

# St. Peter's Elementary School

108 Ashford Drive  
Mount Pearl, Newfoundland  
A1N 3L6

## 2011-2012 School Development Report



### **St. Peter's Elementary Vision Statement**

St. Peter's Elementary is a progressive school promoting success and life-long learning in a respectful, caring environment.

### **St. Peter's Elementary Mission Statement**

St. Peter's Elementary cultivates student learning through assessment, the integration of technology, and the enhancement of positive practices of inclusion, social justice, and healthy living by 2013.

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*OFFICE OF THE DIRECTOR*

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

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

In December, 2011, Eastern School District approved 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 2011-2012 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 in the achievement of the specific goals and objectives listed in this plan. Keep up the good work!

Sincerely,

**BRUCE VEY, PhD  
CEO/DIRECTOR OF EDUCATION (Acting)**

## **Message from Principal**

This annual school development report outlines our focus on student learning as well as programs and services offered at St. Peter's Elementary in the 2011-2012 school year. An update of our three year school development plan is also included.

2011-2012 has been a transitional year for our students and staff as we embraced student learning in Language Arts and Math. Our strategy to fulfill our goals was through a focus on Differentiated Instruction and Assessment. A greater understanding of pre-assessment, the use of student whiteboards to facilitate pre-assessment among many other strategies have enhanced student learning. Based on current data-analysis, we need to continue our efforts in these areas.

With an upgraded technology infrastructure, St. Peter's staff and students also explored a variety of technology forums such as blogs, Photostory, and Story jumper. Staff and students are equally excited about the potential for enhanced student learning that this technology affords us. Our school council has approved the purchase of ten new interactive whiteboards from the proceeds collected from the Innovation Fundraiser in spring, 2011. With the provision of this technology, 21<sup>st</sup> Century Learning will become our focus in the near future.

Finally, our school wide positive behavioral support system has proven to be fruitful as our students practice being respectful in all settings of our school. Our investment in this area of behavior modeling and training provides students with the behavioral expectation that they uphold. We are proud of the compliments bestowed upon our students on their behavior while representing our school at outside events. As a member of Peaceful Schools International, we will continue with our goals as a safe and caring school.

We are delighted to have the support and cooperation of our parents and community. Our school climate and culture reflects the love and care of parents for their children and the kindness and generosity of all our community partners. It is a pleasure to work within such a supportive school community. We thank all members of staff, the parents, families and community groups who are committed to supporting our school and keeping our learning environment safe, positive and successful.

**Sherry Cheema, PhD**  
**Principal**

## **Message from School Council**

It is my privilege to serve again this fall as the chairperson of the St. Peter's Elementary School Council. Our school community offers a talented and energetic group of parents and volunteers, whose primary focus is improving education for all the children. We look forward to a highly successful year.

Reflecting on the 2011-12 school year, much focus was placed on discussions regarding the school infrastructure, particularly the gymnasium, classroom size and student population at St. Peter's. These issues have been of concern for some time and are becoming more severely felt. In collaboration with Eastern School District (ESD), we briefed area MHAs on these matters. MHAs also toured school facilities. The school council was assured that we will be included in the consultations in 2012-13, that will plan to definitively address these issues for the region.

2011-12 also saw new investments in interactive white boards by ESD. These investments were much needed at St. Peter's. However, this funding still left a shortfall of approximately 15 classrooms without interactive white boards. In 2012-13, the remaining classrooms will be equipped with these innovative devices largely via existing funds raised by the school council from our school technology fundraising auction. These funds were originally raised in 2010-11 and for this intended use.

The School Council continues to prioritize encouragement of a safe and enriching learning environment at St. Peter's. I would like to take this opportunity to thank the staff and administration of St. Peter's. We are confident that the school is providing a strong learning environment for our children. We would like to thank the staff for their commitment and professionalism.

Finally, I would like to extend a thank-you to the parents and guardians of the children at St. Peter's Elementary and our treasured school volunteers. Your involvement helps ensure that we deliver on our goal of providing a caring and inclusive school, committed to the highest learning standards possible.

**Derek Sullivan**  
**School Council, Chair**

## **Overview of School**

### 2. Overview of School

#### ***Our School Community***

St. Peter's Elementary School is a part of the Eastern School District which has 119 schools, with a total of 40,600 students and 4200 teaching and support staff. Our school community has an enrolment of 732 students and we offer programs from Kindergarten to Grade 6 in English and Kindergarten to Grade 5 in French Immersion.

St. Peter's Elementary has a total teacher allocation of 49.5 units, which includes 31 regular teaching units, 9.5 special services units and additional specialists in the areas of music, physical education, guidance, technology, and learning resources. We also have 28 hours per day of student assistant support. In addition to staff based at the school, we have itinerant services for speech language pathology, hearing impairment, visual impairment and educational psychology.

#### ***Programs Provided***

Our school offers the provincially prescribed curriculum in English from Kindergarten to Grade 6 and in French Immersion from Kindergarten to Grade 5.

Students with identified exceptionalities are provided services by Instructional Resource Teachers (IRT). The Guidance Program is an integral part of the educational programming at St. Peter's Elementary. It is a comprehensive and developmental program that is focused on fostering positive self-concept, effective interpersonal relationships and a safe and caring school climate. It supports the academic growth of our students by providing comprehensive assessments and input into the program planning process for students with learning differences/behavioral needs.

In addition to the provincially prescribed programming in music, art and physical education, we are striving to develop the technology skills of our students. Technology outcomes have been identified at grade level to ensure consistency of expectations. All students at St. Peter's Elementary school have weekly scheduled visits to our computer lab where teachers work to develop specific grade level skills.

Our Learning Resources program is committed to a philosophy of cooperative program planning and resource-based learning. The combination of high quality in both resources and programs being offered is vital for students to achieve the skills, knowledge and attitudes to become lifelong learners.

## **Key Highlights/Special Projects**

**Student of the Week Program** Every week, a child in each class was named by their teacher as the Student of the Week. The children's names were announced over the P.A. system and their teachers awarded them with their Student of the Week ribbon. We feel this is a great way to acknowledge children and to build their self-esteem and respect for themselves and others. We believe that all children are special and each child should be a 'star' for a week.

**Peaceful Schools International Designation** Over the past four years one of the goals of St. Peter's Elementary has been to, "promote a safe and caring school community which nurtures the development of the whole child." The Safe and Caring School Team established a number of objectives in order to meet this goal. Objectives included anti-bullying programs, peer mediation in grade five, DARE program at grade six, Roots of Empathy Program, Virtues Program, etc. One important objective was the establishment of a School Wide Positive Behavioral Support System and the "St. Peter's Way", which teaches students how to show respect for themselves, others and their environment. Due to progress made in meeting our goal, St. Peter's Elementary was accepted as a member of Peaceful Schools International. On May 13, 2010 staff and students celebrated this occasion. Peace Day was a success with the RNC horses bringing in our Peace Flag, the Friendship Centre Drummers entertaining the students in the gym, dazzling Peace Bracelets and Class Peace Treaties. Our Peace Day celebration was held in St. Peter's Church. It was a spectacular celebration!

**Environment Committee** The Environment Committee continued to promote environmental stewardship at St. Peter's Elementary. Students and staff continue to record and tally completed environmental projects. The Environment Committee continued to host monthly recycle blitzes, encouraged student leadership in the Grade Four Enviro-club (recycling paper, cardboard, juice boxes) and sponsored enviro-projects such as providing sods to cover our outside play area. .

**Drama Club** The St. Peter's Drama club for 2010-2011 consisted of over 40 students from Grade Six English and Grade 5 French Immersion. They purchased a script to produce and perform *High School Musical Jr.* from Broadway Jr. Productions. Weekly practices were held and all students worked diligently to ensure its success.

On weekends, with the help of parents and volunteers, members of the drama club painted and constructed the sets and props for the performance. A new side stage was also constructed and donated by JTC Construction. In June, *High School Musical Jr.* was performed in the school gym. All members displayed their incredible talent, creativity and dedication to the drama club. Teacher sponsors and directors were Mme Susan Gale, Mme Sara Paul and Mrs. Shaina Simmons. What a tremendous experience for all!

**Parents Can Help Program** St. Peter's Elementary School was fortunate to have a committed group of approximately 100 parent volunteers. This group is known as PCH-Parents Can Help and is an incredible asset to our school community! Parent volunteers work in different capacities; in our school library, computer lab, parking lot, the PCH Kennedy Room, and with the school athletics program. We appreciate the support of all our volunteers as it enhances the quality of education delivered to our students!

**Athletics Program** An afterschool sports program was offered to all students in Grades Four, Five and Six. The program ran three days a week and included soccer, volleyball, basketball, team handball, and ball hockey. Our school also sponsored six basketball teams for students in Grades Four, Five and Six. The teams showed growth in skill development and represented St. Peter's Elementary at various games and tournaments. Students in Grades Four, Five and Six had the opportunity to participate in various intramural activities during lunchtime. Grade Six students had a leadership role by refereeing the games at the intramural events.

**Cross Country Running** Students in Grades Four, Five and Six participated in the very popular cross country running program. Races were held on weekends in the fall with children racing 1500 meters over grass and through wooded areas near the Provincial Recreation Center. Our students enjoyed the experience immensely and we would like to congratulate all athletes who participated in these events.

**Active Living** The Active and Healthy Living program was a focus last year. Teachers received professional development on how to integrate active living into the curriculum. The Active Living Committee hosted two school-wide Healthy Commotion Days where staff and students participated in various games and activities. We hosted a Family Night where students had the opportunity to bring a parent/family member to school and to do an activity with them. Activities included games, art, dance and exercise. Everyone had a great evening!

**Pink Day** In February, 2012, students at St. Peter's Elementary participated in "Pink Day." They were encouraged to wear something pink to support this national cause which originally began in Nova Scotia after a high school student there was taunted for wearing a pink shirt. St. Peter's students also heard about different kinds of bullying situations, how to handle themselves and how to decipher the difference between a good friend and a bad friend. Pink Day will continue as a tradition in our school while we strive to decrease the amounts of bullying occurring.

## ***School Community Events***

Throughout the school year, staff and students had an opportunity to invite community members to our school for various events. RNC Constable Nixon facilitated the Drug Awareness Resistance Education program with the Grade 6 students. All students attended the Breakfast with Santa sponsored by the St. Peter's School Council. All parents and friends of our school community were invited to attend the year end Open House Art Gallery exhibiting students' artwork completed throughout the year.

Throughout the year, students participated in contests sponsored by various community groups. Our Grade 4 students participated in the Chevron Open Minds program at The Rooms.

The students at St. Peter's Elementary showed their generosity throughout the year by hosting charity events such as, Food Bank donations, Coats for Kids, Mount Pearl Clean up day, Happy Tree gift collection, Poppy campaign, Janeway Day in schools in February, Recycling Day for Habitat for Humanity etc.

## ***Partnerships***

### **Big Brothers/Big Sisters In-School Mentoring**

The In-school Mentoring partnership matched students in Grades 2 to 6 with carefully screened adult mentors. During the school year, mentors spent one hour per week with an assigned student participating in various projects and activities. This was a wonderful opportunity for the children to establish a one-on-one relationship with a caring adult in their lives to enhance confidence and self-esteem.

### **Royal Newfoundland Constabulary**

RNC Constable Nixon facilitated the Drug Awareness Resistance Education program with the Grade 6 students. Known to the students as the D.A.R.E. program, this is an annual event for our Grade 6 students that culminate in a graduation ceremony where community representatives and parents are invited into our school to celebrate the completion of this program.

### **Music Participation**

Last year was another busy year for music at St. Peter's Elementary School. All grade levels prepared and performed a school matinee for the students as well as an evening concert for the parents. The grade three classes presented a Halloween theme concert. The grade two and four classes entertained their audiences with a December Christmas Concert. Our grade one classes began the New Year with a winter themed concert and the grade five students had everyone tapping their toes to the traditional music of Newfoundland during their "Newfie Night" concert in February. Our Kindergarten students braved the stage for the first time at their Spring Concert in May and celebrated completing their first year of school. Grade Six students presented a wonderful finale assembly to their parents including the many cultural sounds of African drums, Brazilian drum calls and the soundscape of a rain forest. This year the grade six students also had

the opportunity to work with a professional percussionist during a workshop at school sponsored by the administration.

At St. Peter's we have two elementary choirs that perform throughout the year. Our grade four choir performed in the School Christmas Concert and also at the Choral Connections Workshops at MUN School Music in the spring. Our grade five/six choir performed at the Arts and Culture Center during the annual Christmas Suite Concerts and also participated in the Choral Connections workshops (MUN School of Music) and evening concert at Holy Heart Auditorium in the spring.

We have numerous assemblies throughout the year at school that highlight special events or holidays. The grade six students host the Remembrance Day Assembly along with some of the grade five French classes. Thanksgiving, Christmas Sing-a-longs, school leaving ceremonies to name a few.

St. Peter's Elementary Instrumental Program consists of a Beginner Band with students from grade five as well as a grade six program for our more advanced players. Both bands participated in workshops and evening concerts at the Rotary Music Festival in St. John's.

**Operation Christmas Child** Our Grade 4 students collected Christmas gift items, packed in shoeboxes to send to children around the world who are living in situations that are affected by war, poverty and natural disaster. Operation Christmas Child is the world's largest Christmas project, giving us the opportunity to share the spirit of Christmas in a simple, tangible way. We were so proud to be a part of it again this year. We were able to send over 200 shoeboxes from our school!

### ***3-4 Year School Development Plan (2010-2013)***

The 2010-2011 school year marked the first year of our three year 2010-2013 School Development Plan. For 2011-2012, our staff continued to work diligently towards our goals of enhancing student learning and improving student engagement through an investigation of differentiated instructional practices as well as frequent and varied assessment approaches in Language Arts and Math. We are committed to maintaining progress made in these areas as we proceed with 2012-2013. We are continuing with the objectives outlined for the 2012-2013 school year as stated in our three year school development plan. Below is the list of goals, and objectives of the School Development Plan for the 2010-2013 school years.

**Goal 1: To improve student learning through clearly defined, effectively communicated and consistently implemented Assessment by 2013**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2010-11</i>	<b>Objective 1.1 - Define the culture of Assessment for the School Community.</b>	<b>Objective 1.2 - Communicate what assessment looks like in the context of, for and as teaching and learning.</b>	<b>Objective 1.3 - Consistent implementation of assessment techniques and practices</b>
<i>2011-2012</i>	<b>Objective 1.1 - Clearly define and establish learning criteria (targets-expectations) of Math at each Grade Level</b>	<b>Objective 1.2 - Clearly define and establish learning criteria (targets-expectations) of Language Arts at each Grade Level.</b>	<b>Objective 1.3 - Implement assessment for learning practices, incorporating Differentiated Instructional strategies.</b>
<i>2012-2013</i>	<b>Objective 1.1 -Students will continue to improve basic mathematical skills and constructed responses.</b>	<b>Objective 1.2 To provide our teachers and students with grade level appropriate reading materials and analytic writing portfolio.</b>	<b>Objective 1.3 - To provide teachers and students with grade level appropriate assessment tools and D.I Strategies to monitor student growth.</b>

**Goal 2: To promote the Integration of Technology in support of Teaching, Learning and Assessment by 2013.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
2010-11	<b>Objective 2.1- To assess and address technology resource needs.</b>	<b>Objective 2.2 - To determine how technology supports the curriculum for staff and students and implement accordingly.</b>	<b>Objective 2.3 - To establish and increase staff awareness and use of structures that facilitates the integration of technology.</b>
2011-2012	<b>Objective 2.1 - To assess and address technology resource needs</b>	<b>Objective 2.2 To determine how technology supports the curriculum for staff and students and implement accordingly.</b>	<b>Objective 2.3 To establish and increase staff awareness and use of structures that facilitates the integration of technology.</b>
2012-2013	<b>Objective 2.1 - To assess and address technology resource needs</b>	<b>Objective 2.2 - To demonstrate how technology supports the curriculum for staff and students</b>	<b>Objective 2.3 - To establish and increase staff awareness of any new technologies being deployed and curriculum supports surrounding them.</b>

**Goal 3: To continue to promote, educate and enhance positive practices of inclusion, social justice, wellness, and healthy living by 2013.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>	
2010-11	<b>Objective 3.1 - To continue to promote and foster a socially just climate of mutual respect within the school community.</b>	<b>Objective 3.2 - To continue to promote wellness for the school community</b>		
2011-2012	<b>Objective 3.1 - To define and educate our parents students</b>	<b>Objective 3.2 - To continue to promote wellness for the</b>	<b>Objective 3.3 - To continue to foster a climate of respect and</b>	

	<b>and staff on what social justice is.</b>	<b>school community</b>	<b>safety for both teachers and students.</b>	
<i>2012-2013</i>	<b>Objective 3.1- To continue to promote a socially just school climate in which all members of the school community (students, teachers, parents, etc.) are equally welcomed, respected and supported.</b>	<b>Objective 3.2- To ensure that all students (and families), regardless of gender, race, or socioeconomic background, receive equitable access to high quality education.</b>	<b>Objective 3.3- To continue to promote wellness for the school community</b>	<b>Objective 3.4: To continue to foster a climate of safety for both teachers and students.</b>

**Goal 4: To improve student Learning through clearly defined, effectively communicated and consistently implemented Differentiated Instructional Strategies by 2013.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2010-11</i>	<b>Objective 4.1 - Determine a clear understanding of DI for our school community.</b>	<b>Objective 4.2 - Teachers will implement at least three Differentiated Instructional strategies to meet the diverse learning needs of students.</b>	<b>Objective 4.3 Teachers will use assessment to determine the most effective Differentiated Instructional strategies to implement in their classroom.</b>
<i>2011-2012</i>	<b>This goal is now embedded in Goal #1</b>	<b>This goal is now embedded in Goal #1</b>	<b>This goal is now embedded in Goal #1</b>
<i>2012-2013</i>	<b>This goal is now embedded in Goal #1</b>	<b>This goal is now embedded in Goal #1</b>	<b>This goal is now embedded in Goal #1</b>

### *Operational Issues Report*

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2010-2011	<b>Due to space issues within the building we are challenged to deliver Music and Gym classes to our students who now receive programming in our cafeteria.</b>	<b>Due to the small size of our gym, we are challenged to host tournaments and other large group athletic activities.</b>	<b>There is currently limited space for special services personnel and additional rooms are required to accommodate storage.</b>
2011-2012	<b>Due to space issues within the building we are challenged to deliver Music and Gym classes to our students who now receive programming in our cafeteria.</b>	<b>Due to the small size of our gym, we are challenged to host tournaments and other large group athletic activities.</b>	<b>There is currently limited space for special services personnel and additional rooms are required to accommodate storage</b>
2012-2013	<b>Music and Gym programs continue to be challenged by physical constraints of the building.</b>	<b>Classroom teachers in our smaller classrooms are challenged to carry out healthy and active living activities due to physical constraints of the building</b>	<b>There is currently limited space for special services personnel and additional rooms are required to accommodate storage</b>

## **Report on School Development Plan for Previous Year (2011-2012)**

This is the second year report of our three year plan (2010-2013) at St. Peter's Elementary. The objectives for the current year were reviewed after we evaluated the success of last year's objectives. We continued with the objectives outlined for 2010-2011, as stated in our three year School Development Plan. Below is a list of goals, objectives, commendations and recommendations for the School Development Plan for the 2011-2012 school year.

<b>Goal 1: To improve student learning in Language Arts through clearly defined, effectively communicated, and consistently implemented assessment by 2013</b>		
<b><u>Objective 1.1</u></b>	<b><u>Objective 1.2</u></b>	<b><u>Objective 1.3</u></b>
<ul style="list-style-type: none"> <li>• To provide grade level appropriate and high interest books for elementary (picture books, comics, informational text, magazines etc.)</li> <li>• To provide a list of and purchase books for classroom libraries. A focus on picture books, informational and high interest books for boys in particular should be purchased along with other grade level appropriate reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create critical listening activities and provide in-service</li> </ul>	<ul style="list-style-type: none"> <li>• Replenish and increase assessment tools to be used at grade levels in order to assess reading.</li> </ul>

<p><u>Evaluation 1.1</u></p> <ul style="list-style-type: none"> <li>• Compiled a list of high interest books and magazines for Library to purchase. Books were purchased.</li> <li>• Developed a buddy reading system school wide using newly purchased literature</li> <li>• Grade 4,5 and 6 purchased \$400 in books per classroom in order to build up an in-class library</li> </ul>	<p><u>Evaluation 1.2</u></p> <ul style="list-style-type: none"> <li>• Developed an acronym DEAL (drop everything and listen) to be used consistently throughout the entire school.</li> <li>• List indicators of a good listener.</li> <li>• Provided ½ day in-service on critical listening and ½ day working session to develop grade level listening activities.</li> </ul>	<p><u>Evaluation 1.3</u></p> <ul style="list-style-type: none"> <li>• Took inventory of and purchased PM Benchmarks for grades 1 – 5. (Running Records)</li> <li>• Took inventory of and purchased guided reading materials in levels A – Q (grades k-4)</li> <li>• Added to the take home reading collections in grades k-2.</li> </ul>
<p><u>Recommendations 1.1</u></p> <ul style="list-style-type: none"> <li>• To continue to provide funds yearly to fully stock the classroom library.</li> <li>• To place an added focus on selecting/purchasing books of high interest to boys.</li> <li>• To increase amounts of and variety of comics and magazines in the library.</li> <li>• Provide special services with an opportunity to purchase grade level appropriate reading material.</li> <li>• Look into developing a boys reading club.</li> <li>• To continue to do the Buddy Reading Program.</li> <li>• A literacy day will be planned for early September to celebrate our new collections of books and to jumpstart the school development plan for assessment in Language Arts next year.</li> </ul>	<p><u>Recommendations 1.2</u></p> <ul style="list-style-type: none"> <li>• To continue to use the DEAL acronym</li> <li>• To follow up on the indicators for good listening poster and DEAL poster.</li> <li>• To further develop three more critical listening activities.</li> </ul>	<p><u>Recommendations 1.3</u></p> <ul style="list-style-type: none"> <li>• To purchase PM Benchmarks so that each teacher at Grade Level receives a kit. Currently one kit per grade level is provided.</li> <li>• Continue to add to take home reading collections.</li> <li>• Look into the Literature circle collections for grade five and six.</li> <li>• Order color coded containers for classrooms to store the take home reading collections in order to keep them free from damage.</li> </ul>

Commendations 1.1

- Teachers were very pleased with the addition to their classroom libraries. Greater interest in reading was very evident.
- The boys were very excited with the new informational texts that were purchased.
- Children enjoyed seeing the new books purchased for the resource center and sign them out frequently.
- Buddy System is a very active part of the curriculum at all grade levels. It involves all aspects of the curriculum and the children really enjoy spending quality time with their buddies.

Commendations 1.2

- DEAL acronym is used daily and is filtering its way through the daily classes of all teachers.
- Listening activities that were developed are very easily accessible by each grade level and are used for assessment purposes.

Commendations 1.3

- The PM Benchmarks were very highly received by the teachers at various grade levels.
- Children seem to enjoy the variety of books in the PM benchmark series.
- Teachers feel the PM benchmarks are very teacher friendly.
- Teachers in Grades 1 – 4 are very excited about the additions to our guided reading program. There is a good variety of informational texts.
- Teachers are pleased with the recent additions to the take home reading program and are looking forward to the storage containers that will be available in September in order to more fully organize the program.

**Goal 2: To improve student learning in Math through clearly defined effectively communicated and consistently implemented assessment by 2013**

<u>Objective 2.1</u>	<u>Objective 2.2</u>	<u>Objective 2.3</u>
<ul style="list-style-type: none"><li>Clearly define and establish learning criteria (Math Language) of Mathematics at each grade level.</li></ul>		<ul style="list-style-type: none"><li>Implement assessment for learning practices incorporating differentiated instructional strategies.</li></ul>

<p><u>Evaluation 2.1</u></p> <ol style="list-style-type: none"> <li>1. Teachers and students are using the master copy of word wall vocabulary to enhance communication of Math concepts and their connections to real life.</li> <li>2. Teachers and students are using the whiteboards to identify learning outcomes that need extra review or practice.</li> <li>3. At grade level, teachers were directed to focus on their targets and learning outcomes. Specific vocabulary was identified per grade level and modeled using pictures, numbers and words to show what the students know.</li> <li>4. Professional Development with Math Specialist took place during a school wide Pd day as well as an additional afternoon with Grade 6 teachers, and an after school session.</li> <li>5. A class set of problem solving bookmarks were provided to all elementary teachers to use as a tool to model the language of how to state your problem solving strategy. Teachers and students are using the master copy of word walls provided as well as the class set of mini white boards to enhance communication and assessment of Math concepts and their connections to real life through the application of Math vocabulary.</li> </ol>	<p><u>Evaluation 2.2</u></p>	<p><u>Evaluation 2.3</u></p> <ol style="list-style-type: none"> <li>1. Based on CRT results, focus was on the pre-assessment strategies as identified by the district's Math specialist. Whiteboards increased student engagement of learning outcomes.</li> <li>2. School hosted a Family Fun Night to motivate students in the use of math concepts. Focus was placed on Shape and Space as well as Measurement (perimeter, area, volume) where students and their families were provided with materials to bring the task cards to life.</li> <li>3. Math committee hosted a Math Day where teachers developed a variety of centres that used everyday materials to enhance math concepts. Math Centres also included using Teamboard technology i.e. Jeopardy for Number concepts, Basketball hoops was for Geometry.</li> <li>4. Additional Math resources were purchased for Children's Math Literature per Grade level.</li> <li>5. Safe and Caring Schools Committee provided Math Games to the classrooms to use during unstructured time.</li> </ol>
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<p><u>Recommendations 2.1</u></p> <ol style="list-style-type: none"> <li>1. Teachers need planning time to develop daily routines that will enhance the communication of Mathematics reasoning.</li> <li>2. Teachers need time to develop their own exemplars and the binders of exemplars already prepared should be used as a model for all grades not only grades 3 and 6.</li> <li>3. A way to consistently monitor student progress of the outcomes needs to be determined.</li> </ol>	<p><u>Recommendations 2.2</u></p>	<p><u>Recommendations 2.3</u></p> <ol style="list-style-type: none"> <li>1. Teachers need planning time to match curriculum outcomes with appropriate differentiated instructional strategies.</li> <li>2. Teachers per grade level should engage in more shared assessments in order to solidify their own learning and encourage collaboration.</li> <li>3. Use Student shared folder to list effective links according to the appropriate Math strand increasing accessibility for teachers.</li> </ol>
<p><u>Commendations 2.1</u></p> <ol style="list-style-type: none"> <li>1. Teachers were eager to use and implement word walls in their classrooms.</li> <li>2. Teachers were appreciative of the planning time built into the professional development days to discuss and identify achievement indicators that determine whether or not students are achieving the outcomes.</li> </ol>	<p><u>Commendations 2.2</u></p>	<p><u>Commendations 2.3</u></p> <ol style="list-style-type: none"> <li>1. Students are improving their communication of Math concepts through the application of Math vocabulary.</li> <li>2. Safe and Caring school committee provided Math games that students identified for use in unstructured time. Students were very happy with the games.</li> </ol>

<b>Goal 3: To promote the Integration of Technology in support of Teaching, Learning and Assessment by 2013.</b>		
<b>Objective 3.1:</b> To assess and address technology resource needs.	<b>Objective 3.2:</b> To demonstrate how technology supports the curriculum for staff and students.	<b>Objective 3.3:</b> To establish and increase staff awareness of any new technologies that are being deployed and curriculum supports surrounding them.
<u>Evaluation 3.1</u>  1. All existing tech. equipment was assessed and inventoried. 2. School infrastructure was assessed; wireless connections and Team Board installation was brought up to current standards. 3. Technology Plan was started will continue in 2012-2013. 4. Technology for curricular support will be utilized in 2012-2013.	<u>Evaluation 3.2</u>  1. Classes in the lab were conducted utilizing the curriculum throughout. i.e., Language sites were used for differentiated instruction utilizing smart board technology. 2. Technologies such as Blogging, Story Jumper were presented at Staff Meetings. We did not feel it was effective enough for all staff because of the diverse level of knowledge. 3. Inventory of curriculum sites/videos from the department curriculum guides will continue in 2012-2013. 4. 4.Dept. and district do have ‘tentative’ policies in place for technology. Changes will be made in 2012-2013.	<u>Evaluation 3.3</u>  1. Training for Smart Board 10 was not initiated because of the application of Team Board technology. 2. Advanced use of First Class was introduced to teachers. 3. Deployment of new technologies was completed, i.e., Team Board, new computers, etc., and will continue in 2012-2013.

<p><u>Recommendations 3.1</u></p> <ol style="list-style-type: none"> <li>1. Continue to assess existing tech equipment throughout the building.</li> <li>2. Continue to update all computers to address all staff and student needs.</li> <li>3. Continue to develop tech. plan.</li> <li>4. Address any needs not yet met regarding technology for curricular purposes.</li> </ol>	<p><u>Recommendations 3.2</u></p> <ol style="list-style-type: none"> <li>1. Continuing the practice of matching the curriculum with technology while implementing useful app.'s, IPAD's, Quizdom remotes, etc.</li> <li>2. Inform the staff of any new technologies that can be of benefit in their classrooms. We feel it might be more beneficial to provide direct instruction and individual classroom support i.e., Shaina's instruction on blogging.</li> </ol>	<p><u>Recommendations 3.3</u></p> <ol style="list-style-type: none"> <li>1. Training for First Class and the Team Board technology should continue in 2012-2013.</li> </ol>
<p><u>Commendations 3.1</u></p> <ol style="list-style-type: none"> <li>1. Effective deployment of Team Board and new computers.</li> <li>2. Inventory of existing equipment.</li> <li>3. Teachers can now access sites easily of the school website.</li> <li>4. Inventories can now be used in 2012-2013 to address any upcoming needs.</li> <li>5. Blogging and Story Jumper successfully introduced to staff.</li> </ol>	<p><u>Commendations 3.2</u></p> <ol style="list-style-type: none"> <li>1. There was overall support for a technology component to match the curriculum.</li> <li>2. Teachers can now access sites easily of the school website.</li> <li>3. Inventories can now be used in 2011-2012 to address any upcoming needs.</li> </ol>	<p><u>Commendations 3.3</u></p> <ol style="list-style-type: none"> <li>1. Teachers were given the opportunity to avail of new technologies.</li> <li>2. All teachers added to appropriate conferences.</li> <li>3. All trained in FirstClass technologies.</li> </ol>

<b>Goal 4: To continue to promote, educate and enhance positive practices of inclusion, social justice, wellness, and healthy living by 2013.</b>		
<u>Objective 4.1</u> To promote awareness of social justice within the school community	<u>Objective 4.2</u> To promote wellness for the school community	<u>Objective 4.3</u> To foster a climate of respect and safety for both teachers and students
<u>Evaluation 4.1</u> 1. Initiatives for hamper donations at Thanksgiving, Operation Christmas Child, Janeway Day, Pennies from Heaven – Janeway Telethon were very successful.	<u>Evaluation 4.2</u> 1. Family Fun Night was a huge success again this year in promoting wellness within the school community. 2. Healthy and Active living initiative has been successful in promoting wellness among students. 3. Initiatives such as Running Club and Boot Camp were well received and successful for the wellness of staff.	<u>Evaluation 4.3</u> 1. Teaching and promotion of St. Peter’s Way continues to be successful in teaching positive behaviors. 2. Anti-bullying program delivered in grade five and six. 3. Secure School and Lockdown Procedures continue to be practiced and students are becoming more comfortable with them.
<u>Recommendations 4.1</u> 1. Focus on everyday actions by individuals that would promote awareness of social justice. 2. Try to incorporate students into announcements promoting social justice.	<u>Recommendations 4.2</u> 1. Build focus on everyday healthy and active living activities. 2. Focus more on healthy eating within school	<u>Recommendations 4.3</u> 1. Review St. Peter’s Way earlier in the school year with a focus on the Primary grades. 2. Have assembly at the beginning of the year with an emphasis on school spirit and St. Peter’s Way.
<u>Commendations 4.1</u> 1. Fundraising initiatives were very well received, students felt good about helping others	<u>Commendations 4.2</u> 1. All activities appear to have been very well received by students, parents and staff. 2. Board games were distributed to all classes for use at lunch time-this provided positive activities for students.	<u>Commendations 4.3</u> 1. St. Peter’s Way assembly was a great success. 2. Prefecting program was a huge success-numerous positive comments from teachers. 3. More French presence in school with signage, etc. Students know YOLE – the St. Peter’s Way.

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

Our school's current data is a summary of school and provincial results. The data for 2011-2012 indicates that our Grade Three results (overall) were lower than provincial averages while our Grade Six results are on par or higher than provincial averages in some areas with areas noted for additional focus.

At the Grade Three level, there are a number of areas in Language Arts and Math that our primary children require continued focus according to data collected on the Criterion Referenced Test. Given that staff has delved into differentiated instruction strategies and assessment activities, our lower results indicate our transition from a more traditional method of teaching to the more contemporary use of Differentiated instruction and assessment for, of and as learning strategies. A concerted effort of all staff members on this focus has seen the enhancement of learning on other measures which we predict will be in large part more noticeable in data collected on the 2012-2013 Criterion Referenced Test results. Our focus on differentiated instruction and assessment will continue in Language Arts and Math over the next year with precise strategies to enhance the learning of our Grade 3 students in all areas in particular in reading for Language Arts and in constructed response for Math.

At the Grade Six level, our students exceeded other grade six students in the Reading portion of the 2011-2012 Language Arts Criterion Referenced Test. Continued focus is needed in the constructed response section. Our Grade Six students exceeded peers in the area of problem solving on the Math Criterion Referenced Test however constructed response will continue to be an area of focus. Further analysis of the math results will be completed to focus on more precise areas of math reasoning, communication and connections and representations.

## PRIMARY LANGUAGE ARTS ASSESSMENT

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

08-09		09-10		10-11		11-12	
School	Province	School	Province	School	Province	School	Province
60.3%	65.0%	65.6%	62.6%	41.5%	63.7%	42.9%	58.3%

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

08-09		09-10		10-11		11-12	
School	Province	School	Province	School	Province	School	Province
88.0%	72.4%	79.7%	72.6%	72.9%	73.5%	72.5%	65.3%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	85.6%	88.3%	96.1%	92.1%	79.9%	79.7%	66.0%	68.0%
<b>Listening</b>	97.0%	95.4%	83.3%	80.9%	87.0%	88.0%	N/A	N/A
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	76.8%	74.9%	84.6%	73.9%	74.4%	71.9%	77.1%	81.7%
<b>Poetic</b>	78.9%	68.8%	86.0%	71.5%	87.7%	77.9%	47.3%	47.9%
<b>Informational</b>	54.9%	55.1%	83.3%	63.6%	75.0%	52.8%	57.7%	64.5%
<b>Listening</b>	82.0%	70.5%	72.9%	59.9%	61.9%	68.9%	N/A	N/A
Grade 3 Mathematics								
	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Operations</b>	87.0%	85.0%	79.4%	76.0%	80.0%	74.5%	70.8%	72.5%
<b>Number Concepts</b>	76.3%	73.5%	83.8%	77.3%	83.6%	77.9%	77.9%	78.6%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	60.2%	54.3%	72.6%	62.1%	50.5%	61.2%	57.2%	72.0%
<b>Communication</b>	60.2%	54.2%	65.7%	61.6%	50.5%	60.6%	63.3%	73.4%
<b>Connections &amp; Representations</b>	69.9%	69.0%	73.5%	68.2%	57.4%	65.3%	68.3%	80.8%
<b>Problem Solving</b>	68.9%	68.8%	70.3%	68.3%	72.1%	77.2%	68.4%	82.6%

<b>Grade 6 Language Arts</b>								
	<b>08-09</b>		<b>09-10</b>		<b>10-11</b>		<b>11-12</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>	89.4%	87.1%	85.3%	81.0%	81.2%	79.5%	72.0%	71.5%
<b>Listening</b>	91.4%	87.7%	87.8%	86.7%	70.0%	67.0%	N/A	N/A
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	84.2%	78.7%	85.2%	81.4%	66.1%	74.7%	70.4%	74.8%
<b>Poetic</b>	61.8%	69.6%	70.7%	69.9%	38.3%	66.2%	43.4%	50.4%
<b>Informational</b>	53.6%	68.0%	73.2%	68.4%	51.1%	58.7%	45.1%	58.5%
<b>Listening</b>	41.0%	47.4%	65.5%	66.7%	47.2%	51.8%	N/A	N/A
<b>Grade 6 Mathematics</b>								
	<b>08-09</b>		<b>09-10</b>		<b>10-11</b>		<b>11-12</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>	74.4%	77.1%	74.1%	72.3%	70.0%	67.5%	58.9%	62.2%
<b>Number Concepts</b>	62.3%	67.1%	74.0%	76.9%	78.0%	75.0%	62.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	18.5%	36.5%	27.0%	54.9%	28.3%	52.3%	54.6%	58.9%
<b>Communication</b>	13.6%	30.6%	31.8%	46.5%	18.9%	44.3%	50.9%	56.6%
<b>Connections &amp; Representations</b>	21.2%	36.1%	27.0%	44.0%	24.6%	35.2%	58.2%	58.5%
<b>Problem Solving</b>	28.8%	42.5%	50.8%	55.8%	71.8%	68.1%	67.3%	65.6%

***St. Peter's Elementary***  
***1 Year School Development Plan***

**School Development Plan for 2012-2013**

The staff at St. Peter's Elementary is enthusiastic to be starting the final year of the 2010-2013 School Development Plan. While we are in the latter stages of the plan, Action team members have determined goals and objectives for this next year. The process is ongoing and even though some modifications may be made to the plan this year, the staff remains committed to learning more about differentiated instruction and assessment in order to enhance teaching and learning.

By year's end, our staff will persevere with the four identified focus areas for the remainder of our 2010-2013 school development plan- Technology, Safe and Caring Schools, Differentiated Instruction and Assessment in Language Arts and Math. Members of the Action teams have determined the objectives for the 2012-2013 school year while objectives for 2010-11 and 2011-12 school year continue. The process is ongoing and outstanding objectives will be determined by the end of the 2010-13 school development plan year.

<p><b>Goal 1:</b> <i>To improve student learning in Language Arts through clearly defined, effectively communicated, and consistently implemented assessment by 2013</i></p>		
<p><b>Objective 1.1:</b> to provide our teachers and students with grade level appropriate reading materials.</p>	<p><b>Objective 1.2:</b> to develop a student writing portfolio using the analytic writing rubric.</p>	<p><b>Objective 1.3:</b> to provide teachers and students with grade level appropriate assessment tools and D.I Strategies to monitor student growth.</p>
<p><b>Strategies:</b>  <b>Objective 1.1</b>  1.1.1 To replenish books in classroom libraries.  1.1.2 To increase classroom take home reading selections with a focus on informational text.  1.1.3 To further enhance the guided reading and Literature circle programs in our school by purchasing additional copies for all grade levels.  1.1.4 Replenish and increase assessment tools to be used at grade levels in order to assess reading. (P.M. Benchmarks, Guided Reading books)  1.1.5 Increase student motivation in reading by providing a literacy day, having students read the virtue of the week, have a teachers favorite book bulletin board in Library, read interesting sections of a teachers favorite book to entice student readership.</p>	<p><b>Strategies:</b>  <b>Objective 1.2</b>  1.2.1 Develop a student writing portfolio which contains the analytic rubrics that will house two pieces of process writing and be placed in Cum file at the end of each year.  1.2.2 Provide in-service on the use of the analytic writing rubric in order to become more closely familiar with how these indicators and targets can be used in the D.I. setting.  Grade One ..... Narrative; procedural  Grade Two....Narrative; procedural; descriptive  Grade Three...Informational; Persuasive; Narrative  Grade Four... Narrative; procedural; descriptive  Grade Five...Persuasive; narrative; informational  Grade Six... Persuasive; narrative; informational</p>	<p><b>Strategies;</b>  <b>Objective 1.3</b>  1.3.1 Replenish and increase assessment tools to be used at grade levels in order to assess reading. (P.M. Benchmarks, Guided Reading books)  1.3.2 To further develop reading constructive response using Targets and Feedback.  1.3.3 To develop and provide teachers with student friendly feedback forms.</p>

<p><b>Indicators of Success:</b> 1.1.1 All grade levels will have an increased amount of reading materials for individual classrooms.</p>	<p><b>Indicators of Success:</b> 1.2.1 Teachers will rank at least one process piece per term using the analytic writing rubric 1.2.2 Two process piece copies will be placed in the newly developed student writing portfolio.</p>	<p><b>Indicators of Success:</b> 1.3.1 A second P.M. Benchmarks kit will be supplied to each grade level. 1.3.2 Teachers will be using Targets in the classroom while ranking constructive response questions. 1.3.3 Teachers in grade four through six will be using student friendly feedback forms.</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 Money for books should be provided regularly at the beginning of each school year to classrooms for take home reading and in general for the classroom library.	1.1.2 A primary/elementary divisional meeting will be devoted to the consistency of using the rubrics per grade level so as to have less discrepancy between the grade levels.

**Goal 2:** *To improve student learning in Math through clearly defined, effectively communicated, and consistently implemented assessment by 2013*

**Objective 2.1:** By June 2013, students will continue to improve basic mathematical skills and constructed responses.

- **Strategies:**
- 2.1.1 Use activities, manipulatives and charts to improve basic math skills.
- 2.1.2 Develop a **daily routine** that encompasses identified common challenging areas specific to grade level. (For example: 3 outcomes / unit)
- 2.1.3 Utilize exemplars to improve student performance (2/ term – one to model; one for assessment)
- 2.1.4 Provide teachers with an opportunity to review and utilize the Math Rubric
- 2.1.5 Include material from each unit on cumulative assessments;
- 2.1.6 Create shared unit assessments at grade level utilizing performance indicators from the curriculum guide.
- 2.1.7 Develop a communication network with other schools that have similar concerns

<p><b>Indicators of Success:</b> 2.1.1 All grade levels will have a routine that encompasses all traditional areas of weakness</p>	<p><b>Indicators of Success:</b> 2.1.2 All teachers will develop and use exemplars</p>	<p><b>Indicators of Success:</b> 2.1.3 Shared assessments will be developed per grade level.</p>
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<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>2.1.1 Money for books should be provided regularly at the beginning of each school year to classrooms for take home reading and in general for the classroom library.</p>	<p>2.1.1 A primary/elementary divisional meeting will be devoted to the consistency of using the rubrics per grade level so as to have less discrepancy between the grade levels.</p>

<b>Goal 3: To continue to promote, educate and enhance positive practices of inclusion, social justice, wellness, and healthy living by 2013.</b>			
<b>Objective 3.1:</b> To continue to promote a socially just school climate in which all members of the school community (students, teachers, parents, etc.) are equally welcomed, respected and supported.	<b>Objective 3.2:</b> To ensure that all students (and families), regardless of gender, race, or socioeconomic background, receive equitable access to high quality education.	<b>Objective 3.3:</b> To continue to promote wellness for the school community	<b>Objective 3.4:</b> To continue to foster a climate of safety for both teachers and students.
<b>Strategies:</b> 3.1.1 Increase awareness of gender differences in learning 3.1.2 Promote French within the school community 3.1.3 Promote awareness of social justice within the school community through active involvement and support of socially just causes (e.g. Terry Fox Run, Pajama Day in support of the Janeway, Samaritan’s Purse, Daily Recycling Program, Food Bank Collection, Happy Tree, VOXM Coats for Kids, etc.) 3.1.4 Continue to increase family involvement in school-based activities. (i.e. Family Fun Night, Math Night, School concerts, etc…)	<b>Strategies:</b> 3.2.1 Ensure members of the school community have equal access to school resources and initiatives. 3.2.2 School communications are provided in electronic and print format. 3.2.3 All students have equal access to school supplies and resources. 3.2.4 Increase teacher awareness and sensitivity to individual differences and needs.	<b>Strategies:</b> 3.3.1 Continue to build and promote an Active Living Program in the classrooms. 3.3.2 Continue to develop and promote teacher wellness activities 3.3.3 Continue to promote awareness of healthy eating. 3.3.4 Investigate the possibility of implementing a school breakfast/lunch program. 3.3.5 Continue to implement perfecting program.	<b>Strategies;</b> 3.4.1 Continue to promote and teach the St. Peter’s Way (Code of Conduct) 3.4.2 Successfully implement Secure School, Lock Down, and Fire Drill Procedures 3.4.3 Continue to Implement safety and bullying programs within the school. 3.4.5 Continue to teach the Roots of Empathy and the Virtues Program

<p><b>Indicators of Success:</b>  3.1.1 Measures of academic performance indicate equal achievement across gender.  3.1.2 Evidence of French culture within the school  3.1.3 Positive feedback from the school community and greater participation in socially just causes within the school and the community.  3.1.4 Postive feedback and increased turnout at school sponsored events</p>	<p><b>Indicators of Success:</b>  3.2.1 All populations are represented on measures of achievement  3.2.2 All populations demonstrate increased levels of achievement  3.2.3 Teacher feedback</p>	<p><b>Indicators of Success:</b>  3.2.1 Teachers use Active Living Strategies in their classrooms on a daily basis  3.2.2 Greater participation in school activities  3.2.3 Snacks and lunches will be more nutritious.  3.2.4 Less student and teacher absenteeism  3.2.5 Continued interest in the prefect program.</p>	<p><b>Indicators of Success:</b>  3.4.1 Students identify and demonstrate the expected behaviors in all settings.  3.4.2 Reduction in the amount of discipline referrals to the office.  3.4.3 Students execute fire drill and lock down procedures in allotted time.</p>
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<b>Goal 3. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
3.1.1	3.1.1

<b>Goal 4: To promote the Integration of Technology in support of Teaching, Learning and Assessment by 2013.</b>		
<b>Objective 4.1 To assess and address technology resource needs.</b>	<b>Objective 4.2: To demonstrate how technology supports the curriculum for staff and students</b>	<b>Objective 4.3: To establish and increase staff awareness of any new technologies being deployed and curriculum supports surrounding them.</b>
<p><b>Strategies:</b></p> <p><b>4.1.1</b> Inventory existing tech equipment, including CD player, speakers, etc.</p> <p><b>4.1.2</b> Assess network infrastructures by examining current in-house technology. Bring infrastructure to current standards through introducing technology such as wireless access points, IPADs, Smart Boards, etc.</p> <p><b>4.1.3</b> Assess current school website by examining links, images, existing material, etc. Bring website up to date with current standards</p>	<p><b>Strategies:</b></p> <p><b>4.2.1</b> Explore use of Smart board technology for enhancing writing skills in Language Arts.</p> <p><b>4.2.2</b> Explore the use of Team Board technology to enhance student ability to construct meaning from various forms of informational media texts.</p> <p><b>4.2.3</b> What is available in technology for curricular support, including, Teacher Tube, Student Tube, YouTube, Ning, Prezie, podcasts, Skype for Teachers, etc. This would include a site such as: <a href="http://www.curriculum21.com">www.curriculum21.com</a></p> <p><b>4.2.4</b> Finding sites to match curriculum outcomes and then streamline websites to match curriculum per grade level. Staff will be informed throughout this process.</p>	<p><b>Strategies;</b></p> <p><b>4.3.1</b> Train staff in use of Team Board technology.</p> <p><b>4.3.2</b> Train staff in use of IPAD Apps</p> <p><b>4.3.3</b> Manage deployment of all new technologies and equipment, i.e., Team Boards, computers, software packages, etc.</p>

<p><b>Indicators of Success:</b></p> <p>4.1.1 Infrastructure will be current to support new technology</p> <p>4.1.2 Website will contain latest links and materials to support curriculum.</p>	<p><b>Indicators of Success:</b></p> <p>4.2.1 Each classroom will have an interactive whiteboard</p> <p>4.2.2 Teachers will continue to collect and use exemplars of constructed response</p>	<p><b>Indicators of Success:</b></p> <p>4.3.1 Teachers will be familiar with both Smartboard and Teamboard technology.</p> <p>4.3.2 Teachers will become familiar with iPads and apps.</p>
<b>Goal 4. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
<p>4.1 Not Applicable</p> <p>4.2</p> <ul style="list-style-type: none"> <li>➤ Team, Boards - \$50,000</li> <li>➤ IPAD's - \$4000</li> <li>➤ Speakers - \$1000</li> <li>➤ Microphones - \$500</li> </ul>	<p>4.1 Not Applicable.</p> <p>4.2 Full Day:</p> <ul style="list-style-type: none"> <li>➤ Team Board Instruction</li> <li>➤ Resources: Websites, Photo Story, Ning, etc.</li> <li>➤ IPAD instruction</li> </ul>	

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

During the 2011-2012 school year there was no fundraiser at St. Peter's. The main fundraiser from spring, 2011 was the Innovation Fundraiser consisting of a dinner and an auction sponsored by the St. Peter's Elementary School Council where collected funds were used to purchase 10 interactive whiteboards in the fall/winter, 2012/13.