



Matthew Elementary School
Bonavista, NL
Annual School Development Report
November 6, 2011

It is the vision of Eastern School District to challenge and develop the learning and achievement capabilities of each student in a safe, caring, and socially just learning environment.

Messages

Message from The Principal

Over the course of last year, Matthew Elementary School moved closer to realizing the vision of differentiated assessment and instruction. As we begin this school year, we reflect on the successes and challenges that were realized as we worked to individualize student learning and we prepare once again to look toward the future. This year we will involve our learning community in the process of developing technological capacities in our staff and students. 21st Century Teaching Practices will form the focus for much of our learning as we work to improve academic performance for all of our children. I look forward to the dialogue and sharing that will result as we begin the exciting task of actioning new goals. Together we can all make a difference!

Daniel M. O'Brien

Message from the School Council

This year our School Council remained active and engaged in the life of our school. Apart from the obvious responsibility of advising on the teaching and learning in our school, our Council also decided to address two other issues. One was to bring some agreement and compliance to the Parking Policy and the other was to help students decide on a mascot for their school. These will require intensive work and effort as the year begins and we hope to bring closure to them soon.

Ms. M. Stringer
Council Chair

Message from the Director of Eastern School District

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

Overview of School

School's Vision Statement

Matthew Elementary is a collaborative, caring environment, focused on individualized instruction to maximize learning for all.

School's Mission Statement

At Matthew Elementary we are focused on informing individualized instruction with assessment, we are committed to building a technologically rich curriculum, and we believe in a culture where all children feel connected to their school.

Our School Community

Matthew Elementary is governed by the Eastern School District, which has 122 schools, 44 000 students, and 3800 teachers. Our school has 350 students currently enrolled in kindergarten through to grade eight. The school currently serves the communities of Bonavista, Elliston, Spiller's Cove, Newman's Cove, and Amherst Cove.

The average home room size is 20 and we currently have 27 full time teachers. This number includes five special education teachers, and specialists in the areas of Music, French, Physical Education, and Guidance. We also employ four student assistants, two full-time custodians, and one full-time secretary. In addition to school-based personnel, we also utilize District-based support in the areas of speech-language pathology, educational psychology, program support and development, hearing impairment, and vision impairment.

Program Provided

Our school offers the entire provincially prescribed curriculum in Kindergarten through Grade 8. In addition to this, we support the Intensive Core French program at the Grade 6 level. We have also expanded the French programming at the Grade 7 level. Students in this grade have the option of completing their health program in French.

Special Projects and Partnerships

Matthew Elementary boasts many dynamic projects and endeavors. We are very pleased to be continuing with the implementation of the Intensive Core French program in Grade 6 this year, and it has done much to add to the dynamic of our school.

Our music program continues to grow with two formal bands and elementary and primary choirs. We continue to be an active partner in the Choral Connections Project administered by Eastern School District and we have begun a couple of initiatives to have local musicians come to our school to teach our children.

Our Physical Education program is a model for the province, and it supports an intramural program which has 100% participation, as well as school and community based wellness initiatives. This program will continue to be augmented by a project called The Active and Healthy Schools Initiative. Through this initiative we have partnered with Memorial University to have classroom wellness kits provided to each teacher and teacher training in how to utilize the kit. Thus, our students receive quality physical education experiences every day.

We are also very proud of our accomplishments in the area of Art, and we have an annual Art Exhibition which displays at the Ryan Premises National Historic Site each summer. This year we have secured, once again, considerable funding from the Art Smarts program. A detailed cross curricular project, accessing two local artists, is planned to run throughout the year. The products of this venture will form the basis for our Annual Art Exhibition.

We must also recognize a partnership and project we completed with the National Historic Sites of Canada. Through this project, our grade five students worked with this federal agency to help develop a classroom resource on the Ryan Premises which teachers across Canada can use to teach history.

Matthew Elementary also partners with The Kids Eat Smart Foundation, and our entire community, to offer a breakfast program for our students.

Further, we recognize the importance of pre-school support and interventions and we are proud to support the Vista Family Resource Centre in their community initiatives. Two of our staff are members of the Centre's Board of Directors and we continue to help each other with the development of programs for young children.

School Development Plan

This is the last year of a three year School Development Plan. Our school followed the Provincial School Development Model to complete an internal review and identify our goals. The strengths and challenges which became apparent during that review provided focus for the goals and actions stated below.

Goal 1: To improve student learning and achievement in Language Arts by June 2012.

Year	Objective	Objective
2009-10	By June 2010 there will be an improvement in the literacy levels of elementary students.	By June 2010 there will be an improvement in the scores of constructed responses of all students.
2010-11		
2011-12	By June 2012, primary teachers will have implemented an early intervention program targeting the literacy needs of at-risk students.	

Goal 2: To improve student learning and achievement in Math by June 2012.

Year	Objective	Objective
2009-10	By June 2010 students will improve Constructed Responses in Math.	
2010-11	By June 2011 teachers will implement assessment for learning practices in the Math program.	
2011-12		

Goal 3: By June 2012 we will initiate practices geared at maintaining a culture of student and staff connectedness.

Year	Objective	Objective
2009-10	By June 2010 students will be taking part in activities that will encourage connectedness and collaboration within the school.	
2010-11	By June 2010, Matthew Elementary will expand on opportunities for after school activities that meet the diverse needs and interests of all students	
2011-12		

Operational Issues

Year	Issues	Issues
2009-10	Educate new staff on School Development Process.	
	Operationalize a plan to ensure our School Development Plan is implemented and remains focused..	
2010-11	Dealing with new training demands in the area of Inclusion.	Moving forward with school wide initiatives in Differentiated Learning.
2011-12	Dealing with new training demands in the area of Inclusion.	Moving forward with school wide initiatives in Differentiated Learning.
	Including the growth of technology initiatives throughout the curriculum.	

CURRENT DATA - CRITERION REFERENCE TESTS

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
N/A	63.5%	44.7%	65.0%	62.5%	62.6%	75.7%	63.7%

Individualized reading programs and interventions has been a focus for us as defined in our School Development Plan. This data suggests significant growth in this area over the last three years.

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
N/A	68.9%	78.0%	72.4%	60.5%	72.6%	61.3%	73.5%

At first glance this data would suggest a decline in performance with respect to students performing at or above the provincial bench mark. Even though our school has not met the provincial average over the last two years, it is important to look at this data against the Grade 1 data. In 08-09, for example, the grade 1 data suggests that only 44.7 % of our students finished the year at grade level. The grade 2 teachers accepted these students in 09-10 and by the end of that year had moved them from 44.7% of the grade one bench mark, to 60.5% of the grade 2 benchmark. That is indeed significant growth. The provincial bench mark at all grade levels, however, must remain as our goal.

It is also necessary to note that the internal data collected by the school shows that 100% of the students improved their reading level through the year; and that 10% of the students in grade 2 were on alternate programs for reading.

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	87.4%	88.5%	89.1%	88.3%	91.4%	92.1%	69.8%	79.7%
Listening	87.5%	85.0%	90.3%	95.4%	76.8%	80.9%	84.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	88.9%	72.6%	58.3%	74.9%	57.9%	73.9%	43.9%	71.9%
Poetic	40.1%	56.1%	71.9%	68.8%	56.7%	71.5%	65.5%	77.9%
Informational	37.1%	70.8%	51.6%	55.1%	51.5%	63.6%	27.6%	52.8%
Listening	75.0%	70.2%	50.0%	70.5%	47.1%	59.9%	48.7%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	77.0%	76.0%	85.8%	85.0%	82.6%	76.0%	78.2%	74.5%
Number Concepts	83.8%	76.3%	75.4%	73.5%	82.4%	77.3%	76.4%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	76.4%	65.7%	51.4%	54.3%	44.5%	62.1%	55.5%	61.2%
Communication	73.6%	59.8%	50.0%	54.2%	44.5%	61.6%	63.9%	60.6%
Connections & Representations	70.6%	61.3%	75.0%	69.0%	41.7%	68.2%	61.1%	65.3%
Problem Solving	73.6%	76.2%	63.9%	68.8%	50.0%	68.3%	86.1%	77.2%

With respect to Language Arts the above data reveals a satisfactory performance on parts of the multiple choice section of this instrument. With respect to the constructed response section this particular assessment shows no growth from the previous year, and performance which falls below the provincial average. Our internal data collected throughout the year was similar, and would have predicted these results on this type of assessment. Our internal data, however, indicated that our results on the demand piece would have been better.

With respect to Math, the above data reveals a strong performance on the Multiple Choice section of the assessment and extensive improvement on the Constructed Response section.

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	82.2%	84.8%	88.1%	87.1%	78.3%	81.0%	78.0%	79.5%
Listening	92.0%	92.0%	91.8%	87.7%	85.8%	86.7%	64.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	90.7%	85.1%	87.5%	78.7%	86.8%	81.4%	64.9%	74.7%
Poetic	93.7%	81.2%	66.7%	69.6%	80.6%	69.9%	71.9%	66.2%
Informational	66.6%	78.9%	70.0%	68.0%	89.2%	68.4%	65.6%	58.7%
Listening	65.6%	62.6%	51.3%	47.4%	81.1%	66.7%	50.0%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	75.0%	78.0%	80.0%	77.1%	70.6%	72.3%	81.3%	67.5%
Number Concepts	74.3%	70.0%	58.6%	67.1%	75.6%	76.9%	77.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	29.0%	48.4%	30.8%	36.5%	63.9%	54.9%	65.7%	52.3%
Communication	38.7%	42.0%	25.6%	30.6%	58.3%	46.5%	62.9%	44.3%
Connections & Representations	29.1%	41.3%	25.6%	36.1%	68.6%	44.0%	61.7%	35.2%
Problem Solving	64.5%	55.4%	35.9%	42.5%	65.7%	55.8%	76.5%	68.1%

The students that wrote this assessment showed a strong performance on the multiple choice section, and outscored the province on 3 of the 4 constructed response sections. Our internal data suggests that we need to evaluate our grading practices with respect to 4's and 5's on demand pieces.

The students that wrote this assessment showed a strong performance on the multiple choice section, and outscored the province significantly on the constructed response section.

Report on 2010-2011 School Development

Goal 1: To improve student achievement in Language Arts by June 2011
Objective 1.3: By June 2011, primary teachers will have implemented an early intervention program targeting the literacy needs of at-risk students.
Indicators of Success: - Grade Three CRT results - Running Records/PM Benchmarks - School Report Cards -Grade 1 and 2 Provincial Benchmark Data
Evaluation 1.3 On the Reading Component of the Multiple Choice Section of the CRT our students matched the Province and District Scores for 3 of the last 4 years. Internal Data was tracked and profiled. There has been growth shown over a three year period on the Reading Component of the CRT Multiple Choice Section. All students enjoy individualized reading instruction. Current Grade 1 data indicates substantial growth in reading over the last 3 years.
Recommendations 1.3 Continued focus on individualized reading at grade k-3. Monitoring of Internal Reading Data. Sharing of best practices. Responding to the needs of children that are not reading at grade level.

Goal 2: To improve student achievement in Math by June 2012.
Objective 2.1: By June 2011, all students at Matthew Elementary will show an improvement in constructed response scores.
<p>Indicators of Success:</p> <p>2.1.1 The use of analytic rubrics in all math classrooms by June 2011</p> <p>2.1.2 60% of all students will score at or above a level 3 in grade level assessments.</p> <p>2.1.3 School Wide Constructed Response Assessment.</p> <p>2.1.4 60% of all students will score at or above a level 3 on the constructed response section of the CRT</p>
<p>Evaluation</p> <p>PD was conducted in the use of the Analytical Math Rubric.</p> <p>One school wide assessment was completed.</p> <p>Focus group sessions were set up for grade 3 and 6 teachers.</p> <p>Significant growth was realized in the Grade 3 CRT Math Constructed Response Section.</p> <p>Our goal for 60% of our students to score 3 on the CRT was surpassed on all but 1 subtest, and significantly surpassed in others.</p>
<p>Recommendation</p> <p>Continued work in this area.</p> <p>Implement school wide assessment each term.</p> <p>Meet with parents re the math rubric.</p> <p>Continue teacher learning with respect to the Math Rubric.</p>

Operational Issues

Year	Issues	Issues
2010-2011	Lost time due to weather and power outages related to Hurricane Igor.	
Report		
Elementary and Primary CRT and Internal data would suggest that internal measures to accommodate for lost instructional time were effective. We must continue to work through this year to ensure any critical concepts not covered last year are attended to.		

School Development Plan 2011-2012

Goal 2: To improve student achievement in Math by June 2012.
Objective 2.1: By June 2012, all students at Matthew Elementary will show an improvement in constructed response scores.
Strategies: 2.1.1 Professional Development In-service 2.1.2 Introduce and familiarize all students and parents with analytic math rubric by June 2012 2.1.3 Monthly grade level assessment 2.1.4 All math teachers at Matthew Elementary will use an analytic math rubric.
Indicators of Success: 2.1.1 The use of analytic rubrics in all math classrooms by June 2012 2.1.2 60% of all students will score at or above a level 3 in grade level assessments. 2.1.3 School Wide Constructed Response Assessment. 2.1.4 60% of all students will score at or above a level 3 on the constructed response section of the CRT

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Professional Development Cost 2.2.1 Classroom display rubrics for all grades	2.1.1 Training through use of rubrics (1 day in-service) 2.2.1 Collaboration with peers 2.2.2 Sharing of data with grade level teachers and parents

Goal 4: To utilize Technology across the curriculum by June 2012.
Objective 4.1: By June 2012, 80% of teachers will report a significant increase in their use of technology in varied curriculum areas.
Strategies: 4.1.1 Professional Development In-service in Interactive White Boards and 21 st Century Initiatives. 4.1.2 Increase hardware available to students. 4.1.3 Develop 3 technology specific learning projects.
Indicators of Success: 4.1.1 The Increased teacher knowledge on technology use. 4.1.2 increase in hardware at the classroom level. 4.1.3 Students and teachers reporting increased engagement because of technology.

Operational Issues

Year	Issues	Issues
2011-2012	Preparation for New Plan	.
Report	This is the last year of our three year plan and we need to begin focusing on preparations for our internal review in the Fall of 2012.	

Fundraising Report

Bonavista, like many small communities, supports various organizations and charities. To that end Matthew Elementary attempts to promote a responsible fundraising program which recognizes the pressure and financial burden our parents and community face when attempting to provide meaningful experiences for our youth.

The mandate supported by our School Council is that we will not exceed more than three fundraisers a year, and that our program will entail only items that parents might be buying anyway such as Vegetable hampers at Thanksgiving as an example.

In the 2010-2011 school year, Matthew Elementary sponsored three such fundraisers. Vegetable Hampers were sold in the fall, a Christmas Catalogue Fundraiser was done in December, and Fish Cakes were sold in the winter. These fundraisers were completed to help purchase equipment and supplies for our library, to purchase technology items, and to help offset the cost of student travel for events like our year end field trips.

Fundraising Financial Report

Fall 2010 – Vegetable Hamper Sale in support of Technology

Income	\$1340.00
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December 2010 – Catalogue Fundraiser

Income	\$2167.00
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Winter 2010 - Fish Cake Sale in aid of Student Travel and Field Trips

Income	\$840.00
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Total Income	4347.00
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Expenditure for student travel and events	\$6775.00
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