

Woodland Elementary

2010-11 School Development Report



Vision

The vision of Woodland Elementary is to be part of a global community committed to leadership, equal opportunity, achievement for all, and respect nurtured in a safe and caring environment.

Mission

The mission of Woodland Elementary is to aid in the development of the whole child with emphasis on assisting students to attain the highest possible academic achievement thus enabling them to become contributing, life-long learners in society.

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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

I am very pleased to present the 2010-11 Annual School Report for Woodland Elementary. The report provides an overview of the programs and services offered by our school, as well as an overview of the academic achievements of our students. This report has been prepared with the cooperation of the Eastern School District, the Department of Education and School Council.

Being in Year 1 of our School Development Plan our school underwent an External Review in February. The staff found this process a very positive and valuable experience. We celebrated the commendations and embraced the recommendations to improve our School Development Plan. Great effort was placed into communicating the School Development Goals of 2010-11 to parents, school council and students. Upon validation, our goals were placed in our weekly newsletter and the school council were kept informed and had input as the process evolved. Through the use of our Woodland Conference on First Class and through both staff meetings and Professional Development days our action teams came together to update/inform the whole staff on the status of the Goals and its strategies. We have successfully implemented Collegial Circles as a means to incorporate professional literature, Differentiated Instruction strategies, data analysis, etc. into our Professional Learning Community. As we move into a new school year, these professional learning structures will be essential to the success of Woodland becoming a pilot school for Multiage Education for the Eastern School District.

A focus on Inclusion is embedded in both goals of our plan to ensure Achievement for All and to deliver a balance of activities for differing interests. We were commended in our External Report for the variety of activities we offer to our students. We were ecstatic to learn in September that Woodland was a recipient of the BandAid Grant of \$10,000 to purchase musical instruments. This allowed us to offer a variety of extra-curricular music programs. We were also commended for strategies put in place to assist in moving our school to become an Inclusive School.

Throughout the year, as you will learn from the highlights, our school has promoted initiatives to support both goals of our plan.

In summary, I have thoroughly enjoyed my year and I look forward to leading Woodland Elementary into becoming a Multiage Education School.

Lorraine Harnum
Principal

Message from School Council

Dear Friends,

Woodland Elementary in Dildo has had another successful year. Our school council has met regularly to plan events for students and promote the values of our school council and the school board as a whole. Members include three staff members; Mrs. Lorraine Harnum (Principal), Mrs. Lori Pretty, and Mrs. Susan Barron, a full slate of parent/community representatives; myself, Shelley Drover, Marina Bonnel, Michelle Burt, Sherry Vokey, and Andy Williams. Mrs. Florrie Reid served as community representative this year as she no longer held a teaching position at Woodland. We were so pleased that she could stay on to serve in that capacity.

The school year passed by so quickly with so many of Woodland's regular events and activities. Woodland is so blessed to have the support of many parents and community businesses to help out whenever volunteers are needed for fundraising, decorating and planning. Regular programs have continued at Woodland which greatly enrich the lives of students who choose to get involved. Our breakfast program under the Kids Eat Smart Foundation direction has continued this year three days per week. After school sports, lunch time intramurals (sports), Harvest Run team, Drama, Hip Hop and Music groups have done very well and were very popular amongst students. Our school concert band was the recipient of the Band Aid Grant which allows school bands to get much needed funding to get started. Violins were also purchased which increases the opportunity for children at school. School council also planned a first event for Woodland which was a showcase concert to celebrate the student's accomplishments. Hopefully it will become an annual event. Of course Christmas concerts and assemblies for Thanksgiving, Remembrance Day and Easter were held and well attended. Most of these allow opportunities for the children to take on leadership or presenting rolls, as one grade for example will plan and deliver the event.

This year Woodland also held two Scholastic Bookfairs and a book swap as well. School Council also planned a spring school yard clean up day which was a great success. Parents, teachers and students did great job! Woodland shows it's appreciation for its staff in a week long display of thanks and treat for the staff. Students have so much fun this week, as do their teachers. Later in the year a special assembly is held to thank the volunteers for their efforts. All of these events and more give Woodland as a body the sense of belonging to a community, which instills pride in the students and their families, the staff and the community as a whole.

Woodland fared very well in its external review by ESD this year. Many of the recommendations are already being addressed as Woodland had reviewed its plan for the upcoming school years. Our emphasis being Safe and Caring Schools, and Inclusion. Parents and Staff were encouraged to respond to the School Board's online survey for 2011-1014 on the direction of education.

There was only one parent concern which our council had to address. The parent was concerned with how the grade one class was split for its core subjects. She felt that a second class should have been added. As it was late in the school year the split was implemented to address the fact that no new teaching unit was available, school council invited the school board to speak to the concern. Mr. A Dyke met with our council to clarify that there is no "magic cap" number on class size. He answered our questions and the issue was resolved. Council was able to support the split class as a sensible alternative. For the 2011/12 school year Woodland council supports multiage classes as another alternative to larger class sizes.

These are just some of the highlights of 2010/2011 at Woodland. We thank you for the Federation of School Council's support this year.

Sincerely,
Shelley Drover

Overview of School (1-2 pages)

Our School Community

Our school, Woodland Elementary, is part of the Eastern School District. We are located in Dildo, Trinity Bay. The school community serves the area from Blaketown to New Harbour, as well as the communities of Old Shop and Dildo. We are a feeder school for Crescent Collegiate, Blaketown. Woodland Elementary, which offers kindergarten to grade six programs, currently has an enrollment of 191 students. For the 2010-2011 school year, the average class size was 20 students. For the current year, however, we are piloting Multiage Education in grades 1 through to 4 with 3 grade 1 and 2 classes; and 3 grade 3 and 4 classes, with a long range plan to multiage 5 and 6 the following year.

Woodland Elementary had a total of 15 full-time educational staff members for the 2010-2011 school year. This included a full-time administrator, in addition to a 0.25 Vice Principal allotment, 11 classroom teachers, 2 Instructional Resource Teachers (1.55 units), 2 specialist teachers, and a 0.5 Guidance allotment. Our Guidance counselor is shared among 3 schools. In addition, we avail of the services from our assigned speech pathologist, hearing impaired itinerant and numeracy itinerant.

Key Highlights/Special Projects

Throughout the year our students had the opportunity to avail of numerous school initiatives, projects, contests and programs. The following is a list of extra-curricular activities, programs, and projects which were offered for the school year:

- Lunch-time intramural/recreational program for grades 1-6
- After school sports program for grades 4-6
- Student dances for k-6
- Band Groups (violin, guitar, band ensembles) (Grade 1-6)
- Hip Hop Dance Group (Grade 4-6)
- Jiggs and Reels Dance Group (Grade 2)
- Skating
- Field Trips (The Gander Airport, Swimming, etc.)
- Book Fairs
- Environment Week
- Winter Carnival (Grade Six French Program)
- Heritage Fair
- Literacy Day Activities
- Grandparent's Day (Grade 5 Social Studies Program)
- Assemblies (Remembrance, Thanksgiving, Parent Volunteer Appreciation, Easter, Education Week)

- Lip Sync
- Tutoring for Tuition
- Remembrance Day Contest
- Speak Off and Spelling Bee competitions
- Kids Eat Smart Program
- Cupids Museum Stamp Contest
- MUN Science Presentations/MUN Japanese visit

Awards/Recognitions

Remembrance Day Poster/Essay Contest (Provincial Level)

Gillian Mullins- Poster Contest winner

Avalon Regional Heritage Fair

Brady Hoskins- 1st Place winner of Heritage Fair

Regional Speak Off

McKinzie Smith – 1st Place

In addition, we have a well established PBS program, a Safe and Caring School team, struggling reader program, and Collegial Circles program. We maintain a strong focus on diverse learners, and strive to be an inclusive school.

Partnerships

Woodland Elementary has partnered with the school community as a whole. We have developed a good relationship with parent and nonparent volunteers. We have utilized the local talent within the school community to assist with carrying out curriculum outcomes in the various subject areas. We have the local Fire Department visit the school during Fire Prevention Week to conduct a fire drill and complete a school inspection. They also clean the parking lot in the spring from winter debris. The clergy of the differing denominations assist us with assemblies such as Thanksgiving, Remembrance Day and Easter. The local businesses and parents have supported our Kids Eat Smart Breakfast Program throughout the year. Even though we have strong partnerships, I feel this is an area where we need to continue to foster in the coming year.

3-4 Year School Development Plan

Goal 1: To improve student learning across the curriculum through enhanced teaching and learning practices in an inclusive environment

Year	Objective	Objective
<i>2010-11</i>	Improve teacher knowledge of components of effective oral language programs.	Implement oral language plan at each grade level to increase students' oral language proficiency
<i>2011-12</i>	Improve teacher knowledge of effective oral language instructional practices which support student learning and achievement	. Implement oral language plan at each grade level to increase students' oral language proficiency
<i>2012-13</i>	Research and explore reading programs/best practices	Implement best researched practice strategies/initiatives in reading
<i>2013-14</i>	Research and explore writing programs/best practices.	Implement best researched practices/initiatives in writing.

Goal 2: To maintain a safe, healthy, and inclusive environment that is conducive to teaching and learning

Year	Objective	Objective
<i>2010-11</i>	Foster positive character traits in a safe and caring environment	Increase opportunities for staff and students to engage in activities that promotes wellness.
<i>2011-12</i>	Foster positive character traits(Respect, Self-Discipline, Responsibility) in a safe and caring environment.	Promote school-based initiatives which encourage healthy living within the school community.
<i>2012-13</i>	Foster positive character traits (Honesty, Kindness, Citizenship) in a safe and caring environment.	
<i>2013-14</i>	Foster positive character traits (Fairness, Trustworthiness, Friendship) in a safe and caring environment.	

Operational Issues

Year	Issues	Issues	Issues
<i>2010-11</i>	Upgrade Computers	Stage Ribbing and Tiles	Upgrade classroom literature
<i>2011-12</i>	Scheduling for Multiage classes	Make Science Lab operational	Upgrade Learning Resource Room
<i>2012-13</i>	Restructure School Playground		
<i>2013-14</i>	<i>Unknown</i>		

Report on School Development Plan for Previous Year (2010-11)

Goal 1: : To improve student learning across the curriculum through enhanced teaching and learning practices in an inclusive environment	
Objective 1.1 Improve teacher knowledge of components of effective oral language programs	Objective 1.2 Implement oral language plan at each grade level to increase students’ oral language proficiency
Evaluation 1.1: This objective is ongoing. Additional time is needed to support this objective.	Evaluation 1.2: The status of this objective is ongoing, but remains a focus for current year.
Commendations 1.1 Teachers conducted research on oral language and its’ components. Explored effective teaching strategies through cross-curricular teaching.	Commendations 1.2 Through an analysis of action plan of goals and objectives, it was revealed each grade had an oral language focus through daily teaching methods.
Recommendations 1.1 To maintain a strong focus on oral language development teaching strategies from K-6 in daily lesson plans.	Recommendations1.2 To maintain a strong focus on oral language development in daily lesson plans.

Report on School Development Plan for Previous Year (2010-11)

Goal 2: To maintain a safe, healthy, and inclusive environment that is conducive to teaching and learning

Objective 2.1 Foster positive character traits in a safe and caring environment	Objective 2.2 Increase opportunities for staff and students to engage in activities that promotes wellness.
Evaluation 2.1 A lot of progress was made; however, will still remain a focus in current plan.	Evaluation 2.2 This objective was achieved for students; however, opportunities for staff remain a focus for current year.
Commendations 2.1 We were commended in our external review for our PBS program and our emphasis on being global citizens.	Commendations 2.2 We have achieved this objective with regards to students in providing a variety of activities to promote wellness. There were several occasions which promoted teacher wellness.
Recommendations 2.1 Implement Lion’s Quest program	Recommendations 2.2 To implement a teacher wellness plan

Operational Issues Report 2010-11

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
<i>2010-11</i>	Upgrade Computers	Stage Ribbing and Tiles	Upgrade classroom literature
<i>Report</i>	12 computers were purchased through CFS for computer lab and various classrooms	Stage ribbing is repaired, however; tiles are still in very poor condition. Waiting on maintenance.	Approximately \$2,000 was spent on children’s literature in the past year.

EXTERNAL DATA ANALYSIS

The following Grade 3 and 6 summaries are for our external data for the 2010-11 school year as well as 4 year trend data. This data has been analyzed by the staff and used in the development of our four year plan. Our Grade 3 Language Arts CRT results indicate our school is showing an upward trend in demand writing over the past 4 years with maintaining 85% of our students achieving level 3 and above in listening for the past 4 years. We were very pleased to see 8.9% performing at level 5; 12.5% and 15.6% in two classes at level 4 and above in Poetry for the 2010-11 school year. Our Grade 3 Mathematics data reveals that our students performed above province in all areas except connections and representations, which is an area of focused need for our school this year.

Our Grade 6 Language Arts longitudinal study in Demand Writing indicates our students performed -9 below provincial mean in Grade 3 and 22 above provincial mean in Grade 6 with the provincial mean remaining about the same for both years. That's reason to celebrate!! Grade 6 Mathematics results indicate we performed above province in all areas other than connections and representations. Again, this is an area of concern for us to focus on this year.

Grade 1 and 2 summaries are as follows:

The Grade 1 and 2 four year data shows and inconsistent trend for reading levels. Reading, oral language and writing are all focus areas for us, as indicated in our 4 year plan. We piloted a guided reading program in our Grades 1 and 2 for the 2010-11 school year and we have the data now indicating that all of our students achieved (increased in reading levels), some very significantly, from January to June. This piece of external data was a good 'indicator of success' for our pilot program.

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
42.9%	63.5%	60.0%	65.0%	52.2%	62.6%	59.3%	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
70.3%	68.9%	61.9%	72.4%	67.9%	72.6%	69.2%	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
Multiple Choice:								
Reading	91.0%	88.5%	87.2%	88.3%	90.3%	92.1%	75.5%	79.7%
Listening	90.0%	85.0%	92.4%	95.4%	88.0%	80.9%	86.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	65.4%	72.6%	68.8%	74.9%	70.0%	73.9%	84.0%	71.9%
Poetic	48.0%	56.1%	40.6%	68.8%	61.1%	71.5%	62.5%	77.9%
Informational	68.0%	70.8%	31.3%	55.1%	66.7%	63.6%	52.2%	52.8%
Listening	56.0%	70.2%	54.6%	70.5%	70.0%	59.9%	86.3%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	78.0%	76.0%	85.5%	85.0%	65.0%	76.0%	76.4%	74.5%
Number Concepts	75.0%	76.3%	72.7%	73.5%	68.0%	77.3%	78.6%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	53.9%	65.7%	60.6%	54.3%	80.0%	62.1%	68.0%	61.2%
Communication	46.2%	59.8%	59.4%	54.2%	80.0%	61.6%	68.0%	60.6%
Connections & Representations	50.0%	61.3%	90.6%	69.0%	75.0%	68.2%	60.0%	65.3%
Problem Solving	53.9%	76.2%	62.5%	68.8%	55.0%	68.3%	80.0%	77.2%

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	79.7%	84.8%	86.2%	87.1%	83.7%	81.0%	81.7%	79.5%
Listening	92.0%	92.0%	86.9%	87.7%	88.0%	86.7%	69.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	93.6%	85.1%	93.1%	78.7%	90.0%	81.4%	97.1%	74.7%
Poetic	93.5%	81.2%	69.0%	69.6%	90.0%	69.9%	69.7%	66.2%
Informational	89.7%	78.9%	75.9%	68.0%	82.1%	68.4%	83.9%	58.7%
Listening	41.4%	62.6%	37.9%	47.4%	79.3%	66.7%	60.6%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	80.0%	78.0%	85.9%	77.1%	72.6%	72.3%	67.5%	67.5%
Number Concepts	67.1%	70.0%	74.4%	67.1%	79.2%	76.9%	83.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	29.0%	48.4%	41.4%	36.5%	67.7%	54.9%	62.8%	52.3%
Communication	25.8%	42.0%	41.4%	30.6%	41.9%	46.5%	57.1%	44.3%
Connections & Representations	25.8%	41.3%	65.5%	36.1%	40.0%	44.0%	5.8%	35.2%
Problem Solving	38.7%	55.4%	71.4%	42.5%	66.7%	55.8%	82.8%	68.1%

School Development Plan for Current Year

Our School Development Plan, as you will notice, is very similar to our plan from the previous year. The reasoning is our school underwent an External Review in the 2010-11 school year. Our External Review was in February of 2011; therefore, our plan was not validated until late in the school year with many of our School Development days already used for the school year. This year in revisiting our School Development Plan, our staff realized that we didn't have the time to carry out our plan, as stated in the 2010-11 school year. From this meeting we agreed, as a staff, to extend our 3 year plan to a 4 year plan and continue to focus on our objectives from the 2010-11 school year. We felt that we had not achieved the objectives due to lack of time to carry out the plan once completed. Our School Development Plan has 2 goals with one focused on academic achievement and the second on creating a safe, caring and healthy school environment. Goal 1 is targeting oral language as the foundation, building on that we direct our focus on reading, and then writing. In saying that, however; all three areas are still a focus throughout the next 3 years. As a staff, we felt it was important for our students to be able to speak proficiently (Speak in complete sentences; use mathematical, scientific, etc. terminology in daily dialogue; have the ability to speak fluently on a given topic for an audience, etc.) as they grow as a reader and writer. Our goal aligns with the District's strategic plan with regards to the goal for student achievement.

Goal 2 of our School Development Plan is directed towards Character Traits. We have agreed to focus on 3 traits per year for the next 3 years in order to do justice to the various traits. The PBS program will be a big part of this goal. This year we have a new objective for goal 2, relating to school initiatives for healthy living within the school community. We are seeking to involve outside agencies to assist us with this goal in developing our school playground area to enhance our school's physical activity initiative. This is huge undertaking and may take 2-3 years to achieve. This goal is also aligned with the District's goals in that the goal promotes healthy living in a safe and caring environment.

Inclusion is embedded in both goals and is not seen as a separate entity. It is an integral part of all aspects of our school from daily instruction to extra-curricular events. As a school we make every effort to ensure ALL students' needs are met and are included to the best of our ability.

1 Year School Development Plan

School Development Plan 2011-2012

Goal 1: To improve student learning across the curriculum through enhanced teaching and learning practices in an inclusive environment

Objective 1.1: : Improve teacher knowledge of effective oral language instructional practices which support student learning and achievement

Strategies:

- 1.1.1 Teachers will meet on a regular basis to share best practice research.
- 1.1.2 Utilize the SLP as a resource.
- 1.1.3 Teachers will develop and share assessment practices/tools in oral language.
- 1.1.4 Explore ways for the IRTs to collaborate and plan with the classroom teachers to foster inclusive classroom practices for oral language

Indicators of Success:

- 1.1.1&1.1.4 The level of participation in staff collaboration Schedule & collegial circle agenda
- 1.1.2 Anecdotal evidence of the degree to which SLP & staff communicate Professional Development Agenda
- 1.1.3 The development and use of assessment tools available
- 1.1.4 Evidence of co-teaching amongst staff and IRT Flexibility in schedule to meet & collaborate

Objective 1.2: Implement oral language plan at each grade level to increase students' oral language proficiency

Strategies:

- 1.2.1 Teachers will incorporate best practice research into teaching practices.
- 1.2.2 Students will be provided with daily opportunities to speak and respond critically across the curriculum.
- 1.2.3 Teachers will integrate speaking and listening opportunities in all areas of the curriculum.
- 1.2.4 Opportunities for students to use oral language to infer meaning from multiple types of texts will be infused into lessons in cross-curricular design

Indicators of Success:

- 1.2.1 Evidence of best practice exploration/implementation from
- & 1.2.3 walkthroughs [e.g. accountable talk; co-operative grouping]
- 1.2.2 High level of student involvement in daily oral language activities Anecdotal evidence of students' improved speaking and listening skills
- 1.2.3 85% of Students will achieve level 3 or above [Adequate to Outstanding achievement] in external and internal assessment of speaking and listening skills
- 1.2.2& 1.2.4 Lesson plans documentation 85% of students achieving Level 3 or greater on Provincial CRT assessments of ability to *infer meaning* from text Walk- through evidence of student engagement in talking about texts

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Collegial Circles monthly meeting [\$120]	1.2.1 PD in the area of oral language 1.2.2 Ongoing professional development opportunities: DI, Inclusive Education, Multiage Education

Goal 2: To maintain a safe, healthy, and inclusive environment that is conducive to teaching and learning	
Objective 2.1 Promote positive character traits in daily routines.	Objective 2.2 Promote school-based initiatives which encourage healthy living within the school community.
Strategies: 2.1.1 Incorporate the Lion's Quest program in Character Education planning. (Choose 3 traits per year) 2.1.2 Revisit the PBS behaviors in various school settings. 2.1.3 Promote the 'Gotcha' program	Strategies: 2.2.1 Apply for funding through community/provincial grants 2.2.2 Incorporate EAS activities in class and during school-wide events 2.2.3 Provide healthy alternatives during school celebrations.
Indicators of Success: 2.1.1 An increase in display from students in the various character traits taught. 2.1.2 Student behavior in various school settings. 2.1.3 The number of gotchas awarded and for which traits	Indicators of Success: 2.2.1 The success in submitting funding requests. 2.2.2 Regular/ daily activities in the classroom incorporating the Eastern Active Schools Program are evident in classrooms & school wide. 2.2.3 The amount of healthy snacks verses the amount of non-healthy snacks being brought into the school
Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Character Education Resources (\$200.00) 2.1.2 Color Posters for PBS (\$500.00)	2.2.1 One day to write proposals 2.2.2 Time for staff to review expectations to create posters for PBS (2 Hours)

Operational Issues for 2011-12

Operational Issue	Intended Action
Ensure resources are available for multiage teachers.	Contact LRDC and District to order multiple copies of teacher resources and ensure there are sufficient textbooks for multiage classes.
Improve school play ground area	Approach School Council and form a committee to find funding from grants and from community support.
Ensure technology is updated (computers/software)	Purchase computers from CFS, as needed.

Appendix A – Summary of School Fundraising

A summary of our school fundraising for 2010-11 is as follows:

REVENUE

Scholastic Book Fairs	\$7143.96
Lyp Snyc	\$1027.35
Christmas Concerts	\$3168.00
Recycling	<u>\$3179.51</u>
Total	\$14,518.82

EXPENCES

Scholastic Book Fairs	\$6559.28
Recycling	\$2085.40
Bus Costs	\$3071.00
Band Costs/Lyp Sync	<u>\$ 264.04</u>
Total	\$11,979.68

*Recycling Funds Breakdown

Prize Payout/Incentives	\$ 347.00
Purchase of Literature	<u>\$1738.40</u>
Total	\$2085.40

