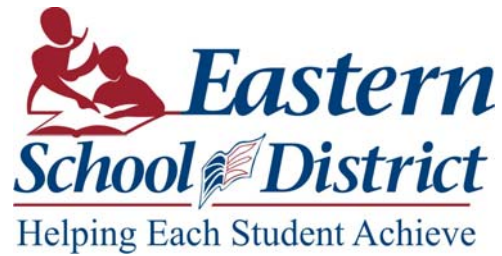


# Epiphany Elementary

## 2010-11 School Development Report



### *Eastern School District Mission*

***By 2011, the Eastern School District will have enhanced achievement and success for all students within a healthy, active, safe, caring, and socially-just learning environment.***

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

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

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

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

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

## Message from Principal

Once again, it is a time when we look back at the past year and highlight the successes that have occurred at Epiphany Elementary. It is also a time when we acknowledge those individuals who help make Epiphany a great place to learn. The 2010-11 school year was the final year of Epiphany's three year school development plan. The staff has been preparing and collecting internal data to assist in the external review process that will occur in the Fall 2011. Our yearly plans for the past three years have helped us stay focused on the needs for the school as we try to improve student achievement. Although there were many successes, there were obstacles and challenges evident along the way.

The report will showcase many initiatives that were implemented during the past year. All of which focused on increasing student achievement and maintaining a safe and caring environment for all. The goals and objectives identified in the plan were achievable due to the commitment of staff, parents, school council and other partnerships. As we continue to move forward with new and old initiatives, it is important that we look for alternate means to sustain volunteers for the future.

Epiphany is such a small school whereby multiaging is the norm in certain grades or curriculum areas. It has such diverse student dynamics whereby best teaching practices has become routine through differentiated instruction and co-teaching. All of which are fundamental strategies in building an inclusive learning environment. The students continued to perform solidly in the Grade 3 and 6 CRT's, particularly in the areas of mathematical problem solving and writing.

In conclusion, I would like to express a big "thank you" to the School Council for their dedication and to all parents, and others who have volunteered in any way. Without such commitment it would be difficult to offer such vibrant programs for our students. I would like to express a farewell to our Grade 6 students as they move into junior high at Crescent Collegiate. I am confident you will have memories of Epiphany for such a long time. I encourage you all to be "*the best you can be*". I like to congratulate our Kindergarten students as well for successfully completed their first year. Good Luck in the years to come.

Yours in Education,

Todd W. Crane M.Ed  
Principal

## **Message from School Council**

The 2010/2011 school year was one of consolidation for the School Council. We continued to build upon some of our great work of previous years as we looked to continue to fundraise for new playground equipment and to support the school in other ways.

This year's school council was composed of Connie Burton, Tina Chislett, Marian Simms and myself. Due to her term ending, we bid farewell to Marian Simms and thanked her for her three years of wonderful service to our students. We were pleased to welcome in Christa Pretty who was appointed to the position of Secretary.

The school council was advised by the Principal of the many upcoming alterations to both the operational situation of the facility. Over the summer we were pleased to see windows, siding and other very important upgrades occur on the school property. The investment in our children's education was hugely appreciated by all in the community.

Fundraising continued to go well this year. One particular success story was the Fishcakes fundraiser which raised over \$1800 for the school. The committee continued to fundraise towards vitally needed new playground equipment and to support other school endeavours including increasing the availability of technology for our students.

The school council would like to thank the parents and the community for their continued support throughout the school year.

Stanley Reid

School Council Chairperson

## Overview of School

### *Our School Community*

Epiphany Elementary is located in the community of Heart's Delight-Islington. The school serves all K-6 students from the communities of Heart's Delight-Islington and Heart's Desire. The school population is 48 students with a teacher allocation of 6.3 units. Included in this allocation are the services of a Guidance Counselor. The school also avails of a Speech Language Pathologist once a week. Due to the small number of students at all grade levels, multi-aging is the norm for non-core subject areas (Phys. Ed, Music, Art, Health and Religion). All core subjects (L.A., Math, Science and Social Studies) are grade level configurations only. Core French in elementary is also taught at each grade level without any form of multiaging. The average class size at Epiphany is 8-11 students with 99% of our students being bused to school.

The school has been allocated 0.5 administration time and 0.6 Special Education Teacher for students requiring Special services. In addition, our support staff consists of 30 hours per week of secretarial time; 27.5 janitorial and 1 student assistant for 3 hours per day.

### *Key Highlights/Special Projects*

#### *Healthy and Active Living*

During the past school year students at Epiphany Elementary have been involved in a number of initiatives related to Healthy Active Living.

In September we had our annual **Walk to Breakfast** with the support of the local Fire Department, along with parents and community members. Funds raised during this event went toward supporting our school breakfast program. In October we celebrated **Healthy Commotions Day** in the school gym. Arrangements were put in place to have the Newfoundland and Labrador Tennis Association do an introduction to Tennis with all students from K-6. A senior member from Tennis Canada was also present to discuss and present a six week program which he had designed to introduce school students to the game.

Again this year students in Grade 2 participated in a **Swim-To-Survive** program sponsored by the Carbonear Recreation. The program ran for four weeks and was enjoyed by all students. All students from grade 3-6 were involved in **Intramural Sports**. Teams were made up from students of different grade levels and abilities and a schedule was created. The teams played organized games two to three days a week. These games were supervised by staff, but officiated by senior students.

Thanks to a grant from the **Community Health and Wellness Coalition** our school was able to purchase a set of snowshoes this year. Every student was able to participate in this event during the winter months. Parents came in to prepare hot drinks and healthy snacks for students as they returned from their outings, tired and hungry. Students took part in the annual **Terry Fox walk** again this year. Along with the exercise from the one hour walk, money was raised for a good cause and students learned about the life of a great Canadian hero.

As we celebrated the **100<sup>th</sup> day of school**, students gathered in the gym to participate in various team activities which culminated in a relay race that involved the entire school population. Students were served a variety of fruits as part of the healthy living program. Fridays were designated as **Fruity Fridays** again this year. About once a month students were treated to a tray of fresh fruit for recess. This was in addition to the occasional fruit trays that accompanied special activity days.

The year came to an end with the annual **Sports Day**. Students were divided into teams and took part in a number of Track and Field events as well as other fun individual and team activities and games. This year the sports day was combined with our annual walk-a-thon. The local Fire Department arranged to supply a camp fire and a Mug-Up for all students.

### **Music Program**

Epiphany Elementary music program has flourished in the 2010/2011 school year. Every student in our school is involved in music not only as part of the curriculum, but in co-curricular activities as well. In addition, many students are involved in extra-curricular music groups.

All students were involved in the school choir. All boys in the school were involved in Boys Choir, and all girls were involved in Girls Choir. In addition, there was an elementary choir and a primary choir, and all students belonged to one or the other.

Our school does not possess a variety of instruments for students to learn to play, as many other schools do. Yet, students are extremely dedicated to the development of their musical talents. As such, the fiddle group of last year was expanded upon student request to be a traditional music group which included fiddles, accordions and guitars, with some piano and percussion.

Several purchases were made to improve the success of the fiddle students, including 'Don't Fret', shoulder and various other accessories. We also had a full-day traditional music workshop with the Fine Arts Itinerent Teacher for all students in the Traditional Music Group, which was a huge success.

We were able to purchase a number of different recorders so that we could have a recorder choir as well as offer enrichment opportunities in music classes. The school purchased a garkleine, four sopraninos, three alto and one tenor recorder. Students learned to play a host of percussion instruments in different styles, including xylophones, drums, junk percussion, and body percussion.

Our performance seasons went very well. Both our ever popular Christmas Concert and our Spring Concert were musicals this year. The Christmas musical was entitled "It's Christmas, Carol!" and was a spoof on Dicken's "A Christmas Carol." Our spring concert was a little different from what has usually been done. The music teacher and students of Epiphany wrote their own musical entitled "The History Broadcast", in tribute to this being the 60th anniversary of the Fisheries Broadcast. By doing this, we ensured that every child that wanted any sort of role could have it, thus eliminating the need for auditions for a limited number of parts. As a result, there were nine choirs, eight instrumental groups, thirteen actors and speakers, twenty-three soloists, and other assorted numbers in the show. Our Remembrance Day Assembly, Christmas Carolling (at two Senior's Centres instead of the usual one), Christmas Tree Lighting at the Town Hall, and Grandparents Day celebrations were also very well received.

The school choir performed in two classes at the Music Festival. We placed second in the Newfoundland Songs category, with the adjudicator being most impressed that we played two traditional pieces that students arranged. One was arranged for choir, guitar and violin, and the other for choir, snare drum and xylophone. We placed first in the Sacred Songs category, and won an award for Best Sacred Song performance.

As always, the music program exposed students to a wide variety of music and cultures this year as we utilized and expanded on the curriculum guidelines. For example, in addition to arranging pieces for performance and co-writing a musical, all students also had the opportunity to compose their own instrumental pieces with the music teacher and songs with a local musician through the Visiting Artists Program.

### ***Partnerships***

Partnerships are very important within all school communities, At Epiphany, healthy and positive relationships with parents, organizations and businesses are necessary to be successful. Epiphany, being such a small rural school, has a group of dedicated volunteers which are vital in operating our microwave lunch service and also our breakfast program that is available 5 days/week.

Although there are several organizations that support our school in various ways, the local Fire Department continues to play a huge role in supporting events throughout the year. These include; Terry Fox Walk, Walk For Breakfast, Fire Prevention activities for students, Christmas concert, and year-end outings. In addition, the Fire Department contributes financial to the school through its 50/50 draws, and awards at the end of the

year. The Firettes also contribute by providing lunch with Santa and giving all students gifts at Christmas time. Both the fireman and the firettes are vital partners that Epiphany Elementary is proud to have within the community.

During the past year, the school continued a partnership with NL Power and The Fluvarium through the Fish Friends program. The grade 6 class was involved again in hatching salmon eggs and learning about salmon. During release day, all students travelled to the Fluvarium to release salmon into Rennie's River. We had a very high success rate with hatching the eggs.

The Kids Eat Smart Foundation continues to be an influential partner in providing funding for our breakfast program. Epiphany Elementary offers a 5 day breakfast program whereby students can avail of healthy food items if they so desire. This program is a huge part of our students' lives as each school day begins. Throughout the year students are engaged in events in partnership with the Kids Eat Smart Foundation.

We continue to support a cleaner environment through our weekly recycling program in partnership with MMSB. Our recycling program helps support our breakfast program, purchase new items for the school, and subsidize our fieldtrips. Through the generosity of a local business, we were able to transport our recyclables to the depot on a monthly basis.

Throughout this year the RCMP provided the opportunity for our Grades 5 and 6 classes to participate in the DARE program. This was indeed a worthwhile program that taught students about the harmful effects of drugs and alcohol. All students successfully completed the program and hosted a graduation for family members to attend

### 3 Year School Development Plan

Epiphany Elementary is in its final year of its 3- year plan which began in 2008. Throughout 2010-11, all staff was engaged in data collection and an internal review of the school. By late Fall 2011, the school should be ready for its External Review. The table only displays the last year’s objectives for each goal.

#### Goal 1: To improve student learning and achievement in Literacy

Year	Objective	Objective
2010-11	To build on purposeful writing skills.	To improve visual and informational skills.

#### Goal 2: To improve student learning and achievement in Numeracy.

Year	Objective	Objective
2010-11	To continue to improve student reasoning and communication skills in numeracy.	To make mathematical connections to their daily lives.

#### Goal 3: To promote a cooperative school culture that fosters a safe and caring atmosphere in a healthy, active learning environment

Year	Objective	Objective	Objective
2010-11	To promote an environment where all stakeholders show pride in their school.	To encourage and model healthy choices.	

**Operational Issues**

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
<i>2010-11</i>	<i>New SMART Board/projector New Music Instruments</i>	<i>New Server</i>	<i>Purchase playground equipment</i>

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

<b>Goal 1. To improve student learning and achievement in Literacy.</b>	
<b>Objective 1.1</b> To build on purposeful writing skills.	<b>Objective 1.2</b> To improve visual and informational skills
<b>Evaluation 1.1</b> <ul style="list-style-type: none"> <li>- Students showed progression with their writing ability and through differentiated instruction strategies.</li> <li>- Strategies used worked well (school wide Guided reading, Canadian Reading comprehension series)</li> </ul>	<b>Evaluation 1.2</b> <ul style="list-style-type: none"> <li>- Some improvement in informational skills demonstrated in classwork.</li> </ul>
<b>Commendations 1.1</b> <ul style="list-style-type: none"> <li>- Canadian Reading Comprehension Series</li> <li>- Ability grouping (Literature Circles)</li> <li>- Literacy Profiles and Camet</li> <li>- Reading Response Logs</li> <li>- Buddy Reading</li> <li>- Word Games</li> <li>- Word Rings</li> </ul>	<b>Commendations 1.2</b> <ul style="list-style-type: none"> <li>- Camet Assessments</li> <li>- Write traits</li> <li>- Modeling as Whole Group</li> <li>- Co-Teaching</li> <li>- Research on various topics</li> <li>- Use of technology</li> <li>- Use of new spelling program</li> <li>- BOLD Print Books</li> </ul>
<b>Recommendations 1.1</b> <ul style="list-style-type: none"> <li>- Continue Guided Reading &amp; Literature Circles</li> <li>- Literacy Day</li> <li>- Journal Writing</li> <li>- Purchase or copy Canadian Reading Series workbooks</li> <li>- Focus on purposeful writing</li> <li>- Peer Conference more frequent</li> </ul>	<b>Recommendations 1.2</b> <ul style="list-style-type: none"> <li>- Modelling as a whole group</li> <li>- Write for various purposes</li> <li>- Board personnel to in-service staff</li> <li>- Re-read for clarity</li> <li>- All teachers engage in SmartBoard use</li> </ul>

<b>Goal 2. To improve student learning and achievement in Numeracy.</b>	
<b>Objective 2.1</b> To continue to improve student reasoning and communication skills.	<b>Objective 2.2</b> To make connections to their daily life.
<b>Evaluation: 2.1</b> <ul style="list-style-type: none"> <li>- Growth was noticed with some students but others still need to work on this area</li> <li>- Some strategies were implemented and positive indicators were found through informal evaluations</li> </ul>	<b>Evaluation: 2.2</b> <ul style="list-style-type: none"> <li>- Teachers noticed use of terminology used orally and written by students</li> <li>- Students have shown some improvement in the use of terminology, however, further emphasis is needed.</li> </ul>
<b>Commendations 2.1</b> <ul style="list-style-type: none"> <li>- Math Fair</li> <li>- Use of manipulatives</li> <li>- Use of technology/SmartBoard</li> <li>- Math games</li> <li>- In-class support</li> <li>- Tutoring</li> <li>- Modeling</li> <li>- 100<sup>th</sup> day of school</li> <li>- NST Support</li> </ul>	<b>Commendations 2.2</b> <ul style="list-style-type: none"> <li>- Math Fair</li> <li>- 100<sup>th</sup> day of school</li> <li>- Math games</li> <li>- Manipulatives</li> </ul>
<b>Recommendations 2.1</b> <ul style="list-style-type: none"> <li>- Modeling techniques for question answering</li> <li>- Numeracy support (continue)</li> <li>- Weekly problem solving</li> <li>- Parent in-service by math itinerant</li> <li>- Continue use of manipulatives</li> </ul>	<b>Recommendations 2.2</b> <ul style="list-style-type: none"> <li>- Math word wall</li> <li>- Continue use of math terminology</li> <li>- Math journals</li> <li>- Parent night (focus on curriculum math terminology)</li> <li>- Use of spelling words, sight words, etc</li> </ul>

<b>Goal 3. To promote a cooperative school culture that fosters a safe and caring atmosphere in a healthy, active learning environment</b>		
<b>Objective 3.1</b> To achieve an environment where all stakeholders show pride in their school.	<b>Objective 3.2</b> To encourage and model healthy choices.	
<b>Evaluation 3.1</b> <ul style="list-style-type: none"> <li>- Through various activities, students demonstrated pride in themselves &amp; school</li> <li>- Well achieved by all students</li> </ul>	<b>Evaluation 3.2</b> Many strides were made in this area and will continue to promote healthy eating	
<b>Commendations 3.1</b> <ul style="list-style-type: none"> <li>- Concerts, assemblies showcasing students</li> <li>- Heritage fair</li> <li>- Public speaking</li> <li>- Birthday buttons</li> <li>- Community partnerships</li> <li>- Class presentations</li> <li>- Star of week</li> <li>- Kiwanis Festival</li> <li>- DARE Program</li> </ul>	<b>Commendations 3.2</b> <ul style="list-style-type: none"> <li>- Swim to survive</li> <li>- Fruity Friday</li> <li>- EAS Visit</li> <li>- Class walks</li> </ul>	
<b>Recommendations 3.1</b> <ul style="list-style-type: none"> <li>- Student of week</li> <li>- Continue encouraging student involvement in activities (i.e.) music/art activities and other extracurricular activities</li> <li>- Respect matrix</li> </ul>	<b>Recommendations 3.2</b> <ul style="list-style-type: none"> <li>- Visit from nutritionist to promote healthy eating</li> <li>- More visits from EAS</li> </ul>	

***Operational Issues Report 2010-11***

<b><i>Year</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>
<i>2010-11</i>	Math Resources	New Music Instruments	Purchase Smartboard for multipurpose room. New Server
<b><i>Report</i></b>	New resources purchased to compliment grade K, 3 and 6 math curriculum.	New instruments purchased to compliment traditional groups and choirs.	SmartBoard purchased at the end of year for use in 2010-11. New Server installed at beginning of year.

## *Epiphany Elementary 2011 - 2012*

### School Development Plan 2011 - 2012

<b>Goal 1:</b> To improve attainment in literacy and numeracy through an inclusionary approach.		
<b>Objective 1.1:</b> To improve our students ability to interact with a range of texts through the implementation of differentiated approaches.	<b>Objective 1.2:</b> Enhance the quality of student's writing through a wide variety of differentiated approaches.	<b>Objective 1.3:</b> To improve student proficiency in number operations and the communication of mathematical reasoning.
<b>Strategies:</b> 1.1.1 Implement a whole school, co taught guided reading program. 1.1.2 Use collegial circles and working lunches to collaborate and improve reading instruction. 1.1.3 Increase the range of texts available for instruction and in classroom libraries. 1.1.4 Regularly utilise available technologies in reading related activities. 1.1.5 Increase the use of exemplars in differentiated reading comprehension activities.	<b>Strategies:</b> 1.2.1 Provide daily opportunities for meaningful and purposeful writing. 1.2.2 Increase consistency in writing expectations from K to 6 using common exemplars and rubrics 1.2.3 Develop a learner's profile for each student containing assessments of their written work throughout the year. 1.2.4 Base instruction of writing upon a variety of differentiated techniques and an increased use of technology.	<b>Strategies:</b> 1.3.1 Provide students with the opportunity to utilize and discuss a mental mathematics strategy each day. 1.3.2 Use grade level weekly problem solving tasks to enhance student's communication of mathematical reasoning 1.3.3 Incorporate technology in mathematics lessons to enrich curriculum delivery.

<p><b>Indicators of Success:</b></p> <p>1.1.1 Measurable improvement in student’s reading accuracy, evidenced by differentiated assessment logs, CAMET and the Atlantic Kits.</p> <p>1.1.1 Measurable improvement in student’s reading comprehension, evidenced by differentiated assessment logs, CAMET and the Atlantic Kits.</p> <p>1.1.1 Necessary resources available for guided reading.</p> <p>1.1.2 Journal of collaborative meetings to show progress made and challenges overcome.</p> <p>1.1.2 Time available in schedule for peer collaboration .</p> <p>1.1.3 Wide range of texts evidenced in teacher planning and in classroom libraries.</p> <p>1.1.4 Evidence of technology use recorded during walkthroughs.</p> <p>1.1.5 Language Profiles indicate awareness of key learning outcomes highlighted in exemplars.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Student’s work becomes more aligned with rubrics.</p> <p>1.2.1 Daily purposeful writing is evident in classroom walkthroughs</p> <p>1.2.2 Standard school rubric is evident on walls and is visible during teacher – student conferencing</p> <p>1.2.2 Students will utilize school rubric during peer editing</p> <p>1.2.2 Teacher’s understanding of rubric expectations is evident in teacher conferences and in learning outcomes.</p> <p>1.2.3 Student learner inventories will contain evidence of different learning styles and assessment information.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Students will demonstrate increased understanding of a variety of mental techniques through oral discussion and other assessments.</p> <p>1.3.1 / 1.3.2 Evidence of daily and weekly problems in teacher planning and in student timetables.</p> <p>1.3.2 Student learner profiles containing problem solving assessments. Profiles contain a wide range of problem solving representations.</p> <p>1.3.3 Technology use evident in classroom practice.</p> <p>1.3.3 Discussion of technology use evident in Math Action Team meeting minutes.</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.1.1 \$3000 in guided reading materials \$200 investment in the Daily 5 books for discussion.</p> <p>1.1.3 \$500 investment in improving and developing classroom libraries further</p> <p>1.1.4 \$500 Ensure that classrooms are equipped with sound systems and that school network is able to cope with increased demands.</p> <p>1.3.1 \$ 200 Grade Level Problem Solving Materials</p>	<p>1.1.1 Professional Development on Guided Reading, Portfolio Development. District level opportunities on portfolio assessment. Review of CAMET / Atlantic Kit.</p> <p>1.1.2 Time available for collegial circles and working lunches</p> <p>1.2.1. Time for review of purposeful writing and the use of Rubrics</p> <p>1.2.3 Time spent in new Inclusion model schools to discuss and analyse use of learner profiles.</p>

<b>Goal 2: To improve the health and wellness of our students through a school and community approach</b>		
<b>Objective 2.1:</b> To increase the level of activity experienced by students at the school throughout the school day.	<b>Objective 2.2:</b> To improve student's awareness and choices regarding healthy eating through student and parent education	<b>Objective 2.3:</b> To enhance the self esteem and motivation of our pupils through a whole school character education program.
<b>Strategies:</b> 2.1.1 Increase the range of after school activities available to our students. 2.1.2 Offer students increased opportunities to be active throughout the school day. 2.1.3 Work alongside the municipal council to develop opportunities for students to be active in the local community. 2.1.4 Ensure that healthy living opportunities and health education are available for parents. 2.1.5 Focus upon active living in home school communication.	<b>Strategies:</b> 2.2.1 Develop a hot lunch, breakfast and fruit program to ensure students have access to nutritional requirements. 2.2.2 Invite community health specialists to present to the school community. 2.2.3 Develop a cooking club for elementary students to introduce them to food preparation and nutritional choices. 2.2.4 Ensure that discussions around healthy eating are evident across the curriculum. 2.2.5 Educate parents about nutritional information through home school communication and in school discussion.	<b>Strategies:</b> 2.3.1 Meet together, once a week as a whole school to recognize those pupils who act with character. 2.3.2 Develop whole school rules to promote positive behavior throughout the school environment. 2.3.3 Provide opportunities for collaborative learning and teamwork in visual literacy workshops. 2.3.4 Ensure that all school stakeholders model and recognize positive behaviours 2.3.5 Ensure that character posters and school rules are prominently displayed and regularly discussed.

<p><b>Indicators of Success:</b></p> <p>2.1.1 Sustained participation in extra curricular activities.</p> <p>2.1.1. Wide range of extra curricular activities available for students. Implement ASPEI funding if available.</p> <p>2.1.2 Range of energizers from Eastern Active Schools are utilized to break up classroom activities</p> <p>2.1.2 Students participate in intramurals and outside play opportunities.</p> <p>2.1.3 Increased use of school by outside agencies for both adult and junior recreation.</p> <p>2.1.4 Distribution of healthy living information and opportunities for discussion.</p> <p>2.1.5 School website contains information on home school communication. School newsletters and e-mails contain information on healthy living.</p>	<p><b>Indicators of Success:</b></p> <p>2.2.1 Hot lunch program available two days a week.</p> <p>2.2.2 Sustained participation in hot lunch and breakfast program</p> <p>2.2.3 Sustained attendance at extra curricular opportunities combined with increased skill level.</p> <p>2.2.4 Writing and discussion opportunities based around diet in science, social studies and language arts.</p> <p>2.2.5 A measurable improvement in school lunch and recess content.</p>	<p><b>Indicators of Success:</b></p> <p>2.3.1 Record of meetings and recognitions awarded. Opportunities for both students and teachers to recognize each other.</p> <p>2.3.2 Safe and Caring Schools team to adopt the implementation of whole school rules as a primary mission. This should be evident from committee minutes.</p> <p>2.3.3 Adoption of collaborative learning outcome as part of visual literacy workshops.</p> <p>2.3.4 Nominations for PBS scheme are received from teachers, students and parents and relate to character, rather than attainment.</p> <p>2.3.5 Walls contain clear rules displays and character posters.</p>
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<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>2.1.1 Seek funding to expand current extra curricular offerings and refresh equipment (\$2000)</p> <p>2.1.3 Reduce gym hire fees to enable increased participation in active living activities</p> <p>2.2.1 Seek funding to develop hot lunch program (\$2000)</p> <p>2.2.2 Funding for Fruity Fridays &amp; increased fruit level in breakfast program (\$500)</p> <p>2.3.4 PBS Schemes prizes (\$300)</p>	<p>2.1.1 PD Time spent on Eastern Health Active Living</p> <p>2.1.5 Time available for website delivery</p>

### Operational Issues for 2011 - 12

<b>Operational Issue</b>	<b>Intended Action</b>
Need for extra storage throughout building	Look for funding / community assistance to build shed.
Improve safety features in playground	Continue fundraising for new playground / Grant Applications.
Electrical Issues (low amp wires)	Identify key lines that need upgraded and act to upgrade them.
Lack of flat play area	Tarmac Car Park to create flat, safe play space and outside basketball court.
Lack of food preparation area	Rework canteen and implement new appliances and storage.
Disabled Ramps	Point out cracks in main disabled access Redevelop other disabled access with pressure treated ramp and handrail

## Summary Report on School's Most Current Data

### PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
50.0%	63.5%	50.0%	65.0%	71.4%	62.6%	100.0%	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
50.0%	68.9%	100.0%	72.4%	50.0%	72.6%	71.4%	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	88.9%	88.5%	87.1%	88.3%	92.7%	92.1%	78.8%	79.7%
Listening	70.0%	85.0%	100.0%	95.4%	86.4%	80.9%	90.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Demand Writing	88.9%	72.6%	54.6%	74.9%	81.8%	73.9%	40.0%	71.9%
Poetic	77.8%	56.1%	57.1%	68.8%	90.9%	71.5%	50.0%	77.9%
Informational	56.7%	70.8%	14.3%	55.1%	63.6%	63.6%	50.0%	52.8%
Listening	77.8%	70.2%	54.6%	70.5%	90.9%	59.9%	60.0%	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	76.0%	76.0%	74.0%	85.0%	84.1%	76.0%	63.6%	74.5%
Number Concepts	77.5%	76.3%	56.8%	73.5%	78.2%	77.3%	72.9%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	77.8%	65.7%	0.0%	54.3%	81.8%	62.1%	60.0%	61.2%
Communication	77.8%	59.8%	18.2%	54.2%	90.9%	61.6%	80.0%	60.6%
Connections & Representations	88.9%	61.3%	9.1%	69.0%	100.0%	68.2%	80.0%	65.3%
Problem Solving	88.9%	76.2%	18.2%	68.8%	81.8%	68.3%	80.0%	77.2%

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	84.6%	84.8%	78.6%	87.1%	74.5%	81.0%	81.4%	79.5%
Listening	96.0%	92.0%	90.0%	87.7%	92.0%	86.7%	72.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	85.7%	85.1%	62.5%	78.7%	90.9%	81.4%	100.0%	74.7%
Poetic	87.5%	81.2%	25.0%	69.6%	63.6%	69.9%	100.0%	66.2%
Informational	75.0%	78.9%	37.5%	68.0%	45.5%	68.4%	42.9%	58.7%
Listening	42.9%	62.6%	28.6%	47.4%	50.0%	66.7%	50.0%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	93.0%	78.0%	68.8%	77.1%	76.5%	72.3%	70.0%	67.5%
Number Concepts	82.9%	70.0%	67.9%	67.1%	81.8%	76.9%	73.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	100.0%	48.4%	25.0%	36.5%	66.7%	54.9%	57.1%	52.3%
Communication	83.3%	42.0%	12.5%	30.6%	66.7%	46.5%	67.2%	44.3%
Connections & Representations	83.3%	41.3%	50.0%	36.1%	55.6%	44.0%	14.3%	35.2%
Problem Solving	100.0%	55.4%	37.5%	42.5%	66.7%	55.8%	85.7%	68.1%

## **CRITERION REFERENCE TESTS**

**Input data from CRT Results**



## School Development Plan for Current Year

As mentioned earlier in this report, the 2010-11 school development plan was the final year of Epiphany’s three year plan. Our goals for the past three years focused on three key components to increase student achievement. These being; literacy, numeracy, and promoting a school culture whereby all students feel safe and lead healthy lifestyles. To accomplish our goals, especially in literacy and numeracy, much emphasis was devoted to developing strategies in areas of differential instruction so that all students can reach their potential. Through inclusionary practices, collaboration and cooperation amongst all our stakeholders, we continued to become a successful professional learning community whereby there was social justice for all. Our School Development Plan for the current year, 2011-12, will maintain and similar focus and will be a continuation from the previous year, and building upon areas that needs attention.

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

<b>Goal 1: To increase student achievement through an inclusive school culture.</b>	
<b>Objective 1.1:</b> To promote effective use of resources in assessment of/for learning.	<b>Objective 1.2:</b> Continue to implement DI strategies, collaboration, and best practices to foster achievement.
<b>Strategies:</b> 1.1.1 Technology (SmartBoard, etc.)	<b>Strategies:</b> 1.2.1 Deployment of Special Ed. 1.2.2. Co-teaching 1.2.3 Academic Interventions
<b>Update this plan to reflect the current year.....</b>	

<b>Indicators of Success:</b> 1.1. Student/Teacher utilizing SmartBoards	<b>Indicators of Success:</b> 1.2.1 Weekly collaboration meetings 1.2.2 Less students requiring academic interventions
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
DI Literature	1.2 School Based PD in differentiated instruction strategies 1.2 Avail of Board personnel (program specialists, itinerants) 2.3 Teacher PD ( as indicated in teacher PGP

<b>Goal 2: To promote a cooperative school culture that fosters a safe &amp; caring, healthy and active environment.</b>	
<b>Objective 2.1:</b> Promote student wellness.	<b>Objective 2.2:</b> Continue to promote school-community relations and communication.
<b>Strategies:</b> 2.1.1 DARE program 2.1.2 Peer mediation 2.1.3 Continue to develop and implement music and art programs (Extracurricular) 2.1.4 "Respect" Matrix 2.1.5 Student of the month 2.1.6 Involvement in community events 2.1.7 Breakfast program 2.1.8 Milk program/contests 2.1.9 Fruity Friday 2.1.10 Intramural/hip-hop 2.1.11 Healthy eating contests	<b>Strategies:</b> 2.2.1 Breakfast/volunteer programs 2.2.2 Visit from nutritionist promote healthy eating 2.2.3 Visit from Eastern Active School representative 2.2.4 Healthy Commotion Day
<b>Indicators of Success:</b> 2.1.1 Increase in healthy lunches 2.1.2 Greater participation in physical extra curricular activities 2.1.3 Students display enthusiasm toward a healthy life style/choices 2.1.4 Participation in extracurricular activities 2.1.5 Positive student behavior	<b>Indicators of Success:</b> 2.2.1 Increase in school volunteers 2.2.2 Presentations from trade people 2.1.1 Parent in-services
<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1	2.1.1

**Operational Issues for 2011-12**

<b>Operational Issue</b>	<b>Intended Action</b>
Concrete steps resurfacing	One side has been recapped with pressure treated. Basement steps have been patched as a temporary fix.
Storage area needed	No place inside of school to store old furniture, gas mower, etc. Storage shed needed.

## Appendix A – Summary of School Fundraising

The following is a list of events carried out during the 2010-11 as part of our fundraising endeavors. All fundraising initiatives supported the enhancement new resources, our breakfast program and helped subsidize the cost for school outings for all students. We like to acknowledge all parents, businesses and organizations for their contributions and support during the past year.

<b>Event</b>	<b>Month</b>	<b>Amount Raised</b>
<b>Walk for Breakfast</b>	<b>October</b>	<b>\$ 1132.25</b>
<b>Christmas Ticket Sale</b>	<b>December</b>	<b>\$ 132</b>
<b>Christmas Concert</b>	<b>December</b>	<b>\$ 567</b>
<b>Fish Cakes</b>	<b>April</b>	<b>\$ 1308</b>
<b>Spring Concert</b>	<b>May</b>	<b>\$ 464</b>
<b>Tonnies For Terry (Terry Fox)</b>	<b>September</b>	<b>\$ 141.85</b>
<b>Recycling</b>	<b>September-June</b>	<b>\$ 2774.50</b>
<b>Playground Fund</b>	<b>September-June</b>	<b>\$ 725</b>
<b>Walk-a-thon</b>	<b>June</b>	<b>\$ 1041.50</b>
<b>Scholarships</b>	<b>June</b>	<b>\$ 645</b>
<b>Turkey Draw</b>	<b>November-December</b>	<b>\$ 125</b>
<b>Total</b>		<b>\$ 8,931.10</b>

**Above are your Revenues, you may want to add the expenses and get a balance this year.....**