

# Harbour Grace Primary

## 2010-11 School Development Report



### ***Mission Statement***

*To challenge and develop the learning and achievement capabilities of each student in a safe, caring, and socially just learning environment.*

***At Harbour Grace Primary we believe that school is a place where:***

- children, parents, teachers, and community work together within a safe and nurturing learning environment*
- everyone respects self, others, learning, and the environment*
- all are challenged to be the best they can be academically, physically, socially, and emotionally as independent life-long learners*

## Table of Contents

|  |    |
|--|----|
| Message from the Director of Education .....           | 2  |
| Message from Principal .....                           | 3  |
| Message from School Council .....                      | 4  |
| Overview of School .....                               | 5  |
| Our School Community .....                             | 5  |
| Key Highlights/Special Projects .....                  | 5  |
| Partnerships.....                                      | 6  |
| 3-4 Year School Development Plan.....                  | 8  |
| Summary Report on the School’s Most Current Data ..... | 15 |
| School Developman Plan for Current School Year .....   | 15 |
| Appendix A – Summary of School Fundraising.....        | 23 |

## **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

It is a pleasure to present to you the annual school report for 2010-2011. This report provides an overview of our school, our students' achievements, programs, projects, and partnerships, and the school development plan.

During the 2010-2011 school year, we completed the first year of our three year School Development Plan. An analysis of the results of a variety of data, such as provincial assessments, observations, and surveys, was used to develop specific goals, objectives, and strategies for the school year. We continue this analysis on an ongoing basis and further refine our School Development Plan each year. Our goals promote: healthy living in a safe, caring and socially just environment; achievement in writing and mathematics; and an inclusive education through the use of differentiated instruction.

We have implemented a number of new strategies, as outlined in our School Development Plan, and have continued with many already established structures and routines. We regularly review the strategies we implement, and modify and change based on the needs of our students and our school community. We are grateful to the continued support of our school community, and to the dedication of our teachers and support staff. We appreciate the dedicated support of our volunteers, particularly for their work with the Breakfast Program (Kids Eat Smart Club), the Scholastic Book Fair, the library, and the many activities, concerts, and field trips throughout the year. We look forward to continuing to work together to create the best possible learning environment for our students.

Please review the School Report for the 2010-2011 school year and contact us with any comments, questions, and/or concerns.

Deborah Ryan  
Principal

Roxanne Skanes  
Assistant Principal

## Message from School Council

Harbour Grace Primary School Council 2010-2011

|                 |                             |
|-----------------|-----------------------------|
| Deborah Ryan    | Principal                   |
| Dawn Butt       | Parent Representative/Chair |
| Joanne Taylor   | Parent Representative       |
| Elizabeth Baker | Parent Representative       |
| Paul Hamilton   | Teacher Representative      |
| Mary Hutchings  | Parent Representative       |
| Kathy Tetford   | Community Representative    |
| Joan Taylor     | Community Representative    |

I am pleased to greet you on behalf of Harbour Grace Primary School Council. I would like to thank you for your support in the 2010-2011 school year and Council looks forward to working with you and our new parents coming into the school for the first time, during the 2011-2012 school year.

We support the School Development Plan for our children, to provide a healthy, active lifestyle in a safe, caring, and socially just environment. We support student learning, which is always a priority in our school.

We have had numerous fundraisers throughout the year, including Lamontagne and ticket sales. These fundraisers help support school field trips, resources needed within the school and classroom activities. It is our hope, in the coming year, to introduce new fundraisers, that the children themselves can participate in while having fun.

Harbour Grace Primary is a dedicated school with staff, students and volunteers, who work together to help make it a “Great Place to Be”. Parents/Guardians and volunteers are always welcome. This enhances your child’s education and makes them proud to show off their school and surroundings.

Scholastic Book Fair, Breakfast Program, Kindergarten Graduation, Teacher Appreciation Week, Volunteer Week and Christmas Dinner are some of the activities that have proven to be successful in the 2010-2011 School year. We are also hoping to implement more family oriented activities this year to further enhance our “Caring Schools” and the family unity that is promoted in our wonderful school.

The school, staff and volunteers hold the education of our students, and the fact that Harbour Grace Primary is a healthy, caring and respectful school, in the utmost importance. We, as a School Council, are proud to say we are part of this school “family”.

Dawn Butt  
Chair 2010-2011

## **Overview of School**

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

Harbour Grace Primary is located in the western region of the Eastern School District. Our school had an enrolment of 211 students at the end of June 2011 and offered kindergarten through grade five. We were a two stream school from kindergarten to grade five, with three kindergarten classes. The average class size was 16. Our school serves the communities of Harbour Grace (including Riverhead, Southside, and Thicket) and Bristol's Hope. We are anticipating the enrolment for 2011-2012 to increase to approximately 220 students.

Harbour Grace Primary had a total of 16 full time and 2 part-time educational staff which includes classroom teachers, instructional resource teachers, and specialist teachers in the areas of guidance, music, physical education, French, and technology. We also had three student assistants. In addition to staff based at the school, we had itinerant services for speech-language pathology, hearing impairment, and educational psychology. During the 2010-2011 school year we had six hours of secretarial support each day and nine hours of custodial support each day.

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

Throughout the year we have been involved in a number of activities that support the achievement of our students. Some of these are listed below:

- Active and Healthy Living (Cross Country Running, Intramurals, Quality Daily Physical Education; Healthy Habits Days, Participation Nation, Healthy Commotion Day, Apple Day, Swim to Survive/First Aid, Skating)
- Safe, Caring, and Socially Just Initiatives (Amelia's A+ Behaviours – new signs, CARE Program, Hats on for World Vision, Coats for Kids, Operation Christmas Child, Harbour Lodge/Interfaith Home visits, Golden Dustpan Awards, Autism Awareness Day, Ronald McDonald House, Pantene Beautiful Lengths, Stand Up to Bullying Day, Christmas Dinner, JDA Walk for the Cure, Kids Eat Smart Walk to Breakfast, Terry Fox Run, Janeway Penny Drive, Relay for Life – student team and staff team)
- Music – Traditional Fiddle, Kiwanis Music Festival, Stars of the Festival, choirs
- Assemblies – Thanksgiving, Remembrance
- Christmas and Spring Concerts/Recitals
- Volunteer Tea – “Stars in Our Community”
- Recycling Blitz's & Green Team
- Presentations, Fire Prevention
- Math Day
- Scholastic Book Fair
- Smartboard acquisition (2 additional)
- Earth Day

- 100<sup>th</sup> Day
- Education Week
- Performances - Symphonic Storytellers, Odessa Choir/Band
- Flat Stanley Day
- Black/White Day
- Kindergarten Circus
- Heritage Fair
- Reading/Math/Science/Technology Buddies
- Library Student Volunteers
- Reader's Theatre
- Greenhouse Science Project
- Visiting Artist Program
- Pancake Day
- Grade 4 and 5 French Celebrations/Café
- Flag Day
- Provincial U-18 Female Hockey Team visit
- Family Literacy Day
- Eastern School District Teaching Excellence – Ms. Linda Quinlan
- Weekly School Newsletter – Seahawk Flyer

### ***Partnerships***

#### *Town of Harbour Grace*

The Town of Harbour Grace continues to provide much support to the school and the students by providing opportunities for student involvement in community events such as the annual tree lighting at Christmas, supporting ongoing physical activities at the school, allowing visits to the Town Office, and supporting our recycling program.

#### *Kids Eat Smart Foundation*

Our Breakfast Program is open to all students. We serve juice, milk, toast (with Cheese Whiz and jam), and fresh fruit. We rely on the generous donations of the "Kids Eat Smart" Foundation, community businesses, parents and staff who supply both time and donations.

#### *Tutoring for Tuition*

The Tutoring for Tuition program continued this year with two tutors from Carbonear Collegiate tutoring students two days per week in grades three to five.

#### *Aliant Pioneers*

Kindergarten students received books through the generous donation of the Aliant Pioneers.

#### *Volunteers*

Volunteers support the learning environment of our school through their involvement in kindergarten, the Kids Eat Smart program, the library and many special events throughout the school year. Their support is greatly appreciated.

*Harbor Breeze Catering*

Harbour Breeze Catering provided the recess and lunch program at our school, and supported many activities throughout the school year.

*Medic Alert Program:*

We have continued to participate in the Medic Alert program. Students with a medical condition, an allergy, or a special need were able to obtain a free medic alert bracelet.

*Subway/School Milk Foundation:*

Sponsored Participation Nation Day

### 3-4 Year School Development Plan

#### Goal 1: To promote an active and healthy lifestyle that fosters a safe, caring, and socially just environment

| Year    | Objective   | Objective  | Objective |
|---------|---|--|-----------|
| 2009-10 |   |  |           |
| 2010-11 | Maintain active and healthy initiatives                                   | Enhance safe and caring initiatives in all school settings | NA        |
| 2011-12 | Enhance active and healthy living for students and staff                  | To promote a socially just environment                     | NA        |
| 2012-13 | Share active and healthy living initiatives with members of the community | To continue to promote a socially just environment         | NA        |

#### Goal 2: To improve student learning and performance in writing

| Year    | Objective   | Objective   | Objective  |
|---------|---|---|--|
| 2009-10 |   |   |  |
| 2010-11 | Increase student ability to create various forms of writing | Increase student and teacher use of a variety of assessment tools to inform learning and teaching of writing forms and writing traits (writing conferences, rubrics, analysis of internal and external assessments) | Improve quality of student constructed responses   |
| 2011-12 | Increase student ability to create various forms of writing | Increase student and teacher use of assessment tools to inform instruction of demand writing and writing traits   | Continue use of effective writing strategies to improve quality of student constructed responses |
| 2012-13 | Improve student visual literacy skills                      | Continue to implement assessment for learning strategies  | Continue to monitor and increase student use of effective writing strategies                     |

**Goal 3: To improve student learning and achievement in Mathematics**

| <b>Year</b> | <b>Objective</b>  | <b>Objective</b>  | <b>Objective</b> |
|-------------|---|---|------------------|
| 2009-10     |   |   |                  |
| 2010-11     | Use a variety of assessment tools to inform instruction   | Improve student ability to reason, communicate, and make connections/representations in mathematics | NA               |
| 2011-12     | Increase the use of the math rubric as an assessment tool | Improve student ability to connect and represent  | NA               |
| 2012-13     | Implement assessment for learning strategies              | Increase student ability to gather, interpret, and respond to data                                  | NA               |

**Goal 4: To continue to improve the use of Differentiated Instruction (to promote an inclusive philosophy/to promote instructional strategies that meet the needs of all students)**

| <b>Year</b> | <b>Objectives</b>  | <b>Objectives</b>                       | <b>Objectives</b> |
|-------------|--|---|-------------------|
| 2010-11     | Utilize differentiated instruction strategies to increase achievement levels of diverse learners | Continue to implement collegial circles | NA                |
| 2011-12     | Expand their use of differentiated instruction strategies  | Maintain the use of collegial circles   | NA                |
| 2012-13     | Maintain the use of differentiated instruction strategies  |   | NA                |

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

|  |  |  |
|--|--|--|
| <b>Goal 1:</b> To promote an active and healthy lifestyle in a safe, caring, and socially just environment   |  |  |
| <b>Objective 1.1:</b> To maintain active and healthy living initiatives  | <b>Objective 1.2:</b> To increase safe, caring, and socially just initiatives  | <b>Objective 1.3:</b><br>NA            |
| <b>Commendations 1.1</b><br><b>1.1.1</b> EAS activities suggested<br><b>1.1.2</b> Discussed organization of lunch-time gym activities for grades 1-2<br><b>1.1.3</b> Suggested snack list for Healthy Habits day provided in newsletter and posted on bulletin board.<br><b>1.1.4</b> It was decided to keep Healthy Habits Day on Fridays as opposed to changing to alternating days.<br><b>1.1.5</b> a calendar was developed and we did have some special spirit days (i.e., wearing a particular colour, crazy hair day). We also had Hats on for World Vision days. | <b>Commendations 1.2</b><br><b>1.2.1</b> Banners for Amelia’s A+ Behaviours were completed and have been hung in that hallways<br><b>1.2.2</b> Recognizing student achievements/behaviours has been a part of morning announcements and our weekly newsletter<br><b>1.2.3</b> New resources/literature have been obtained to support our weekly anti-bullying program.<br><b>1.2.4</b> Elementary student leaders check with all classes for participation rate on Healthy Habits Day.<br><b>1.2.5</b> This strategy was changed to publicizing our current initiatives instead of obtaining PD. We have published in our weekly newsletter, the school board website, and the Healthy Living News<br><b>1.2.6</b> Green Team has continued this year. | <b>Commendations 1.3</b><br><b>NA</b>  |
| <b>Recommendations 1.1</b><br><b>1.1.1</b> Invite EAS itinerant teacher for professional development support<br><b>1.1.2</b> Implement a more structured “Amelia’s High Flyers” program<br><b>1.1.3</b> Continue Healthy Habits Day<br><b>1.1.4</b> Introduce and schedule a “Mystery Fruit or Veggie” once per month.<br><b>1.1.5</b> Continue with special days, but expand to include other items not tried this year.  | <b>Recommendations1.2</b><br><b>1.2.1</b> Explore the possibility of an Amelia’s A+ Behaviours flag and smaller posters suitable for classrooms.<br><b>1.2.2</b> Continue morning recognitions during announcements.<br><b>1.2.3</b> Explore the possibility of the LionsQuest program as a new resource for anti-bullying/character education.<br><b>1.2.4</b> Create a Safe and caring leadership group among grade 4 and 5 students.<br><b>1.2.5</b> Obtain Lions Quest training for staff<br><b>1.2.6</b> Continue the school recycling program; obtain more classroom bins  | <b>Recommendations1.3</b><br><b>NA</b> |

| <b>Goal 2: To improve student learning and performance in writing</b>   |   |  |
|---|---|--|
| <b>Objective 2.1:</b> Increase student ability to create various forms of writing   | <b>Objective 2.2:</b> Increase student and teacher use of a variety of assessment tools to inform learning and teaching of writing forms and writing traits   | <b>Objective 2.3:</b> Improve quality of student constructed responses   |
| <p><b>Commendations 2.1</b></p> <p><b>2.1.1</b> Writing forms circulated to all staff to record types of writing completed throughout the year.</p> <p><b>2.1.2</b> Teachers received and used a checklist for recording cross-curricular writing activities.</p> <p><b>2.1.3</b> Teachers have implemented various methods to teach written text forms (i.e., writer’s workshop, guided writing groups, conferencing)</p>                        | <p><b>Commendations 2.2</b></p> <p><b>2.2.1</b> Students completed demand pieces of writing. Teachers used PD time to score using the provincial writing rubric. Teachers used information gathered to inform instruction.</p> <p><b>2.2.2</b> Same as 2.2.1</p> <p><b>2.2.3</b> Teachers collected samples of student writing and shared with parents, as applicable, when discussing student progress and further instructional needs.</p> <p><b>2.2.4</b> Completed in class as part of the writing process</p> <p><b>2.2.5.</b> Teachers discussed the effectiveness in instructional strategies during grade level meetings and Professional Development time.</p> | <p><b>Commendations 2.3</b></p> <p><b>2.3.1</b> Poster strategy shared with staff and implemented in a number of classes as a guideline for students when constructing responses to questions. (ASP – Answer, Support, Personal Connection)</p> <p><b>2.3.2</b> Teachers assessed students constructed responses to a reading passage using the provincial holistic reading rubric. Reading rubrics used by students to help improve their oral and written responses to text.</p> <p><b>2.3.3</b> Teachers analyzed external (CRT) and internal (report cards, reading levels, demand writing pieces) assessment data and implemented academic interventions after each reporting period.</p> |
| <p><b>Recommendations 2.1</b></p> <p><b>2.1.1</b> Written text forms to be circulated to teachers in September to be used as part of their short and long term planning.</p> <p><b>2.1.2</b> Cross-curricular forms to be circulated to teachers in September to be used as part of their short and long term planning.</p> <p><b>2.1.3</b> Teachers will continue to implement various instructional strategies to teach written text forms.</p> | <p><b>Recommendations 2.2</b></p> <p><b>2.2.1</b> Teachers will continue with grade level marking panels to score demand pieces of writing prior to each reporting period.</p> <p><b>2.2.2</b> Combine this strategy with 2.2.1</p> <p><b>2.2.3, 2.2.4, 2.2.5</b> Omit as part of the School Development Plan, however, will continue as part of regular classroom instruction during writing and ongoing grade level discussions about instructional strategies.</p>   | <p><b>Recommendations 2.3</b></p> <p><b>2.3.1</b> Continue professional development opportunities for teachers in the area of instructional strategies to improve student constructed responses to text. Obtain ASP posters for all classrooms.</p> <p><b>2.3.2</b> Continue to support students in their use and understanding of the holistic reading rubric as a tool to improve constructed responses to text.</p> <p><b>2.3.3</b> Continue to review internal and external assessments as a means to inform instruction.</p>  |

| <b>Goal 3: To improve student learning and achievement in Mathematics</b>   |  |   |
|---|--|---|
| <b>Objective 3.1:</b> Use a variety of assessment tools to inform instruction   | <b>Objective 3.2</b> Improve student ability to reason, communicate, and make connections/representations in mathematics   | <b>Objective 3.3:</b><br>NA               |
| <p><b>Commendations 3.1</b></p> <p><b>3.1.1</b> Gr. 3 completed two day PD for new curriculum; Family of Schools PD Day – grade level meetings for further understanding of assessment tools and practices; Grades 4, 5, and 6 teachers from HGP, Davis, and St. Francis met with NST for discussion of assessment; ongoing grade level meetings throughout the year</p> <p><b>3.1.2</b> Teachers using a variety of assessment tools, such as checklists (provided with resource), observations, journals, and formal written assessments to inform their instruction and to improve student learning. Math questionnaire completed by staff and analyzed by team.</p> <p><b>3.1.3</b> Teachers collect samples of student work to share with parents, as applicable, during parent teacher conferences.</p> <p><b>3.1.4</b> Students have opportunities to share orally and reflect on math journal entries as a means to self-assess.</p> <p><b>3.1.5</b> Teachers discussed the effectiveness of instructional and assessment strategies during grade level meetings and Professional Development time.</p> | <p><b>Commendations 3.2</b></p> <p><b>3.2.1</b> A session was planned for elementary teachers but was postponed.</p> <p><b>3.2.2</b> Opportunities have been provided for students to demonstrate mathematical thinking (i.e., journal, Brain Book, posters, conferences, etc.). Teachers have discussed this as part of regular grade level meetings, staff meetings, and PD.</p> <p><b>3.2.3</b> Math manipulatives and literature were ordered last June and shared with staff</p> <p><b>3.2.4</b> This item was not completed this year.</p> <p><b>3.2.5</b> Math expectations shared with parents during curriculum night in the Fall and during parent/teacher interviews</p> <p><b>3.2.6</b> This item was not completed this year.</p> | <p><b>Commendations 3.3</b></p> <p>NA</p> |

|   |  |   |
|---|--|---|
| <p><b>Recommendations 3.1</b><br/> <b>3.1.1</b> Provide opportunities for K, 1, and 2 teachers to avail of NST/Program Specialist for professional development in assessment for learning and teaching<br/> <b>3.1.2</b> Continue to implement a variety of assessment tools and practices at each grade level<br/> <b>3.1.3</b> Delete as a strategy<br/> <b>3.1.4</b> Delete as a strategy<br/> <b>3.1.5</b> Delete as a strategy</p> | <p><b>Recommendations 3.2</b><br/> <b>3.2.1</b> Provide PD time for K-5 teachers to review and score Math rubrics with NST and/or Program Specialist<br/> <b>3.2.2</b> Continue to provide opportunities for students to demonstrate mathematical thinking<br/> <b>3.2.3</b> Delete as a strategy<br/> <b>3.2.4</b> Delete as a strategy<br/> <b>3.2.5</b> Delete as a strategy<br/> <b>3.2.6</b> Delete as a strategy</p> | <p><b>Recommendations 3.3</b><br/> NA</p> |
|---|--|---|

| <b>Goal 4: To continue to promote instructional strategies that meet the needs of all students</b>  |  |  |
|---|--|--|
| <p><b>Objective 4.1:</b> Utilize differentiated instruction strategies to increase achievement levels of diverse learners</p>   | <p><b>Objective 4.2</b> Become more familiar with the use of pre, formative, and summative assessment</p>  | <p><b>Objective 4.3:</b> Continue to implement collegial circles</p>   |
| <p><b>Commendations 4.1</b><br/> <b>4.1.1A</b> A bulletin board of suggested differential strategies and information for staff has been completed and updated on a regular basis.<br/> <b>4.1.2</b> Staff updated on a regular basis through bulletin board information and HGP conference.<br/> <b>4.1.3</b> Professional resources obtained for staff and shared at grade level and staff meetings.<br/> <b>4.1.4</b> Professional Development day held in December for staff where instructional strategies were shared and teachers had the opportunity to create their own for classroom use with their students.<br/> <b>4.1.5</b> PD opportunities provided for team prior to staff PD day in December and a half day provided in February. Two new staff members attended the Achievement for All training session.</p> | <p><b>Commendations 4.2</b><br/> <b>4.2.1, 4.2.2, 4.2.3</b> These strategies were not specifically addressed as a team this year, however, teachers regularly use a variety of pre, formative, and summative assessment throughout the year in order to get to know the learners in their classroom (their learning styles, interests, and abilities) and to inform their instruction.</p> | <p><b>Commendations 4.3</b><br/> <b>4.3.1</b> Three collegial circles were held this year where teachers had the opportunity to share and discuss instructional strategies.<br/> <b>4.3.2</b> Teachers were given the opportunity to suggest topics for collegial circles through staffroom postings and online through the HGP conference.<br/> <b>4.3.3</b> It was felt that we had made contact with other schools last year, had obtained a variety of resources, and that our focus this year would be on implementing our own DI strategies.</p> |

|  |   |   |
|--|---|---|
| <p><b>Recommendations 4.1</b></p> <p><b>4.1.1</b> Continue to update our staff bulletin board as a means to share information and resources.</p> <p><b>4.1.2</b> Continue with updates via email (HGP conference) and staff/grade level meetings.</p> <p><b>4.1.3</b> Promote DI literature and resources as a regular part of staff meetings and collegial circles.</p> <p><b>4.1.4</b> This will be completed this year, therefore will be deleted from the 2011-2012 plan.</p> <p><b>4.1.5</b> Continue with DI opportunities for team members and for the remaining member to participate in the Achievement for All training.</p> | <p><b>Recommendations 4.2</b></p> <p><b>4.2.1, 4.2.2, 4.2.3</b> These strategies will be combined and team members will obtain additional information regarding DI Assessment and share with staff.</p> | <p><b>Recommendations 4.3</b></p> <p><b>4.3.1</b> Schedule three Collegial Circles for the upcoming school year.</p> <p><b>4.3.2</b> Continue to obtain suggestions of topics for Collegial Circles</p> <p><b>4.3.3</b> We will delete this strategy for the 2011-2012 school year.</p> |
|--|---|---|

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

### PRIMARY LANGUAGE ARTS ASSESSMENT

The Primary Language Arts Assessment is completed on students in grades one and two. Students are assessed using a running record. Students' instructional level is determined in grade one and the instructional and comprehension levels are determined in grade two.

#### 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 |
| 51.6%  | 63.5%    | 89.5%  | 65.0%    | 67.9%  | 62.6%    | 57.9%  | 63.7%    |

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

| 07-08  |          | 08-09  |          | 09-10  |          | 10-11  |          |
|--------|----------|--------|----------|--------|----------|--------|----------|
| School | Province | School | Province | School | Province | School | Province |
| 73.1%  | 68.9%    | 59.4%  | 72.4%    | 50.0%  | 72.6%    | 76.7%  | 73.5%    |

Students at Harbour Grace Primary scored below the province in grade one and above the province in grade two. Regular reading/remedial support has been built into the schedule for the 2011-2012 school year. Guided reading will continue to be a focus, with an increase in literature to support this and other initiatives. An analysis of student reading levels, remedial support, and academic interventions will continue in order to monitor areas of need and determine additional strategies and supports as required.

## **CRITERION REFERENCE TESTS**

In 2011, grade three students completed Criterion Reference Tests in Language Arts and Mathematics. Achieving level 3 and above is considered adequate. The following charts provide an indication about how our students did on the Primary Criterion Reference Tests compared to the district and the province as it relates to our School Development Plan.

In Language Arts we have scored above the province and the district in all areas, except for Demand Writing. We are pleased with the results in most areas, particularly where we have placed increased emphasis on students constructing adequate responses to literature. We recognize that an increased emphasis needs to be placed on Demand Writing, while maintaining a balance in other areas of Language Arts. We have adjusted our School Development Plan to reflect this need.

In Mathematics we are pleased with our results and have scored about the province in all areas of constructing responses. We had placed an increased emphasis on constructing responses, through modeling and direct teaching, and believe our results reflect this. Our results for the multiple choice section were slightly below the province and we will continue to monitor this area. Improving mathematical achievement will remain a focus of our School Development Plan.

| <b>Grade 3 Language Arts</b>   |               |                 |               |                 |               |                 |               |                 |
|--|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
|  | <b>07-08</b>  |                 | <b>08-09</b>  |                 | <b>09-10</b>  |                 | <b>10-11</b>  |                 |
|  | <b>School</b> | <b>Province</b> | <b>School</b> | <b>Province</b> | <b>School</b> | <b>Province</b> | <b>School</b> | <b>Province</b> |
| <b>Multiple Choice:</b>  |               |                 |               |                 |               |                 |               |                 |
| <b>Reading</b>   | 89.7%         | 88.5%           | 91.4%         | 88.3%           | 95.4%         | 92.1%           | 79.9%         | 79.7%           |
| <b>Listening</b>   | 90.0%         | 85.0%           | 96.6%         | 95.4%           | 80.0%         | 80.9%           | 91.0%         | 88.0%           |
| <b>Constructed Response: Percentage of students achieving Level 3 or above</b>     |               |                 |               |                 |               |                 |               |                 |
| <b>Demand Writing</b>  | 91.7%         | 72.6%           | 92.6%         | 74.9%           | 69.7%         | 73.9%           | 63.2%         | 71.9%           |
| <b>Poetic</b>  | 68.0%         | 56.1%           | 88.5%         | 68.8%           | 66.7%         | 71.5%           | 91.2%         | 77.9%           |
| <b>Informational</b>   | 80.0%         | 70.8%           | 64.0%         | 55.1%           | 84.6%         | 63.6%           | 62.6%         | 52.8%           |
| <b>Listening</b>   | 65.5%         | 70.2%           | 82.8%         | 70.5%           | 67.9%         | 59.9%           | 78.9%         | 68.9%           |
| <b>Grade 3 Mathematics</b>   |               |                 |               |                 |               |                 |               |                 |
|  | <b>07-08</b>  |                 | <b>08-09</b>  |                 | <b>09-10</b>  |                 | <b>10-11</b>  |                 |
|  | <b>School</b> | <b>Province</b> | <b>School</b> | <b>Province</b> | <b>School</b> | <b>Province</b> | <b>School</b> | <b>Province</b> |
| <b>Multiple Choice:</b>  |               |                 |               |                 |               |                 |               |                 |
| <b>Number Operations</b>   | 68.0%         | 76.0%           | 85.2%         | 85.0%           | 80.4%         | 76.0%           | 71.8%         | 74.5%           |
| <b>Number Concepts</b>   | 58.8%         | 76.3%           | 78.2%         | 73.5%           | 83.1%         | 77.3%           | 75.0%         | 77.9%           |
| <b>Constructed Response: Percentage of students performing at Level 3 or above</b> |               |                 |               |                 |               |                 |               |                 |
| <b>Reasoning</b>   | 54.8%         | 65.7%           | 77.8%         | 54.3%           | 71.0%         | 62.1%           | 66.7%         | 61.2%           |
| <b>Communication</b>   | 54.8%         | 59.8%           | 74.1%         | 54.2%           | 74.2%         | 61.6%           | 66.7%         | 60.6%           |
| <b>Connections &amp; Representations</b>   | 58.0%         | 61.3%           | 81.5%         | 69.0%           | 83.9%         | 68.2%           | 66.7%         | 65.3%           |
| <b>Problem Solving</b>   | 74.2%         | 76.2%           | 81.5%         | 68.8%           | 67.8%         | 68.3%           | 79.5%         | 77.2%           |

## School Development Plan for 2011-2012

|   |   |                                     |
|---|---|-------------------------------------|
| <b>Goal 1: To promote an active and healthy lifestyle in a safe and socially just environment</b>   |   |                                     |
| <b>Objective 1.1:</b> To maintain active and healthy living initiatives   | <b>Objective 1.2:</b> To increase safe, caring, and socially just initiatives   | <b>Objective 1.3:</b><br>NA         |
| <b>Strategies:</b><br>1.1.1 Provide PD/Inservice at school with EAS Itinerant<br>1.1.2 Introduce gym activities during lunch<br>1.1.3 Introduce an approved snack list for Healthy Habits Day<br>1.1.4 Introduce an alternating Healthy Habits Day<br>1.1.5 Develop a year calendar that will include our special events, fundraising, and Healthy Habits Days                    | <b>Strategies:</b><br>1.2.1 Finalize design for posters/flag and have them ready for September<br>1.2.2 Develop a weekly student recognition program called "Amelia's High Flyers"<br>1.2.3 Obtain a new anti-bullying program and schedule the same period for anti-bullying classes<br>1.2.4 Create a Safe and Caring student Leadership group<br>1.2.5 Provide PD opportunities<br>1.2.6 Green Team/Recycling Blitz – caring for the environment | <b>Strategies:</b><br>NA            |
| <b>Indicators of Success:</b><br>1.1.1 Completion of PD for staff<br>1.1.2 Attendance by students and teachers on duty who provide gym access during lunch<br>1.1.3 Students use list to bring snacks for Healthy Habit Day<br>1.1.4 Healthy Habit days have continued with SAC Leadership team checking classes<br>1.1.5 Follow activities on calendar and include in newsletter | <b>Indicators of Success:</b><br>1.2.1 Installation of banners when they arrive<br>1.2.2 Use of the program and recognition on a weekly basis.<br>1.2.3 Acceptance of new program and use by teachers during regular bullying classes<br>1.2.4 Group takes leadership in Spirit Days, Green Team, Intramurals, etc.<br>1.2.5 PD opportunity for SAC team to attend SACS PD and gain ideas for activities.<br>1.2.6 Continued success                | <b>Indicators of Success:</b><br>NA |

| <b>Goal 1. Support Plan</b>                      |   |
|--|---|
| <b>Financial</b>                                 | <b>Professional Development/Time Required</b> |
| 1.1.1 Funds to support Healthy Habit Days and PD | 1.1.1 Time to attend SACS PD                  |

| <b>Goal 2: To improve student learning and performance in writing</b>  |   |   |
|--|---|---|
| <b>Objective 2.1:</b> Increase student ability to create various forms of writing  | <b>Objective 2.2:</b> Increase student and teacher use of a variety of assessment tools to inform learning and teaching of writing forms and writing traits   | <b>Objective 2.3:</b> Improve quality of student constructed responses  |
| <b>Strategies:</b><br>2.1.1 Implement school plan for writing forms<br>2.1.2 Implement checklist of cross-curricular writing activities<br>2.1.3 Use various instructional methods to teach written text forms (Writer’s Workshop, Conferencing, Guided Writing, etc.) | <b>Strategies:</b><br>2.2.1 Provide teachers with PD opportunities to:<br>- gain further understanding of assessment tools/ practices for writing (E.g. Dept. of Ed. writing rubrics)<br>- gain further understanding of inclusive assessment practices in writing<br>- gain further understanding of portfolio use for assessment in writing<br>2.2.2 Implement a variety of assessment tools and practices at each grade level using the school’s Assessment Practices and Guidelines.<br>2.2.3 Develop student portfolios for each child containing writing assessment samples that can be shared with parents during parent teacher conferences<br>2.2.4. Provide opportunities at each grade level for students to use self-evaluation practices in writing.<br>2.2.5 Use grade level and/or divisional meetings to monitor, plan and assess the effectiveness of strategies in this objective | <b>Strategies:</b><br>2.3.1 Provide instruction to students in the area of questioning and open and closed responding beyond literal interpretation, with an emphasis on personal connection<br>- students will use and understand holistic reading rubric to improve their oral and written responses to text forms<br>2.3.2 An analysis of internal and external assessments will be undertaken |
| <b>Indicators of Success:</b><br>2.1.1 students will use various forms of writing independently in journals, etc.<br>2.1.2 Students will use language appropriate to writing form<br>2.1.3 Students will choose form of writing appropriate to task and subject area   | <b>Indicators of Success:</b><br>2.2.1 Students participate in more informal discussion of their writing<br>2.2.2 Students set own realistic goals<br>2.2.3 Students use appropriate terminology<br>2.2.4 Student growth in writing ability<br>2.2.5 One piece of writing per term will be scored on a rubric   | <b>Indicators of Success:</b><br>2.3.1 Improved CRT results<br>2.3.2 Teachers noting improved constructed responses   |
| <b>Goal 2. Support Plan</b>  |   |   |
| <b>Financial</b>   | <b>Professional Development/Time Required</b>   |   |
| 2.1.1 Funding for resources that promote and support writing   | 2.1.1 Planning time   |   |

| <b>Goal 3: To improve student learning and achievement in Mathematics</b>   |   |                                  |
|---|---|----------------------------------|
| <b>Objective 3.1:</b> Use a variety of assessment tools to inform instruction   | <b>Objective 3.2</b> Improve student ability to reason, communicate, and make connections/representations in mathematics  | <b>Objective 3.3:</b><br>NA      |
| <p><b>Strategies:</b></p> <p>3.1.1 Provide teachers with PD opportunities to:</p> <ul style="list-style-type: none"> <li>- gain further understanding of assessment tools/practices for mathematics (E.g., CAMET, Dept. of Ed. Math rubrics)</li> <li>- gain further understanding of inclusive assessment practices in math</li> <li>- gain further understanding of portfolio use for assessment in math</li> </ul> <p>3.1.2 Implement a variety of assessment tools and practices at each grade level using the Eastern School District Assessment Policy and the Dept. of Ed. Curriculum as guidelines</p> <p>3.1.3 Develop student portfolios for each child containing math assessment samples that can be shared during parent teacher conferences (should include both anecdotal and written samples)</p> <p>3.1.4 Provide opportunities at each grade level for students to use self-assessment evaluation practices in math</p> <p>3.1.5 Use grade level and divisional meetings to monitor, plan, and assess the effectiveness of this objective</p> | <p><b>Strategies:</b></p> <p>3.2.1 Provide PD opportunities to review and score Dept. of Ed. Communication and connections/representations rubrics</p> <p>3.2.2 Continue to increase opportunities for students to demonstrate mathematical thinking (E.g., math journals/logs, creating math diagrams/posters/bulletin boards, using math manipulatives, student conferences, etc.)</p> <p>3.2.3 Continue to build on basic manipulative sets and math literature in each classroom. (E.g. increase base 10 blocks, pattern blocks, counting materials, geometric solids, math-related literature)</p> <p>3.2.4 Collect constructed response math samples for each student portfolio (K-1 may be oral samples with anecdotal notes / Grade 2 start with oral moving to written/ 3-5 should include independent written samples)</p> <p>3.2.5 Communicate math expectations to parents (curriculum night, memos/newsletter, school webpage)</p> <p>3.2.6 Use grade level and/or divisional meetings to monitor, plan and assess the effectiveness of strategies in this objective</p> | <p><b>Strategies;</b><br/>NA</p> |

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|--|--|--|
| <p><b>Indicators of Success:</b><br/> 3.1.1 PD opportunities are provided<br/> 3.1.2 A variety of assessment tools and practices implemented at each grade level<br/> 3.1.3 Student portfolios for each child contain math assessment samples<br/> 3.1.4 Self-evaluation practices deployed at each grade level<br/> 3.1.5 Discussion and monitoring of assessment tools and practices at grade level and/or divisional meetings</p> | <p><b>Indicators of Success:</b><br/> 3.2.1 P.D. opportunities are provided<br/> 3.2.2 Students demonstrate mathematical thinking<br/> - Increased number of students attaining levels 3, 4 and 5 in provincial assessment constructed responses (reasoning; communication; connections/representations)<br/> - Increased number of students scoring 4 and 5 on report cards for “Demonstrates and communicates mathematical reasoning.”<br/> 3.2.3 Increase in manipulative sets and math literature in each classroom.<br/> 3.2.4 Portfolios contain constructed response math samples<br/> 3.2.5 Constructed response expectations in math communicated to parents<br/> 3.2.6 Discussion and monitoring of constructed math responses at grade level or divisional meetings</p> | <p><b>Indicators of Success:</b><br/> NA</p> |
| <b>Goal 3. Support Plan</b>  |  |  |
| <b>Financial</b>   | <b>Professional Development/Time Required</b>  |  |
| funding for manipulatives, literature, portfolios, PD, Math Day  | PD time to meet with Math Support personnel, to attend ESD sponsored PD, to prepare for Math Day, and support teachers at grade and/or divisional levels   |  |

| <b>Goal 4: To continue to promote instructional strategies that meet the needs of all students</b>  |  |  |
|---|--|--|
| <b>Objective 4.1:</b> Utilize differentiated instruction strategies to increase achievement levels of diverse learners  | <b>Objective 4.2</b> Become more familiar with the use of pre, formative, and summative assessment   | <b>Objective 4.3:</b> Continue to implement collegial circles  |
| <b>Strategies:</b><br>4.1.1 Continue updating bulletin board<br>4.1.2 Continue updates to staff<br>4.1.3 Update and promote literature<br>4.1.4 Create and provide teachers with materials and activities<br>4.1.5 Provide PD opportunities for staff | <b>Strategies:</b><br>4.2.1 DI Team to learn about “DI Assessment Continuum<br>4.2.2 Inform staff about DI Assessment Continuum<br>4.2.3 Begin development of assessment strategies for pre-assessment | <b>Strategies;</b><br>4.3.1 Schedule three collegial circles throughout the year<br>4.3.2 Obtain suggestions/topics for Collegial Circles as needed<br>4.3.3 Connect with other schools  |
| <b>Indicators of Success:</b><br>4.1.1 Updated bulletin board<br>4.1.2 Ongoing updates<br>4.1.3 Math literature added for grades 2-5<br>4.1.4 Materials created<br>4.1.5 Completion of PD   | <b>Indicators of Success:</b><br>4.2.1 DI Team attended PD<br>4.2.2 Staff informed through meetings, PD, and email conference<br>4.2.3 Samples of resources made available for staff                   | <b>Indicators of Success:</b><br>4.3.1 Collegial Circles completed<br>4.3.2 Input from staff provided prior to Collegial Circles and used to determine topics<br>4.3.3 Resources/strategies obtained from other schools/sources and made available for staff use |

| <b>Goal 4. Support Plan</b>                                |   |
|--|---|
| <b>Financial</b>   | <b>Professional Development/Time Required</b>                             |
| 4.1.1 Funding to attend PD, obtain literature, a resources | 4.1.1 PD time to attend PD, create resources, and collaborate with others |

## **Appendix A – Summary of School Fundraising**

The following fundraising activities took place at Harbour Grace Primary:

- Lamontagne Sales
- Two Ticket sales

A total of \$8878.52 was raised. Funds raised from these activities were used to purchase items for Technology (Smartboard, PC Viewer, Printers/Scanners), Music Supplies (Fiddles, Kiwanis Registration), Transportation (bussing for field trips), Classroom Materials (literature, games, horseshoe tables).