



L'école élémentaire Vanier

Elementary School

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Our Vision

Learning, sharing, growing – preparing for the future.

En apprenant, en partageant, en grandissant - on se prépare pour l'avenir.

School Report 2008-2009

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OFFICE OF THE DIRECTOR
B.A., B.A.(Ed.)

B.A., B.Ed.,M.Ed.

Chairperson: Milton Peach,

CEO/Director of Education: Ford Rice,

MESSAGE FROM THE DIRECTOR OF EDUCATION

The strategic plan of the Eastern School District identifies the mission of our District to enhance achievement and success for all students, within a healthy, active, safe, caring and socially-just learning environment. We are supported by a strong team of professionals both at the school and district level who work diligently to achieve the goals of our individual school plans.

This report is an opportunity for schools to highlight the challenges and successes experienced over the past year. It celebrates the accomplishments of the school as it works to achieve its stated goals. Success is possible when teachers, parents, and community members work together in a supportive and collaborative manner.

I encourage you to review this report, reflect upon the information and discuss with your school's administrators and teachers items of interest. It is the ongoing dialogue and engagement that maintains the commitment to our goal of enhanced learning for all.

I would like to congratulate each school for their dedication to learning and teaching as evidenced by this Annual School Report.

FORD RICE

MESSAGE FROM THE ADMINISTRATIVE TEAM

Vanier Elementary School has a tradition that spans 40 years. The 2008-09 school year can best be described as one of growth and learning. Vanier Elementary School is moving forward.

Our course continues to be guided by the School Development process and all stakeholders are contributing to our unique educational environment. We have continued working towards the achievement of three goals as part of year three in the School Development cycle. These goals encourage academic and personal excellence through student and professional learning as well as school community growth. We have balanced countless demands, helped our students settle into established routines and expectations, and have strived for excellence in teaching and learning.

This school report is a “snapshot” of the 2008-09 school year. It is a reflection of our school community’s work “to be the best that it can be.” It will report on where we are and where we have been. And, it will focus on the ways in which we strive to best serve the students in our school.

You are invited to look inwardly with us as we reflect on our progress and achievements throughout the 2008-09 school year and to look to the future as we continue on a path that will help us reach our goals for the future.



Gerald Mercer
Principal



Allison Chafe
Assistant Principal

MESSAGE FROM THE SCHOOL COUNCIL

The School Report represents a significant part of l'école élémentaire Vanier Elementary School's effort to inform the school community of the programs and activities at our school. I encourage you to read the report to learn about Vanier's successes and challenges.

The members of the 2008 / 2009 School Council were:

Jill Blackmore (Teacher Representative)
Allison Chafe (Teacher Representative)
Bruce Chaulk (Parent Representative)
Doug Goodridge (Parent Representative)
Wally Guerra (Community Representative)
Bonnie Hayward (Community Representative)
Gerry Mayo (Chair & Parent Representative)
Gerald Mercer (Administration)

The functions of the School Council are dictated by The Schools Act, 1997. The primary responsibilities of the School Council are to assess the year-to-year performance of the school to ensure that it is attaining its objectives; to establish collaborative mechanisms for parent and community involvement in education; to approve the School Development plan, and to approve and monitor fundraising activities.

Once again this year, the Vanier School Council provided support for various fundraising activities. Monies were raised from a seafood sale and school supplies kits, as well as other fundraising initiatives such as recycling. These activities allowed the school to purchase new library resources, work towards the completion of phase three of the school's beautification plan, building of a shed to support our recycling program and green team, and host the Vanier Family Swim.

The Vanier School Council was also an active participant in providing input for the Eastern School District's Strategic Plan as well participating in the Vanier School Development Plan, Discipline Policy, and Vision Statement.

In 2008 Vanier celebrated its 40th anniversary. A team of teachers held an anniversary event that was attended by current and former staff and students. As well, an assembly was held for the students to celebrate this anniversary.

On behalf of the Vanier School Council, I would like to thank the entire school community for its support and commitment to l'école élémentaire Vanier Elementary School. We make each other the best that we can be!

Gerry Mayo, Chair
L'école élémentaire Vanier Elementary School Council

OVERVIEW OF THE SCHOOL

Our School Community

Vanier Elementary is located on Ennis Avenue in St. John's East End. It offers a dual track setting of English and French Immersion for students in kindergarten to grade six. Our 2008-09 enrollment was 334 students with an average class size of 20 students.

Our school had a total of **24** full-time and **3** part-time educational staff, which included **18** classroom teachers and **2.33** units for non-categorical special education services and **0.5** unit criteria support. We had a guidance counselor (**.67** unit), music specialist (**1** unit), physical education specialist (**1** unit), learning resource teacher (**0.5** unit), **1.5** units for administration as well as the support of three student assistants, two five-hour and one 2.5 hour. In addition to staff based at the school, we have access to itinerant District Office personnel in the areas of speech-language pathology and educational psychology. There is also a band instructor who offers instruction to interested students in Grade five and six three of seven mornings in our seven-day cycle. The school also has the services of a secretary, a master custodian, a custodian and a cleaner.

PROGRAMS

Vanier Elementary School is part of the Eastern School District. We offer curriculum programming from kindergarten to grade six following the Government of Newfoundland and Labrador prescribed curriculum. The following is a snapshot of the curriculum offerings in our school.

Physical Education

There has been a rapid expansion and interest in physical education programs in Newfoundland schools over the last few years. The Department Of Education maintains that physical education is an important part of the school curriculum, and that each and every school, to the best of its ability, must provide students with a comprehensive physical education program.

At Vanier Elementary School, we followed the prescribed curriculum and made active living a regular part of everyone's day. Throughout the school year there were many opportunities for students to be physically active. The school continues to be part of the Eastern School District Active Schools program which is partnered with the City of St. John's. This program is characterized by daily physical activity in the classroom. In addition, we had a number of opportunities for children to be active throughout the year including: cross country running program, basketball program, Living Healthy Commotion Day, Terry Fox Walk, Sports Day, Tennis, Orienteering session, baseball team, and Dance Academy session.

The 2008-09 school year was a very busy, but fun, active year at Vanier Elementary.

Music

The music program at Vanier Elementary aims to develop the musicality innate in each student and to foster a love and sensitivity to music. All students in kindergarten through grade six participated in the classroom music program and have been involved in singing, speaking, moving, dance, and instrumental activities.

The Vanier Elementary Choir was made up of 93 grades four, five and six students. They met one hour a cycle during school time. In addition to performing at the NLTA Christmas Suite this year, they sang at the Fairmont Hotel, the Waterford Hospital, the Miller Center, the Glenbrook Lodge, and the Rotary Music Festival. As well, they participated in Vanier's Spring Concert in May.

Within the large group was the Vanier Chorale, made up of 39 grade five and six students. They met for one hour a cycle and performed a musical as part of our annual Project Peace Day in May. This musical was performed for students in King's Cove, Musgravetown and Whitbourne area in June.

Instrumental Band Program

There were forty-five of our Grade Five and Six students involved in the introductory instrumental band program this year. The students practiced twice a cycle on a variety of brass, woodwind and percussion instruments. They gave an impressive performance at Christmas as well as at the year end spring concert. Awards were given to thirteen Beginning Band students for completion of Medal Lines.

Guidance

The Guidance Program at Vanier Elementary is a comprehensive and developmental program designed to support students in developing a positive self-concept, effective relationships with others, and problem solving skills that will enable them to make effective choices in all environments. There are several class based programs used to achieve these outcomes. Providing and delivering guidance to the children of Vanier is a team effort involving the guidance counselor, teachers, administration, students and parents.

During the 2008-2009 school year the guidance program was focused around the delivery of the Roots of Empathy Program to the grade three English students and the grade five French immersion students.

Roots of Empathy

Roots of Empathy is an innovative program that teaches students about feelings, their own feelings and the feelings of others, using a baby as the teacher. Through this program we continued to promote our school culture goal of creating a positive, healthy and more

collaborative learning community for all. Each month throughout the school year, Ms. McKinnon, Ms. Pollett and the baby teachers Klaire (grade three) and Mila (grade five), visited these classrooms. As students observed these babies' behaviors, they learned to identify and reflect similar feelings in their own experiences. It is our hope that through the teaching of emotional literacy in this program, we will continue to build more safe and caring classrooms at Vanier Elementary. The Roots of Empathy Program is also used to reinforce concepts taught through the Character Development Program at Vanier.

PARTNERSHIPS

Vanier Chess Club

Vanier Chess Club meets on Saturday mornings throughout the school year. All grades and skill levels are encouraged to participate. The objective of the club is to help every child to improve his/her chess skills through game play and instruction. Chess fosters the development of mathematical and problem-solving skills, and builds self-esteem and confidence. Chess is played equally well by both boys and girls, and continues to challenge players well into adulthood. In 2008-09, there were 49 K-6 players in the club – 57% Vanier and 43% from 11 other elementary schools – plus several Junior High School helpers and three high school "coaches" (all former K-6 club players).

Nineteen Vanier Elementary School players participated in at least one scholastic tournament held in the province in 2008-09. An incredible 17 of these players won medals, trophies, plaques, pins, and other performance awards during the year; many did so several times. One of our Vanier players is the current provincial champion in his grade and competed in the national championship in Toronto in May 2009.

The Vanier Primary (Gr K-3) Chess Team won its ninth NL Provincial Team Championship in a row – and the 13th time in 14 years! The Vanier team broke its own Canadian and North American records for consecutive annual team wins among schools at any grade level. The odds of maintaining such a winning streak by random chance alone is 1.2 million to one! Incredibly, half of the six primary team players had never played chess before the 2008-09 school year. The Vanier Elementary (Gr 4-6) Chess Team won the silver medal in the NL Provincial Championship this year as well.

Schoolwide Math Day

On March 13, 2009, Vanier Elementary celebrated its fourth Mathematics Day! Children had fun using their mathematical problem solving strategies to solve problems by participating in activity stations throughout the school. The activities were designed to encourage children to think mathematically, practice skills and enjoy the challenges that mathematical thinking presents. Some activities included: Magic Square, Magic Number, Musher Cooties, and Hula Hoop Fractions. A prize was awarded in each class for correct answers to the Magic Square problem. Following the activities, the children were presented with an "I Love Math" pencil and eraser provided by the Eastern School District. It was a fun day.

School Development

Three Year School Development Plan

Goal 1: To Improve student performance in K-6 Language Arts

Year	Objectives		
2006-07	Teachers will improve their assessment literacy in reading and viewing	Students will improve their higher order thinking skills in response to text	
2007-08	Improve the assessment literacy of teachers in writing	Students will improve their critical and personal responses to literature.	
2008-09	Improve the knowledge of assessment for learning.	Students will improve their critical and personal responses to a wide range of texts	Increase literacy awareness in the school community

Goal 2: To improve student performance Mathematics

Year	Objective	Objective	Objective
2006-07	Students will develop a vocabulary base for Mathematics	Students will improve their Problem Solving ability.	To use more internal assessment to inform instruction and to monitor student achievement.
2007-08	Students will improve their critical thinking ability	Students will improve their problem solving ability	To use more internal assessment to inform instruction and to monitor student achievement.
2008-09	Students will improve their ability to explain their answers in oral and written form.	Students will improve their problem solving ability	To use more internal assessment to inform instruction and to monitor student achievement.

Goal 3: To create a positive, safe, and supportive school culture for staff, students and parents.

Year	Objectives	Objectives	Objectives
2006-07	Create a vision statement that is consistent with school values and beliefs	To reintroduce and adopt a revised school code of conduct	To promote and encourage an active living lifestyle among students teachers and parents.
2007-08	Create a vision statement that is consistent with school values and beliefs	To create a school discipline policy that includes the roles and responsibilities of students teachers and parents and specific strategies using positive behavior supports.	To promote and encourage a healthy eating initiative.
2008-09	To infuse the vision statement into practice	To promote character development among students.	

Report on School Development Plan for Previous Year (2008-09)

Goal 1: To Improve student performance in K-6 Language Arts (2008-2009)		
Objective 1.1: Improve the knowledge of assessment for learning.	Objective 1.2: Improve students' critical and personal responses to a wide range of texts.	Objective 1.3: Increase literacy awareness in the school community
<p>Commendations for 2008-09</p> <ul style="list-style-type: none"> Developed and ministered survey on teachers' knowledge of assessment Developed a PD session based on teachers' needs At PD/grade level evaluate students' writing on rubrics At PD evaluated students' listening activities on grade level 	<p>Commendations for 2008-09</p> <ul style="list-style-type: none"> Prepared the DDSC posters and presented at staff meeting 	<p>Commendations for 2008-09</p> <ul style="list-style-type: none"> Provided opportunities for students to practice their oral skills through concerts, assemblies and spelling bees, for example. Provided a Halloween activity to improve speaking skills and French announcements Provided opportunities for students to present their class work to others (visual and speaking) through character development assemblies
<p>Recommendations for 2009-10</p> <ul style="list-style-type: none"> • Continue to evaluate students' writing and listening activities using rubrics at grade level. 	<p>Recommendations for 2009-10</p> <ul style="list-style-type: none"> • Review and continue the use of DDSC posters in classroom 	<p>Recommendations for 2009-10</p> <ul style="list-style-type: none"> • Continue to provide opportunities for students to improve their literacy skills, ie assemblies • Promoting listening and speaking activities, ie. Poetry day • Look at a more flexible time for public speaking event (May is too late and busy)

Goal 2: To improve student performance Mathematics		
Objective 2.1 Students will develop a vocabulary base for mathematics	Objective 2.2 Students will improve their problem solving ability.	Objective 2.3 To use more internal assessment to inform instruction and to monitor student achievement.
Commendations for 2008-09 Teachers used journals after an inservice. Each grade level developed a word wall for their classes and used them during instruction. Regular sharing of teaching strategies for Math during staff meetings. Held 2 inservices on Math to promote use of Word Walls and Constructed Responses.	Commendations for 2008-09 Board Itinerant presented on use of rubrics and problem solving strategies Math Day continued this year. Upon evaluation of PROBLEM SOLVING in the Vanier Voice, we decided to discontinue this practice due to lack of interest on behalf of families.	Commendations for 2008-09 We held an inservice to highlight the use of RUBRICS and we looked at exemplars. (Program Specialist R. Fennmore) PD session was offered on Assessment by G. Benoit Humber. We carried out a teacher survey to determine the assessment tools that they are using.
Recommendations for 2009-10: <ul style="list-style-type: none"> To continue using Math journals with related math activities. To continue sharing of strategies for Math instruction (for new programs in particular). 	Recommendations for 2009-10:: <ul style="list-style-type: none"> To hold annual Math Day to highlight key areas on our plan. Use the services of the Board Itinerant for classroom teachers (strategies and teaching tips). 	Recommendations for 2009-10: <ul style="list-style-type: none"> Follow through with use of informal and formal assessment practices. Continue with sharing of resources and ideas for assessment. PD as needed.

Goal 3: To create a positive, safe, and supportive school culture for staff, students and parents.		
3.1 To create a climate consistent with the school's values and visions	To create a school discipline policy that includes the roles and responsibilities of students teachers and parents and specific strategies using positive behavior supports.	To promote and encourage a healthy eating initiative.
<p>Commendations for 2008-09</p> <p>Created vision statement with all stakeholders</p> <p>Created value statements, created a value chart</p> <p>Application for Peaceful Schools international status is waiting on the vision statement</p> <p>make changes to and to continue the character development initiative: combined traits to 7, have assemblies every 2 weeks, multiple teachers presenting, classes presenting traits, new binder of strategies and activities, continued with folders</p> <p>continued with Project Peace initiative: theme of tolerance and peace</p> <p>continued with Roots of Empathy program: grades 5 and 3</p> <p>continued with peer mediation program/train new peer mediators</p>	<p>Commendations for 2008-09</p> <p>Completed the School Discipline Policy and presented to school council and presented to parents by end of the year</p> <p>continuum of procedures for encouraging positive behavior is complete</p> <p>Research methods of recognizing students developed a continuum of procedures for discouraging problem behavior in the policy</p> <p>continued school-wide Positive Behavior supports</p> <p>Model and taught the Behavioral Matrix</p> <p>Behavioural matrix gone to print</p>	<p>Commendations for 2008-09</p> <p>continue active schools program;</p> <p>Announcements in French for active living</p> <p>continue to hold Healthy commotion Day-bicycle rodeo,</p> <p>continue to invite community groups to introduce and encourage active and healthy living</p> <p>partner with community groups who encourage healthy lifestyles: healthy eating presentation in grade five</p> <p>continue with healthy eating initiatives during class parties</p> <p>create a school wide waste reduction program</p>
<p>Recommendations 3.1 for 2009-10</p> <ul style="list-style-type: none"> • value statements and printed and posted • vision statement needs to be posted • Need to finalize the package for Peaceful Schools International • Questionnaire to be completed before the end of the 08-09 school years • explore other programs in character development to add to binder • train new peer mediators 	<p>Recommendations 3.2 for 2009-10</p> <ul style="list-style-type: none"> • still need to come up with a school wide program of recognizing students • continue with newly developed initiatives such as the teaching of the matrix and character development program 	<p>Recommendations 3.3 for 2009-10</p> <ul style="list-style-type: none"> • Bring back fruity Friday and legume lundi • Implement new initiatives such as Trashless Tuesday, plateless pizza • Composting program • Fruit and veggie challenge

Summary Report on the School's Most Current Data

Provincial assessment results in Criterion Referenced Tests (CRTs) in grades three and six reflect the outcomes of the primary and elementary programs in math and language arts. The tables below show the four year trend in multiple choice and constructed response in both subject areas. It is important to note that provincial assessment results are just a snapshot of that moment in time. In addition to these assessments, the school continues to use internal assessment data as a means of determining where our needs are and what we need to do to meet those needs. For the 2008-09 assessment results, it can be noted that the school is above or near the provincial average in most areas. Of note as areas of need are listening and demand writing in primary as well as constructed response in math in elementary.

Grade 3 Language Arts								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	77.0%	72.6%	92.3%	89.7%	91.1%	88.5%	85.7%	88.3%
Listening	97.3%	97.7%	93.3%	93.3%	77.5%	85.0%	95.6%	95.4%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	87.5%	82.1%	69.2%	74.5%	80.0%	72.6%	64.7%	74.9%
Poetic	64.0%	56.1%	48.0%	65.8%	60.8%	56.1%	76.5%	68.8%
Informational	76.0%	68.3%	84.0%	74.4%	72.4%	70.8%	80.0%	55.1%
Visual	72.0%	45.7%	60.0%	42.6%	69.0%	60.4%	71.4%	53.7%
Listening	41.7%	65.9%	50.0%	64.1%	77.8%	70.2%	58.8%	70.5%
Grade 3 Mathematics								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	84.8%	64.3%	85.0%	77.0%	80.0%	76.0%	88.0%	85.0%
Number Concepts	79.4%	73.1%	75.0%	71.3%	77.5%	76.3%	80.2%	73.5%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	72.6%	27.8%	79.6%	43.6%	60.1%	65.7%	62.5%	54.3%
Communication	70.6%	23.5%	77.5%	37.5%	60.7%	59.8%	60.0%	54.2%
Connections & Representations	72.5%	25.5%	77.5%	36.3%	69.6%	61.3%	80.0%	69.0%
Problem Solving	80.4%	34.5%	81.7%	51.9%	73.2%	76.2%	82.5%	68.8%

Grade 6 Language Arts

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	83.6%	80.0%	85.5%	78.0%	91.0%	84.8%	91.5%	87.1%
Listening	91.4%	89.1%	90.0%	93.3%	96.0%	92.0%	90.8%	87.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	96.5%	86.5%	96.0%	76.1%	97.1%	85.1%	87.5%	78.7%
Poetic	87.5%	81.9%	91.6%	73.3%	82.8%	81.2%	87.5%	69.6%
Informational	92.9%	82.5%	64.6%	58.8%	82.9%	78.9%	85.4%	68.0%
Visual	85.7%	77.1%	85.5%	54.8%	91.5%	82.1%	72.9%	47.7%
Listening	87.0%	73.6%	75.6%	58.4%	81.3%	62.6%	75.0%	47.4%

Grade 6 Mathematics

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	75.0%	71.7%	80.0%	68.2%	78.0%	78.0%	79.6%	77.1%
Number Concepts	75.0%	70.0%	76.4%	62.7%	77.1%	70.0%	69.9%	67.1%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	16.4%	26.7%	48.0%	33.2%	48.5%	48.4%	39.6%	36.5%
Communication	23.7%	26.7%	48.0%	30.7%	37.1%	42.0%	31.3%	30.6%
Connections & Representations	38.2%	26.7%	60.0%	40.2%	31.4%	41.3%	35.4%	36.1%
Problem Solving	54.6%	46.7%	60.0%	50.6%	54.3%	55.4%	43.8%	42.5%

School Development Plan 2009-2010

The Eastern School District Strategic Plan is developed under the direction of the Board and represents a dedication to academic excellence and to providing a safe and caring learning environment. As with the school board's strategic plan, our three school development goals encourage academic and personal excellence through professional learning and school community growth. We have balanced countless demands, helped our students settle into established routines and expectations, and have strived for excellence in teaching and learning. The tables below delineate the three goals for the 2009-10 school year as well as the strategies which we have proposed to support our efforts in achieving success.

Goal 1: To improve student performance in K-6 Language Arts		
Objective 1.1: Improve the knowledge of assessment for learning.	Objective 1.2: Improve students' critical and personal responses to a wide range of texts.	Objective 1.3: Increase literacy awareness in the school community
Strategies 1.1.1 Continue to evaluate students' writing and listening activities using rubrics at grade level. 1.1.2 Ensure every teacher has copies of all Language Arts rubrics 1.1.3 Schedule teacher consultations on rubric use 1.1.4 Provide professional development on assessment methods (Differentiated Instruction) 1.1.5 Survey to determine how assessment is used in the classroom	Strategies 1.2.1 Review and continue the use of DDSC posters in classroom	Strategies 1.3.1 Continue to provide opportunities for students to improve their literacy skills, ie assemblies 1.3.2 Promoting listening and speaking activities, ie. Poetry day, Speak-out, Spelling Bee, Poetry announcements, Public speaking (earlier than May)
Indicators of Success General: <ul style="list-style-type: none"> Teachers are using rubrics at least three times over the course of the year to evaluate language arts activities Survey in May to determine teacher use of and comfort with assessment for learning. 	Indicators of Success General: <ul style="list-style-type: none"> Higher scores on report cards and CRTs Strategy Specific: 1.2.1 Every elementary teacher has poster copies of DDSC	Indicators of Success Strategy Specific: 1.3.1 More activities available for students as measured by.... 1.3.2 Higher levels of student participation as measured by...
Goal 1. Support Plan		
Financial	Professional Development/Time required	
1.1.1 Money to purchase poetry books and French plays	1.1.1 Professional development on rubrics, or on assessment for learning	

Goal 2: To improve student performance Mathematics			
Objective 2.1 Students will develop a vocabulary base for mathematics		Objective 2.2 Students will improve their problem solving ability.	
Objective 2.3 To use more internal assessment to inform instruction and to monitor student achievement.			
Strategies 2.1.1 To continue using Math journals with related math activities. 2.1.2 To continue sharing of strategies for Math instruction (for new programs in particular). 2.1.3 To continue use of word walls/word banks for vocabulary instruction		Strategies 2.2.1 To hold annual Math Day to highlight key areas on our plan. 2.2.2 Use the services of the Board Itinerant for classroom teachers (strategies and teaching tips). 2.2.3 Biweekly class challenges for 5 occurrences. Challenges will be completed together as a class and submitted for class participation/recognition.	
Strategies 2.3.1 Follow through with use of informal and formal assessment practices. 2.3.2 Continue with sharing of resources and ideas for assessment. 2.3.3 PD as needed. 2.3.4 Use of internal assessment to inform our practice and differentiate instruction			
Indicators of Success General indicators: <ul style="list-style-type: none"> Teachers are comfortable using a variety of strategies to support students as they develop math vocabulary Teachers can and will talk about strategies they are using Anecdotal records and checklists/observations by teachers indicating student use of math vocabulary in group work, conversations, journal writing, problem solving, testing. Strategy Specific: 2.1.3 Every class has a word wall/bank		Indicators of Success General indicators: <ul style="list-style-type: none"> Increase in problem solving scores on CRTs Increase to 4s and 5s on report card Increased amount of time teachers are putting into teaching problem solving (anecdotal, journals, observations, tests, portfolios, interviews) 	
Indicators of Success General indicators: <ul style="list-style-type: none"> Survey of teachers to see what evaluations/rubrics are being used Teachers sharing strategy use, evaluations, etc with colleagues Teachers using assessment for learning 			
Goal 1. Support Plan			
Financial	Professional Development	Communication	
Professional development incidentals (math prizes, math Olympics)	Vocabulary development Assessment in math Differentiated instruction Revisit problem solving strategies	Sharing in staff meetings/collegial circles Grade level meetings	

Goal 3: To create a positive, safe, and supportive school culture for staff, students and parents.		
3.1 To create a climate consistent with the school's values and visions	3.2 To create a school discipline policy that includes the roles and responsibilities of students, teachers, and parents and specific strategies using positive behavior supports.	3.3 To promote and encourage a healthy lifestyle among the school community
<p>Strategies</p> <p>3.1.1 Print and post value statements</p> <p>3.1.2 Print and post vision statement</p> <p>3.1.3 Finalize the package for Peaceful Schools International</p> <p>3.1.4 Restart peer mediation/peer mediators</p> <p>3.1.5 Mid October Start for Character Development (yellow folder)</p>	<p>Strategies</p> <p>3.2.1. Implement a school wide program of recognizing students: Sea Star award. Apply for Special Project Fund for money for prizes</p> <p>3.2.2. Continue with newly developed initiatives such as the teaching of the matrix and character development program</p> <p>3.2.3. Re-teach the behavioural matrix to all classes (teacher)</p> <p>3.2.4. Develop a visual "character ladder", perhaps wooden.</p> <p>3.2.5. Post the matrix in appropriate areas</p> <p>3.2.6. Discipline policy needs to be finalized and presented to parent population</p>	<p>Strategies</p> <p>3.3.1. Implement Fruity Friday and Legume lund</p> <p>3.3.2. Implement new green initiatives such as Trashless Tuesday, plateless pizza. (Investigate the introduction of reusable plates and drink containers.)</p> <p>3.3.3. Continue with the Composting program</p> <p>3.3.4. Participate in the Fruit and veggie challenge</p> <p>3.3.5. Include Student Nurses in the teaching of health</p> <p>3.3.6. Promote Healthy snacks at Halloween and class parties</p> <p>3.3.7. Participate in Healthy commotion day</p> <p>3.3.8. Continue with Active wear day 7</p> <p>3.3.9. Continue with Active Living Announcements, including new bilingual signs</p>

<p>Indicators of Success Strategy Specific:</p> <p>3.1.1 Value statements posted in office, and upstairs hallway, staffroom.</p> <p>3.1.2 Vision statement is included in public presentations, i.e. on teacher email, school website, teacher websites. Vision statement is translated into French. Vision statement is painted on a wall in the school. Vision statement is announced daily as part of the announcements.</p> <p>3.1.3 Peaceful schools international status is granted and the peaceful schools flag is mounted in the school</p> <p>3.1.4 Peer mediators are in grades 4-6 and room is set up for available peer mediation sessions.</p> <p>3.1.5 Character development program is taking place with assemblies every two weeks.</p> <p>3.1.6 Roots of empathy program is continued in the at least two classes.</p>	<p>Indicators of Success Strategy Specific:</p> <p>3.2.1 Each teacher has a personal lanyard holding Sea Star rewards. Boxes are set up in a visible area for students to place earned Sea Stars. There is a weekly announcement of some winning students and prizes for one or two students per week.</p> <p>3.2.2 -</p> <p>3.2.3 Students are demonstrating appropriate behaviours according to the matrix.</p> <p>3.2.4 Character ladder is displayed in the school. Character development folders are at every character development assembly, which take place bi-weekly.</p> <p>3.2.5 Behavioural Matrices are posted and have been taught in classrooms.</p> <p>3.2.6 Final draft of the School Discipline Policy document has been presented to the school community.</p>	<p>Indicators of Success Strategy Specific</p> <p>3.3.1 Fruity Friday and Legume lundi take place weekly. Visible increase in the amount of fruits and vegetables consumed as evidenced by classroom charts.</p> <p>3.3.2 Trashless Tuesday implemented by November. Visible decrease in the amount of garbage. Plateless Pizza implemented by January. Number of plates used by company decreased.</p> <p>3.3.3 Active Green team with students from grades 3-6 organize and run the composting and recycling program</p> <p>3.3.4 Students in grade four are involved in the Fruit and Veggie challenge.</p> <p>3.3.5 Student Nurses have raised the level of understanding of anxiety in grade 4E</p> <p>3.3.6 Healthy snacks are at all class parties and Halloween remains candy free</p> <p>3.3.7 Students and staff participate in Healthy Commotion day</p> <p>3.3.8 Students and staff participate in Active Wear Day on day seven.</p> <p>3.3.9 Active Living Announcements take place each day 7, with bilingual signs given and posted to all classroom teachers</p>
<p>Goal 1. Support Plan</p>		
<p>Financial</p>	<p>Professional Development/time required</p>	
<ul style="list-style-type: none"> • Application to Special project fund for awards. If unsuccessful, the team will need \$500 for prizes for weekly awards. • Money for printing of posters and for neck lanyards. • Purchase of yellow folders for character development. • Possible funding needed to further train a new Roots of Empathy Instructor. 	<p>3.2</p> <ul style="list-style-type: none"> • P.B.S. coach needs to be trained. Professional days needed for teacher who will be trained. Number of days unknown at this time. • Possible need for Teacher trainer for Peer mediation. • Possible time needed to further train a new Roots of Empathy Instructor. 	

Appendix A: Summary of School Fundraising Activities

During the 2008-09 school year, the Vanier Elementary School Council raised money through the following initiatives: a voluntary donation of \$35.00 per family; a regular beverage container recycling program; a branded clothing sale in September; a fish nugget sale in December; a school supplies sale in June. The funds were used to support a number of Vanier Elementary School and community initiatives. These included: a partial completion of phase three of the school beautification plan; replacement and purchase of library resources; Community swim at the Aquarena in St. John's; building of a recycling shed on school property.