

Annual School Development Report

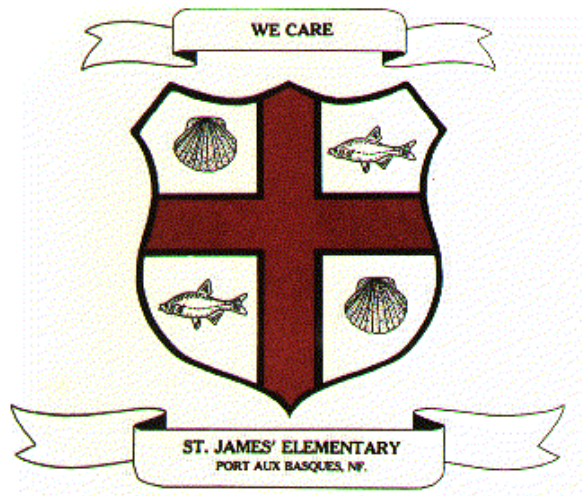
Guidelines and Template

*The **Annual School Development Report** replaces the **School Report Card** completed annually by the principal in accordance with the revised (1997) Schools Act. It is submitted annually, usually in October to the School Council, the Director of Education, and the Department of Education. The report should also be placed on a school's website and be made available in an appropriate format to parents and other members of the school community.*

The reports' primary purpose is to give an update on the schools' 3-Year Plan. This plan is the culmination of a school's initiative to internally review itself using provincially prescribed criteria. The resulting 3-year school development plan is outlined in the report with a yearly evaluation of its objectives and a brief summary of its most current assessment data. The report also contains messages from the principal and school council chairperson as well as an overview of the school community.

Annual School Development Report 2010-2011

St. James' Elementary



Message from the Director

The Western School District takes pride in the efforts and accomplishments of all students, and of all schools in the district during the past year. We especially appreciate the commitment of staff, administrators, and parents to the learning of all students.

This year, through the School Development process, our district has continued its focus on student assessment and professional development initiatives to improve student learning for all students, and to enhance teacher sharing of effective instructional and assessment strategies.

As you review the indicators of success for goals contained within the School Development Plan and the results that students in this school have achieved on various assessments, I invite you to reflect on the role that the school and the home need to play to ensure success for every student. To provide the very best learning opportunities for students, we must focus on teaching and learning, and we must work together as a team to set and achieve these goals. That team includes students, teachers, support staff, administrators, parents, and the community.

As parents and community members, you are crucial to the success of schools and of the school district. I thank you for your support in all of its forms — helping students with homework, valuing education in the home, and supporting the school in so many ways. Preparing our young people for the future is an important and rewarding mandate that we all share together. Thank you for being partners with us in reaching toward our goals.

As we move into the 2011-12 school year, we take this opportunity to thank the school community for your cooperation with, and support of, the Western School District. We look forward to working with you in the future as together we provide the very best educational opportunities for all students throughout our region.

Ross Elliott, PhD
Director of Education

1. Message from Principal and School Council

This Annual School Development Report is a public statement on the progress of the school and on the school's educational needs. It outlines our students' achievements, programs and services, as well as our 3 Year School Development Plan.

Our School Development Plan for 2010-11 was built on recommendations from the staff after analyzing the results of our assessment data in October and reviewing our successes and challenges with regard to non-academic goals. Our focus is to improve student performance in English Language Arts and Mathematics, to enhance leadership and collaboration as well as to create a safe, caring and healthy learning environment for students.

We wish to thank all members of the school development teams and working groups for their leadership and commitment to our School Development Plan, along with the support and direction we have received from our school community.

We encourage all of you to become involved in your school and familiarize yourself with the contents of this report. There is much to celebrate.

We look forward to working with you. If you require additional information, please feel to contact us.

Denise Francis
Principal

Chair's Report – St. James Elementary School Council

It's been a busy year at St. James Elementary School. The School Council has been quite active, with 10 members who meet regularly once every month to discuss any topics pertaining to the school and student activity. Items for discussion are welcomed from staff, students and parents. This year, school council members decided to chaperone school dances, as part of our support to the students, which took the place of some monthly meetings.

One of the first things on our agenda for this school year was to have the playground equipment installed. This was the result of a partnership between St. James Elementary, Western School Board and the Town of Channel Port aux Basques. A special thank you to everyone who supported fundraising efforts for this very successful project.

With the playground equipment installed, the school council, in consultation with the teaching staff, decided to focus all fundraising efforts this year on the purchase of Information Technology equipment for the students. This would include Smart Boards, Laptops, Computers, etc... It was agreed by all that this would be a worthwhile use of monies raised as additional equipment is an ongoing need.

Council members took part in training for School Councils with a representative of the Department of Education, Darrell Eddy on January 5th at the school, along with the school council members from St. James Regional High.

St. James Elementary promotes school development on a daily basis with such activities as “Math Buddies” for primary students; “Book Buddies” for elementary students; Curriculum Support; Collaboration; and the availability of an Art Room. The staff and students also participate in the Safe and Caring Schools Program and Positive Behaviour Support (Gotcha program, Anti Bullying Week). Our school was chosen for the Participation Nation Unplugged – high school student volunteers received training, coming to the school for at least one hour a week to offer non-competitive active programs.

On behalf of School Council, we would like to commend the Staff at St. James Elementary for their dedication and commitment to the School Development Plan progress. We are very proud of our accomplishments this year and look forward to next year!

School Council Co-Chair

Debbie Munden

2. Overview of School

Our School Community

St. James' Elementary is a part of Western School District, which has 65 schools with a total of 12 046 students and 1025.5 teaching units. Our school currently has an enrolment of 341 students and offers grades Kindergarten through Grade 6. The average class size is 21 students and 12 per cent of our student population is receiving special services support. Our school serves the communities of Cape Ray, Fox Roost-

Margaree, and Port aux Basques. Ninety-five percent of our students are bussed to school.

St. James' Elementary has a total of 25 full-time educational staff which includes 14.5 classroom teachers, 1 pervasive needs and 2 non-categorical special education teachers, and 5.5 specialist teachers in the areas of guidance, music, physical education, French, Literacy-Numeracy Support and learning resources. We also have 5 student assistants. In addition to staff based at the school, we receive itinerant services for speech-language pathology, hearing impairment, visual impairment, and educational psychology. Secretarial, maintenance, and custodial support services are also provided.

Key Highlights/Special Projects

Our school offers the entire provincially prescribed curriculum in Kindergarten through Grade 6.

Physical Education

Our Physical Education Program is based on participation and fair play. It engages students in many activities that help them develop physically. In addition to the prescribed curriculum our students are involved in after-school sports on a daily basis. These sports include: Cross-Country Running, Wrestling, Volleyball, Floor Hockey, Soccer, Softball and Basketball. As well, Morning and Dinnertime Sports take place every day and involve all students in a variety of activities. Each grade level from Grades 1-6 is assigned a 20 minute period (during lunchtime) per week to increase the percentage of physical activity time that enabled us to receive Super Active School status last year.

This year we continued to build on our House System which allows each student to be a member of a team and to help the team earn points through various sporting events and spirit raising activities. This system and its events were organized by the Healthy Living Team at the school, lead by PE teacher Scott Strickland.

We also tried our best to continue our participation in the Daily Physical Activity Pilot in which students are provided with 20 minutes of physical activity each day that they do not have a Phys. Ed. class. The key here is to stimulate the brain with physical activity to enhance learning. We received the added support of a DPA Resource Person who visited the school each Wednesday from April to June.

Music

The Music Program is one where the most emphasis is placed on singing. However, the students do have the opportunity to play percussion instruments while at the same time learning to read basic rhythms. Grades 4-6 learn to play the recorder. They learn to read music as well. The Grades 5 and 6 have the opportunity to participate in the hand bell choir. There is also an elementary choral group that performs at special functions.

Core French

In addition to the provincially authorized Core French curriculum in grades 4-6, students at the primary level received instruction in Core French in Grades 1-3. Further, the Grade 6 students benefitted from the Intensive Core French Program for the third year. Each of these programs instructs students in the second language while at the same time building on their literacy skills in their mother tongue.

Guidance

The Guidance Program provides support to students, through individual and group counseling, to assist them with social development, decision making, and to support their learning. We have a Comprehensive Guidance Plan that allows for partnerships with the community, special initiatives to combat bullying and any other social issue that may arise.

Outdoor Education

Students in Grade 5 participate in the Kildevil Outdoor Education Program sponsored by WNLSO in Gros Morne National Park.

In addition, they partner with the Grade Two classes to achieve curriculum outcomes in Language Arts, Art, Math and Science by completing activities in the outdoor environment.

Literacy-Numeracy Support

The LNS teacher supports classroom teachers in the areas of Language Arts and Math by working with them and their students on Writer's Workshop, Literature Circles, Math Club, rubrics training and assessment discussion groups. This was a full-time position for the entire year.

Pre-School Program

Our school is very proud of its Preschool Program. Our Preschool Program allows all of the three and four- year- olds in our area to come to our school for one 2.5 hour session per week beginning in mid-September and ending towards the end of May. The purpose of the program is to help children develop early literacy skills through rich language stimulation. The Program consists of reading stories to children, free play, doing simple activities and projects, following routines and enjoying music and physical activity. We get more than 95% participation each year for the 4-year-olds' program.

Learning Projects

Students:

Reading Buddies, Math Buddies, Book Buddies, Family Math Night, Family Literacy Day, Remembrance Day, Intergenerational Program, Fish Friends Salmon Release, Butterfly Friends, Lunch With the Principal, Gotcha Program, Math Buddies, St. James' Elementary Got Talent, Dance Group, Choral Group, Bell Choir, Healthy Living Days,

Roots of Empathy Program, Outdoor Education, Math League Competitions, Green Street Environmental Project, Grandparents' Day, Grade 3 Mayoral Race...

Teachers:

Again this year the bulk of our PD time was spent exploring ways to improve the demand writing skills and reading informational text skills of our students. We spent invaluable time exploring and improving the area of differentiation, using rubrics to assess student writing and engaging students in writing at three different points of the year to gauge our successes (which were once again positive) with the changes to our classroom practices.

Inclusion

Our school was chosen as a pilot school for the Inclusion Model of Special Education Delivery – Phase 2. This model sees Special Education teachers working alongside teachers in classrooms to support and enhance learning for students of all learning abilities. We were very successful in providing teachers with 2 PD sessions to help them with differentiated instruction and assessment and with understanding the goal of inclusion.

Partnerships

We would be remiss if we didn't acknowledge Mr. Scott Strickland of **Gateway Bus-lines/Scott's Taxi** for his generosity. He provides buses to us free of charge for all of our around town field trips. The staff and students appreciate your kindness and support of educational activities!

Kids Eat Smart Foundation, another partner, sponsored an apple day to encourage healthy eating habits. All students and staff were provided with apples that day. This foundation also provides important financial support for our Breakfast Program.

We celebrated the random acts of caring that our students demonstrated for learning, others, themselves and their environment with a GOTCHA program associated with our House System. We held assemblies to honour these and other accomplishments during which we held random prize draws. Many students received prizes of **Canadian Tire** 10 dollar gift cards, books and other items throughout the year for their good deeds. At the end of the final assembly for the year we held three grand prize draws of \$25, \$50 and \$100 dollar gift cards from **Canadian Tire's Mr. Bill Waechter**, who so generously offered his partnership with our school. The three names were randomly picked from all the submissions for the whole year:

3 rd place	Kirstyn Osmond
2 nd place	Keegan Simmons-LeGrow
1 st place	Emma Currie

Congratulations to all students whose names appeared on the GOTCHA Wall of Fame this year.

Deepest gratitude is extended to the **Town of Channel-Port-aux-Basques** for its continued support of our Gotcha program through donating swimming, bowling and skating passes and

well as providing us with easy access to the Bruce II facility at almost a moment's notice to support our Phys. Ed programs.

We are thankful for our partnership with School Sport NL and the Newfoundland Dairy Farmers for their support of the Participation Nation Unplugged program of after-school sports.

We'd also like to acknowledge Mr. Jan Peddle of the **College of the North Atlantic** for the donation of items for our Gotcha Program as well as our recycling initiatives.

The local detachment of the **RCMP** joined force with the Grade 5 class to implement the D.A.R. E. Program which teaches children about resisting drug and alcohol abuse and how to make smart decisions around avoiding peer pressure. They learned many interesting facts about the dangers of substance abuse. Thanks to Constable April Janes and the Grade 5 teachers and students for a successful program.

Service Canada and **HRLE** assist us with the hiring of a Community in Schools Facilitator each year.

Western Health sponsored our Mental Health Awareness Week with \$100 to purchase some prizes. They also sponsored the healthy snack (fruit, cheese and juice) for our Canada Health Day this year. Thanks to Cindy Butt, PHN for organizing this.

WNLSD Programs Division provided funding for our Book Buddies Program, our Mental Health Awareness Week, our Demand Writing scoring team, various teacher PD opportunities, and the D.A.R.E. program in Grade 5.

Our **School Council** is an important partnership of staff and parents that work together to improve learning opportunities for students in our community. The following are members of our council: Debbie Munden, Wanda Merrigan, Co-Chairs; Melanie Parsons, Secretary; Colin Short, Lockie MacDougall, Natashua Osmond, Noreen Seaward, Amanda Hann. We say farewell and extend huge thanks to Roslyn Warren who will be leaving our Council this year. We have an extra place on our council for those who may be interested in volunteering once per month to serve the needs of our students. Please contact the school if you are interested.

Woodward Motors sponsored jerseys to be used for our various sports teams. Thanks a million Mr. Strowbridge for your generosity!

Leading Edge Credit Union offers a Savings program called "Fat Cat" each year to help students learn about saving their money and watching it grow. Each year they offer a GIC to one of the students with an account. This year's winner is Kyle Brown! Congratulations Kyle and many thanks to "Fat Cat"!

3. 3-Year School Development Plan

Three-Year School Development Plan 2009-2012

Goal 1: *To develop a collaborative culture through enhanced communication and leadership within the school community*

Year	Objectives	Objectives	Objectives
2009-2010	1.1: Enhance communication for all stakeholders within the learning community.	1.2: Increase leadership and participation by teachers, parents, and students in extra-curricular/co-curricular areas.	1.3: Increase collaborative structures for teachers.
2010-2011	Improve communication for all stakeholders within the learning community.	Promote leadership and participation by teachers, parents, and students in extra-curricular/co-curricular areas.	Improve collaborative structures for teachers.
2011-2012	Maintain thorough communication for all stakeholders within the learning community.	Encourage leadership and participation by teachers, parents, and students in extra-curricular/co-curricular areas.	Maintain collaborative structures for teachers.

Goal 2: *To create a safe, caring and healthy learning environment*

Year	Objectives	Objectives	Objectives
2009-2010	2.1: Safe and Caring School Team will help improve school safety practices.	2.2: Increase spiritual and moral development.	2.3: Increase opportunities to develop healthy and active lifestyles.
2010-2011	To maintain school safety practices.	To maintain spiritual and moral development.	To maintain healthy and active lifestyles.
2011-2012	To maintain school safety practices.	To maintain spiritual and moral development.	To maintain healthy and active lifestyles.

Goal 3: *To increase student achievement in core subjects through enhanced instruction and assessment*

Year	Objectives	Objectives	Objectives
2009-2010	3.1: Increase the level of student achievement in Literacy in all grades	3.2: Increase the level of student achievement in Numeracy in all grades	3.3: Increase teacher use of internal assessment to inform appropriate changes to instructional practices
2010-2011	Increase the level of student achievement in Literacy in all grades	Increase the level of student achievement in Numeracy in all grades	Increase teacher use of internal assessment to inform appropriate changes to instructional practices
2011-2012	Increase the level of student achievement in Literacy in all grades	Increase the level of student achievement in Numeracy in all grades	Increase teacher use of internal assessment to inform appropriate changes to instructional practices

Operational Issues

Year	Issues	Issues	Issues	Issues
2009-2012	Technological hardware and software are at insufficient levels for supporting educational needs	Absence of technology support person on staff	Insufficient Student Assistant Hours	Perception that Support Staff are not adequately deployed to effectively clean the school

4. Report on Most Current Data (2009-10)

A. Summary Analysis of Most Current School Data

Overall, we were very pleased with the academic results presented by the provincial CRT data this year. Over the past 4 years we had experienced some growth in several areas, however we were consistently performing poorly in the areas of Demand Writing and Poetry at Primary level Language Arts and in Demand Writing, Poetry and Informational Text at Elementary level Language Arts. In Primary Math performance was, and still is poor in Reasoning, Communication and Problem Solving, while at Elementary level challenge areas were Reasoning, Communication, Connections and Representations and Problem Solving. Our students still tend to perform better in tasks that are multiple choice or yes/no response. While constructed responses still appear to present challenges for our students at both levels in both subject areas, we are pleased to see the growth experienced as a result of attacking the Demand Writing skills of our students by deliberately focusing on strategies to develop these skills during the past school year. The improvements of student writing carried over to the constructed response area of Mathematics as well. See Section 5 for the complete plan and action plan. Below is our plan for Teacher PD for this school year:

**Strategic Plan for Professional Development
St. James Elementary
2010-2011**

Using suggestions from our discussions surrounding external assessments results, joint decisions for school development goals, along with PLP goals as the basis for our strategic plan for professional development, the following close-out days are proposed for the remainder of the 2010-2011 school year:

Proposed PD Schedule for 2010-2011

INCLUSION PILOT PARTICIPATION

December 2 - .5 day Inclusion Workshop for all staff
Substitutes provided by Linda Chaisson

10 extra days to use throughout the year for specific tasks, PD for the Inclusion Team, supporting the Co-teaching model, etc (Code 78)

2 DAYS REMAINING IN WNLSD PD CLOSE-OUT MODEL

PD Close-out Day 4 (Family of Schools – Southwest)

Proposed Date: January 10 9AM – 3PM

K-6 Group

1. **Focus on Reading and Viewing Rubric for improvements in Informational Text performance (Grades 3-6 teachers and SSS teachers who work at that level)**
2. Facilitated by Lloyd Whitehorne and/or June Abbott
3. **Focus on Writing (Grades K-2 and SSS teachers who work at that level)**
4. Facilitated by Vickie MacDougall and/or June Abbott

5. Grade Level Sharing of Best Practices and establishing collegial connections (K-6)

Best Practice Gallery: Individuals/Teams/Departments/Grade Levels will prepare a visual display of their best practice(s) to bring to the session. These will be displayed in the library so that during the breaks teachers can visit the “Gallery” to learn from their colleagues. This is meant to be a more non-threatening way of sharing as no actual public speaking is required.

6. **Assistive Technology** (Pervasive Needs Teachers and Student Assistants) support from Krista Baldwin
7. **K-12 Guidance Plan for our area, Safe and Caring School best practices, Case Conferencing** (Guidance Counselors) with support from Perry Woodward
8. **PE Assessment Practices, Best Practices for Inclusion and DI in PE, Building Community Partnerships to promote healthy living** PE Teachers (K-12)

DAY 5 in PD Close-Out Model

Use 2 half day sessions - one in February and one in March to support staff in their strategies to improve Informational Text and Demand Writing (as follow-up from January PD day)

PROPOSAL FOR SUBSTITUTE TIME FOR SCHOOL DEVELOPMENT GOALS

- Continue the emphasis on Demand Writing Grades 3-6
- Provide students with 3 opportunities to write and receive feedback (Nov/Feb/May)
- Establish Scoring Team to assess student progress and provide feedback (
- Teachers conference with students

Analysis of Achievement Data (2009-10)

**Western School District
Primary Language CRT Results By School
Percentage Scores & Level Three and Above Over Time (Based on Number of Students Participating)
June 2005 - 10**

School	Year	Total Enrolment (AGR)	Selected Response		Open Constructed Response (Rubric 3+)							
			Reading	Listening	% Students Not Participating *	# of Students Not Participating	Informational	Poetic	Listening	% Students Not Participating*	# of Students Not Participating	Demand Writing

St. James Elem	2009-10	48	92.5	80	8	4	51.1	63	50	4	2	64.6
St. James Elem	2008-09	45	84	92.5	15	7	42.1	47.4	69	0	0	46.7
St. James Elem	2007-08	47	92.1	90	4	2	74.4	52.4	83.3	0	0	68.4
St. James Elem	2006-07	53	86.9	90	19	10	65.2	62.8	61.9	23	12	48.8
St. James Elem	2005-6	49	66.5	96.7	10	5	46.3	47.7	51.1	2	1	66.7
St. James Elem	2004-5	45	85.8	73.3		0	64.5	62.2	70.4		0	66.7

**Western School District
Elementary Language CRT Results By School
Percentage Scores & Level Three and Above Over Time (Based on Number of Students Participating
June 2005 - 10**

School	Year	Total Enrolment (AGR)	Selected Response		Open Constructed Response (Rubric 3+)					
			Reading	Listening	% of Students Not Participating *	# of Students Not Participating	Informational	Poetic	Listening	% of Students Not Participating *

St. James Elementary	2009-10	56	77.1	86.1	5	3	56.6	60.4	63.6	0	0	76.8
St. James Elementary	2008-09	51	82.3	78	14	7	44.2	53.5	30	2	1	42.9
St. James Elementary	2007-08	44	82.4	90	2	1	53.5	58.1	45.3	2	1	76.8
St. James Elementary	2006-07	43	74	83.3	4	2	58.5	64.3	53.6	2	1	52.3
St. James Elementary	2005-6	59	81.5	86.7	0	0	91.3	86.4	82.4	0	0	94.9
St. James Elementary	2004-5	49	80.4	95	0	0	85.5	84.8	79	0	0	79.5

Western School District
Primary Mathematics CRT Results By School
Percentage Scores, Item Scores & Level 3 and Above Over Time (Based on Number of Students Participating
June 2005-10

School	Year	Total Enrolment (AGR)	Selected Response			Written Response		YES/NO Items			Open Constructed Response				
			Num Operations	Num Concepts	Shape/Space	Number Concepts	Shape & Space	Addition	Subtraction	Multiplication	% Students Not Participating *	# Students Not Participating	Reasoning	Communication	Connections & Rep

St. James Elementary		2009-10	48	72.7	70.2	74.4	61.7	79.2	88	81.5	77	4	2	27.1	43.8	50
St. James Elementary		2008-09	45	80.2	67.1	76.9	55.4	67.8	88.3	78.2	72.3	0	0	38.6	34.1	52
St. James Elementary		2007-08	47	75	73	73	65.2	79.7	93.5	83.5	80	2	1	68	63.7	50
St. James Elementary		2006-07	53	80	72	84			88.5	83.5		10	5	35.5	33.3	41
St. James Elementary		2005-6	49	65	67	64						0	0	25.1	20.9	20
St. James Elementary summary	school	2004-5	45	8.3	5.2	4.1							0	20.4	15.9	40

Western School District
Elementary Mathematics CRT Results By School
Percentage Scores & Level 3 and Above Over Time June 2006-10

School	Year	Student Enrolment (AGR)	Selected Response			Written Response		Open Constructed Response					
			Num Operations	Num Concept	Shape/Space	Num Concept	Shape/Space	% Students Not Participating *	# Students Not Participating	Reasoning	Communication	Connections & Rep.	Problem Solving

St. James Elementary	2009-10	56	68.2	76.8	67.1	62.4	60.0	0	0	66.1	48.2	55.4	67.9
St. James Elementary	2008-09	50	68	50	44.3	42.9	70.0	2	1	18.4	14.3	14.3	16.3
St. James Elementary	2007-08	44	74	63	49	38.2	64.4	16	7	35.1	29.7	29.7	40.5
St. James Elementary	2006-07	43	59	49	51			2	1	28.6	19.1	28.6	42.9
St. James Elementary	2005-6	59	68	68	74			0	0	20.4	20.4	23.7	47.5

Analysis of Other School Data (2009-10)

We spent a considerable amount of professional development time and instructional time working on improving the Demand Writing Skills of our students this year. The tables below indicate the progress of our Grades 4-6 students since Grade 3 in the area of Demand Writing.

Table 1.0 **Grade 4 Demand Writing Scores**

Student	2009 CRT	Fall 09	Spring 10	Apr-10
1	2	1	2	2
2	3	3	3	3
3	2	2	2	2
4	3	2	2	3
5	2	2	3	2
6	3	3	3	3
7	2	2	2	2
8	n/a	3	3	4
9	n/a	3	2	3
10	3	3	3	4
11	3	2	3	2
12	3	3	3	3
13	2	3	3	3
14	3	2	3	3
15	3	4	4	5
16	2	3	2	2
17	1	2	1	2

18	2	2	2	2
19	2	3	3	3
20	4	4	3	5
21	2	2	2	2
22	1	2	1	1
23	3	3	4	5
24	3	3	3	3
25	1	2	2	1
26	2	2	2	2
27	3	2	3	3
28	2	3	2	3
29	3	2	3	2
30	2	2	2	2
31	2	1	1	2
32	2	2	n/a	2
33	1	2	2	2
34	2	2	1	2
35	2	2	2	2
36	2	2	2	2
37	3	3	3	4
38	2	2	2	2
39	n/a	3	2	3
40	n/a	2	1	1
41	2	n/a	2	2

42	2	1	2	2
43	4	4	3	5
44	3	3	3	3
45	2	2	2	2
46	4	5	4	4
47	3	2	2	2

Table 2.0 **Grade 5 Demand Writing Scores**

Student	2008 CRT	Fall 09	Spring 10	Apr-10
1	2	2	2	3
2	2	2	3	3
3	n/a	1	2	2
4	4	3	3	3
5	1	2	2	3
6	2	2	2	3
7	2	3	2	3
8	2	2	3	3
9	4	n/a	3	3
10	3	3	3	3
11	3	3	3	3
12	4	3	4	4
13	3	3	3	3
14	3	2	2	2
15	2	2	2	3

16	3	2	2	3
17	2	3	3	3
18	4	4	3	4
19	4	4	4	3
20	4	4	4	3
21	1	2	2	2
22	3	3	3	3
23	2	3	2	1
24	3	3	2	3
25	4	3	3	4
26	3	1	2	2
27	3	2	2	3
28	n/a	2	2	3
29	3	3	3	3
30	3	2	2	3
31	n/a	3	2	n/a
32	3	3	3	3
33	4	4	4	4
34	5	5	5	4
35	3	3	3	3
36	3	3	3	3
37	4	3	3	4
38	2	3	3	2
39	3	4	3	4
40	3	3	3	3
41	2	3	3	3

Table 3.0**Grade 6 Demand Writing Scores**

Student	2007 CRT	Fall 09	Spring 10	Apr-10
1	n/a	3	1	3
2	3	3	n/a	3
3	2	2	2	3
4	3	2	2	3
5	n/a	2	2	2
6	2	2	2	n/a
7	2	2	3	3
8	1	2	2	3
9	2	2	n/a	2
10	2	3	2	2
11	n/a	n/a	4	3
12	n/a	3	3	4
13	1	3	3	3
14	2	3	3	3
15	3	4	4	3
16	2	2	3	3

17	1	2	3	2
18	2	2	2	2
19	n/a	4	4	5
20	2	3	3	3
21	2	3	2	3
22	n/a	3	3	3
23	4	3	4	4
24	n/a	2	2	2
25	3	3	3	3
26	3	3	3	3
27	n/a	2	3	2
28	3	3	4	5
29	n/a	3	2	2
30	n/a	n/a	2	2
31	3	4	4	5
32	3	3	4	4
33	2	3	2	2
34	4	4	4	4
35	n/a	3	3	3
36	n/a	3	3	4
37	3	3	4	4

38	n/a		3	3	3
39	n/a	n/a		3	3
40		3	3	4	4
41		2	3	3	3
42		2	3	3	3
43		3	3	2	3
44	n/a		2	2	3
45		1	2	2	n/a
46	n/a		1	1	1
47	n/a		3	2	3
48		2	3	2	3
49		5	4	3	3
50		3	3	3	3
51		3	3	3	3
52	n/a	n/a		3	3
53		3	3	3	4
54		2	3	3	n/a
56		2	3	3	3
57		3	3	1	3

Grade 1 Observation June 2010

Instructional Level I (Grade 1 Benchmark)

School	70.0
District	61.5
Province	61.6

This year's results are above our counterparts this year and our 4 year trend indicates a fluctuation in levels of achievement for this area of the curriculum.

Grade 2 Reading Record Form June 2010

Instructional/Comprehension Level M (Grade 2 Benchmark)

School	62.9
District	73.8
Province	71.3

We are significantly lower than our counterparts this year however that is not our usual trend at this level.

Upon review of the Key Highlights Section of this report it is easy to discern that our school is a busy one. There are many initiatives that attempt to build experiences for students to complement the academic goals of education. We look to the essential graduation learning outcomes, in particular that of citizenship, for many of the extra/co-curricular activities that we organize to attain the mission and vision of our school.

It is the vision of St. James' Elementary that all students entrusted to our care will develop as well rounded individuals with inquiring minds, healthy bodies, respect for the environment , a caring attitude and a desire to be productive citizens in an adult world.

A. Report on School Development Plan for Last School Year (2010-2011)

We reviewed the plan monthly at staff meetings. School Development Teams met bi-monthly to review strategies and successes and make suggestions for change. Overall we were quite satisfied with the changes we made to our school's plan for improving achievement and operating in a safe and caring environment.

We have achieved many of the objectives we set out in our plan since 2009; in fact the majority has been actioned and become part of our common practice.

In addition to the School Development Action Plan, we have prepared two separate action plans for Inclusion and Bullying Awareness. These two plans fit well with our goal of providing a safe and caring environment as well as our academic goal of improving student achievement.

5. School Development Plan for Current Year, 2010-11 (3-4 pages)

School Development Plan 2010-11

<p>Goal 1: To develop a collaborative culture through enhanced communication and leadership within the school community.</p>		
<p>Objective 1.1: Enhance communication for all stakeholders within the learning community.</p>	<p>Objective 1.2: Increase leadership and participation by teachers, parents, and students in extra-curricular/co-curricular areas.</p>	<p>Objective 1.3: Increase collaborative structures for teachers.</p>
<p>Strategies: 1.1.1- Organize a comprehensive back to school cluster night 1.1.2- Utilize community channels 1.1.3- Utilize Bruce II bulletin board 1.1.4- Increase electronic communication to all stakeholders 1.1.5- Develop a concise (Frequently Asked Questions) reference sheet for staff</p>	<p>Strategies: 1.2.1- Organize community volunteers to share expertise in areas of student interest (music lessons, dancing, gardening, composting, etc) 1.2.2- Bring in more expertise from community in areas of curriculum (doctors, nurses, authors, painters, etc) 1.2.3- Encourage teaching staff to become leaders in their areas of expertise 1.2.4- Encourage staff to model involvement in activities. 1.2.5 – Create additional opportunities for student leadership.</p>	<p>Strategies: 1.3.1 Weekly Grade Level Meetings 1.3.2 Bi-monthly Division Meetings 1.3.3 Teachers Hosting Staff Meetings (sharing best practices) 1.3.4 collaborative teams for school initiatives</p>

<p>Indicators of Success: 1.1.1- Increased parental involvement in various school activities 1.1.2 – Increased consistency amongst staff re policies and expectations</p>	<p>Indicators of Success: 1.2.1- Increased student involvement in co-curricular activities 1.2.2 - Increased number of presentations by non-teaching staff - Increased student understanding in curricular areas recognized from improved student achievement data 1.2.3- More team leaders throughout the school</p>	<p>Indicators of Success: 1.3.1 Minutes of Grade Level Meetings 1.3.2 Minutes of Division Meetings 1.3.3 Compilation of Best Practices in a Book format 1.3.4 Various teams run their events successfully</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.2.3, 1.1.2 purchase of gotcha pouches and incentives for Olympic Rings (Be the Best You Can Be) (\$400)	1.3.1 provide time within the school day (scheduling) 1.3.2 staff meeting time is PD time for Division Meetings

ACTION PLAN TRACKING TEMPLATE

GOAL 1: To develop a collaborative culture through enhanced communication and leadership within the school community

OBJECTIVE 1.1: Enhance communication for all stakeholders within the learning community

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
1.2	Presentations: Administration: welcome, introductions, policies	Admin team	September 23	achieved
1.1	Presentations: School Council: mandate, functions, recruitment of members	School Council Members	September 23	achieved
1.1	Presentations: WNLSD: CRT presentation, new programs, school allocations	WNLSD Personnel	November	achieved
1.1	Presentations: CIS: programs, responsibilities, recruitment of volunteers	CIS	September 23	achieved

OBJECTIVE 1.2: Increase leadership and participation by teachers, parents, and students in extra-curricular/co-curricular areas

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
2.1	Organize community volunteers	CIS	Sept. - June	achieved
2.2	Invite community experts for curricular and seasonal presentations	CIS and Teachers	Sept. - June	achieved
2.3	Encourage/Inspire all staff to be leaders in their strengths	Teachers	Sept. - June	On-going
2.4	Establish Student Leaders	CIS and Staff	Sept. - June	achieved
2.5	Create additional opportunities for student leadership	CIS and Staff	Sept. - June	achieved

OBJECTIVE 1.3: Increase collaborative structures for teachers

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
3.1	Teachers submit weekly minutes of meetings that demonstrate discussion of student assessment and achievement	All Teachers K-6	Sept-June	achieved
3.2	Teachers submit bi-monthly minutes of meetings that demonstrate discussion of student assessment and achievement	All Teachers K-6	Sept-June	achieved
3.3	Individuals or groups will present a best practice during the first 15 minutes of monthly meetings and a book will be compiled at year-end	All Teachers K-6 Administration	Sept-June June	achieved
3.4	Each team will report to administration after their main event(s) regarding successes, challenges, etc.	All Staff	Sept-June	achieved

Goal 2: To create a safe, caring and healthy learning environment.		
Objective 2.1: Safe and Caring School Team will help improve school safety practices.	Objective 2.2: Increase spiritual and moral development.	Objective 2.3: Increase opportunities to develop healthy and active lifestyles.
Strategies: 2.1.1: Implement a stricter visitor policy 2.1.2: Implement an annual anti-bullying program by the RCMP. 2.1.3: Promote and enforce our no-tolerance, hands-off policy. 2.1.4: Implement attendance procedure and policy 2.1.5: Ensure that student assistant hours are optimized. 2.1.6: Finalize Lockdown Plan and Fire Drill Procedures	Strategies: 2.2.1: Implement regular visits by local clergy 2.2.2: Implement regular and unscheduled visits by local RCMP officers. 2.2.3: Provide opportunities to instill social responsibility	Strategies: 2.3.1: Implement a lunch-time program whereby students go to the outside playground year-round, weather permitting 2.3.2: Continue to promote and encourage parents to provide healthy food choices and opportunities for physical activity for their children 2.3.3: Establish a Healthy Living Team 2.3.4: Organize an extra 15 minutes of PE time for students one day per cycle during lunch time
Indicators of Success: 2.1.1: Fewer non-school personnel in hallways and other school areas during class time. 2.1.2: Fewer reported incidents of bullying. 2.1.3: Fewer incidents of inappropriate physical contact reported. 2.1.4: Fewer unexcused absences reported. 2.1.5: Adequate levels of SA supervision are reported	Indicators of Success: 2.2.1: Regular visits by local clergy (organized and in place). Regular Monday morning prayer is taking place. 2.2.2: Visits by uniformed RCMP officers in the school and classrooms. 2.2.3: school events are successful (school/class/grade charity, Remembrance Day, Christmas Concert, etc)	Indicators of Success: 2.3.1: Students are going outside during lunch 2.3.2: Increased frequency of healthier lunches brought by students 2.3.3: Healthy Living team meets regularly and initiates activities/events for students 2.3.4: We earn the title of Super Active School and student achievement increases

Goal 2. Support Plan

Financial	Professional Development/Time Required
2.1.2: \$500.00 for event associated with Anti-Bullying campaign 2.3.1: copier and paper costs associated with written communication re healthy living (office budget) 2.3.2: copier and paper costs associated with written communication re healthy living (office budget)	2.1.1

ACTION PLAN TRACKING TEMPLATE

GOAL 2: To create a safe, caring and healthy learning environment

OBJECTIVE 2.1: Improve school safety practices.

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
1.1	Limit visitors in corridors during class time; develop a clear policy	Admin team	September 30	achieved
1.2	Invite RCMP to do Anti-Bullying presentations	Safe and Caring School Team	November 30	achieved
1.3	Consistency among staff re hands-off policy	staff	Sept. - June	On-going
1.4	Explore electronic attendance programs	Admin team	September 30	achieved
1.5	Construct a prioritized list of students needing support	SSS team	Sept. 8	achieved
1.6	Plan Fire Drills for unstructured times and unexpected situations	Admin Team	Monthly	achieved

OBJECTIVE 2.2: Increase spiritual and moral development

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
2.1	Develop a schedule of clergy visits to lead in morning prayer and visit classrooms	Admin team	Sept. - June	incomplete
2.1	Regular Monday morning prayer is taking place	All Staff	Sept.- June	incomplete
2.2	Encourage visits by RCMP at random times on a weekly basis	Admin team	Sept. - June	achieved
2.3	Increase student involvement in events involving social responsibility	All Staff	Sept. - June	achieved

2.3	Each class will identify and support a charity	All Staff and Students	Sept. - June	achieved

OBJECTIVE 2.3: Promote healthy and active lifestyles

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
3.1	Inform parents and students that going outside year round will be a regular part of their daily school routine	Staff and Admin team	September 23	achieved
3.2	Present a session at back to school night regarding healthy food choices	Admin team	Sept. - June	incomplete
3.3	Positive Behavior Support (Gotcha's and Olympic Rings)	All Staff	Sept. - June	achieved
3.4	DPA	All Staff	Sept.- June	achieved

Goal 3: To increase student achievement in core subjects through enhanced instruction and assessment		
Objective 3.1: Increase the level of student achievement in Literacy in all grades	Objective 3.2: Increase the level of student achievement in Numeracy in all grades	Objective 3.3: Increase teacher use of internal assessment to inform appropriate changes to instructional practices
Strategies: 3.1.1 Integrate demand writing across curriculum 3.1.2 Consistently and frequently model demand writing 3.1.3 Offer shared writing opportunities 3.1.4 Celebrating achievements in student writing 3.1.5 Students practice scoring with a rubric to assess demand writing 3.1.6 Avail of specialist services provided by district office staff 3.1.7 Avail of lead teacher expertise at school level 3.1.8 PD day(s) focusing on strategies to improve assessment practices and provide rubric training. 3.1.9 All teachers will engage in student specific item analysis to address learning needs	Strategies: 3.2.1 Increase opportunities for daily problem solving 3.2.2 Model problem solving strategies 3.2.3 Students practice scoring with a rubric to assess problem solving 3.2.4 Shared writing and solving of problems 3.2.5 Math theme days focusing on problem solving 3.2.6 Avail of specialist services provided by district office staff 3.2.7 Avail of lead teacher expertise at school level 3.2.8 PD day(s) focusing on Math assessment practices and rubric training 3.2.9 All teachers will engage in student specific item analysis to address learning needs	Strategies; 3.3.1 Designate a staff member as the lead teacher for DI to work with peers 3.3.2 Provide PD opportunities for differentiated instruction and inclusion 3.3.3 Effectively make use of student support services 3.3.4 Submit internal assessment data to administration to assist in school-wide planning 3.3.5 Weekly Grade Level Meetings 3.3.6 Monthly Division Meetings

Indicators of Success:

3.1.1 Increased numbers attaining levels 3 and above in internal and external assessments

3.1.8 Record of PD opportunities that have been provided for differentiated learning

3.1.4 Record of Celebrations of achievement that

ACTION PLAN TRACKING TEMPLATE

Goal 3: To increase student achievement in core subjects through enhanced instruction and assessment

OBJECTIVE 3.1: Increase the level of student achievement in Literacy in all grades

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
1.1	Two pieces of demand writing are required for each reporting period	Classroom Teachers	Sept. - June	achieved
1.2	Frequent and consistent modeling of demand writing	Classroom Teachers	Sept. - June	achieved
1.3	Silent writing	Classroom Teachers	Sept. - June	incomplete
1.4	Literacy initiatives	Classroom Teachers	Sept. - June	achieved
1.5	Journaling (LA & Math)	Classroom Teachers	Sept. - June	achieved
1.6	Shared Writing	Classroom Teachers	Sept. - June	achieved
1.7	Conferencing (student-teacher at first leading to peers towards 3 rd term)	Classroom Teachers	Sept. - June	achieved
1.8	Division meetings in addition to grade level meetings	Classroom Teachers	Sept. - June	Change to bi-monthly
1.9	Informal assessment for learning will be the point of discussion at grade level and division meetings	Classroom Teachers	Sept. - June	achieved

OBJECTIVE 3.2: Increase the level of student achievement in Numeracy in all grades

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
2.1	Teachers integrate problem solving activities across the curriculum on a regular basis	Classroom Teachers	Sept. - June	achieved
2.2	Division meetings in addition to grade level meetings	Classroom Teachers	Sept. - June	Change to bi-monthly
2.3	Modeling of exemplary responses for written responses	Classroom Teachers	Sept. - June	achieved
2.4	Guided Math	Classroom Teachers	Sept. - June	Incomplete, change to Math Buddies
2.5	Informal assessment for learning will be the point of discussion at grade level and division meetings	Classroom Teachers	Sept. - June	achieved

OBJECTIVE 3.3: Increase teacher use of internal assessment to inform appropriate changes to instructional practices

Strategy	Action Taken	Individual(s) Responsible	Target Dates	Status of Action
3.1	Differentiated Instruction strategies will be used at least once per unit or theme of study	Classroom Teachers	Sept. - June	achieved
3.2	Teachers will complete learning styles assessments for students	Classroom Teachers	Sept. – June	Incomplete
3.3	Second chances at assessments of learning will be offered	Classroom Teachers	Sept. – June	achieved
3.4	Differentiated Assessments will be developed as appropriate	Classroom Teachers	Sept. – June	achieved
3.5	Informal Assessment for Learning will be the point of discussion at grade level and division meetings	Classroom Teachers	Sept. - June	achieved

Operational Issues for 2010-11

Operational Issue	Intended Action
Technological hardware and software are at insufficient levels for supporting educational needs	Purchase 8 new/refurbished computers and appropriate software Purchase another Smart Board (<i>we now have 10 Smart Boards in our school</i>)
Absence of technology support person on staff	Assign technology support as an assignment for one individual (<i>we have .5 unit designated to this position, Scott Strickland and will continue this for next year</i>)
Insufficient Student Assistant Hours	Present a case for extra hours (<i>we received 22 hours, 5 positions and maximized their deployment as much as possible, using flexible scheduling</i>)
Perception that Support Staff are not adequately deployed to effectively clean the school	Review Job Descriptions and Schedules and share expectations with Support Staff (<i>Caretakers are provided monthly with a list of expectations for that month. This noted. Safe and Caring School Team will have input into priority areas for times when there is only one caretaker present.)</i>)