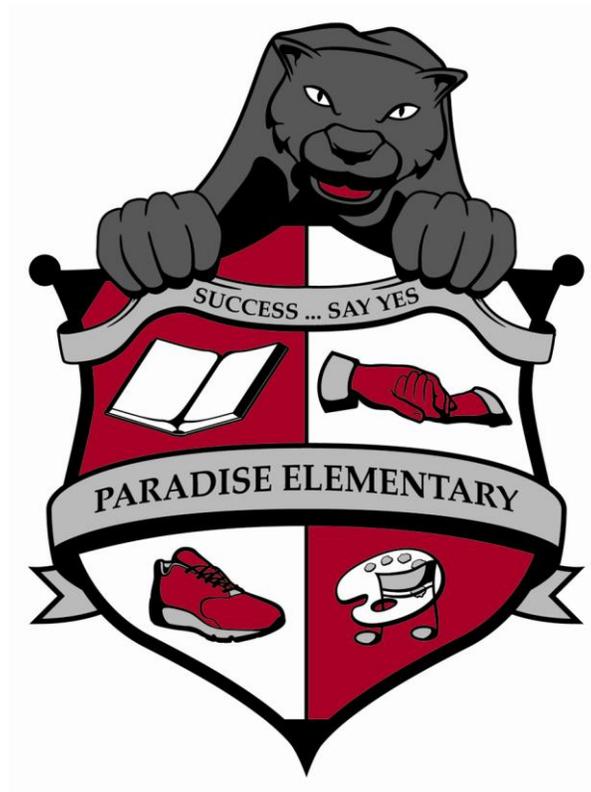


Paradise Elementary

2013-14 School Development Report



Vision

Paradise Elementary School empowers all learners to achieve and experience success in a positive, healthy, just, and caring environment.

Table of Contents

Message from the Director of Education	2
Message from Principal and Assistant Principal	3
Message from School Council	4
Overview of School	5
Our School Community	5
Key Highlights/Special Projects	5
Partnerships.....	7
Summary Report on the School’s Most Current Data	12
Internal Assessment Data.....	16
Report on School Development Plan for 2013-14.....	21
Actions for Change	23
School Development Plan 2013-14.....	26

Message from the Director of Education



A Message From
DARRIN PIKE
CEO/DIRECTOR OF EDUCATION

School Development Report Message
June 2014

This school development report for the 2013-14 school year outlines your school's successes and highlights in matters such as student achievement and professional development.

As the strong foundation of any productive and successful school year, a school development plan must be undertaken by the entire school community to be effectively executed. This important process stands to benefit every member of the school community – in particular and most importantly, the students of your school.

As we continue to come together as a cohesive district and develop and implement a new strategic plan, the Newfoundland and Labrador English School District places a high value on the input and opinions of our administrators, teachers, support staff, school councils and school communities. I sincerely thank all involved for the work undertaken on this plan as well as on previous plans, and for focusing on student achievement and success. Our education system will surely benefit from enhanced collaboration throughout your school community as we work together for the benefit of our young people.

I am encouraged and enthused to see the amazing initiatives outlined within these reports; they will provide the sure footing we can all build upon to ensure a quality education for Newfoundland and Labrador students.

Sincerely,

A handwritten signature in black ink that reads 'Darrin Pike'. The signature is written in a cursive style.

Darrin Pike
CEO/Director of Education
Newfoundland and Labrador English School District.

Message from Principal and Assistant Principal

Throughout the 2013-14 school year Paradise Elementary, its staff, students and community participated in a review of the school development process. A new cycle of school development began for our school. We continue to work through the goals and strategies of the plan. As a staff, we embrace this plan with enthusiasm and look forward to the places it will take us.

This document will also highlight for you information about our school, our programs and special projects as well as information from the provincial assessments. We encourage all of our readers to review it carefully and invite you to contact us with any questions or concerns.

Linda Pike
Principal

Sharon Vivian
Assistant Principal

Message from School Council

The Paradise Elementary School council works closely with the school administration to oversee the schools direction as outlined in the school development plan. We also address the concerns brought forward by any parents or guardians and identify progressive opportunities to build and nurture our school for the future.

Our school has seen yearly growth in population since 2010. In 2013 two new modular classrooms were added to accommodate our growing numbers. We are currently in the process of two more modular classrooms being finished for the spring of 2015. Also the land has been purchased and the plans in place for a new elementary school in Paradise, this should alleviate some of the demand for space within our school. Our school council is currently working with the school district to develop a plan to address the school population within our region. As a school council, we continue to monitor this to ensure our schools needs are addressed as well as a decision is made that is best for our students.

Another area where your school council has been involved has been with the town regarding the construction that occurred on Karwood Drive. Everyone's safety is the top priority here and we command the entire school community for working together to ensure our children come and go to school as safely and efficiently as possible. We continue to work with the town regarding the traffic on Karwood and will continue to monitor this in the future. We also are continuing to monitor the congestion of the parking lot of the school and we are aware of the parking lot issues. This is something that we will continue to work on in the future.

Our children's education at Paradise Elementary is top priority. The participation, support and encouragement of everyone within the school community is a vital part of our children's education. Encouraging your child by listening to them reading, helping them with their homework or even supporting them by attending school activities is a great way to contribute to our children's future.

Thank you to all the staff, students, parents, guardians and the greater school community for their continued support and dedication to Paradise Elementary. We continue to encourage everyone to participate and support our school council throughout the year, We wish everyone all the best for 2014-2015 school year.

Amanda Critch, Chair
Paradise Elementary School Council

Overview of School

Our School Community

Paradise Elementary is located at 60 Karwood Drive in the community of Paradise. Paradise Elementary is a kindergarten to grade 6 school with an Early French Immersion program from kindergarten to grade 6. Our current student enrollment is **743** with an average class size of **24** students. Our school has a total of **43** full-time and **4** part-time educational staff, which includes **31** classroom teachers, and **8** teachers supporting students with special needs. We have **1.5** units for guidance, **2** units for music which includes band instruction, **2** units for physical education and **.70** unit for a teacher-librarian. There are also **two full-time** administrators, as well as the support of **5** student assistants. In addition to the staff based at the school, we have access to itinerant District Office personnel in the areas of speech-language pathology, and educational psychology. The school also has the services of **two** secretaries.

Key Highlights/Special Projects

Paradise Elementary adheres to the prescribed primary and elementary curricula of our province. In both our primary and elementary divisions the subjects of language arts, mathematics, science, health, social studies, religious education, music, physical education and art are taught through an integrated approach with a focus on curriculum outcomes. In the elementary division, Core French is also taught in grades four, five and six. When possible, technology outcomes are incorporated into the teaching and learning environments. Our Early French Immersion program is now available from Kindergarten to Grade 6. The Intensive Core French Program is being offered in three of our grade six classes. Both primary and elementary teachers utilize inclusive practices and differentiated approaches in their teaching. Several specific program areas are noted below, highlighting some key events that took place in the 2013-14 school year.

Physical Education

The physical education program fosters personal and community wellness by empowering students to attain healthy, lifelong attitudes and behaviours through physical activity as part of the total educational experience. The curriculum is designed to both challenge and motivate all students.

In this past year Paradise Elementary students participated in various physical education programs. During the fall, elementary students participated in three cross country running races. Our school has consistently had high participation levels in these running events. In fact, Paradise Elementary has won the “School with the Most Participants Award” seven times in the NLAA Cross Country Running Series nineteen-year history. In fact, our school has always finished in the top three with most participants.

Last year many grade 6 students were involved in a fall after-school volleyball program and a winter badminton program. An after-school running club was also offered in the fall and over one hundred elementary students and twenty staff participated. Lunch time intramurals were popular with over 93% of elementary students involved. The grade 6

students were student leaders and actually wrote letters to apply for the positions of gym assistants. All students who applied for the job were hired!

Students were given the opportunity to participate in various indoor and outdoor track and field events run by the NLAA including the MUN Indoor Meet, and Hershey Track and Field. Students at Paradise Elementary also compete for fun with other schools in volleyball and track. After-school competitions are also held between students, staff and parents.

Paradise Elementary also provides numerous programs as part of an active and healthy lifestyle. Events for the 2013-2014 school year included:

- A recreational skating program for grades K-1
- A tennis program for grade two students at the Greenbelt Tennis Complex
- A swimming program at the Aquarena for grades 3 & 4
- Grade 5 students attended the North Bank Lodge Facility for a session in cross country skiing and snowshoeing.
- Grade 6 students went to Rotary Park for an orienteering, archery and hut construction session. They also travelled to The Works (MUN) for swimming and recreation, and even participated in curling at Bally Haly.

Paradise Elementary took part in a Cup Stacking Day and joined other schools across the province, the country and even the world in an effort to break an existing Guinness World Record - "Most People Sport Stacking in Multiple Locations in One Day."

Students also enjoyed two sports days which were held at the Techniplex. Paradise Elementary also promoted a healthy lifestyle through various Eastern School District initiatives such as *The Healthy Commotion*.

Music

The provincial elementary music curriculum is based on Kodály and Orff methods of music education. Vocal and choral development, movement, instrumental playing techniques, and music literacy are key components of primary and elementary music instruction at Paradise Elementary School.

Choir is offered to students in grades 3 to 6. The choral program follows the provincial music curriculum and enhances music learning by providing additional opportunities to develop musical skills through performance.

The grade 5 and grade 6 band program at Paradise Elementary is an optional co-curricular program offered during the regular school day on a pull-out basis. Students choosing to participate in the band program attend 2 band rehearsals per 7-day cycle. Instruction is offered in the following instruments: flute, clarinet, alto saxophone, tenor saxophone, trumpet, trombone, baritone and percussion. This year we had a record number of students avail of this opportunity, with one hundred and twelve grade 5 and 6 students enrolling in the program.

The following is a list of "Musical Highlights" for this past school year:

- School-wide assemblies for a variety of activities and special events
- Grade one and two Christmas musical
- Grade one Halloween visit to Karwood Retirement Centre
- Grade three Christmas visit to Karwood Retirement Centre
- Grade three spring musical
- Grade three choir received a Gold Award in the Rotary Music Festival
- A field trip for students in grade 1-6 to view the Mount Pearl Intermediate and Senior High's annual performance of Etcetera at the Mount Pearl Glacier.
- Kindergarten end of year concert
- Grade six leaving ceremony, which included a band performance and a musical

Guidance

The guidance program at Paradise Elementary incorporates a balance of social/emotional programs to enhance personal development and individual programs to address children's learning and behavioral needs. It is our goal to help students become effective individuals and to strive to be the best people they can be for themselves and their peers. We offered a number of programs and activities that have become a part of Paradise Elementary to promote peace and understanding among our staff, students and parents. These include:

- Roots of Empathy
- Tim Horton's Foundation camp
- Coats for Kids
- D.A.R.E.
- Karwood Retirement Centre Partnerships
- "It's Okay" program for families of separation and divorce, in partnership with Family Justice Services
- Pink Shirt Day
- Friends for Life, in partnership with Janeway Family Centre
- Food drives to assist the Paradise/CBS Local Food bank
- Lunchtime social programs offered by Guidance interns
- Global Citizenship groups

Learning Resources & Technology

The Paradise Elementary Resource Centre collection continues to expand to meet the growing demands of new curriculum as well as the recreational needs and interests of our students. Two Scholastic book fairs were held in the fall - one for English books and the other for French books. The proceeds of the fairs allowed us to significantly increase our library print resources in both languages.

It was a productive year with respect to technology this year! Our wireless network is now completed. We now have 30 interactive whiteboards, 44 iPads, and a MacBook Pro for managing iPads. Airserver licenses have been purchased for all classrooms, allowing teachers to wirelessly display iPad content on their interactive whiteboards. One classroom has Apple TV. There are 3 new document cameras and school-wide online licenses for various web 2.0 applications. We purchased 19 new computer desks and 15

new computers for classrooms. Centralized printing has been added to the second floor of our building. A school digital citizenship policy was drafted, revised with feedback from staff and school council, and is ready for implementation in the 2013-2014 school year. Two of our school closeout days allowed all teachers to participate in professional development in the areas of educational technology. Our website continues to provide parents/guardians with important notices, a calendar of events and links to other important school information including classroom/homework web pages, staff list and email addresses, and on-line school newsletters. Twitter continues to serve as an important tool in communicating with our school community.

We still have big plans for moving forward with technology! We plan to purchase 3 more interactive whiteboards, an iPad sync card, and a class set of iPad minis. We hope to put document cameras in every classroom and upgrade older computers. Improving the capacity for student printing is also in the plan. We are thankful for all the ways our parents, caregivers, and other members of our school community have supported us, allowing us to forge ahead with our commitment to giving students the skills they need to live and work in the 21st century!

Roots of Empathy

For more than twelve years across Canada and internationally, thousands of children are learning to respect and care for one another with the lessons started through their Roots of Empathy baby. At Paradise Elementary the Roots of Empathy program was implemented in three grade four classrooms. The program fosters the development of empathy through discussion and activities in subjects including literature, math, music, art and science. It involves regular classroom visits of a parent and baby. During the course of the year, the students watch the growth and development of their baby by weighing, measuring and observing the many developmental milestones. Students learn about child development in a very concrete way as it unfolds in front of them.

D.A.R.E.

Drug Abuse Resistance Education (D.A.R.E.) is a police officer-led series of classroom lessons. The D.A.R.E. program focused on good decision making skills to help students avoid high-risk behavior to ensure they grow up healthy, safe and secure. Grade Six students at Paradise Elementary were excited to participate in this program and they celebrated their success during their D.A.R.E. graduation held in the spring.

Breakfast Club

Paradise Elementary students continue to benefit from our school-based breakfast program. This program was run by regular and dedicated volunteers and teachers and is available each Monday, Wednesday and Friday to any students who wishes to avail of it. This program continues to be offered in partnership with Kids Eat Smart with additional funding from various local business sponsors as well as other corporate and personal donations.

Partnerships

Volunteers

Paradise Elementary has a host of dedicated volunteers who help in many ways in partnership with our staff members. Our volunteers help run the breakfast program, assist in the Resource Centre, help with book fairs, make curriculum materials, supervise on field trips, assist in special events and projects as well as serve on committees within the school. Our volunteers play an important role in our school community.

Town of Paradise

The Town of Paradise has always been very supportive of our school. This year, as usual, they provided an entertaining show to our school during the town's winter carnival week. The mayor and members of council taught students in grade 5 about municipal elections and the role of the town council by teaching them about the election process and supporting a mock election. The winners of the election participated in a mock council meeting in the town hall with the mayor and town councilors. Later in the year, as part of a town healthy living initiative, the mayor and town councilors hosted a *Fitness with the Mayor* aerobic session in the gym.

Karwood Retirement Retreat

We are fortunate to have a multi-generational relationship with the residents of Karwood Retirement Retreat. Our grade 3 students participated in a Christmas caroling sing-a-long, and our grade 5 students were involved in a multi-generational buddy program with the residents throughout the winter and spring. As well, many residents of the retreat visited our school to attend our Thanksgiving assembly.

Coats for Kids

The VOCM Cares Coats for Kids Campaign is an annual event carried out in partnership with the Canadian Red Cross, Memorial University's School of Social Work, Vibrant Communities and Newfoundland Power and the Royal Canadian Legion, Branch #1. Each fall Paradise Elementary participates in this campaign by collecting winter coats that students have outgrown.

Operation Christmas Child

Paradise Elementary undertook a school-wide campaign in partnership with Operation Christmas Child. The outreach project was tremendously successful, with whole classes and individual families donating 300 hundred gift-filled shoeboxes.

Multi-Materials Stewardship Board

The Multi Materials Stewardship Board (MMSB) is a Crown agency of the Government of Newfoundland and Labrador, established to develop, implement and manage waste diversion and recycling programs on a province-wide basis. Paradise Elementary supports their focus on waste reduction and recycling as a means of helping to ensure a clean and healthy environment through our weekly recycling blitz and our school wide recycling program. Recycling teams comprised of grade 6 students gather and organize the items collected during our Wednesday Blitz and also collect the daily classroom recycling items. Funds raised by our school through recycling are matched by the MMSB and these monies are used to support a variety of school programs. Families also contribute to our recycling program using the new Evergreen Recycling card.

Kids Eat Smart

Kids Eat Smart Foundation Newfoundland and Labrador is a registered charity that supports volunteer-run nutrition programs - Kids Eat Smart Clubs - for children and youth in the province. The Foundation has partnered with Paradise Elementary along with volunteers, government, corporate sponsors, businesses, organizations and others to ensure children have access to nutritious food so that they have the energy they need to concentrate and learn. In the long term, Kids Eat Smart Clubs contribute to education, health, and overall wellbeing for children and youth.

Kin Club of Paradise

The Kin Club of Paradise is a charitable organization composed of volunteers from the community. A main goal of this organization is to help fundraise and support families in the Paradise area. Through consultation with our school counselor they help provide families in our community with Food Hampers during the Christmas holiday season.

Tim Horton's Foundation

The Tim Horton Children's Foundation was established in 1974 by Ron Joyce, Co-Founder of the Tim Horton's chain, to honour Tim Horton's love for children and his desire to help those less fortunate. The Foundation is a non-profit, charitable organization committed to providing a fun-filled camp environment for children from economically disadvantaged homes. Year-round, local children are selected from each of the communities in which a Tim Horton's store operates, giving thousands of children the opportunity to attend one of the camps. Each year 2 of our students are sponsored by the Tim Horton's location in Paradise to attend one of the Tim Horton's camps outside the province.

CBS Food Bank

This past school year, for the second year, two students took on the responsibility of organizing a monthly food drive to help stock the Conception Bay South Food Bank. At our Thanksgiving assembly and Christmas concerts food donations were also welcomed. A great deal of food was collected throughout the year and made a big difference to many people within our community. The school also raised funds through a “turkey per class” campaign. At an assembly a food bank representative spoke to the students about the organization and thanked everyone for their generous and consistent support.

Young Adult Cancer Canada

Paradise Elementary participated in our second Shave for the Brave in May of this year. Our students shaved their hair in support of this cause, raising over \$15,000!

Summary Report on the Most Current Data

Like all schools within the province our school engages in provincial assessment during the spring of the school year. This report will inform you about results in Reading at the grade 1 and 2 level. Students at the end of primary (grade 3) and elementary (grade 6) completed a battery of testing in the area of Language Arts.

Provincial Assessment Data

Reading Records for Grades 1 and 2

Grade 1: Percentage of Students (in June) at or above the Provincial benchmark

Grade 1 Enrolment = 131

2010/11			2011/12			2012/13			2013/14		
School	Region	Province									
79.0	67.4	64.6	77.9	60.2	60.2	78.9	60.2	59.3	84.0	54.6	52.7

What do these results tell us?

The results of the **Grade 1 Language Arts assessment** show a very high level of performance with 84% of our students reading at grade level compared to the province with 52.7%. Our school has demonstrated that level of excellence for the past several years.

Grade 2: Percentage of Students (in June) at or above the Provincial benchmark

Grade 2 Enrolment = 101

2010/11			2011/12			2012/13			2013/14		
School	Region	Province									
77.1	74.8	73.8	78.2	68.1	66.9	81.8	66.9	65.5	80.8	58.6	58.3

What do these results tell us?

The results of the **Grade 2 Language Arts assessment** show a very high level of performance with 80.8% of our students reading at grade level compared to the province with 58.3%.

Provincial Assessment data by strand for grades 3 and 6
Grade 3 Mathematics

Grade 3 Enrolment = 118

	2010/11			2011/12			2012/13			2013/14		
	School	Region	Province									
Multiple Choice												
Number Concepts	73.2	77.5	78.2	78.7	78.5	78.3	N/A	N/A	N/A	72.9	71.7	72.9
Number Operations	72.0	74.2	74.6	75.6	72.8	72.5	N/A	N/A	N/A	67.8	64.3	65.5
Shape and Space										79.8	73.9	74.8
Constructed Response: Percentage of students achieving at grade level or above												
Number Concepts										78.9	73.7	75.9
Number Operations										63.7	53.5	55.4
Shape & Space										72.3	61.9	64.5
Mental Math										87.0	82.2	83.8
Problem Solving	71.8	77.3	77.1	87.2	83.5	82.6	N/A	N/A	N/A	52.2	54.2	56.4
Reasoning	45.1	58.8	61.1	86.1	72.9	72.2	N/A	N/A	N/A	31.9	31.9	34.4
Communication	40.9	58.7	60.5	81.4	74.4	73.4	N/A	N/A	N/A	31.9	31.9	34.4

What do these results tell us?

Our school has exceeded the province and district in the areas of number concepts, number operations, shape and space and mental math. We have identified problem solving, reasoning and communication as areas for improvement in our school development plan 2014-15.

Grade 6 Mathematics

Grade 6 Enrolment = 83

	2010/11			2011/12			2012/13			2013/14		
	School	Region	Province									
Multiple Choice												
Number Concepts	80.2	74.6	74.9	69.1	67.1	67.2	N/A	N/A	N/A	50.8	57.3	58.0
Number Operations	70.7	66.6	67.4	65.1	62.0	62.4	N/A	N/A	N/A	56.4	63.3	64.1
Patterns & Relations							N/A	N/A	N/A	46.7	53.8	54.6
Shape & Space							N/A	N/A	N/A	67.1	68.7	69.7
Constructed Response: Percentage of students achieving at grade level or above												
Number Concepts							N/A	N/A	N/A	47.4	60.0	61.6
Number Operations							N/A	N/A	N/A	55.0	66.1	66.4
Patterns & Relations							N/A	N/A	N/A	32.9	49.7	52.7
Shape & Space							N/A	N/A	N/A	55.7	60.4	61.5
Mental Math							N/A	N/A	N/A	75.0	76.2	76.7
Problem Solving	67.3	67.9	68.1	74.1	65.7	65.6	N/A	N/A	N/A	63.8	60.4	62.1
Reasoning	57.7	51.1	52.3	46.3	58.3	58.9	N/A	N/A	N/A	42.5	50.7	52.7
Communication	55.8	42.4	44.3	55.6	56.8	56.6	N/A	N/A	N/A	42.5	50.7	52.7

What do these results tell us?

In Grade 6, our school performed below the province in all areas with the exception of Problem Solving. This group of students was also the 2010-11 Grade 3 students who also performed below the province. Our 2014-15 school development plan addresses the need for improvement in these areas. Our “I can” statement development is a school-wide initiative to help our students improve their understanding of the mathematics outcomes and self assess.

Internal Assessment Data

Percentage of Students Performing at Level 3 or Above in Math on Report Cards:

Report Card Indicator for Mathematics	Grade	2012	2013	2014
Demonstrates and communicates mathematical reasoning	K	100%	98%	98%
Demonstrates an understanding of number		100%	98%	98%
Demonstrates an understanding of patterns and relations		100%	100%	100%
Demonstrates an understanding of geometry and measurement		100%	100%	100%
Uses problem solving in a variety of contexts	1	94%	97%	99%
Demonstrates and communicates mathematical reasoning		94%	95%	98%
Demonstrates an understanding of number		97%	99%	100%
Demonstrates an understanding of patterns and relations		99%	100%	100%
Demonstrates an understanding of geometry and measurement		99%	100%	100%
Uses problem solving in a variety of contexts	2	93%	96%	95%
Demonstrates and communicates mathematical reasoning		92%	96%	95%
Demonstrates an understanding of number		93%	96%	95%
Demonstrates an understanding of patterns and relations		96%	98%	98%
Demonstrates an understanding of geometry and measurement		98%	99%	100%
Demonstrates an understanding of data management		98%	98%	100%

Report Card Indicator for Mathematics	Grade	2012	2013	2014
Uses problem solving in a variety of contexts	3	92%	91%	95%
Demonstrates and communicates mathematical reasoning		87%	90%	95%
Demonstrates an understanding of number		95%	96%	96%
Demonstrates an understanding of patterns and relations		96%	97%	98%
Demonstrates an understanding of geometry and measurement		99%	93%	97%
Demonstrates an understanding of data management		97%	93%	99%
Uses problem solving in a variety of contexts	4	95%	97%	95%
Demonstrates and communicates mathematical reasoning		92%	93%	93%
Demonstrates an understanding of number		99%	93%	96%
Demonstrates an understanding of patterns and relations		99%	99%	99%
Demonstrates an understanding of geometry and measurement		97%	99%	97%
Demonstrates an understanding of data management		94%	100%	99%
Uses problem solving in a variety of contexts	5	86%	97%	97%
Demonstrates and communicates mathematical reasoning		84%	94%	97%
Demonstrates an understanding of number		91%	100%	97%
Demonstrates an understanding of patterns and relations		100%	100%	100%
Demonstrates an understanding of geometry and measurement		97%	100%	100%
Demonstrates an understanding of data management		97%	100%	100%
Uses problem solving in a variety of contexts	6	90%	96%	97%
Demonstrates and communicates mathematical reasoning		90%	95%	95%
Demonstrates an understanding of number		97%	98%	100%
Demonstrates an understanding of patterns and relations		94%	98%	
Demonstrates an understanding of geometry and measurement		94%	97%	95%
Demonstrates an understanding of data management		98%	99%	

Percentage of Students Performing at Level 3 or Above in English Language Arts on Report Cards:

Report Card Indicator for English Language Arts	Grade	2012	2013	2014
Listens with skill and understanding	K	100%	99%	99%
Speaks with skill and understanding		100%	99%	100%
Listens with skill and understanding	1	99%	99%	100%
Speaks with skill and understanding		98%	100%	100%
Reads/views texts with understanding		98%	97%	100%
Uses strategies to effectively read/view texts		96%	94%	97%
Responds personally and critically to a range of texts		98%	100%	100%
Writes/represents ideas using a variety of text forms		98%	97%	99%
Listens with skill and understanding	2	88%	95%	95%
Speaks with skill and understanding		98%	98%	100%
Reads/views texts with understanding		89%	98%	95%
Uses strategies to effectively read/view texts		90%	98%	94%
Responds personally and critically to a range of texts		95%	95%	99%
Writes/represents ideas using a variety of text forms		90%	96%	99%
Listens with skill and understanding	3	88%	98%	98%
Speaks with skill and understanding		96%	96%	99%
Reads/views texts with understanding		97%	92%	99%
Uses strategies to effectively read/view texts		97%	94%	99%
Responds personally and critically to a range of texts		93%	89%	97%
Writes/represents ideas using a variety of text forms		91%	94%	98%
Listens with skill and understanding	4	93%	91%	98%
Speaks with skill and understanding		96%	98%	99%
Reads/views texts with understanding		96%	100%	95%
Uses strategies to effectively read/view texts		96%	100%	96%
Responds personally and critically to a range of texts		92%	95%	95%
Writes/represents ideas using a variety of text forms		96%	95%	96%

Report Card Indicator for English Language Arts	Grade	2012	2013	2014
Listens with skill and understanding	5	93%	100%	92%
Speaks with skill and understanding		96%	100%	100%
Reads/views texts with understanding		89%	98%	100%
Uses strategies to effectively read/view texts		100%	100%	99%
Responds personally and critically to a range of texts		96%	97%	99%
Writes/represents ideas using a variety of text forms		94%	100%	96%
Listens with skill and understanding	6		100%	100%
Speaks with skill and understanding			100%	100%
Reads/views texts with understanding			94%	100%
Uses strategies to effectively read/view texts			100%	100%
Responds personally and critically to a range of texts			87%	99%
Writes/represents ideas using a variety of text forms			96%	100%

What do these results tell us?

Our internal data shows that a very large percentage of our students are successfully demonstrating achievement in these academic indicators. Their achievement is assessed formally and informally using a variety of strategies which include observations, conversations and products.

This could be the result of many different initiatives over these years.

- **Academic Interventions Tracking Program**

In 2010-2011, Eastern School District implemented an Academic Interventions Tracking Program. This program was initiated to identify those students who were not meeting grade level expectations in Mathematics and Language Arts and for teachers to develop a plan to help these students experience greater academic success.

- **School Development Plan**

Between 2008-2012, our School Development Plan focused on improving student achievement in both Mathematics and Language Arts. Particular emphasis was placed on improving reasoning, communication and making connections and representations in Mathematics. In Language Arts, the focus was on improving personal and critical response to text forms and effective writing strategies. The data suggests that there was success in improving these areas.

In 2012-13, a new school development plan was developed. Under the goal of improving student achievement through inclusive 21st century learning strategies, a focus has been placed on communicating expected learning outcomes in Mathematics and Language Arts and deploying student self assessment practices. Teachers have deconstructed Math Curriculum Outcomes into “I can...” statements using student friendly language. In many cases, teachers reported that they were becoming more increasingly aware of the intended learning outcomes and students were beginning to become accountable for their own learning.

Report on School Development Plan for 2013-14

Objective 1.1 Explore and implement backward design to improve student achievement in the areas of Mathematics and Language Arts	Objective 1.2 Explore and implement a variety of 21 st Century teaching and learning practices to improve academic achievement
Evaluation 1.1 : Completed Mathematics “I can” statements in English; Most grades have completed Mathematics “I can” statements in French; Beginning to develop Language Arts “I can” statements; Students used “I can” statements to self assess; Teachers shared best practices during district PD and through staff meetings, grade level meetings and staff sharing sessions.	Evaluation 1.2: Created a staff shared folder of articles and videos relating to 21 st Century teaching and learning; Provided staff with reference sheet of 21 st Century Strategies and handout on Developing 21 st Century Critical Thinkers; Engaged staff in professional development using 21 st Century teaching and learning strategies; Incorporation of technology in the development of students’ 21 st Century learning strategies; Implemented Digital Citizenship Policy; Acquired additional technologies to support staff and student use;

Objective 2.1 Improve student and staff wellness	Objective 2.2 Further develop and implement school-wide positive behavior supports	Objective 2.3 Foster a sense of global citizenship throughout the school
Evaluation 2.1 : Conducted a staff survey of staff wellness needs; Compiled a list of potential speakers for PD session on wellness; Solicited parent volunteers to assist with school clubs; Created a “new teacher” section in the staff handbook; Solicited teacher volunteers for mentoring new teachers	Evaluation 2.2: Maintained a PBS team; Recruited and trained Panther Pals as prefects; Educated parents and caregivers through newsletter articles; Reviewed discipline plan and consequence guide with staff; Reviewed behavior tracking form with new staff; Implemented behavior tracking form with all staff; Implemented reward system for Panther Paws; Created a PBS Bulletin; Initiated student IMovie project to create a DVD resource for teaching and reinforcing matrix behaviours;	Evaluation 2.3: Established a Global Citizenship Team; Recruited a student recycling team; Clarified recycling protocol through newsletters, website and Twitter; Participated in Global Citizenship projects such as Operation Christmas Child, Coats for Kids, Turkey per class, Shave for the Brave, Gateway Project, Food Bank donations, etc.

Actions for Change in 2014-15

Goal 1: To increase student achievement through inclusive 21 st century teaching and learning practices	
Objective 1.1 Explore and implement self-assessment practices to improve student achievement in the areas of Mathematics and Language Arts	Objective 1.2 Explore and implement a variety of 21 st century teaching and learning practices
<p>Actions for Change 1.1 This objective was rephrased to broaden the scope beyond the use of “I can” statements in these subject areas. Focus will remain on implementing the Mathematics “ I can” statements in both English and French. We are developing a school-wide structure and support system for Literacy Block instruction. Throughout the year, we will be developing a writing continuum from K-6 complete with exemplars and criteria. We will also develop a Mathematics Communications and Reasoning continuum K-6 complete with exemplars and criteria.</p>	<p>Actions for Change 1.2 The strategies identified for this objective continue to be relevant to our staff, and therefore remain in our current plan. We will be developing an inventory of best practices in 21st century learning and teaching strategies. Teachers will be encouraged to observe best practices of colleagues.</p>

Goal 2: To promote a culture of safety, wellness and respect in a caring and collaborative school environment.		
Objective 2.1 Improve student and staff wellness	Objective 2.3 Further develop and implement school-wide positive behavior supports	Objective 2.3 Foster a sense of global citizenship throughout the school
<p>Actions for Change 2.1 We continue to identify a need for additional school-based clubs and extra-curricular opportunities for our students. We will continue to promote healthy eating and physical activity for students and staff through announcements, newsletters, and special events at school.</p>	<p>Actions for Change 2.2 Good progress has been made in this area and PBS has become a regular component of our school routine and culture. We will continue to develop iMovies for the teaching and reinforcement of matrix behaviours. We will also continue to provide student leadership opportunities for Grade 6 students as Panther Pals and Prefects. PBS success is celebrated through class Panther Paws, Bulletin board displays and individual rewards. We continue to track student behavior through incident forms.</p>	<p>Actions for Change 2.3 Recycling had become a regular component of our school routine and culture however our collections on Wednesdays have been decreasing significantly. We will try to improve our collection by changing our collection of community recyclables to a weekend blitz. A number of schoolwide Global citizenship projects have now become a part of our culture; Operation Christmas Child, Food Bank, however we will continue to expand on these kind of initiatives. Grade level citizenship projects and the establishment of a teacher-sponsored student Global Citizenship Team are key components of this coming year's plan.</p>

School Development Plan for 2014-15

***One Year School Development Plan
School Development Plan (Year 3)***

Goal 1: To increase student achievement through inclusive 21st century teaching and learning practices.	
Objective 1.1 Explore and implement self assessment practices to improve student achievement in the areas of mathematics and language arts.	Objective 1.2: Explore and implement a variety of 21 st century teaching and learning practices to improve students’ skills in the 4 Cs.
Strategies: 1.1.1 Teachers continue to clearly communicate the expected learning outcomes (“I can” statements) to students and parents/caregivers 1.1.2 Teachers complete “I can” statements to reflect mathematics curriculum outcomes, in French 1.1.3 Develop a schoolwide implementation plan for “I can” statements in Mathematics 1.1.4 Develop a writing continuum for K-6 1.1.5 Develop a continuum for Mathematical Communication K-6 1.1.6 Teachers structure Language Arts instruction using Literacy Blocks or Daily Five. 1.1.7 Teachers share best practices in the area of student self-assessment (e.g., grade level meetings, in-school sharing sessions held on the last Monday of the month, etc.) 1.1.8 Create a committee to make recommendations on the transfer of student achievement information from outgoing to incoming teachers 1.1.9 Develop a school Language Arts Assessment Portfolio 1.1.10 Provide professional development on Fountas and Pinnell BAS Kits 1.1.11 Develop consistency in use of BAS Kits	Strategies: 1.2.1 Continue to expand staff awareness of the 4 Cs (critical thinking, communication, collaboration, creativity) of 21 st century teaching and learning practices (e.g., presentations, professional articles, in-school sharing sessions held on the last Monday of the month) 1.2.2 Continue to provide staff with opportunities to design and engage in professional development on a variety of 21 st century teaching and learning practices (e.g., educational apps, web 2.0) 1.2.3 Create a workspace on First Class for sharing and discussing professional articles and resources related to improving student achievement 1.2.4 Incorporate learned 4 C’s strategies in lesson planning, instruction and assessment 1.2.5 Create an inventory of best practices 1.2.6 Provide opportunities for staff to share best practices within class setting

<p>Indicators of Success:</p> <p>1.1.1 Students demonstrate increased understanding of expected learning outcomes; expected learning outcomes are communicated to parents/caregivers via website, Curriculum Night, etc.; meeting minutes reflect teacher sharing of communication strategies</p> <p>1.1.2 “I can” statements in mathematics are completed in French</p> <p>1.1.3 All students use “I can” statements to self-assess, all teachers use “I can” statements to frame instruction</p> <p>1.1.4 A completed writing continuum for K-6 using student exemplars with criteria descriptions</p> <p>1.1.5 A completed continuum for Mathematical Communication using student exemplars with criteria descriptions</p> <p>1.1.6 Students engage with developmentally appropriate reading material, develop reading and writing stamina, independent learning skills and self assess their growth in these areas</p> <p>1.1.7 Meeting agendas and minutes reflect staff sharing of self-assessment practices in correlation to “I can” statements</p> <p>1.1.8 A set of recommendations on the transfer of student achievement information is presented to staff</p> <p>1.1.9 A listing of assessment information required in the school Language Arts Assessment Portfolio</p> <p>1.1.10 Staff participate in Professional development on Fountas and Pinnell BAS kits</p> <p>1.1.11 Teachers consistently use BAS kits for reading assessment</p>	<p>Indicators of Success:</p> <p>1.2.1 Professional articles are shared; presentations made to staff; meeting agendas and minutes reflect staff sharing</p> <p>1.2.2 PD is designed and attended</p> <p>1.2.3 An online forum is used; staff use the resource for professional sharing and discussion of relevant articles and links</p> <p>1.2.4 21st century skills lesson plans developed; meeting agendas and minutes reflect sharing of developed lesson plans; student assessment indicates growth in 4 Cs skills</p> <p>1.2.5 An inventory of best practices shared and utilized by staff</p> <p>1.2.6 Staff availing of opportunities to observe best practices in classrooms</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.6 Independent reading books for Literacy block instruction (\$2000)</p> <p>1.1.10 Purchase additional Fountas and Pinnell BAS kits (\$1000)</p> <p>1.2.4 21st century technologies hardware and web-based memberships (\$10,000)</p>	<p>1.1.2/1.1.3/1.1.4/1.1.5/1.1.10 PD sessions (full day)</p> <p>1.1.7 Mtg. agenda items</p> <p>1.2.1 Mtg. agenda items</p> <p>1.2.1., 1.2.5 Discretionary substitute time to attend relevant workshops, sharing sessions, etc.</p> <p>1.2.2 PD sessions (full day)</p> <p>1.2.2 Discretionary substitute time to attend relevant workshops, sharing sessions, etc.</p> <p>1.2.4 PD sessions (full day)</p>

Goal 2: To promote a culture of safety, wellness, and respect in a caring and collaborative school environment.		
Objective 2.1: Foster a culture of healthy living within the school community	Objective 2.2: Further develop and implement school-wide Positive Behavior Supports.	Objective 2.3: Foster a sense of global citizenship throughout the school.
Strategies: 2.1.1 Seek teacher mentors to support new staff members 2.1.2 Actively seek parent and teacher volunteers to lead school-based clubs 2.1.3 Based on survey results, provide opportunities for staff to develop wellness strategies and skills 2.1.4 Promote healthy eating and physical activity for students and staff	Strategies: 2.2.1 Continue maintaining a staff PBS team 2.2.2 Continue production of student iMovie project to create DVD resource for teaching and reinforcing matrix behaviours 2.2.3 Continue to provide opportunities for collaborative student leadership as Panther Pals, Prefects, 2.2.4 Continue to keep parents and caregivers informed of the PBS program/incentives 2.2.5 Review the behavior tracking form protocol with staff to ensure consistency and effectiveness 2.2.6 Celebrate PBS successes through bulletin board displays, class rewards, and prize draws	Strategies: 2.3.1 Establish a student Global Citizenship Team with teacher sponsorship 2.3.2 Continue to communicate recycling protocol with staff, parents, and students 2.3.3 Each grade level will collaborate on a global citizenship project of their choice 2.3.4 Global citizenship projects will be celebrated school-wide in meaningful ways
Indicators of Success: 2.1.1 List of willing teacher mentors 2.1.2 Increased parent involvement in student extra-curricular clubs and activities; increased opportunities for extra-curricular activities made available to students 2.1.3 PD is designed and provided; teachers use strategies to improve wellness 2.1.4 Use of newsletter to promote healthy eating and physical activity; increased number of physical education classes for students,	Indicators of Success: 2.2.1 PBS team maintained 2.2.2 DVD resource is completed and circulated to staff for use with students 2.2.3 Grade 6 students engage in collaborative leadership through Panther Pal roles 2.2.4 PBS included on Curriculum Night agendas; PBS info included in newsletters, on website, etc. 2.2.5 Behaviour tracking form protocol reviewed at staff meeting 2.2.6 Classes are recognized on PBS bulletin board, classes are rewarded for achieving panther paws, and students are awarded prizes	Indicators of Success: 2.3.1 Student global citizenship team established 2.3.2 Recycling protocols documented and communicated to school community (e.g., newsletters, website, twitter, etc.); recycling protocols consistently implemented 2.3.3 Grade levels engage in outreach through a variety of global citizenship projects 2.3.4 Global citizen projects are celebrated through bulletin board displays, assembly presentations, newsletter contributions, etc.

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.4 Resources and materials for student clubs and teams (\$1000)	2.1.2 Staff meeting agenda item (15 minutes)
2.2.2 Resources and materials to produce DVDs (\$100)	2.1.3 PD session (part day)
2.2.3 Funds for t shirts for Panther Pals; reflective vests for Panther Pals (\$1000)	2.2.3 Discretionary substitute time to train Panther Pals (1/2 day)
2.2.6 Materials for bulletin board displays; funds for PBS prizes (\$200)	2.2.5 Staff meeting agenda item
2.3.2 Materials for recycling program/incentives for promotion (\$1000)	2.3.1 Discretionary substitute time for global citizenship team orientation (1/2 day)
2.3.3 Materials for grade-level citizenship projects (up to \$100 per grade level)	2.3.2 Discretionary substitute time to train student recycling team (1/2 day)

Operational Issues for 2012-2015

Operational Issue	Intended Action
Hardware to support 21 st century learning	Continue to acquire 21 st technologies for every teaching space (e.g., iPads, laptops, IWBs, printers, etc.)
French-speaking IRT support in EFI	Investigate possibilities for hiring an IRT with French-speaking abilities
Efficiency, effectiveness, and safety of parking lot protocols	Improve parking lot signage Teach students parking lot protocol Review protocol in monthly newsletter/special memos
Efficiency, effectiveness, and safety of evacuation procedures once outside the building	OH & S agenda item Revise evacuation plan
Availability of phone lines	Provide private area for confidential phone calls Increase number of phone lines
Bilingual signage on school property	Explore areas where signage can also be posted in French
Availability of necessary art supplies to adequately implement prescribed art curriculum	Form art committee to order, organize and distribute materials