

Coley's Point Primary

2010-11 School Development Report



Vision

At Coley's Point Primary we are dedicated to inspiring and creating life-long learners in a nurturing, supportive, inclusive environment where all children are challenged and valued.

Mission

The mission of Coley's Point Primary is to teach young children the importance of respect and responsibility in creating a learning environment where success is measured by academic growth and happy faces.



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

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

2010-11 was a time of reflection for stakeholders of our school as we reviewed progress over the course of a three year development plan. The internal review process provided us with the data we needed to design our course for the next three years as we forge ahead with inclusive initiatives in a supportive learning environment

The pursuit of academic excellence is our primary concern. Our data reflects steady growth and improvement that, we believe, is attributable to a commitment to best practices in teaching and learning. The delivery of instruction has been enhanced with interactive technology, including the acquisition of five more Smartboards, bringing the total in our school to thirteen. Government provision will help us realize our vision of interactive technology in every classroom within the 2011-12 school year.

As we reflect upon the progress of the past three years we are indebted to a dedicated teaching staff, a hard-working support staff, a collegial School Council body of positive thinkers, a responsive catering staff, and the unwavering loyalty of community and business partners. Most importantly, we are blessed with a supportive parent base that allows us to move the school agenda forward.

As the administrative team of this school, we are pleased with the progress we've been able to make amid the challenges of addressing the individual needs of a large student population in oftentimes less than adequate space. Our future direction is built upon the groundwork we have laid in nurturing an inclusive school culture where respect and responsibility form the pillars of character development of the whole child; a school culture where students live to learn and learn to live.

Joy Brown, Principal
Christine Kennedy, Assistant Principal

Message from School Council

As a school council, we are very proud to support the efforts of the staff at Coley's Point Primary and that of the entire school community in developing a school that enables our children to learn and grow in a positive, nurturing and inclusive environment.

Two years ago, we approved and supported a staff fundraising initiative that was to replace many of the smaller fundraising events which occurred throughout the year. This initiative has proven to be very successful and has now become the Annual Spring Draw. In the first two years, we have been able to place Smartboards in almost every classroom at Coley's Point Primary. This would not have been possible without the efforts of the dedicated staff, students and parents. Government initiatives will allow us to realize our goal of Smartboards in every classroom within this school year, enabling the proceeds from this year's Spring Draw to be concentrated on upgrading the playground facilities.

Last year, council members also assisted with and supported the staff with the new three year School Development Plan. It has been my pleasure to participate in the development of this plan. It has been a phenomenal experience to see firsthand the efforts of the staff who work diligently to develop and implement this plan to ensure our children have the best possible school life at Coley's Point Primary.

This is my last of four years serving on a very active and committed School Council. It has been my pleasure to serve on a council that supports and recognizes the tremendous efforts of a dedicated and caring staff and the many successes and achievements of our young children.

On behalf of Council,
Laura Saunders (School Council Chair)

Members:

Teri Parsons	Rachelle Porter	Kenneth Fillier
Sandra White	Cindy Parsons	John Brown
Teacher Representatives: Kim Butler; Joy Dawe		Principal: Joy Brown

Overview of Our School

Our School Community

Coley's Point Primary is located in the town of Bay Roberts, a rapidly expanding municipality in growth and services, within the Western Avalon region of Eastern School District. It serves the communities of Bareneed, Bay Roberts, Butlerville, Coley's Point, Country Road, Port-de-Grave and Shearstown. 10 busses service our school and bussing schedules are shared with Amalgamated Academy. Our school's enrolment is 324 students from Kindergarten to Grade 3. We have five Kindergarten classes. Grades 1, 2 and 3 are four stream. The average class size is 19. Our school has a total of 22.5 educational staff that includes 14.5 classroom teachers, as well as specialist teachers in the areas of Special Education, Physical Education, Music, and Guidance. We have the services of a half time Speech Language Pathologist, district Hearing and Vision Itinerants, an Educational Psychologist, and Primary Program and Student Support Services Program Specialists. We have the support of a Secretary, four full-time Student Assistants, and 2 caretakers, one full-time and one half-time.

Highlights/Special Projects

Our Time in Pigeon Inlet

Thanks to ArtSmarts grant funding our Grade 3 students once again participated in a project that celebrated the works of a local native son, Ted Russell. Ted's son, Kelly, returned for the third year to work with Grade 3 students in a project that culminated in a production of story and song, showcasing what they learned and experienced with this renowned Newfoundland musician and storyteller.

Music Program

Coley's Point Primary's Music program is designed to foster an appreciation for the arts as a vital tool in the developing education of the whole child by providing avenues of development through songs, games, listening skills and musical training in an active learning environment that strives to extend on classroom instruction. Grades 2 and 3 choirs are open to any child who wishes to join. After school violin and choir is offered for Grades 2 and 3 students. In addition to school appearances our students participated in several community appearances, including the Kiwanis Music Festival where the Grade 3 Choir received a plaque and \$100.00 cash award in the Newfoundland Songs class.

Physical Education Program

A well organized Physical Education program provides students with learning opportunities designed to develop both a wholesome attitude towards physical exercise and an understanding of the positive effects of active, healthy living, including the value of outside play. Physical education has been extended to take advantage of community resources with skating at the local arena. Physical activity and charitable giving were merged for two events:

Toonies for Terry: Terry Fox Day was the culmination of a week's activities focused on healthy, active living with *Living Healthy Commotion Days*. \$388.38 was forwarded to the Terry Fox foundation in memory of Terry's efforts to raise money for cancer research.

Jump Rope for Heart: Students at Coley's Point Primary skipped to raise \$3115.00 for the Heart and Stroke Foundation and earned prizes for themselves as well as a stipend for our school. Students learned skipping skills and the preventative value of good nutrition and exercise. Coley's Point Primary continues to be a leading fund-raising school for the Heart and Stroke Foundation in our province.

Visual Art

Students received local and provincial recognition for poster contests throughout the year. Each student's work was displayed in some form during our second annual Art Gallery held in June. The impressive displays reflected samples of Art projects throughout the year and was well received by guests.

Technology

Our technology capability was enhanced with the addition of five Smartboards, for a total of thirteen

throughout the school. Our goal of having this interactive technology in each classroom will be met in the next school year.

Recycling

Students are encouraged to develop a sense of civic responsibility in protecting the environment from excessive waste that can be otherwise put to good use by making daily use of recycling boxes and compost containers located in various parts of the school.

Penny Drive

The 100th Day of School in mid February was also the culmination of our annual Penny Drive that helped us meet our school's global citizenship objectives. These included \$800.00 to Sopar's *Children Changing the World* for the cost of equipping M.P.P. Primary School in India with desks and benches for seventy students; *Go Blue Day* giving \$100.00 in aid of Juvenile Arthritis; \$50.00 to *Children's Wish*; \$324.00 to the *Janeway*; \$150.00 to *Juvenile Diabetes*; \$100.00 in support of Cerebral Palsy; \$45.00 to *Child Find*; \$100.00 in support of *Alzheimer's Coffee Break*, \$324.00 in support of *Ronald McDonald House*. The generosity of our school community was evidenced in the response of filled shoe boxes to Samaritan's Purse *Operation Christmas Child*, two grocery drives for our local Food Bank, and the donation of over two hundred Christmas gifts to our CPP Chimney for distribution by the *Helping Hand* and *The Salvation Army*.

Special Events

Our students were treated to a visit from the NL Insectarium; our Grade 3 students welcomed author Kevin Major back to our school to share his *House of Wooden Santas*; students and staff thoroughly enjoyed touring artists who performed at our school including Gary Summers Magic Show, MUN's Bully Proof Outreach Program, MUN's Four Seasons String Outreach. Outings included a trip to the GEO Centre, Salmonier Nature Park, our local Fire Department, Museum, and Town Council Chambers where Grade 3 students held a mock Town Council meeting. A music experience was enjoyed by staff and students when they visited Amalgamated Academy for the performance of *Alice in Wonderland*.

Partnerships

Town of Bay Roberts Special Events

Sponsorship by the town's Special Events Committee in seasonal promotions and access to the town mascot provides staff and students with many opportunities to profile civic participation, including our Living Healthy Commotion, Walk to Breakfast, Tidy Towns, Positive Behavioral Supports, Festival of Lights and outdoor fun days.

Kid Eat Smart Foundation

Parents, community officials and local businesses gave support throughout the year that enabled us to continue offering breakfast 'on the go' to any child wishing to avail of this service. A print entitled *West Pond* that was painted and donated to the breakfast program by Neil Marsh in memory of his son, Joshua *raised* \$1078.00 for our breakfast program.

The success of the breakfast program depends on the generous donations of the *Kids Eat Smart* Foundation which matches any donations we receive, community groups, businesses and churches, parents and staff who supply both monetary and food donations throughout the year. Each year for the past six years our annual *Walk to Breakfast* gets our breakfast donations off to a great start, culminating in a school wide pancake and fruit breakfast. Our school also took part in *Kids Eat Smart Apple Day*, with Math challenges and a recorded consumption of 290 apples at recess. Healthy eating treats were also highlighted with Veggie Skeletons at Halloween, Nacho Dip at 100th day of school, and fruit trays at Christmas, March Nutrition Month, and June Sports Days. School Milk Foundation presentations and promotions helped to promote the importance of drinking milk.

Tutoring for Tuition

This program delivers after school sessions of individual support in various curriculum areas to our students by high school students, and is coordinated at the school level by one of our teachers.

Volunteers

Our school depends upon the valuable contribution of our parent volunteers. Tuesday is the scheduled "Volunteer Day"

Memorial University Field Training

Coley's Point Primary supports Memorial University's Faculty of Education Field Services division by welcoming and encouraging teachers in training. Two students completed Observation Day field experience and two students completed their Teaching Internship this year.

School Catering Service

Harbour Breeze Catering continued to supply recess and hot lunch service to our school. Efforts to promote healthy eating and milk consumption were highlighted throughout the year. Students and staff enjoyed their third annual Christmas dinner, thanks to Mr. Garry Gosse and his capable staff.

No Child Without

Our school is involved in the Canadian MedicAlert Foundation's *No Child Without* program. MedicAlert services for students between the ages of 4 up to their 14th birthday are available if the child has a medical condition, allergy, or is required to take medication on a regular basis.

BellAliant Pioneers

Each Kindergarten child was provided a personalized book by our BellAliant Pioneer friends. Our school was also awarded one of ten Smartboards distributed to schools across the province by BellAliant as a result of a winning presentation celebrating their 100th birthday.

3 Year School Development Plan

Goal 1: To foster a safe and caring environment for all by continuing to nurture and support the fourfold CPP Code of Behavior (We R-4 Respect)

Year	Objective	Objective	Objective
2008-09	To raise self respect awareness through an active, healthy lifestyle and adherence to the school=s code of behavior.	To show respect for others by caring for our world and others in it.	To show respect for our environment by providing a safe learning community.
2009-10	To raise self respect awareness through an active, healthy lifestyle and adherence to the school=s code of behavior.	To continue to show respect for others by caring for our world & others in it	To show respect for our environment by providing a safe learning community
2010-11	To continue the focus on self respect awareness through an active, healthy lifestyle.	To show respect for others by caring for our school environment and showing care to others in our world.	To show respect for our environment by providing a safe learning community in adherence to the school's code of behavior.

Goal 2: To continue to improve student achievement for all through informed instruction of outcomes based learning.

Year	Objective	Objective	Objective
2008-09	To increase # of students who achieve at or above gr. level on prov. primary indicators	To raise student understanding of the language of Math	To ensure internal and external data guide best practices in learning and teaching
2009-10	To increase # of students who achieve at or above gr. level on prov. primary indicators	To continue to raise student understanding of the language of Math	To ensure internal and external data guide best practices in learning and teaching
2010-11	To increase number of students who achieve at or above grade level on provincial primary indicators	To raise student understanding of the language of Math in interactive learning experiences	To continue to refine internal and external data that guide best practices in learning and teaching including use of class profile database & cross grade outcomes expectations linkage.

Goal 3: To provide an inclusive environment where all diverse learners can maximize their learning potential.

Year	Objective	Objective	Objective
2008-09	To differentiate instruction to meet the wide range of learning styles.	To offer inclusive learning opportunities that provide for various abilities.	To use technology to address diverse learning strengths & needs.
2009-10	To differentiate instruction to meet the wide range of learning styles.	To nurture/ foster a home & school partnership reflecting more open lines of communication within the parameters of building security.	To use technology to address diverse learning strengths & needs.
2010-11	To differentiate instruction to meet the wide range of learning styles.	To foster a home & school partnership reflecting more open lines of commun. within the parameters of bldg. security.	To use technology to address diverse learning strengths & needs, including the acquisition of classroom Smartboards.

Operational Issues

Year	Issues	Issues	Issues
<i>2008-09</i>	Student Wellness Plan ArtSmarts-“Our Time in Pigeon Inlet” Develop Crisis/Critical Incidents Plan Enforce building safety measures	Attention to rubric language Attention to Math Journals Link cross-grade expectations Increase interactive learning Benchmark Adjustments (Gr. level ceilings)	Establish Focus Groups Increase inter-grade groupings Increase Sp Ed inclusion Build staff tech skills Year 1 – Inclusion Pilot
<i>2009-10</i>	Parental Awareness SFG Expand breakfast program Consistent supervision Expand- composting Expand ArtSmarts “Pigeon Inlet” Written Crisis/Critical Incidents Plan Eliminate unauthorized inside traffic	Target 85% on Provincial Primary Indicators Innovative Scheduling Team Teaching PD Math Focus: Math Fair DI & Interactive Learning DI & formative assessment Mobilizing Resources(diverse staff strengths)	Focus Group Action Plans Improve communication: Synrevoice Update tech equipment/laptops Smartboard training/acquisition SS Allocation Provincial Pilot RTS Tracking Provincial Pilot Year 2 – Inclusion Pilot
<i>2010-11</i>	Student Wellness Staff Wellness Respect/Responsibility Timely incident documentation Continue ArtSmarts “Pigeon Inlet” SFG Consistency- School Council Fundraising for Smartboards	Timely Literacy Intervention Supports Benchmark Consistency Various Assessment tools/Class Profiles Intra/Cross-grade outcomes Constructed writing responses (SASP) Flex Scheduling	Co-Teaching Models D.I. Strategies Compilation Inclusionary Assessment Language 9 classrm Smartboards/Gym Screen Upkeep & Maintenance of Tech Equipment Current Webpage Updates

Report on School Development Plan for Previous Year (2010-11)

Goal 1: To foster a safe and caring environment for all by continuing to nurture and support the fourfold CPP Code of Behavior (We R-4 Respect).		
Objective 1.1: To continue the focus on self respect awareness through an active, healthy lifestyle.	Objective 1.2: To show respect for others by caring for our school environment and by showing care to others in our world.	Objective 1.3: To show respect for our environment by providing a safe learning community in adherence to the school's code of behavior.
<p>Commendations 1.1</p> <ul style="list-style-type: none"> -registered Eastern Active School; -outstanding gym program; outside play; EAS classroom activity; active Healthy Living/Special Events Focus Group -additional breakfast options -Point(weekly promo); School Council "treats" endorsement; monthly features <p>Recommendations 1.1</p> <ul style="list-style-type: none"> -continued attention to Student Wellness Plan -EAS promos -continue S.C. "treats" endorsements -attention to Staff Wellness initiatives -exercise challenge (pedometers) -Wellness PD (May, 2012) -Staff Meetings: healthy eating promos -revised supervision schedule -HB Catering – Staff lunches 	<p>Commendations 1.2</p> <ul style="list-style-type: none"> -Outstanding municipal/town business support of Terry Fox Walk; Walk to Breakfast; Winter Fun Day; Sports Days. Winning entry in BellAliant's 100th Anniversary challenge to schools: Smartboard for R & R Room -Very successful NorCard/Christmas Concerts/Penny Drive/ 2nd Annual Spring Draw -Various students successful in local & provincial contests/ RCL Remembrance Day SOPAR; Juvenile Diabetes; Juvenile Arthritis; Alzheimer's; Leukemia; Child Find; Janeway -Operational composting containers/new piece of playground equipment installed/playground asphalt basketball court added/pea stone added -S&CS Grant \$500.00 "R & R Go Hand in Hand"/Active Safe & Caring Schools Focus Group -Successful June project & performance with Kelly Russell (3rd annual) <p>Recommendations 1.2</p> <ul style="list-style-type: none"> -3rd annual Spring Draw focus on playgr. upgrades -Town's Green Team: Compost cement stands -Arts Council Funding – 4th return of Kelly Russell 	<p>Commendations 1.3</p> <ul style="list-style-type: none"> -Classroom ceilings replaced/3L,3Cr,3Co/2D; Improved lighting in 3L/3Cr; Surge protectors/classroom clean-up -\$500.00 Grant Funding for expansion of We R-4 Respect Code of Conduct to include responsibility for one's actions <p>Recommendations 1.3</p> <ul style="list-style-type: none"> -operational P.A. system top priority -accommodations for incoming pervasive needs student -Fall revisions to Secure Schools/Lockdown - Fall highlight: <i>Respect & Responsibility Go Hand in Hand</i> - Continue lobbying for parking lot improvements - Improve air quality in Labrary - Improve foyer lighting

Goal 2: To continue to improve student achievement for all through informed instruction of outcomes based learning.		
Objective 2.1: To increase number of students who achieve at or above grade level on provincial primary indicators.	Objective 2.2: To raise student understanding of the language of Mathematics in interactive learning experiences.	Objective 2.3: To continue to refine internal and external data that guide best practices in learning and teaching including extensive use of class profile database & cross grade outcomes expectations.
<p>Commendations 2.1</p> <ul style="list-style-type: none"> -Cross-grade emphasis on Phonological awareness in story circle activities -Meshing DI/PA strategies -Identification on target – intervention through clusters, co-teaching, support services (co-teaching) -Active L. Arts Focus Group -Consistent guidelines for benchmarking -Constructed responses: Making the personal connection in non-fiction text (S.A.S.P.) <p>Recommendations 2.1</p> <ul style="list-style-type: none"> -Attention needed to rubric as evidenced in poor writing results (CRTs) -Need attention to writing, specifically constructed responses to informational text -3 terms visible on classroom profiles to show academic progress 	<p>Commendations 2.2</p> <ul style="list-style-type: none"> -Math Journals -Increased practice of applied Math being used in each strand -Steady improvement in Math CRT scores, particularly constructed responses -Visible focus on the language of Math being used in each strand -Visible interactive classroom learning experiences, including Smartboards/ use of manipulatives -Whole school lead up activities to 100th Day - Co-Teaching Grade 3 level (3 periods each class/cycle) <p>Recommendations 2.2</p> <ul style="list-style-type: none"> -Service of Math Itinerant -Attention to number concepts/ number operations 	<p>Commendations 2.3</p> <ul style="list-style-type: none"> -Regular benchmarking/conferencing/ inclusive pre-instruction assessment practices. -Long range plans template/ grade level minutes -Focus on linkage of intra/cross grade outcomes -Ongoing benchmarking to inform instruction Gr 1 midyear danger zone: D & below yearend target “I” Gr 2 midyear danger zone: I and below yearend target “M” -Continued attention to anecdotal documentation and observation/binder labels -KS- identification/intervention including SLP -Public Health data (pre-school screening) -RTS Tracking System -Regularly scheduled Special Serv. Team meetings <p>Recommendations 2.3</p> <ul style="list-style-type: none"> -Involvement of district Program Specialists - KinderStart -DI strategies in action; attention to formative assessment -Continued linkage of data with best practices in how the brain learns -BMP added to class profiles template -Attention to Emergent-Early-Transitional readers in each class as opposed to each grade level

Goal 3: To provide an inclusive environment where all diverse learners can maximize their learning potential.		
Objective 3.1: To differentiate instruction to meet the wide range of learning styles.	Objective 3.2 To continue to nurture/foster a home & school partnership reflecting more open lines of communication within the parameters of building security.	Objective 3.3: To use technology to address diverse learning strengths and needs, including the acquisition of classroom Smartboards.
<p>Commendations 3.1</p> <ul style="list-style-type: none"> -Activities developed based on learner needs -More efficient in class groupings -Evidence of DI strategies & forms of assessment at each grade level -Staff Meeting sharing (teachers teaching teachers) -Active Sp Services team -Functional R & R Room/Sensory Room -Effective flex scheduling -Inclusion Focus Group actioning plan -Sharing experiences with other schools/facilitating PD re our journey of Inclusion <p>Recommendations 3.1</p> <ul style="list-style-type: none"> -Continue innovative scheduling (cluster/support planning/conferencing/flexible time) -Add the Inclusion Action Plan to each focus group 	<p>Commendations 3.2</p> <ul style="list-style-type: none"> -activated SynreVoice messaging -effective School Council endorsements of school policies -current home page/ Point on school website <p>Recommendations 3.2</p> <p>Work needed on reaching consensus of language assessment being communicated to parents and how that fits the Inclusion model</p> <ul style="list-style-type: none"> -More accessible school webpage construction -seek tech help from other schools -Parent e-mail database 	<p>Commendations 3.3</p> <ul style="list-style-type: none"> -Teacher ownership of interactive Smartboard technology -class e- profiles <p>Recommendations 3.3</p> <ul style="list-style-type: none"> -3 Smartboards for remaining classrooms (K-L; 1R; 1L) -Seek assistance from other schools in webpage re-construction -Greater use of webinars/on line conferencing

Summary Report on the School's Most Current Data

The development of skills in literacy is basic to academic success as these skills form the foundation of all other learning. Research shows that the early years of a child's life are crucial in the development of these skills. The earlier interventions are provided when gaps in the development are evident, the greater the rate of success.

Teachers read to students daily and guide them in engaging in meaningful literacy activities. Appropriate children's literature is selected to meet the developmental needs and interests of each child. Teachers facilitate students' attempts at reading, encouraging them to predict, infer, and self-correct as they interact with text. The prime focus is to develop independence in using reading strategies. The Provincial Primary Observation in Language Arts measures progress of Grade One students at mid and year-end intervals. Independent reading levels are assessed and tabulated for Grade One and Grade Two students.

Our results show improvement in Grade One independent reading levels that are above the provincial benchmark and which this year are closer to our target grade level achievement of 85%. The teaching staff recognizes the developmental nature of the young learner and believes that proactive early interventions when reading difficulties are first identified offset the need for reactive remediation in later schooling. Creating one to one and small group student/teacher conferencing is an ongoing challenge; however, we have forged ahead in differentiating instruction and initiating variations of co-teaching to address the challenge of providing these critical proactive interventions. We believe that these interventions are producing desired results at the Grade One level and have helped contribute to significant improvements in Provincial Reading Benchmarks at the Grade Two level.

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
65.6%	63.5%	61.8%	65.0%	66.7%	62.6%	78.1%	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
69.6%	68.9%	57.4%	72.4%	67.1%	72.6%	78.8%	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
Multiple Choice:								
Reading	93.8%	88.5%	90.5%	88.3%	95.4%	92.1%	83.4%	79.7%
Listening	90.0%	85.0%	98.5%	95.4%	86.0%	80.9%	88.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	83.6%	72.6%	69.5%	74.9%	64.0%	73.9%	67.1%	71.9%
Poetic	61.2%	56.1%	74.3%	68.8%	67.7%	71.5%	87.4%	77.9%
Informational	80.6%	70.8%	67.6%	55.1%	51.6%	63.6%	58.1%	52.8%
Listening	67.1%	70.2%	79.5%	70.5%	70.3%	59.9%	80.9%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	78.0%	76.0%	83.1%	85.0%	70.2%	76.0%	73.6%	74.5%
Number Concepts	78.8%	76.3%	76.2%	73.5%	75.1%	77.3%	77.1%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	80.6%	65.7%	57.3%	54.3%	69.7%	62.1%	75.7%	61.2%
Communication	70.9%	59.8%	56.1%	54.2%	68.7%	61.6%	78.5%	60.6%
Connections & Representations	73.6%	61.3%	73.2%	69.0%	70.7%	68.2%	80.0%	65.3%
Problem Solving	86.1%	76.2%	73.2%	68.8%	71.7%	68.3%	85.7%	77.2%

Grade 3 CRT Reflections

The four year trend in multiple choice scores in the *Listening* component of Language Arts are well above our target goal of 85% and consistently on par, or higher, than provincial scores. While there was a drop in the *Reading* component with this year's results slightly below our school target goal of 85%, the score remains significantly above the provincial benchmark.

Current year results show *Poetic* reading scores in Language Arts that are above the target goal of 85% and *Listening* scores are well above provincial results and significantly closer to our target goal. While constructed responses *Informational Text* show improvement over previous year's scores and are above provincial scores, the reality is 42% scored less than grade level expectations reflecting definite room for improvement. *Demand Writing* continues to be a cause of concern. Our scores for the last three years have been below provincial results. Our approach to writing and pursuit of professional development of best practices in writing are priorities as we lay our goal development course for the next three years.

For the second year in our four year trend multiple choice responses in Mathematics are just slightly lower than provincial scores; however, constructed response scores are significantly above provincial scores and reflect a steady improvement over the four year trend. Our Mathematics results are encouraging and we believe attributable to the increased interactive learning experiences taking place within the classroom. The very conscious effort by our teaching staff to connect mathematics to meaningful daily experiences within our world is reflected in the close to target scores in *Connections & Representations* and the very rewarding above target score attainment in *Problem Solving*.

School Development Plan for Current Year

Our school culture is firmly entrenched in our **We R-4 Respect** Code of Conduct which emphasizes a fourfold belief system of respect for self, others, environment and learning, and our commitment to promote healthy choices in nutrition and active living. Nurturing the whole child in a safe, caring, and supportive learning environment forms the foundation of our pursuit of academic excellence through development and delivery of inclusionary best teaching practices.

School Development Plan for 2011-2012

Goal 1: To continue the use of inclusionary best practices in the pursuit of academic achievement through informed instruction of outcomes based learning.		
Objective 1.1: Increase the number of students who achieve at and above grade level on Math assessment indicators through emphasis on interactive learning experiences.	Objective 1.2: Increase the number of students who achieve at and above grade level on Language Arts assessment indicators through the development and implementation of a 6 Step Action Plan.	Objective 1.3: Increase knowledge and practice of informed assessment to guide differentiated instruction.
Strategies: 1.1.1 Opportunities for classroom interactive learning experiences 1.1.2 Smart Board integration 1.1.3 Applied Math (eg.100 th day) 1.1.4 Attention to the language of Math 1.1.5 Developing Math indicators on class profiles 1.1.6.Expanded opportunities for co-teaching	Strategies: 1.2.1 Revisit the indicator expectations for Language Arts 1.2.2 Attention to the language of questioning 1.2.3 Training & application of Writer’s Workshop (Clusters) 1.2.4 Explore S.A.S.P. for constructive responses 1.2.5 Expand co-teaching 1.2.6 Inter-grade writers’ rubric analysis	Strategies: 1.3.1 Ongoing updates of class profiles 1.3.2 Grade level groupings & clusters 1.3.3 Flexible scheduling with opportunities for co-teaching 1.3.4 Support for above task learners 1.3.5 Support for at-risk learners (ES & SS) 1.3.6 Use of pre-assessment at each grade level
Indicators of Success: 1.1.1Evidence of interactive learning experiences reflected in walkthroughs & Math Fair 1.1.2SmartBoards in each classroom 1.1.3 Participation in morning challenges/100 th Day activities 1.1.4 Increased CRT scores 1.1.5 Class Profiles – working documents/ use of informed assessment to guide instruction 1.1.6 Increased working combinations of teachers in addition to IRT combinations	Indicators of Success: 1.2.1 Focus Group Action Plan Step 1& teachers secure in knowledge 1.2.2 Focus Group Action Plan Step 2 & increased writing scores on CRTs 1.2.3 Focus Group Action Plan Step 3/successful PD with subsequent student engagement 1.2.4 Focus Group Action Plan Step 4 & improved scores on CRT constructed responses using SASP 1.2.5 Increased co-teaching combinations of teachers in addition to IRT combinations 1.2.6 Making the writing connection across grades	Indicators of Success: 1.3.1 Working documents used in groupings 1.3.2 Teacher ownership 1.3.3 Successful flex scheduling with beginning expansion of co-teaching combinations 1.3.4 Scheduled classes/teacher deployed – improved CRT/PPA scores 1.3.5 Scheduled classes/teacher deployed – improved CRT/PPA scores 1.3.6 Lead Teachers sharing best D.I. practices

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Classroom resources updated; Grant Funding – Math Fair 1.1.2 3 SmartBoards (K; 1L; 1R) – Fundraising (\$15,000.00) 1.1.3 Incentive prizes leading up to & incl. 100 th Day of School	1.1.1 & 1.1.2 Teacher sharing best practices (e conference/staff meetings) 1.1.3 100 th Day inclusion in morning announcements 1.1.4 Collaborative cross grade curriculum attention to language of Math 1.1.6; 1.2.5 & 1.3.3 Co-Teaching/flex scheduling PD (1 day) 1.2.1; 1.2.2 & 1.2.6 Staff Meetings/Focus Groups/Liaise with District personnel 1.2.1-1.2.6 PD Literature (collegial circles) 1.2.3 PD (1 day) – Writer’s Workshop 1.3.6 Staff Meetings (Teachers Teaching Teachers)

Goal 2: To nurture and communicate a safe, caring learning environment for all by building on our We R-4 Respect foundation.		
Objective 2.1: Increase self-respect awareness and practice of personal wellness through a holistic approach.	Objective 2.2 Demonstrate respect for others by caring for our school environment and by showing care to others in our world.	Objective 2.3: Provide a safe, caring learning environment where staff, students and family members feel valued.
Strategies: 2.1.1 Focus Group to develop Action Plan inclusive of students and staff 2.1.2 Staff wellness initiatives developed 2.1.3 Healthy food choice promos 2.1.4 Healthy ‘treats’ promos endorsed by School Council/ special events as outlined in Action Plan 2.1.5 EAS follow-up with board personnel 2.1.6 Aesthetic considerations through visual & fine arts	Strategies: 2.2.1 ‘Through the Year’ Special Events Action Plan 2.2.2 Charitable initiatives (e.g. Penny Drive, Food Drives, SOPAR) 2.2.3 Green school focus (composting, playground) 2.2.4 Liaison with other groups and agencies (playground; grounds; R&R/Sensory Room; MMSB recycling blitz) 2.2.5 Epilepsy Day observance	Strategies; 2.3.1 Teaching R&R (Respect & Responsibility) 2.3.2 Revisit matrix expectations 2.3.3 Enhanced open lines of communication in furthering staff cohesion & respect from/for all 2.3.4 Enhanced open lines of communication between school & home using class e-news/ home e-mail database/extended SynreVoice messaging 2.3.5 Practice building security drills 2.3.6 Initiate staff First Aid training program & continue CPI succession training
Indicators of Success: 2.1.1 Evidence of holistic approach – action plan indicators 2.1.2 Implementation of initiatives 2.1.3 Evidence of healthy eating – lunchtime & breakfast on the go 2.1.4 Adherence to ‘treats’ practice on special occasions; full participation in special events promos, including PBS 2.1.5 Evidence of classroom EAS 2.1.6 Art Gallery/visiting artist programming	Indicators of Success: 2.2.1 Action Plan indicators followed 2.2.2 Selected charities supported 2.2.3 Enhanced grounds; support of School Council 2.2.4 Added support for initiatives 2.2.5 Purple Day added to Special Events	Indicators of Success: 2.3.1 Zipper Tag Promo completed 2.3.2 Improved Code of Conduct matrix that reflects current expectations 2.3.3 Solution oriented staff 2.3.4 Regular electronic class correspondence/ weekly newsletter e-mailed 2.3.5 Well practiced drills 2.3.6 Training 2-3 teachers(First Aid); training 2 teachers (CPI); refresher training (CPI)

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.4 Special events/PBS incentives 2.1.6 Arts Funding Application 2.2.2 Penny Drive Fundraiser 2.2.3 Grounds enhancement expenses 2.3.6 First Aid/CPI training	2.1.1 & 2.2.1 Staff Meetings/Focus Groups 2.1.1/2.3.3 NLTA PD Staff Wellness 1 day 2.3.4 Support from District/neighborhood schools/substitute time to enable teachers teaching teachers 2.3.6 First Aid succession training program begun (2-3 teachers)/CPI training & refresher (4 teachers)

Operational Issues for 2010-11

Operational Issue	Intended Action
Language of Inclusionary Assessment	Professional Development; Exemplars
Improving writing scores, incl. constructing responses	Development of a 6 step Action Plan
Co-Teaching	Continuation of various models of co-teaching
Smartboard Acquisition	Final 3 classrooms; Music Room; MultiPurpose Room
School Food Guidelines Consistency	No edible sp events “treats”; continue School Council endorsement
Staff Wellness	Targeted events/Professional Development
Staff First Aid Training	Training sessions for selected staff
Expand Respect & Responsibility	Review behavior matrix
Continue ‘Time in Pigeon Inlet’	Apply for Eastern Education Foundation funding
Parking lot improvements	Continue to request asphalt
Computer Lab Air Quality	Installation of A/C Unit
Playground Upgrades	Fundraising/Town financial assistance

Appendix A – Summary of School Fundraising

NorCard:	Total Income	\$14,343.00
	Expenses	\$07,876.80
	Profit for School:	\$06,466.20

Concerts:	Total Income	\$04,428.08
	Expenses	\$00,212.44
	Profit for School:	\$04,215.64

Spring Draw:	Total Income	\$18,502.00
	Expenses	\$04,144.63
	Profit	\$14,357.37

Additional income:		
	Recycling	\$01,777.70
	Rebate School Photos	\$01,690.00
	Rebate – Catering	\$02,573.78

Expenditures included:

NL Insectarium	\$00,892.70
Buses for student travel	\$03,936.90
Teaching/Classroom Resources	\$05,131.89
Christmas Dinner & Lunches	\$03,277.69
Computers/Equipment/Smartboards	\$14,800.03
Misc (Tissues, Straws, etc.)	\$02,167.47