: Constructed Response  
Problem Solving

### **Areas of Strength:**

Number Operations M/C

The Spring 2011 results indicate that our students scored better than the province in the area of Number Operations M/C on the Elementary Mathematics Provincial CRT. In all other areas Catalina Elementary scored below the province and the district. In response to these results we have placed a major focus on the method of delivery of the mathematics curriculum at the elementary level. An emphasis will be placed on assessing to determine what students know and what they need to know. This information will be used to inform our teaching. Also, we realize the need to place a stronger emphasis on writing constructed responses at the elementary level.

### **Summary of Criterion Reference Tests: What do our results tell us?**

The Spring 2011 Provincial CRT results show that Catalina Elementary students have reached and in some areas exceeded the provincial standards. However, there are areas where performance was below provincial standards.



## School Development Plan for Current Year

### *1 Year School Development Plan*

#### School Development Plan 2011-2012

<p><b>Goal 1: Goal 1a:</b> To improve students' ability to communicate reasoning through mathematics.</p>		
<p><b>Goal 1b:</b> To improve Critical Literacy through English Language Arts.</p>		
<p><b>Objective 1.1:</b> To improve constructed responses in all strands of English Language Arts.</p>	<p><b>Objective 1.2:</b> To improve constructed responses in all areas of mathematics.</p>	<p><b>Objective 1.3:</b></p>
<p><b>Strategies:</b> 1.1.1 Provide students with examples of constructed responses to score independently and/or in a group using the rubrics. Follow-up discussions will take place on rubric scores given to students.</p> <p>1.1.2 Provide examples of different levels of constructed responses where students and teachers collaboratively do a critical analysis to determine a rubric score of 1-5</p> <p>1.1.3 Formulate models of constructed responses on chart paper and/or overhead with input from students and teachers</p> <p>1.1.4 Using an informational, visual, poetic or narrative text, establish a baseline of student ability in compiling constructed responses by doing an evaluation on such skills at the beginning of the year. This assessment will be completed by end of term one (Mid-November), term two (mid February), and term three (mid-May) to determine if there is any improvement after instruction.</p> <p>1.1.5 Use CRT type questions and language (support, describe, text, explain, samples, operations, etc.) on internal assessments</p>	<p><b>Strategies:</b> 1.2.1 Continue to update math manipulatives master list as more are purchased</p> <p>1.2.2 Provide opportunities for students to conference with each other about different ways to find solutions</p> <p>1.2.3 Teachers/students model different ways of finding solutions</p> <p>1.2.4 Students regularly write math journal entries to reinforce student knowledge and understanding of math concepts</p> <p>1.2.5 Continue to expose children to math vocabulary by displaying words on charts in the classroom and reiterating vocabulary through instruction and discussion.</p> <p>1.2.6 Teacher's regularly use the math rubric to assess students' work. Once a month teacher's will use math rubric to score a constructed response completed as part of the math journal.</p> <p>1.2.7 Provide samples of different levels of math constructed responses where students and teachers collaboratively do a critical analysis to determine a rubric score of 1-5.</p> <p>1.2.8 A warm up math activity be completed at the beginning of each math class. A different strategy should be focused on for review purposes.</p> <p>1.2.9 During Elementary/Intermediate/Primary divisional meetings score samples of student work using the math rubric.</p>	<p><b>Strategies:</b></p>

<b>Indicators of Success:</b> Improved scores on constructed responses to various forms of text on internal and external assessments.	<b>Indicators of Success:</b> Improved scores on constructed responses in all areas of mathematics (math reasoning, number sense, etc) on internal and external assessments.	<b>Indicators of Success:</b>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 \$300 – purchase of math manipulatives	1.2.9 12 hrs of PD time for teachers to attend district focus group meetings

<b>Goal 2: Catalina Elementary School will demonstrate the essential components of a professional learning community</b>		
<b>Objective 2.1:</b> Foster a Culture of wellness and healthy living within our school community	<b>Objective 2.2:</b> Teachers, students, parents and community members, will use collaborative strategies to strengthen our professional school learning community	<b>Objective 2.3:</b> Recognize students, teachers and community accomplishments to enhance a positive school climate  <b>Objective 2.4</b> Increase leadership opportunities for students, parents and teachers at Catalina Elementary

<p><b>Strategies:</b></p> <p>2.1.1 The guidance counselor in collaboration with classroom teachers will plan and implement a variety of programs focusing on bullying awareness, peer relationships, body image, conflict resolution, self respect, self-esteem for all students in K-8 through the 'tree of virtue' project</p> <p>2.1.2 On days that students do not have Physical Education each classroom teacher will incorporate a total of 10 minutes of physical activity with his or her students.</p> <p>2.1.3 Through the Phys Ed department, teachers will implement a variety of physical activities</p> <p>2.1.4 Classroom teachers will plan grade based activities and implement a tracking system to promote healthy living</p> <p>2.1.6 Continue to remind parents and students about the provincial and district nutrition policy.</p>	<p><b>Strategies:</b></p> <p>2.2.1 Student support personnel will meet bi-weekly to review programming and policy</p> <p>2.2.2 Invite community members to read to students once per term</p> <p>2.2.3 Share information from school development sessions with school council members.</p> <p>2.2.4 Initiate buddy programs within the school (reading, homework, etc.)</p> <p>2.2.5 Encourage students to participate in the Homework Haven</p> <p>2.2.6 Teachers will be required to provide information gathered at PD sessions to other staff members at divisional/staff meetings.</p> <p>2.2.7 Invite community volunteers to listen to students read on a regular basis</p> <p>2.2.8 Invite community members to participate in pertinent school activities</p> <p>2.2.9 Develop a parent email contact list</p>	<p><b>Strategies:</b></p> <p>2.3.1 On Mondays, the student of the week for K, 1, and 2 will be announced</p> <p>2.3.2 Create a "Community News" bulletin board, which highlights student, teacher, and community successes. Students in grades two to eight will be responsible for posting information on the display as it is available.</p> <p>2.3.3 Teachers and students will create and show slide show presentations in the main entrance and during assemblies, concerts, parent-teacher interviews, curriculum night etc.</p> <p>2.3.4 Implement a School wide PBS program. ('You're a star' vouchers)</p> <p>2.4.1 Partner with Baynet to implement a successful Homework Haven for students of Catalina Elementary</p> <p>2.4.2 On various occasions throughout the year set up a buddy system which pairs up an elementary class with a primary class</p> <p>2.4.3 The technology teacher will support other staff to implement technology skills continuum</p> <p>2.4.3 Elem. students take responsibility for a variety of leadership opportunities within the school (classroom helpers, PA announcements, Relay for Life team, Healthy Commotions Day, tec.)</p> <p>2.4.5 Students act as leaders for various fundraising activities.</p> <p>2.4.6 Form a student council at Catalina Elementary initiated by the Guidance Counselor and Intermediate Homeroom teachers.</p>
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<p><b>Indicators of Success:</b>  ~ Participation in daily physical activity  ~ Implementation of a variety of physical activities.  ~ Distribution of information from guidance counselor to the school community  ~ Implementation of “ Bullying Awareness Day”  ~ Implementation of “Tree of Virtue Project”</p>	<p><b>Indicators of Success:</b>  ~Scheduling and implementation of bi-weekly student support services meeting  ~ Update parent contact information  ~ Buddy reading program  ~ Teachers share information from PD sessions at divisional and staff meetings  ~ School council members attend school development sessions  ~Community members participate in school activities</p>	<p><b>Indicators of Success:</b> ~ Create a monthly display of birthdays in the main entrance  ~ Announce student of the week for primary students  ~ Prepare and maintain a “Community News” bulletin board in the main entrance  ~ Create slide shows to display in main entrance and show during assemblies, parent-teacher interviews, curriculum night, etc.  ~ A successful breakfast program  ~ The establishment of “Homework Haven”  ~ Staff support for technology skills.</p>
<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
2.1.1	2.1.1	

<b>Goal 3: Use differentiated instruction to improve student engagement and understanding.</b>		
<p><b>Objective 3.1:</b> Teachers will implement Differentiated instruction strategies to meet students’ needs</p>	<p><b>Objective 3.2</b></p>	<p><b>Objective 3.3:</b></p>

<p><b>Strategies:</b>  3.1.1 Teachers attend Professional development sessions on DI strategies  3.1.2 School purchase resource material on differentiated instruction  3.1.3 District personnel regularly visit the school to assist teachers with planning and implementing DI strategies.  3.1.4 Teachers observe classes within the district that are implementing DI strategies  3.1.5 Teachers will work together to incorporate DI into their planning  3.1.6 Post DI ideas on the Firstclass Catalina Elementary forum.  3.1.7 Teachers who attend the regional Prim./Elem. Focus group will share ideas with other staff at divisional meetings  3.1.8 Consider students' readiness, interests and learning profiles on a regular basis  3.1.9 Teachers will regularly differentiate content, process and/or product to meet individual needs.  3.1.10 Teacher will use and organize assessment to inform instruction</p>	<p><b>Strategies:</b></p>	<p><b>Strategies;</b></p>
<p><b>Indicators of Success:</b>  3.1.1 Purchase a variety of resources on differentiated instruction  3.1.2 Schedule district personnel to teach in class with teachers  3.1.3 Schedule and deliver PD in the area of Differentiated Instruction  3.1.4 Teachers are using Differentiated Instruction in their lessons  3.1.5 Discussions and Sharing of ideas at forums centered around Differentiated Instruction.</p>	<p><b>Indicators of Success:</b></p>	<p><b>Indicators of Success:</b></p>
<p><b>Goal 3. Support Plan</b></p>		

<b>Financial</b>	<b>Professional Development/Time Required</b>
3.1.2 \$500 to purchase Differentiated Instruction Resources	3.1.1 Two – One day PD session on differentiated instruction/inclusionary practices. 3.1.2 5 hrs for teachers to visit each other’s classes to share ideas and learn from each other.

## Appendix A – Summary of School Fundraising

### As per school fundraising policy:

9.3 Each year, a summary of fundraising activities shall be prepared. A copy of this report must be sent to the Assistant Director of Education – Finance at the District Office. This summary information shall also be included in the Annual School Development Report.

### Catalina Elementary School Year 2010-2011

#### Profit from fundraisers

Vegetable Hampers	-	\$808.00
Fish Cakes	-	486.00
Christmas Concerts	-	1565.33
Spring Concert (including ticket sales)	-	978.55
<b>Total Profit</b>		<b>\$3837.88</b>

#### School Year Materials Purchased (2010-11)

Materials/Items Purchased	Cost
Music Supplies (including Hanging Mics., acoustic speakers, shirts for Kiwanis, etc.)	\$1350.00
Art Supplies	225.00
Computers & Equipment	734.00
Library Resources	350.00
Phys Ed. Equipment	1300.00
<b>Total</b>	<b>\$3959.00</b>



