



Cowan Heights Elementary School

École Élémentaire Cowan Heights

2009-10 School Development Report

Our Vision:

Cowan Heights Elementary is dedicated to providing a safe, collaborative, positive atmosphere that nurtures the mind, body, heart and spirit. We are growing as a school community, through mutual respect, acceptance, shared decision-making and positive role models. We believe in learners who will take risks, assume responsibility and empower each other to be leaders in a changing world.

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Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

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



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Message from Principal

This School Development report serves to inform stakeholders of the Cowan Heights Elementary community of the progress made in school achievement through following the Department of Education Model of School Development. During the 2009-2010 school year, we made adjustments to the plan, based on needs indicated by data from our CRT results. Regular meetings held by our school action teams focused on supporting our school development plans. Our professional development days were used to support and further the plans.

While 2009-2010 may be remembered for the H1N1 virus epidemic, our school community responded well and continued to work hard together as a team. Cooperation among the various agencies that came together to protect our children was evident and very efficient. Due to restrictions on community gatherings, some of our programs/events were impacted, such as our Remembrance Day assembly, field trips, swimming, and the annual family "Spooktacular".

The school council continues to be an important part of the school development process. The new school goals for the year were examined and strategies to increase parental participation in the process were discussed, as well as ways the school council could offer/support events, such as Family Reading Night, to further the plan.

We have dedicated and highly skilled teachers and support staff. Our parent body is supportive in our initiatives and is served by a very committed school council. The cooperation between the staff and council is evident in such events as curriculum night, and Family Reading night.

Volunteers continue to make significant contributions to our school community. Sadly, this year, we lost our long serving and most beloved volunteer, Ann Abraham, fondly known by our students as "Grandmother". The impact that parents, grandparents or other members of our community can have should never be underestimated. We support and encourage volunteerism as an important partnership with the school.

We are working diligently in responding to the needs of our students so they can become "the best that they can be". Through the school development process, a strong school council, dedicated and professional teaching and support staff, supportive parents, and many volunteers, we strive to meet the goals set out in our plan.

*Andrea Cook
Principal*

Message from Cowan Heights Elementary School Council

Throughout the year 2009/2010, the Cowan Heights Elementary School Council developed a parallel plan to support the strategic directions of the School Development Plan. Activities were focused upon strengthening goals and building collaboration.

The second annual Family Reading Night was held in April and continued to be a tremendous success. This event exemplifies the Council's intent to further the goal of achievement in language arts while having fun and promoting family involvement in literacy.

Cowan Heights Elementary is proud to be designated a "*peaceful school*" which is committed to a safe, caring and collaborative environment. The Council contributed to this direction through commencing a playground assessment, conducting presentations with Kinderstart parents, introducing the work of the School Council at Curriculum Night, monitoring issues related to the parking lot and meeting with the School Board trustee regarding resources and re-zoning. To ensure that the Council operates efficiently and effectively, members attended the Eastern School District training and conducted a review of the Constitution and By-laws.

Two fundraising activities were held this year. Funds collected through the Thanksgiving vegetable drive and the Easter fish cake sales were allocated to the Roots of Empathy program, the Arts Smarts program, Teacher Appreciation Week and the purchase of language arts materials.

Cowan Heights Elementary is fortunate to have parents, teachers and administrators who are committed to the success of the School Council and who exemplify collaboration, respect and enthusiasm. It is a pleasure to work with each of you and I look forward to the year ahead.

Lisa Crockwell
Chair
Cowan Heights Elementary School Council

Cowan Heights Elementary School Mission Statement

Cowan Heights Elementary School, in partnership with home and community, will provide a stimulating environment to ensure the well-rounded education of all its students in preparation for life long learning. We are dedicated to helping our students become happy, respectful, responsible, independent and caring community members who appreciate themselves, others and the world around them.

Our School Community

Cowan Heights Elementary, located on Canada Drive, in St. John's, opened in 1975. Its boundaries include west of Cowan Avenue to Burgeo Street and that section of Frecker Drive that is west of Cowan Avenue. Brookfield Estates is also zoned to Cowan Heights Elementary. The school is part of the Eastern School District, which has 122 schools in the district with approximately 44,000 students and 3800 teaching and support staff. The school currently has an enrolment of approximately 370 students and offers grades Kindergarten to Grade 6. In addition to two streams of English classes, French Immersion is offered from K-6 and Intensive Core French is offered in Grade 6.

Our Staff and Classes

This year we had a total **of 26 full-time and 1 part-time educator**, which included **19** classroom teachers and 2.5 special service personnel. We have full time specialist teachers in the areas of Music and Physical Education, .75 unit in Guidance, a half time Learning Resource teacher, 1.75 administrative units, as well as the support of four student assistants. The school also has the services of one seven hour secretary and three maintenance personnel (one maintenance custodian, one night custodian and one night cleaner). In addition to staff based at the school, we have itinerant staff, including a Speech Language Pathologist and a Band teacher for Grades 5 and 6. We avail of services from District Office staff including English Second Language teacher, Visual Itinerant, Hard of Hearing Itinerant, and an Educational Psychologist.

Class Size

The average class size is based on the number of pupils divided by the number of home rooms. With a total enrolment of 370 in 21 class groups, the average class size for Cowan Heights Elementary is 17.6, in comparison with 18.3 for the province.

Key Highlights/Special Projects

Awards

Students in the elementary grades participated in our annual public speaking competition. Awards were presented to the top three presentations in English and French at each grade level. Participation in this event continues to grow each successive year. Each year, all Grade Six students participate in the Tom Lafosse Mathematics Award and the Marguerite Mehaney Literary Award. All school award winners are found on our web site www.che.k12.nf.ca/awards.htm.

Extra-curricular Programs:

The following extra-curricular programs were offered:

- Physical Education: Rope Jumping, "Jump-Its" (demonstration skipping team), Grades 5 and 6 morning skill practice, lunchtime intramurals for Grades 3 – 6 students, after school clubs for students in Grades 2 – 6 in rope jumping, gymnastics, volleyball, cross-country running, badminton, and basketball, and inter-school Cross-country running. (organized by Mr. Fitzpatrick)
- Chess Club (organized by parent volunteers, Mr. & Mrs. Dawson)
- Guitar Club (organized by Mrs. Melindy, music teacher and Mr. Scott Kelly, parent)
- Latin Dance (organized by Mrs. Melindy)
- Heritage Fair (organized by Mrs. Sheppard)
- Recycling Team (organized by Mrs. Cook)

Partnerships

ArtsSmarts Programs

In 2009-2010, Grade Four teachers were successful in an ArtsSmarts proposal that connected the curriculum with language, music, social studies, and science! The ArtsSmarts Program brings local artists in the classroom to enrich/support the curriculum through the fine arts. This year, Mr. Ray Lake guided each Grade 4 class in composing a song, recording, performing, and launching the CD for parents.

D.A.R.E. Program

The Royal Newfoundland Constabulary offered the Drug Awareness and Resistance Education (D.A.R.E) program to all Grade Six classes. The program involves ten weeks of one hour sessions. This program continues to support and prepare our students as they move out of elementary school.

Peaceful Schools

Cowan Heights was awarded Peaceful School status in September 2003. We continued our Peaceful school practices of anti-bullying programs, participation in Peaceful Schools activities, Safe and Caring Recognition Assemblies, review of the Behaviour Matrix and Code of Conduct, and our “Gotcha” Positive support program. We also introduced “The Virtues Project” as a character education program.

Roots of Empathy

This year, we offered the “Roots of Empathy” program in two Grade 3 classes. Led by a retired teacher, Mrs. J. Baggs, students in Grade 3-3 watched Baby Emma develop through important milestones in her first year of life. Mrs. Tremblett, our guidance counselor, guided the students of 3-1 as they celebrated the first year of life for Nicholas. The development of empathy through this process is overwhelming as students connected in a very compassionate and meaningful way with the babies and their parents.

Connecting with the Community

During the course of the year, our students participated in several community based initiatives, such as Terry Fox Annual School Walk, International Walk to School Day, support for the Community Food Sharing at Thanksgiving, Operation Christmas Child, VOCM Coats for Kids, UNICEF during October, and Janeway Day in the Schools. They availed of community resources such as MUN Botanical Gardens, Salmonier Nature Park, Bell Island Mines, Castle Hill National Historic Site, the Fluvarium, the Rooms, Geo-Centre, Lester’s Farm, the Arts and Culture Center, and many more local sites of interest. We also had sessions for our Grade 5 and 6s from Planned Parenthood.

The school was pleased to host several community agencies who offer programs to support student learning. Several children participated in these for fee based, after-school activities:

- Scouting and Guiding Groups for students in K-6
- Cowan Heights Youth Basketball League: The community based “CHYBL” offers basketball to students in Grades 3-6. They use the gym on evenings and weekends for most of the year.
- Y-after School Program: Cowan Heights has supported “YM-YWCA After School” child care for many years through offering space in our building free of charge.
- Vibe Dance : The dance class is given space free of charge after school for our students

Memorial University Nursing Interns

Nursing interns from Memorial University surveyed our students and teachers and presented sessions on bullying to the primary students.

Vancouver Olympics –We celebrated the Vancouver Olympics over a 2 week period, including a day of rotating activities. Through a contact with the Royal St. John’s Regatta Committee, Adam Kreek, Gold Medalist in Rowing in the Beijing Summer Olympics visited in November with an Olympic Torch.

3-5 Year School Development Plan

The 3-5 year School Development Plan outlining a school's goals and objectives for the near future, is flexible and adjusted yearly.

Goal 1: To improve student learning and achievement in Language Arts from Grades K-6 by June 2011

Year	Objectives	Objectives
2007-08	Students will improve their process and demand writing in a variety of text forms	Students will become more proficient in questioning information in print and in recognizing that facts that can be presented to suit an author's purpose and point of view.
2008-09	Students will improve speaking skills through a dual focus on composition and presentation.	Students will become more proficient in analyzing and interpreting the information and point of view presented in visual texts.
2009-10	Students will improve listening skills focusing on comprehension and personal responses.	Students will become more proficient in analyzing the qualities of and information presented in informational texts
2010-11		Students will become more proficient in analyzing and understanding the language of poetic texts.

Goal 2: To improve student learning and achievement in Mathematics from Grades K-6 by June 2011

Year	Objectives	Objectives
2007-08	Students will develop a vocabulary base for Mathematics	Students will improve their ability to explain their answers in oral and written form.
2008-09	Students and teachers will utilize the mathematics rubric for assessment and learning.	Students will improve their understanding of number sense over a two year period.
2009-10	Students will improve their problem solving ability	Students will improve their understanding of number sense.
2010-11	Students will improve their use of mental math strategies in daily math activities.	

Goal 3: To foster a safe, caring, and collaborative learning environment by June 2011.

Year	Objectives	Objectives
2007-08	Students will respect, accept and appreciate differences in each other to foster a sense of "school spirit"	To promote healthy eating habits and active lifestyles
2008-09	Students will respect, accept and appreciate differences in each other. Students will become more contributing members of the school community	To promote healthy eating habits and an active lifestyle
2009-10	Parents and /guardians and community members will be provided increased opportunity to participate in school committees and activities	
2010-11	Students will develop more positive relationships in all school settings.	

Operational Issues

Year	Issues	Issues	Issues
2007-08	Comfort in building – heat, ventilation, cleanliness (access to playground in winter)	All students in primary to benefit from French Instruction	Promotion of PD days (especially in relation to PGP goals). Ensure they are well planned, example, timing of in-service on new science curriculum should be done before implementation
2008-09	Efficient use of facilities: maintain computer lab, LRC – volunteers/staff	Facilities that are not equipped: LRC, Computer Lab, classroom materials, gym (heat in equip room, respect for gym –outside groups), playground not properly maintained. No facility for science lab, cafeteria	The school needs a full time technology unit to deliver and maintain the program.

Report on School Development Plan for Previous Year (2009-2010)

Goal 1: To improve student learning and achievement in Language Arts from Grades K-6 by June 2011		
<i>Year</i>	<i>Objectives</i>	<i>Objectives</i>
2009-10	<i>1.1 Students will improve written output and representation of ideas using a variety of text forms</i>	<i>1.2 Students will become more proficient in responding personally and critically to a range of texts</i>
Recommendations: 1.1.1. Continue use in Grades 1-6. 1.1.2. Grades 3 and 6 will include Term 2 Process Writing Sample (instead of Term 3 sample) in Purple Language Arts folder as CRT's cannot be reproduced. Update folders in Term 3 to include work samples. 1.1.3. Continue use in Grades K-6. 1.1.4. Replenish Proof Reading Posters, if needed. 1.1.5. Distributed to each grade level (2-6). Monitor use next year. 1.1.6. Continue use next year. 1.1.7. Continue use next year. 1.1.8. Continue use next year.		Recommendations: 1.2.1. Continue use in Grades K-6. 1.2.2. Continue use in Grades K-6. 1.2.3. More Professional Development Opportunities in the area of Differentiated Instruction. 1.2.4. Continue use of Guided Reading in K-3. Order more books for these sessions. 1.2.5. Continue use in Grades 4-6. 1.2.6. Continue use in Grades 1-6. Focus on extending and making personal connections in responses. 1.2.7. Continue use.
Commendations: 1.1.1 Used regularly in Grades 3, 4, 5. 1.1.2 Updating folders. Supplied teachers with an information sheet which explains what is to be included in Purple Language Arts Assessment folders. 1.1.3 Used regularly. 1.1.4 Used regularly. 1.1.5 Distributed to Grades 2-6. 1.1.6 Used regularly. 1.1.7 Used by Grade 3 teachers. 1.1.8 Used regularly.		Commendations: 1.2.1. Used regularly in Grades 3-6. 1.2.2. Used regularly in Grades K-6. 1.2.3. Used regularly in Grades K-6. Representatives from Primary/Elementary attended 2 day Professional Development Session,(Dr. David Booth) in this area. 1.2.4. Guided Reading Sessions were held 3 times per cycle for primary students. 1.2.5. Used regularly in Grades 4-6. 1.2.6. Used regularly in Grades in K-6. 1.2.7. Used when needed in Grades 1-6.

Goal 2: To improve student learning and achievement in Mathematics from Grades K-6 by June 2011		
<i>Year</i>	<i>Objectives</i>	<i>Objectives</i>
2009-10	<i>2:1. Students will improve communication and reasoning skills through the problem solving approach to learning mathematics</i>	<i>2:2 Teachers will incorporate a variety of assessment practices to promote assessment “for”, ‘of’ and “as” learning.</i>
Recommendations 2.1 <i>Due to the late changes/ modifications to the current School Development Plan in Math, we recommend that this plan be held over for the 2010-2011 school year.</i>		Recommendations 2.2 <i>Due to the late changes/ modifications to the current School Development Plan in Math, we recommend that this plan be held over for the 2010-2011 school year.</i>

Goal 3: To foster a safe, caring, and collaborative learning environment by June 2011.		
<i>Year</i>	<i>Objectives</i>	<i>Objectives</i>
2009-10	<i>3.1 All members of the school community will respect, accept and appreciate each other.</i>	<i>3.2 To provide opportunities for collaboration amongst all members of our school community</i>
Recommendations 3.1 <ul style="list-style-type: none"> • Continue with the virtues/respect program. • Determine a sharing program for the new literature purchased. • Continue with small assemblies for Safe schools. 		Recommendations 3.2 <ul style="list-style-type: none"> • Continue to invite school council and /or parents to school events when possible. (For example healthy living activities.) • Staff wellness should be infused into PD and into the regular routines of the school. • Next year there should be 2 committees, one for wellness and one for social events. • Continue to offer and share cooperative learning strategies throughout the school year.
Commendations 3.1 <ul style="list-style-type: none"> • We have seen an increase of respect acceptance and appreciation of others in our school. 		Commendations 3.2 <ul style="list-style-type: none"> • Social and wellness events were well attended and people commented that the variety and number of events were interesting and enjoyable. • Social events were enjoyable and encouraged team building.

Summary Report on the School's Most Current Data

Upon receipt of the Criterion Referenced Test Data each fall, the school development team analyzes the strengths and areas needing improvement to adjust the school development plan for the upcoming year. In the fall of 2009, we changed one of our objectives in Language Arts goal to address areas of need in our analysis of the 2009 CRTs. Action team meetings, primary and elementary section meetings, and grade level meetings focus on the strategies outlined in our school plan.

In looking at the Grade 1 and Grade 2 Provincial Language Arts Assessment, our students are performing almost on par with the provincial average for Grade 1 and Grade 2 is close to the provincial average. We continue to work at improving these results through our school development plan.

Grade 3 Criterion Reference Tests in Language Arts are written by students in the English stream only. Both English and French Immersion students write the Mathematics CRTs. Therefore the sample of students who write the language CRT is much smaller than the sample that writes the math portion. In Language Arts, our students need to work on their writing, in the areas of constructing answers to questions and in creative responses. Written responses such as justifying answers, explaining thinking and reasoning, is also an area of need in primary mathematics. Our students continue to perform much closer to the provincial scores when answering multiple choice questions.

Grade 6 CRTs indicate that our students are achieving at or above the provincial scores in Language Arts and Mathematics. All students in Grade 6 (both English and French Immersion) write the language arts and mathematics CRTS. The math CRT scores were significantly above the province and district scores in several areas.

Criterion Reference Tests

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
77.8%	63.5%	62.5%	65.0%	60.7%	62.1%

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
78.1%	68.9%	94.7%	72.4%	65.2%	71.3%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	89.8%	89.7%	86.8%	88.5%	89.1%	88.3%	89.5%	92.1%
Listening	93.3%	93.3%	90.0%	85.0%	91.4%	95.4%	80.9%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	84.9%	74.5%	53.8%	72.6%	53.1%	74.9%	76.5%	73.9%
Poetic	87.9%	65.8%	41.0%	56.1%	51.9%	68.8%	59.3%	71.5%
Informational	78.8%	74.4%	55.2%	70.8%	57.7%	55.1%	50.0%	63.6%
Listening	70.0%	64.1%	88.9%	70.2%	65.5%	70.5%	39.4%	59.9%

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	79.0%	77.0%	71.0%	76.0%	82.6%	85.0%	78.1%	76.0%
Number Concepts	71.3%	71.3%	67.5%	76.3%	72.8%	73.5%	75.7%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	43.4%	43.6%	40.7%	65.7%	28.3%	54.3%	46.4%	62.1%
Communication	34.0%	37.5%	42.4%	59.8%	41.3%	54.2%	42.9%	61.6%
Connections & Representations	24.5%	36.3%	45.8%	61.3%	58.7%	69.0%	58.9%	68.2%
Problem Solving	49.2%	51.9%	69.5%	76.2%	60.9%	68.8%	57.1%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	82.7%	78.0%	89.3%	84.8%	88.3%	87.1%	87.6%	81.0%
Listening	90.0%	93.3%	94.0%	92.0%	93.6%	87.7%	97.6%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	72.3%	76.1%	93.4%	85.1%	75.3%	78.7%	94.4%	81.4%
Poetic	69.8%	73.3%	95.1%	81.2%	73.4%	69.6%	92.7%	69.9%
Informational	51.0%	58.8%	91.6%	78.9%	67.5%	68.0%	88.7%	68.4%
Listening	62.8%	58.4%	78.6%	62.6%	48.2%	47.4%	92.3%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	69.1%	68.2%	81.0%	78.0%	81.4%	77.1%	80.9%	72.3%
Number Concepts	65.5%	62.7%	80.0%	70.0%	74.5%	67.1%	84.6%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	46.1%	33.2%	60.3%	48.4%	43.8%	36.5%	76.4%	54.9%
Communication	34.6%	30.7%	42.4%	42.0%	33.8%	30.6%	70.9%	46.5%
Connections & Representations	42.3%	40.2%	35.6%	41.3%	42.5%	36.1%	74.5%	44.0%
Problem Solving	43.8%	50.6%	64.5%	55.4%	52.5%	42.5%	79.6%	55.8%

School Development Plan for 2010-2011

The school development plan for the current year is part of a 3-4 year plan developed using the Provincial School Development Model. The school's plan is revisited yearly using the results from the Report on School Development Plan from Previous Year and the Analysis of Most Current School Data. While a school endeavors to meet the target dates of its 3-4 year plan, it recognizes that its plan is flexible, and that revisions may occur annually. This section outlines the School Development Plan for the current year.

Goal 1: To improve student learning and achievement in Language Arts from Grades K-6 by June 2011		
<i>Year</i>	<i>Objectives</i>	<i>Objectives</i>
2010-11	<i>1.1 Students will become more proficient at critically responding to a variety texts.</i>	<i>1.2 Students will become more proficient in critically representing their knowledge through a variety of texts to communicate meaning.</i>
Indicators of Success: CRT results, purple assessment folders, teacher evaluation (rubrics, observation, report cards)		Indicators of Success: CRT results, peer and self-evaluation, purple assessment folders, teacher evaluation (rubrics, observation, report cards)
Strategies: 1.1.1 Design learning events/lessons/units which engage children in responding critically to text. 1.1.2 Engage students in responding critically across subject areas (exploring and responding to differing viewpoints). 1.1.3 Use frameworks (not just one) for constructing open ended-responses (DDSC, ASP, seek and search/ right there/ on your own, etc.) 1.1.4 Make use of exemplars to explore relationships between question and answer, assessment benchmarks and to clarify expectations. (our language arts binders, <u>First Steps</u> Writing Resource book, sharing at grade level, etc.) 1.1.5 Use everyday texts to make connections to the world outside the school. (newspapers, magazines, flyers, cds, ipods, posters, brochures, internet sites, television ads, etc.) 1.1.6 Making connections to texts. (text to text; text to self; text to world) 1.1.7 Using appropriate and consistent language when analyzing and evaluating text across subject areas (Features of text:- table of contents, index, glossary, font, heading, title, caption, etc.)		Strategies: 1.2.1 Design learning events/lessons/units which engage children in representing in a variety of modes (sound, print, visual, etc. including combinations of modes). 1.2.2 Incorporate choice into how students communicate/represent their knowledge and understanding of text. (Choice boards, multiple intelligence centres, etc.) 1.2.3 Incorporate the use of smartboards and other digital technologies into student responses (examples: paint, blogging, Photoshop, PowerPoint, PhotoStory, Wordle, Audacity, word-processing, KidSpiration, Glogster, websites, video tape, compile a digital portfolio for students, etc.) 1.2.4 To engage students in representing across subject areas (compact where possible, critical literacy is in all subject areas: map drawing, menu creation, etc.)

Goal 1. Support Plan			
Financial	Professional Development	Communication	Time Allocation
<ul style="list-style-type: none"> - Set of digital cameras - Smart board in every class (or additional smartboards throughout the school) - 	<ul style="list-style-type: none"> - ½ day per month for grade level meetings - Make time in section meetings for sharing ideas and student work samples - Short session on what it means to critically respond - Professional development across subject areas (the big ideas). - Explore a variety of assessment strategies which would support different modes of representation (connect with the big ideas) 	<ul style="list-style-type: none"> - Review components of purple assessment folders and our language arts binder - Formulate lists of appropriate language for the features of text (poster?) - Develop a poster for 3 kinds of questions (<i>Question- answer strategies for children</i> – found in <i>First Steps Reading Resource</i> p. 84) 	All strategies cover one school year.

Goal 2: To improve student learning and achievement in Mathematics from Grades K-6 by June 2011			
<i>Year</i>	<i>Objectives</i>	<i>Objectives</i>	
2009-10	2.1 Students will improve communication and reasoning skills through the problem solving approach to learning mathematics.	2.2 Teachers will incorporate a variety of assessment practices to promote assessment “for”, “of” and “as” learning.	
Indicators of Success: CRT results, Internal Assessment, Formal and Informal Evaluation.		Indicators of Success	
Strategies: 2.1.1 – Teachers will model examples of oral and written communication of mathematical understandings. 2.1.2 – Teachers will focus on the use of manipulatives to enhance student representations in mathematics.		Strategies: 2.2.1 – Develop teachers’ understanding of current assessment practices, including various assessment strategies 2.2.2 – Explore the use of DI strategies toward meaningful assessment	
Goal 2. Support Plan			
Financial	Professional Development	Communication	Time Allocation
2.1 Pending the completion of the inventory of mathematic resources, monies may be required to purchase additional identified resources. 2.2 Purchase of materials for DI activities (i.e., cover stock, laminating film, etc.) 2.2 Purchase of professional literature for DI	2.1 Planning time allocated from allotted days. 2.1 Time allotted from staff meetings for professional sharing (e.g. strategies, effective practices, student work, etc.) 2.2 Planning time allocated from allotted days. 2.2 Time allotted from staff meetings for professional sharing (e.g. strategies, effective practices, student work, etc.)	2.1 Time allotted from staff meetings for professional sharing (e.g. strategies, effective practices, student work, etc.) 2.1 Sharing school math inventory with staff members. 2.2 Time allotted from staff meetings for professional development 2.2 Communication to parents/guardians regarding updates concerning School Development initiatives	2.1 Planning time allocated from allotted days. 2.2 Planning time allocated from allotted days.

Goal 3: To foster a safe, caring, and collaborative learning environment by June 2011.			
<i>Year</i>	<i>Objectives</i>	<i>Objectives</i>	
2010-11	3.1 Students will develop more positive relationships in all school settings.	3.2 Have more collaborative teaching and learning.	
Indicators of Success: 3.1 Less damaged equipment. Fewer incident reports. Teacher observation of increased participation in independently chosen and organized activities.		Indicators of Success The number of shared learning experiences that occurred among teachers. Teacher feedback on team teaching experiences. Teacher sharing successes at staff meetings etc. Student feedback via discussion groups or surveys. Parent council feedback on parent involvement in collaborative learning and sharing.	
Strategies: 3.1.1 Highlight the meaning of winning and losing gracefully and demonstrating good sportsmanship. 3.1.2 Teach students to independently make good choices to use their leisure time such as recess and lunch times. 3.1.3 Do an interest survey to develop awareness of student's interest and develop options of activities for choices in leisure time. 3.1.4 Explore ways to have more interaction between classes during lunch. 3.1.5 To provide an opportunity to learn, develop and engage in appropriate social interaction, the school will examine a policy of no electronic devices (DS, IPOD, cell phones, cameras) to be used by students in the school unless for academic purposes.		Strategies: 3.2.1 Encourage more cross curricular teaching and sharing to support higher level learning. 3.2.2 Encourage more team teaching to meet more academic needs at a grade level. 3.2.3 Provide increased opportunities for student collaborative working groups. 3.2.4 Continue to encourage collaborative opportunities for parents to be involved in academic related events which support the school development plan such as family reading night.	
Support Plan			
Financial	Professional Development	Communication	Time Allocation
Substitute pay to support planning time .	Be creative with our PD days to support our necessary planning.	Communicate our goals and focus to parents through memos etc. Contact our NLTA to seek direction and support for paid planning time.	Action team meeting times. How to increase teacher planning time. Admin. support to enable teacher planning.

Appendix A – Summary of School Fundraising

The School Council approves a fundraising plan for the school each year. The fundraisers approved by the council follow the Eastern School District’s Fundraising Policy. We had two fundraising events in 2009-2010. Thanksgiving Vegetable Sales have been a traditional event for our school. For the past few years, we added a spring Fish Cake Sale, usually being distributed before Easter. A Family Hallowe’en Dance, “Spooktacular” is not a fundraiser, but depending on prize donations, any leftover funds are given to the school council fundraising tally, usually close to \$1000. This year, due to the H1N1 situation, the Spooktacular did not go ahead.

Fundraising Events

- A. Thanksgiving Vegetable Sales - Bags of Thanksgiving Vegetables were sold for \$12 a bag.

Sales of Vegetables	\$6214
Cost of Vegetables	<u>\$4136</u>
Funds raised	<u>\$2078</u>

- B. Fish Cake Fundraiser – Bags of Fishcakes were sold for \$7

Sales of Fishcakes	\$9813
Cost of Fishcakes	<u>-\$5160</u>
	\$4653
Cost of Incentive Prizes	<u>- 100</u>
Total raised	<u>\$4553</u>

- C. Total income: \$6731