

Holy Trinity Elementary

2009-10 School Development Report



Vision

An inclusive learning community striving for success

Mission

To provide a caring, positive community which develops life-long learning through meaningful academic experiences while promoting the emotional, social and moral growth of all individuals.

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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 Principal

The 2009-2010 school year has been another busy and productive year for our school. Our population as a K – 6 School is steadily increasing as new families move into the Torbay area. The purpose of this report is to provide information to all stakeholders in our school community, to outline progress achieved in the School Development Plan and to report on student achievement on provincial assessments.

Our vision statement; *an inclusive learning community striving for success*, demonstrates that staff, parents, students and community partners are on a journey of learning together as we strive to meet individual needs. Our code of conduct: *Be Safe, Be Respectful and Be Responsible* is the foundation for how we work and r together in all aspects of school life. This year we continued with our safe and caring school initiatives. We strive to meet individual needs of all learners in our community through differentiating instruction and assessment. Learning for all is enhanced through programs such as: ArtsSmarts, Active Living, Kids Eat Smart Breakfast Program, Lion’s Quest and DARE. These programs would not take place without the support of community partnerships and volunteers.

Our school is part of the Department of Education’s Inclusion Implementation. Through this process we have reflected on our practices, culture and policies to ensure that we identify and remove barriers to participation and learning. This was the focus of our professional days for teachers during the 2009-10 school year. Through all these initiatives outlined in our school development plan we will continue to improve achievement for all.

The staff of Holy Trinity Elementary is very fortunate in having a strong partnership with and the support of parents/guardians and the community. Thank you all for everything you have done this year in helping us as we strive to provide the best educational opportunities for all children.

A major focus in 2009-2010 has been the preparation to move our school community from our old building in to a new one. The new state of the art facility with full accessibility for all will help as we strive to meet all needs in our school community.

Charlotte Barrington
Principal

Debbie Peddle
Assistant Principal

Message from School Council

This year we had the following school council members:

Teacher Representatives:

Charlotte Barrington

Debbie Peddle

Kim Keating

Eddie Dunphy

Parent Representatives;

Patricia Mahon (Co Chair)

Tara Power (Co Chair)

Peggy Combden

David Thornhill

Community Representatives:

Jerry Dunphy

Geoff Gallant

Sonny Collis

Maureen Clements

The School Council of Holy Trinity Elementary is committed to working in partnership with school administration and staff to help enhance the quality of educational opportunities that are provided to our children. It is the role of the school council to represent the voice of the parent community and the community in general and to support the administration and staff in the implementation of the School Development Plan. As a school council, we have addressed a variety of issues affecting our children. We have discussed achievement data, school plans for a variety of school wide initiatives and have encouraged community partnerships whenever possible.

The Council has been involved in the transitioning from the old school building to the new facility which is opening in September 2010. We celebrated the Past and Present and also went through the process of reviewing the school's name. As a council, we are sure that there will be many issues that will need to be dealt with as our population increases and we settle into the new facility.

The council has also supported the school in many ways with its fundraising efforts which help provide a wide variety of items for the entire school. It is through the efforts of parents, guardians, students and staff that our fundraising has been such a success.

We look forward to working with parents, guardians and the community as we settle in to our new building.

Patricia Mahon and Tara Power (School Council Chairpersons)

Overview of School

Our School Community

Our school, Holy Trinity Elementary is part of the Eastern School District which has 121 schools with a total of 40 950 students. Our school services the community of Torbay. This year there were 29 classes from kindergarten to grade 6.

The number of students at Holy Trinity Elementary as of the last day of September 2009:

04-05	05-06	06-07	07-08	08-09	9-10
518	521	525	538	585	611

The pupil teacher ratio refers to the total number of students compared to the number of educational staff. The pupil teacher ratio for our school is **13.9** compared to **12.7** for the Eastern School District and **12.2** for the province.

Staff

For the 2009- 10 school year, Holy Trinity Elementary had a total of 43.74 educational staff, 4.45 student assistants, 1 secretary and 3.5 maintenance custodians.

In addition to staff based at the school, we have access to District office staff including: a speech language pathologist, an educational psychologist, a visual itinerant, hearing itinerant, numeracy support teacher and program specialists.

Programs Provided

Holy Trinity Elementary School offers all of the K-6 provincially prescribed programs. The provincial program is outcome based and is designed to achieve the Essential Graduation Learnings. This includes an early French immersion program at each grade level. Children in the English classes begin core French in grade 4. Pathways programming is provided for students requiring an IEP (Individual Education Program) or ISSP (Individual Student Support Planning).

Key Highlights/Special Projects

ArtsSmarts

The students and staff of Holy Trinity Elementary School have been involved in the ArtsSmarts Program for the last ten years. This program is a national initiative created to promote the active engagement of young people in the arts through school based

projects. ArtsSmarts in Newfoundland and Labrador is funded by the Department of Education through the Cultural Connections Strategy and the Newfoundland and Labrador Arts Council. ArtsSmarts seeks to integrate art through the standard school curriculum, to develop intellectual and communication skill in the arts, and to enhance appreciation for culture and art within children.

Through this initiative and also with the support of school council funding, the staff and students of Holy Trinity Elementary have once again had a successful partnership with artists, Pat Hayden Ryan, Isabella St. John, Marlene Creates and Bonnie Johnstone.

Outreach Projects

Food Drives

At the Thanksgiving and Christmas assemblies, students brought in nonperishable food items. These were donated to the local food bank in Torbay.

Children Changing the World

Grade 3 students participated in the “Children Changing the World” project. The project began with classroom activities designed to increase students’ awareness of water issues in India. Students then engaged in raising funds for the construction of a well in India. Students were successful in reaching their goal of raising \$750.00. SOPAR, a nongovernmental organization will use this money to construct a well in India on behalf of the school.

Canadian Global Campaign for Education

The elementary students took part in the Big Read Campaign as part of Global Action Week. Students learned about the international goal of Education for All. This project included writing letters to Mr. Jack Harris with their concerns about how child labour and inadequate access to clean water and nutritious food is linked to lack of access to education.

Healthy Living Activities

Healthy Living Commotion

As part of the Healthy Living Commotion day in September students, teachers, parents and community members participated in our annual Terry Fox Walk. Although collecting money for cancer research was not our primary goal, over \$7600.00 was raised for the Canadian Cancer Foundation.

Healthy Living Walk

Once again this spring, another healthy living walk was held. All children, staff, family members and friends participated in a walk around Torbay. After the walk children were served milk provided by the School Lunch Foundation and a granola bar. This Healthy Living Walk was also our one school fundraiser for the year. We made a profit of \$15 757.46.

Recycling

Over \$12 000 was raised through our weekly recycling program and our Saturday blitzes. This money is used to purchase technology equipment and resources that will enhance the science program.

Eastern Active Schools Program

The mandate of The Eastern Active Schools Program is to ensure that children have at least 20 minutes of physical activity a day. The Eastern Active Schools Program provided each classroom teacher with a kit so they could have physical activities built into other subject areas ensuring that even on non -gym days the children had some physical activity throughout the day.

Peer Mediation

The twelve grade 4 and 5 students trained in the peer mediation program in May of 2009 helped mediate disputes between students under the supervision of the guidance counselor, Rodney Mitchell. The role of the peer mediators is to help the disputants found a “win-win” solution. Our goal is to expand this program during the 2010-11 school year.

Partnerships

Kids Eat Smart Breakfast Club

In partnership with the Kids Eats Smart Foundation, a breakfast program was available three mornings a week. With the help of volunteers over one hundred and fifty children were served before school on Monday, Wednesday and Friday mornings. The continuation of this program has been made possible with the financial support of the Kids Eat Smart Foundation, fundraisers and parent donations.

DARE Program

Constable Kevin Foley from The Royal Newfoundland Constabulary taught the DARE (Drug Awareness Resistance Education) Program to our grade 6 students. This program

effectively teaches students about peer pressure in relation to the use of drugs and alcohol.

Roots Of Empathy

In the 2009-10 school year, we had three grade 4 classes participate in the Roots of Empathy program. The mission of the ROE program is to build caring, peaceful and civil societies through the development of empathy in children and adults. The program teaches children about feelings, their own feelings and the feelings of others by observing a baby's milestones in the first year.

Big Brothers/Big Sisters

This year, in partnership with the Big Brother/ Big Sisters, a school lunch time mentoring program was set up. The goal of this program is through friendship, guidance and sharing, mentors help build a child's self-esteem & school performance. This was a great success for the student involved in all aspects of school life.

Lion's Quest Program

In partnership with Thrive (Lions Club Canada), all staff was trained in the Lion's Quest program in the fall of 2009. The program was implemented in all classes in January 2010. The goal of this program is to develop positive behaviors such as good judgment and responsibility, practice skills and strategies to resolve conflicts peacefully, learn the importance of respecting others and encourage a healthy, drug-free approach to life

3-4 Year School Development Plan

Goal 1: To nurture a respectful school culture and climate so that by June 2010 all members of the school community will take responsibility for creating a safe, caring and healthy learning environment.

Year	Objectives	Objectives	Objectives
2006-07	A code of conduct will be fully implemented by June 2007.	A policy of healthy living activities will be developed by June 2007.	A yearly schedule of opportunities to showcase student work will be developed (concerts, public speaking, assemblies, arts smarts).
2007-08	A school wide incentive program will be implemented and misbehaviors will be tracked.	Healthy eating and active living will be promoted throughout the school day.	A recognition and award system will be explored and implemented.
2008-09	Student motivation will improve through the use of a school wide incentive program.	Staff and students will engage in daily physical activity and continue to focus on healthy living.	To promote and foster recognition of personal success across the school community.
2009-10	The school wide incentive program will be revised. Tracking forms will be consistently tracked and graphed each month.	Student and staff wellness will be promoted through the consistent implementation of The Eastern Active Schools program and staff wellness initiatives.	Recognition of personal success of staff, students and parents will continue to be promoted across the school community.

Goal 2: A learning community will continue to evolve, whereby all learners (staff and students) are empowered to attain overall success in their work/learning environment as their individual needs are met.

Year	Objectives	Objectives
2006-07	To find ways to provide more planning and assessment time for teachers.	Teachers will continue to implement effective teaching strategies to meet curriculum outcomes in all subject areas.
2007-08	Teachers will identify and share differentiated instructional strategies to increase achievement levels.	Teachers will be given professional development opportunities as indicated on their PGP.
2008-09	To increase student achievement levels, teachers will identify and share differentiated instructional strategies.	In order to improve students' achievement at each grade level, staff will engage in and design professional development opportunities with a focus on improving instructional strategies and diverse assessment practices.
2009-10	Barriers to learning and participation will be reduced by inclusive education practices.	Staff will engage in self directed and school wide professional development opportunities that will promote inclusive education practices.

Goal 3: By 2010, all students will demonstrate improvement in critical thinking skills.

Year	Objectives	Objectives
2007-08	Teachers will discuss and share ideas on the development of critical thinking skills.	Teachers will enhance their questioning techniques by using the <i>Q matrix</i> and <i>Quick Flip Questions for critical thinking</i> , when developing questions for class assignments, discussions and assessment tools.
2007-08	Teachers will develop activities to enhance children's reasoning and communicating in the number concepts strand. (numeracy)	Teachers at each grade level will develop a range of critical thinking activities related to children's literature. (literacy)
2008-09	K-6 students will demonstrate and improve their mathematical reasoning and communicating skills through a variety of means.	K-6 students will demonstrate and improve their critical thinking skills across the curriculum through a variety of means.
2009-10	All student communicating and reasoning skills will improve throughout all strands of mathematics.	K-6 students will continue to demonstrate and improve their critical thinking skills across the curriculum through a variety of means.

Operational Issues

Year	Issues	Issues	Issues
2006-07	Upgrade computer technology in the lab and classrooms.	Outline the specifications for a new school.	Reorganize the LRC. Discard the old books and replace with new ones.
2007-08	Install a security system on the front door. Install a security camera by the back door of the school.	Continue to monitor the plans for the new school.	Renovate the science lab to make a multi-purpose room for the breakfast program and guest speakers.
2008-09	Monitor construction of the new school.	Continue to improve computer technology.	Improve communication between home and school.
2009-10	Monitor lack of playground space and traffic flow due to construction of the new school.	Ensure all teachers have at least one functional and up- to- date computer in their classroom.	Make an inventory of all furniture and equipment and discard all that is not suitable to move. Order new furniture and equipment for the new school.

Report on School Development Plan for Previous Year (2009-10)

<p>Goal 1: To nurture a respectful school culture and climate so that by June 2009 all members of the school community will take responsibility for creating a safe, caring and healthy learning environment.</p>		
<p>Objective 1.1: A school wide incentive program will be implemented and misbehaviors will be tracked.</p>	<p>Objective 1.2: Healthy eating and active living will be promoted throughout the school day.</p>	<p>Objective 1.3: A recognition and award system will be explored and implemented.</p>
<p>Commendations :1.1 Misbehaviors were tracked on a monthly basis. The school wide incentive program was followed but was not implemented consistently.</p>	<p>Commendations: 1.2</p> <ul style="list-style-type: none"> - A breakfast program continued. - Many healthy living activities have become part of our school’s culture. - The School Lunch Association provided lunches for the 2009-10 school year. - The majority of teachers implemented the EAS Program on a consistent basis. - ½ day was devoted to team building for staff (Staff wellness) 	<p>Commendation: 1.3</p> <ul style="list-style-type: none"> - Student achievement was recognized through programs such as Student of the Week, grade level recognition awards and showcasing of student work. (i.e. grade level concerts, assemblies, Arts Smarts Exhibition, Elementary Public Speaking, physical education and music awards.)
<p>Recommendations 1.1</p> <ul style="list-style-type: none"> - Graphing of misbehaviors will continue and data will be reviewed and posted. - Ways of sustaining the incentive program will be explored and implemented. 	<p>Recommendations 1.2</p> <ul style="list-style-type: none"> - Continue to build in 20 minutes of physical activity into each day. - Continue to promote good nutrition - Continue to promote staff wellness (through staff meetings and pd sessions. 	<p>Recommendations1.3</p> <ul style="list-style-type: none"> - Continue to showcase student work through concerts, exhibitions and special events. - Consistently nominate staff, students and parents for recognition.

Goal 2: By 2010 a learning community will be further developed where by all teachers and students are empowered to attain professional and academic success.	
2.1 Teachers will identify and share differentiated instructional strategies to increase achievement levels.	2.2 Teachers will be given professional development opportunities as indicated on their PGP.
Commendation: 2.1 <ul style="list-style-type: none"> - Teachers attended professional development in-services on differentiated instructional strategies. They also collaborated once a cycle at their grade level DI meetings. Strategies were shared at staff meetings on a regular basis. - The primary assessment indicates that 76.9% of our students are performing on par or above the provincial reading benchmarks at the end of grade 2. From the primary and elementary CRTs it is evident more work needs to be done in using constructed response activities. 	Commendation: 2.2 <ul style="list-style-type: none"> - Teacher directed professional development this year was very beneficial. Three of our professional development days were planned and implemented by teachers on staff.
Recommendations 2.1 <ul style="list-style-type: none"> - DI grade level meetings, staff meeting sharing time will continue. - Set up a monthly sectional meeting for sharing DI strategies. - Use rubrics to score constructed response type questions and discuss student performance. - Continue to explore differentiated assessment - Continue to network with other schools. 	Recommendations 2.2 <ul style="list-style-type: none"> - Review teachers' professional growth plans with each teacher. - Teachers will continue to have input into professional development days. - Continue to send teacher representatives to conferences offered by special interest groups. (i.e ACCC etc.)

Goal 3: By 2010, all students will demonstrate improvement in critical thinking skills.	
3.1 Teachers will develop activities to enhance children's reasoning and communicating in the number concepts strand. (numeracy)	3.2 Teachers at each grade level will develop a range of critical thinking activities related to children's literature. (literacy)
Commendation 3.1 <ul style="list-style-type: none"> - All teachers found the assessment tools valuable when reporting to parents. - The crt results indicated that students were not performing as well in constructed response type questions in this area. 	Commendation: 3.2 <ul style="list-style-type: none"> - The Department of Education grade 1 observation survey and Grade 2 reading record indicate our school is performing above the provincial mean in all areas. - New resource based units and projects were developed by the LRT and classroom teachers. - <i>The CRTs did not indicate an increase in student performance this year in most areas of the test.</i>
Recommendations 3.1 <ul style="list-style-type: none"> - Continue to develop activities to enhance children's reasoning, communicating and connecting in mathematics. - Share ideas across grade levels. - Numeracy support teacher will continue to work with the grade 3 and 6 teachers to address areas of need with a focus on assessment. 	Recommendations 3.2 <ul style="list-style-type: none"> - Continue to purchase children's literature to use in cross curricular units. - Use Gardner's in Bloom matrix when developing units - Create rubrics and assessment tools for critical thinking responses. - Explore assessment tools (i.e. rubrics etc) used at each grade level.

Operational Issues Report 2009-10

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009-10	Monitor construction of the new school.	Continue to improve computer technology.	Improve communication between home and school.
<i>Report</i>	<p>The construction fence has impacted our playground and parking space. The children are playing on the pavement at recess and lunch. There are also a large number of children on the playground equipment.</p> <p>The traffic flow is a major problem both before and after school. One way traffic has been implemented on school grounds. A rope is used in the afternoon to ensure no cars can drive into the area where children are getting on to the busses.</p>	<p>We purchased and were given many computers and flat screen monitors to this year to update the lab and some classrooms. This will continue to be a priority for the coming school year.</p> <p>Our goal is to set up a computer center in each classroom in the new school as well as 3 computer centers in the learning resource center.</p>	<p>The Synre voice system was used to inform parents of special events.</p> <p>Some teachers also developed web-pages to keep their parents better informed.</p>

Summary Report on the School's Most Current Data

Each year students across the province participate in the provincial assessment which includes reading assessment at the grade 1 and 2 level and criterion reference tests at the grade 3, 6 and 9 levels in both language arts and mathematics. The French immersion classes complete the mathematics criterion reference test at the grade 3 level in French. All grade 6 French immersion students complete the English language arts and mathematics criterion reference test in English. These assessments provide only one snapshot in time of how our students are performing compared with the students across the province. It also allows us to see our school trend from year to year. One important point to note is that when comparing scores from year to year, the groups of students are different and also the test is different. This can account for some of the variation in yearly scores.

Language Arts

The results from the 2009-10 provincial reading assessment show that we had less children performing at or above the provincial benchmark in grade 1 than the Province. However, in the grade 2 reading assessment, the students were performing 5% above the Province. The students at this level have consistently performed significantly above the province at this point over the last 3 years.

In the primary language arts criterion reference test at the grade 3 level, we are on par with the province in the multiple choice reading section and 5% above the province in multiple choice listening section. However, in the demand writing and constructed response sections of the test, our students are performing below the province.

In the elementary language arts criterion reference test at the grade 6 level, the students' performance was on par with the Province in the multiple choice reading and listening sections of the test. This has been consistent over the last four years. Our students also performed above the province in demand writing. However, the performance in the constructed response sections (Poetic, Informational and Listening) was a little below the Province. It should be noted that there has been a significant improvement in the school's performance in the listening section over the previous year.

Mathematics

In the multiple choice of the grade 3 and 6 mathematics criterion reference test there has been a steady improvement in our students' performance, however, we are still performing below the Province. In the constructed response sections of the test, our students are performing below the province in all areas. However, there is a marked improvement in the results in the grade 6 criterion reference test over the 2008-09 school year.

In the 2010-11 school year, the focus of our school development plan will be to re-review our assessment practices and the use of rubrics when scoring constructed response questions in both language arts and mathematics.

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
67.9%	63.5%	53.9%	65.0%	43.6%	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
93.1%	68.9%	88.7%	72.4%	76.9%	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	86.1%	89.7%	89.5%	88.5%	85.2%	88.3%	91.5%	92.1%
Listening	90.0%	93.3%	77.5%	85.0%	98.4%	95.4%	85.0%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	51.9%	74.5%	73.1%	72.6%	80.0%	74.9%	62.5%	73.9%
Poetic	45.1%	65.8%	56.8%	56.1%	57.8%	68.8%	66.0%	71.5%
Informational	75.0%	74.4%	53.0%	70.8%	53.2%	55.1%	54.5%	63.6%
Listening	51.1%	64.1%	69.2%	70.2%	71.0%	70.5%	58.3%	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	61.0%	77.0%	79.0%	76.0%	81.2%	85.0%	73.1%	76.0%
Number Concepts	58.8%	71.3%	78.8%	76.3%	64.5%	73.5%	76.6%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	16.9%	43.6%	41.2%	65.7%	34.5%	54.3%	36.5%	62.1%
Communication	14.1%	37.5%	47.1%	59.8%	39.3%	54.2%	35.1%	61.6%
Connections & Representations	15.5%	36.3%	51.5%	61.3%	63.1%	69.0%	39.2%	68.2%
Problem Solving	23.9%	51.9%	64.7%	76.2%	54.8%	68.8%	60.3%	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	71.3%	78.0%	87.2%	84.8%	86.5%	87.1%	81.7%	81.0%
Listening	90.0%	93.3%	94.0%	92.0%	91.5%	87.7%	83.0%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	59.7%	76.1%	90.1%	85.1%	59.0%	78.7%	84.8%	81.4%
Poetic	54.2%	73.3%	88.5%	81.2%	68.9%	69.6%	59.3%	69.9%
Informational	62.0%	58.8%	91.1%	78.9%	70.5%	68.0%	65.4%	68.4%
Listening	45.7%	58.4%	67.6%	62.6%	24.6%	47.4%	63.6%	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	60.0%	68.2%	72.0%	78.0%	76.4%	77.1%	68.3%	72.3%
Number Concepts	51.8%	62.7%	72.9%	70.0%	62.5%	67.1%	71.4%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	23.6%	33.2%	41.3%	48.4%	16.4%	36.5%	48.1%	54.9%
Communication	23.6%	30.7%	30.1%	42.0%	19.7%	30.6%	36.7%	46.5%
Connections & Representations	27.8%	40.2%	35.1%	41.3%	11.5%	36.1%	32.9%	44.0%
Problem Solving	43.0%	50.6%	48.1%	55.4%	29.5%	42.5%	50.6%	55.8%

School Development Plan for Current Year

The Eastern School District's Strategic Education Plan (2008-11) identifies the following critical issues: student achievement and success; healthy and active, safe and caring and socially just learning environments; organizational effectiveness and efficiency. Our school development plan is in keeping with these District goals. The aim of Goal 1 of our plan is that all members of our school learning community takes responsibility for ensuring that our school's culture is inclusive and that the learning environment is healthy, safe and caring for all. Our second goal addresses the building of a learning community whereby the needs of all learners are addressed. In our second year of being involved in the Department of Education's Inclusion implementation plan, we continue to focus on removing barriers to learning and participation by using differentiated instructional strategies and differentiated assessment practices. In goal three, our focus is on assessment practices in mathematics' and language arts. This will in turn improve student achievement.

This one year school development plan is an interim plan as we have come to the end of our school development cycle. We will be going through an internal and external review process this year. This will involve input from parents, staff and students as we identify our critical issues. A new four year plan will be implemented in the 2011-12 school year.

1 Year School Development Plan (Interim)

<p>Goal 1: To nurture an inclusive school culture and climate so that by June 2011 all members of the school community will take responsibility for creating a safe, caring and healthy learning environment.</p>		
<p>Objective 1.1 Student motivation will improve through the use of strategies to develop and sustain the school wide positive behavior program</p>	<p>Objective 1.2 Staff and students will engage in daily physical activity and continue to focus on healthy living</p>	<p>Objective 1.3 To promote and foster recognition of personal success across the school community.</p>
<p>Indicators of Success: (1) Teacher and student surveys; (2) increase in positive attitudes and behaviors; (3) improved student achievement results</p>	<p>Indicators of Success (1) Increased student and staff participation; (2) change in student behaviors; (3) staff wellness survey; (4) student wellness survey.</p>	<p>Indicators of Success (1) Increased recognition among all staff and students of students' accomplishments and achievements, (2) increase in positive school climate and culture.</p>
<p>Strategies: 1.1.1 Ensure that the Positive Behavior Supports are implemented and consistently applied. 1.1.2 Guidelines for new teachers and substitutes will be developed. 1.1.3 Teachers will recognize and reinforce positive behaviours during recess and lunch-time. 1.1.4 One period per cycle will be built into the time table to develop a respectful school culture and climate on a grade level basis. 1.1.5 Implement school wide programs to showcase student talent and leadership (peer mediation, monitor program, talent show) 1.1.6 Continue to establish programs to reflect respect for the environment 1.1.7 Offer the ROE Program to 4 grade 4 classes each year 1.1.8 Implement a peer mediation program 1.1.9 Continue with the Big Brothers/ Big Sisters Program 1.1.10 Continue with the Lions Quest program. 1.1.11 Improve school spirit and student morale (flag, mascot, clothing for new school). 1.1.12 Become a member of Peaceful Schools International 1.1.13 Pair probationary teachers with teacher mentors.</p>	<p>Strategies: 1.2.1 Teachers will work at grade level to incorporate active living activities into their daily routine from EAS binders. (20 mins. on non-gym days) 1.2.2. Healthy living will be promoted on a monthly basis through school wide activities above and beyond the regular phys. ed. classes. 1.2.3. Implement skating sessions for each grade level. 1.2.4. Continue to monitor the lunch and breakfast program. 1.2.5 Develop a yearly plan for teacher wellness (fitness, respectful workplace, workplace health) 1.2.6 Keep staff informed about NLTA resources.</p>	<p>Strategies: 1.3.1. Celebrate individual success through school wide activities 1.3.2. Develop a staff recognition program and celebrate teacher leadership 1.3.3. Develop and support teacher leadership opportunities across the school and district</p>
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Goal 1. Support Plan			
Financial	Professional Development	Communication	Time Allocation
1.1.1 - \$500 Incentive Program (buttons, awards etc.) 1.1.8 - \$500 for peer mediator sashes or shirts 1.1.11 – \$500school flag with logo	Teachers on staff will provide have input into planning and facilitating the professional dev. for all staff on our pd days. Two days will be used this year for an internal review of our school development plan.	Monthly newsletter and school website, Curriculum Night, Monday memos, staff meetings	2010-11 school year

Goal 2: A learning community will continue to evolve, whereby all learners (staff and students) are empowered to attain overall success in their work/learning environment as their individual needs are met.			
Objective 2.1 To increase student achievement levels, teachers will identify barriers to learning and participation		Objective 2.2. In order to improve student achievement at each grade level, staff will engage in and design professional development opportunities with a focus on improving instructional strategies and diverse assessment practices	
Indicators of Success: (1) An increase in the implementation of D.I strategies, (2) anecdotal reporting, (3) grade level meetings minutes, (4) staff meeting reporting, (5) Professional Development, (6) student achievement results (7) the evidence of more inclusive practices in classrooms on a daily basis.		Indicators of Success: (1) Regular use of DI strategies. (2) Implementation of diverse assessment practices, (3) increase in student achievement, (5) observational surveys, (6) anecdotal notes, and (7) work samples	
Strategies: 2.1.1. Teachers will have shared planning time to discuss DI strategies. 2.1.2. Continue to participate in the Department of Education Inclusive Education Implementation Plan. 2.1.3. Teachers at each grade level will revise present homework routine so it is conducive to differentiated learning. 2.1.4. Teachers will be given opportunities to observe other teaching strategies. 2.1.5. Continue to obtain and share models /exemplars of DI Strategies 2.1.6 Report to grade-level colleagues effective D.I. strategies at grade-level meetings 2.1.7 Continue to gather and purchase resources 2.1.8 Display student work that notes diversity		Strategies: 2.2.1 Review teachers' professional growth plans with each teacher. 2.2.2 Teachers will participate in planning PD days. 2.2.3 Teachers will attend conferences and professional development related to inclusionary practices. 2.2.4 Teachers will share D.I. strategies at monthly staff meetings. 2.2.5 Teachers will network with other schools. 2.2.6 Teachers will develop cross curricular units with the teacher librarian.	
Goal 2 Support Plan			
Financial	Professional Development	Communication	Time Allocation
2.1.7 \$2000 – continue to purchase children’s literature and professional resources 2.2.3 \$1637.00 – teachers and administration to attend Carol Ann Tomlinson Sessions (ACCC)	District PD days, school PD days and teacher-directed Pd days.	Share ideas at grade level and staff meetings.	2010-11 school year

Goal 3: By 2011, all students will improve language arts and math achievement through more productive and useful assessment practices.

<p>Objective 3.1: K – 6 student progress will be monitored and communicated amongst and across grade levels.</p>	<p>Objective 3:2: K-6 students will demonstrate and improve critical thinking skills across the curriculum through a variety of means.</p>
<p>Indicators of Success: (1) internal/external assessments, (2) grade level benchmarks, (3) increase in student and teacher confidence in these strands, (4) improved internal/ external mathematical scores, (5) increased teacher knowledge of various assessment tools, (6) increase in teacher’s competence in teaching mathematical reasoning and communication skills through manipulatives.</p>	<p>Indicators of Success: (1) Internal/external assessments (exemplars, rubrics, crts), (2) increase in student/teacher confidence, (3) work samples of cross curricular learning and teaching, (4) anecdotal records of strategies and successes</p>
<p>Strategies: 3.1.1 Numeracy support teacher will work with grades 3 and 6 teachers with a focus on classroom based assessment. . 3.1.2 Teachers will identify and adapt an existing assessment piece for data collection purposes at each grade level. 3.1.3 Grade levels will choose one assessment practice to explore how it informs teaching.</p>	<p>Strategies: 3.2.1 Teachers will identify and adapt an existing assessment piece for data collection purposes at each grade level. 3.2.2 Build up and organize curricular resources for both students and teachers that will promote critical thinking skills. 3.2.3 Continue to develop cross curricular units to enhance critical thinking skills in all subject areas.</p>

Goal 3 Support Plan			
Financial	Professional Development	Communication	Time Allocation
<p>3.2.2. \$1000.00 - Children’s literature and teacher resources on critical thinking and assessment for learning. 3.2.3 Funding for the art project will be obtained through visiting artists program and a small fee/donation for each child. (\$3.00 per child)</p>	<p>District PD days, school close –out Teacher directed professional development days.</p>	<p>Share ideas at grade level and staff meetings.</p>	<p>2010-11</p>

Operational Issues for 2010-11

Operational Issue	Intended Action
Transitioning to a new school building.	<ul style="list-style-type: none"> - Develop new routines and procedures in the school building and also on the parking lot. (Emergency drills, recess/ lunch routines, duty schedules etc.) - Identify what deficits need to be corrected in the new building. - Identify and order additional furniture required. - Install bulletin boards, signs etc. - Install signs in the parking lot.
Play space for children while the old school is being torn down.	<ul style="list-style-type: none"> - Review possible playground space and schedule times for grade levels to use the available space.
Outdated computer technology	<ul style="list-style-type: none"> - Develop an action plan to set up a computer station in all classrooms as well as in the library. (\$5 000.00)
Communication between home and school	<ul style="list-style-type: none"> - Regularly update the new school website, - Use of Syrne Voice for as a means of communicating to parents - Encourage all staff to develop and maintain a teacher website.
Install permanent art collection in the new building.	<ul style="list-style-type: none"> - Consult with artists (Elayne Greeley) on where the art work should be displayed. Develop an action plan for reinstating sections of the mural around the school. (\$5000.00)
Find the funding to build a new playground next to the new soccer field in front of the building.	<ul style="list-style-type: none"> - Seek support from the Municipal and Provincial levels of government. - Find some businesses in Torbay who would help fund this initiative. - Research the best playground equipment required for our school population.

Appendix A – Summary of School Fundraising

Summary of School Fundraising (2009-10)

Walk-a-thon (May, 2010)

Revenue:

\$17, 772.76

Expenses:

Prizes/Honorarium

Bikes, helmets and small prizes - \$1084.70

Class Winners – pizza and bowling parties - \$352.00

Snacks after the walk - \$455.43

Rod Stone Print – \$123.17

Total: \$2015.30

Profit: \$15 757.46

Print Fundraiser – School Playground

Revenue

\$5541.77

Expenses

Prints and Framing - \$1773.24

Profit: \$3828.98

Summary of Expenditures of the Revenue from the 2008-09 Walk-a-thon

Walk-a-thon Profit in 2008-09	Expenditures	Amount
\$15,876.09	Art Projects (matching of Arts Smarts Funds)	\$5000.00
	Computer Technology	\$5000.00
	Staff Appreciation	\$280.40
	Grade 6 School leaving Outing	\$280.00
	School Council Federation Membership	\$50.00
	Phys. Ed. and Music Awards	\$597.54
	Children's literature and teacher resources	\$1202.41
	PBS incentives/posters	\$3046.83
	Total Expenditures:	15, 457.18