

**PERSALVIC ELEMENTARY SCHOOL**

P.O. Box 70  
Victoria, NL  
A0A 4G0



School Report  
2010-2011

### *Mission*

Persalvic Elementary is dedicated to providing an education that meets the needs of every student in a pleasant and supportive environment.

### **School Belief Statements**

We believe that: **STUDENTS** should be happy and should always try to do their best. **LEARNING** should be a continuous rewarding experience occurring at home, at school and in the community. **TEACHING** should be interesting and productive - meeting the needs of all students. **SCHOOL** should be a friendly and safe place where children want to learn.

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*OFFICE OF THE DIRECTOR*

*Chair: Milton Peach, B.A., B.A.(Ed.)*

*C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

### **Message from the Director of Education**

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**

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## **Message from Principal**

Persalvic's Growth Plan was in effect throughout the 2010-2011 school year with a focus on improving CRT and internal assessments specifically (but not limited to) Mathematics, while at the same time improving the quality of school life for our students. We had a very successful year in relation to our school development plan, meeting the established goals through the incorporation of the strategies and objectives as outlined in our School Growth Plan.

During the 2010-2011 school year, our CRT results, in the area of Mathematics, in both the primary and intermediate divisions has shown a tremendous improvement, especially at the junior high level. At the elementary level we have reason to celebrate in the areas of Number Operations. We will continue to search for effective methodologies to enhance our results in other subsets of elementary mathematics and language arts, specifically, in the subsets of Mental Math, Patterns and Relations and Number Operations). In the curricular area of intermediate Language Arts we will continue to work to improve the subsets of informational (multiple choice) and Poetic Reading.

Moving forward for the 2011-2012 school year we are in the early phase of developing a new School Growth Plan. Although our goals will continue to be outlined by the District's Strategic Plan the strategies and objectives will be somewhat different in our new plan. We will continue to constantly review our goals and to involve all stakeholders of the Persalvic School Community in this process as we move forward to becoming a school of excellence.

We are pleased to present this report and invite any comments, questions or concerns.

Byron King  
Principal  
Persalvic School

## **Message from School Council**

Greetings from your School Council,

It is a pleasure to have the opportunity to pass on greetings on behalf of the Persalvic School Council. We have had a terrific year as the council and was involved in many of the projects at the school.

Members of the council this year were Heather Kelly, Karen Butt, Rachel Reynolds, Deanna Tuck, Christina Whalen, Kelly Loche (Secretary), Mona Rose (Vice-Principal), Byron King (Principal) and Gordon King (Chair)

As a Council we reviewed and approved the new Growth Plan of the school. We discussed all the programs Persalvic planned to use to promote positive behavior and develop school spirit among our students. We were very involved in Teacher Appreciation Week with an activity each day. We examined and discussed the Crt results. We looked at various fund raising activities and decided which ones would be a best fit for Persalvic and adhere to our Healthy Living Policy. As a group we explored avenues that could help us improve the School and the grounds surrounding the school

We met several times through the year to express concerns passed on to us from people with a vested interest in our school. We also reviewed the role of the School Council and all its members.

We look forward to another successful year as your School Council in 2011. We are looking for representation from the Trinity Bay part of the catchment area. If anyone in this area would like to be part of the council feel free to contact the school or a council member. Please feel free to contact any member of the council to express any concerns you may have .

Gordon King  
School Council Chair

## Overview of School

Our school, *Persalvic*, is part of the *Eastern School District* and is located in Victoria and serves the communities of Perry's Cove, Salmon Cove, Victoria, Kingston, Broad Cove, Western Bay, Heart's Content, New Perlican, Small Point, and Turk's Cove. The school's enrolment at the beginning of the 2010-2011 school year was 315 students in Grades K-9.

Our school had a total of 22.7 full-time and part-time educational staff which included 17 classroom teachers and 3 special services personnel. We had a part-time (0.7) guidance counselor, we had one full-time school administrator and one part-time school administrator, 3 specialist teachers in the areas of music, physical education, technology education, etc.) as well as the support of 4 student assistants. In addition to staff based at the school, we had access to District office staff including: educational psychologists, speech pathologists, hearing and visual itinerants. The school also had the services of a secretary for 30 hours per week and one full-time caretaker and one part-time caretaker.

## Key Highlights/Special Projects

Curricular and extra-curricular involvement by the students and teachers of *Persalvic* has become part of our annual school culture - the 2010-2011 school year was no exception. *Persalvic* students were active in not only activities that supported in-school events but were also tremendous ambassadors of *Persalvic* in their involvement in activities sponsored by and in support of external groups. The following is a **sample** listing of the various events and activities:

- Spring Arts Festival
- Gr. 5 Grandparents Day
- Anti-Bullying Day
- Buddy Reading
- Christmas Musicals
- Intermediate Robotics
- Jeans for Guatemala
- Math Fun Days
- People Savers Swimming Program (Gr. 2)
- Visits to Harbour Lodge & Interfaith Seniors Homes
- Intermediate Science Fair
- Gr. 9 Heritage Day
- Drama Festival
- Student Assemblies
- Gr. 5 French Café
- Donations to Happy Tree
- O' Ambassadors
- Grade 1 Penguin Study
- Musical—"All You Need Is Love"
- Recycling program
- Invention Convention
- Healthy Commotion Day
- Intermediate Math. League
- Terry Fox Walk
- Grade 5 Beothuk Study
- Grade 3 Chocolate Day

**What special distinctions have been awarded to our students?**

**Elementary**

**“Top Achiever” Award**

This award is presented to student(s) who possess a strong work ethic and high academic achievement. For this current school year we will be recognizing those students who have received at least 19 out of a possible 21 5’s on their report card in the following subject areas; Language Arts, Mathematics, Science, Social Studies, French.

**2010-2011 Recipients:**

Grade 4:      Olivia Scott    Kaitlyn Graper      Travis Bennett

Grade 5:      Hannah Burden    Matthew Butt      Cody Vaters

Grade 6:      Kristina King    Morgan Fry    Danielle Taylor  
                  Alisa Flight      Alliah Jayne

**“Outstanding Writing Ability” Award - Isabella Slade Memorial Award**

Presenter- Mrs. Isabelle Cole - Retired Teacher (Persalvic)

This award is presented to the student who is considered to possess outstanding writing ability at the Grade 6 level.

**2010-2011- Recipient:**

Morgan Fry

**Ivan Hiscock Memorial Award**

Presenter- Taylor Hiscock

This award is presented to the student who demonstrates a positive attitude towards school, completes all assigned work, is determined to succeed and demonstrates a good work ethic at the Grade 6 level.

**2010-2011 Recipient:** Joshua Rogers

**Junior High**

**“Top Achiever” Award**

This award is presented to student(s) who possess a strong work ethic and high academic achievement. For this current year we will recognize students who attain an overall average(core subjects) of 85%- 89% or 90%-94% or 95% or better with cash awards.

2009-2010 Recipients:

**Grade 7:**

**100% - 95%**  
Chelsea Lahey  
Jenna Parsons

**94% - 90%**  
Mitchell Snow  
Danielle Slade  
Michael Jones

**89% - 80%**  
Jasmine Slade  
Chelsey Parsons  
Lorisa Clements  
Trevor Piercey  
Morgan Slade  
Devon Gillingham  
Alexandra Layden  
Daniel Ellsmere  
Noah Evely  
Ryan Slade

Devin Neil

**Grade 8:**

**100% - 95%**

**94% - 90%**

**89% - 80%**

Hailey Burden  
Brandon Clarke  
Abigail Crocker  
Morgan Clarke  
Jessica Critch  
Haley Jenkins  
Katie King  
Kaitlin Rose

Taylor Hiscock  
Vanessa Leaman  
Kari Little  
Joshua Rogers

**Grade 9:**

100% - 95%

94% - 90%

89% - 80%

Lukas Kelloway  
Patrick Jayne  
Tyler Slade  
Ashley Harris

Kaitlyn Neil  
Riley Balsom  
Lucas Kennell

Laura Slade  
Anna Regular  
Bradley Stansford  
Jordan Puddester  
Paulina Antle  
Taylor Burden  
Colin Penney  
Robert Yetman

**Royal Canadian Legion Writing Award  
Provincial Remembrance Day Literacy Contest**

**3<sup>rd</sup> place winner from Persalvic is Paulina Antle.**

**Horizons Award**

This award is presented to a Grade 9 student, through an open competition that involved a review of the student's academic record, volunteer activity and essay writing, who upon being selected would receive \$200.00 as an immediate recognition and a further \$1000.00 upon graduation from High School and subsequent enrolment in post secondary studies.

2010-2011 recipient: Tyler Slade

**Arthur Deering Memorial Award**

This is a cash award presented to a student in grade 9 who is:

- Hardworking
- Demonstrates a positive attitude
- Strives to the limits of their ability
- This student does not necessarily obtain the highest marks.

2010-2011 recipient: Keesha Cole

**James P. Dooley Memorial Award**

This is a cash award and a certificate presented to the student who has received Outstanding Academic Excellence in Grade 9 Science.

2010-2011 recipient: Tyler Slade

**Llewellyn Butt Memorial Award**

This is cash award and plaque presented to the student with the highest mark in Grade 9 English Language Arts.

2010-2011 recipient: Tyler Slade

**Victoria Carpet Shoppe Award of Excellence for Musical Contribution**

Presented to a Male and Female Junior High student, in recognition of his or her dedication and offering of musical talent to Persalvic. The recipients have participated in both curricular and extra-curricular musical activities with Persalvic, involving themselves in music class performance, Spring Arts Festival, Spring Musical, School Concerts and celebrations as well as representing the school in other musical endeavours.

2010-2011 recipients:

Female: **Kelsey Tuck**

Male: **Patrick Jayne**

### **Erica A. Cole Memorial Award**

This award is presented in memory of Erica by her family. Erica was a student of Persalvic who passed away on August 24, 2007. This is a cash award and a plaque presented to the student of Persalvic's senior class, as voted on by classmates, who best exemplifies, the characteristics that were very attributable to Erica:

A student

- who possesses a pleasant personality
- who is polite and reserved
- who is supportive of friends and classmates
- who loves to make others smile

2010-2011 recipient: Kamilya Cull

### **“MVP” Awards** [Recognition awards donated by Persalvic's Student Council]

These awards are presented to the Most Valuable Player for the various Junior High sports teams:

MVPs for 2010-2011:

Girl's Teams:

**Soccer:** Hailey Jenkins  
**Basketball:** Abigail Oates  
**Badminton:** Rebecca Leaman  
**Cheerleading:** Paulina Antle  
**Ball Hockey:** Alliah Jayne

Boy's Teams:

**Soccer:** Patrick Jayne  
**Basketball:** Gregory Butt  
**Badminton:** Lukas Kelloway  
**Ice Hockey:** Matthew Legge  
**Ball Hockey:** Justin Clarke

**“Athlete of the Year” (Elementary)**

Presenters:

Male: Victoria Recreation Commission                      Female: Family of Mrs. Blanche Case

This award is presented to the male and female students who have a high level of athletic skill in a variety of disciplines. These students should also be good sportsperson, good role-models, and strong academically.

Elementary Female Athletes of the Year 2010-2011:    Danielle Taylor

Elementary Male Athletes of the Year 2010-2011:    Taylor Janes

**“Athlete of the Year” (Junior High)**

This award is presented to a male and female student at the Junior High level who has: - represented Persalvic in a number of school sports

- attended practices on a regular basis
- exemplified leadership qualities to teammates
- been a positive role model at sports events and in school
- achieved an academic standard consistent with his/her ability
- demonstrated respect for school, teachers, parents, other students and the community
- represented Persalvic as a true ambassador.

Junior High Male Athlete of the Year 2010-2011: Gregory Butt

Junior High Female Athlete of the Year 2010-2011: Laura Slade

**PANTHER OF THE YEAR AWARD** [Sponsored by Victoria Mainway]

This award will be presented each year to a Grade 9 student who best exemplifies the qualities that follow:

- |                      |            |
|----------------------|------------|
| & Academics          | & Attitude |
| & Behaviour          | & Respect  |
| & School Involvement |            |

This award recognizes Persalvic's **Student of the Year**  
Panther of the Year 2010-2011: **Ashley Harris**

## Summary Report on the School's Most Current Data

### PRIMARY LANGUAGE ARTS ASSESSMENT

The Grade 1 and 2 Observation Surveys are conducted each year in January and June with each of our students and reflect the progress they are making with reading both in terms of Phonemic Awareness and Instructional Level.

- In reviewing the results for grade 1 we have increased substantially from the previous year 2009-2010. The current years data indicates that our grade 1 students are meeting or exceeding the provincial benchmark.
- While our grade 2 results are showing a decrease in comparison to the previous years.
- The staff of Persalvic will continue to focus on improving the results through various interventions and strategies – in particular through the deployment of a Literacy Support Teacher and further Professional Development on Differentiated Instruction and Inclusionary Practices.

### 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
88.0%	63.5%	77.4%	65.0%	25.8%	62.6%	64.0%	63.7%

#### 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
87.5%	68.9%	75.0%	72.4%	82.1%	72.6%	65.4%	73.5%

## **CRITERION REFERENCE TESTS**

The following section presents results of the 2011 CRT results in Grades 3/6/9 and the preamble provides a brief overview of the analysis of each assessment.

### **PRIMARY**

Grade 3 Language Arts is encouraging, for the most part, we continue to out perform the Province in all but one category! Our continued efforts to enhance student achievement will focus to a greater extent on the listening and informational components of Language Arts. With that being said we have made a very positive increase in our result in the informational component in comparison to the previous provincial assessment. With respect to the listening component our school excelled on the multiple choice section of the assessment, while the results for the listening on the 2011 assessment for constructed responses is still above the provincial level we feel the need to continue to work on this component. Overall, we are pleased with our results in language arts for 2011.

In the area of Mathematics the results for 2010-2011 school year are very encouraging in comparison to the District and Province. For example, we saw very encouraging results in most areas of the assessment in primary mathematic. The only area that was below the province was the Number Operation on Multiple Choice. This will be an area of focus during this current school year.

- In addition to ongoing strategies implemented in the previous Growth Plan years there will be a concerted focus on improving the results in the visual and informational components of Language Arts and Number Operations in Mathematics which are not at the levels that we have targeted.

Overall, there is significant cause to celebrate student achievement and to applaud the various interventions and strategies implemented by the Persalvic teaching staff and the District's NST support.

<b>Grade 3 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	94.0%	88.5%	92.0%	88.3%	94.1%	92.1%	81.1%	79.7%
<b>Listening</b>	95.0%	85.0%	93.2%	95.4%	80.0%	80.9%	92.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	68.4%	72.6%	72.7%	74.9%	85.7%	73.9%	84.7%	71.9%
<b>Poetic</b>	47.1%	56.1%	65.0%	68.8%	80.0%	71.5%	87.4%	77.9%
<b>Informational</b>	66.7%	70.8%	40.0%	55.1%	63.2%	63.6%	72.7%	52.8%
<b>Listening</b>	63.6%	70.2%	100.0%	70.5%	65.2%	59.9%	69.2%	68.9%
<b>Grade 3 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	79.0%	76.0%	95.0%	85.0%	67.9%	76.0%	72.7%	74.5%
<b>Number Concepts</b>	75.0%	76.3%	85.2%	73.5%	82.6%	77.3%	80.0%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	47.8%	65.7%	68.2%	54.3%	47.8%	62.1%	84.6%	61.2%
<b>Communication</b>	39.2%	59.8%	86.4%	54.2%	52.2%	61.6%	84.7%	60.6%
<b>Connections &amp; Representations</b>	56.6%	61.3%	100.0%	69.0%	43.5%	68.2%	88.6%	65.3%
<b>Problem Solving</b>	74.0%	76.2%	100.0%	68.8%	56.5%	68.3%	96.2%	77.2%

## **Elementary**

Our grade 6 Mathematics results bring forward a mixed response! We have met or exceeded the province in four of the six main categories! We were below the province in the areas of Number Operations and Number Concepts on the multiple choice component of the assessment. The areas of Patterns and Relations, Shape and Space and Mental Math will need to be a focus for current school year. The added support provided by the Numeracy Support Teacher at the District level in partnership with the mathematics teachers at Persalvic have proven to be beneficial in preparing students for the Provincial Assessment.

The Grade 6 Language Arts results, on the Provincial Assessment, for the most part are slightly below the Provincial levels in all components of Language Arts. These results are very surprising to us, especially the huge gap between the schools results and provincial results, in that many new interventions and strategies have been used to enhance results in this area. We fully intend to move Persalvic school forward with the attainment of objectives to accomplish the curricular outcomes for all areas of the grade 6 language arts curriculum. As a school we are disappointed with our grade 6 results and will make every effort to ensure that interventions and strategies are put in place to move these results upward. We take this opportunity to celebrate our student successes and applaud their effort and to continue to implement strategies and interventions that will move us closer to our established target.

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	84.9%	84.8%	84.5%	87.1%	71.1%	81.0%	71.3%	79.5%
Listening	92.0%	92.0%	84.2%	87.7%	83.0%	86.7%	60.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	96.8%	85.1%	86.4%	78.7%	75.8%	81.4%	50.0%	74.7%
Poetic	80.6%	81.2%	77.3%	69.6%	65.6%	69.9%	50.0%	66.2%
Informational	93.4%	78.9%	90.9%	68.0%	62.5%	68.4%	39.1%	58.7%
Listening	50.0%	62.6%	54.2%	47.4%	75.8%	66.7%	31.8%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	77.0%	78.0%	87.5%	77.1%	74.0%	72.3%	66.3%	67.5%
Number Concepts	65.7%	70.0%	64.9%	67.1%	79.8%	76.9%	72.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	51.4%	48.4%	75.0%	36.5%	71.0%	54.9%	60.9%	52.3%
Communication	34.3%	42.0%	62.5%	30.6%	67.7%	46.5%	60.9%	44.3%
Connections & Representations	34.3%	41.3%	79.2%	36.1%	64.5%	44.0%	47.9%	35.2%
Problem Solving	42.9%	55.4%	91.3%	42.5%	77.4%	55.8%	73.9%	68.1%

## **INTERMEDIATE LANGUAGE ARTS**

The Language Arts CRT results for June 2011, has improved in the areas of Poetic Reading and Demand Writing in comparison to the previous Provincial Assessment. Although improvements are made in these areas, we realize that the overall results, in Language Arts, remain below the District and Provincial level. The Language Arts teachers continue to hold subject meetings in search for interventions and strategies to implement in their classrooms. Staff continues to be receptive to suggestions and recommendations, as a result of Professional Development and administrative leadership, to enhancing our results. The need to place greater emphasis on Informational Reading and to use rubric scoring more frequently, coupled with the need for teachers to share teaching strategies across divisions. We will continue to incorporate various strategies and methodologies into our teaching culture to enhance our results in Language Arts.

## **INTERMEDIATE MATHEMATICS**

As indicated above we have many reasons to celebrate our 2011 CRT results in Mathematics. These positive results stem from the hard work and dedication of the students, staff and district support! Overall, we are above the District and Province in all areas with the exception of Statistics and Probability. However, if we look at our results this year in comparison to the previous assessment we have also increased significantly in the area of Statistics and Probability. During the past three years we have shown growth, in the areas of, Shape and Space, and Data Management and Probability we have demonstrated sufficient increases in our scores during the past three years.

<b>Grade 9 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Poetic</b>	69.6%	77.2%	58.2%	71.0%	80.3%	85.1%	53.5%	64.7%
<b>Informational</b>	59.2%	78.1%	58.2%	83.1%	73.9%	79.3%	64.3%	71.2%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	92.6%	86.2%	59.1%	83.0%	81.8%	85.4%	85.8%	83.3%
<b>Poetic</b>	76.0%	73.0%	52.3%	79.5%	62.5%	73.1%	57.2%	61.4%
<b>Informational</b>	86.0%	77.5%	50.0%	75.5%	46.9%	70.1%	70.2%	69.2%
<b>Grade 9 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Number Operations</b>	45.4%	60.3%	58.2%	55.8%	64.7%	69.5%	59.8%	59.1%
<b>Number Concepts</b>	64.3%	68.9%	37.8%	39.3%	52.1%	59.0%		
<b>Patterns &amp; Relations</b>	46.0%	59.3%	70.3%	68.9%	72.3%	75.4%	65.8%	62.8%
<b>Measurement</b>	41.8%	55.1%	63.4%	59.9%	64.7%	67.6%	69.7%	65.7%
<b>Geometry</b>	43.5%	55.4%	61.4%	61.8%	66.7%	69.4%		
<b>Data Management &amp; Probability</b>	56.3%	63.2%	50.6%	53.7%	64.4%	65.9%	76.6%	79.4%

## School Development Plan 2011-2012

<p>Goal 1: To improve student learning and academic performance in Mathematics using inclusionary practices and outcomes based teaching approach.</p>		
<p>Objective 1.1: <b>To enhance student learning in the areas of Number Operations, Shape &amp; Space, and Patterns &amp; Relations by June 2012.</b></p>	<p>Objective 1.2: <b>To increase the utilization of technology to enhance overall student achievement in Mathematics.</b></p>	<p>Objective 1.3</p>
<p>Strategies: 1.1.1 To do an inventory of class Math Materials. Each teacher will do this by November 30, 2011. These ALL should be passed to Mr. Jerrett or Mr. B. King!!!! 1.1.2 To use math manipulatives more effectively in class. 1.1.3 Differentiated Instruction and assessment practices. 1.1.4 Engage in formal divisional/math based collaborative planning. 1.1.5 Expose teachers to differentiated instruction and assessment practices. (Ex. Cubing) 1.1.6 Inservice teachers on the usage of rubrics in math.</p>	<p>Strategies: 1.2.1 Create schedules for SmartBoard Rooms 1.2.2 Post schedule outside door and/or in staffroom 1.2.3 To make better use of rooms with technology 1.2.4 Initiate staff sharing sessions to support classroom teachers , i.e. technology teacher. 1.2.5 Implement co - teaching throughout the school / across the curriculum.</p>	<p>Strategies: 1.3.1</p>
<p>Indicators of Success: 1.1.1 Accurate and update inventories completed. 1.1.2 Manipulatives used in instruction. 1.1.3 DI embedded in curriculum delivery 1.1.4 Scheduled meeting time for teachers. 1.1.5 Varied DI and assessment being utilized in</p>	<p>Indicators of Success: 1.2.1 Schedules created. 1.2.2 Schedules posted in designated areas. 1.2.3 1.2.4 Technology teacher providing PD opportunities to staff. 1.2.5 Teachers practicing co- teaching in curriculum delivery.</p>	<p>Indicators of Success: 1.3.1 1.3.2 1.3.3 1.3.4 1.3.5</p>

classrooms.		
Goal 1. Support Plan		
Financial	Professional Development/Time Required	
1.1.1 Purchase mathematics manipulatives for classes.	1.1.1 P.D. Inclusive Technology.  P.D. Inclusive Technology	
Goal 2: To improve student learning and academic performance in Language Arts using inclusionary practices and outcomes based teaching approach.		
Objective 2.1: To increase student performance in the informational strand on the CRT (3,6,9)  Variety of literature in each classroom DI Teaching via a variety of media forms Variety of assessment Guest speakers Buddy reading Writers workshop Anchor activities Literature circles Write traits	Objective 2.2: To increase student performance in the poetic strand on the CRT (3,6,9)	Objective 2.3: To increase student performance in the listening strand on the CRT (3,6,9)
Strategies: 2.1.1: By 2012, all teachers will implement inclusionary practices at least once a month 2.1.2: Use a variety of assessment techniques for each language arts strand 2.1.3: Attend school and or district P.D. obtain literature on A.T. 2.1.4: Engage in divisional meetings to compile a list of text	Strategies: 2.2.1: Engage in divisional meetings to compile a list of literary terms to be assessed at each grade level 2.2.2: To engage students in meaningful learning activities that focus on comprehension of text 2.2.3: Use a variety of media forms to analysis poetic text 2.2.4: Use a variety of media forms to create poetic text 2.2.5: To build our library of poetic text print resources	Strategies: 2.3.1: Students will engage in listening activities for a variety of purposes 2.3.2: Provide students with three different opportunities to be assessed each term (DI) 2.3.3: Provide exemplars of constructed responses for listening comprehension activities. 2.3.4: Teach active listening skills to identify main ideas

<p>features to be assessed at each grade level</p> <p>2.1.5: Use informational texts in all subject areas</p> <p>2.1.6: To build our library of informational text print resources</p> <p>2.1.7: Explore virtual websites that enhance literacy learning such as tumblebooks.com</p>		<p>and supporting details.</p> <p>2.3.5: To build our library of print/multimedia resources</p> <p>2.3.6: Monthly author's chair</p>
<p>Indicators of Success:</p> <p>2.1.1 Attend school and or district P.D. obtain literature on A.T.</p> <p>2.1.2 Variation in assessment practices.</p> <p>2.1.3 Enhanced numbers of teachers participating in PD.</p> <p>2.1.4 Development of text features to be assessed at each grade level.</p> <p>2.1.5 Informational text usage evident in all classes.</p>	<p>Indicators of Success:</p> <p>2.2.1 List of literary terms developed as a result of divisional meetings.</p> <p>2.2.2 Student engagement in meaningful activities.</p> <p>2.2.3 Various media format used to analyze poetic text.</p> <p>2.2.4 Utilization of various media forms to create poetic text.</p> <p>2.2.5 Poetic text library developed.</p>	<p>Indicators of Success</p> <p>2.3.1 Assessment results in listening are improving.</p> <p>2.3.2 Assessment practices being differentiated.</p> <p>2.3.3 Evidence of exemplars of constructed responses in all classes.</p> <p>2.3.4 Listening for meaning assessment results improving.</p> <p>2.3.5 Creation of a library of print and multi-media resources.</p> <p>2.3.6 Monthly schedule of authors chair.</p>

<b>Goal 2. Support Plan</b>	
<p>Financial</p> <p>Purchase additional literary materials and assistive technology resources.</p> <p>Purchase of multimedia resources.</p>	<p>Professional Development/Time Required</p> <p>Literacy Day</p>

<p>Goal 3:</p> <p>To foster a safe, caring, healthy and inclusive school culture for all members of Persalvic School Community.</p>		
<p>Objective 3.1:</p> <p>To provide an environment where all members of Persalvic feel safe and secure.</p>	<p>Objective 3.2:</p> <p>To implement a healthy and caring environment.</p>	<p>Objective 3.3</p> <p>To promote an inclusive climate of respect for all stakeholders.</p>
<p>Strategies:</p>	<p>Strategies:</p>	<p>Strategies:</p>

<p>3.1.1 Create a Parent/volunteer lanyard (identification) system</p> <p>3.1.2 Install a main entrance buzzer system</p> <p>3.1.3 Implement a safe and caring/behavior protocol for exterior school grounds</p> <p>3.1.4 Implement and practice the following: Lockdown, Fire drill, Secure school procedure</p> <p>3.1.5 Commit to teaching and reinforcing Persalvic School Matrix.</p> <p>3.1.6 Develop a structured, organized, activity room (ie. meeting room in corridor A) for use during unstructured time in the Primary grades.</p> <p>3.1.7 Update safe and caring school policy (in relation to our evacuation protocol)</p> <p>3.1.8 Provide an Anti bullying day</p> <p>3.1.9 Encourage RCMP involvement (DARE, Bullying presentations, etc)</p> <p>3.1.10 Re-evaluate teacher supervision to ensure safety of all students</p>	<p>3.2.1 To educate on various environment awareness issues (i.e. teach responsibility to care for school grounds) and schedule weekly clean-up.</p> <p>3.2.2 Implement Persalvic’s nutritional policy (“I was caught eating healthy” slips for student draws)</p> <p>3.2.3 Continue to implement daily “grab-and-go” Breakfast program.</p> <p>3.2.4 The Living healthy “healthy commotion” will be an ongoing concept that should receive daily emphasis.</p> <p>3.2.5 Continue to expand the Intramural program into Junior High grades.</p> <p>3.2.6 Assign Physical Education Specialists to intramurals (Gymnasium Duty) to assure success and organization.</p> <p>3.2.7 Provide “Wednesday Wellness” after school physical activities for staff.</p> <p>3.2.8 Continue to engage students in “Buddy Reading” on a bi-weekly basis.</p> <p>3.2.9 Reiterate “race for reading” into intramural program.</p> <p>3.2.10 Introduce a new active playground program.</p>	<p>3.3.1 Build Persalvic’s Volunteer basis by June 2012</p> <p>3.3.2 Expand the usage of Synervoice for important and celebratory events.</p> <p>3.3.3 Provide Monthly Newsletters (e.g. on the 1<sup>st</sup> Monday of each month)</p> <p>3.3.4 Implement web based student information system to increase parental involvement</p> <p>3.3.5 Engage community resource based specialists in the learning process (once per term) within curricular and extra- curricular programs.</p>
<p>Indicators of Success: 3.1.1 Volunteers will be clearly visible in our school building.</p>	<p>Indicators of Success: 3.2.1 School grounds are tidy. 3.2.2 Students make healthier food choices.</p>	<p>Indicators of Success: 3.3.1 There will be more volunteers in our school. 3.3.2 Parents will be aware of upcoming events.</p>

<p>3.1.2 System will be installed.  3.1.3 Less incidences reported of bullying/injuries outside.  3.1.4 Students correctly follow all procedures  3.1.5 Students know and follow the matrix.  3.1.6 By Christmas 2011, students will be utilizing the “games room.”  3.1.7 By the end of November, staff will be informed of the policy procedures.  3.1.8 Participation by all students in Anti-bullying Day.  3.1.9 Active presence of RCMP in our building.  3.1.10 Re-evaluation of teacher supervision!</p>	<p>3.2.3 Students take advantage of the program.  3.2.4 Students are participating in more healthy activities.  3.2.5 More of the student population will be involved in the program.  3.2.6 Program will run more smoothly.  3.2.7 Teachers participate in the activities.  3.2.8. Student enjoyment from “Buddy Reading”  3.2.9 Points for Race For Reading linked to intramural program.  3.2.10 Decrease in student injuries and a high level of participation in the program.</p>	<p>3.3.3 Parents will know when to expect the newsletter.  3.3.4 Parental involvement increase in both curricular and extracurricular events.  3.3.5 An increase in community involvement.</p>
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Goal 3. Support Plan	
Financial	Professional Development/Time Required
3.1.1 Purchase games.	3.1.1

## **Appendix A – Summary of School Fundraising**

### **As per school fundraising policy:**

During the 2010-2011 school year Persalvic's major fund raising activity has worked in partnership with Lamontagne Inc., and Persalvic's Learning Community. At end of the fund raising campaign for 2010-2011 Persalvic accumulated a profit of \$7632.98. We are pleased to report this amount! This is the second year that Persalvic had participated in this type of fund raising event. We were extremely pleased with funds generated as a result of this fundraiser. The profit of \$7632.98 is comparable to the funds generated through past fundraisers such as World Finest Chocolate! Therefore, our immediate plan is to continue our partnership with Lamontagne Inc. The funds collected through this fund raiser were used to provide Professional Development opportunities for staff, additional computers were purchased for the school. Registration and bussing for student activities including harvest run, soccer, ice hockey, softball, badminton, Kiwanis Music Festival etc..., as well a substantial amount of money was spent on literacy materials for all grade levels. We also purchased two SmartBoards with projection units. We also put significant dollars into each classroom for literacy materials.