

# Sacred Heart Academy

## 2009-2010 School Development Report



### ***Vision***

*Sacred Heart Academy strives to build a learning community which recognizes individuality while fostering personal and academic growth.*

*In the pursuit of excellence, Sacred Heart Academy aims to establish clear expectations for all individuals while recognizing our diversity and acknowledging our uniqueness.*

*Students of Sacred Heart Academy will become life-long learners who contribute meaningfully to the global community.*

### ***Mission***

*Sacred Heart Academy is dedicated to providing a safe and nurturing environment which enhances student achievement and encourages an active and healthy lifestyle in a collaborative school community.*

*L'école Sacré Coeur est consacré à fournir un environnement sécuritaire et nourrissant qui augmente la réussite des étudiants et qui encourage un style de vie active et sain dans une communauté scolaire collaborative.*

## Table of Contents

Message from the Director of Education .....	1
Message from Principal .....	2
Message from School Council .....	3
Overview of School .....	4
Our School Community .....	4
Key Highlights/Special Projects .....	4
Partnerships .....	6
3-4 Year School Development Plan.....	8
Report on School Development Plan (Previous Year) .....	10
Summary Report on the School's Most Current Data .....	15
School Development Plan for Current School Year .....	22
Appendix A - Summary of School Fundraising .....	27

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

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

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

## **Message from School Administration**

It is with great pleasure that we present to all stakeholders in our school community The Annual School Development Report for the 2009 – 2010 school year. This document reports on the activities of our school with a focus on our growth as demonstrated in the analysis of our assessment data and our school development plan. Additionally, the report reflects our strong commitment to building a learning community and recognizes our students' achievement, curricular and co-curricular programs, partnerships and services.

Our School Development Plan for the 2009-2010 school year continued our focus on improving achievement for all, maintaining a peaceful school environment and the motivation of all members of our school community to become engaged in our learning environment . This was reflected with committed attention to the objectives and strategies of our 2009-2010 plan.

Strategies outlined in our plan, reflect two large initiatives that were a focus for our school during 2009-2010. These initiatives included the action of an inclusion education plan and the development and implementation of a school wide positive behavior supports program. We are quite pleased with the success we achieved in reaching these objectives.

We recognize that our school community fully supports the development, evaluation and monitoring of our school development plan. Through the process of collaboration between students, parents and teachers we have developed and nurtured a positive school culture.

We would like to offer our sincere appreciation to our entire school community, and especially to our School Council, for their involvement in our school development process as we move forward with a collective vision for Sacred Heart Academy.

**CINDY POPE  
PRINCIPAL**

**DEBBIE LINEHAN  
VICE PRINCIPAL**

## **Message from School Council**

The School Council of Sacred Heart Academy is committed to enhancing the quality of school programs and improving the levels of student achievements in our school. We fully realize, given the increased public interest in our schools, the need for school based school development plans and for more openness and accountability. We, as a school community, feel it is very important that the delivery of education at our school is efficient, effective and of a high standard.

The School Council of Sacred Heart Academy (2009-2010) was composed of twelve (12) members including:

Parent Representatives:

Ms. Shelley Farrell                      Chair

Mr. Michael Walsh

Ms. Barbara Kilfoy

Ms. Ruby Power

Community Representatives:

Ms. Doreen Spencer

Ms. Marie Mallay

Ms. Mary Ward

Ms. Hannah Power

School Representatives:

Ms. Debbie Walsh

Ms. Deidre Ryan

Ms. Deborah Linehan

Ms. Cindy Pope

As a School Council we will continue to represent the school's educational interests and facilitate parent and community involvement. On behalf of our School Council I would like to acknowledge and thank our staff, students and parents for their support during this past year as it is through this shared commitment that we can all work together to improve the quality of education for our children.

**SHELLEY FARRELL  
CHAIRPERSON**

## Overview of School

### *Our School Community*

Our school, Sacred Heart Academy, is part of the Eastern School District which has 121 schools with approximately 41,000 students. The school had an enrolment of 544 (AGR, September 2009), including 283 males and 261 females from Grades Kindergarten to Seven. The teacher pupil ratio for Sacred Heart Academy is 13.4 compared to 12.7 for the Eastern School District and 12.1 for the province.

During the 2009 – 2010 school year, the total number of teaching units assigned to our school in September was 39.00. A breakdown of these units was as follows:

Regular Teachers	26.0
Administration	1.75
Guidance	1.05
Specialist	3.00
LRT	0.70
Noncategorical	3.68
Other	0.32
Pervasive (Pilot)	2.5

As part of our personnel we had three (3) student assistants (16.5 hours), five support staff (1.5 secretarial, 1 maintenance, 2.5 caretaker 1). We also had a Teacher Assistant for French Immersion, two volunteer remedial reading teachers and three Teacher Interns.

In addition to our school staff, we have access to the Burin Regional Office personnel including educational psychologists, an itinerant teacher for visually and hearing impaired, a Numeracy itinerant teacher, speech language pathologist, program specialists, and computer technicians.

### *Key Highlights/Special Projects*

Sacred Heart Academy offers the provincially prescribed curriculum in all Grades from Kindergarten to seven. We are fortunate to offer courses in Music, Physical Education and Art that are facilitated by teachers trained in these specialty areas.

Our school is a dual-track school with 160 (AGR, 2009) students enrolled in our Early French Immersion Program. We are confident in the success of this program since our enrolment at the primary level continues to be consistent. Additionally, we offer Core French to our students in Grades One – Three.

We offer special services to students who have documented exceptionalities. The Annual General Return (2009) indicates that 102 students in Kindergarten to Grade 7 were receiving supports from instructional support and pervasive needs teachers.

Our school is involved in a number of initiatives aimed at enhancing student learning and providing educational experiences for our students. This includes programs that promote an active and healthy lifestyle such as our extensive intramural program, the Minor Basketball Program, the Grade 7 Health Fair and our involvement in the Rural Schools Active Living Project and the annual Living Healthy Commotion.

Opportunities in the fine arts are provided through our two choirs, advanced recorder group, dance lessons and participation in the Regional Art Exhibit.

The promotion of academic and pleasure reading is ongoing in our schools. Students participate in the Accelerated Reader Program and a Home Reading Program. Additionally, each year we issue a challenge to our primary students to read 2000 books in a two week period. We continue to be pleased with the overwhelming response by our students to this challenge. The SORT Program (Significant Others as Reading Teachers), which began at Sacred Heart Academy in 1994, is a parent intervention program which informs parents of the importance of reading aloud to very young children. This program is designed for parents with children 6 years of age or younger. This program is supported through our school community.

Recognition of student accomplishments is very important in our learning community. During the 2009-2010 school year, several award ceremonies were held to recognize student achievement in several areas. In past years we recognized achievements in the Home Reading Program, Accelerated Reader Program, attendance, Science, French and Mathematics. This year we expanded the program to include Music. Additionally, we introduced an academic award program in Grade 7. Students were recognized each term for accomplishments in reaching either distinction or honors. We hope to expand this program again during the next school year to include another curriculum area. At the end of the school year, Grade 7 students – one male and one female were selected to receive the Chipper Charlie Memorial Scholarship (academic achievement) and the Brandon Brockerville Memorial Scholarship (commitment/improvement).

## ***Partnerships***

At Sacred Heart Academy we are committed to taking advantage of every possible educational opportunity available to our students. We firmly believe in creating a 'school community' which certainly involves a number of key partnerships with many businesses and organizations. For the 2009-2010 school year these included:

### Department of Education

Through funding from the Language Program Section of the Department of Education, our Grade 7 French Immersion students travelled to St. Pierre in May and attended the Francoforum Institute.

This year the department funded a summer camp at Sacred Heart Academy. A Kinderstart Camp aimed at early intervention for Kinderstart students was held over a three week period.

### Newfoundland and Labrador Kids Eat Smart Program

This program assists us in offering a healthy, nutritious breakfast to all students each day. Volunteers from the community served an average of on hundred students daily. This program ran from September to November for the 2009-2010 school year.

### Tim Hortons

This past summer two of our students were selected to participate in the Tim Horton's Camp – in Tatamagouche, Nova Scotia.

### McDonald's Marystown

This business sponsors our Accelerated Reader Program by offering incentives to students to encourage them to continue reading.

### Canadian Parents for French

The Marystown Chapter of CPF works very closely with our school in supporting and seeking opportunities to promote French Second Language learning within the local area. This year they were involved in sponsoring essay contests, Summer Camp, the French Carnival, tutoring, orientation for Kindergarten students and the annual French Speak Off.

### Marystown Fire Department

This volunteer group sponsors Fire Prevention Week at our school with awareness campaigns, presentations and essay and coloring contests.

#### Grande Meadows Golf Association

This year in partnership with the Grande Meadows Golf Association we held our 11<sup>th</sup> Annual Golf Tournament. This event was very successful with funds raised going towards our Breakfast Program.

#### Town of Marystown

In partnership with the Town of Marystown and as part of our physical education program, our students completed skating modules at the Marystown Arena. The town is also using our gymnasium for various community sponsored events and activities.

#### Marystown Lions Club

This year the local Lions Club became our sponsor of the MedicAlert's *No Child Without Program*. This program provides children with medical bracelets that provide invaluable medical information to educators, medical personnel and first responders.

#### Eastern Health and Community Services

In partnership with this agency, our school hosted a Health Fair for Grade 7 students of Jamieson Academy, Christ the King School and Sacred Heart Academy.

#### Newfoundland and Labrador Arts Council

Through funding support from the Newfoundland and Labrador Arts Council we were able to offer an ArtsSmarts Program this year. Our grade four students and teachers collaborated with performing artist, Mr. Shawn Silver, in the area of Irish Dancing.

#### Conocophillips and The Burin Peninsula Environmental Reform Committee

Sacred Heart Academy partnered with Conocophillips and the Burin Peninsula Environmental Reform Committee (BPERC) to involve students in a gardening project. Benefits of this group included: encouraging kids to produce and eat their own organically grown food; improving physical activity through gardening; learning about many aspects of environmental science; learning to work together cooperatively as a group; and instilling a sense of pride, accomplishment, and enhanced self-esteem in students.

### 3-4 Year School Development Plan

#### Goal 1: To improve students learning and achievement for all by 2012

Year	Objective	Objective	Objective
2009-10	Implement use of inclusion strategies in classroom instruction	Improve integration of technology across all learning environments and settings	Improve consistency in the use of rubrics through all grades
2010-11	Continue to implement effective use of inclusion strategies in classroom instruction as a Phase 2 school	Maximize opportunities for technology use in cross-curricular learning	Improve students ability to use a variety of strategies to read effectively at Grade Level
2011-12	Continue to implement effective use of inclusion strategies in classroom instruction as a Phase 2 school	Increase students' ability to demonstrate their understanding through the use of technology	Implement assessment for learning strategies

#### Goal 2: To maintain a safe and caring school environment by 2012

Year	Objective	Objective	Objective
2009-10	Develop more positive relationships in all school settings	Develop plans for transitioning students in our learning environment	Increase leadership opportunities for students, teachers and parents
2010-11	To continue to develop more positive relationships in all settings	Continue the development of plans for transitioning students in our learning environment	Continue to provide leadership opportunities for students, teachers and parents
2011-12	To improve students' awareness of environmental issues	To improve students' awareness of issues related to social justice	Continue to provide leadership opportunities for students, teachers and parents.

**Goal 3: To motivate all members of the school community to become more engaged in their learning environment by 2012**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2009-10</i>	Effectively use community partnerships to help address curriculum outcomes	Foster a sense of school spirit among all members of the school community	Explore and evaluate options for Grade 7 students to improve their independence and promote responsible behaviours with the implementation of some strategies
<i>2010-11</i>	Increase overall school attendance rates	Continue to Foster a sense of school spirit among all members of the school community	Continue implementation of opportunities for Grade 7 students to demonstrate independence and positive behaviours
<i>2011-12</i>	Effectively use community partnerships to address issues related to social justice	Explore and evaluate strategies to have all members of our learning environment engaged to their maximum potential	Continue to evaluate implemented strategies at Grade 7 for implementation to other elementary Grade levels.

**Operational Issues**

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
<i>2009-10</i>	Lack of funding for PD outside the area	Lack of professional literature	Inventory of rooms
<i>2010-11</i>	Parking/moving vehicles during dismissal/lunch time	Safe and Secure Schools concerns	Inventory of rooms
<i>2011-12</i>	Parent Roles	Role of Public Library	Satellite T.V.

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

<b>Goal 1. To improve student learning and achievement for all by June 2012</b>		
<b>Objective 1.1</b> Implement effective use of inclusion strategies in classroom instruction	<b>Objective 1.2</b> Improve integration of technology across all learning environments and settings	<b>Objective 1.3</b> Standardize assessment in all subjects across all grades
<b>Commendations 1.1</b> 1.1.1 Professional Development opportunities provided to staff 1.1.2 Professional Development Literature provided to staff 1.1.3 Some integration of the use of DI into staff meetings 1.1.4 Some sharing of DI strategies through Grade Level meetings 1.1.7 Minimal opportunities for teachers to observe inclusion strategies in other classrooms 1.1.8 Students work reflecting inclusion was displayed on a consistent basis 1.1.9 Some education of the school community with regard to inclusion 1.1.10 Student support services within the classroom was increased for Kindergarten to Grade 4 students and elementary LD students	<b>Commendations 1.2</b> 1.1.1 Professional development opportunity related to technology education were provided 1.1.2 Two LCD projection units and laptops on mobile carts were purchased 1.2.3 A preliminary list of websites was compiled, some sharing occurred. 1.2.4 Some opportunities were provide for the use of technology outside the classroom by students.	<b>Commendations 1.3</b>

<p><b>Recommendations 1.1</b>  Continue to provide PD opportunities, PD literature for staff.  Continue to use grade level meetings to share DI strategies and display student work reflecting inclusion strategies.</p> <p>Increase the use of DI strategies into staff meetings  Explore more ways to educate learning community on inclusion</p> <p>Address strategies not attained this year, namely:</p> <ul style="list-style-type: none"> <li>- Use First Class Conference to <i>share and store</i> DI activities</li> <li>- Add a feature to the school web page to showcase information related to inclusion for students, teachers and students.</li> <li>- Provide opportunities for teachers to observe inclusion strategies in other classrooms</li> </ul> <p>Continue to address this objective in next year's plan.</p>	<p><b>Recommendations1.2</b>  Continue to provide PD opportunities in the area of technology.  Continue to compile and share web sites</p> <p>Explore additional ways to provide students with opportunities to use technology outside of the classroom.</p> <p>Address strategies not attained this year, namely:</p> <ul style="list-style-type: none"> <li>- Develop a long term comprehensive technology plan that addresses software, hardware and training support needs and goals.</li> </ul> <p>Continue to address this objective in next year's plan.</p>	<p><b>Recommendations1.3</b>  The strategies outlined in the plan were not addressed by an action team or by any formal means.</p> <p>Reconsider the inclusion of this objective in next year's plan</p>
---	---	--

**Report on School Development Plan for Previous Year (2009-2010 )**

<b>Goal 2.</b> <b>To maintain a peaceful school environment by June 2012</b>		
<b>Objective 2.1</b> Develop more positive relationships in all settings	<b>Objective 2.2</b> Develop plans for transitioning students in our learning environment	<b>Objective 2.3</b> Increase leadership opportunities for students, teachers and parents.
<b>Commendations 2.1</b> 2.1.1 Plan for the implementation of PBS program was developed 2.1.2 Behavioural Matrix was finalized and communicated to all members of the learning community 2.1.3 Minor, middle and major incidents and consequences were developed 2.1.4 Lessons plans were developed 2.1.5 Students were educated on the PBS model 2.1.6 Expected behaviors were demonstrated 2.1.7 Components of the program were communicated 2.1.8 Gotcha program was implemented and continued throughout the year 2.1.10 Award program was expanded to include Music 2.1.11 Activities leading up to Stand up to Bullying Day were developed and utilized 2.1.12 School participated in Stand up to Bullying Day activities	<b>Commendations 2.2</b> 2.2.2 Some pairing of students occurred 2.2.3 Meetings with individual students/parents occurred for some students 2.2.4 Some communication occurred with parents of new students. 2.2.6 Curriculum nights were utilized to stress transitioning issues at various grade levels.	<b>Commendations 2.3</b> 2.3.1 Some improvement noted in the roles and responsibilities of committee 2.3.2 Opportunities for leaderships by teachers were provided and supported 2.3.3 Consideration was given to skills, expertise, etc when recruiting staff for committee involvement 2.3.4 Recognition of demonstrated leadership occurred within the school environment 2.3.5 Committees were provided opportunities to report at staff meetings 2.3.6 PD opportunities provided that reflected IGP and/or committee involvement 2.3.7 Some improvement noted in clarity of student leadership roles 2.3.8 Opportunities for student leadership that were available in previous years continued 2.3.9 Recognition of student leadership occurred within the school environment

<p><b>Recommendations 2.1</b> Be more consistent in the application of the identification of minor, middle and major incidents and in the utilizations of consequences</p> <p>Continue with the strategies achieved with regard to the PBS Program</p> <p>Incorporate Gotcha awards into the Award Assemblies</p> <p>Implement a school wide Character Education Program</p>	<p><b>Recommendations 2.2</b> Increase communication with new students and parents of new students.</p> <p>Address strategies not attained this year, namely:</p> <ul style="list-style-type: none"> <li>- Formalize guidelines for new students during the school year for full implementation in 2011</li> <li>- Develop guidelines for spring orientation session for students moving from Kindergarten to Grade 1 Grade 3 to Grade 4 Grade 6 to Grade 7</li> </ul>	<p><b>Recommendations 2.3</b> Continue to clarify and communicate committee roles and student leadership roles. Continue to increase opportunities for leadership by teachers and students Continue to celebrate and recognize leadership demonstrated by students and staff Continue to provide committees/teams with opportunities to report regularly at staff meetings.</p> <p>Address strategies not attained this year, namely:</p> <ul style="list-style-type: none"> <li>- Clarify and communicate parents leadership roles</li> <li>- Increase opportunities for parent leadership roles through volunteering, as community resource people, School Council, etc.</li> <li>- Explore and implement strategies for increased parental participation in Curriculum Forums and Parent-Teacher Meetings</li> </ul>
--	--	---

## Report on School Development Plan for Previous Year (2009-2010)

<b>Goal 3.</b> <b>To motivate all members of the school community to become more engaged in their learning environment by 2012</b>		
<b>Objective 3.1</b> Effectively use community partnership to help address curriculum outcomes	<b>Objective 3.2</b> Foster a sense of school spirit among all members of the school community	<b>Objective 3.3</b> Explore and evaluate options for Grade 7 students to improve their independence and promote responsible behaviours
<b>Commendations 3.1</b> Some community resource people were identified as volunteers and completed process for volunteers including Code of Conduct The Artssmarts Funding was approved and the project implemented and completed Some additional community people were identified and utilized as presenters on topics related to curriculum outcomes	<b>Commendations 3.2</b> Opportunities to purchase school clothing were provided. House system was implemented Monthly school spirit opportunities were provided. Some use of PA, newsletters, memos, etc to recognize contributions and accomplishments of all members of the school community to SHA	<b>Commendations 3.3</b> There was movement allowed for a period of time for Grade 7 students Opportunities for increased students moved were explored and implemented Honor roll program for Grade 7 was implemented Some improvement in Grade 7 leadership opportunities provided.
<b>Recommendations 3.1</b> Continue to utilize community resource people.  That although we continue to explore the expanded use of resource people in our school that this objective not be included in next year's plan.	<b>Recommendations 3.2</b> Continue with the established house system and monthly school spirit activities  Address strategies that were not attained this year, namely: <ul style="list-style-type: none"> <li>- Develop a wellness plan for staff</li> <li>- Write a school song that will be used during assemblies and school events.</li> </ul>	<b>Recommendations 3.3</b> Continue to explore leadership opportunities for Grade 7 Address strategies that were not attained this year, namely: <ul style="list-style-type: none"> <li>- Provide alternate activities for Grade 7 students during second half of lunch.</li> </ul>

### *Operational Issues Report 2009-2010*

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009-2010	<i>Lack of funding for PD outside the area</i>	<i>Lack of Professional Literature</i>	<i>Inventory of Rooms</i>
<b>Report</b>	Administration developed and implemented a PD policy which outlined financial support and PD and provided consistency	Four subscriptions to education magazines were purchased and are housed in the staffroom for accessibility.	Inventory of library was completed, other areas not addressed

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

### PRIMARY LANGUAGE ARTS ASSESSMENT

#### GRADE 1 OBSERVATION

While the province showed a decline of 2.9% of students reading at or above grade level, students of Sacred Heart Academy showed an increase 6.5%. This is the second consecutive year that our students are performing above the provincial level and the third consecutive year for our students to demonstrate improvement.

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
58.9%	63.5%	72.2%	65.0%	75.8%	62.1%

#### GRADE 2: READING RECORDS

Our students demonstrated a marked improvement in June 2010 with an increase of 13.5%. This is the first time in three years that our students have performed above the provincial level.

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
62.2%	68.9%	60.3%	72.4%	73.8%	71.3%

## CRITERION REFERENCE TESTS

### GRADE THREE LANGUAGE ARTS

#### Analysis:

##### Rubric

- Students of Sacred Heart Academy are below both the district and the province in demand writing and poetic reading.
- The most significant difference is in demand writing where we are 5.3% below the province.
- We are 4.4% above the province in informational reading and 4.3% above in listening.
- In comparing our results to the previous year, growth was evident in three of the areas (demand writing, poetic and informational reading).
- The most significant growth was in informational reading. In the previous year we were 16% below the provincial mean. Our results for 2010 indicate that we are now above the provincial mean.
- The one area that showed a decline was listening with a decrease of 2.5%. Provincially, a decrease of 10.6% was noted.
- With respect to exemption rates, we had 5% more students exempted from demand writing in comparison to the provincial rate. However, our exemption rate decreased from 29% in 2009 to 11% in 2010. In the area of reading, our exemption rate decreased by 14% and was comparable to the provincial exemption rate.
- Longitudinal data provided which compared these students from Grade 2 to Grade 3 indicate that while in Grade 2 they were 9% below the provincial mean, at the Grade 3 level they were at the provincial mean.

##### Multiple Choice

- Students of Sacred Heart Academy are below both the district and province in reading and listening as evaluated by multiple choice. The greatest difference was present in the area of listening.
- In comparing results to the previous year, a slight decline was noted in reading.
- A more significant decrease was noted in listening. This is the lowest performance our students have demonstrated in the previous four years of assessments.

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	87.1%	89.7%	88.7%	88.5%	89.3%	88.3%	88.2%	92.1%
<b>Listening</b>	86.7%	93.3%	90.0%	85.0%	94.7%	95.4%	74.0%	80.9%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	70.0%	74.5%	68.8%	72.6%	59.3%	74.9%	68.6%	73.9%
<b>Poetic</b>	61.1%	65.8%	60.6%	56.1%	57.1%	68.8%	70.0%	71.5%
<b>Informational</b>	56.3%	74.4%	59.4%	70.8%	39.3%	55.1%	68.0%	63.6%
<b>Listening</b>	52.2%	64.1%	74.3%	70.2%	66.7%	70.5%	64.2%	59.9%

### GRADE THREE MATHEMATICS

#### **Analysis:**

##### Rubric

- Students of Sacred Heart Academy are below both the district and the province in all areas evaluated by the rubric.
- The most significant difference is in the area of reasoning (12%). In the previous year's data this was the area with the lowest difference from the province.
- In comparing our results from the previous year, it is evident that growth was realized in all areas except reasoning.
- The areas that showed greatest improvement for our students were communication (9%) and connections and representations (10%).

##### Multiple Choice

- Students of Sacred Heart Academy are above both the district and province in number operations and shape and space.
- We are 2% below the province in the area of number concepts.
- While we noted a decline in all areas last year, this year results show growth (number concepts, shape and space) or remained consistent (number operations)

Written Response

- The school results are below the district and province in number concepts.
- The school results are above the district and below the province in shape and space.

Yes/No Items

- The school results are above the district and province in subtraction
- We are below the district and province in addition and multiplication. The most significant difference is in multiplication where we are 12.9% below the province.

<b>Grade 3 Mathematics</b>								
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</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>	64.0%	77.0%	82.0%	76.0%	77.6%	85.0%	78.2%	76.0%
<b>Number Concepts</b>	63.8%	71.3%	85.0%	76.3%	66.2%	73.5%	75.3%	77.3%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	24.7%	43.6%	66.7%	65.7%	51.0%	54.3%	50.0%	62.1%
<b>Communication</b>	19.2%	37.5%	68.5%	59.8%	46.9%	54.2%	55.9%	61.6%
<b>Connections &amp; Representations</b>	19.1%	36.3%	63.0%	61.3%	53.1%	69.0%	63.2%	68.2%
<b>Problem Solving</b>	32.9%	51.9%	77.8%	76.2%	57.1%	68.8%	60.6%	68.3%

## GRADE SIX LANGUAGE ARTS

### **Analysis:**

#### Rubric

- Students of Sacred Heart Academy scored below the province in three areas evaluated by the rubric: demand writing (1.9%), poetic reading (2.8%) and listening (5.6%). We were slightly above the province (1%) and slightly below the district (0.8%) in informational reading.
- Our students showed improvements in all areas in comparing the previous year's results. The most significant increase was demonstrated in listening (29%). However, both informational reading (19%) and poetic reading (14%) also showed marked improvements.
- While the province showed a slight improvement (0.4%) in the area of informational reading, our students improved by 19%.
- With respect to exemption rates, there were 3% fewer students exempted from the demand writing component of the CRT in June 2010. While 4% of students provincially were exempted, 5% were exempted at our school.
- There were 6% fewer students exempted from the reading component in 2010 as compared to the previous year. While 4% were exempted at the school level, 6% were exempted provincially.
- The longitudinal data indicates that this cohort of students were 13% below the provincial mean in reading when in Grade 3 and are now only 5% below the provincial mean. As well, in demand writing, the grade 3 results indicate the group was 7% below as compared to 2% below with Grade 6 data.

#### Multiple Choice

- Our students scored below the district in both reading (0.3%) and listening (2.4%) in multiple choice.
- In comparing our results to the province, we were below in listening (1.7%) and above in reading (0.4%).
- There were no significant differences in our results from the previous year, with a 1% decline in listening and a 1% improvement in reading.

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	77.0%	78.0%	82.0%	84.8%	80.4%	87.1%	81.4%	81.0%
<b>Listening</b>	93.3%	93.3%	90.0%	92.0%	86.2%	87.7%	85.0%	86.7%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	80.3%	76.1%	75.4%	85.1%	72.2%	78.7%	79.5%	81.4%
<b>Poetic</b>	68.9%	73.3%	79.7%	81.2%	52.9%	69.6%	67.1%	69.9%
<b>Informational</b>	66.7%	58.8%	64.6%	78.9%	50.0%	68.0%	69.4%	68.4%
<b>Listening</b>	58.0%	58.4%	54.7%	62.6%	31.5%	47.4%	61.1%	66.7%

### GRADE SIX MATHEMATICS

#### **Analysis:**

##### Rubric

- Students of Sacred Heart Academy are significantly below the province in all areas evaluated by the rubric: reasoning (27%), communication (31%), connections and representations (24%) and problem solving (29%)
- Growth was evident in only one area: reasoning (6%)
- A decline in performance was noted in the other three areas: communication (5%), Connections and representations (10%) and problem solving (4%)
- Problem solving was the strongest area demonstrated by our students

##### Multiple Choice

- Students of Sacred Heart Academy are below both the district and the province in number operations (6%), number concepts (5%) and shape and space (9%)
- Growth was realized in two areas from the previous year: number concepts (13%) and shape and space (17%)
- A decline of 2% was noted in number operations

##### Written Response

- The school results are below the district and province in number concepts (17%) and shape and space (18%)

## Grade 6 Mathematics

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Concepts</b>	63.6%	68.2%	73.0%	78.0%	68.9%	77.1%	66.8%	72.3%
<b>Number Operations</b>	56.4%	62.7%	70.0%	70.0%	59.5%	67.1%	72.4%	76.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	27.9%	33.2%	33.8%	48.4%	20.6%	36.5%	27.2%	54.9%
<b>Communication</b>	31.2%	30.7%	30.8%	42.0%	20.6%	30.6%	15.7%	46.5%
<b>Connections &amp; Representations</b>	32.8%	40.2%	30.8%	41.3%	30.1%	36.1%	20.0%	44.0%
<b>Problem Solving</b>	46.7%	50.6%	40.0%	55.4%	32.9%	42.5%	28.6%	55.8%

## School Development Plan for Current Year

### *1 Year School Development Plan*

#### School Development Plan 2010-2011

<b>Goal 1: To improve student learning and achievement for all by June 2012</b>		
<b>Objective 1.1:</b> Continue to implement effective use of inclusion strategies in classroom instruction as a Phase 2 school	<b>Objective 1.2:</b> Maximize opportunities for technology use in cross-curricular learning	<b>Objective 1.3:</b> Improve students ability to use a variety of strategies to read effectively at Grade Level
<b>Strategies:</b> 1.1.1 Provide PD opportunities for staff with a focus on co-teaching 1.1.2 Provide PD opportunities to new staff with a focus of DI strategies 1.1.3 Purchase additional resources to expand Inclusion Library 1.1.4 Purchase additional teaching aids to support use of DI strategies in the classroom 1.1.5 Integrate inclusion strategies into staff meetings 1.1.6 Use First Class to share and store inclusion strategies 1.1.7 Add feature to school web page to share information with students, parents and teachers 1.1.8 Provide opportunities for teachers to observe inclusion strategies in other classrooms and/or schools 1.1.9 Continue to display student work that reflect inclusion strategies 1.1.10 Use posters, school newsletter, media, etc to educate learning community about inclusion 1.1.11 Increase in-class student support services 1.1.12 Provide time in cycle for Grade Level teacher collaboration (1 hour for K – 3, 1 hour for 4 – 7 on an eight day cycle and on a rotating basis	<b>Strategies:</b> 1.2.1 Provide additional PD opportunities in the area of technology education (Smartboard focus) 1.2.2 Purchase a minimum of three additional smartboards/projection units 1.2.3 Continue to compile and share web sites 1.2.4 Explore additional ways to provide students with opportunities to use technology outside of the classroom 1.2.5 Develop a long term comprehensive technology plan that addresses software, hardware and training support need and goals	<b>Strategies:</b> 1.3.1 Implement reading initiatives at grade levels (literature circles, guided reading program) 1.3.2 Utilize Program specialist to support guided reading strategies 1.3.3 Provide PD support at specific grade levels 1.3.4 Purchase reading resource to support guided reading initiatives 1.3.5 Purchase resources to better support strategies for students to respond appropriately to informational/visual text

<p><b>Indicators of Success:</b></p> <p>1.1.1 PD occurs, increased success with co-teaching strategies</p> <p>1.1.2 PD occurs, increased use of DI strategies</p> <p>1.1.3 Resource materials are available and being utilized</p> <p>1.1.4 Teaching aids are available and being utilized</p> <p>1.1.5 DI team regularly meets, staff meeting agendas include DI strategy modeling and sharing</p> <p>1.1.6 Quantity and quality of resource material available on conference</p> <p>1.1.7 Feature is available on website and is regularly updated</p> <p>1.1.8 Teachers are observing in other classrooms</p> <p>1.1.9 Student work is displayed; improvement in work samples</p> <p>1.1.10 Presence of posters throughout school, appropriate topics included in newsletter, newspaper articles related to inclusion</p> <p>1.1.11 Special services teachers' schedules; student IEP/ISSP programming</p> <p>1.1.12 Schedule for collaboration time; time is used effectively</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 PD occurs, increased use of technology integration</p> <p>1.2.2 Additional Smartboards are available and being utilized</p> <p>1.2.3 List of appropriate websites is complete and made available; increased use of the web sites</p> <p>1.2.4 Students are utilizing technology outside the classroom; student participation and involvement in events; monitor is keep relevant with up to date events.</p> <p>1.2.5 Plan is created and being implemented</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Initiatives are implemented at various grade levels</p> <p>1.3.2 Program Specialist is supporting teachers</p> <p>1.3.3 PD occurs</p> <p>1.3.4 Resources purchased and being utilized</p> <p>1.3.5 Resources available and being utilized</p>
---	---	---

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.1.1 Cost of Meals</p> <p>1.1.2 Cost of meals/travel</p> <p>1.1.3 \$300 to purchase resource literature</p> <p>1.1.4 \$1000 to purchase teaching aids</p> <p>1.1.8 Cost to travel if required</p>	<p>1.1.1 Closeout Days; collaboration days from pilot</p> <p>1.1.2 Three substitute days from bank</p> <p>1.1.8 Six substitute days from bank</p>
<p>1.2.1 Cost of meals/travel</p> <p>1.2.2 \$5000 to purchase smartboards/projectors</p>	<p>1.2.1 Five substitute days from bank</p>
<p>1.3.3 Cost of meals/travel if required</p> <p>1.3.4 \$2500 to purchase guided reading materials</p> <p>1.3.5 \$1000 to purchase informational/visual text materials</p>	<p>1.3.3 Three substitute days</p>

<b>Goal 2: To maintain a peaceful school environment by June 2012</b>		
<p><b>Objective 2.1:</b> To continue to develop more positive relationships in all settings</p> <p><b>Strategies:</b>            2.1.1 Monitor the utilization of incident reports            2.1.2 Formally follow the procedures outlined in the consequence guide of the PBS program            2.1.3 Incorporate Gotcha awards into the Award Assemblies            2.1.4 Maintain the gotcha award program            2.1.5 Implement a school wide Character Education Program</p>	<p><b>Objective 2.2:</b> Continue to develop plans for transitioning students in our learning environment</p> <p><b>Strategies:</b>            2.2.1 Formalize guidelines for new students entering school for full implementation in 2011            2.2.2 Develop guidelines for spring orientation session for students moving from:            - Kindergarten - Grade 1            - Grade 3 – Grade 4            - Grade 6 – Grade 7            2.2.3 Explore strategies to increase communication with new students and parents of new students</p>	<p><b>Objective 2.3:</b> Continue to provide leadership opportunities for students, teachers and parents</p> <p><b>Strategies:</b>            2.3.1 Continue to clarify and communicate committee roles and student leadership roles            2.3.2 Continue to increase opportunities for leadership by teachers and students            2.3.3 Continue to celebrate and recognize leadership demonstrated by students and staff            2.3.4 Continue to provide committees/teams with opportunities to report regularly at staff meetings            2.3.5 Clarify and communicate parent leadership roles            2.3.6 Increase opportunities for parent leadership roles            2.3.7 Explore and implement strategies for increased parental participation in Curriculum Forums and Parent-Teacher meetings</p>
<p><b>Indicators of Success:</b>            2.1.1 Incident reports are completed; submitted and followed up            2.1.2 Consequences are formalized and consistent            2.1.3 Gotcha awards are presented during award assemblies            2.1.4 Regular presentation of awards occurs            2.1.5 Character Education program is implemented</p>	<p><b>Indicators of Success:</b>            2.2.1 Guidelines are developed and ready for implementation            2.2.2 Guidelines are developed and implemented for each grade level            2.2.3 Additional strategies are identified and utilized</p>	<p><b>Indicators of Success:</b>            2.3.1 Roles are developed and shared            2.3.2 More teachers and students involved in leadership roles            2.3.3 Demonstrated leadership is communicated            2.3.4 Increased involvement by staff in staff meetings            2.3.5 Leadership roles are developed and communicated            2.3.6 Increased involvement of parents in leadership roles            2.3.7 Increased participation in Curriculum Forums and Parent Teacher Meetings</p>
<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
2.1.3 \$200 for prizes 2.1.4 \$1200 for prizes 2.1.5 \$300 for resources	2.1.1	

<b>Goal 3: To motivate all members of the school community to become more engaged in their learning environment by 2012</b>		
<b>Objective 3.1:</b> Increase overall school attendance rates	<b>Objective 3.2</b> Continue to foster a sense of school spirit among all members of the school community	<b>Objective 3.3:</b> Continue the implementation of opportunities for Grade 7 students to demonstrate independence and positive behaviours
<b>Strategies:</b> 3.1.1 Collect data on school attendance from past three years 3.1.2 Analyze data to identify patterns and trends 3.1.3 Identify strategies to address identified patterns or concerns 3.1.4 Evaluate the reinstatement of attendance awards into the school wide award program 3.1.5 Explore new incentives to use to increase student attendance 3.1.6 Develop a year long plan for communication with parents of students who have identified attendance concerns.	<b>Strategies:</b> 3.2.1 Develop a wellness plan for staff 3.2.2 Write a school song that will be used during assemblies and school events 3.2.3 Maintain established house system and monthly spirit activities	<b>Strategies;</b> 3.3.1 Continue to explore leadership roles for Grade 7 students 3.3.2 Provide alternate activities for Grade 7 students during second half of lunch
<b>Indicators of Success:</b> 3.1.1 Data is collected 3.1.2 Data has been analyzed and patterns identified 3.1.3 Strategies are identified and being implemented 3.1.4 Decision is made and implemented 3.1.5 New incentives are identified and utilized 3.1.6 Plan exists and is being implemented	<b>Indicators of Success:</b> 3.2.1 Staff wellness plan has been developed and identified strategies being implemented 3.2.2 School song exists; members of school community know and participate in the singing of the song at events 3.2.3 House system continues to be in place and monthly activities occur	<b>Indicators of Success:</b> 3.3.1 Leadership opportunities exist; increased number of students involved in leadership roles 3.3.2 Alternate activities are available; students are involved
<b>Goal 3. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
3.1.4 \$300 for awards and/or 3.1.5 Incentives  3.2.1 \$500 earmarked for new staff wellness initiatives  3.3.2 \$500 for resources for alternate activities		

### Operational Issues for 2010-2011

<b>Operational Issue</b>	<b>Intended Action</b>
Parking/moving vehicles during dismissal/lunch time	Collaborate with operations manager to propose changes to current movement and parking around the school. Continue to involve RCMP in monitoring of traffic movement on school grounds.
Safe and Secure School Concerns	Implement new drop off and pick up procedures for students; modify safe arrival program to utilize Synrevoice system
Inventory of rooms	Expand inventory of rooms to include gym and science lab

## Appendix A – Summary of School Fundraising

School Raised Monies		Expenditures	
<i>General Fundraising</i>		<i>General Fundraising</i>	
Vegetables	4338.00	Vegetables	3520.00
Pizza Day Fundraiser	1687.00	Pizza Day Fundraiser	858.98
Lamontagne	8591.00	Lamontagne	4956.87
Christmas Lottery	2310.00	Christmas Lottery	1230.00
Concerts	5058.78	Concerts	1308.56
Sports Days	2001.30	Sports Days	2482.98
Fish Cakes	4134.00	Fish Cakes	2618.75
Skate a thon	2759.00		
Golf Tournament	5679.80	Golf Expenses	2495.55
Recycling	1252.55	Recycling	60.00
Christmas Fundraiser	889.00	Christmas Fundraiser	281.18
<b>Total</b>	<b>38700.43</b>	<b>Total</b>	<b>19812.87</b>
<i>Funded Programs/Activities</i>		<i>Funded Programs/Activities</i>	
Breakfast	6030.00	Breakfast	3044.88
Artsmarts	5000.00	Artsmarts	9262.10
Literacy Camp		Literacy Camp	2705.00
Grade 7 Trip St. Pierre	9642.86	Grade 7 Trip St. Pierre	10 032.22
Greenhouse Project	1000.00	Greenhouse Project	1041.13
<b>Total</b>	<b>21672.86</b>	<b>Total</b>	<b>16053.11</b>
<i>Activities/Initiatives</i>		<i>Activities/Initiatives</i>	
Rotary Music Festival	1020.00	Rotary Music Festival	1422.19
Grade 6 Trip (St. John's)	2625.00	Grade 6 Trip (St. John's)	2351.81
Grade 7 Leadership	500.75	Grade 7 Leadership	551.95
Book Fairs	9094.98	Book Fairs	9094.98
Activities/Student Council	7460.09	Activities/Student Council	9557.59
School Clothing	5837.90	School Clothing	5910.70
BM Employment	2075.00	BM Employment	2092.67
Grade 7 Health Fair	350.00	Grade 7 Health Fair	659.64
Social Justice	89.00	Social Justice	2049.14
EAL	665.15	EAL	665.15
French Carnival	344.00	French Carnival	360.00
Grade 4 Class Trip	313.00	Grade 4 Class Trip	288.00
Professional Development	70.50	Professional Development	3637.09
Instructional Materials	1380.00	Instructional Materials	14958.00
Canteen	50532.65	Canteen	41783.13
Donations/Gifts	2621.44	Donations/Gifts	4494.13
<b>Total</b>	<b>84979.46</b>	<b>Total</b>	<b>99876.17</b>

<i>Other Revenue</i>		<i>Other Expense</i>	
Picture Rebate	1811.55	Bank Charges	1452.91
GST	2840.30	Maintenance	666.08
Rental	6145.00	School Development	4151.82
SHA Foundation	4917.00	School Council	512.48
		Office/Staffroom Supplies	5270.68
		Cafeteria Equipment	407.65
		Honorarium/Payroll	3135.05
		Awards	8075.76
		ESD Overbudget	8465.40
<b>Total</b>	<b>15713.85</b>	<b>Total</b>	<b>32137.83</b>
<b>Total</b>	<b>161066.60</b>	<b>Total</b>	<b>167880.00</b>

The budget allocated to our school by the Board was spent in total as per the assigned allocations:

- Maintenance and Repairs
- Photocopying
- General Needs
- Professional Development