

Larkhall Academy

2009-10 School Development Report



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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

I am pleased to present the Larkhall Academy Annual School Development Report for the 2009 - 2010 school year. This report outlines student achievement, a description of our student population, special programs and services and provides an overview of our school development plan.

During the 2009-10 school year, we began the process of developing a new School Development Plan. To that end, and in keeping with government policy on school development, we participated in an internal and an external review. The internal review included teacher, parent and student surveys which assisted us in identifying our strengths and challenges. Using this information, student assessment data and other sources of data, we were then able to develop two goals for Larkhall Academy; one which focused on student achievement, and another which promotes Larkhall Academy as a safe, caring and socially just school environment. A number of teacher teams will work on different aspects of achieving these goals.

The external review was led by our School Development Team and Mr. Jamie Coady, Itinerant for School Development with the Eastern School District. Mr. Coady led a team of teachers from other schools in our district, which spent three days at Larkhall Academy. During their time here, most teaching and support staff were interviewed, as well as students and parents, as represented by our School Council. The main purpose of this external review was to validate our School Development Plan and make recommendations on making improvements, if necessary.

During the 2010-11 school year we will be focusing some time on the development of "Value" and "Vision" statements for Larkhall Academy. "Values" are a series of statements which guide the actions of all individuals within the school. "Vision" is a statement which describes the ideal state our school strives to achieve.

I would like to take this opportunity to thank all members of the Larkhall Academy school community for their continued support. In particular, I thank the hard-working members of our school council and the many parent volunteers who have helped during this year. As well, we are pleased with the continued and growing support of our school by the business community and various service organizations. Your involvement in the education of our young children is recognized and valued. It is only through the partnerships which exist between school, home and community that children can reach their fullest potential as lifelong learners and productive members of our society.

Ron Parrott
Principal

Larkhall School Council Chair's Report 2009-2010

This past year has been my busiest as school council chair. The previous four years on school council were very active. Mr. Parrot and his staff are very open to parent involvement. As a parent, I believe for my children to get the fullest experience out of their education, I need to be involved as well. So here we are looking back over 2009-2010. This year was the most time consuming and rewarding for me as school council chair. Eastern School District's decision to change Larkhall's catchment area and the subsequent reversal of this idea (it would only be changed if needed) took up much of January to April. Early in the new year, we surveyed parents to determine their view of the change. In the following months we held meetings with district administration to find out why this school zone change was being made. Since my involvement with school council at Larkhall for the past five years, I have found the Eastern School Board open and forth right in addressing the concerns of school communities. School Councils need to be heard and their input into the educational process is very important. Being diligent in making us aware of issues and getting our input in a timely manner are valued characteristics of a school district.

Other highlights of the 2009-10 school year include:

- School Council continues to be very involved in the school development process at Larkhall. The internal review continued to reaffirm our belief that Larkhall is a Great school. Teachers, students, and parents have very positive attitudes towards the educational environment at Larkhall. Mr. Parrott is very open and encouraging to our involvement.
- The school council is a good place to influence and help develop the education Larkhall gives our children. I believe we, as members, have made it successful and a place where parents feel they can make a difference.
- Fund raising is an important and necessary area for any school. Our school council continues to give over sight to our fund raising events to insure that they are both positive for the school community and the community at large. From the comments around the council table, our members are very pleased at the industrious and ethical nature of our fund raisers. The fund raisers are more than money makers but are educational as well. Also the funds raised, without question, are used in the best possible way for our students and school.
- We lost a member this year with Darrin Feehan taking on the position as a school trustee.
- This will be my last year a school chair and as a school council member. It has been a real privilege for me to work with great teachers and parent reps. Mr. Parrot and Mr. Harris make a wonderful Administrative team.

A big thank you to all our school council representatives:

Parent Representatives: Shawn Witcher, Darrin Feehan and Derrick Galway

Community Representatives: Bob Fitzpatrick and Koren Young,

Staff: Laun Shoemaker and Ruth Blackmore

Administration: Paul Harris and Ron Parrott

Humbly submitted, Shawn Witcher, Larkhall School Council Chair

Overview of School

School Community

Larkhall Academy is a Kindergarten to Grade Six School, located in St. John's. It is one of the 122 schools managed by the Eastern School District. Our school district serves approximately 41,000 students, and employs over 3600 teaching and support staff. In 2009-10, Larkhall Academy had an enrolment of about 330 students, with 60 (or 18%) receiving "Pathways" support. Generally, our school is two-stream with an average class size of 19.4 students.

Larkhall Academy was allocated 24.5 teaching units for the 2009-10 school year. In addition to our 15.5 classroom teachers we have 2 non-categorical Special Education teacher units, a Categorical teacher, a Guidance Counselor, a Music / Band teacher, and a Physical Education teacher. As well, we receive specialist support from the Eastern School District: Educational Psychologist, Speech-Language Pathologist, Visual Itinerant teacher and an English Second Language Itinerant. These specialists provide services to students as needs are identified. Complimenting and supporting the instructional staff of Larkhall are secretarial, maintenance and custodial services, and student assistants which are provided through the school district.

Programs Offered

Larkhall Academy provides the Kindergarten to Grade Six curriculum as prescribed by the Department of Education. At the Grade Six level, both of our classes participate in the Intensive Core French program. We also provide support services to a number of students having disabilities, including: Autism, cognitive delay, physically disabled, and learning disabled.

Special Programs and Projects

Larkhall Academy provides a number of special programs for our students. These include:

Roots of Empathy:

Students in Grade Four are involved in the nationally acclaimed Roots of Empathy program. Two staff members have received special training as instructors in this program, which involves a new parent, with her infant child, meeting with students on a monthly basis to track development stages and provide real interaction between students and the child.

Kinderstart:

Our Kinderstart program is modeled after the program prescribed by the Department of Education. This program promotes school preparedness for those students entering school for the first time. It involves a series of parent meetings, as well as five opportunities for children to receive an introduction to school before formal schooling begins.

Intensive Core French:

For the past three years, Larkhall Academy has adopted full implementation of the Intensive Core French (ICF) program at the Grade Six level. The ICF program provides all Grade Six students with a rich French language experience, while maintaining a focus on the provincially prescribed learning outcomes. As a result of the support for this program that we have received from staff, students and parents, we plan to continue with ICF as our Grade Six program in the future.

Choral Music/Instrumental Music:

All students participate in a choral music program as part of their regular Music instruction. Grade level choirs are formed and meet once per seven day cycle. These choirs perform at various events throughout the school year.

Students in Grades Five and Six also have the opportunity to participate in our Band Program. Band groups meet at least once per cycle in small instrumental groups and again as a large group. Students play a variety of brass, woodwind, string and percussion instruments. The band performs at various school events during the year. As well, a Grade Six guitar group has been introduced. Practices are held during the lunch period.

Skating:

All students at Larkhall Academy participate in a skating program. Students in Kindergarten to Grade Three receive six instructional sessions aimed at development of early skating skills. Coaching is provided through the St. John's Figure Skating Association. Elementary students participate in a recreational skating program, which supplements our Physical Education and Active Schools programs.

Active Schools:

This year marked our second as a member of the St. John's Active Schools program. Our staff received a one-day inservice on ways in which students could be engaged in physical activity while learning the prescribed curriculum outcomes in the classroom. We complimented the classroom activities with special events, such as school-wide aerobics, healthy food days, and our annual "Walk to School". The Active Schools Program was developed by the City of St. John's and is supported by the Eastern School District. Its goal is to ensure that all students participate in daily physical activity.

Tutors for Tuition:

Certain students, who are experiencing some difficulty with their grade-level curriculum, receive tutoring services through the Tutors for Tuition program. In this program, high school students from Prince of Wales Collegiate receive financial credit to attend post

secondary education institutions in return for scheduled tutoring services for primary and elementary students.

Safe and Caring Schools:

Each year we organize many events and performances to support our safe and caring schools initiative. For 2009-10, these included: Ocean-Net Cleanup, Opera Roadshow, MUN Music performance, visiting composers, Fred Penner Show and school-wide aerobics.

School-Community Partnerships

Larkhall Academy has formed partnerships with a number of outside organizations and agencies. We feel that such cooperation creates a more positive learning environment for our students and provides a wider range of activities which enrich children's life experiences.

ArtsSmarts:

In the 2009-10 Larkhall Academy was involved for the second time in the ArtsSmarts program. This program partners the school with the Department of Education and the Newfoundland and Labrador Arts Council to bring local artists into the school to work with students. Our project, "MOTIF-vation" is a three-part project which explores patterns in nature, shape in man-made structures and finally patterns that arise through the interactions of man and the environment. In all, seven classes participated in the ArtsSmarts program yearly. Projects included: Hip Hop dance, African drumming, video production, printmaking, animation, Bas Relief (clay sculpture) and needlework. "MOTIF-vation" concluded with an evening showcase of the wonderful creations completed by our students as they worked with local artists. Our work is proudly displayed on walls throughout the school.

MusicCounts:

Each year the Canadian Academy of Recording Arts and Sciences awards grants to schools across Canada for the purchase of new musical instruments. I am pleased to report that our application was successful, and we are one of only four schools in Newfoundland and Labrador to receive a \$10,000.00 grant. This money was presented at a special concert arranged to coincide with the Juno Awards Show held in April.

School Lunch Association:

Students are given the opportunity to eat hot and healthy lunches on a daily basis. The St. John's School Lunch Association operates a full kitchen service in our school. Students order their meals on a monthly basis, and pay \$3.00 per meal. Those who cannot afford to pay the full amount are asked to pay only the amount which can fit into their family budget.

D.A.R.E. Program:

We are quite fortunate that each year we are able to offer the D.A.R.E. (Drug Awareness Resistance Program) Program to our Grade Six students. The D.A.R.E. Program is

offered through the St. John's detachment of the Royal Newfoundland Constabulary. It involves ten, one-hour sessions where an RNC officer involves students in activities and discussions about dealing with the variety of pressures placed on them by their peers.

In-School Mentoring Program:

Big Brothers Big Sisters have joined with this school to provide a mentorship program for twelve of our students. Participating students are selected based upon their need for an additional supportive adult role model. BBBS mentors visit with their student match at school once per week. As a result of our partnership with BBBS, two students were selected to participate in a Tim Horton's summer camp experience in Nova Scotia.

Tim Horton's Camp for Kids:

In addition to the camp students mentioned above, our local Tim Horton's restaurant has invited two other students to participate in their summer camp program in Nova Scotia for the summer of 2010. Students are selected based upon criteria as determined by the Tim Horton's organization.

Community Outreach:

At Christmas, our school partners with a number of businesses and organizations from our neighborhood to provide hampers to needy families in our school community. These hampers include gifts for children and parents, as well as food for the Christmas dinner. Additionally, each class at Larkhall takes on a special project at Christmas which reaches out to our community. Such projects include: gifts to the Avalon Mall Happy Tree, delivering specially made Christmas cards to households in our neighborhood and visits to local senior citizen residents.

3-4 Year School Development Plan

The 3-4 year School Development Plan outlines a school's **goals** and **objectives** over the life of the plan.

Goal 1: To improve student achievement at Larkhall Academy.

Year	Objective 1.1	Objective 1.2	Objective
2009-10	Differentiated Instruction	Assessment practices	
2010-11			
2011-12			
2012-13			

Goal 2: To promote the Larkhall Academy School Community as a safe, healthy, active and socially just learning environment.

Year	Objective 2.1	Objective 2.2	Objective 2.3
2009-10	Parental Engagement	Holistic Health	Student Accountability / Consistency
2010-11			
2011-12			
2012-13			

Operational Issues

Year	Issues	Issues	Issues
2009-10	<i>Professional Development opportunities and substitute teacher time</i>	<i>Financial support</i>	<i>Block scheduling and use of instructional time</i>
2010-11			
2011-12			
2012-13			

Report on School Development Plan for Previous Year (2008-09)

The 2008-09 school year marked that point in the school development cycle when, as a school community, we needed to review our efforts and prepare to enter into the process of planning a new course. Our school development team, with the support of Eastern School District personnel, focused on maintaining the programs and initiatives we had undertaken, and begin to gather together the data needed to develop a new school development plan.

Goal 1: To provide more effective learning experiences for all by June 2008.		
Objective 1.1 Provide PD for all staff in differentiated learning and learning styles	Objective 1.2 complete cataloguing of Language Arts/ Math/ Science materials	Objective 1.3
Commendations 1.1 All staff attended “Teaching With the Brain in Mind” conference	Commendations 1.2 All materials are organized in central location and catalogued on Library Pro	Commendations 1.3
Recommendations 1.1 – provide additional PD for differentiated instruction	Recommendations 1.2 New resource materials must be catalogued and placed in appropriate location as they are received.	Recommendations 1.3

Goal 2: To foster collaboratively a more positive and respectful school climate by June 2008.		
Objective 2.1 Maintain and refine the school discipline policy, including making revisions where necessary	Objective 2.2	Objective 2.3
Commendations 2.1 Ongoing assessment of discipline policy and procedures.	Commendations 2.2	Commendations 2.3
Recommendations 2.1 Develop a better way of tracking student discipline incidents and use that information to determine changes to policy and procedures.	Recommendations 2.2	Recommendations 2.3

Summary Report on the School's Most Current Data

Administrators should provide a brief commentary, BEFORE the data summaries, on how the data is relevant to the current School Development Plan or new data that is considered critical and subsequently causes revision to the current plan. Explanatory notes should be included where applicable to assist in the interpretation of the data. For instance: note particular areas of strength, as well as, those areas needing improvement.

As with all schools in Newfoundland and Labrador, Larkhall Academy participates in the Department of Education's annual Criterion Referenced Test (CRT) assessment program. This testing measures the extent to which students have mastered specific learning outcomes at the primary and elementary level. Students in Grades Three and Six complete a series of tests in Language Arts and Mathematics. Once the CRT has been corrected, schools are provided with individual student test scores as well as class averages and school averages. School district and provincial averages are also provided, which allow us to make comparisons between our school and those other populations. This year we were provided the CRT data for the last four years, which is significant insofar as it allows us to identify trends of improvement and decline in the skill development of our students. Of particular interest is the comparison between Grade Three students of 2006-07 and those same students included in the 2009-10 Grade Six group.

The CRT assessment contains two types of test questions:

- a. Multiple Choice – the student selects the correct answer from a list of four options, and
- b. Constructed Response – students write their own answers to questions. These types of answers are scored using a rating system whereby “Level 1” would indicate a limited knowledge of the subject, while “Level 5” would indicate an exceptional understanding of the subject. The standard aimed for with constructed response questions is 85% of students achieving at Level 3 or higher.

In general, our primary and elementary students achieved near provincial levels with multiple choice questions in both the Language Arts and Mathematics sections. The results for Grade 6 Mathematics multiple choice questions were slightly lower than provincial averages. We are disappointed in the achievement levels of both primary and elementary in answering those questions where they had to create a written response. Typically, our students scored lower than provincial levels on these type questions. This result indicates that our students have an understanding of the concepts covered at school, but in general are not as able to provide detailed written explanations of how a solution was found.

In looking at the CRT data over the past four years, we can see that our student scores have improved or declined in much the same way as provincial scores; when provincial scores improved from one year to the next, our scores also improved. Alternatively, when provincial scores decreased, our school scores did the same. Commentary on our student scores in the Grades 3 and 6 Language Arts and Mathematics CRT assessments is provided below.

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
NA	63.5%	57.1%	65.0%	59.0%	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
NA	68.9%	40.9%	72.4%	56.6%	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	85.5%	89.7%	81.6%	88.5%	89.5%	88.3%	89.8%	92.1%
Listening	93.3%	93.3%	80.0%	85.0%	98.2%	95.4%	71.6%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	76.7%	74.5%	58.7%	72.6%	54.8%	74.9%	51.0%	73.9%
Poetic	61.9%	65.8%	24.4%	56.1%	48.7%	68.8%	52.8%	71.5%
Informational	73.8%	74.4%	60.0%	70.8%	25.6%	55.1%	48.6%	63.6%
Listening	52.3%	64.1%	68.0%	70.2%	58.5%	70.5%	34.0%	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	77.0%	77.0%	72.0%	76.0%	88.6%	85.0%	70.4%	76.0%
Number Concepts	76.3%	71.3%	72.5%	76.3%	81.0%	73.5%	78.0%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	23.3%	43.6%	48.9%	65.7%	47.6%	54.3%	30.6%	62.1%
Communication	27.9%	37.5%	44.4%	59.8%	40.5%	54.2%	26.5%	61.6%
Connections & Representations	21.0%	36.3%	44.4%	61.3%	61.9%	69.0%	53.1%	68.2%
Problem Solving	27.9%	51.9%	64.4%	76.2%	61.0%	68.8%	62.5%	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	71.7%	78.0%	81.2%	84.8%	77.8%	87.1%	78.2%	81.0%
Listening	86.7%	93.3%	90.0%	92.0%	79.5%	87.7%	84.0%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	62.3%	76.1%	83.0%	85.1%	54.3%	78.7%	79.2%	81.4%
Poetic	65.7%	73.3%	60.4%	81.2%	38.6%	69.6%	70.8%	69.9%
Informational	39.4%	58.8%	64.2%	78.9%	38.6%	68.0%	56.5%	68.4%
Listening	50.0%	58.4%	51.0%	62.6%	31.0%	47.4%	73.3%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	67.3%	68.2%	71.0%	78.0%	65.2%	77.1%	60.1%	72.3%
Number Concepts	60.0%	62.7%	64.3%	70.0%	60.7%	67.1%	66.5%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	24.6%	33.2%	33.3%	48.4%	24.4%	36.5%	52.3%	54.9%
Communication	23.0%	30.7%	22.7%	42.0%	24.4%	30.6%	33.3%	46.5%
Connections & Representations	31.2%	40.2%	24.6%	41.3%	28.9%	36.1%	44.5%	44.0%
Problem Solving	34.5%	50.6%	32.1%	55.4%	35.6%	42.5%	44.4%	55.8%

School Development Plan for Current Year (2010-2011)

As noted in the tables below, our current school development plan contains two goals: (1) To improve student achievement, and (2) To promote the Larkhall Academy School Community as a safe, healthy, active and socially just learning environment. These goals coincide with and support the strategic issues identified by the Eastern School District Strategic Plan: (1) Student Achievement and Success, (2) Healthy and Active, Safe and Caring, Socially Just Learning Environment, and (3) Organizational Effectiveness and Efficiency. During the 2009-10 school year we continued with the process which would lead to the development of a new school development plan. This process included an internal review in order to identify our strengths and needs. All stakeholders were involved in the review process through surveys, interviews and group discussions. The internal review resulted in the final identification of school goals. As well, a team of educators from other schools in our district spent three days conducting an external review at Larkhall Academy. This external review validated the findings of our internal review and provide support of our school development plan.

1 Year School Development Plan Larkhall Academy

School Development Plan 2010 - 2011_

Goal 1: To improve student achievement at Larkhall Academy		
Objective 1.1: DI	Objective 1.2: Assessment practices	Objective 1.3:
Strategies: 1.1.1: PD for Teacher Instruction: (speaker...theory and experience) 1.1.2: Staff sharing at staff meetings 1.1.3: DI Reflections at staff meetings 1.1.4: Guided Reading: All grade levels (k-3) 1.1.5:	Strategies: 1.2.1 PD around “assessment for learning” 1.2.2 Rubric analysis/Exemplar analysis 1.2.3 Collegial Circles: at p/e levels 1.2.4 1.2.5	Strategies: 1.3.1 1.3.2 1.3.3 1.3.4 1.3.5
Indicators of Success: 1.1.1: PD Days reported, feedback surveys 1.1.2: Meeting agendas 1.1.3: Meeting agendas 1.1.4: Fall rollout primary/teacher ed-elementary	Indicators of Success: 1.2.1 PD days reported, feedback surveys\ 1.2.2 Meeting minutes 1.2.3 Regular schedules indicated	Indicators of Success: 1.3.1 1.3.2 1.3.3

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1: Resources: Professional Resources, Magazines 1.2.1: Resources: Professional Magazines,	1.1.1: Train the trainer PD, speaker PD (DI strategies) 1.2.1: Assessment PD

**Operationally: Block scheduling; Use of instructional time
Revisits:**

Goal 2: To promote the Larkhall Academy School Community as a safe, healthy, active and socially just learning environment		
Objective 2.1: Parental Engagement	Objective 2.2: Holistic Health	Objective 2.3: Student Accountability / Consistency
Strategies: 2.1.1 Weekly/monthly newsletter 2.1.2 Homework/agenda incentives 2.1.3 Teacher webpage 2.1.4 School function attendance incentives 2.1.5 Family theme days/nights(movie, reading, games, grandparents, homework) 2.1.6 student recognition assemblies/Wall 2.1.7 recruitment of parent volunteers(lunch, green team, P.C.H.)	Strategies: 2.2.1 Roots of Empathy 2.2.2 Seniors visits 2.2.3 updated I Care/Peaceworks 2.2.4 Active living committees (continue current practices) 2.2.5 Foster Child/Penpals 2.2.6 Grade level physical activities 2.2.7 Grade level assemblies	Strategies: 2.3.1 Weekly behavior reminders(teachers & staff) 2.3.2 Modeling behavior stations(Sept. and other) 2.3.3 Review consequences/discipline for students 2.3.4 Consistency in following school rules 2.3.5 Teacher checklist for morning routines 2.3.6 calming/settling activities in the A.M.
Indicators of Success: 2.1.1 Tracking parental response to newsletter/agendas 2.1.2 Increase in parent volunteers 2.1.3 Increase parental attendance at school functions 2.1.4 *student achievement	Indicators of Success: 2.2.1 increase in respectful behavior (anti-bullying) 2.2.2 increase in respectful behaviors and acceptance of others 2.2.3 increase in respectful behavior 2.2.4 functioning active living committee 2.2.5 promote awareness of the Foster Plan program 2.2.6 increase involvement in physical activities	Indicators of Success: 2.3.1 observing appropriate behavior 2.3.2 Behavior stations occur 2.3.3 committee formed regular meetings scheduled 2.3.4 improved student behavior 2.3.5 checklists created and used 2.3.6 routine start to the day

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.2.4 School funding of special healthy and active events	2.1.1

Operational Issues for 2010-11

Operational Issue	Intended Action
Block scheduling	Music / Physical Education schedules to allow for common grade level preparation time where requested.
Use of instructional time	Assess frequency of school events not directly connected to instruction
Collegial Circles	Revisit this activity

Appendix A – Summary of School Fundraising

LARKHALL ACADEMY

Fundraising Statement 2009 - 10

1. Fundraising Activities

Item	Income	Expense	Net Income
Book Fair	3318.64	3332.14	-13.50
Lap-A-Thon	8346.38	1550.78	6795.6
Christmas Concert	1033.55	361.02	672.53
Spring Fair	8873.14	1987.48	6885.66
Spring Concert	1204.00	268.77	935.23
Recycling	15740.35	16216.71	-476.36
Furniture / Equipment		1382.91	-1382.91
Foster Child		363.00	-363.00
Technology		13053.25	-13053.25
Totals	38516.06	38516.06	0.00