

# Tricentia Academy

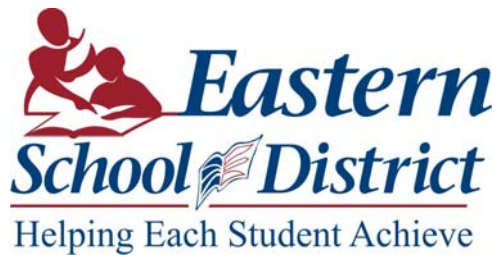
## Annual School Development Report

Arnold's Cove, NL

*October 31, 2011*



Home of the Timberwolves



*Vision*

The Eastern School District empowering all students to achieve and succeed.

### ***Mission***

By 2011, the Eastern school district will have enhanced achievement and success for all students within a healthy, active, caring and socially-just learning environment.

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## **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**

The purpose of this school development report is to provide information concerning student achievement to all stakeholders. The school development process enables us to assess student achievement, to provide a focus on teaching and learning strategies, and to foster an environment for change and improvement.

Tricentia Academy continues to offer a variety of activities that fosters a well-rounded learning environment for all students. The instructional program is supported by a large number of co-curricular initiatives offered by many volunteers from the staff and various communities that we serve. As a result, we are very grateful for the large number of individuals who dedicate a tremendous amount of time to our students.

This year Tricentia Academy will participate in year two of **Phase Two** in the inclusion pilot. As a result of this Department of Education initiative, our teachers have been actively engaged in many professional development sessions in order to create the optimal inclusive learning environment for our students.

**Russ Peddle**  
**Principal**  
**Tricentia Academy**

## Message from School Council

The following individuals served as members of the 2010-2011 School Council:

Brenda Mulrooney (President)	Parent/Come-By-Chance
Russ Peddle (Principal)	Administration
Debbie Barrett	Parent/Southern Harbor
Selma Martin	Parent/Sunnyside
Rodney Hynes	Parent/Arnold's Cove
Betty Guy	Teacher
Karen Hollett	Teacher

New members for the 2011-2012 school year include:

Lori Hollett	Parent
Melinda Goodwin	Parent

The 2010/2011 school year was another active and busy year. Tricentia Academy School Council reviewed several school topics. Some of the items identified for discussion included the School Development Plan, policies and fundraising. We are also considering a motivational speaker to come into the school to address issues on bullying, peer-pressure & life balance for youth. Time restraints prevented us from achieving this in the 2010/2011 school year, so it was decided to put it forward for evaluation and review in the 2011/2012 school year. In June 2011, Tricentia Academy held a volunteer appreciation night that was well received by all. In addition, members of the school Council received a very informative training session on roles and responsibilities. This proved very beneficial, especially for new members.

One area of concern for the School Council this past year has been utilizing new teaching resources such as Smart boards. We have a major investment in technology from the Department of Education that included 10 smart boards and other computer resources. Our challenge will be the installation and maintenance of these resources. We will continue to work on this in the 2011/2012 school year.

We will maintain our commitment to quality programming for our students in the upcoming year and we look forward to what the new school year will bring.

Tricentia Academy School Council

## **Overview of School**

### **Our School Community**

Tricentia Academy has an enrollment of 275 students from Kindergarten to Level Three. The class sizes range from 11 students to 32. Tricentia Academy serves students from Arnold's Cove, Southern Harbor, Sunnyside, Come-By-Chance, Little Harbor, and Arnold's Cove Station. We have 24 teachers supported by two caretakers and one secretary. From the school district we are supported by a number of program specialists, itinerant teachers, and an educational psychologist. We also avail of other professionals from Health Care and Justice.

### **Key Highlights/Special Projects**

#### **Tricentia Academy Awards Program**

The Awards Program At Tricentia Academy is done in two phases. Kindergarten to Grade 9 awards are given out at the closing assembly in June. Level 1 to Level 3 awards are given out in a ceremony prior to the Christmas holidays. Both programs are supported by many businesses and individuals from our school community.

#### **Kids Eat Smart Breakfast Program**

Tricentia Academy's Breakfast Club continued to be a huge success. This community-based program continues to build on the procedures and routines from last year. This program is currently facilitated by the Do-IT Crew consisting of Kerry Fahey, Annie Butler, Ernestine Monk, Marguerite Smith, Jackie Reid, Elizabeth Power, Sharon Penney and Bernadette Allen. This group facilitates the provision of nutritious breakfast choices served to our students three times per week. This is a major accomplishment that is made possible as a result of the tremendous support offered by all these volunteers. On behalf of students, parents and teachers we would like to sincerely thank all individuals who contributed to this valuable service.

#### **Living Healthy Commotion and Terry Fox Run/Walk**

The Living Healthy Commotion and Terry Fox Run has become an annual event that many of our students and teachers participate in. For the Terry Fox run/walk, we avail of the Arnold's Cove Fire Department to assist us and to lead the way. The contribution in

sponsorships collected by our students in September, 2011 was over four thousand dollars. This is outstanding!

In September, we had Mr. Fred Fox (Brother of Terry Fox) visit our school. Mr. Fox presented our school with 5 year and 10 year appreciation banners, and recognized the contributions made by Tricentia Academy over the last ten years. In addition, he recognized the contributions made by Mr. Don Comden and the many other volunteers that support this cause.

For our Living Healthy Commotion, students participate in a variety of physical activities as well as partake in nutritious snacks provided by our Breakfast Program volunteers.

### **Speak- Off Grades 7 - Level III**

Speak-off was held within the school for two divisions, Grade Four and Five and Grades Six to Nine. Four participants from each division, along with participants from Levels I-III, took part in the Lion's Club Speak-off held at Tricentia. The First, Second, and Third place winners from the grades Seven to Nine and Levels I- III division moved on to the Local Zone Competition held in South West Arm.

### **Partnerships**

Tricentia Academy is still supported by many partnerships from the communities that it serves. The transshipment facility (IMTT) continues to sponsor the literacy program at our school. This program allows us to support and encourage literacy initiatives for all students. As well, it gives us a tremendous support, allowing us to purchase additional resources for our students.

The Lion's Clubs of Arnold's Cove, Come-By-Chance, and Sunnyside support the Speak-off competition that is extremely successful at our school. This year we had fifty competitors from Grade Four to Level Three. There were twenty students that competed at the school Speak-off. Six of these individuals went on to represent our school at the Lion's regional competition. Thank-you to all Lion volunteers who made this a tremendous experience for so many students.

In the summer of 2008, Newfoundland Power offered to provide funding for a grounds beautification project for the school. Subsequently, the Town of Arnold's Cove, offered to match the funding provide by Newfoundland Power. As a result, trees have been planted around the exterior of the school which certainly enhances the landscape of our property. In addition the Town of Arnold's cove has supported this by additional clean-up and lawn mowing services around the school.

Tricentia Academy is supported by many partnerships from all communities. They include many parent volunteers, business support for various initiatives, and other organizations from all communities. It is not possible to list all contributors, however, the students and staff of Tricentia Academy would like to thank all those individuals who contribute to making our school a wonderful place to learn.

### **Workplace Health and Safety Compensation Commission**

Students who enrolled in Workplace Safety 3220 had an opportunity to participate in “Who Wants to Save A life” contest. Five students from Tricentia Academy competed and won regional competition in Clarendville. These students then qualified for a provincial competition that was held in Gander. Our school tied with Templeton Academy for the top prize. Our students won \$1000 each and \$5000 for the school. Students and teachers thoroughly enjoyed this valuable experience.

### 3-4 Year School Development Plan

Data is currently being gathered and analyzed for the creation of a new **School Development Plan**. This plan should be completed and ready for implementation by the spring of 2012. As a result, the previous **School Development Plan** was extended into the 2011-2012 school year.

#### Goal 1: To improve student achievement in English Language Arts.

Year(s)	Objective	Objective	Objective
2007-2008	To increase student achievement and skills in listening.	To improve student Personal Response answers.	
2008-2009	To increase student achievement in Informational Text. (P/I/SH) To increase student achievement with Constructed Response (E/I/SH)	To increase student achievement in Demand Writing (P/E)	To improve student achievement in Comparative Essay writing (I/SH).
2009-2010	To increase student achievement in Informational text (P/I/SH)	To Increase student achievement in Demand Writing (P)	To Improve student achievement with Constructed Response items (E/I)...Poetry (SH) To improve student achievement in Comparative Essay Writing
2010-2012	To increase student achievement and skills in writing (P) To increase students achievement in spelling (P)	To increase students achievement and skills in reading comprehension and constructed response (P/E) To improve academic achievement in visual text response (E)	To increase student achievement and skills in demand writing (I/SH) To increase students achievement in Comparative Essay writing (I/SH) To improve student competency in Personal Response writing

**Goal 2: To increase academic achievement in Mathematics and Science.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<b>2007-2008</b>	To increase student knowledge of mathematical language.	To increase student achievement in reasoning.	To increase students reasoning and critical thinking skills through the use of performance-based assessments.	To increase student participation in hands-on activities in and out of the science lab.
<b>2008-2009</b>	To increase student achievement in Place Value (P). To increase student knowledge and use of mathematical language (E/I/SH).	To increase student achievement in problem solving skills and strategies (P).	To increase student achievement in Reasoning (P/E/I/SH) and critical thinking skills (E/I/SH).	To increase student participation in “hands-on” activities in and out of the science lab (E/I/SH).
<b>2008-2009</b>	To Increase student proficiency in the Multiple Choice sections (I/SH)	To increase student achievement in the area of Circle Geometry(SH)	To increase student achievement in Biology units of Genetics and Evolution (I/SH)	
<b>2009-2010</b>	To increase student achievement in Place Value (P)	To increase student achievement in problem solving skills and strategies	To increase student achievement in reasoning (P/E/I/SH)	To increase student achievement with knowledge and mathematical language

	To increase student reasoning and critical thinking skills through performance based assessments (E/I/SH)	(P) To increase student participation in “Hands-on” in Science Classes	To increase student achievement in the area of Circle Geometry(SH)	(E/I/SH) To increase student achievement in Biology units of Genetics and Evolution (I/SH)
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<b>2010-2012</b>	To increase student achievement in number concepts and operations (P) To increase students problem solving skills and strategies (P) To increase students achievement in reasoning (P)	To increase student achievement in constructed response to number operations (E) To increase student participation in hands-on activities in and out of the science lab (E)	To increase student achievement in the area of Circle Geometry (Math 3204/3205) (SH) To increase student proficiency with multiple choice items (I/SH)	To increase student reasoning/critical thinking skills in the areas of math and science (I/SH) To increase student achievement in the area of measurement (I/SH)
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**Goal 3: To continue to foster a positive, healthy and safe school environment.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<b>2007-2008</b>	To create a school climate that supports and promotes active lifestyles/healthy living.	To improve student motivation so all students reach their full academic potential.	To recognize and celebrate students accomplishments.
<b>2008-2009</b>	To further establish a school climate that supports and promotes an active lifestyle and healthy living.	To improve student motivation so all students improve their academic potential.	To recognize and celebrate students accomplishments.
<b>2009-2010</b>	To further establish a school climate that supports and promotes an active lifestyle and healthy living.	To improve student motivation so all students improve their academic potential.	To recognize and celebrate students accomplishments.

<b>2010 -2012</b>	To promote an active lifestyle and healthy living for staff and students	To improve student motivation and recognize and celebrate accomplishments	To encourage positive social behavior and relationships (character building) To become an inclusive teaching/learning environment

### Operational Issues

<b>2009-2010</b>	<b>2010-2012</b>
School website to be updated and maintained.	Increase teacher access to technology (laptops, multimedia projectors, Smartboards, Fusion)
Further develop use of fitness room.	Increase use of library
Provide training for staff on use of fitness equipment.	Purchase of equipment for Fitness Room
Increase classroom visitation.	Administration to set up schedule for classroom visitation
Establish full cafeteria service with space required.	Continue updates of school website
Increase access to library.	
Increase opportunities for K-6 students to use technology.	
Increase teacher access to technology.	

## Report on School Development Plan for Previous Year (2010-12)

<b>Goal 1. To improve student achievement in English Language Arts</b>		
<p><b>Objective 1.1</b> To improve student achievement and skills in writing(P)  <b>Evaluation 1.1</b> Overall negative results for this goal. Primary division was below provincial average</p>	<p><b>Objective 1.2</b> To increase student achievement in Spelling (P)  <b>Evaluation 1.2</b> Not enough data to determine the success of this goal.</p>	<p><b>Objective 1.3</b> To increase student achievement and skills in Demand Writing. ( I H)  <b>Evaluation 1.3</b> Positive results for I and H. this</p>
<p><b>Commendations1.4</b> Improvements made in this area.</p>	<p><b>Commendations 1.2</b> Not enough data to make accurate assessment</p>	<p><b>Commendations 1.3</b>            General upward trend in this area( I H)</p>
<p><b>Recommendations 1.1</b> Continued work and focus in this area</p>	<p><b>Recommendations1.2</b> Continue work in this area.</p>	<p><b>Recommendations1.3</b> Continue to work focus in this area</p>
<p><b>Objective 1.4</b> To increase student achievement and skills in comparative essay writing. (I H)  <b>Evaluation1.4</b> Improvements are made in this area. I and H were above province and district. Intermediate above district and province.</p>	<p><b>Objective1.5</b> to improve student competency in personal response writing  <b>Evaluation 1.5</b> positive trend in this area</p>	
<p><b>Commendations 1.4</b> Positive trends in this area</p>	<p><b>Commendation 1.5</b> positive trend in this area</p>	
<p><b>Recommendations 1.4</b> Continue to work and focus in this area</p>	<p><b>Recommendation 1.5</b> Continue to work and focus in this area</p>	

## Report on School Development Plan for Previous Year (2010-12)

<b>Goal 2. To improve student achievement in the area of mathematics and Science</b>		
<b>Objective 2.1</b> To increase student achievement in place value (P) <b>Evaluation 2.1</b> Below district and province	<b>Objective 2.2</b> To increase student problem solving skills and strategies (P) <b>Evaluation 2.2</b> Mixed results in this area. No evidence of trends	<b>Objective 2.3</b> To increase student achievement in reasoning (PEIH) <b>Evaluation 2.3</b> Mixed results
<b>Commendations 2.1</b> Slight improvement overall	<b>Commendations 2.2</b> There is a two year improvement	<b>Commendations 2.3</b> slight improvement Primary level. Overall down!
<b>Recommendations 2.1</b> Continue to review strategies and focus in this area.	<b>Recommendations 2.2</b> Continue to focus in this area	<b>Recommendations 2.3</b> Significant focus and consideration in this area
<b>Objective 2.4</b> To increase student achievement in Constructed Response to Number Operation items. (E) <b>Evaluation 2.4</b> Slightly below district and province. Improvements are being made here!	<b>Objective 2.5</b> To increase student participation in “hands-on” activities in and out of the Science lab(E) <b>Evaluation 2.5</b> Limited data from external results. Some item analysis and internal data suggests that there is a slight improvement in this area. However, it is also suggested that we still need to focus in this area.	<b>Objective 2.6</b> to improve student achievement with knowledge and mathematical language. <b>Evaluation 2.6</b> inconclusive data analysis.
<b>Commendations 2.4</b> Positive trend in this area during the past four years.	<b>Commendation 2.5</b> Slight positive trends in a variety of subject areas	<b>Commendation 2.6</b> slight gains made in some areas
<b>Recommendation.</b> Progress is being made. Continue with strategies in this area.	<b>Recommendation 2.5</b> Definite focus in this area. Generalize hands-on learning to other subject areas.	<b>Recommendation 2.5</b> Progress is being made. Continue with strategies in this area.

## Report on School Development Plan for Previous Year (2010-12)

<b>Goal 3. To continue to foster a positive, healthy, and safe school environment</b>		
<p><b>Objective 3.1</b> To further establish a school climate that supports and promotes an active lifestyle and healthy living.</p> <p><b>Evaluation 3.1</b> A great job done in this area. Nutritional awareness, student/teacher wellness is promoted and encouraged</p>	<p><b>Objective 3.2</b> To improve student motivation and recognize and celebrate accomplishments.</p> <p><b>Evaluation 3.2</b> Continued focus and work is needed for student motivation. Some improvements have been noted, however, internal data suggests that this is still a concern .</p>	<p><b>Objective 3.3</b> To encourage positive social behavior and relationships. (character building)</p> <p><b>Evaluation 3.3</b> This objective is partially achieved. Some programs will need more extensive work and focus.</p>
<p><b>Commendations 3.1</b> Active lifestyles and healthy living is promoted in many courses. A successful wellness day” with many presenters from the community. Drugs, alcohol, internet safety bullying were among the many topics. Plans are currently being made to build on past a “Wellness” day for the winter 2012.</p>	<p><b>Commendations 3.2</b> The implementation of SOS, Student Recognition, Cause for Applause are examples of positive initiatives for student motivation.</p>	<p><b>Commendations 3.3</b> “Duke of Edinburghs” Awards program, Lions Quest Program are positive initiatives that encourage positive social and behavioral relationships.</p>
<p><b>Recommendations 3.1</b> A continuation of many strategies and events. These topics need consistent reinforcements over time.</p>	<p><b>Recommendations 3.2</b> Continue to monitor students and to implement programs that will have positive results. Continue to explore new strategies and new professional development opportunities in this area.</p>	<p><b>Recommendations 3.3</b> Continue to explore, develop and implement social programs. Training in the area of “Lion’s Quest”.</p>

## Operational Issues Report 2010-12

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009-10	School website to be updated and maintained.	Further develop use of fitness room.	Provide training for staff on use of fitness equipment.
<b>Report</b>	Completed and maintained (on-going)	Fitness room is established	Training has been provided to staff on use of fitness equipment.
<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009-10	Increase classroom visitation.	Establish full cafeteria service with space required.	Increase access to library.
<b>Report</b>	Continuous improvements are needed in this area	Limited service is available. Inadequate facility is having a negative impact on the delivery of a full service.	Improvements are made
<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2010-12	Increase opportunities for K-6 students to use technology.	Increase teacher access to technology.	Increase the number of administration visits to classrooms Update and utilize school website
<b>Report</b>	Some improvements are being made with the tech lab and classroom computer availability.. However, smartboard availability is limited. Two smartboards are not installed due to lack of maintenance support. Scheduled times for K-6 students are being offered	Improvements are being made. Continued support is required in this area.	Administration visitations are increasing  School website is constantly updated and utilized by students and staff

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

The following interpretation of data is used by teachers to guide teaching practices and strategies. Data is used to establish goals and objectives for our school development plan which also directly links with the Eastern School District Strategic Plan.

### 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
80.0%	63.5%	56.3%	65.0%	76.2%	62.6%	61.5%	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
45.0%	68.9%	88.9%	72.4%	50.0%	72.6%	77.8%	73.5%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	89.5%	88.5%	83.7%	88.3%	86.3%	92.1%	80.7%	79.7%
<b>Listening</b>	80.0%	85.0%	98.8%	95.4%	81.8%	80.9%	77.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	50.0%	72.6%	85.0%	74.9%	55.6%	73.9%	62.6%	71.9%
<b>Poetic</b>	52.6%	56.1%	70.0%	68.8%	58.8%	71.5%	66.6%	77.9%
<b>Informational</b>	63.1%	70.8%	47.4%	55.1%	50.0%	63.6%	70.0%	52.8%
<b>Listening</b>	54.6%	70.2%	71.4%	70.5%	56.3%	59.9%	46.7%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Operations</b>	65.0%	76.0%	80.5%	85.0%	75.5%	76.0%	64.5%	74.5%
<b>Number Concepts</b>	61.3%	76.3%	50.0%	73.5%	65.6%	77.3%	72.9%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	60.9%	65.7%	55.0%	54.3%	44.5%	62.1%	58.4%	61.2%
<b>Communication</b>	69.6%	59.8%	60.0%	54.2%	44.5%	61.6%	50.0%	60.6%
<b>Connections &amp; Representations</b>	60.9%	61.3%	65.0%	69.0%	55.6%	68.2%	58.3%	65.3%
<b>Problem Solving</b>	78.3%	76.2%	60.0%	68.8%	72.2%	68.3%	66.6%	77.2%

## **Highlights**

### **ELA**

- Demand Writing(rubric) – Slight improvement from 2010, but below provincial results.
- Reading (rubric) – Improvement made in 2010 and on par with the province
- Reading (MC) – Slight decrease, comparable with district/province
- Listening (MC) – Decrease in 2010 and lower than district/province in 2010

### **ELA (rubric)**

- Informational Reading – Significant improvements made in this area
- Poetic Reading – Results significantly lower than district/province
- Visual Reading –Not tested
- Listening – results significantly lower than district/province

### **Mathematics**

- Number operations – Decrease in this area for 2010, and below provincial average.
- Number concepts- Improvements in this area, and slightly below provincial average.
- Reasoning- Improvements made in this area.
- Communication- Improvements from 2009, consistently below provincial average.
- Connections and Representations- Slight improvement last year, however consistently below provincial average.

<b>Grade 6 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>	86.5%	84.8%	86.0%	87.1%	81.1%	81.0%	72.1%	79.5%
<b>Listening</b>	88.0%	92.0%	82.6%	87.7%	88.0%	86.7%	58.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	79.1%	85.1%	60.0%	78.7%	83.3%	81.4%	65.3%	74.7%
<b>Poetic</b>	87.5%	81.2%	82.6%	69.6%	88.9%	69.9%	52.4%	66.2%
<b>Informational</b>	87.5%	78.9%	68.2%	68.0%	77.8%	68.4%	22.7%	58.7%
<b>Listening</b>	76.0%	62.6%	26.7%	47.4%	70.0%	66.7%	31.8%	51.8%
<b>Grade 6 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>	66.0%	78.0%	67.0%	77.1%	69.4%	72.3%	62.5%	67.5%
<b>Number Concepts</b>	78.6%	70.0%	64.3%	67.1%	75.2%	76.9%	67.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	16.0%	48.4%	26.7%	36.5%	46.7%	54.9%	25.0%	52.3%
<b>Communication</b>	8.0%	42.0%	20.0%	30.6%	26.7%	46.5%	25.0%	44.3%
<b>Connections &amp; Representations</b>	12.0%	41.3%	20.0%	36.1%	33.3%	44.0%	25.0%	35.2%
<b>Problem Solving</b>	44.0%	55.4%	20.0%	42.5%	43.3%	55.8%	45.8%	68.1%

## **Highlights**

### **ELA**

Demand writing (rubric) -down from 2009, lower than district/province  
Reading (rubric) – down from 2009, lower than district/province  
Reading (MC) - down from 2009, lower than district/province  
Listening (MC) – down from 2009, lower than district/province  
Informational Reading (R) significantly lower than district/province.  
Poetic Reading (R) down from 2009, lower than district/province  
Visual Reading (R) not tested  
Listening (R) significantly lower than district/province.

### **Mathematics**

Number operations- slight decrease from 2010 and below provincial average  
Number concepts- slight decrease from 2010 and below provincial average  
Reasoning- Significant decrease and well below provincial average  
Communication & representation- below province every year since 2007-2008  
Problem solving- below province every year since 2007-2008

<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>	82.3%	77.2%	69.3%	71.0%	84.3%	85.1%	76.2%	64.7%
<b>Informational</b>	71.4%	78.1%	69.3%	83.1%	81.5%	79.3%	75.8%	71.2%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	85.7%	86.2%	56.3%	83.0%	78.6%	85.4%	100.0%	83.3%
<b>Poetic</b>	67.6%	73.0%	66.7%	79.5%	88.5%	73.1%	84.6%	61.4%
<b>Informational</b>	68.6%	77.5%	73.3%	75.5%	84.6%	70.1%	73.1%	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>	57.2%	60.3%	64.6%	55.8%	74.4%	69.5%	51.9%	59.1%
<b>Number Concepts</b>	70.5%	68.9%	46.9%	39.3%	65.7%	59.0%		
<b>Patterns &amp; Relations</b>	62.7%	59.3%	82.6%	68.9%	76.8%	75.4%	56.7%	62.8%
<b>Measurement</b>	49.1%	55.1%	67.2%	59.9%	61.9%	67.6%	63.9%	65.7%
<b>Geometry</b>	44.4%	55.4%	52.1%	61.8%	72.0%	69.4%		
<b>Data Management &amp; Probability</b>	63.6%	63.2%	60.9%	53.7%	75.0%	65.9%	79.6%	79.4%

## **Highlights**

### **ELA**

- Poetic (MC)- Above the provincial average
- Informational (MC)- Above the provincial average
- Demand writing (CR)- 100% at level 3 and above...fantastic!
- Poetic (CR)- significantly above provincial average
- Informational (CR)- Above the provincial average

### **Mathematics**

- Number operations and number concepts- decrease from 2009-2010 and below provincial average
- Patterns and relations- decrease from 2009-2010 and below provincial average
- Measurement and geometry- decrease from 2009-2010 and below provincial average
- Data management and probability- Increase from 2009-2010 and above provincial average

## PUBLIC EXAMS

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>French 3200</b>	53.0%	65.1%	N/A	68.3%	72.3%	68.1%	79.0%	69.6%
<b>Math 3204</b>	59.8%	57.4%	64.6%	58.9%	62.5%	58.0%	60.6%	58.2%
<b>Math 3205</b>	N/A	78.9%	74.5%	74.9%	N/A	75.3%	79.3%	77.9%
<b>World History 3201</b>	N/A	61.7%	N/A	63.6%	N/A	61.5%	58.0%	65.6%
<b>World Geography 3202</b>	66.3%	63.1%	60.7%	63.2%	59.2%	58.8%	67.6%	64.4%
<b>Biology 3201</b>	N/A	61.2%	59.4%	58.4%	N/A	60.7%	63.9%	60.5%
<b>Chemistry 3202</b>	73.4%	64.6%	60.6%	62.2%	68.8%	66.4%	60.7%	66.9%
<b>Physics 3204</b>	74.6%	68.3%	63.5%	67.2%	62.3%	65.5%	69.4%	70.8%
<b>Earth Systems 3209</b>	58.6%	61.1%	55.4%	56.3%	51.1%	56.0%	52.3%	57.4%
<b>English 3201</b>	70.1%	65.3%	61.4%	60.2%	66.8%	64.6%	61.1%	63.4%

SCHOOL RESULTS WERE HIGHER THAN PROVINCIAL RESULTS IN 5 OF 10 COURSES.  
 2010 RESULTS HIGHER THAN PREVIOUS YEAR'S RESULTS IN 6 OF 10 COURSES.

## GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	21.7%	25.1%	13.3%	23.1%	16.1%	25.2%	12.9%	26.1%
<b>Academic</b>	43.5%	35.7%	73.3%	40.9%	48.4%	39.5%	38.7%	40.6%
<b>General</b>	34.8%	39.3%	13.3%	36.0%	35.5%	35.2%	48.4%	33.3%

There was an increase in the number of general students in 2010-2011. We are still on par with the provincial average for students graduating with academic status however, we are still below the provincial average with the percentage of students graduating with honors status.

School Development Plan for Current School Year

<b>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>		
<b>Objective 1.1:</b> To improve constructed response in all primary curriculum areas by June 2012.	<b>Objective 1.2:</b> To enhance student achievement with Informational text in primary ELA by June 2012.	<b>Objective 1.3:</b> To enhance student achievement with demand writing in primary by June 2012.
<p><b>Strategies:</b></p> <p>1.1.1 To use exemplars.</p> <p>1.1.2 To group assess constructed response on common assessments (Oct., Nov., Feb., &amp; Apr.).</p> <p>1.1.3 To organize and implement a school based marking board.</p> <p>1.1.4 To meet as a group for collaboration.</p> <p>1.1.5 To increase the use of peer and self assessments</p>	<p><b>Strategies:</b></p> <p>1.2.1 To use exemplars.</p> <p>1.2.2 To group assess informational/visual text pieces (Oct., Nov., Feb., &amp; Apr.).</p> <p>1.2.3 To organize and implement a school based marking panel.</p> <p>1.2.4 To develop and use informational/visual text pieces as a group.</p> <p>1.2.5 To develop a K-3 timeline outlining the continuing development of various concepts in ELA.</p> <p>1.2.6 To increase the use of peer and self assessments</p>	<p><b>Strategies:</b></p> <p>1.3.1 To use exemplars.</p> <p>1.3.2 To group develop and assess demand writing pieces (Oct., Nov., Feb., &amp; Apr.).</p> <p>1.3.3 To organize and implement a school based marking panel.</p> <p>1.3.4 To develop a K-3 timeline outlining the continuing development of expectations at each grade level.</p> <p>1.3.5 To create and implement a writer’s wall to display student work samples of writing improvement.</p> <p>1.3.6 To increase the use of peer and self assessments</p>

<p><b>Indicators of Success:</b></p> <p>1.1.1 Gather and use exemplars</p> <p>1.1.2 Developed and implemented common assessments.</p> <p>1.1.3 Have an experienced marking board teacher spend a full day to advise on the assessment of constructed responses.</p> <p>1.1.4 Scheduled time within the time table.</p> <p>1.1.5 Records of peer and self-assessments.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Gather and use exemplars</p> <p>1.2.2 Developed and implemented common assessments</p> <p>1.2.3 Have an experienced marking board teacher spend a full day to advise on the assessment of constructed responses.</p> <p>1.2.4 Informational/Visual text pieces developed and used in the classroom</p> <p>1.2.5 Timeline created and followed.</p> <p>1.2.6 Records of peer and self-assessments</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Gather and use exemplars</p> <p>1.3.2 Developed and implemented common assessments</p> <p>1.3.3 Have an experienced marking board teacher spend a full day to advise on the assessment of constructed responses.</p> <p>1.3.4 Timeline developed and followed.</p> <p>1.3.5 Bulletin board created and student writing samples being displayed.</p> <p>1.3.6 Records of peer and self-assessments.</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>-Sub time for job shadowing            -Sub time for resource development            -Time for co-teachers to plan and collaborate</p> <p>1.1.5 Material for bulletin board display (\$100.00)</p>	<p>-Sub time for job shadowing            -Sub time for resource development            -Time for co-teachers to plan and collaborate</p>

<b>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>		
<p><b>Objective 1.1:</b> To increase student achievement in the area of listening comprehension in Elementary across all curriculum by June 2012.</p>	<p><b>Objective 1.2:</b> To increase academic achievement in the area of visual text response in Elementary language arts.</p>	<p><b>Objective 1.3:</b> To increase student achievement in problem solving in Elementary Mathematics.</p>
<p><b>Strategies:</b> 1.1.1 Identify strategies used for listening comprehension.  1.1.2 Use listening assessments new or previously developed  1.1.3 Administer a baseline assessment by mid-October  1.1.4 Administer one assessment per term (potential dates: Nov 10, Feb 24, May 4)  1.1.5 Collaborate as a marking panel to evaluate the term assessments (potential dates Nov 17, Feb 28, May 11)</p>	<p><b>Strategies:</b> 1.2.1 To continue to develop visual assessments in CRT format.  1.2.2 Administer assessments and score by use of rubric (one per term)</p>	<p><b>Strategies:</b> 1.3.1 Once per cycle classroom teachers and IRT's focus on problem solving skills.  1.3.2 Classroom teachers and IRT's collaborate to provide a year-long focus on problem solving.  1.3.3 Use exemplars to model problem-solving strategies.  1.3.4 Self and peer evaluation of student solutions.</p>

<p><b>Indicators of Success:</b></p> <p>1.1.1 Using resource of listening strategies.</p> <p>1.1.2 Using listening assessments.</p> <p>1.1.3 Baseline assessments completed by mid-October.</p> <p>1.1.4 Assessments administered as per schedule.</p> <p>1.1.5 Assessments collaboratively evaluated by marking panel.</p> <p>1.1.6 Improved achievement on internal and external assessments.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Completed visuals assessment library by Dec 2011.</p> <p>1.2.2 Improved achievement on internal and external assessments.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Classroom teachers and IRT's implement once-per-cycle problem-solving strategies.</p> <p>1.3.2 Classroom teachers and IRT's collaborating on problem solving.</p> <p>1.3.3 Using problem-solving exemplars.</p> <p>1.3.4 Students doing self and peer evaluations.</p> <p>1.3.5 Improved achievement on internal and external assessments.</p>
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<b>Goal 1. Support Plan</b>	
<p style="text-align: center;"><b>Financial</b></p> <ol style="list-style-type: none"> <li>1. Photocopy budget for listening and visual assessments (as per school budget)</li> <li>2. Money to purchase pre-developed listening activities (\$500)</li> <li>3. Teacher resources focusing on listening strategies (\$500)</li> <li>4. Purchase of DI materials to aid in problem-solving. (\$500)</li> </ol>	<p style="text-align: center;"><b>Professional Development/Time Required</b></p> <ol style="list-style-type: none"> <li>1. Substitute time provided for marking panel to evaluate assessments (1/2 per assessment, for a total of 2 days)</li> <li>2. PD provided on use of listening and visual assessment.</li> <li>3. Scheduled collaboration time for teachers and IRT's.</li> <li>4. PD on teaching effective problem solving skills.</li> <li>5. Language/Math Itinerant to work closely with our SD plan.</li> </ol>

<b>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>		
<p><b>Objective 1.1</b></p> <p>to increase student skill and achievement in various demand writing experiences in English Language Arts (junior–senior high)</p>	<p><b>Objective 1.2</b></p> <p>to improve student achievement in process comparative essay writing in English Language Arts (junior–senior high)</p>	<p><b>Objective 1.3</b></p> <p>to diversify student learning through alternate means of representation in English Language Arts (junior–senior high)</p>
<p><b>Strategies:</b></p> <p>1.1.1 incorporate one demand writing assessment in each unit plan</p> <p>1.1.2 facilitate colleague experience with rubric use on external assessment</p> <p>1.1.3 use exemplars to review demand writing criteria</p> <p>1.1.4 illustrate individual understanding through ongoing writing experiences</p> <p>1.1.5 collect internal data from activities administered in the classroom</p> <p>1.1.6 use a panel to block mark the assessment</p>	<p><b>Strategies:</b></p> <p>1.2.1 review the key stages of the writing process</p> <p>1.2.2 use school-based student exemplars to illustrate a variety of assessment results</p> <p>1.2.3 design a template to guide process essay writing</p> <p>1.2.4 use the classroom to guide the facilitation of the writing process</p> <p>1.2.5 collect internal data from process writing experiences to be used for assessment and future illustration</p>	<p><b>Strategies:</b></p> <p>1.3.1 widen the range of student representation options</p> <p>1.3.2 introduce new programs for student use (i.e. prezi, glogster, etc.)</p> <p>1.3.3 produce a new form of technology-based representation</p> <p>1.3.4 provide opportunities for students to apply their experience in cross-curricular assignments</p> <p>1.3.5 showcase student work on our school website</p>

<p><b>Indicators of Success:</b></p> <p>1.1.1 an increase in student performance</p> <p>1.1.2 consistent rubric use across curriculum areas</p> <p>1.1.3 increased student fluency</p> <p>1.1.4 student/teacher conferencing</p> <p>1.1.5 focused demand writing scenarios at three designated times in the school year</p> <p>1.1.6 positive results over time</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 students will display their comprehension through information text posters</p> <p>1.2.2 students will be able to critically identify rubric parameters</p> <p>1.2.3 the development of a coherent essay outline</p> <p>1.2.4 peer editing and teacher conferencing yield meaningful results</p> <p>1.2.5 portfolio collection on a unit basis</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 illustrate knowledge through student sharing</p> <p>1.3.2 level of student interest</p> <p>1.3.3 creation of representation</p> <p>1.3.4 application outside the Language Arts setting</p> <p>1.3.5 student contribution to and use of the website for instructional/learning purposes</p>
<b>Goal 1. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
<p>1.1.2 possible travel reimbursement (costs vary based upon location)</p> <p>1.3.2.1 possible travel reimbursement (costs vary based upon location)</p> <p>1.3.2.1 technology upgrades for classroom usage (computer units, SMART Board, software programs, etc. - approximate cost \$2000.00)</p>	<p>1.1.2 ½ day to work with colleagues with the school and/or the Vista region</p> <p>1.3.2.1 2-3 days to attend PD sessions for training on new technologies (i.e. prezi, glogster)</p>	

<b>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>		
<b>Objective 1.1:</b> to increase achievement in the area of Ratio, Rate, Percent in junior high mathematics	<b>Objective 1.2:</b> to increase student proficiency in the domain of Radicals	<b>Objective 1.3:</b> increase student reasoning/critical thinking skills in the area of junior/senior high mathematics
<b>Strategies:</b> 1.1.1 more instructional time allotted for this unit in the course of the school year  1.1.2 a mathematical project to facilitate student understanding of these key mathematical concepts  1.1.3 “chunking” of material and other DI strategies to improve student understanding  1.1.4 use of appropriate technology/SmartBoard activities to address a variety of learning needs  1.1.5 use of posters in classroom to display various types of problems related to ratio, rate, percent	<b>Strategies:</b> 1.2.1 to spend more instructional time on this set of numbers  1.2.2 more diagnostic assessment in this area to ensure a strong foundation  1.2.3 to develop student awareness as to the importance of this set of numbers in other areas of mathematics  1.2.4 use appropriate technology to develop number sense in the area of radicals {i.e. show $\sqrt{12} = 2\sqrt{3} \approx 3.5$ }  1.2.5 using posters in classroom to display how to work with/manipulate radicals	<b>Strategies:</b> 1.3.1 implement journal writing into all mathematics classes from grades 7-12 with an increased focus on students’ use of mathematics language and communication skills  1.3.2 collect/review internal data on a regular basis, especially in an attempt to track student progress and guide instruction  1.3.3 collaboration among subject teachers and IRTs in planning math instruction  1.3.4 focus on and implementation of differentiated instruction  1.3.5 organize Pi Day  1.3.6 have a “Problem Solving Class” once in a cycle

<p><b>Indicators of Success:</b></p> <p>1.1.1</p> <p>1.1.2</p> <p>1.1.3</p> <p>1.1.4</p> <p>1.1.5</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 continue to treat this as a separate unit of work</p> <p>1.2.2 student success on assessments</p> <p>1.2.3 student success on assessments</p> <p>1.2.4 student success on assessments</p> <p>1.2.5 posters present in classroom</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 each unit includes a minimum of 2 journal entries, appropriate to the unit being studied</p> <p>1.3.2 internal data reviewed on an ongoing basis as per unit, and using a marking panel for assessments</p> <p>1.3.3 collaboration/meetings occur between subject teachers and IRTs on a regular basis</p> <p>1.3.4 DI strategies integrated in teaching pedagogy and assessment</p> <p>1.3.5 Pi Day carried out</p> <p>1.3.6 Problem Solving class occurs once a cycle</p>
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<b>Goal 2: To create and maintain a school culture that fosters a safe, healthy, caring, socially-just and collaborative learning environment.</b>		
<b>Objective 2.1:</b> To promote an active lifestyle and healthy living for staff and students	<b>Objective 2.2:</b> To promote an inclusive teaching/learning environment	<b>Objective 2.3:</b> To create a culture which fosters positive social behavior and relationships
<b>Strategies:</b> 2.1.1 To promote healthy active lifestyle through the use of the Provincial Wellness Grant  2.1.2 To explore and facilitate various opportunities for 7-12 students to participate in active living  2.1.3 To continue the healthy active schools program in K-6  2.1.4 Collaborate with Kids Eat Smart program to have healthy foods available to students daily  2.1.5 To explore and facilitate various opportunities for staff to participate in active living (school-based and outside the school environment)	<b>Strategies:</b> 2.2.1 Continue co-teaching practices  2.2.2 Continue implementing Differentiated Instruction strategies  2.2.3 Teacher sharing of Differentiated Instruction strategies  2.2.4 Promote awareness of Inclusive Education to parents through the development of an information brochure	<b>Strategies:</b> 2.3.1 Continue to use Lion’s Quest program  2.3.2 Continue the SOS mentoring program  2.3.3 Continue our recognition Program by utilizing our Cause for Applause board  2.3.4 Continue the Duke of Edinburg Award program  2.3.5 Explore The Virtues Project for use in Grades 7 – 12  2.3.6 To consistently promote anti-bullying behavior using various strategies, programs and activities

<p><b>Indicators of Success:</b>  2.1.1 number of activities that have been made available to students through the Provincial Wellness Grant</p> <p>2.1.2 Increased availability and participation in healthy active living programs</p> <p>2.1.3 Consult with teachers about the level of use of the healthy active living program and how it is working</p> <p>2.1.4 Frequency and availability of healthy snacks for students</p>	<p><b>Indicators of Success:</b>  2.2.1 Consult with teachers to monitor how co-teaching strategies are working</p> <p>2.2.2 Number and type of strategies monitored through discussion and observation</p> <p>2.2.3 Number of strategies shared at staff meetings</p> <p>2.2.4 Development and distribution of brochure</p>	<p><b>Indicators of Success:</b>  2.3.1 Consistent use of Lions' Quest in Grades K - 8</p> <p>2.3.2 Meet to discuss the program once per term</p> <p>2.3.3 Continued use of display board</p> <p>2.3.4 Number of students involved</p> <p>2.3.5 Establish a committee to discuss implementation of the program</p> <p>2.3.6 Establish a student/teacher committee to facilitate/implement anti-bullying initiatives</p>
<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
<p>2.1.1 Money already allocated</p> <p>2.1.2 \$500.00</p> <p>2.1.3 \$0.00</p> <p>2.1.4 \$0.00</p> <p>2.2.1 \$100.00 for photocopy resources</p> <p>2.2.2 \$2000.00 for purchase resources to support DI strategies</p> <p>2.2.3 \$0.00</p> <p>2.2.4 \$500.00 for professional development printing services</p> <p>2.3.6 \$1000.00 for travel/expenses for guest speakers/presenters</p>	<p>2.3.1 – Lions Quest PD – 1 day</p>	

## Appendix A –Summary of School Fundraising

<u>Summary of School Fundraising</u>	<u>Activity Amount</u>
Recycling	\$4276.00
Christmas Concert	\$1642.00
Spring Concert	\$1246.25
General Fundraiser	\$2556.61
Grad (Tickets on TV)	\$2208.00
Read A Thon	\$2105.05
Total:	\$14,033.91