

# *Upper Gullies Elementary School Report 2009-2010*



*Upper Gullies Elementary  
P.O. Box 18005  
30 Robert's Road South  
Conception Bay South, NL  
A1X 4G9*

**Vision Statement:** *Upper Gullies Elementary is a safe and caring school where student learning and achievement is encouraged and celebrated through a respectful, nurturing and diverse environment.*

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*OFFICE OF THE DIRECTOR*

*Chair: Milton Peach, B.A., B.A.(Ed.)  
C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

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

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 Principal**

Upper Gullies Elementary School is pleased to present the annual School Report. This report is intended to focus on the school's School Development Plan but to also highlight some of the activities and events that have occurred throughout the past year.

Upper Gullies Elementary School enjoys a supportive school community. We extend a sincere note of appreciation to our professional and passionate teaching staff who are completely committed to each students' learning potential. Further, the support staff at Upper Gullies Elementary is great and we would like to acknowledge their many and varied contributions throughout this past school year.

The committed volunteers that our school possesses are an amazing group of dedicated family and friends of the Upper Gullies School Community. Their endeavors are truly appreciated and the school community is a better place because of their efforts.

A sincere note of appreciation is extended to the members of our School Council whose efforts and dialogues were completely focused on the educational opportunities and safety of our students.

We hope that you read the report carefully, note our strengths and needs, and work with us to enhance the learning environment at Upper Gullies Elementary School. We welcome your comments and encourage you to contact the school with your suggestions. Thank you for your continued support and cooperation.

Tina White  
Principal

Diane Howse  
Assistant Principal

## **Message from School Council**

On behalf of the Upper Gullies School Council, I would like to take this opportunity to thank the parents and guardians of the Upper Gullies Elementary school community for your continued support and cooperation. I would also like to thank the members of the School Council for their commitment and dedication to our school community. Members of this past years' council were Beverly Broders, John Dalton, Chris Lake, Nancy Pelley, Juanita Butler, Diane Howse and Tina White. A note of thanks is extended to Beverly, John, and Chris whose terms have been completed and whose contributions over the past number of years have been greatly appreciated.

While many of you may not be directly involved in the operation of our School Council, please be assured that we are continuing to work together in the interest of our children. Council participated in the review of the CRT results and approved the School Development plan for the current school year. Many thanks are extended to our Parent Volunteers who organized Teacher Appreciation Week as well as Fun Day. Both were immensely successful and appreciated by the entire school community.

Danny Bennett  
Chair, Upper Gullies School Council

## **Overview of School**

### **Our School Community**

Upper Gullies Elementary is part of the Eastern School District, which has 122 schools and approximately 44,000 students. Our school has a current enrolment of 416 students and offers grades kindergarten to grade 6. The average class size in primary classes is 20 and in elementary is 25 and 17 % of our student population receive special services support. Our school services Seal Cove, Lawrence Pond, Upper Gullies and the western portion of Kelligrews. Approximately 70% of our students are bussed to school.

## ***Our Staff and Classes***

Upper Gullies Elementary has a total of 28 full time educational staff members which includes 19.5 classroom teachers and 4 special services teachers. We have full-time specialist teachers in the areas of music and physical education, a full-time guidance counsellor, a half-time learning resources teacher, a band instructor several times per cycle, as well as the support of 4 student assistants.

In addition to staff based at the school, we have access to District Office staff including a speech/language pathologist, and educational psychologist, and itinerant teachers for the blind and for the hearing impaired. The school also has secretarial services and maintenance and custodial personnel.

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

Upper Gullies Elementary School takes pride in being a contributing member of a close-knit community. There were several community projects in which the school took part this past school year.

The first event the students took part in was the **Terry Fox Run** to raise money for cancer research. The run was incorporated into the **Healthy Living Commotion** initiated by the Department of Education to promote a healthy and active lifestyle.

We continued **G-Cubed** which stands for ***Gullies Get Going!*** Every Friday afternoon at 2:30 the entire school participated in an active and healthy activity such as *Deal or No Deal*, *FITGO*, *Scavenger Hunts*, *the Cha-Cha Slide* and *Musical Classrooms* as well as a multitude of other fun activities. Everyone, including parents waiting for their children got involved and it was a wonderful way to come together and end the week!

In December, we held our 2<sup>nd</sup> annual BINGO game where the entire school played and had a great time! Parents, grandparents, family and friends joined us in the gym and helped the students learn the finer points of the game! Further, author Kevin Major visited and brought his wooden Santas which he shared in his holiday favourite *The House of Wooden Santas*.

In February, Upper Gullies became part of ***Eastern Active Schools***. This fantastic program incorporates physical activity throughout the day in the classroom during regular instruction. It is lead by the classroom teacher and promotes moving to learn. This has been a very positive initiative in our school.

The **Opera Roadshow** again visited our school and performed ***Cinderella***. Each grade level showed off their musical and acting talents throughout the year in their own various grade level concerts.

In March, 34 of our bravest students from grade 1 through grade 6 participated in ***Shave for the Brave*** raising more than \$7 000 for Young Adult Cancer!

### ***Partnerships***

An important part of our school community is raising money for charitable organizations and this past year was no exception. We partnered to raise money for the Terry Fox Foundation, Young Adult Cancer and The Red Cross to supply funds for Haiti.

The school continued to partner with the **Green Depot** in Manuels and the **MMSB** to administer a recycling program. We would like to offer our thanks to the student volunteers and Mrs. K. Butler and Mrs. N. Gibbons for their efforts in spearheading this initiative.

Another critical partnership in our school is with the **Royal Newfoundland Constabulary**. Cst. D. Nixon administered the **DARE** program in grade 6 which is a drug and alcohol awareness program. Further, Cst. Nixon provided a program for **Anti-Bullying** in grades one through six.

Other partnerships this past year included the **the Kiwanis Club** who sponsored a community Spelling Bee, the **NLTA** sponsored **Janeway Day in the Schools**, the **CBS Fire Dept.** who sponsored the **HAZARD HOUSE** to our school to teach the students about fire safety.

### 3-4 Year School Development Plan

**Goal 1: To Promote a safe, caring, and healthy environment by 2011.**

<i>Year</i>	<i>Objective</i>	<i>Objective</i>
2007-08	<i>The School community will demonstrate the behaviors outlined in the Code of Conduct</i>	<i>The School community will increase their Healthy Living practices</i>
2008-09	<i>The School community will develop an awareness of Positive Behaviour Supports</i>	<i>The School community will increase their Healthy Living practices</i>
2009-10	<i>The School community will demonstrate the behaviors Positive Behaviour Supports Behaviour Matrix</i>	<i>The School community will increase their Healthy Living practices</i>
2010-11	<i>The School community will continue to promote a safe &amp; caring school by encouraging the behaviours in the PBS Behaviour Matrix</i>	<i>The School community will increase their Healthy Living practices</i>

**Goal 2: To increase student achievement in Language Arts and Math by the year 2011.**

<i>Year</i>	<i>Objective</i>	<i>Objective</i>	<i>Objective</i>
2007-08	<i>To increase student performance in the area of Number Sense</i>	<i>To increase student performance in the targeted forms of writing as outlined by the Language Arts Action Plan</i>	<i>To increase student performance in Constructed Response in both language arts and math</i>
2008-09	<i>To increase student performance in the area of Communication</i>	<i>To increase student performance in visual literacy</i>	<i>Continue to increase student performance in constructed response in language arts and math</i>
2009-10	<i>To increase student performance in the area of Reasoning</i>	<i>To increase student performance in poetic reading</i>	<i>Continue to increase student performance in constructed response in language arts and math</i>

<i>2010-11</i>	<i>To increase student performance in the area of Problem Solving</i>	<i>To increase student performance in informational reading</i>	<i>Continue to increase student performance in constructed response in language arts and math</i>
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***Goal 3: To Increase Understanding and Integration of Technology Across the Curriculum by 2011.***

<i>Year</i>	<i>Objective</i>
<i>2007-08</i>	<i>To introduce teachers to the latest technology housed in our school</i>
<i>2008-09</i>	<i>To provide opportunities for students to become familiar with the technology housed in our school</i>
<i>2009-10</i>	<i>To provide opportunities for students to utilize the various forms of technology across the curriculum</i>
<i>2010-11</i>	<i>To continue to provide students with opportunities to utilize technology across the curriculum</i>

**Operational Issues**

<i>Year</i>	<i>Issues</i>	<i>Intended Action</i>
<i>2007-08</i>	<i>Front Entrance Facelift</i>	<i>To organize a committee to look at enhancing the main foyer and office area of the school to make it more welcoming and appealing</i>
<i>2008-09</i>	<i>Face Lift for Playground and Play Area</i>	<i>Raise funds and set up an Ad Hoc Committee to invest in new equipment and plan how to best utilize the playground</i>
<i>2009-10</i>	<i>Parking Lot Signage and Paving</i>	<i>Advocate at district level for paving for the entire parking lot</i>
<i>2010-11</i>	<i>Further Expansion of Surveillance System</i>	<i>Look at funding and investigate most practical equipment</i>

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

<b>Goal 1. Goal 1: To Promote a safe, caring, healthy, and inclusive environment by 2011.</b>	
<b>Objective 1.1 - The School community will develop an awareness of Positive Behaviour Supports</b>	<b>Objective 1.2 - The School community will increase their Healthy Living practices</b>
<b>Commendations 1.1</b> – The development and completion of the PBS Behaviour Matrix Continued use of “Thumbs Up” Development of lesson plans for student instruction of matrix behaviours	<b>Commendations 1.2</b> – Establishment of “G-Cubed” Establishment of “Fruit Friday” Member of Active Schools Program Increase of lunchtime intramurals Active participation in Living Healthy Commotion Day Sweat-a-thon as a major fundraiser
<b>Recommendations 1.1</b> – Create and display visual of Student Behaviour Expectations Matrix Implement the PBS Behaviour Matrix Create and expand school repertoire of acknowledgements and incentives for positive supports	<b>Recommendations 1.2</b> – Communicate healthy food options and activities in “News & Views”

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

<b>Goal 2. To increase student achievement in Language Arts and Math by the year 2011.</b>		
<b>Objective 2.1</b> To increase student performance in the area of Communication	<b>Objective 2.2</b> To increase student performance in the targeted forms of writing as outlined by the Language Arts Action Plan	<b>Objective 2.3</b> To increase student performance in Constructed Response in both language arts and math
<b>Commendations 2.1</b> – Organized caddies of Math Resources in a central location Called Rita Janes to organize Parent Math Night Participation in National Math Competitions Mathtastic Monday 100 <sup>th</sup> Day Math Activities Pd with Numeracy Specialist and Susan Ryan	<b>Commendations 2.2</b> – Use of exemplars from CRTs and Camet Visuals of types of writing provided for each classroom Timeline for teaching various forms of writing established Formal assessment of process and demand writing per term	<b>Commendations 2.3</b> – Modeling of Constructed response Visuals of exemplars provided for classrooms
<b>Recommendations 2.1</b> – Monthly Math Activity for home in “News & Views” PD in Math Rubrics Investigate Math Portfolios	<b>Recommendations 2.2</b> – Develop Visual Literacy Kits Collect writing samples from students	<b>Recommendations 2.3</b> – Work needs to continue with this objective

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

<b>Goal 3. To Increase Understanding and Integration of Technology Across the Curriculum by 2011.</b>		
<b>Objective 3.1</b> To provide opportunities for students to become familiar with the technology housed in our school		
<b>Commendations 3.1</b> – Use of Weather Station Use of Smartboard technology Use of Microsoft Powerpoint & Word		
<b>Recommendations 3.1</b> – Increase the number of Smartboards (at least 1 per grade level) Purchase of Laptops for Special Services Lab		

***Operational Issues Report 2009-2010***

<b><i>Year</i></b>	<b><i>Issues</i></b>		
2009-2010	<i>School Extension; Roof Repair; Playground Project</i>		
<b><i>Report</i></b>	<p>An extension of three new classrooms began in the summer of 2009 at the back of the school. The expected opening date was April 2010. However, as with most construction projects, delays occurred and the extension was unable to open during this school year. However, the expectation is that the classrooms will definitely be ready for school opening, September 2010.</p> <p>A leak in the roof at the west side of the building was repaired in the fall of 2009.</p> <p>An Ad Hoc Playground Committee was organized for the school year consisting of Beverly Broders, Cassandra Locke and Nicole Gibbons. Fundraising events were held throughout the school year to raise the necessary funds for the playground. As well, grants to Kraft Canada and the Provincial Government were applied for. The Kraft grant was unsuccessful but word has not yet been received from the provincial government. Local businesses were contacted to donate services and/or monetary donations to aid with the cost of installing the playground equipment. The Ad Hoc Committee reports that a little more than half the funds for the project were raised during this school year and are hoping to have enough funds raised to have the playground installed in Spring 2011.</p>		

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

### Criterion Reference Tests

#### *Primary Language Arts CRT Results*

	<i>Reading (Multiple Choice)</i>	<i>Listening (Multiple Choice)</i>	<i>Demand Writing</i>	<i>Informational Reading</i>	<i>Poetic Reading</i>	<i>Visual Reading</i>	<i>Listening</i>
<i>School</i>	94.0	82.0	81.8	68.5	81.5	NA	63.6
<i>District</i>	92.5	80.8	74.4	62.9	71.1	NA	61.5
<i>Province</i>	92.1	80.9	73.9	63.6	71.5	NA	59.9

The scores of the Primary CRT in English Language Arts are encouraging. Our students performed above the district and province in every discipline. The multiple choice scores demonstrate that students have a very good literal understanding of read text and text that they have heard. The demand writing scores are a positive reflection of the focus on writing at the primary grades. The constructed responses are more challenging as students are expected to think more critically. Focus on Informational text and Listening needs to continue and action towards improving scores in that area will continue.

### *Elementary Language Arts CRT Results*

The multiple choice scores again indicate that our students are very good reading and listening to texts on the literal level. However, there is a dramatic decrease in students' ability to develop constructed responses to all different forms of text. Informational, Poetic, Visual Reading as well as Listening are presenting challenges not only for our students but for students across the province. It is imperative that we review our School Development plan to ensure these areas remain an area of focus.

	<i>Reading (Multiple Choice)</i>	<i>Listening (Multiple Choice)</i>	<i>Demand Writing</i>	<i>Informational Reading</i>	<i>Poetic Reading</i>	<i>Visual Reading</i>	<i>Listening</i>
<i>School</i>	74.3	87.1	73.3	63.3	58.3	NA	72.1
<i>District</i>	81.7	87.4	83.3	70.2	70.6	NA	69.3
<i>Province</i>	81.0	86.7	81.4	68.4	69.9	NA	66.7

### *Primary Mathematics CRT Results*

	<i>Number Operations (Multiple Choice)</i>	<i>Number Concepts (Multiple Choice)</i>	<i>Shape &amp; Space (Multiple Choice)</i>	<i>Number Concepts (Written Response)</i>	<i>Shape &amp; Space (Written Response)</i>
<i>School</i>	82.8	82.8	85.7	78.8	79.7
<i>District</i>	76.8	76.8	82.5	72.8	78.9
<i>Province</i>	77.3	77.3	83.4	74.0	79.8

	<b><i>Reasoning (Number Operations)</i></b>	<b><i>Communication (Number Operations)</i></b>	<b><i>Connections &amp; Representations (Number Operations)</i></b>	<b><i>Problem Solving (Number Operations)</i></b>	<b><i>Addition (Yes/No Items)</i></b>	<b><i>Subtraction (Yes/No Items)</i></b>	<b><i>Multiplication (Yes/No Items)</i></b>
<b><i>School</i></b>	80.4	80.8	80.8	80.8	93.0	85.5	80.2
<b><i>District</i></b>	59.0	57.7	66.0	66.5	91.0	79.2	76.9
<b><i>Province</i></b>	62.1	61.4	68.0	68.2	90.9	80.0	77.0

Mathematics continues to present challenges at the primary level. The data indicates that our students do quite well with simple computation of addition, subtraction and multiplication. Further, students are adequate when answering the multiple choice section of the test. However, there are definite challenges in written response questions, especially in Communication. This will continue to be an area of significant focus in our school development plan.

### ***Elementary Mathematics CRT Results***

	<b><i>Number Operations (Multiple Choice)</i></b>	<b><i>Number Concepts (Multiple Choice)</i></b>	<b><i>Shape &amp; Space (Multiple Choice)</i></b>	<b><i>Number Concepts (Written Response)</i></b>	<b><i>Shape &amp; Space (Written Response)</i></b>
<b><i>School</i></b>	64.3	70.9	61.9	59.5	45.2
<b><i>District</i></b>	71.8	76.6	70.4	63.9	60.8
<b><i>Province</i></b>	72.3	76.9	71.0	63.7	62.0

	<i>Reasoning (Number Operations)</i>	<i>Communication (Number Operations)</i>	<i>Connections &amp; Representations (Number Operations)</i>	<i>Problem Solving (Number Operations)</i>
<i>School</i>	48.3	38.3	38.3	50.8
<i>District</i>	52.9	44.5	42.8	56.4
<i>Province</i>	54.5	46.4	43.8	57.7

Mathematics remains a considerable challenge for our students at the elementary level. All of our scores are lower than the district and the province especially in the constructed response portion of the assessment. As with the primary level, Mathematics will be a major focus of our school development plan. It is imperative for our students' success that we focus on improving the strategies we utilize in the teaching of math at all grades, but in particular, at the elementary level.

## **PRIMARY LANGUAGE ARTS ASSESSMENT**

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

<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>
65.6	62.5	71.9	63.5	64.4	61.3

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

<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>
68.9	67.5	69.3	70.2	73.3	71.6

## CRITERION REFERENCE TESTS

### Grade 3 Language Arts

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	91	90	90	89	89	89	94	92
Listening	94	92	89	86	92	96	82	81
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Informational	72	75	69	71	55	55	69	64
Poetic	77	66	54	56	73	69	81	72
Visual	58	42	53	60	65	53	NA	NA
Listening	80	64	82	70	69	70	64	60
Demand Writing	87	75	69	73	72	75	82	74

### Grade 3 Mathematics

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Concepts	72	71	74	76	70	73	83	77
Number Operations	86	77	70	76	77	85	81	76
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	53	43	53	65	46	54	80	62
Communication	45	38	55	60	33	54	81	61
Connections & Representations	52	37	55	61	66	69	81	68
Problem Solving	62	52	63	76	67	68	81	68

### 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>	79	78	83	85	88	87	74	81
<b>Listening</b>	86	93	92	91	88	87	87	87
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Informational</b>	48	59	87	79	59	68	63	68
<b>Poetic</b>	61	73	92	81	63	70	58	70
<b>Visual</b>	28	55	92	82	45	47	NA	NA
<b>Listening</b>	59	59	63	62	43	48	72	67
<b>Demand Writing</b>	73	76	91	85	79	79	73	81

### 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>	45	63	62	70	59	67	71	77
<b>Number Operations</b>	59	68	76	78	74	77	64	72
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	20	33	29	49	29	37	48	55
<b>Communication</b>	18	31	18	42	20	31	38	46
<b>Connections &amp; Representations</b>	28	41	24	41	29	37	38	44
<b>Problem Solving</b>	25	51	29	56	29	42	51	58

## School Development Plan for Current Year

### School Development Plan 2009-2010

<b>Goal 1: To promote a safe, caring and healthy environment by 2011</b>	
<b>Objective 1.1:</b> The school community will demonstrate the behaviours in the PBS Behaviour Matrix	<b>Objective 1.2:</b> The school community will continue to increase their Healthy Living practices
<b>Strategies:</b> 1.1.1- Implement the PBS behavior matrix within the school 1.1.2 – Create & display visual of PBS Behaviour Matrix throughout the school 1.1.3 – Expansion of the school repertoire of acknowledgements and incentives for positive supports 1.1.4 – Continue “Thumbs Up” recognition 1.1.5 – Parents and teachers to act as trainers and mentors for the PBS model	<b>Strategies:</b> 1.2.1 – Establish fruit Fridays 1.2.2 - Sweat-a-thon as major fundraising activity 1.2.3 - Increase lunchtime intramurals 1.2.4 – Continue G-Cubed activities every Friday pm 1.2.5 - Continue with Active Schools activities during instructional times 1.2.6 – Install new playground equipment
<b>Indicators of Success:</b> 1.1.1 – Decreased use of Behaviour Tracking Forms 1.1.2 – Increased awareness of appropriate behaviours 1.1.3 – Instructional time will be maximized	<b>Indicators of Success:</b> 1.2.1 – Healthy lunches brought to school 1.2.2 - Student involvement in extra-curricular activities 1.2.3 – School community participation in Fitness Promotion Commotions

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 - \$300 for printing of Behaviour Matrix 1.2.6 - \$40 000 fundraising activities for playground	1.1.1 - PD time to access resources and implement strategies – 1 full day

<b>Goal 2: To increase student achievement in Language Arts and Math by 2011</b>		
<b>Objective 2.1:</b> To increase student performance in the area of reasoning	<b>Objective 2.2:</b> To increase student performance in the area of visual literacy	<b>Objective 2.3:</b> To continue to increase student performance in constructed response in Language Arts and Math
<b>Strategies:</b> 2.1.1 – Hold 2 Math days – one in the fall/winter and the other in the spring 2.1.2 – To research Math Portfolios 2.1.3 – To increase a greater variety of assessment strategies	<b>Strategies:</b> 2.2.1 – To develop visual literacy kits for all grade levels	<b>Strategies:</b> 2.3.1 – Collect writing samples of constructed response in Language Arts and Math at each grade level and analyze to see where focus needs to be
<b>Indicators of Success:</b> 2.1.1- Greater risk taking in explaining answers 2.1.2 – Greater understanding of Math portfolios and their use 2.1.3 – Greater comfort level in using variety of assessment tasks	<b>Indicators of Success:</b> 2.2.1 – Improved understanding of visual literacy 2.2.2 – Improved knowledge of personal response to visuals	<b>Indicators of Success:</b> 2.3.1 – Increase in students attaining level 3 in both Language Arts and Math
<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
2.1.1 - \$700 for copying and filing of Visual Literacy Kits	2.1.1 – 1 day to assemble Visual Literacy Kits	

<b>Goal 3:</b> To increase understanding and integration of technology across the curriculum by 2011			
<b>Objective 3.1:</b> To provide opportunities to for students to utilize the technology housed in our school			
<b>Strategies:</b> 3.1.1 – Use Microsoft Word 3.1.2 – Use Microsoft Powerpoint 3.1.3 – Use Smartboard 3.1.4 – Use laptops for Special Services programming			
<b>Indicators of Success:</b> 3.1.1- Projects produced by Microsoft Word and/or Powerpoint 3.1.2 – Increased of student knowledge of Smartboard technology 3.1.3 – Increased use of laptops in the classroom			
<b>Goal 3. Support Plan</b>			
<b>Financial</b>		<b>Professional Development/Time Required</b>	
3.1.3 - \$10 000 to purchase 2 new SMartboards 3.1.4 - \$ \$2 500 for purchase of Laptops		3.1.1 – 1 day for Smartboard technology utilization across the curriculum	

### Operational Issues for 2009-2010

Operational Issue	Intended Action
Playground planning and installation	Strike a Playground Ad Hoc Committee
	Fundraising events throughout the year for playground purchase
	Set target goal for amount to fundraise
	Select playground equipment to purchase
	Solicit businesses and town council to aid in the installation of playground
	Apply for government funding to aid with the playground project

## Appendix A – Summary of School Fundraising

Department	Revenue	Expense	Balance
Cafeteria	27 788.10	16 152.07	11 636.03
Playground	11 836.06	6 234.00	5 602.06
Fun Day	1 265.12	616.46	648.99
Sweatathon	11 857.05	1 940.00	9 917.05
Bingo	1 411.70	370.50	1 041.20
<b>Grand Total</b>	54 158.36	25 313.03	28 845.33

All funds have been invested to purchase new playground which is estimated to cost approximately \$33 000. A further estimate of \$11 000 for excavation and pea gravel, etc. is required to safe installation of the equipment. Thus, more fundraising will be completed during the 2010-2011 school year to accomplish this goal.