



Paradise Elementary School

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2009-10 School Development Report

Vision

Paradise Elementary School empowers all learners to achieve and experience success in a positive, healthy, just, and caring environment.

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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

This year marks a new beginning for Paradise Elementary. We moved into our new building in September and marvel at all that it offers our students, staff and the entire community. This school year also marks a new beginning due to the reorganization of the school zones within the community of Paradise. During the rezoning process approximately 200 students moved from the Holy Family Elementary zone into the catchment area of Paradise Elementary. We welcome these new students and their families and look forward to creating a fabulous future together.

The Paradise Elementary **School Report 2009-10** has been compiled to communicate to you, the parents/caregivers and other interested individuals, information about the composition, performance and success of our school.

Areas of strength and need will be identified and from this information, goals, objectives and strategies will be developed. Together, as a staff and community, these goals will be targeted and collectively pursued. Paradise Elementary has a long-standing commitment to student achievement. English and French literacy, mathematics, science, technology, healthy living as well as the fine arts are program priorities. At Paradise Elementary, our aim is to allow each individual student to achieve his/her personal best. We feel that parents/caregivers, teachers, support staff and the administration are committed to a partnership approach where education is a

shared responsibility. We trust that you will find this report useful. We encourage you to read it carefully and invite you to contact us with any questions and concerns.

Linda Pike Mike Tobin
Principal Assistant Principal

Message from School Council

On behalf of the Paradise Elementary School Council, I would like to extend my sincere congratulations to the students, teachers, administration, support staff, parents and caregivers on the completion of a very successful school year in 2009-2010 and look forward to an even more successful 2010-2011 school year.

Our efforts have been, and continue to be, focused on enhancing the education of our children, and in the planning and implementation of a nurturing school environment in our community. This year has been especially exciting, as we have prepared and subsequently moved into one of our new school buildings. We await the occupation of the second school in early 2011. The activities surrounding the opening of the new schools, such as catchment realignment, parking, and traffic challenges all have had a significant impact on the community. While we continue to be diligent in our efforts to make Paradise Elementary a safe learning environment for our children, and are pleased with our progress thus far, we thank the community for its patience as we continue to make significant strides toward fully functional school facilities.

As parents of children at Paradise Elementary, it is important that we remain actively involved in our children's education. We urge parents and teachers to read this school report and we welcome any questions, comments, or concerns you may have regarding its content.

On behalf of the school council, I would like to thank the entire school community for its support and dedication to Paradise Elementary. We acknowledge and commend the staff, students, and school community for their accomplishments and efforts over the past year, and look forward to being of service to you and your children in the coming year. We continue to support the School Development Plan as a vital part of the educational process. We wish you only the best for the 2010-2011 school year.

Allan Collier, Chair
Paradise Elementary School Council

Overview of School

School's Vision Statement:

Paradise Elementary School empowers all learners to achieve and experience success in a positive, healthy, just, and caring environment.

Our School Community

Paradise Elementary is now located at 60 Karwood Drive in the community of Paradise. Paradise Elementary offers a kindergarten to grade 6 program. An Early French Immersion program began at Paradise Elementary during the 2006-07 school year. Our current student enrollment is **600** with the average class size of **23** students. Our school has a total of **40** full-time and **1** part-time educational staff, which includes **27** classroom teachers, and **5** teachers supporting students with special needs. We have **1.15** units for guidance, **1.5** units for music which includes band instruction and **1.5** units for physical education. Our learning resource teacher is assigned 80% to those duties. There are also **two full-time** administrators, as well as the support of **6** student assistants. In addition to the staff based at the school, we have access to itinerant District Office personnel in the areas of speech-language pathology, educational psychology, and mathematics. The school has the services of **two** secretaries as well.

Programs Provided

Paradise Elementary adheres to the prescribed primary and elementary curricula of our province. In our primary division the subjects of language arts, mathematics, science, health, social studies, religious education, music, physical education and art are taught through an integrated approach with a focus on curriculum outcomes. When possible, technology outcomes are incorporated into the teaching and learning environments. Our Early French Immersion program currently is throughout all primary grades and into grade four. In the elementary division all basic subjects are also taught with the addition of Core French in grades four, five and six. The Intensive Core French Program is being offered in two grade six classes. Where possible, an integrated approach to the curriculum is developed again with the focus on curriculum outcomes. Technology is incorporated within the elementary teaching and learning environments. Both primary and elementary teachers also utilize inclusive practices and differentiated approaches in their teaching. **Several specific program areas are noted below highlighting some key areas that took place within the 2009-10 school year.**

Physical Education

The physical education program fosters personal and community wellness by empowering students to attain healthy, lifelong attitudes and behaviours through physical activity as part of the total educational experience. The curriculum is designed to both challenge and motivate all students.

In this past year Paradise Elementary students had the opportunity to participate in various physical education programs. During the fall, elementary students participated in three **cross country running** races. Our school has consistently had high participation levels in these running

events. In fact, Paradise Elementary has won the “School with the Most Participants Award” seven times in the NLAA Cross Country Running Series fifteen year history.

Last year many grade 6 students were involved in a **fall after-school sports program** focusing mainly on volleyball. After Christmas the focus shifted to badminton. **Intramurals** is another program offered at Paradise Elementary where participation numbers are high. The program runs during lunch time with over 95% of elementary students involved. The grade 6 students were student leaders and actually wrote letters to apply for the positions. All students that applied for the job were hired!

Students were also given the opportunity to participate in various **Indoor and Outdoor Track and Field Events**. These are run by the NLAA and included such programs as the MUN Indoor Meet, as well as the Hershey Track and Field. Students at Paradise Elementary also compete in various fun competitions with other schools. Sports such as badminton, volleyball, and track provide the basis for most of these **extra-curricular events**.

Paradise Elementary also provides numerous programs as part of an active and healthy lifestyle. Events for the 2009-2010 school year included:

- A recreational skating program for grades K-1.
- A cross country skiing mini-program for grades 2. These students were also exposed to snowshoeing.
- A swimming program at the Aquarena for Grades 3 & 4.
- Grade 5 students attended Rotary Park for a session in orienteering, archery, and building shelters.
- Grade 6 students attended the Works for a combined swimming and recreation session at Field House

Paradise Elementary took part in a **Cup Stacking Day** and joined other schools across the province, the country and even the world in an effort to break an existing Guinness World Record - “Most People Sport Stacking in Multiple Locations in One Day.”

In addition to two sports day(s) at the Mount Pearl Track and Field Complex, Paradise Elementary also promoted a healthy lifestyle through various Eastern School District initiatives such as “The Healthy Commotion”.

The Most significant achievement in physical education occurred during this school year. Our school was one of two schools province-wide to be awarded the **GOLD AWARD for Quality Daily Physical Education**. All staff should be congratulated on their contribution and support towards achieving this award.

Music

Paradise Elementary has 1.75 teaching units devoted to choral music and band instruction. The entire music curriculum is based upon Kodaly and Orff methods of musical education providing a well-balanced, comprehensive choral music program.

The following is a list of “Musical Highlights” for this past school year:

- A field trip for students in grade one – three to view Anne of Green Gables at the Arts and Culture Centre in St. John’s.
- School –wide assemblies for a variety of activities and special events
- Grade One and Two Christmas musical
- Grade Three Spring Musical
- Grade Four Spring Musical
- A field trip for students in grades K-3 to view Fred Penner at the Elim Pentecostal Tabernacle
- A field trip for students in grade 4-6 to view the Mount Pearl Intermediate and Senior High’s annual performance of Etcetera at the Mount Pearl Glacier.
- Kindergarten end of year concert

Instrumental Band Program

The grade 5 and grade 6 band program at Paradise Elementary is a co-curricular program, therefore instruction occurs during other scheduled classes. Students that choose to participate in the band program attend 2-3 band rehearsals per 7 day cycle. Instruction is offered in the following instruments: flute, clarinet, saxophone, trumpet, french horn, trombone, baritone, bass guitar and percussion.

Guidance

The guidance program at Paradise Elementary incorporates a balance of social/emotional programs to enhance personal development and individual programs to address children’s learning and behavioral needs. It is our goal to help students become effective individuals and to strive to be the best people they can be for themselves and their peers. We offered a number of programs and activities that have become a part of Paradise Elementary to promote peace and understanding among our staff, students and parents. These included the Roots of Empathy, Tim Horton’s Foundation, Be Cool, Coats for Kids sponsored by VOXM Cares, D.A.R.E. and a number of food drives to assist the Paradise/CBS Local Foodbank.

Learning Resources

The Paradise Elementary Resource Centre collection continues to expand to meet the growing demands of new curriculum as well as the recreational needs and interests of our students. This past year we were fortunate to have the use of Newfoundland School for the Deaf Resource Center. Both schools shared this wonderful space as well as its resources. A Scholastic Book Fair was held in the resource centre in the fall. The proceeds from this fair provided a large number of new resources in both French and English.

A Smartboard (interactive white board) was added to the computer lab early in the year. Students were scheduled into the computer lab often working with the learning resource teacher to complete curriculum-related technology projects with their class.

Our website continues to provide parents/guardians with important notices, a calendar of events and links to other important school information including classroom / homework web pages, staff list and email addresses, and on-line school newsletters.

Key Highlights/Special Projects 2009-10

Roots of Empathy - For more than ten years across Canada and internationally, thousands of children are learning to respect and care for one another with the lessons started through their Roots of Empathy baby. At Paradise Elementary the Roots of Empathy program was implemented in three grade four classrooms. The program fosters the development of empathy through discussion and activities in subjects including literature, math, music, art and science. It involves regular classroom visits of a parent and baby.

During the course of the year, the students watch the growth and development of their baby by weighing, measuring and observing the many development milestones. Students learn about child development in a very concrete way as it unfolds in front of them.

D.A.R.E. - Drug Abuse Resistance Education (D.A.R.E.) is a police officer-led series of classroom lessons. Last year, our grade students availed of this program. The D.A.R.E. program focused on good decision making skills to help students avoid high-risk behavior to ensure they grow up healthy, safe and secure. Grade Six students at Paradise Elementary were excited to participate in this program and they celebrated their success during their D.A.R.E. graduation held in the spring of last year.

Breakfast Club – Paradise Elementary students benefited from a **breakfast program** again this past year. This program was run by regular and dedicated volunteers and teachers and was available to any students who wished to avail of it. This program was funded by various local business sponsors as well as other **corporate and personal donations**.

Partnerships

Volunteers – Paradise Elementary has a host of **dedicated volunteers** who help in many ways and forms in partnership with our staff members. Our volunteers help run the breakfast program, assist in the library, make curriculum materials, assist in special events and projects as well as serve on committees within the school. Our volunteers play an important role in our school community.

Town of Paradise - The **Town of Paradise** has always been very supportive of our school initiatives. They have provided our children with entertaining shows during the town's winter carnival week, and provided much support for our healthy school initiative which brought our children back "home" to Paradise for a walk around Neil's Pond in September 2009. The Town of Paradise also allows our school to host the many school musical performances in the Rotary Youth Community Center in an effort to maintain a strong connection with students and parents within their home community. We appreciate all their support throughout the school year.

Newfoundland School for the Deaf - The **Newfoundland School for the Deaf** has been our home away from home for several years now. The administrators, staff, and students of this facility have gone above and beyond to assist our school. We are eternally grateful for their extreme generosity and will always think of them as our "friends".

Kids Eat Smart - Kids Eat Smart Foundation Newfoundland and Labrador is a registered charity that supports volunteer-run nutrition programs - Kids Eat Smart Clubs - for children and youth in

the province. The Foundation partnered with Paradise Elementary last year along with volunteers, government, corporate sponsors, businesses, organizations and others to ensure children have access to nutritious food so that they have the energy they need to concentrate and learn. In the long term, Kids Eat Smart Clubs contribute to education, health, and overall wellbeing for children and youth.

Kin Club of Paradise- The Kin Club of Paradise is a charitable organization composed of volunteers from the community. A main goal of this organization is to help fundraise and support families in the Paradise area. Through consultation with our school counselor they help provide families in our community with Food Hampers during the Christmas holiday season.

Tim Horton's Foundation- The Tim Horton Children's Foundation was established in 1974 by Ron Joyce, Co-Founder of the Tim Horton's chain, to honour Tim Horton's love for children and his desire to help those less fortunate.

The Foundation is a non-profit, charitable organization committed to providing a fun-filled camp environment for children from economically disadvantaged homes. Year-round, local children are selected from each of the communities in which a Tim Horton's store operates, giving thousands of children the opportunity to attend one of our camps. Each year 2 of our students are sponsored by the Tim Horton's location in Paradise to attend one of the Tim Horton's camps outside the province.

Rotary Club of St. John's East – This year Paradise Elementary was invited to participate in the Rotary Read-a-Long program. The goal of this program is to foster a love of reading in children. Rotarians and their guests go to schools and read to students, talk about the importance of reading and explain the role of Rotary in the community. In addition to sharing their love of reading this Rotary club makes a generous donation of high quality children's literature to the school. Our school was visited by about 20 Rotarians, a police officer, athletes from Memorial University's Sea Hawks and by their mascot Sammy the Sea Hawk. They donated about \$1400.00 worth of books to our school.

2 Year School Development Plan

Goal 1: Language Arts – to improve student achievement in language arts

Year	Objective	Objective	Objective
2008-09	To improve students' personal and critical responses to various text forms both orally and in writing	To increase students' use of effective writing strategies	To increase and vary assessment tools and practices in Language Arts
2009-10	To improve students' personal and critical responses to various text forms both orally and in writing	To increase and vary assessment tools and practices in Language Arts	

Goal 2: Mathematics: to improve student achievement in mathematics

Year	Objective	Objective	Objective
2008-09	To improve student ability to reason, communicate and make connections / representations in mathematics	To improve student ability to solve mathematical problems	To increase and vary assessment tools and practices in mathematics
2009-10	To engage students more in learning mathematics through the process of problem solving	To learn about and vary assessment tools and practices	

Goal 3: To continue to develop and maintain a collaborative and caring school culture

Year	Objective	Objective	Objective	Objective
2008-09	To promote a collaborative environment within Paradise Elementary	To foster an environment of respect, responsibility, empathy, citizenship, fairness, honesty & trustworthiness within the school.	To improve staff and student wellness	To improve school practices/ services to ensure that all students can achieve to the best of their abilities
2009-10	To promote a collaborative environment within Paradise Elementary	To foster an environment of respect, responsibility, empathy, citizenship, fairness, honesty & trustworthiness within the school	To improve staff and student wellness	

Operational Issues

Year	Issues	Issues	Issues
2008-09	Working P.A. system	Special Services Workload	Teacher and student access to resources
2009-10	Maintenance concerns	Centrally located staffroom within building	Access and use of space within NSD to make effective use of instructional time

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

Goal 1. Language Arts – to improve student achievement in language arts	
Objective 1.1 To improve students’ personal and critical responses to various text forms both orally and in writing	Objective 1.2 To increase and vary assessment tools and practices in Language Arts
Commendations 1.1 <ul style="list-style-type: none"> • CRT results for constructed responses in Language Arts for both primary and elementary are well above those of the district and the province. <ul style="list-style-type: none"> • 94% of our elementary students are achieving level 3 or above and 24% are achieving level 4 or 5. • 80% of our primary students are achieving level 3 or above and 13% are achieving level 4 or 5. • Gr.1 Observation Survey shows 82.5% of our students reading above grade level. • Increased classroom literacy resources • 30% Literacy support teacher allocation provided 	Commendations 1.2 <ul style="list-style-type: none"> • Professional development in the area of differentiated instruction and inclusion is ongoing • Additional EFI reading assessment kits obtained • Discussion and monitoring of assessment tools and practices occurring at divisional meetings • Inclusion Itinerant presentation to special services team • Professional readings shared & discussed at staff meetings
Recommendations 1.1 <ul style="list-style-type: none"> • Focus on one objective (assessment) for transition year to new building 	Recommendations 1.2 <ul style="list-style-type: none"> • Continued Professional development in the area of differentiated instruction and inclusion • Increase in the type and number of assessments • Use District’s Academic Indicators Form and Grade Course Summary Documents to direct assessment for learning

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

Goal 2. Mathematics: to improve student achievement in mathematics	
Objective 2.1 To engage students more in learning mathematics through the process of problem solving	Objective 2.2 To learn about and vary assessment tools and practices in mathematics
Commendations 2.1 <ul style="list-style-type: none"> • CRT results for Mathematics for elementary are well above those of the district and the province • 82.5% of Grade 1 students are performing at above provincial benchmark • Primary CRT results for problem solving are higher than provincial scores • Increased visits to school by district math itinerant teacher • Timely professional development in new math curriculum and resources • Implementation of school wide Math Day • Purchase of additional math resources for classrooms based on needs identified in grade level inventories 	Commendations 2.2 <ul style="list-style-type: none"> • Increase in differentiated instruction and inclusionary practices • Professional Development ongoing • Subscription to professional resource “Teaching Children Mathematics” NCTM.
Recommendations 2.1 <ul style="list-style-type: none"> • Focus on one objective (assessment) for transition year to new building 	Recommendations 2.2 <ul style="list-style-type: none"> • Assessment to be the primary focus for the 2010-11 transition year into the new building. • Use District’s Academic Indicators Form and Grade Course Summary Documents to direct assessment for learning

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

Goal 3. To continue to develop and maintain a collaborative and caring school culture			
Objective 3.1 To promote a collaborative environment within Paradise Elementary	Objective 3.2 To foster an environment of respect, responsibility, empathy, citizenship, fairness, honesty & trustworthiness within the school.	Objective 3.3 To improve staff and student wellness	Objective 3.4 To improve school practices/services to ensure that all students can achieve to the best of their abilities
Commendations 3.1 <ul style="list-style-type: none"> Day-to-day communication procedures are defined and in place Divisional meetings continue to provide opportunities to collaborate Our 2nd year of being under one roof has alleviated many of the barriers to collaboration 	Commendation 3.2 <ul style="list-style-type: none"> Full implementation of Positive Behavioural Supports Program Implementation of Panther Paws as a positive incentives program 	Commendations 3.3 <ul style="list-style-type: none"> Increased physical education time- gold award for quality daily physical education Externally organized fitness program offered in the NSD building 	Commendations 3.3 <ul style="list-style-type: none"> Breakfast program implemented
Recommendations 3.1 <ul style="list-style-type: none"> Teacher handbook to be developed 	Recommendations 3.2 <ul style="list-style-type: none"> Continuation of this program in the new building Development of new crest to reflect our new situation and population 	Recommendations 3.3 <ul style="list-style-type: none"> Teacher fitness program be re-implemented within our school Increased opportunities for active living continue for students/staff 	Recommendations 3.4 <ul style="list-style-type: none"> Implementation of inclusion model for the delivery of special services Free lunch program for students in need

Operational Issues Report

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2008-09	<ul style="list-style-type: none"> Working P.A. system within school 	<ul style="list-style-type: none"> Special Services Workload 	<ul style="list-style-type: none"> Teacher and student access to resources
2009-10	<ul style="list-style-type: none"> Maintenance concerns 	<ul style="list-style-type: none"> Centrally located staffroom within building 	<ul style="list-style-type: none"> Access and use of space within NSD to make effective use of instructional time

Summary Report on the School's Most Current Data

Our school's most current data of the Primary and Elementary Provincial Assessment results helps us to determine our progress and to identify areas of focus within our primary and elementary divisions. This process will, in turn, allow us to determine specific goals and strategies.

Summary Analysis of Primary and Elementary Assessment 2010-2011 Data

The results of the **Grade 1 Language Arts assessment** show a very high level of performance.

The **Grade 2 Language Arts assessment** shows that our school has less students performing at a reading level M (67.4%) than the province (71.3%) however; the reading score of those students reading at Level K-L (23.6%) is higher than the province (12.5%). We interpret this to mean that many of our students (91.0%) are making steady progress with their reading and only slightly below the expected level. Compare this to the province score of students reading at Level K-M which is (83.8%)

The results from the **primary assessment** demonstrate strengths in most areas of Language Arts and Mathematics. With constructed responses in the area of **Language Arts** the percentage of students who achieved level 3 or above was well above provincial averages. On multiple choice questions in Language Arts our students scored higher than the provincial scores in both areas as well. In **Mathematics** our students scored slightly below the province on the multiple choice questions. The constructed responses in the area of Mathematics indicate that the percentage of students who achieved level 3 or above was greater than or the same as the the province in three areas (communication, connections and representations and problem solving). In the area of reasoning we were slightly below the province.

The results from the **elementary assessment** demonstrate strengths in all areas of Language Arts and Mathematics. With constructed responses in the area of **Language Arts** and **Mathematics** the percentage of students who achieved level 3 or above was well above provincial averages. On multiple choice questions in Language Arts and Mathematics our students scored higher than provincial scores in all areas.

CRITERION REFERENCE TESTS

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
74.4%	63.5%	82.1%	65.0%	82.5%	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
64.4%	68.9%	72.9%	72.4%	67.4%	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	93.8%	89.7%	89.4%	88.5%	91.5%	88.3%	95.9%	92.1%
Listening	93.3%	93.3%	80.0%	85.0%	98.3%	95.4%	86.6%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	90.7%	74.5%	73.5%	72.6%	84.1%	74.9%	83.9%	73.9%
Poetic	68.3%	65.8%	44.3%	56.1%	74.1%	68.8%	93.8%	71.5%
Informational	95.2%	74.4%	70.1%	70.8%	66.3%	55.1%	71.1%	63.6%
Listening	61.0%	64.1%	62.0%	70.2%	76.4%	70.5%	70.9%	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	89.0%	77.0%	72.0%	76.0%	86.4%	85.0%	71.2%	76.0%
Number Concepts	75.0%	71.3%	68.8%	76.3%	71.1%	73.5%	74.0%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	54.0%	43.6%	53.8%	65.7%	64.8%	54.3%	61.5%	62.1%
Communication	50.8%	37.5%	55.1%	59.8%	68.5%	54.2%	61.8%	61.6%
Connections & Representations	46.1%	36.3%	58.8%	61.3%	78.7%	69.0%	68.2%	68.2%
Problem Solving	63.5%	51.9%	68.8%	76.2%	82.0%	68.8%	73.4%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	78.3%	78.0%	86.5%	84.8%	89.1%	87.1%	91.3%	81.0%
Listening	96.7%	93.3%	94.0%	92.0%	93.5%	87.7%	92.5%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	83.9%	76.1%	84.4%	85.1%	80.0%	78.7%	93.3%	81.4%
Poetic	72.0%	73.3%	77.9%	81.2%	71.3%	69.6%	88.1%	69.9%
Informational	64.7%	58.8%	81.6%	78.9%	65.8%	68.0%	98.3%	68.4%
Listening	53.0%	58.4%	44.2%	62.6%	56.8%	47.4%	96.6%	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	62.7%	68.2%	76.0%	78.0%	76.1%	77.1%	88.1%	72.3%
Number Concepts	60.9%	62.7%	65.7%	70.0%	66.8%	67.1%	85.5%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	21.6%	33.2%	44.7%	48.4%	23.8%	36.5%	86.5%	54.9%
Communication	27.3%	30.7%	42.1%	42.0%	16.3%	30.6%	73.1%	46.5%
Connections & Representations	24.3%	40.2%	32.9%	41.3%	17.5%	36.1%	71.2%	44.0%
Problem Solving	46.3%	50.6%	51.4%	55.4%	24.1%	42.5%	88.5%	55.8%

School Development Plan for Current Year

The 2009-10 school year marked the end of our stay at our temporary home, The Newfoundland School for the Deaf. The current school year 2010-11 sees a reorganization of our boundaries and the birth of a new school, Elizabeth Park Elementary encompassing 400 students formerly of Paradise Elementary. The reorganization has resulted in 200 students formerly of Holy Family School now attending Paradise Elementary. We extend a warm welcome to these boys and girls and to their families. While we are thrilled to be in our new building, our sister school, Elizabeth park Elementary, continues to wait and plan for their move.

The change in our student population means a re-evaluation of our school development plan. This year we will work with a transitional plan as we build new data. In the 2011-12 school year we will examine that data identifying strengths and needs on which to build new goals and objectives. Our transitional plan will focus on assessment for learning, and on building a strong climate and culture for our new school.

1 Year School Development Plan- Paradise Elementary

School Development Plan 2010-2011

Goal 1: Language Arts – to improve student achievement in language arts
Objective 1.2 To increase and vary assessment tools and practices in Language Arts
<p>Indicators of Success:</p> <p>1.2.1 PD is attained for inclusive assessment practices and use of various assessment tools</p> <p>1.2.2 Teachers use a variety of assessment practices</p> <p>1.2.3 Appropriate number of reading records completed per child (grades 1 – 3)</p> <p>1.2.4 Appropriate number of CAMET reading assessments completed per child (grades 4 – 6) and CAMET is passed to next grade level teacher</p> <p>1.2.5 Student portfolios developed for each student with language arts assessment samples</p> <p>1.2.6 Time is provided for observations and sharing of assessment practices among colleagues</p> <p>1.2.7 Discussion and monitoring of assessment tools and practices at grade level and divisional meetings</p> <p>1.2.8 Increased consultations with literacy specialists</p>
<p>Strategies:</p> <p>1.2.1 Provide teachers with PD opportunities to gain further understanding of inclusive practices and assessment</p> <p>1.2.2 Implement a variety of assessment tools and practices at each grade level</p> <p>1.2.3 Complete at least one reading record per term on each child (grades 1 – 3) until grade level expectation is met.</p> <p>1.2.4 Complete one scored CAMET reading assessment per term on each child (gr. 4 – 6) until gr. level expectation is met. Pass CAMET journal to next grade level teacher at year end conference</p> <p>1.2.5 Develop student assessment portfolios for each child containing e.g. Running records/CAMET, writing samples (demand and process), anecdotal notes, samples of constructed responses, etc.)</p> <p>1.2.6 Provide time and encourage teachers to observe and/or share with colleagues who are using identified assessment practices</p> <p>1.2.7 Use grade level and divisional meetings to discuss and share various assessment tools and practices.</p> <p>1.2.8 Deploy services of district and/or Dept. of Ed. specialists to achieve objective</p>

Financial	Professional Development/Time Required
	1 day Inclusion Practices 3 days for observation of assessment practices

Goal 2: Mathematics – to improve student achievement in mathematics
Objective 2.2: to learn about and vary assessment tools and practices
<p>Indicators of Success:</p> <p>General Indicators</p> <p>2.2.1 PD opportunities are provided (Math assessment for learning)</p> <p>2.2.2 A variety of assessment tools and practices implemented at each grade level using <u>Assessment Practices and Guidelines for Paradise Elementary</u></p> <p>2.2.3 Student portfolios/journals developed for each child containing math assessment samples</p> <p>2.2.4. Self-assessment practices deployed at each grade level</p> <p>2.2.5 Discussion and monitoring of assessment tools and practices at grade level and/or divisional meetings</p> <p>2.2.6 Increased visits to school by district math itinerant teacher</p> <p>2.2.7 Student-teacher conferencing about problem solving occurred</p>
<p>Strategies:</p> <p>2.2.1 Provide teachers with PD opportunities on assessment for learning (Consultation with program specialist)</p> <p>2.2.2 Implement a variety of assessment tools and practices at each grade level</p> <p>2.2.3 Develop student portfolios/journals for each child containing math assessment samples</p> <p>2.2.4. Provide opportunities at each grade level for students to use self-assessment practices in math.</p> <p>2.2.5 Use grade level and/or divisional meetings to monitor, plan and assess the effectiveness of strategies</p> <p>2.2.6 Deploy services of district math itinerant teacher to assist in the implementation of this objective</p> <p>2.2.7 Conference with students for understanding of student problem solving and mathematical thinking</p>

Financial	Professional Development/Time Required
	2.2.1 One day for Assessment for Learning in Math (with District or Dept. specialists)

Goal 3: To continue to develop and maintain a collaborative and caring school culture		
Objective 3.1 To promote a collaborative environment within Paradise Elementary	Objective 3.2: To foster an environment of respect, responsibility, empathy, citizenship, fairness, honesty & trustworthiness within the school.	Objective 3.4: To improve school practices/ services to ensure that all students can achieve to the best of their abilities
Indicators of Success: 3.1.1 Staff have an outline of the role and schedules of the special services team members 3.1.2 A teacher handbook is developed 3.1.3 All policies/documents/forms in teacher handbook are available in electronic format. 3.1.4 Increased social and professional endeavors between divisions/grade levels within the school 3.1.5 Regular grade level and/or divisional meetings with agendas and minutes	Indicators of Success 3.2.1 The code of conduct will be updated. 3.2.2 PBS program and Panther Paws program are in place 3.2.3 School spirit activities are initiated.	Indicators of Success 3.3.1 Lunches are provided to students in need 3.3.2 Students are receiving required services 3.3.3 Inclusive practices and differentiated instruction are initiated. 3.3.4 Services provided for students who require sensory programming.
Strategies: 3.1.1 Communicate the role and schedules of the special services team members 3.1.2 Develop a teacher handbook to include all forms, schedules, policies and procedures 3.1.3 Provide all policies/documents/ forms from teacher handbook in electronic format (E.g. FirstClass) 3.1.4 Promote collaboration between divisions / grade levels within the school 3.1.5 Schedule regular grade level and/or divisional meetings with agendas and minutes	Strategies: 3.2.1 Review and update the school code of conduct to bring it in line with district policy and to reflect PBS model 3.2.2 Re-establish Positive Behavioural Supports (PBS)) program including Panther Paws, 3.2.3 Develop and promote school spirit (E.g. school spirit committee, school colours, school mascot, school spirit days/week)	Strategies: 3.3.1 Investigate the possibility of provision of lunches for those students in need 3.3.2 Review the implementation of the special services schedules to ensure that students are receiving required services 3.3.3 Promote inclusive and differentiated practices. 3.3.4 Provide adequate services for students who require sensory programming,

Financial	Professional Development/Time Required
3.3.4 Money for sensory equipment	3.1.2 Time to develop the teacher handbook 3.3.3 One PD day for Inclusion/Differentiated Instruction

Operational Issues for 2010-11

Operational Issue	Intended Action
Living through final stages of building completion	Working with construction company to ensure all aspects of the building are completed and functioning correctly
Play area is not sodded preventing children from going outside to play	Discussions ongoing with the district and the Department of Education to have the play area sodded
The lunch period is very short. This is a consequence of shared bussing	Request a review of bus contract which will result in a longer lunch period
Development of all new procedures (cafeteria/fire evacuation/arrival-dismissal etc.)	New procedures have been developed and continue to evolve as problems arise
Late arrival of some furniture & equipment	Contacts were made with the companies. Most furniture and equipment has now arrived. Items are being purchased to meet outstanding needs.
Rebuilding of instructional resources due to sharing with the new Elizabeth Park Elementary	Needs are being assessed and prioritized. Items are being purchased as needs are identified.
Limited parking	The government has approved funding for some additional spaces. Talks are ongoing.
Revision of bus routes	Bus routes have been revised to optimize space on the buses and to maximize opportunities to accommodate courtesy bussing requests
Acquisition of instructional and assistive technology resources (computers and monitors, interactive white boards, noise cancelling headphones with microphones, cameras, projectors, switches, trolleys etc.)	Fundraising