

École Mary Queen of Peace School 2009-10 School Development Report



Mission

École Mary Queen of Peace School is committed to improving student learning and achievement through high quality instruction in a culture that fosters leadership, respect, collaboration, and safety.

L'école Mary Queen of Peace s'engage à améliorer l'apprentissage et la réussite de ses élèves en leur offrant un enseignement de haute qualité dans un milieu qui favorise le développement des qualités de chef, le respect des autres, la coopération et la sécurité.

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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 increase. 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

École Mary Queen of Peace Elementary Annual School Report 2009-10 outlines our successes and challenges, programs and services as we conclude our 2006-2010 four-year School Development Plan. In the spring we began to formulate a new 3-4 year School Development Plan. We are enthusiastically looking forward to the development of our new goals to improve student learning and achievement. In addition, during the 2010-11 year we will be a Phase II Pilot School for Inclusion. We look forward to implementing more inclusive teaching strategies and school – based practices and policies to make us more inclusive of “all” stakeholders in the MQP school community.

At École Mary Queen of Peace School we are committed to helping children grow into lifelong learners. We believe that a collaborative, caring, and supportive learning environment is essential if students are to meet with success. We firmly believe that students will reach their maximum potential in an environment where high academic standards are set and the entire school community works towards helping students meet this standard in all curricular areas. We are privileged to work within such a supportive school community. We thank parents, teachers, students, support staff and the entire community for their support during the 2009-10 year. We especially wish to thank our School Development Team and the School Development Action Teams - Differentiated Instruction, Literacy, Math and Safe and Caring Schools - for their leadership and commitment to student learning and achievement. We now invite you to examine the information in this report. We encourage you to discuss it with us as we value your input in our pursuit of academic excellence. Remember, it is the passion and hard-work of our staff and parents that will keep the students of École Mary Queen of Peace School on the path of continued growth and success.

Elaine Harris

Message from School Council

The members of the 2009-10 École Mary Queen of Peace School Council:

Elaine Harris (Principal)
Tammie Boddie (Chair)
Sandra Budgell (Parent Representative)
Scott Antle (Parent Representative)
Renee Dyer (Parent Representative)
Tony Roache (Parent Representative)
Charlene White (Teacher Representative)
Denise Cleary (Teacher Representative)
Larry Daley (Community Representative)

As Chair of the École Mary Queen of Peace School Council, it has been my pleasure to work with a group of dedicated administrators, staff and volunteers. The activities of the many parent and teacher committees allow the school to offer a high standard of education. From the Recycling Program, to the PTA, there is always a teacher, a parent or other volunteer willing to pitch in to do what needs to be done. Under the guidance of our teachers and administration, the school continues to offer our students an excellent and challenging academic program. With the aid of the fundraising by parents, the school is able to maintain and continuously develop a high standard of excellence in its academic programs. As the Chair, I see first hand how the many dedicated parent volunteers, through the various committees, give of their time to our children. The excellent reputation of the school is a testament to the efforts and dedication of the school administration, staff and students. There are some challenges lying ahead, including staffing allocations and funding, however, I have no doubt that MQP will meet these challenges head on.

On behalf of the School Council I would like to thank all the parents, friends, teachers, and especially the students, who through their dedication and effort, make MQP what it is today. You have every reason to be proud of your school. It is only through your efforts that the school continues to grow and ensures the children get the education they require.

Tammie Howlett-Boddie
Chair

Overview of the School

The School Community

École Mary Queen of Peace Elementary School is located at 137 Torbay Road in the East End of St. John's. We offer English and French Immersion programs for students in kindergarten to grade 6. Our current enrollment is 747 and our classroom teacher-pupil ratio is 23.

Our school has a total of 45 full-time and 7 part-time educational staff, which includes 33 classroom teachers and 6.25 units for Special Services. We have the following specialist and support staff allocations: Guidance (1.50 units); Music (1.40 units); Physical Education (1.33 units); Learning Resources (1.0 unit); Differentiated Instruction Resource Teacher (.50 Unit); Administration (2.5 units); and 5 Student Assistants providing a total of 24.5 hours of student support daily. In addition to staff based at the school, we have regular access to district – based itinerant personnel in the areas of Speech Language, English as a Second Language, Hearing, Math, and Educational Psychology. There is also a band itinerant who offers instruction to interested students in Grades 5 and 6 two days during our seven-day cycle. In addition, the school has the services of two secretaries, a maintenance custodian, a night custodian and three part-time cleaners.

Programs and Partnerships

Physical Education

The Physical Education Program at École Mary Queen of Peace School is offered to students from kindergarten to grade 6. This program involves students ranging in ages from 5 to 12 years. Daily physical education is a worthy goal but not one that can be achieved during the instructional day, given current staffing allocations and physical space limitations. The school attempts to maximize the amount of physical activity by offering an intra-mural program during lunch time for students in grades 4-6.

Students in kindergarten received one 30 - minute period of physical education in the a.m. and one 30 - minute period in the p.m. per cycle. Students in grades 1 - 3 received two 30 - minute periods of physical education. All primary students received an additional 40 - minute period of physical education every second Day 7 during the 2009-10 year. Students in grades 4 - 6 also received two 40 - minute periods per cycle and an additional 40 - minute period of physical education every second Day 7.

In addition to our program offered during the instructional day, grades 4 - 6 students can take part in lunch-time intramurals from September to June. We offer a variety of activities and sports each year. The 2009-10 year included soccer, handball, and basketball. In conjunction with this program, 20 - 25 grade 6 students acted as officials and timekeepers for these activities. During the winter months, we had a grade 3 lunch-time gymnastics club. In addition, during the 2009-10 year, we introduced a lunch-time walking program.

During the 2009-10 school year, we expanded the MQP Panthers Basketball Program. All male and female students in grades 4 – 6 were given the opportunity to be a part of a school basketball team. We accomplished our objective of having a male and female basketball team at each elementary grade level, involving almost 100 students. Several of our teams competed and were successful in Provincial competitions. We will offer these programs again during 2010 - 11.

Other special programs were offered at various grade levels. Last year we ran an Indoor Winter Soccer Program for kindergarten to grade 6. This particular program involved approximately 350 students and ran for 12 weeks. Many of our grades 4 - 6 students were involved in an Indoor Track Program that has been very successful in competition in recent years. At the grade 5 - 6 levels, we also have a mixed boys and girls baseball team that competed in various community tournaments.

A Healthy Living Initiative is promoted by the Provincial Government and Eastern School District. It is also an objective of our Safe and Caring Schools goal in the School Development Plan. To aid in reaching our objective, each class used the healthy living kit, purchased during 2008-09, to help students keep active in the classroom while reinforcing curriculum outcomes in other subjects. Our hope is to explore additional ways of promoting physical fitness within our school community during the 2010-11 year.

Music Program

The Music Program at École Mary Queen of Peace School consists of choral classroom music from kindergarten through grade six. The students are taught the fundamentals of music through beat, rhythm, movement, games, listening centers, as well as through other interesting and fun-filled musical activities. During 2009-2010 students attended 2.33 music classes per seven-day cycle: Primary - 30 minute periods; Elementary - 40 minute periods. École Mary Queen of Peace School also offered a Recorder Program to grade 4, 5 and 6 students. Playing the recorder is a fun way to learn to read music. The students especially enjoyed performing in the school concerts. To enhance and support the music program, the school offered three choirs: a grade 2 choir, a grade 3 choir and an elementary choir (grades 4, 5 and 6). These choirs performed at various functions throughout the school year, including the Christmas Concert, Christmas Assembly, Rotary Musicfest, Choral Connections and the Spring Concert. The Elementary Choir also performed a Christmas Musical entitled Santa's Holiday Playlist. This was a great success. MQP choirs contribute to the building of school spirit, and during the many practices and concerts throughout the year, friendships develop among students of various age levels. Congratulations to all students who performed during 2009-2010. Our Music Program is indeed very active and fun-filled. We hope our program also leaves the students with a deep appreciation of how music can enrich their daily lives.

Instrumental Band Program

One hundred and five of our grade 5 and 6 students made the choice to be part of the introductory instrumental band program during the 2009-10 year. The students practiced three times a cycle on various woodwind, brass and percussion instruments. Both the beginning and senior bands did a great job during their June 7 concert at École Mary Queen of Peace School.

Guidance

The Guidance Program at École Mary Queen of Peace School is a comprehensive and developmental program designed to assist students to develop positive self-concepts, effective relationships and leadership skills. Providing and delivering guidance to the children is a team effort involving the guidance counsellors, teachers, administration, students, parents and community workers. During 2009-10 we had a full-time plus a half-time counsellor, which greatly enhanced our ability to offer programming.

Our Guidance Program also includes comprehensive assessments, consultations with teachers, administration and outside professionals, development of Individual Education Plans, referrals to itinerant teachers and outside agencies, and individual counselling. Diagnosis of learning disabilities and other exceptionalities forms a large part of the comprehensive assessments.

Programs delivered in 2009-2010 included:

- **Drug Abuse Resistance Education Program (DARE):** The DARE program was delivered to the grade 6 classes by Constable Hemmons of the Royal Newfoundland Constabulary. This intensive 7-week course included sessions on peer pressure and how to say “no” to drugs.
- **Peer Mediation:** A group of grade 5 and 6 students were trained in Peer Mediation Skills. They then volunteered to work with primary grades during lunch breaks. The group assisted children to work out their conflicts in a mutually beneficial way.
- **Anti-Bullying / Respectful Relationships:** The “Focus on Bullying” program was organized by the Guidance Counsellors, and implemented by classroom teachers. This program focuses on respectful behaviour, which has been an overall focus of Mary Queen of Peace School.
- **Leadership Skills Development:** Opportunities to develop leadership skills were offered to the grade 5 and 6 students through volunteering with the grade 4 lunch-time Craft Club, organizing the Recycling Program, Peer Mediation, Buddy Reading and assisting in the kindergarten classes.
- **Roots of Empathy Program:** This program, designed as a lever for the children to talk about their emotions and to understand how their classmates feel, was offered to a grade 4 class. The program involved observing the development of a baby throughout the first year, and class discussions between visits. The program was a tremendous success, and we are hoping to be able to avail of this program again during 2010-11.
- **Anger Management:** A session on dealing with feelings of anger was delivered to the children in the primary grades. The resource “Lilly’s Purple Plastic Purse” was used to promote discussion around options to handle angry feelings.
- **Finger Printing Program:** Constable Hemmons conducted a fingerprinting session for the kindergarten students, so parents will have a record to use in case of emergency. We hope this would never have to be used, but it is a good document for parents to have.

The Guidance web page can be viewed through the school website, or directly at: www.mqp.k12.nf.ca/~agaultois/. There is a link to online lessons for students entitled “How to Stop Being Bullied or Teased Without Really Trying”. This is an excellent site, and is highly recommended. Information for parents is also available on this site.

Safe and Caring Schools

The Safe and Caring Schools, an initiative of the Department of Education, is designed to promote anti-bullying in schools by focusing on positive behavior supports, character education and socially just educational practices. A resource that includes lessons around bullying has been provided to the school, and there is a provincial website to increase public awareness on the issue. The address is www.gov.nf.ca/edu/dept/safesch.htm.

Learning Resources

The Learning Resource Centre (LRC) was extremely active again in 2009-2010. In addition to book circulation, the LRC was utilized for many other types of learning experiences such as: class-based presentations and activities, guest speakers, professional development activities, committee meetings and School Council meetings. In September, 2009 we held our Annual Adopt-A-Book Campaign and parents “adopted” over \$ 1 300 worth of books. In December, we held our Annual Book Fair and because of the fantastic response, we received over \$4 000 in new books for the library. In addition, the school purchased \$ 3 000 worth of books to supplement the fiction and non-fiction sections of the Resource Centre. We now have over 14 800 titles in our collection. Throughout the year, when time permitted, the time-consuming task of weeding damaged and outdated books from the collection continued.

All grade levels completed resource-based units last year.

Grade 1- Penguins

Grade 2 – The Rainforest

Grade 3 - Media

Grade 4 - The Netherlands

Grade 5 - Explorers

Grade 6 – Global Issues

Technology

In the 2009-10 school year all students from grades 1 to 6 had regularly scheduled technology classes and created their own web pages where they published online portfolios of their work. In addition, all students from grade 1 to 6 used Photo Story 3 to create slide shows with a music track.

Last year MQP partnered with RoyaltyFreeMusic.com who gave students access to professionally produced music free of charge. Students from grade 2- 6 were trained to download music for use in slide shows.

In 2009-10, École Mary Queen of Peace School participated in the following projects. Most of these projects, by students in grades 2 – 6, were completed during recess and lunch breaks.

- Think Green!
- Power of 6
- MQP Photo Album Project
- International Art Gallery
- Those Who Remember
- The Photographic Journals of Bettylou Steadman
- Slide Shows

Think Green

Think Green was a collaborative effort between SIFE Memorial and École Mary Queen of Peace School. Students from Memorial University's Faculty of Business volunteered to help our students start a business called Think Green! Through the efforts of students in this project, approximately \$20 000 was raised from the 200 000 recyclables collected throughout the year. Several businesses in the Northeastern Avalon area have partnered with us on this project. More information is available on our Think Green website. (www.mqp.k12.nf.ca and click on Think Green)

Power of 6

Power of 6 is a group of grade 6 students who continued their business from last year. These students held two flea markets this year and have now raised over \$6 200. When the earthquake occurred in Haiti, the Power of 6 donated \$5 500 (which was matched by the Federal Government) to the Canadian Red Cross Haiti Relief Fund.. The remainder of the monies raised since Christmas will be donated to Pennies for Peace to help support education initiatives in Afghanistan.

Photo Album Project

A group of grade 6 students continued the École Mary Queen of Peace Photo Album Project in which they helped set up a French and English photo database. Over 110 photographers have given permission for students world-wide to use the photos for school projects. This project was officially launched by Minister of Education, Joan Burke, in the Fall of 2008. In 2008-09 this project received a \$1 000 grant from the Eastern District Educational Fund which was used to upgrade the lab. Schools across Newfoundland and Labrador were invited to use the photos in our project. To date, this group of students have raised \$4 000 because of the project and the funds were used to upgrade the computers in our lab.

3-4 Year School Development Plan

The 2009-10 school year was the fourth year and final for our 2006-2010 School Development Plan. All school personnel were involved in implementing some aspect of the plan during 2009-10. When the School Development Team and the School Development coordinator at the Eastern School District analyzed our 2009 CRT data in the Fall of 2009, it was decided it was necessary to add a one – year goal to address challenges in the areas of *constructed responses to informational* and *visual text* questions in Language Arts. With the addition of this new one-year goal, it was agreed that most of the objectives under the Safe and Caring Schools goal had been achieved. Therefore, during 2009-10 the School Development Team agreed to monitor our activities and practices closely to ensure we continued to implement the strategies targeted to obtain the specific objectives of the Safe and Caring Schools goal. By mid-year our internal data indicated that we were successful in meeting most of the intended outcomes of our 2006-2010 School Development Plan and that we were ready for a School Development Internal Review to help us formulate a new 3-4 year School Development Plan. During May 2010, all staff, parents and students participated in anonymous surveys. The data from the surveys is being analysed, along with school - based actions and practices and internal and external assessment data, to identify our strengths and challenges. The challenges will then be categorized into a couple of broad challenges or themes to help formulate goals to improve student learning and achievement. The goals for this new multi-year School Development Plan should be finalized by January 2011.

Goal 1: To improve student learning and achievement in K - 6 Mathematics by June 2010.

| Year | Objective 1.1 | Objective 1.2 | Objective 1.3 |
|---------|--|---|--|
| 2006-07 | Students will develop an effective Math vocabulary. | Students will improve math Communication and Reasoning. | To use internal assessment to monitor student achievement. |
| 2007-08 | Continue development of Math Language. | Improve Problem Solving scores. | Continue to develop cumulative Math assessment and effective internal assessment. |
| 2008-09 | Teachers will utilize at least two Differentiation Instruction (DI) strategies to meet diverse learning needs. | Students will continue to improve Communication and Reasoning and they will learn to make connections between math and everyday life. | To use internal assessment to determine readiness levels when using Differentiated Instruction strategies and to monitor student achievement. |
| 2009-10 | Teachers will utilize Differentiated Instruction (DI) strategies to meet diverse learning needs. | Students will continue to improve their Communication and Reasoning ability and they will make connections to their everyday life. | To use pre- and formative assessment to identify readiness levels in order to determine the Differentiated Instruction strategies needed to inform student learning. |

Goal 2: To develop high quality instruction across the curriculum to meet the needs of all students by June 2010.

| Year | Objective 2.1 | Objective 2.2 | Objective 2.3 |
|---------|--|---|--|
| 2006-07 | Teachers will identify Differentiated Instruction (DI) techniques to increase achievement levels of diverse learners. | Teachers will become familiar with principles of Universal Instructional Design to ensure the curriculum is more accessible to diverse learners. | |
| 2007-08 | Teachers will receive PD on four ways to differentiate process. They will implement at least two of these four new strategies to increase achievement of diverse learners. | Teachers will receive PD on Cooperative Learning to improve their delivery of grade-level outcomes. | |
| | Objective 2.1 | Objective 2.2 | Objective 2.3 |
| 2008-09 | Teachers will utilize Differentiated Instruction (DI) techniques to increase achievement levels of diverse learners. | Teachers will continue to receive Professional Development on Cooperative Learning and flexible grouping to improve their delivery of grade-level outcomes. | Teachers will select and develop three DI strategies to use in pre-, formative, and summative assessment of specific grade level outcomes. |
| 2009-10 | To broaden teachers' understanding of the fundamental principles of DI and begin to incorporate the principles of Understanding by Design (UBD). | Teachers will become more consistent at using cooperative learning and flexible grouping based on readiness levels, interests and learning styles, to improve their delivery of grade-level outcomes and increase student learning. | Teachers will increase the quantity and vary the types of pre-assessment used to determine student readiness levels and also increase the quantity and vary the types of formative assessment used to monitor the effectiveness of DI strategies and student learning. |

Goal 3: To Improve Student Achievement in Language Arts by June, 2010.

| Year | Objective 3.1 | Objective 3.2 | Objective 3.3 |
|---------|--|---|--|
| 2009-10 | Objective 3.1: To improve students ability to interpret, create and respond to visual text. | Objective 3.2: To improve students' ability to respond to questions on informational text. | Objective 3.3: Promote reading for enjoyment. |

Goal 4: To promote a school culture that fosters leadership, respect, collaboration and safety by June 2010.

| Year | Objective 4.1 | Objective 4.2 | Objective 4.3 |
|---------|--|--|--|
| 2006-07 | To create and promote leadership among students, parents and staff. | To foster a climate of safety for teachers and students. | To promote and foster a climate of respect within the school. |
| 2007-08 | To further develop leadership skills within our students, parents and staff. | To continue to foster a climate of safety for teachers and students. | To develop mutual respect within the school community. |
| 2008-09 | To ensure that leadership activities have become a part of the identity and culture of Mary Queen of Peace School. | To ensure that a safe and caring environment is embedded in the culture and climate of Mary Queen of Peace School. | To continue to develop mutual respect within the school community by embracing new initiatives. |
| 2009-10 | To expand leadership activities to include more elementary students. | Ensure that the Department and District Policies around safe and secure schools are adhered to. | To ensure a climate of respect and collaboration is embedded within the community of Mary Queen of Peace School. |

Operational Issues

| Year | Issues | Issues | Issues |
|---------|--|---|--|
| 2006-07 | Adjust schedules to provide greater equity in teachers' preparation time and supervisory responsibilities. | Continue to work with the District to develop effective procedures to address on-going maintenance and cleaning issues. | Begin walkthroughs to observe learning and provide feedback regarding teaching. |
| 2007-08 | Continue to adjust and monitor schedules to provide greater equity in teacher preparation time and supervisory responsibilities. | Continue to work with the District to develop effective procedures to address on-going maintenance and cleaning issues. | Use walkthroughs to collect data on how we are doing with our targeted School Development goals. |
| 2008-09 | Continue monitoring equity in schedules and supervision responsibilities and explore ways to provide release time in the instructional day for teacher planning. | Work directly with District personnel to develop a tracking system to monitor on-going maintenance and cleaning issues. | Make walkthroughs more frequent and consistent and develop a consistent way to track data to help us determine whether or not we are achieving our School Development goals. |
| 2009-10 | Continue to monitor schedules and the Day 7 release time schedule. | Work within the new ESD maintenance structure to enhance maintenance and cleaning services. | Increase number of walkthroughs and target more days and times in a 7- Day Cycle providing more reliable data. |

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

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| Goal 1. To improve student learning and achievement in K - 6 Mathematics by June 2010. | | |
| Objective 1.1 Teachers will utilize at least two Differentiation Instruction (DI) strategies to meet diverse learning needs. | Objective 1.2 Students will continue to improve their Communication and Reasoning ability and they will make connections to their everyday life. | Objective 1.3 To use internal assessment to determine readiness levels, guide selection of differentiated instruction strategies and to monitor student achievement. |
| Commendations 1.1 Math PD with ESD Math Consultant on December 11 on DI and Communicating and Reasoning; Classroom teachers and DI resource teacher met to plan activities targeting outcomes and DI strategies; Classroom and special services teachers continued to share Math strategies at Staff Meetings; May 6 all teachers attended PD on DI, Assessment and Response to Interventions with Carolyn Coil; | Commendations 1.2 Primary teachers used Department issued Math Parent Booklet as homework - games played in class before assigning them for homework; Elementary teachers reported specifically providing opportunities for students to communicate their understanding of math concepts in each unit and they included this outcome as a rubric scored item on all summative evaluations; Grade 2 teachers modeled exemplars of written responses targeting communication and reasoning and provided 4-5 opportunities for students to demonstrate this outcome in each unit; New staff received PD on using Math rubrics and exemplars were reviewed and then catalogued in the LR Center for future teacher reference; Math Action Team successfully applied for \$1, 200.00 Math Promotion Grant requesting funds to purchase math games targeting outcomes; | Commendations 1.3 Teachers used some DI grade level planning sessions to incorporate pre- and formative assessment strategies into their math lessons; All teachers received Assessment to Go Rings for regular classroom usage; In April teachers began to use grade level planning meeting Minutes templates to record all pre-, formative and summative assessment items and strategies being used; May 6 all teachers attended PD on DI, Assessment and Response to Interventions with Carolyn Coil; |
| Recommendations 1.1 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 1.2 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 1.3 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. |

| Goal 2. To develop high quality instruction across the curriculum to meet the needs of all students by June 2010. | | |
|---|---|--|
| Objective 2.1 Teachers will utilize Differentiated Instruction (DI) strategies to increase achievement levels of diverse learners. | Objective 2.2 Teachers will continue to receive PD on cooperative learning and flexible grouping to improve their delivery of grade-level outcomes. | Objective 2.3 Teachers will select and develop three DI strategies to use in pre-, formative, and summative assessment of specific grade level outcomes. |
| Commendations 2.1 The staff participated in formal and informal PD on DI instructional strategies and principles; Release time was given to create DI units and materials; We continued to share DI strategies at our monthly Staff Meetings and Collegial Circles; Teachers availed of DI mini-grants with which they purchased DI resources to complement their developed DI projects. Grade level minutes indicated that teachers regularly integrated DI strategies in their daily teaching practices; Professional literature and resources on DI were purchased; DI Resource Teacher and 2 classroom teachers attended 2 days of PD on DI and Understanding by Design with Jay McTighe; We did not make any progress in beginning our PD initiatives on the principles of Understanding by Design (UBD). | Commendations 2.2 All staff participated in formal and informal PD on cooperative learning and flexible grouping at Staff Meetings and Collegial Circles; Teachers received DI binders containing resources on such topics as higher order thinking questions and activities, cooperative learning and flexible grouping; Discussion was held on possible initiatives to encourage more frequent and consistent use of flexible grouping in classroom instruction. | Commendations 2.3 All staff attended Carolyn Coil's workshop: <i>Response to Intervention and Differentiated Instruction: How They Work Together</i> . Presentations, Power Points and videos on classroom assessment highlighting the works of Black and Wiliam and Stiggins were regularly conducted at Staff Meetings and Collegial Circles; Release time was provided for the development of Differentiated pre- and formative assessment strategies.; Staff members received <i>Assessment-to-Go</i> rings containing pre-, during and post learning assessment ideas; Professional literature and resources on classroom assessment were purchased. |
| Recommendations 3.1 We are presently conducting our Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we will make further recommendations in this area. | Recommendations 3.2 We are presently conducting our Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we will make further recommendations in this area. | Recommendations 3.3 We are presently conducting our Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we will make further recommendations in this area. |

| Goal 3. To Improve Student Achievement in Language Arts by June, 2010. | | |
|--|---|--|
| Objective 3.1: To improve students ability to interpret, create and respond to visual text. | Objective 3.2: To improve students' ability to respond to questions on informational text. | Objective 3.3: Promote reading for enjoyment. |
| Commendations 1.1 Viewed Powerpoint Presentation developed by Hazelwood School on Visual Literacy at January 2010 Staff Meeting; Ordered additional copies of Boldprint Resource, then catalogued and housed them in LR Center for easy access; Time given to examine Boldprints Resource at Staff Meeting; Added Boldprint Resource and visual text as target areas on Grade Level Planning Meeting Minutes Template; Ordered magazine for visual text for grade 3 FI; Incorporated curriculum outcomes emphasizing visual text at a couple of DI planning sessions; Each grade level used technology to develop visual text skills; \$1000.00 worth of English and French books emphasizing good visual text were purchased for library; | Commendations 1.2 Ordered additional copies of Boldprint Resource - then catalogued and housed them in LR Center for easy access; Time given to examine Boldprints Resource at Staff Meeting; Added Boldprint Resource and informational text as target areas on Grade Level Planning meeting Minutes Template; Ordered magazine for informational text for grade 3 FI; Incorporated curriculum outcomes emphasizing informational text and HOT questions at a couple of DI planning sessions in March 2010; Plans to identify good quality magazine were put on hold because of quality of Boldprints Resource which will also be available in French during 2010-11; \$1000.00 worth of English and French books emphasizing good informational text were purchased for library; | Commendations 1.3 Community leaders invited to read to selected classes, such as kindergartens; Parent volunteers read Christmas books to grade 2 classes; 2 author visits: Kevin Major - grades 3-6 and Gerry Mercer -Grade K-2; Created literacy bulletin board in main foyer during May Literacy Week; Buddy Reading between classes expanded; Held a successful Literacy Day, emphasizing lots of visual and informational text in May; Used DI planning session to plan Literacy Day activities emphasizing visual and informational; All students K- grade 6 involved in creating an English and a FI electronic story during our May Literacy Week celebrations; Plans to arrange a school-wide daily D.E.A.R Reading Program did not materialize; |
| Recommendations 1.1 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 1.2 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 1. École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. |

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| Goal 3. To promote a school culture that fosters leadership, respect, collaboration and safety by June 2010. | | |
| Objective 3.1 To ensure that leadership activities become a part of the identity and culture of Mary Queen of Peace School. | Objective 3.2 To ensure a safe and caring environment is embedded in the culture and climate of Mary Queen of Peace School. | Objective 3.3 To continue to develop mutual respect within the school community by embracing new initiatives. |
| Commendations 3.1 Continued with the following student leadership projects: Kindergarten Recess Assistant Program; Grade 4 Craft Club, utilizing grade 5 and 6 student volunteers; Think Green; Power of 6; and Recycling Team; Provided more leadership opportunities for teachers (provided both internal and external PD sessions on DI) and parents (monitoring student entrance during lunch break and involvement in coaching 7 elementary basketball teams). | Commendations 3.2 During 2009-10 ensured the safety measures started during 2008-09 were continued and we further improved security of the building;. (i.e. sign-in system, buzzer installed and school entry via office entrance only after 8:20 a.m., parents monitoring student entrance during lunch break); Peer Mediation Program continued; Lock Down and Secure School practices continued. | Commendations 3.3 Focus on Bullying Program materials provided and program implemented in all classrooms; Sponsored “Kindness is Catching” Day in February; Roots of Empathy Program continued; Continued with DARE program in grade 6; Continued to promote and expand healthy living activities for students and staff; Provided PD Day to promote staff wellness during January 2010. |
| Recommendations 3.1 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 3. École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 3.3 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. |

Operational Issues

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| <p>Goal 1. Continue monitoring equity in schedules and supervision responsibilities and explore ways to provide release time in instructional day for teacher planning.</p> | | |
| <p>Objective 1.1 Develop schedules with equal workload and preparation time.</p> | <p>Objective 1.2 Ensure teachers have equity in supervision responsibilities.</p> | <p>Objective 1.3 Explore ways to provide release time during the instructional day for teacher planning.</p> |
| <p>Commendations 1.1 Continued to monitor the schedule and seek input from staff regarding further ways to improve in this area.</p> | <p>Commendations 1.2 Continued to ensure classroom and special education teachers had same number of supervision minutes per cycle; Specialists who work on student projects during lunch break continued to be assigned less lunch supervision responsibilities.</p> | <p>Commendations 1.3 Developed and monitored the schedule providing two 40-minute back-to-back planning periods per grade level every second Day 7; June 2010, based on staff input, decided to continue with the plan, however, to reduce workload on music and physical education personnel, additional staff would provide programming (i.e. guidance, administration and LR teacher) while classroom teachers and IS Teachers were planning, with the lead DI Resource Teacher, to improve teaching practice.</p> |
| <p>Recommendations 1.1 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area.</p> | <p>Recommendations 1.2 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area.</p> | <p>Recommendations 1.3 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area.</p> |

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| Goal 2. Work directly with District personnel to develop a tracking system to monitor on-going maintenance and cleaning issues. | |
| Objective 1.1 Meeting held between District personnel, administration and maintenance and cleaning staff and at that time all roles and responsibilities were outlined. | Objective 1.2 Develop a tracking system to ensure tasks get completed and a protocol to deal with issues when they arise. |
| Commendations 1.1 Worked with the District to consistently secure substitute cleaning staff when needed; Due to H1N1 substitute cleaning staff became a priority at the district; | Commendations 1.2 Consistent access to substitute cleaning staff improved between September –March due to H1N1; Continued to work with district to formulate a plan to monitor maintenance and cleaning staff; |
| Recommendations 1.1 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. | Recommendations 1.2 École Mary Queen of Peace School is currently in the middle of an Internal School Development Review. The results of this review and our new 3-4 year School Development plan will determine whether or not we make further recommendations in this area. 1.2 |

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|---|--|--|
| Goal 3. Make walkthroughs more frequent and consistent and develop a consistent way to track data to help us achieve our school development goals. | | |
| Objective 1.1 Institute more frequent and consistent weekly walkthroughs. | Objective 1.2 Develop a tracking system to determine the frequency of targeted teaching practices. | Objective 1.3 Use tracking forms to collect data to help determine School Development goals for 2009-10. |
| Commendations 1.1 Increased number of walkthroughs to provide more data – (on any day and at any time). | Commendations 1.2 Continued to use the tracking forms and refined the forms to provide more weekly data. | Commendations 1.3 Continued to use this format to gather data to inform School Development goals and actions. |
| Recommendations 1.1 Use walk through data to provide more frequent feedback to teachers about their practice. | Recommendations 1.2 Use walk through data to provide more frequent feedback to teachers about their practice. | Recommendations 1.3 Use walkthrough data to provide more frequent feedback to teachers about their practice. |

SUMMARY REPORT ON THE SCHOOL'S MOST CURRENT DATA

CRITERION REFERENCE TESTS

In June 2010, students in grades 3 and 6 at Mary Queen of Peace were administered the CRT's by the Provincial Department of Education. CRT's are criterion-referenced tests that assess provincial outcomes in Math and Language Arts at the end of the primary and elementary levels. The results also help identify progress we have made in some of our School Development goals and help identify some challenge areas we may still need to address. We use this data to help determine the success in some of our strategies and, where necessary, to adjust the objectives for the coming year.

This external assessment took place over a two-week period and reflects the accumulation of learning as stated in the English Language Arts and Math Curriculum Guides. Grade 3 English students and grade 6 French Immersion and English students in the province completed the Language Arts component and all grade 3 and 6 students in the province completed the math component of the CRT's. The results are presented in the table below. These scores are presented as levels of proficiency. The levels are as follows: **Level 5 - Outstanding; Level 4 - Strong; Level 3 - Adequate; Level 2 - Limited; Level 1 - Very Limited. The results indicate the percentage of students who scored at level 3 and above.**

Our grade 3 students performed at or very near the provincial average in *multiple choice reading and listening responses, constructed responses for listening* and on *demand writing*. They performed above the province on the *constructed poetic responses*. The results also indicate our grade 3 students performed below the province in *constructed responses targeting informational text*. These results indicate we must continue with our focus on developing students' abilities to *construct responses* to questions focusing on *informational text*. In mathematics, the CRT data indicates that our grade 3 students performed at or very near the provincial average on *multiple choice responses directed at number operations and number concepts*. However, all *constructed responses* indicate we are slightly below the province in *problem solving*, and significantly below the province in *reasoning, communication and connecting and representing*. Further analysis of the grade 3 math results will be completed by the School Development Math Action Team and these areas will need to be targeted in our new School Development goals.

Our grade 6 students did extremely well in all areas of the Elementary Language Arts CRT's. Between 88.8% - 91.7% of our grade 6 students scored at level 3 or above in the areas of *multiple choice listening and reading, demand writing and constructed responses targeting poetic and informational text, and listening*. With the exception of the multiple choice responses focusing on *number concept*, we did not reach the provincial target of having 85% of our students performing at level 3 and above on the 2010 Math CRT results. However, we were still above the province on the *multiple choice responses targeting number operations* and all indicators requiring *constructed responses* in the areas of *reasoning, communication, connecting and representing and problem solving*. Furthermore, our overall elementary performance continued to show improvements in all areas of math when comparing our results for the past 4 years.

With a continued focus on differentiated instruction (DI) principles and strategies and by providing stimulating opportunities for students to communicate their reasoning and understanding of Math concepts and make connections to their everyday life, student learning and achievement in kindergarten to grade 6 Mathematics should continue to improve.

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 |
| 83.9% | 63.5% | 88.0% | 65.0% | 87.3% | 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 |
| 36.4% | 68.9% | 88.9% | 72.4% | 88.2% | 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 | 93.9% | 89.7% | 91.7% | 88.5% | 89.8% | 88.3% | 91.1% | 92.1% |
| Listening | 96.7% | 93.3% | 92.5% | 85.0% | 97.1% | 95.4% | 80.5% | 80.9% |
| Constructed Response: Percentage of students achieving Level 3 or above | | | | | | | | |
| Demand Writing | 89.7% | 74.5% | 91.6% | 72.6% | 92.2% | 74.9% | 72.9% | 73.9% |
| Poetic | 89.3% | 65.8% | 75.4% | 56.1% | 77.8% | 68.8% | 77.8% | 71.5% |
| Informational | 83.6% | 74.4% | 85.2% | 70.8% | 55.6% | 55.1% | 58.6% | 63.6% |
| Listening | 79.6% | 64.1% | 91.8% | 70.2% | 83.3% | 70.5% | 59.3% | 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 | 80.0% | 77.0% | 81.0% | 76.0% | 86.2% | 85.0% | 74.1% | 76.0% |
| Number Concepts | 73.8% | 71.3% | 78.8% | 76.3% | 72.6% | 73.5% | 77.9% | 77.3% |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Reasoning | 66.7% | 43.6% | 82.7% | 65.7% | 42.3% | 54.3% | 37.2% | 62.1% |
| Communication | 51.0% | 37.5% | 82.0% | 59.8% | 47.4% | 54.2% | 35.4% | 61.6% |
| Connections & Representations | 54.2% | 36.3% | 77.5% | 61.3% | 61.9% | 69.0% | 53.1% | 68.2% |
| Problem Solving | 76.1% | 51.9% | 88.3% | 76.2% | 51.6% | 68.8% | 64.6% | 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 | 86.2% | 78.0% | 89.0% | 84.8% | 89.6% | 87.1% | 88.8% | 81.0% |
| Listening | 96.7% | 93.3% | 94.0% | 92.0% | 92.1% | 87.7% | 93.3% | 86.7% |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Demand Writing | 91.0% | 76.1% | 91.4% | 85.1% | 92.2% | 78.7% | 95.0% | 81.4% |
| Poetic | 85.7% | 73.3% | 87.1% | 81.2% | 68.4% | 69.6% | 91.1% | 69.9% |
| Informational | 59.2% | 58.8% | 91.1% | 78.9% | 68.8% | 68.0% | 91.7% | 68.4% |
| Listening | 80.5% | 58.4% | 67.7% | 62.6% | 50.0% | 47.4% | 91.6% | 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 | 74.5% | 68.2% | 80.0% | 78.0% | 80.3% | 77.1% | 78.4% | 72.3% |
| Number Concepts | 71.8% | 62.7% | 70.0% | 70.0% | 66.8% | 67.1% | 87.8% | 76.9% |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Reasoning | 46.1% | 33.2% | 56.4% | 48.4% | 46.8% | 36.5% | 65.6% | 54.9% |
| Communication | 42.1% | 30.7% | 46.8% | 42.0% | 43.0% | 30.6% | 62.6% | 46.5% |
| Connections & Representations | 50.0% | 40.2% | 44.7% | 41.3% | 49.4% | 36.1% | 61.5% | 44.0% |
| Problem Solving | 61.8% | 50.6% | 60.7% | 55.4% | 53.2% | 42.5% | 64.8% | 55.8% |

School Development Plan for Current Year

During the 2009-10 year our four - year School Development plan concluded. In May 2010 École Mary Queen of Peace began working through a new School Development Process. This fall the staff is continuing to gather and analyse, under the direction of Eastern School District and Department of Education personnel, data from many sources, including the surveys completed last spring. This data will help create and finalize a new 3-4 year School Development Plan and School Development Action Teams to specifically address identified areas of concern. Our Eastern School District Strategic Plan will certainly be a valued tool for us as we work through this process. This plan identifies student achievement and success through high-quality learning opportunities as its main goal. More information on this strategic plan can be found on the following website: <http://www.esdnl.ca/news/publications/strategicplans/pdf/strategicplan08-11.pdf>. Our internal review data will also celebrate areas of strength that have resulted from past and ongoing School Development initiatives. We are committed to the School Development process as we work to increase our students' learning and achievement in all areas. In the meantime, until our new plan is ready for implementation early in 2011, our staff will continue addressing last year's goals (Please see pages 12-15 of this report for details).

Appendix A – Summary of School Fundraising 2009-2010

| Revenue | Expenditures | Amount |
|---------------------|--|---------------------|
| \$25, 626.00 | | |
| | Lap-A-Thon Incentives: Class Fun Bucks | \$4 705.68 |
| | Lap-A-Thon Incentives: 33 Class Pizza Parties | \$ 1 997.95 |
| | Library Books (Informational Text) | \$ 1 723.66 |
| | 4 Smartboards (School Development Goal # 1: Improving Math Achievement and School Development Goal # 2: Delivering high quality instruction across the curriculum to meet the needs of all students) | \$16 796.32 |
| | 8 DI Pocket Charts | \$ 399.92 |
| | Total Expenditures: | \$25, 623.53 |