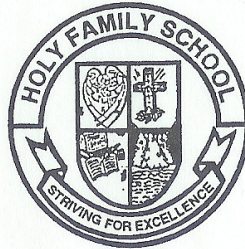


Holy Family Elementary School

2009-2010 School Development Report



Vision

Holy Family Elementary, a collaborative learning community, creating successful life-long learners in a safe, caring, and active environment.

Mission

Holy Family Elementary seeks to promote and maintain a safe, caring and collaborative environment, while increasing understanding and integration of technology across the curriculum, and increasing student achievement and learning in Language Arts and Mathematics by 2011.

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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

Message from Administration

It is a pleasure to present the Annual School Development Report for Holy Family Elementary School for the 2009-10 school year. The purpose of this report is to provide you with information regarding our school community, programs and partnerships that have been developed, and our achievements during the last year, while also providing an overview of our current School Development Plan.

This was year two of our plan which focuses on our three goals of:

- Increasing Understanding and Integration of Technology Across the Curriculum by 2011.
- Promoting and maintaining a Safe, Caring and Collaborative Environment by 2011.
- Increasing Student Achievement and Learning in Language Arts and Mathematics by 2011.

At the end of the school year, rezoning of the student population in the community of Paradise was implemented. There has been tremendous growth in this area and the Provincial Government has responded with the building of 2 additional schools: Paradise Elementary and Elizabeth Park Elementary. As a result of this, 175 of our students have been rezoned to attend one of the new schools. We are very thankful to have had these students as a part of our school community and wish them well in their future.

At this time we would like to thank all members of our school community for helping to make this another great year at Holy Family Elementary. The overwhelming support that has been provided by the teachers, parents, support staff, school council, and most importantly, the children, continues to be amazing. The strong partnerships that have been developed by home and school is evident as one walks through the doors each day. It is a well known fact that a child's educational experience is greatly enhanced when parents value education and become involved with the school environment. Thank you for your tremendous support!

Nancy Elkins
Principal

Lynette Ivany
Assistant Principal

Message from School Council

On behalf of the Holy Family Elementary School Council, I would like to extend our congratulations to the students, teachers, administration, staff, parents, guardians and caregivers on the successful completion of the 2009-10 school year.

While many of you are not directly involved with the School Council, you should know that we met regularly throughout the year and the minutes of our meetings are posted on the School's website. This past year, the School Council continued to help develop, encourage and promote policies, practices and activities to enhance the quality of school programs and the levels of student achievement at Holy Family Elementary School. We worked with parents, teachers, government and many others stakeholders to represent the educational interests of the School, advise on the quality of teaching and learning in the School, facilitate parent and community involvement and advise on any other matters of concern to the School.

During the year, the School Council provided input to the Eastern School District regarding the attendance zones in Paradise and the Eastern School District made its final decision on these zones in the Spring of 2010. For the upcoming year, the School should see a reduced student population; however, future growth in the area will result in a population increase over the next few years. We supported the goals and objectives in the School Development Plan and continuously considered them in our decision making. It is great to see the success of the academic programs as well as the many extra-curricular activities at the School. There were many events held during the past year that promoted healthy living and education: e.g. Terry Fox Walk, Living Healthy Commotion Day, book fairs, skating/swimming programs, physical education programs, Education Week activities, recycling blitzes, the D.A.R.E. program, Hershey Track and Field Meet, concerts, Sports Day, etc. In addition, our fundraising event, the Move-A-Thon, was yet another successful event thanks to all who were involved.

Other events outside the school community that resulted in H1N1 vaccinations being done at the School and the support of a fundraising blitz for Haiti. We also saw the departure of our long-time Principal, Craig Adams and the arrival of Nancy Elkins as the new Principal. Many changes and challenges were faced during the year and on behalf of the School Council, I would like to thank the entire school community for its support and dedication to Holy Family Elementary School. Our school community is very strong and the support is incredible. Without you, none of this would be possible. We look forward to an equally successful 2010-11 year.

Don Allen
School Council Chair

Overview of School

Our School Community

Holy Family Elementary School is part of the Eastern School District which has 122 schools with a total population of 44 000 students. We are a neighborhood school located on Ridgewood Drive in the community of Paradise. We currently have an enrolment of 603 students and offer English programming from K-6 with an Intensive Core French program offered in Grade 6. In September 2005, an Early French Immersion stream began with the 2005-06 Kindergarten students and it is now offered in Grades K - 5. Once completing their elementary education, Holy Family students proceed to Villanova Junior High, Manuels for grades 7 and 8 and then attend Holy Spirit High School in Manuels for Grade 9 and Levels 1, 2 and 3.

Our Staff and Classes

Our school presently has a total of 38.69 full-time equivalent educational staff which includes 27 classroom teachers and 4.75 special services personnel. We have 4 specialist teachers in the areas of music, physical education, guidance and learning resources. As well, Holy Family has the support of 5 student assistants. In addition to staff based at the school, we have access to District Office staff including a speech language pathologist, educational psychologists and program specialists. The school also has the services of two secretaries, three maintenance personnel, and a French Assistant.

What do some of our Specialists Do?

Special services provide students with course modifications, alternate courses, and alternate curriculum for approximately 64 students. The teachers in these positions provide the expertise in the Individual Student Support Program (ISSP) process.

The role of the Guidance Counselor at Holy Family Elementary is to provide a support for the school community. Guidance Services are directed toward individual counseling / parent consultation, inter-agency consultation and referrals, ISSP/IEP coordination and program support to Special Education and Regular Classroom teachers. As with all schools, assessment of children experiencing learning, social or behavioral difficulties is ongoing. Our Guidance Counselor is a leader of the Inclusive Schools Initiatives such as Positive Behavior Supports, and is a resource in times of crisis. The Guidance Counselor is responsible for leadership in the provision of Support Services and acts as a liaison with the Eastern School District and the Department of Education regarding these matters.

The Speech Language Pathologist visits the school for one and one-half days weekly, receives referrals from teachers and parents and works with students in the areas of articulation, language development, fluency and voice.

The Educational Psychologist is based at the school district office. The Educational Psychologist has many roles: assessment of academic, cognitive and/or behavioral concerns, consultation, formal pre-school assessment, and contact person for the Tragic Events Support System.

What Programs are offered at our School?

All programs offered at Holy Family Elementary are based upon the curriculum as prescribed by the Department of Education. The curriculum is outcome based and is designed to achieve the Essential Graduation Learnings. In addition, we offer individualized programs for students requiring extra support through the development and implementation of IEPs (Individual Educational Program) and ISSPs (Individualized Support Services Plan). These programs range from alternate courses, to alternate programming, depending on the needs and exceptionalities of the children requiring the support.

The regular curriculum from Kindergarten to Grade Six includes Language Arts, Mathematics, Science, Social Studies, Health, Religion, Music, Art and Physical Education. Students from grades four to six also have Core French. Kindergarten to Grade Six students are taught by homeroom teachers, except in the areas of Music and Physical Education. Students in grade five and six have the option of participating in the band program, and there are both primary and elementary non-select choirs.

Intensive Core French - grade 6

This year was the seventh year that our school offered Intensive Core French in grade six and 43 students were enrolled in the program. The year was divided into two terms and the first term devoted 65% of the school day to learning the French language. The second term saw the English curriculum compacted in order to complete the outcomes as prescribed for Grade 6. The program had tremendous success once again.

Early French Immersion – The Early French Immersion program began in September, 2005. Programming was offered in K to Grade 4. This program will move into grade 5 for the 2010-11 school year.

Music

The music program at Holy Family Elementary strives to develop a strong foundation in musical abilities and an understanding of how they relate to the students and their culture. The students are exposed to many styles of music to

create in them the ability to recognize music as an art form and an appreciation of the aesthetic value that it has in our society.

All students from Kindergarten through Grade Six participate in the classroom music program and learn through singing, dancing, movement, and instrumental activities. They are also given several performance opportunities throughout the school year. The school has non-select choirs (primary and elementary) that provide students the opportunity to develop and enhance their musical talents and skills. The choirs regularly participate in school concerts and school assemblies and Choral Festivals. Elementary students may also participate in a music enrichment program offered during lunch hour.

Instrumental Band Program:

2009 - 10 continued to show growth in the number of students participating in the instrumental band program for Grade 5 and 6. Holy Family School has a band that provides students with the opportunity to develop music literacy, physical and aural skills and knowledge. The band performs at assemblies, school concerts, and music festivals.

Physical Education Program:

Physical Education is a fun-filled program that promotes physical literacy through a variety of movement activities. The emphasis of the program is to promote sportsmanship, cooperation and fair play through movement. Children attended three thirty-minute classes a cycle, participated Skating for an 5 week period (Grades K-3) and were involved in 8 sessions of Swimming lessons at the Aquarena (Grades 4-6). We also participated in a school wide Fitness Commotion Day during the fall, along with a number of school-wide walks.

Lunch time intramural games are also offered to all students from Grades 4 - 6 to those who wish to participate. These games are under the supervision and organization of our Physical Education teachers. The sports played vary throughout the year. They rotate through various lunch time sessions in order to get the opportunity to participate in extra physical activity during the school day. At the end of the year, we also entered a baseball team in a tournament sponsored by the RNC. Players consisted of grade 5 and 6 students.

After school sports is offered 3 days per week for elementary boys and girls.

Key Highlights/Special Projects

Safe and caring School Initiates:

- Grade six students take a leadership role in the school as prefects who assist in the K - 2 classes during recess and lunch periods.
- Many of our classes are involved in the Buddy Reading program. Older students are paired with younger age level students during reading. This allows for older students to act as positive role models for younger students and provides opportunities for younger students to demonstrate newly acquired skills to an older mentor.
- Daily Birthday announcements
- We purchased and named our new Positive Behavior Mascot - a BEE named Beezley. We also developed a Behavioral Matrix to complement our Code of Conduct: Be Safe, Be Respectful, Be Responsible. This matrix depicts what it means to be safe, respectful and responsible in all of our school settings.
- Implemented GOTCHA program to recognize positive behaviours.
- Implemented a bilingual voice scale

Public Speaking

The development of language is critical to educational growth at the primary and elementary grades. To foster this growth we encourage our students in Grades three to six to partake in a school-wide public speaking event. Students participate at the classroom level first. The Grade three and four students were asked to present a poem of their choice to their peers. The Grade 5 and 6 students were asked to write their own speeches on a topic of their choice and then present them to their peers. Winners from each class then participate at grade level. Public speaking is an integral part of the Language Arts program and provides all students an opportunity to develop this life-long skill.

Library Program

The library is open for book exchanges and classroom extension activities each day. The collection consists primarily of 5000 print resources, comprising three sections: Fiction, Non-Fiction, and Reference. Other areas include teacher resources and a preparation materials area. Learning Resource Units are carried out at the library and act to promote collaboration among teachers, parents and students. The resource units encourage technology integration, research and exposure to a wide range of children's literature. Curriculum objectives are achieved and extended through Learning Resource Units, which include seasonal escapades, exploring art, understanding cultures both abroad and locally, highlighting environmental issues and delving into a world of media.

Technology

Our Computer Lab is equipped with 26 state of the art computers; it is used extensively throughout the day. All classrooms have at least one computer and every room has access to the school network and internet. Pull down screens are in each classroom and we have started use of Smartboard technology in instruction with the students. We will have a total of 9 installed during the 2010 - 11 school year. A wireless mobile computer lab has also been purchased for student use in classrooms.

Partnerships

Town of Paradise

Our grade 6 students attended a Municipal Day sponsored by the town during the month of May. They visited the town hall to learn about the operation of our municipality. The town also provided a free concert for our students during Snow and Ice in Paradise.

Active Schools

During this past year our Teachers were trained in a program titled Active Schools. This program offers a non-competitive, simple, fun, and appealing program where every child without exception can enjoy the benefits of physical activity every day. It brings physical activity into the classrooms and teaches students how to stay active and healthy.

D.A.R.E Program

Our Grade 6 students participated in the Drug Abuse Resistance Education (D.A.R.E) program that is offered through the Royal Newfoundland Constabulary. Constabulary Nixon and Constable Crocker delivered this very informative nine-week program that is designed to help our children learn how to resist pressure regarding alcohol, tobacco, marijuana, inhalants, and other drugs.

Recycling Program

There is a student group that organizes and runs our school recycling program for beverage containers and paper. The goal is the promotion of environmentally friendly practices. This is carried out at lunch times.

Community Use of Schools

Our school supports the community by making the facilities available to various user groups. Our gymnasium is used frequently in the evening and on the weekends. These groups include: Beavers, Cubs, Brownies, Guides, Paradise Minor Soccer and various adult sport groups.

3-4 Year School Development Plan

Goal 1: To increase understanding and integration of technology across the curriculum by 2011

Year	Objective	Objective
2008-09	To increase the availability of technology resources and foster staff understanding of what is available	To make effective use of technology education in the school.
2009-10	To continue to provide technology resources and monitor staff for understanding of what is available	To implement technology in various curriculum areas.
2010-11	To update and ensure that technology resources remain current and are addressing curriculum needs and those of staff and students.	To foster student cross curricular use of technology

Goal 2: To promote and maintain a safe, caring and collaborative environment by 2011

Year	Objective	Objective	Objective
2008-2009	The school community will identify and promote the importance of healthy lifestyle choices with students	Students will demonstrate their awareness of respect for self, peers, teachers, support staff, environment and learning. Introduce PBS to the school	To identify and recognize the components of teacher wellness.
2009-2010	Continue to promote importance of healthy lifestyle choices throughout the entire school community – focus on parent education, community involvement	Fully Implement PBS strategies throughout the school	Continue to focus on the holistic health of teachers through the involvement of professional services and resources available in the community.
2010-2011	Promote active parent and community involvement in student healthy lifestyle choices	Monitor, Evaluate and Revise PBS strategies as necessary	Promote, monitor and practice effective strategies that support teacher wellness

Goal 3: To increase student achievement and learning in language arts and mathematics by 2011

Year	Objective	Objective	Objective
<i>2008-2009</i>	To increase an awareness of mathematical language to improve understanding of problem solving and reasoning	To increase student achievement in the various forms of writing.	To improve student reading strategies and interest
<i>2009-2010</i>	To apply acquired mathematical language in problem solving and reasoning.	To develop and implement the visual literacy curriculum.	To implement guided reading throughout our school.
<i>2010-2011</i>	To demonstrate increased competency in problem solving and reasoning.	To monitor implementation of visual literacy.	To continue to use and improve upon guided reading techniques.

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

<p>Objective 1.1 To continue to increase the availability of technology resources and foster staff understanding of current resources.</p>	<p>Objective 1.2 .To integrate technology in cross curricular teaching and learning</p>
<p>Commendations 1.1</p> <p>1.1.1 PD day has been completed 1.1.2 2 additional smartboards were installed 1.1.3 we have acquired 5 desktop computers, 4 laptops, 8 tape recorders, and 4 smartboard 1.1.4 we did not purchase an Elmo projector 1.1.5 smartboard shadowing has been completed</p>	<p>Commendations 1.2</p> <p>2.2.1 new software has been installed – Speak Q, Word Q, Fusion Writers were acquired from the Department of Education 2.2.2 all classes have had multiple opportunities to use the smart board and its accompanying software to supplement curriculum 2.2.3 having a staff position solely dedicated to technology integration has increased the use of technology resources by teachers and fostered staff confidence in the implementation of technology. 2.2.4 staff shared folder has been updated regularly with new web sites and smart board lessons for all staff to view and share. Several teachers have become competent in using the smart board and have compiled resources that they have shared with colleagues.</p>
<p>Recommendations 1.1</p> <ul style="list-style-type: none"> • continue to acquire smart board technology for all classrooms. • purchase 15 new computers • purchase an Elmo Projector • continue to provide opportunities for technology shadowing 	<p>Recommendations1.2</p> <p>lead teachers at each grade level to initiate and support collegiality in technology in the absence of a dedicated technology teacher.</p> <ul style="list-style-type: none"> • -Increase technology PD time.

Goal 2. To promote and maintain a safe, caring and collaborative environment by 2011		
<p>Objective 2.1 The school community will identify and promote the importance of healthy lifestyle choices.</p>	<p>Objective 2.2 Students will demonstrate their awareness of respect for self, peers, teachers, support staff, environment and learning.</p>	<p>Objective 2.3 To identify and recognize the components of teacher wellness</p>
<p>Commendations 2.1 2.1.1 information regarding healthy living choices was sent home monthly in Newsletters 2.1.2 healthy lunches were promoted during instructional time as well as on morning announcements 2.1.3 the last Friday of every month was designated as fruit and veggie day 2.1.4 school Wide initiatives included community walks, skating (grades 1-3) and swimming (grades 4-6), Fit-go, intramurals 2.1.5 Acro-Adix visited our school during Funday in June 2.1.6 all teachers were trained in Eastern Active Schools</p>	<p>Commendations 2.2 2.2.1 daily announcements and bulletin boards were used to promote PBS 2.2.2 behavior of the week was very effective - great peer mentoring tool 2.2.3 Guidance Counselor visited classes to facilitate appropriate modeling of behaviors for matrix areas of the school - maintaining consistency of desired behaviors 2.2.4 school assembly held to promote Positive behavior program and announce mascot winner name - great for school spirit and promotion of the PBS program Purchased bumble bee mascot "Beesley" 2.2.5 tracking of behaviors not established 2.2.6 bilingual Voice Volume Posters for each classroom - a visual guide to voice scale for the school</p>	<p>Commendations 2.3.1 mentoring of new staff members occurred 2.3.2 a staff survey was completed identifying interests and needs 2.3.3 unable to have NLTA present on Employee Assistance Program, however we did receive 1/2 day inservice on stress management.</p>

<p>Recommendations 2.1</p> <ul style="list-style-type: none"> • continue to communicate information on healthy living choices to parents • continue to educate and promote healthy food choices in the school every day • continue school wide exercise and extracurricular activities (survey parents re. swimming & skating) • involve more community partners in healthy choices • grade level teachers to include activities from the Eastern Active Schools binder daily • invite parent volunteers to initiate afterschool programs 	<p>Recommendations 2.2</p> <ul style="list-style-type: none"> • the committee will examine the definition of behavior tracking in order to implement it at our school. • daily announcements and development of bulletin boards continue for the year • the Gotcha program continues • implement a review of the 7 matrix areas so that staff and students remain aware and understand the importance of PBS 	<p>Recommendations 2.3</p> <ul style="list-style-type: none"> • continue to use survey results to plan monthly staff activities • continue with teacher mentoring program • plan a PD day for an NLTA representative to present on the EAP Program • increase number of teachers with First Aid training.
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Goal 3. To increase student achievement and learning in language arts and mathematics by 2011		
Objective 3.1 To apply acquired mathematical language in problem solving and reasoning.	Objective 3.2 To develop and implement the visual literacy curriculum.	Objective 3.3 To implement guided reading throughout our school.
<p>Commendations 3.1</p> <p>3.1.1 mathematical word walls were created in majority of classrooms</p> <p>3.1.2 math journals have been used in the classrooms</p> <p>3.1.3 a list of Mathematical vocabulary used in the classroom was not distributed to parents</p> <p>3.1.4 a Mathematical display was not set up during parent-teacher interviews</p> <p>3.1.5 department of Education Math Booklets sent home to Primary students</p> <p>3.1.5 math Mania was successful (school-wide activities included Math-O and problem solving)</p> <p>3.1.6 submission of grade level Math materials</p>	<p>Commendations 3.2</p> <p>3.2.1 Writers' Workshop day held in January</p> <p>3.2.2 literacy bulletin boards displayed</p> <p>3.2.3 Star Writers' Wall established</p> <p>3.2.4 exemplars compiled and submitted to committee</p> <p>3.2.5 Visual Literacy initiatives not begun</p>	<p>Commendations 3.3</p> <p>3.3.1 one visiting author</p> <p>3.3.2 successful Literacy Day</p> <p>3.3.3 Buddy Reading is ongoing</p> <p>3.3.4 book sharing by Learning Resource teacher</p> <p>3.3.5 implemented START (students and teachers are reading together) every Friday, rather than DEAR (drop everything and read)</p> <p>3.3.6 new literature provided</p> <p>3.3.7 subscription to Reading A-Z is being utilized</p> <p>3.3.8 one half day of inservice in Guided Reading</p>

<p>Recommendations: 3.1</p> <ul style="list-style-type: none"> • request professional development day specific to the area of problem solving and implementing DI within classroom • explore new activities for Math Mania day next year and possibly a family math afternoon per grade level • explore ways to integrate art into the math curriculum • provide a list of Mathematical vocabulary used in all classrooms to parents • purchase additional mathematical resources 	<p>Recommendations 3.2</p> <ul style="list-style-type: none"> • hold another Writers' Workshop Day • continue scheduling school-wide primary/elementary literacy bulletin board displays • continue scheduling a Star Writers' Wall • committee to review compiled year end exemplars and present their function and process at a staff meeting early in the year • committee member(s) to visit another school to view visual literacy units • create a visual literacy unit per grade level 	<p>Recommendations 3.3</p> <ul style="list-style-type: none"> • continue with author visits • continue with Literacy Day • continue with buddy reading • continue to build our resource center collection • continue START • continue Reading A-Z resources website • purchased more leveled books for K-3 classrooms • to continue accumulating and sharing reading strategy resources • more guided reading inservice • establish lead teacher(s) for DI • provide inservice for staff in DI • to integrate the fine arts to enhance literacy
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Summary Report on the School's Most Current Data

CRITERION REFERENCE TESTS (CRT)

The CRT is administered by the Department of Education to determine how well students have achieved outcomes in English Language Arts and Math at the end of the primary and elementary years. The information obtained will be used to focus on student achievement and inform parents and students of performance related to provincial outcomes. Students write CRTs in May/June and the results are available the following year. The tables that follow highlight our results of the CRTs written in 06 - 07 until 09 - 10 with results across the district and province. Questions were scored using a rubric with a 5 to 1 scale, with 3 representing adequate; 4 strong and 5 outstanding. The Reading sections are comprised of two parts: Multiple Choice (MC) and Constructed Response (CR), written answers. The multiple choice questions in reading are based on the average obtained from the number of questions in the applicable sections. Also included are the Grade 1 and Grade 2 reading observation surveys based on teacher observation. It is important to note that this data gives us a "snapshot" in time of a particular group of students. There are areas of strength noted as well as areas of need. These will be taken into account by our school development team as we continue to focus on student achievement and what we can do to keep the students striving for excellence.

Results are summarized on the following page.

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
66.3%	63.5%	60.4%	65.0%	47.3%	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
73.4%	68.9%	90.9%	72.4%	33.9%	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	86.2%	89.7%	93.5%	88.5%	91.8%	88.3%	95.7%	92.1%
Listening	93.3%	93.3%	87.5%	85.0%	93.8%	95.4%	84.6%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	63.3%	74.5%	85.7%	72.6%	73.2%	74.9%	82.4%	73.9%
Poetic	55.3%	65.8%	68.0%	56.1%	61.5%	68.8%	67.8%	71.5%
Informational	65.5%	74.4%	69.3%	70.8%	54.7%	55.1%	56.3%	63.6%
Listening	67.2%	64.1%	79.2%	70.2%	65.2%	70.5%	62.0%	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	76.0%	77.0%	78.0%	76.0%	90.3%	85.0%	72.7%	76.0%
Number Concepts	68.8%	71.3%	83.8%	76.3%	78.5%	73.5%	75.6%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	35.9%	43.6%	64.2%	65.7%	50.5%	54.3%	42.5%	62.1%
Communication	28.4%	37.5%	69.2%	59.8%	53.7%	54.2%	41.6%	61.6%
Connections & Representations	22.4%	36.3%	64.1%	61.3%	72.6%	69.0%	55.8%	68.2%
Problem Solving	41.8%	51.9%	80.8%	76.2%	77.9%	68.8%	54.9%	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	78.4%	78.0%	85.8%	84.8%	87.7%	87.1%	83.7%	81.0%
Listening	93.3%	93.3%	92.0%	92.0%	91.4%	87.7%	87.4%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	87.1%	76.1%	95.7%	85.1%	69.6%	78.7%	88.3%	81.4%
Poetic	85.2%	73.3%	72.2%	81.2%	75.8%	69.6%	64.5%	69.9%
Informational	64.5%	58.8%	81.2%	78.9%	62.1%	68.0%	75.0%	68.4%
Listening	50.8%	58.4%	45.8%	62.6%	52.5%	47.4%	69.0%	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	66.4%	68.2%	77.0%	78.0%	68.6%	77.1%	71.9%	72.3%
Number Concepts	58.2%	62.7%	71.4%	70.0%	61.0%	67.1%	75.9%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	21.3%	33.2%	50.0%	48.4%	15.6%	36.5%	43.0%	54.9%
Communication	21.3%	30.7%	53.5%	42.0%	12.5%	30.6%	40.5%	46.5%
Connections & Representations	32.8%	40.2%	45.6%	41.3%	15.6%	36.1%	34.2%	44.0%
Problem Solving	49.2%	50.6%	54.9%	55.4%	20.3%	42.5%	54.4%	55.8%

School Development Plan for Current Year 2010 - 2011

Goal 1: To increase understanding and integration of technology across the curriculum by 2011	
Objective 1: To update and ensure that the technology resources remain current and are addressing curriculum needs and those of staff and students.	Objective 2: To foster student cross curricular use of technology.
Strategies: 1.1.1 to provide teacher professional development for the integration of technology into the classroom 1.1.2 to continue to fund the purchase of up-to date technology resources 1.1.3 to provide opportunities for shadowing teachers who are using technology 1.1.4 establish and support a committee that is responsible for carrying out these strategies	Strategies: 1.2.1 to use different areas of technology to support academic growth in various curricular areas to help meet learning outcomes. 1.2.2 to use relevant web resources and software programs during instructional time. 1.2.3 to use the First Class Shared Folder (staff) to communicate information regarding new web resources and software programs 1.2.4 to identify lead teachers at each grade level to mentor colleagues in the use of the mobile computer unit. 1.2.5 to establish and support a committee that is responsible for carrying out these strategies.
Indicators of Success: 1.1.1 increased use of technology by teachers 1.1.2 the purchase of new technology equipment 1.1.3 increased sharing of knowledge among staff members 1.1.4 monthly committee meetings – Action Tracking Sheet	Indicators of Success: 1.2.1 increased student confident in using technology as a learning tool 1.2.2 student learning is enhanced through the use of technology 1.2.3 increased teachers use of new web resources and software 1.2.4 increased use of the mobile unit 1.2.5 monthly committee meetings – Action Tracking Sheet

Goal 1. Support Plan	
Financial	Professional Development/Time Required
<ul style="list-style-type: none"> • Purchase and installation of 4 Smartboards (\$20 000.00) • 1 Elmo Projector (\$3000.00) • 20 Computers (\$3000.00) • Digital Camera (\$400.00) • Listening Centre for Classroom (\$200.00) 	<ul style="list-style-type: none"> • Professional Development in technology – First Class Folder and Staff Meetings • Monthly Committee Meetings

Goal 2: To promote and maintain a safe, caring and collaborative environment by 2011		
Objective 2.1: To promote active parent and community involvement in student healthy lifestyle choices.	Objective 2.2 To monitor, evaluate and revise PBS strategies as necessary.	Objective 2.3: To promote, monitor and practice effective strategies that support teacher wellness.
<p>Strategies:</p> <p>2.1.1 continue to communicate information on healthy living choices to parents</p> <p>2.1.2 continue to educate and promote healthy food choices in the school</p> <p>2.1.3 continue school wide exercise and extracurricular activities</p> <p>2.1.4 involve community partners in healthy choices (Invite dieticians, dental hygienists, audiologists, school nurse, visual/hearing itinerants)</p> <p>2.1.5 grade level teachers to include activities from the Eastern Active Schools binder daily</p> <p>2.1.6 to invite parent volunteers to initiate afterschool programs</p>	<p>Strategies:</p> <p>2.2.1 to investigate various ways of tracking student behavior</p> <p>2.2.2 to continue daily student announcements regarding Positive Behavior Supports</p> <p>2.2.3 to continue displaying Positive Behavior Support on bulletin boards throughout school</p> <p>2.2.4 to continue with the Gotcha program</p> <p>2.2.5 to review the 7 Matrix areas to be implemented so that staff and students remain aware and understand the importance of PBS</p>	<p>Strategies:</p> <p>2.3.1 to continue mentoring for new staff members to Holy Family ideally at Grade level.</p> <p>2.3.2 focus on the holistic health of staff members especially in the area of life balance and stress management by utilizing the professional services and resources available in the community (ie. Employee /Teacher Assistance Program through a PD Day.</p> <p>2.3.3 promote and initiate monthly activities focused on staff wellness that were identified through the staff survey.</p> <p>2.3.4 train one teacher per grade level with Basic First Aid/CPR.</p>

<p>Indicators of Success:</p> <ul style="list-style-type: none"> increased awareness on healthy choices participation in school wide activities involvement of community partners within the school increased classroom physical activities 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> students demonstrate appropriate behaviors during structured and unstructured times increase in "Gotchas" for positive behaviors observation of PBS bulletin Boards 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> positive feedback from new staff and teacher mentors regarding the success of the program. PD evaluation form to assess the effectiveness of the presentation. positive teacher feedback/post-survey successful completion and certification of Basic First Aid and CPR.
<p>Goal 2. Support Plan</p>		
<p>Financial</p>	<p>Professional Development/Time Required</p>	
<p>2.2.4 \$400.00 for Gotcha prizes 2.3.2 School Funding \$500.00</p> <ul style="list-style-type: none"> Cost of outside venue that contributes to the goal of Teacher Wellness (Conducive Atmosphere) Cost- sharing with the NLTA Nutrition breaks <p>2.3.4 Basic First Aid for 7 teachers (\$1 000.00)</p>	<p>2.2.1 1/2 PD day for Teacher Wellness 2.3.4 14 PD Days for First Aid/CPR training for one teacher at each grade level.</p>	

Goal 3: Goal 3: To increase student achievement and learning in Language Arts and Mathematics by 2011		
Objective 3.1: To acquire mathematical language and gain competency in problem solving and reasoning	Objective 3.2 To continue and monitor implementation of visual literacy	Objective 3.3: To continue to use and improve upon guided reading techniques and enhance students' motivation to read.
<p>Strategies:</p> <p>3.1.1 provide a list of mathematical vocabulary used in all classrooms to parents</p> <p>3.1.2 continue with a Math Mania Day</p> <p>3.1.3 to purchase additional resources as required related to problem solving and reasoning</p> <p>3.1.4 to create and use resources related to problem solving and DI</p> <p>3.1.5 explore ways to integrate art into the math curriculum related to problem solving</p> <p>3.1.6 problem of the month included on the monthly newsletter and/or website</p> <p>3.1.7 investigate options for holding a Math Night</p> <p>3.1.8 to hold a 100th day celebration for primary students</p>	<p>Strategies:</p> <p>3.2.1 to continue holding a Writers' Workshop Day</p> <p>3.2.2 to continue scheduling school-wide primary/elementary literacy bulletin board displays</p> <p>3.2.3 to continue scheduling a Star Writers' Wall</p> <p>3.2.4 form a committee to review complied year end exemplars which are to be used for evaluation purposes</p> <p>3.2.5 committee member(s) to visit another school to view visual literacy units</p> <p>3.2.6 to create a visual literacy unit per grade level</p> <p>3.2.7 establish and support a committee that is responsible for carrying out these strategies.</p>	<p>Strategies:</p> <p>3.3.1 invite visiting authors to share their work with students</p> <p>3.3.2 continue school wide Literacy Day</p> <p>3.3.3 continue buddy reading</p> <p>3.3.4 to purchase new books for the LRC</p> <p>3.3.5 continue school wide START program (student and teachers are reading together).</p> <p>3.3.6 continue to use Reading A-Z resources website for leveled reading books</p> <p>3.3.7 to further develop guided reading resources (professional resources, leveled book sets and organizational aids)</p> <p>3.3.8 to provide further professional development in guided reading and PD time</p> <p>3.3.9 to gather and organize necessary resources to facilitate guided reading.</p> <p>3.4.0 to provide training for lead teachers in Differentiated Instruction (DI)</p> <p>3.4.1 to provide staff professional development in DI</p> <p>3.4.2 establish and support a committee that is responsible for carrying out these strategies.</p> <p>3.4.3 to participate in CanSpell</p> <p>3.4.4 to host a literacy fair</p> <p>3.4.5 to further develop reading assessment through acquisition of increased resources for the running record resource library</p>

<p>Indicators of Success: :</p> <ul style="list-style-type: none"> • parents will be provided with math vocabulary used in their child's classroom • participation in school-wide Math Mania Day • new materials related to problem solving and reasoning purchased and made available • a PD day to create problem solving materials and learn strategies for DI within math curriculum • students create at least one piece of artwork related to problem solving and reasoning • parents attending PD night • 100th Day celebration held K-3 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> • school wide participation in writers workshop day • signs of literacy on the bulletin boards • exemplars to be distributed at grade levels • the purchase/creation of new visual literacy supplies/units 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> • the level of student involvement in activities that support literacy • improved CRT scores in the area of Language Arts • the purchase/creation of new literacy materials
<p>Goal 3. Support Plan</p>		
<p>Financial</p>	<p>Professional Development/Time Required</p>	

3.1.3 Math Mania Day prizes (\$150.00)
3.1.4 math manipulatives \$1000.00
3.1.4 problem solving materials \$500.00
3.1.5 Art supplies \$500.00
3.2.6 \$1500.00 visual literacy materials
3.3.2 \$250.00 for prizes for Literacy Day
3.3.7 \$500.00 per grade level (K-3) to order leveled books for baggy books and \$500.00 per grade level (K-3) for guided reading sets (total of \$4000.00)
3.4.2 \$2 000.00) for purchase of new resource center materials.
3.3.8 \$100.00 per classroom (K-3) to purchase organizational classroom materials (\$1600.00)
3.3.9 \$750.00 DI Training with Carol Anne Tomlinson (5 Staff)
3.3.6 Running Record Materials (\$1000.00)

- Professional Development in Guided Reading
- Professional Development in Differentiated Instruction
- Review of CRT results during staff meeting
- Professional Development in Writing (exemplars, assessment)

Appendix A – Summary of School Fundraising

Fundraiser 2009-2010

Revenue from Sponsor Sheets	\$ 26 192.17
Expenses (sport prizes, pizza party, bowling, cash)	\$ <u>2408.56</u> \$ 23 783.61
Expenses	
Technology (3 Smartboards, 1 Elmo)	\$15 727.62
Safe and Caring Schools	\$ 150.00
Literacy and Math	<u>\$ 1750.00</u>
Balance	\$6155.99

