Nova Scotia School Accreditation Program

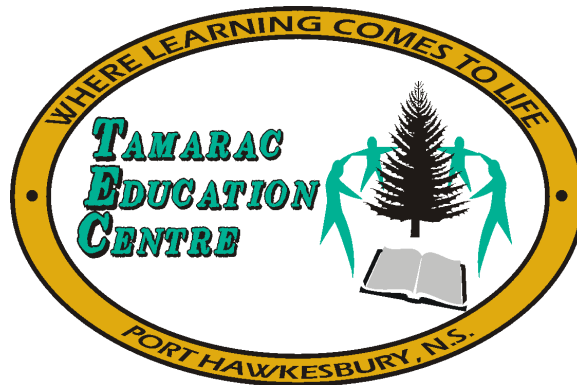**NOVA SCOTIA**
Education

Internal Review Report

Tamarac Education Centre
School

Strait Regional School Board
Board

November 29, 2008
Date

Internal Review Report

Contents

SECTION A

Executive Summary

The accreditation process began in May of 2008 when Sheila Hawley, Shelly MacLean and Lori Richard were asked to co-chair the Internal Review Team. As Tamarac Education Centre is one of the largest schools in the SRSB, it was decided that the Internal Review Team would include one extra co-chair, an additional support staff member and one student to represent each grade level. The community school context was comprised by a number of staff members who had ties with the community and knowledge of local history and culture. Fortunately, a prior school improvement initiative resulted in the development and implementation of school centered values specific to Tamarac Education Centre. Throughout the fall, the Internal Review Team co-chairs facilitated a number of afterschool and full day sessions, presented at school advisory council meetings, created a data display for parent teacher interviews and provided community opportunities for feedback through the school newsletter. Additionally, members of the Internal Review Team and teacher volunteers collected and input data in order to create a visual representation of the information. Subsequently, opportunities were given to support staff, teachers and members of the community to interpret and analysis this data. Their collective input was used by the Internal Review Team to compile the records of evidence for each accreditation question. As the process unfolded, it became abundantly clear that Tamarac Education Centre had a number of strengths and areas of need.

SECTION B

List of Participants

Sheila Hawley	Co-Chair
Shelley MacLean	Co-Chair
Lori Richard	Co-Chair
Jack MacDonald	Principal
Almon Chisholm	SAC Chair
Stacy Seymour	Parent
Gisele Boudreau	Teacher
Chris Sturmy	Teacher
Doreen Livingston	Support Staff
Shannon Walker	Support Staff

SECTION C

Community and School Context

Port Hawkesbury, a town of approximately 5000 people, is a major commercial and recreation centre. It is located on the shores of the Strait of Canso. Year-round services include accommodations, banks, restaurants, shopping malls and museums. Swimming, tennis, golfing, hiking, sailing, skating and kayaking are all within easy access. Historically, the Strait Area has provided employment opportunities for citizens of Richmond and Inverness County, in both the service and heavy industries. Over the years most people have been employed, directly and indirectly, in the pulp and paper industry. Today, New Page is the largest employer in the area.

Port Hawkesbury is a town centre that has a number of subsidized housing and apartment units, resulting in a transient population. Port Hawkesbury has numerous Federal and Provincial programs and services including: the Justice Center, Human Resources Canada, Children's Aid Society, Social Services, Access Nova Scotia and Early Intervention, just to name a few. Port Hawkesbury also has a number of community based services such as: Leeside Transition House, the Regional Occupational Centre, a Community Home for Persons with Intellectual Disabilities and the Strait Area Transit system. Additionally, a large number of students move to the town each fall to attend the Nova Scotia Community College Strait Campus.

Tamarac Education Centre (TEC), located in Port Hawkesbury, was built under the P3 school initiative. A P3 school allows a private company, in this case Ashford Construction, to build and lease schools in Nova Scotia. This arrangement has resulted in both benefits and challenges. TEC opened in October 2000, amalgamating Centennial Elementary School (P-4), Senior Elementary (5-6) and grades seven (7) and eight (8) from Strait Area Education Recreation Centre (SAERC).

Centennial Elementary School, opened in 1969, housed primary to grade seven but in the later years was only primary to grade four. It once had a student population of approximately 700 students. Senior Elementary, on the other hand, was the only local high school in the Port Hawkesbury area previous to 1977. In 1977, grade 7 was delivered in the fire hall until SAERC was completed in 1978. Once SAERC opened, Senior Elementary returned to housing grades five (5) and six (6).

TEC is a P-8 inclusive school setting, with a student population of 649 students and a teaching complement of forty-four (44) individuals. At each grade level there is at least one French Immersion and two English homerooms. At TEC there are: three Youth Service Facilitators (YSF); one Severe Learning Disability (SLD) teacher; three English Resource teachers, two French Resource teachers; a 1/3-time Behaviour Support teacher; as well the Reading Recovery^{TM} program in offered in both French and English. Moreover, there are many teachers in the building with additional qualifications in a variety of specialties, for instance Physical Education, Special Education and Music. Students have access to a full-time Guidance Counselor and a Learning Centre. Support staff includes two Administrative Assistants, 1½ Library Technicians and seven Teacher

Assistants. Funtime Kindergarten, which services children ages 3 and 4, is also housed at TEC.

Tamarac Education Centers coverage area includes the Inverness South region, which is comprised of the town of Port Hawkesbury and the neighboring communities of Troy, New Town, Glendale, Cleveland, West Bay, Creignish, Mulgrave, West Bay Road, Evanston, Dundee, Lower River and Marble Mountain. TEC is also a feeder school for special programs, such as Severe Learning Disabilities program, for Mulgrave, East Richmond and West Richmond Education Centre. In addition, students from Mulgrave Education Centre can enroll in French Immersion P-8 at TEC.

Staffing at the school tends to have a high turnover rate. This is due to several factors including years of experience and geography. Additionally, there is a high number of staff pursuing further studies, thus leading to increased professional opportunities in the field of education.

Academic Highlights at Tamarac Education Centre include:

- 100th day of school (math based activities) – grades P-2
- Mental math activities on the K drive
- School based assessment in writing and mental math
- Alternate programming – Social Skills training, additional Physical and Technology Education, the Learning Centre, Guitar Club, Cooking, Shopping

- Lions Quest - Staff trained and program implemented
- Service Learning – such as Relay for Life and Growing Hope for Kisii, Kenya
- Inter-Disciplinary Unit
- Spelling Bee – Only school in the SRSB to participate two consecutive years
- Concours d'Art Oratoire (French Public Speaking)
- Hackmatack
- Roots of Empathy
- NSSAF Awards

- Artist in Schools – Grade 5

- D.A.R.E.- Grade 6
- Kids in the Forest - Grade 6

- Severe Learning Disabilities Class Trips to Nova Scotia Community College Strait Campus and Saint Francis Xavier University

- PDAF Grant – Hands on Literacy Learning
- Book Buddies

- Peer Tutoring (Math)
- Teachers in Action

- Food and Nutrition Grant

- Student Led Conferences
- Junior Young Achievers – Grade 6
- Book Club – Author Trudy Rommanek

Students at Tamarac Education Centre are also given many opportunities to be involved in co-curricular activities. Last year, all students in grades four, six and eight presented a Heritage Fair project. Additionally, all students in grades three, five and seven presented a Science Fair project. These were judged in the classrooms and the winners were then judged by outside volunteers.

Students were also involved in a spectacular Remembrance Day service as well as a Remembrance Day Poster Competition. This is always a highlight and students have learned much about our veterans and the sacrifices that have been made for freedom. This is truly a learning experience for all.   In addition, students took part in the Lion's Club anti-drug poster competition.

Along with the traditional concerts, all students from grade primary to grade six, as well as staff, participated in a concert "Tribute to the Beatles". Money raised was donated to Tamarac Education Centre's Breakfast Program. The Breakfast program was available to all students every Tuesday and Thursday morning. Community and staff supported this initiative through donations and volunteerism.

Students at TEC were given many opportunities to be involved in school life. Student socials were a monthly highlight for students from grades six to eight. Each day at recess and noon, we had a very active chess club. Other programs available at noon time included music class and intramurals. In music class, students expressed or showcased their talents by trying a new instrument or practicing one they already knew. We also had students actively involved on the yearbook committee. Students used technology at concert times working the lights, operating the sound system, and video recording and broadcast the event. Junior and intermediate band and junior and intermediate choir programs were offered. In the past, we have also produced a Dinner Theatre. Primary students hosted a Mother's Day Tea Party with over 75 students and their guests in the cafeteria. Additionally, grade five to eight students had an opportunity to become student monitors.

Spirit Days at TEC enabled all students to express their school spirit. A teacher and committee of students promoted school spirit through theme days. Additional extra-curricular activities included the "Howls from the Timberwolves" broadcast on 101.5 The Hawk, the TEC Talk newsprint article featured in The Reporter and winter carnival events.

A plethora of organized sports takes place at Tamarac Education Centre, including:
- girls and boys soccer (grades 7-8)
- girls and boys track and field (grades 6-8)
- girls and boys cross country running (grades 6-8)
- girls and boys volleyball (grades 7-8)
- participation in Special Olympics (all grade levels)
- girls and boys basketball (grades 7-8)
- boys hockey (grades 7-8)
- girls and boys badminton (grades 7-8)
- girls and boys softball (grades 7-8)

SECTION D

School Values

"Tamarac Education Centre is dedicated to providing a peaceful, caring learning community where individual student growth and potential for life-long learning is nurtured in preparation for citizenship in a global society."

We believe that students learn best in a positive school climate which fosters mutual respect, caring, ownership, trust and is inclusive of all within the school community.

We believe that successful teaching is student-centered, engaging and responsive to individual needs and differences and enhanced through professional collaboration.

We believe that effective discipline must be supported through the provision of proactive programs emphasizing mediation, positive recognition and the development of mutual respect.

We believe in the recognition and celebration of achievement and the development of positive, highly valued school traditions.

We believe that parents and community are partners in education and effective communication, teamwork and collaboration between all partners contributes significantly to student success in school.

We believe that involvement in extra-curricular activities contributes to an enriched school experience for students, developing identity, self-esteem and teamwork.

SECTION E

Summary of Procedures

In May 2008, Lori Richard, Sheila Hawley and Shelley MacLean were invited to become co-chairs of the school accreditation team. At this time, the school surveyed parents, staff and grades 3-8 students. All completed surveys were then sent to the Department of Education for analysis. While we were hoping for a higher survey return rates from parents (55%), we feel that we have enough survey data to make conclusions.

On September 16-17, 2008 the co-chairs and Jack MacDonald (principal) attended a two-day Accreditation in-service sponsored by the Department of Education. This in-service covered the internal review process for accreditation. We were given an opportunity to view the survey results for our school. After reviewing these charts and graphs, we participated in a group carousel activity. This carousel activity focused on the opportunities provided within the eight (8) student achievement and six (6) school performance areas. It also inspired our full day in-service with staff on September 22, 2008.

On September 19, 2008 we met with Sharon Ryan after school regarding our school and community context (Section C). This was followed by a full-day in-service for the co-chairs. During this time, the co-chairs planned a school based in-service for all staff and began to sort through the school-based data. The co-chairs met after school once again on September 25, 2008 in order to finalize plans for the following days school-based in-service. On September 22, 2008 a full-day school-based in-service was held with support staff and teachers, where accreditation was introduced, the school and community context was presented and the carousel activity took place. After the in-service, the school and community context (Section C) was e-mailed to teachers and support staff with an opportunity to make revisions and changes.

Staff had another opportunity to participate in the accreditation process on September 29, 2008 when an after school session was held in the Learning Centre to further examine survey results. Furthermore, on this date the co-chairs wrote a piece for the October 2008 school newsletter. This included an invitation to attend the School Advisory Council (SAC) meeting of October 15, 2008 where accreditation was presented by the co-chairs. On this date, survey results and roles of all stakeholders were presented and feedback was elicited from the SAC members.

In the interim, co-chairs continued to meet after school. On October 6, 2008 co-chairs met to finalize the community and school context (Section C) and school values (Section D) sections. Nicolle MacIntyre assisted with the editing of Section C via e-mail. A curriculum meeting was held on October 7, 2008, where co-chairs presented the final drafts of Section C and D, gave a progress update and outlined future plans. Co-chairs also asked for staff volunteer to assist with data entry and website development.

The co-chairs continued to be very busy during the month of October. Co-chairs met after school on October 10, 2008 to plan the upcoming full-day in-service on data entry.

At this time, Section C and D were e-mailed to the Cameron MacQuarrie (Coordinator of School Improvement). On October 15, 2008 accreditation co-chairs met to input data and create graphs. Decisions regarding the 7/8 focus group were made (Rob Ryan was asked to conduct focus group using questions generated by the co-chairs) and the next presentation to the SAC was planned.

Several teachers took advantage opportunities to participate in the accreditation process after school on October 21, 2008. Teachers came to the Learning Centre to highlight and input report card data from the Eclass grades software. Co-chairs offered other opportunities for all stake holders to become involved. In fact, each time new data was input teachers and support staff were encouraged to visit the K: drive in order to review this data. On October 30, 2008 co-chairs met after school to write a piece for the November newsletter. In this piece, a request was made for a parent/guardian volunteer for the Internal Review Team. Furthermore, survey results were included in a supplement to the newsletter and parents/guardians were asked to provide feedback using a tear away section.

Co-chairs continued to meet in the month of November. On November 3, 2008 co-chairs met to discuss and make final plans for the upcoming presentation to staff. At the curriculum meeting (November 4, 2008) co-chairs summarized the progress that had been achieved to date. At this meeting, the math data was presented and staff members were given an opportunity to provide feedback on this data.

Early in the month of November, Jack MacDonald (principal) met with students nominated (by homeroom teachers) for the Internal Review Team. A letter was sent home explaining students role in the Internal Review process to parents/guardians. At this time, the list of participants (Section B) was completed as all members of the Internal Review Team had been confirmed. Co-chairs, along with school based members of the Internal Review Team (Chris Sturmy and Gisele Boudreau), met to create a display of mathematics and language arts data. Parents/guardians were included in the accreditation process when, at the November parent-teacher conference, mathematics, language arts and office referral data was displayed in the foyer of the school. Parents/guardians were given an opportunity to provide feedback on this data.

At a curriculum meeting held on November 18, 2008 teachers were presented with language arts data and asked to provide feedback. Co-chairs continued to meet after school (November 19, 2008) to plan the upcoming staff in-service and to display the data in the foyer in preparation for the November parent teacher conference. On November 20, 2008 teachers and support staff met for a ½ day in-service.

Co-chairs and school based members of the Internal Review Team (Chris Sturmy and Gisele Boudreau) met for a full-day in-service on November 21, 2008 to complete the summary of procedures (Section E) and records of evidence (Section F) for each accreditation question. Co-chairs met again for a full-day in-service on November 24, 2008 to finish the executive summary (Section A), summary analysis (Section G) and the declaration (Section H) section.

During the month of December, co-chairs met numerous times to revise and edit the Internal Review Report. Copies were provided to Rob Ryan (Guidance Counsellor), Dave MacIsaac (Vice-principal) and Jack MacDonald (Principal). These individuals also participated in the editing and revision process. A copy of the Internal Review Report was printed and catalogued in the school library, thus making it available to community members to sign-out. Staff continued to have access to all accreditation documentation on the K: drive.

SECTION F

Records of Evidence

    1. How well are our students achieving in Active Healthy Living? (Achievement Question No. 1)

    2. Opportunities Provided

Table 1.1   <u>What programs and courses are we offering?</u>

▪ Breakfast Program ▪ Sports Teams ▪ Youth Service Facilitator Swimming Program ▪ Terry Fox Walk ▪ Winter Carnival (Physically Active Day) ▪ Walking Club ▪ News Letter "Fit Bit" ▪ Treadmill ▪ Exercise bike ▪ Youth Service Facilitator Physical Education class ▪ Nutrition Grant for Healthy snacks ▪ Adaptations	▪ Special Olympics ▪ Physical Education ▪ Lunchtime Intramurals ▪ Lions Quest ▪ DARE Program ▪ Positive Effective Behaviour Supports ▪ Playground Equipment ▪ Socials ▪ Youth Service Facilitator Cooking for Breakfast program ▪ Grade specific sport/activity days ▪ Grade 4 & 5 Health Walk ▪ Walk to School Week ▪ Individualized Program Plan

Table 1.2   <u>What student learning opportunities and instructional practices are teachers using in their classrooms?</u>

▪ Lions Quest ▪ Nutrition ▪ Dental Health ▪ Daily Physical Activity	▪ DARE Program ▪ Health and PDR programs

Table 1.3   What curriculum and learning resources are teachers using to support student learning?

- Fitness for Life (text) - Stacker Cups - Department guidelines for Physical Education and Health/PDR - WOW Box - Special Activity Box	- Walking Games and Activities (text) - Dance Dance Revolution - Gr. 3 & 4 Playground Equipment Bins - Wii - Walking track

Table 1.4   What assessment practices are teachers using in their evaluation of student achievement?

- Fitnessgram - Participation Profiles (Phys. Ed.) - Assessments - Portfolios	- Skills Rubrics (Phys. Ed.) - Observation - Journals - Tests

Table 1.5   In what professional development activities have staff participated?

Physical Education conferences/ workshops – TAPHE	- Coaching Certifications - Positive Effective Behaviour Supports - First Aid - Crisis Intervention - WHMIS - Lion's Quest Training

3. Data Collection

| Methods Sources of Data	Results What did you find (facts)?
▪ Carousel Activity (Teacher & Support Staff) ▪ Report Card Marks from Egrades ▪ Four Corners Activity (Teachers & Support Staff)	▪ We offer a wide variety of programs and courses ▪ There are some opportunities/resources in classrooms. ▪ Teachers are using a variety of assessment tools in their classrooms. ▪ There is professional development for specialists in First Aid/CPR . ▪ There is not a normal distribution of report card marks ▪ Most students received a 3 or 4. ▪ Most 2s occur in grade 7. ▪ P-6 Health marks are 3s or 4s. ▪ Grade 7 and 8 Health marks 3, 4 and 5.

4. Presentation of Data

2007-2008 Report Card Data - Grade Primary Health

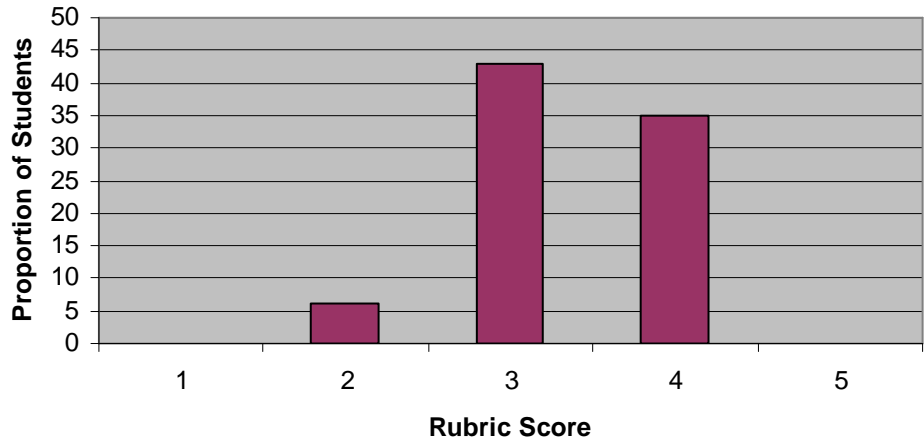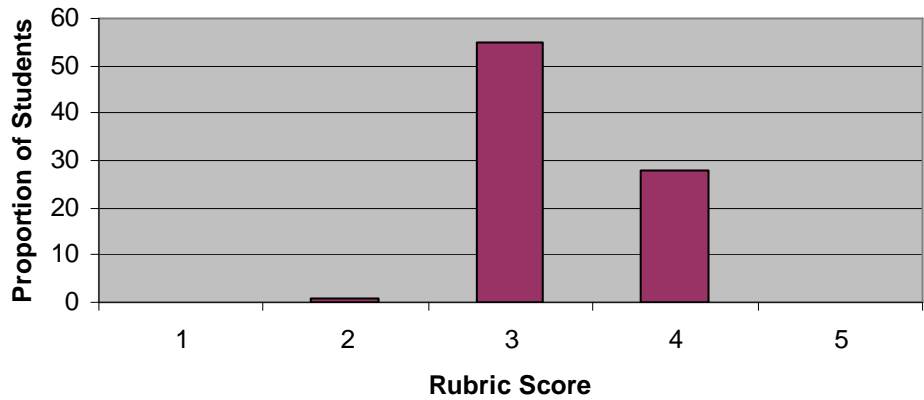
2007-2008 Report Card Data - Grade Primary Physical Education
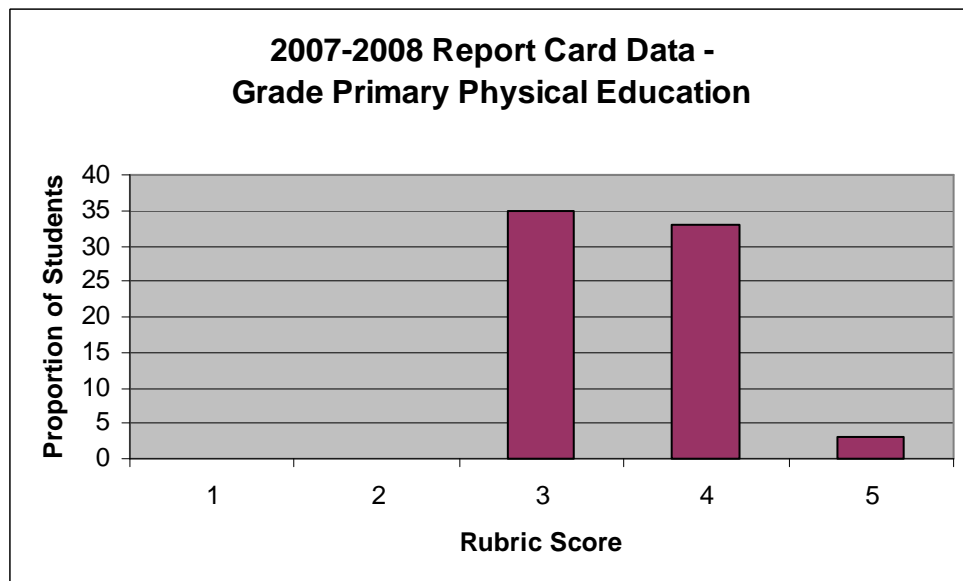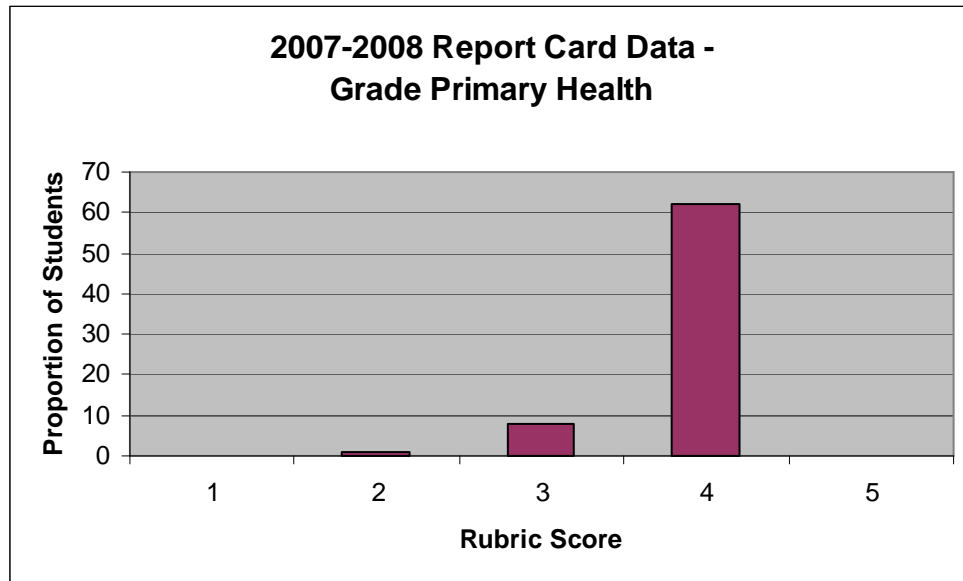
2007-2008 Report Card Data - Grade 1 Health

Proportion of Students vs Rubric Score

- Rubric Score 2: 7
- Rubric Score 3: 31
- Rubric Score 4: 7
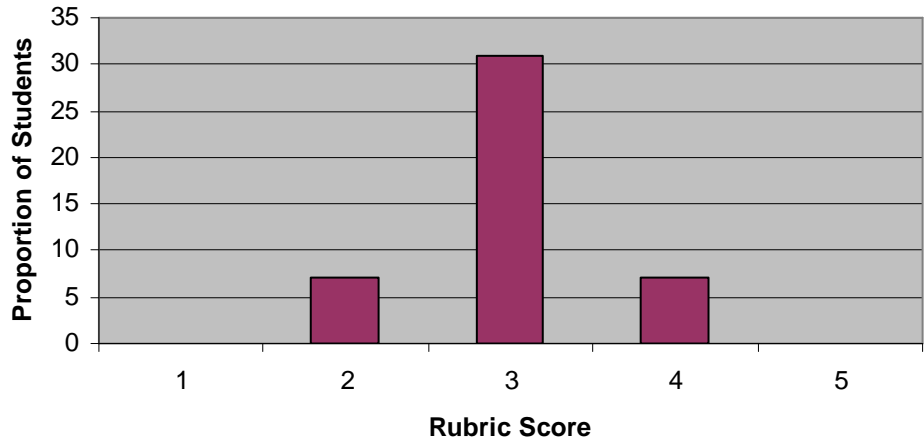
2007-2008 Report Card Data - Grade 1 Physical Education

Proportion of Students vs Rubric Score

- Rubric Score 2: 3
- Rubric Score 3: 25
- Rubric Score 4: 36
- Rubric Score 5: 2
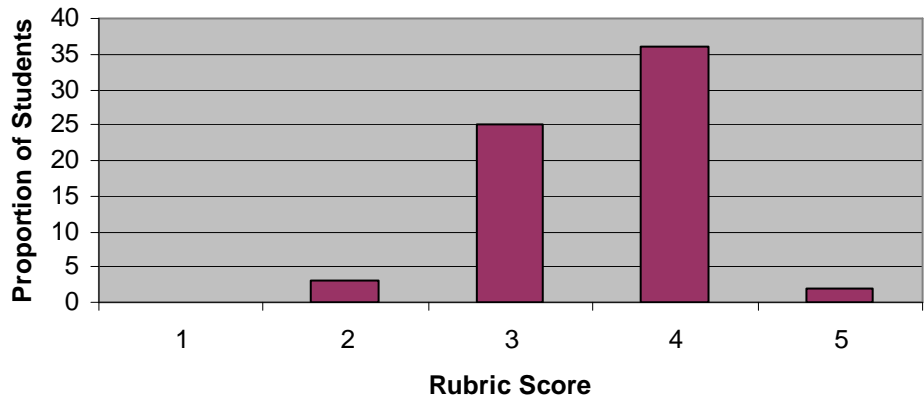
2007-2008 Report Card Data - Grade 2 Health
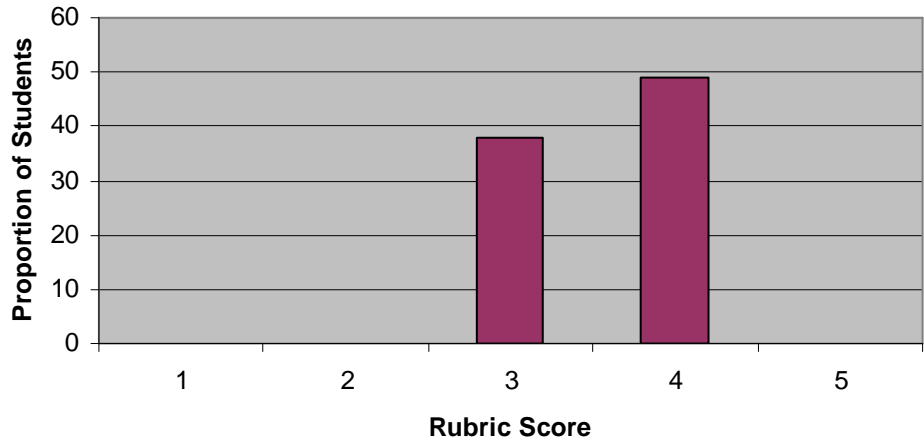
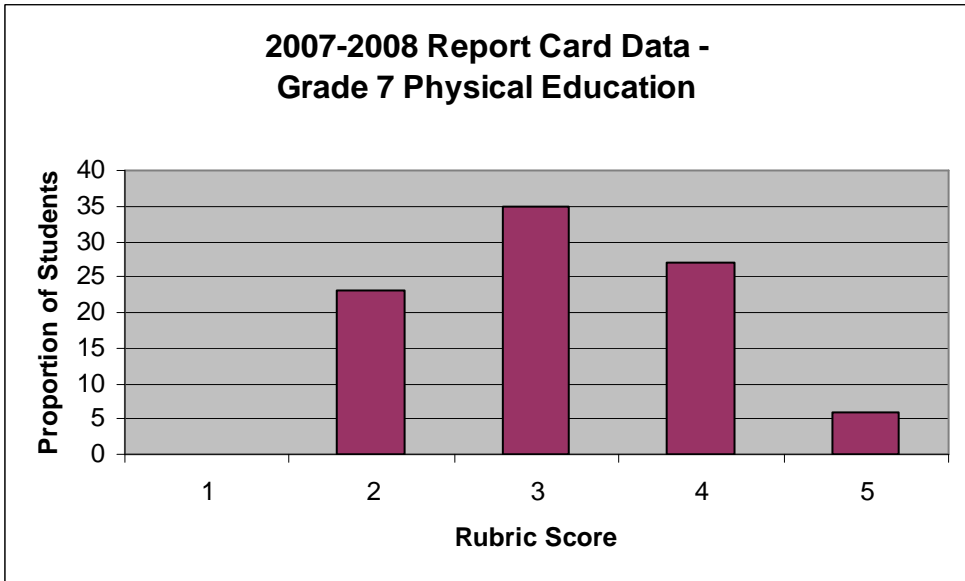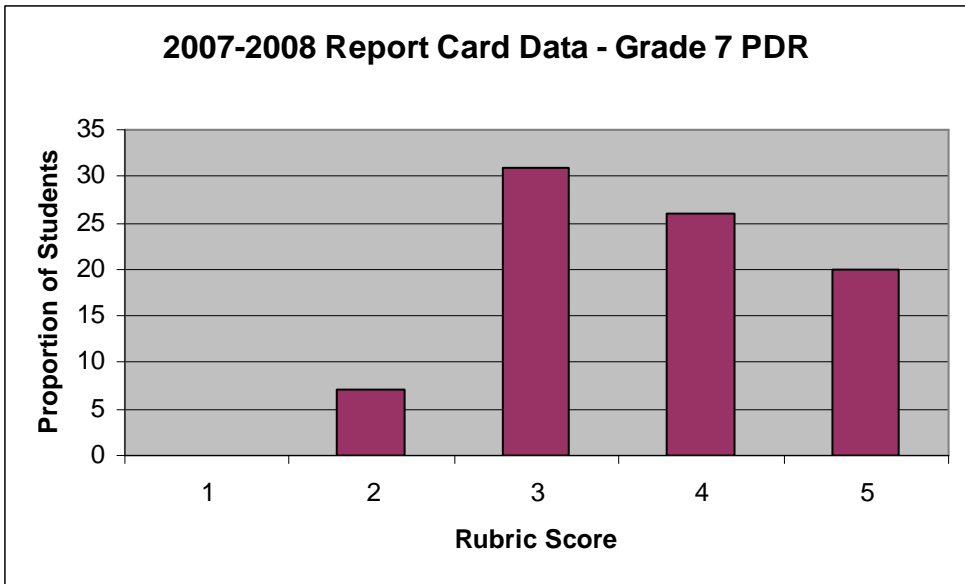## 2007-2008 Report Card Data - Grade 2 Physical Education

2007-2008 Report Card Data - Grade 3 Health

2007-2008 Report Card Data - Grade 3 Physical Education
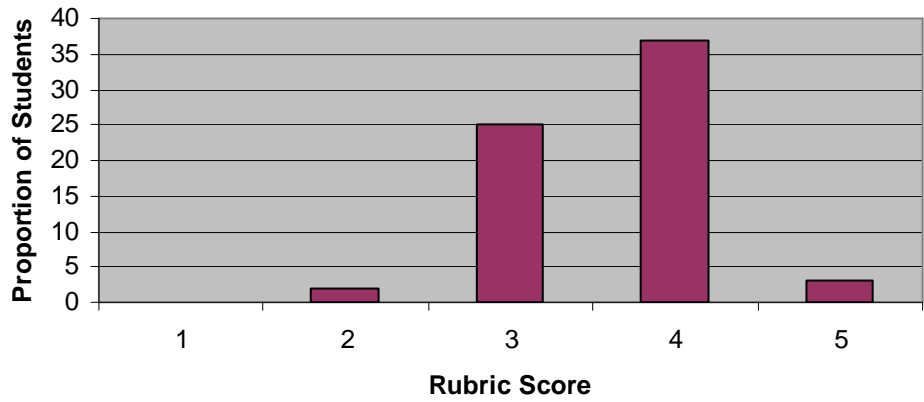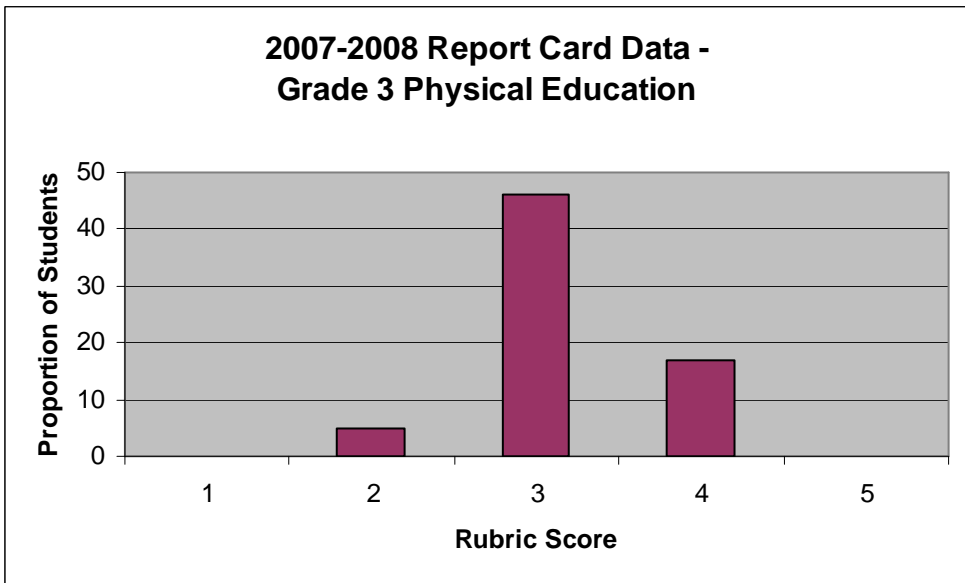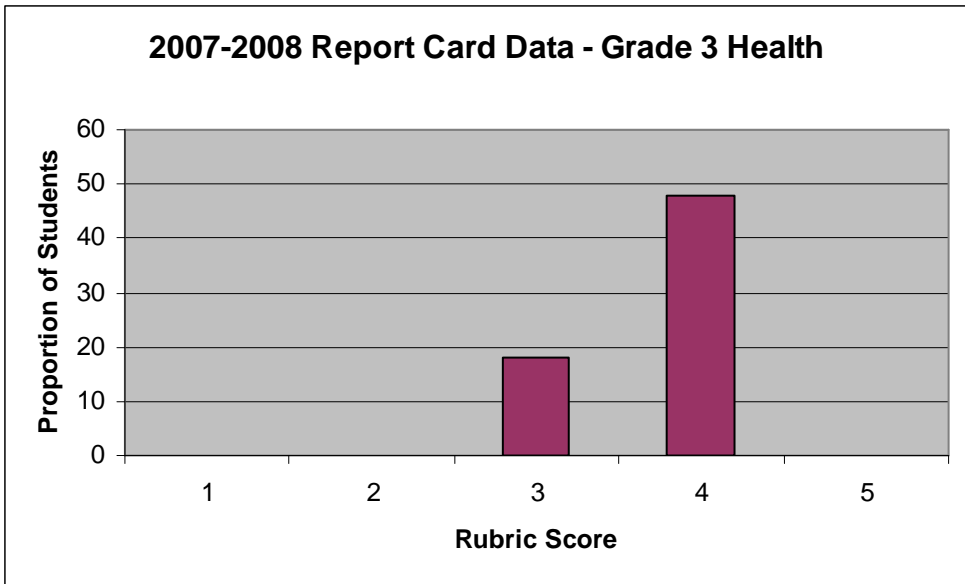
2007-2008 Report Card Data - Grade 4 Health
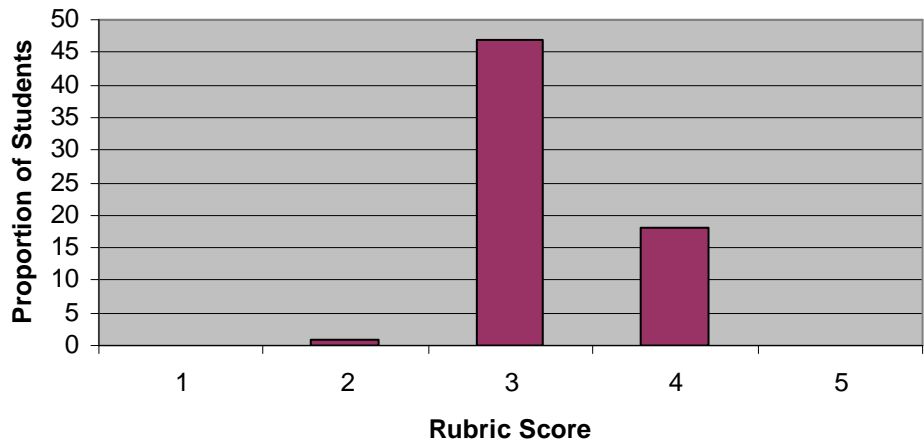
2007-2008 Report Card Data - Grade 4 Physical Education
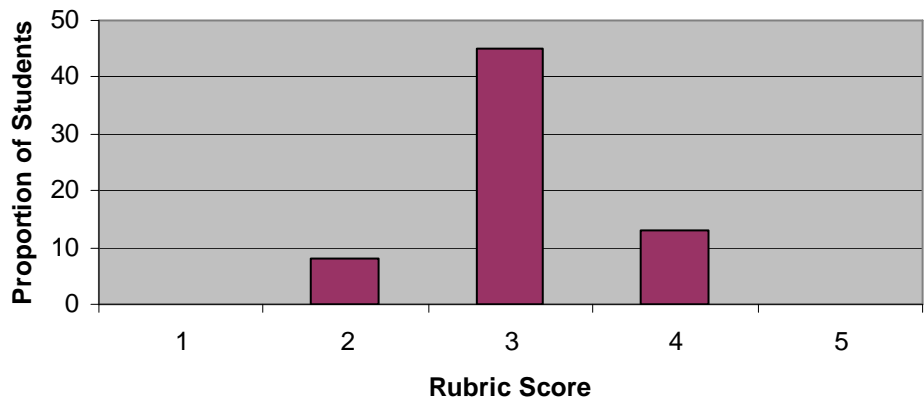
2007-2008 Report Card Data - Grade 5 Health
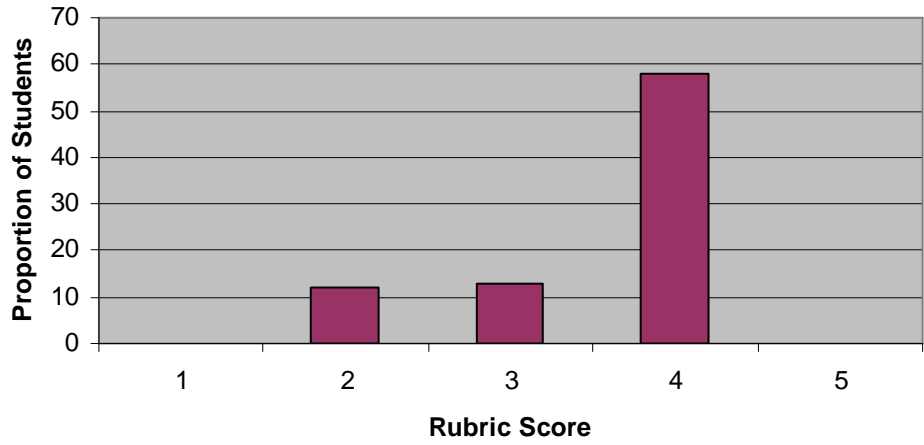
2007-2008 Report Card Data - Grade 5 Physical Education
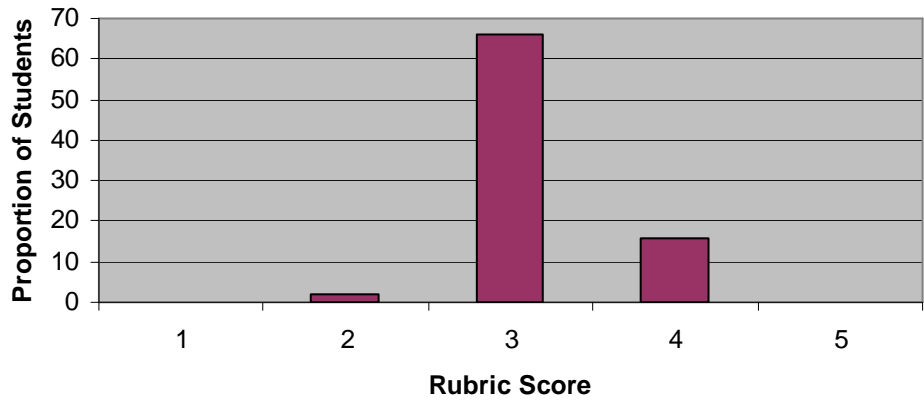
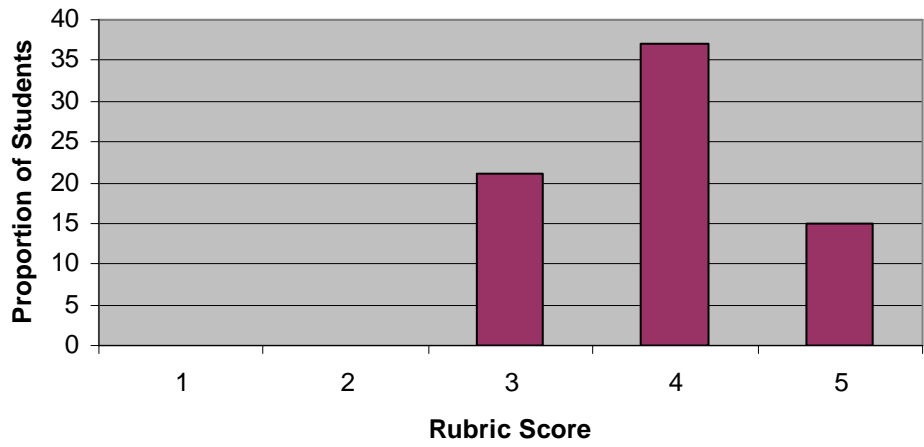**2007-2008 Report Card Data - Grade 6 Health**

2007-2008 Report Card Data - Grade 6 Physical Education

2007-2008 Report Card Data - Grade 7 PDR

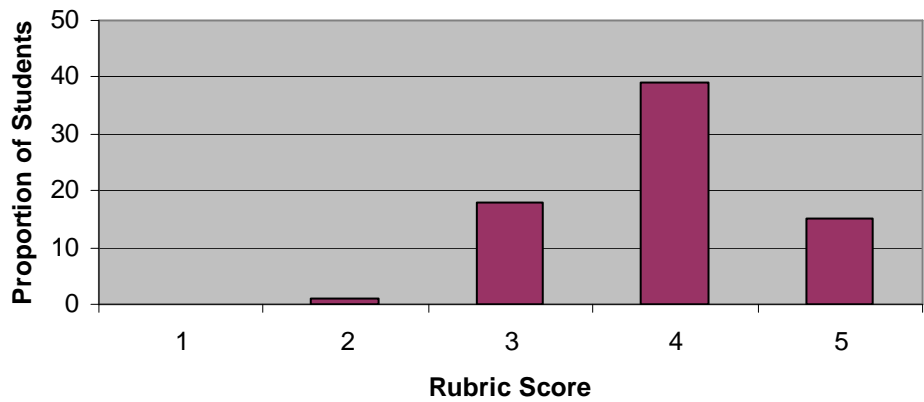## 2007-2008 Report Card Data - Grade 7 Physical Education

2007-2008 Report Card Data - Grade 8 PDR

2007-2008 Report Card Data - Grade 8 Physical Education

5. **Analysis and Interpretation of Data**
   Teachers, Support Staff, and Members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

   - Students are doing well in Active Healthy Living
   - There seems to be a lack of resources/professional development for classroom teachers.

6. **Conclusions**

Strengths	Needs
■ Student achievement in Active Healthy Living is adequate.	■ Classroom teachers require more professional development in the area of First Aid/CPR. ■ Need resources to address curriculum outcomes in grades 7 & 8. ■ Additional space is required in order to meet curriculum outcomes in active healthy living. ■ Students are not transitioning and applying skills taught to their everyday lives. ■ A wider variety of activities.

SECTION F

Records of Evidence

1. **How well are our students achieving in Arts Education? (Achievement Question No. 2)**

2. **Opportunities Provided**

Table 1.1   <u>What programs and courses are we offering?</u>

▪ Choir, Beginner and Junior Band ▪ Christmas and Spring concerts ▪ Visits to other schools ▪ P-6 music curriculum ▪ Art P-8 ▪ Drama opportunities after school ▪ Strait From the Heart (choir & band) ▪ Library Skills ▪ Integration with regular curriculum	▪ Reader's Theatre ▪ SAERC plays ▪ Beatles Tribute concert ▪ TECniques ▪ Artists in the Classroom ▪ PAINTS program ▪ Dinner Theatre ▪ Remembrance Day participation (choir, band) ▪ Individualized Program Plan ▪ Adaptations

Table 1.2   <u>What student learning opportunities and instructional practices are teachers using in their classrooms?</u>

▪ Required scheduled art as well as integration with regular curriculum ▪ Required scheduled general music class P-8 incorporating vocal and instrumental opportunities ▪ Integrate music with classroom curriculum ▪ Hands on (guitar, African drums, Orff instruments, keyboards)	▪ Displaying children's art work ▪ Poster contests ▪ Bookmark contests ▪ Student Led Conferences - Reflections

Table 1.3   <u>What curriculum and learning resources are teachers using to support student learning?</u>

- Teachers supplement both art and music programs with their own resources - Music play P-6 - Music P-8	- Curriculum mapping, computer software, adaptations and assessment practices - Library books - Kinder Art

Table 1.4   <u>What assessment practices are teachers using in their evaluation of student achievement?</u>

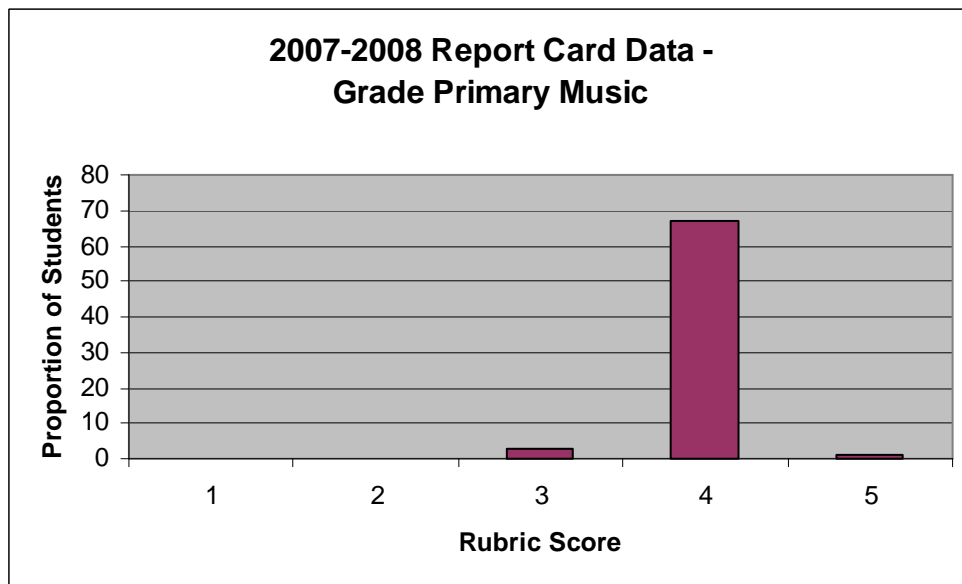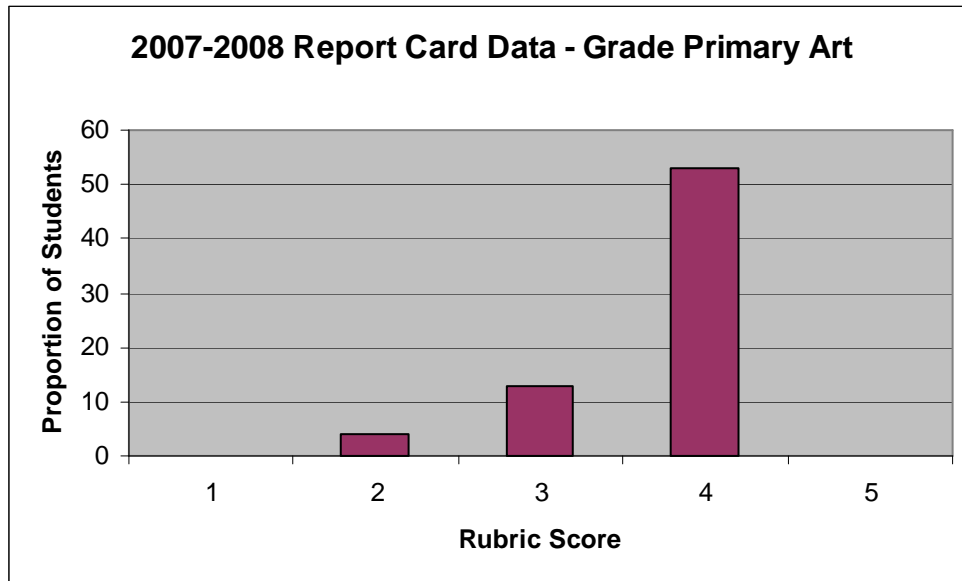|	
- Art – completion of work - Portfolios - Participation (singing/playing) - Co operation during activities	- Observations - Creative expression - Projects - Peer evaluation

Table 1.5   <u>In what professional development activities have staff participated?</u>

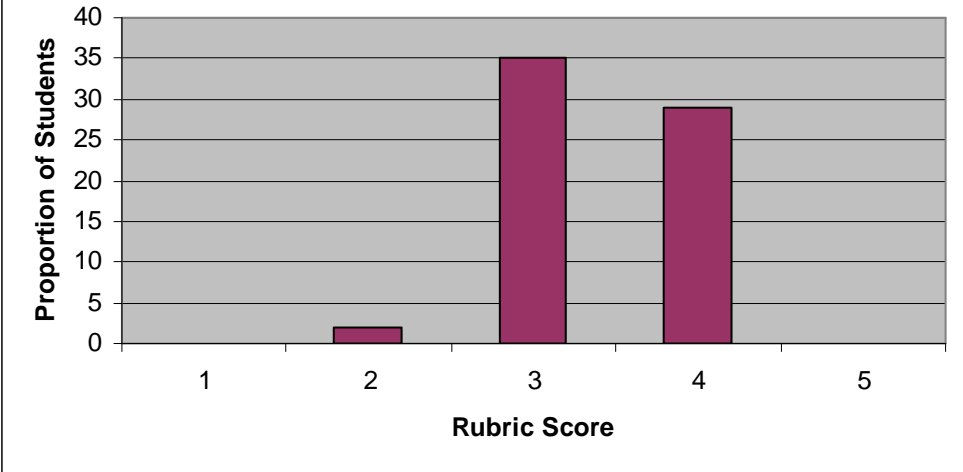|	
Music – PD conferences for specialists	- Professional Associations - University courses

3. Data Collection

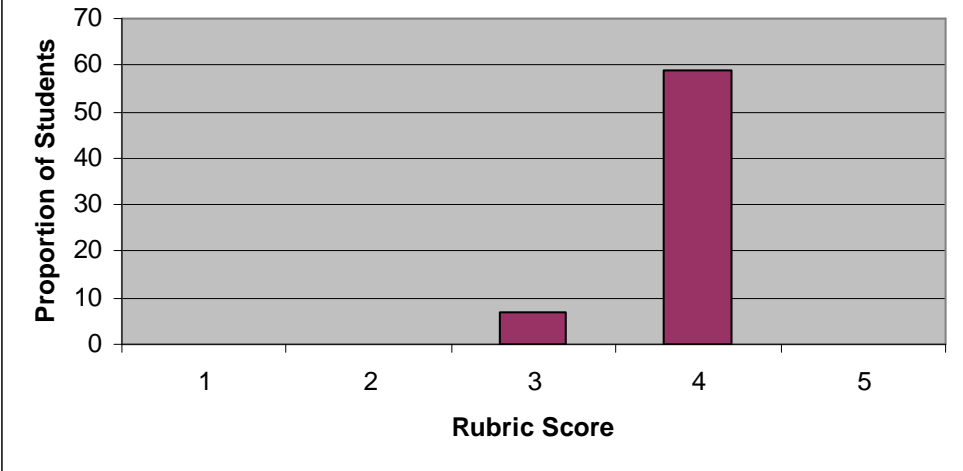| **Methods** Sources of Data	**Results** What did you find (facts)?
- Carousel Activity (Teacher & Support Staff) - Report Card Marks from E-Grades - Four Corners Activity (Teachers & Support Staff)	- Most marks are 3s and 4s in Art - No 2s until grade 4 in Music - Marks in grades 7-8 range from 1 to 5 - Teachers are using their own resources for art - Teachers need more Professional Development in Art - Student work cannot be displayed due to fire regulations

4. Presentation of Data

2007-2008 Report Card Data - Grade Primary Art

2007-2008 Report Card Data - Grade Primary Music

2007-2008 Report Card Data - Grade 1 Art

Bar chart with x-axis labeled "Rubric Score" (values 1 through 5) and y-axis labeled "Proportion of Students" (0 to 40). Bars: Rubric Score 2 ≈ 2, Rubric Score 3 = 35, Rubric Score 4 = 29.

2007-2008 Report Card Data - Grade 1 Music

Bar chart with x-axis labeled "Rubric Score" (values 1 through 5) and y-axis labeled "Proportion of Students" (0 to 70). Bars: Rubric Score 3 ≈ 7, Rubric Score 4 = 59.
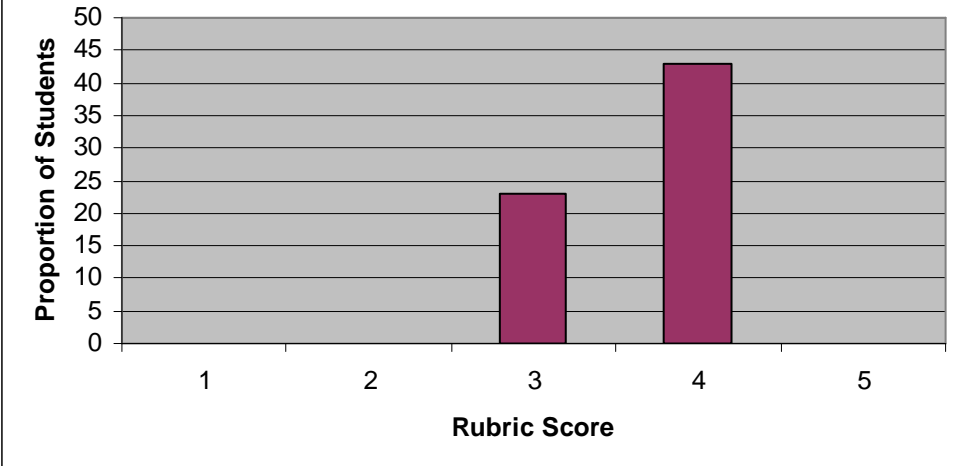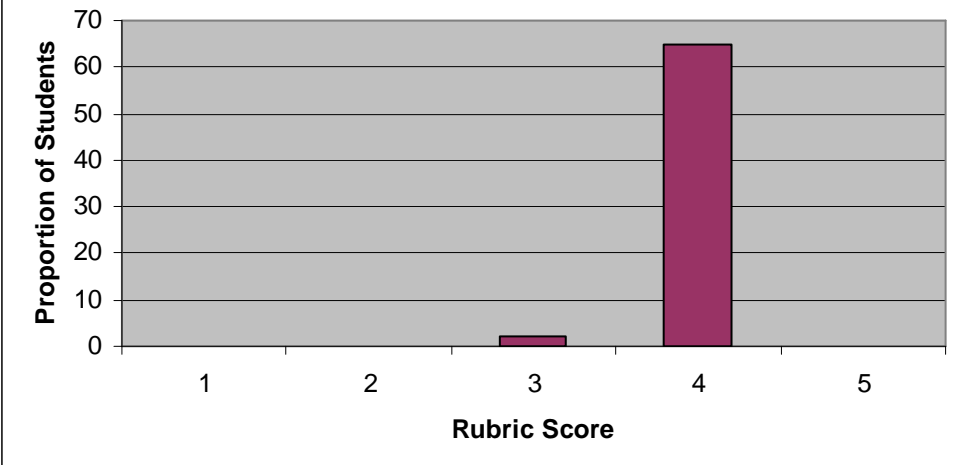
2007-2008 Report Card Data - Grade 2 Art

2007-2008 Report Card Data - Grade 2 Music

2007-2008 Report Card Data - Grade 3 Art

Proportion of Students

Rubric Score	Proportion
3	21
4	46

2007-2008 Report Card Data - Grade 3 Music

Proportion of Students

Rubric Score	Proportion
3	12
4	51
5	4

2007-2008 Report Card Data - Grade 4 Art

2007-2008 Report Card Data - Grade 4 Music

2007-2008 Report Card Data - Grade 5 Art
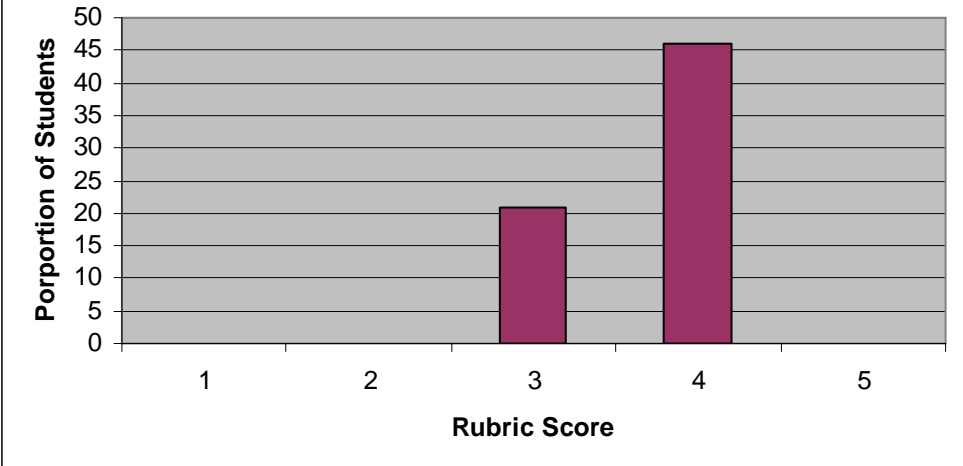

2007-2008 Report Card Data - Grade 5 Music

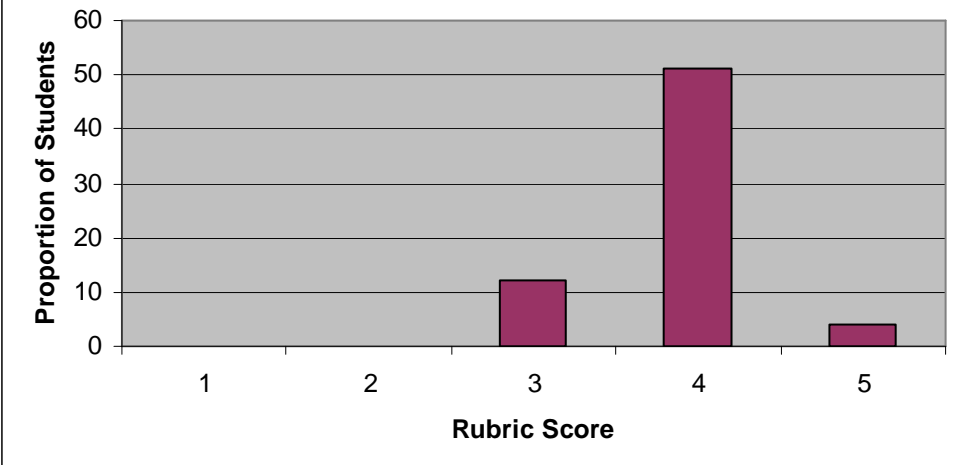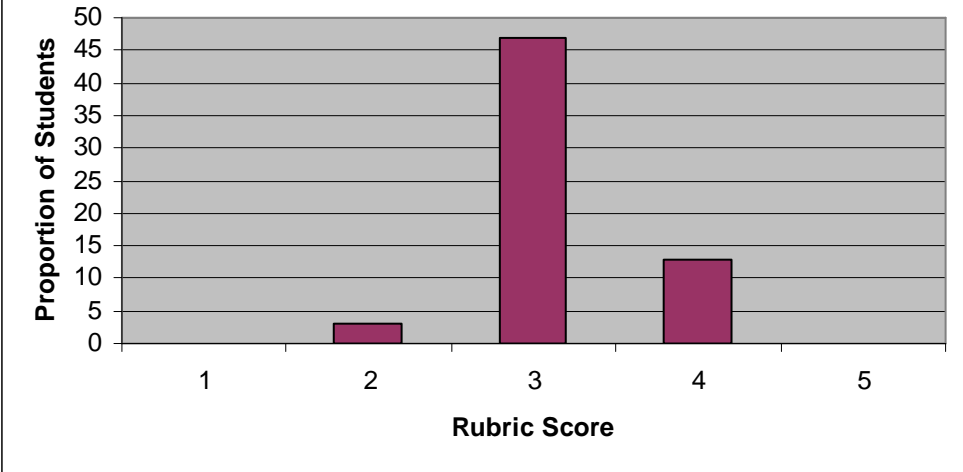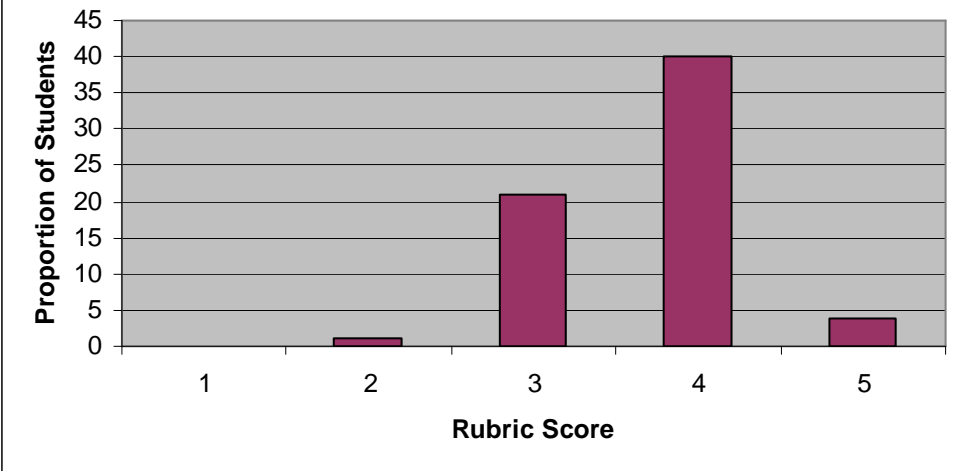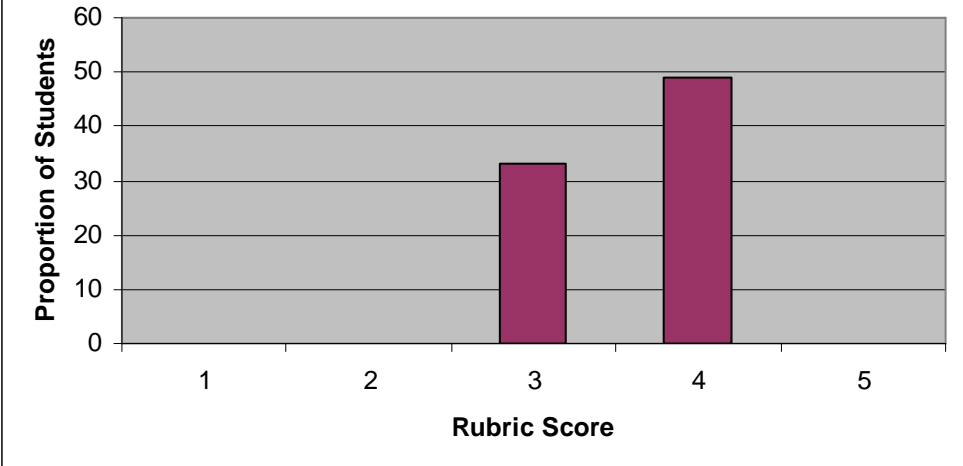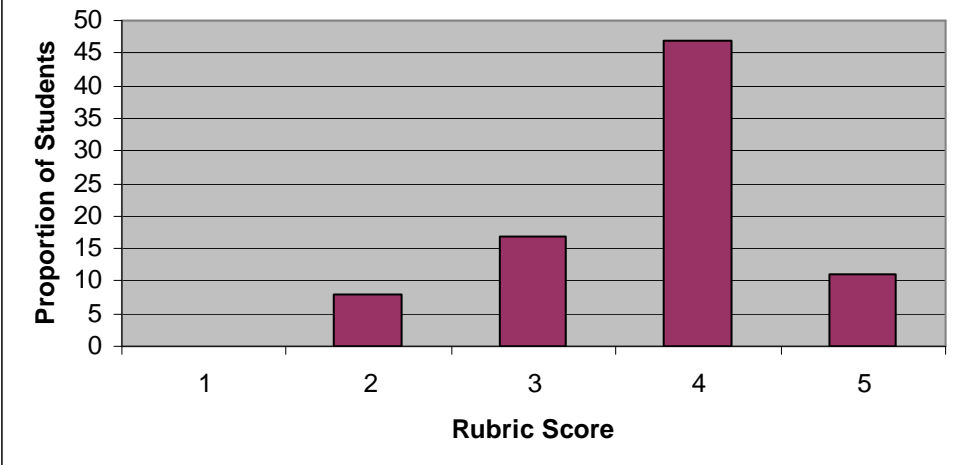**2007-2008 Report Card Data - Grade 6 Art**
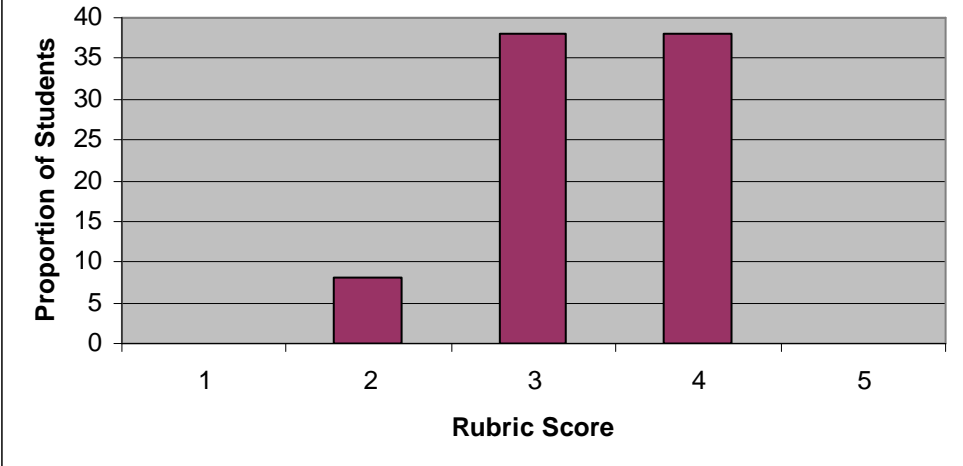
2007-2008 Report Card Data - Grade 6 Music
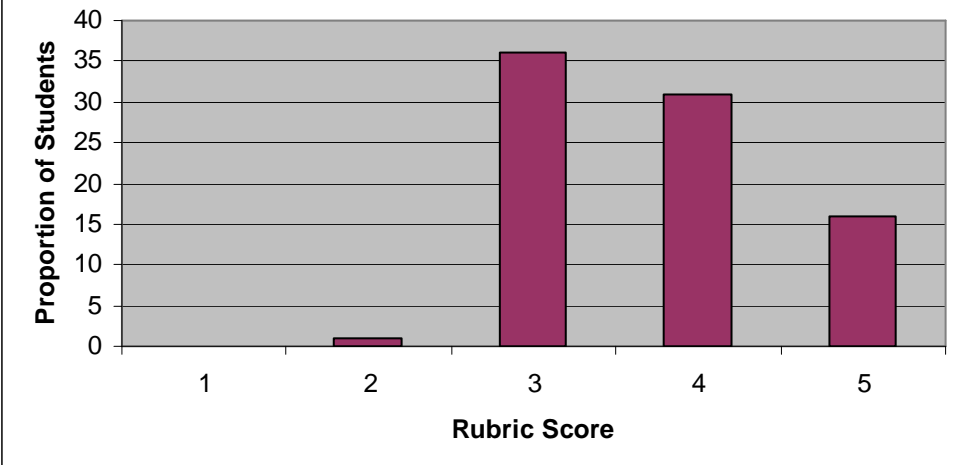
2007-2008 Report Card Data - Grade 7 Art
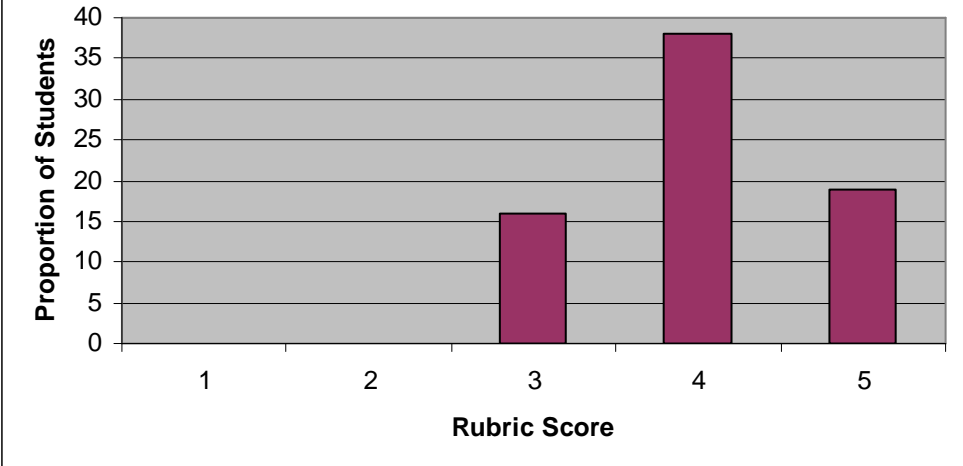
2007-2008 Report Card Data - Grade 7 Music
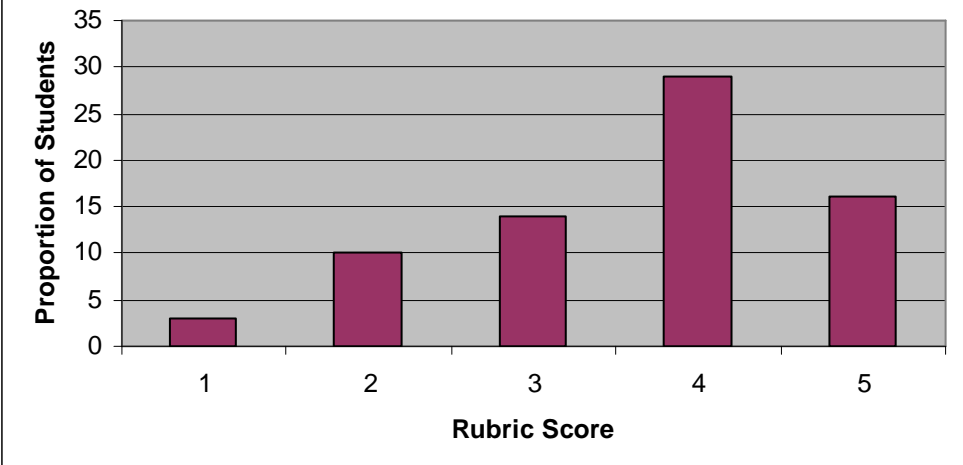
2007-2008 Report Card Data - Grade 8 Art
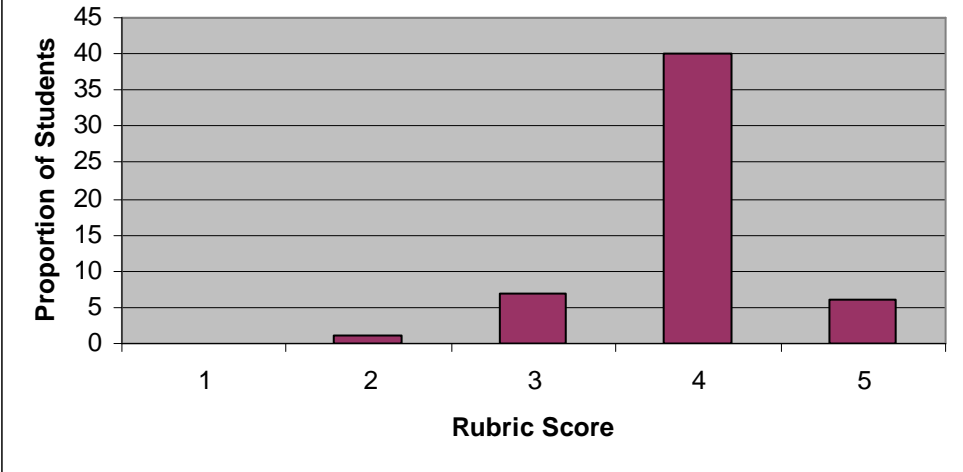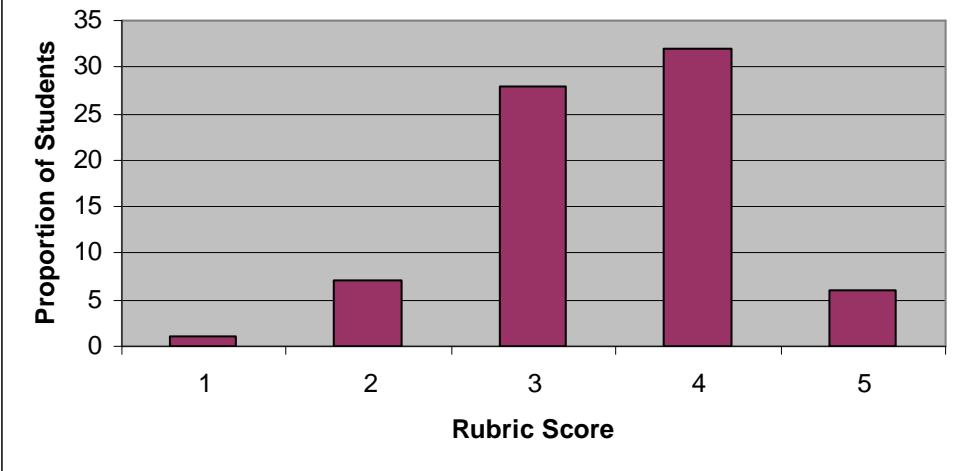
(Bar chart — Proportion of Students vs. Rubric Score)

- Rubric Score 1: 0
- Rubric Score 2: 1
- Rubric Score 3: 7
- Rubric Score 4: 40
- Rubric Score 5: 6

2007-2008 Report Card Data - Grade 8 Music

(Bar chart — Proportion of Students vs. Rubric Score)

- Rubric Score 1: 1
- Rubric Score 2: 7
- Rubric Score 3: 28
- Rubric Score 4: 32
- Rubric Score 5: 6

5. **Analysis and Interpretation of Data**
    Teachers, Support Staff, and Members of the Internal Review Team were
    involved in the analysis and interpretation of the data (see sources of data):

    - Most art marks are the same
    - Wider distribution of marks at the higher grade levels
    - Teachers are not confident in their skill set as it applies to teaching art,
      and feel a specialist teacher is required in this area
    - Teachers feel they need more professional development in the teaching
      of art
    - Teachers feel fire regulations interfere with displaying student art
      work
    - Teachers use their own resources to supplement their art programming
    - Engagement of older students (low marks) may be a concern/issue

6. **Conclusions**

Strengths	Needs
- Music is an area of strength	- Lack of consistency in the art programming - No specialist teacher in art - Lack of resources for art programming - Fire regulations interfere with teachers ability to display therefore promote art programming - Teachers want more professional development in art - No one is asked if they are able or interested in teaching Art, it is a timetable convenience

SECTION F

Records of Evidence

1. **How well are our students achieving in Family Studies and Technology Education? (Achievement Question No. 3)**

2. **Opportunities Provided**

Table 1.1   <u>What programs and courses are we offering?</u>

▪ Grade 7- Clothing and Textiles ▪ Grade 7- Communications ▪ Technology Education Grades 7-8 ▪ Family Studies Grades 7-8 ▪ Individualized Program Plan ▪ Adaptations	▪ Grade 8 – Food and Nutrition ▪ Grade 8 – Power, Energy and Technology ▪ In class computers ▪ Computer Lab

Table 1.2   <u>What student learning opportunities and instructional practices are teachers using in their classrooms?</u>

▪ Hands-on learning ▪ Learn how to hand sew ▪ Learn how to machine sew ▪ Learn how to prepare nutritious snacks and meals ▪ Learn how to use small and large appliances ▪ Daily Life skills ▪ Computer programs ▪ Junior Achievers (Grade 6) ▪ Involved in car design competitions	▪ Project based ▪ Problem solving ▪ Demonstrations ▪ Learn how to work cooperatively ▪ Learn how to work safely with power tools ▪ Learn how to be responsible for cleaning work areas ▪ Alternative education programs for Special Needs Students

Table 1.3   <u>What curriculum and learning resources are teachers using to support student learning?</u>

- Creative Living Text for both grades 7 and 8 - Internet - Computer Programs - Computer Lab - Geometers Sketch Pad - Assistive Technology - Lion's Quest - PE Equipment - Interdisciplinary Units - Manipulatives	- Curriculum guides - Internet resources - Teacher created learning materials - LCD projector use (some teachers) - Microwave - Band saw - Circular saw - Stove - Fridge - Washer/Dryer 2 fully equipped kitchens

Table 1.4   <u>What assessment practices are teachers using in their evaluation of student achievement?</u>

- Peer assessments - Product performance - Testing, formal and informal	- Portfolio assessment - Daily observation and self evaluation - Rubrics

Table 1.5   <u>In what professional development activities have staff participated?</u>

Professional Associations	Family Studies/Tech Ed. PD

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel Activity (Teacher & Support Staff) - Report Card Marks from E-Grades - Four Corners Activity (Teachers & Support Staff)	- Adequate curriculum and learning resources. - Adequate facilities for both Family Studies and Tech. Ed. - Assessment – immediate feedback - Grade 7s had no 1s and no 5s - Grade 8s had higher marks than grade 7s - Smaller class sizes in grade 8

4. Presentation of Data
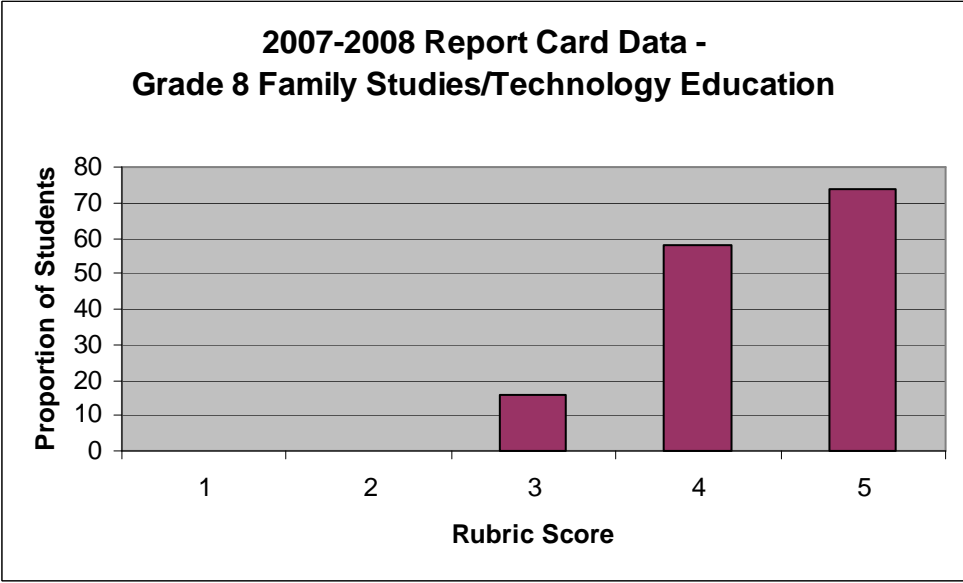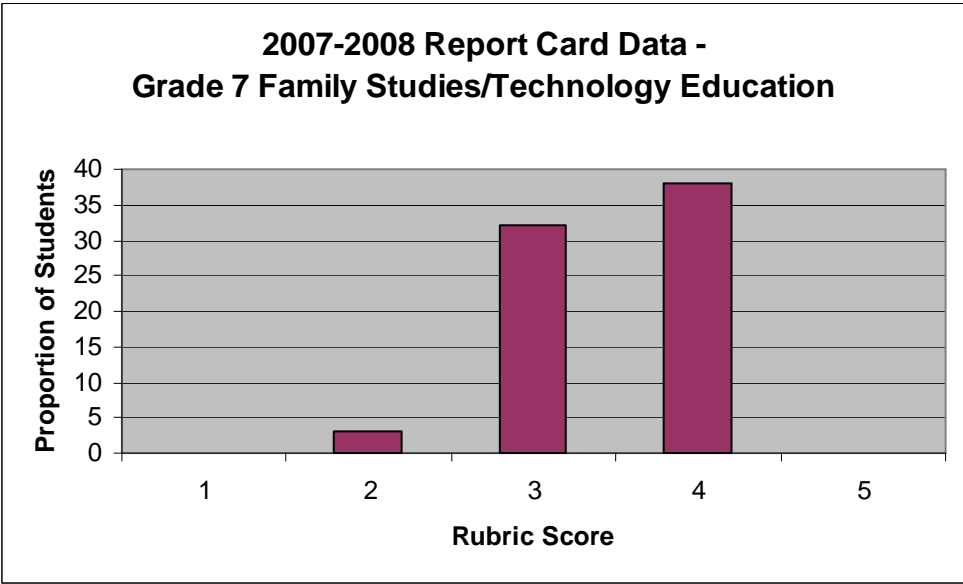
2007-2008 Report Card Data - Grade 7 Family Studies/Technology Education

Y-axis: Proportion of Students (0 to 40)
X-axis: Rubric Score (1 to 5)

- Score 2: ~3
- Score 3: ~32
- Score 4: ~38

2007-2008 Report Card Data - Grade 8 Family Studies/Technology Education

Y-axis: Proportion of Students (0 to 80)
X-axis: Rubric Score (1 to 5)

- Score 3: ~16
- Score 4: ~58
- Score 5: ~74

5. **Analysis and Interpretation of Data**
    Teachers, Support Staff, and Members of the Internal Review Team were involved in the analysis and interpretation of the data (see sources of data):

    - Students are experiencing success in Family Studies and Technology Education.
    - We have adequate facilities and resources to support these programs.

6. **Conclusions**

Strengths	Needs
■ Students can see their results immediately, in a positive atmosphere. ■ Students are experiencing success in Family Studies and Technology Education	■ Additional minutes in the timetable for a more in-depth exploration of Family Studies and Technology Education.

SECTION F

Records of Evidence

1. **How well are our students achieving in Language Arts? (Achievement Question No. 4)**

2. **Opportunities Provided**

Table 1.1   <u>What programs and courses are we offering?</u>

▪ English Langage Arts P-8 ▪ Social Studies ▪ Art ▪ Science ▪ Mathematics ▪ Health/PDR ▪ Grades 7-8 Technology Education & Family Studies ▪ Lions Quest ▪ Active Young Readers (P-6) ▪ Write Traits ▪ Word Wall ▪ Assistive Technology Training	▪ Severe Learning Disabilities Class ▪ Reading Recovery (English/French) ▪ Youth Service Facilitator Classes ▪ Resource (English/French) ▪ Reading/Book Buddies ▪ Learning Centre ▪ Library Programming ▪ Active Young Writers (P-8) ▪ Teacher Assistant support ▪ Literacy Support ▪ Young Readers (7-8) ▪ Individualized Program Plan ▪ Adaptations

Table 1.2   <u>What student learning opportunities and instructional practices are teachers using in their classrooms?</u>

▪ Active Young Readers (P-6) ▪ Young Readers (7-8) ▪ Reading Recovery strategies ▪ Word study ▪ Month to month phonics ▪ Portfolio construction ▪ Reader's Theatre ▪ Running Records ▪ Assistive Technology (Write OutLoud, SpeakQ, WordQ, Co-Writer, Kurzweil)	▪ Differentiated instruction ▪ Book Buddies ▪ Literature circle ▪ Shared Reading ▪ Guided Reading ▪ Thematic units ▪ Drop Everything And Read ▪ Independent Reading ▪ Mini Lessons ▪ Editing Symbols

Table 1.3   What curriculum and learning resources are teachers using to support student learning?

▪ Literacy manipulatives ▪ Levelled texts ▪ Poetry contest ▪ School Book Room ▪ Library ▪ Writing with Symbols ▪ Literacy Place ▪ Reading A-Z	▪ Department issued texts and teacher resources ▪ Teaching In Action, ▪ Assistive Technology ▪ English Language Arts Curriculum ▪ Internet websites ▪ Lucy Caulkins Books ▪ Edmark Reading Program

Table 1.4   What assessment practices are teachers using in their evaluation of student achievement?

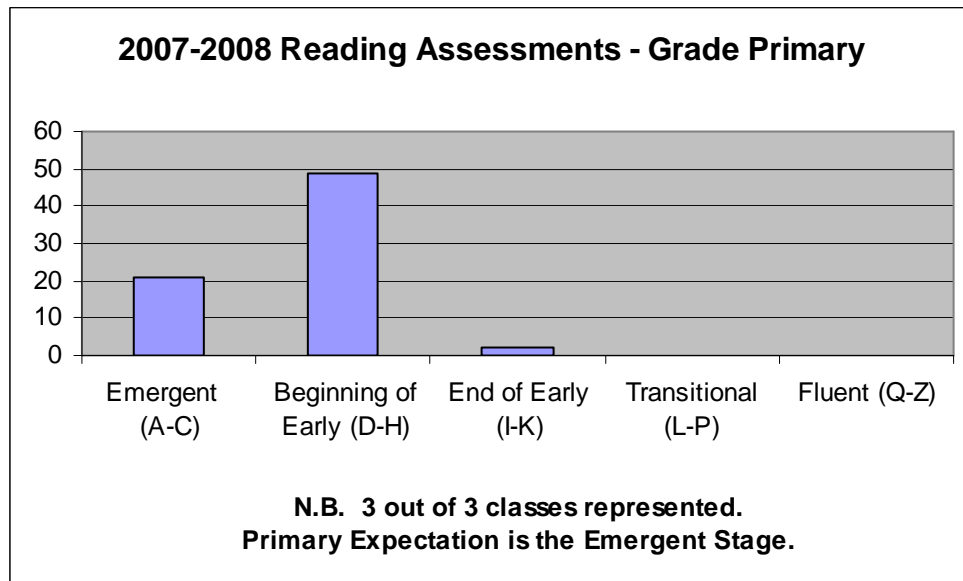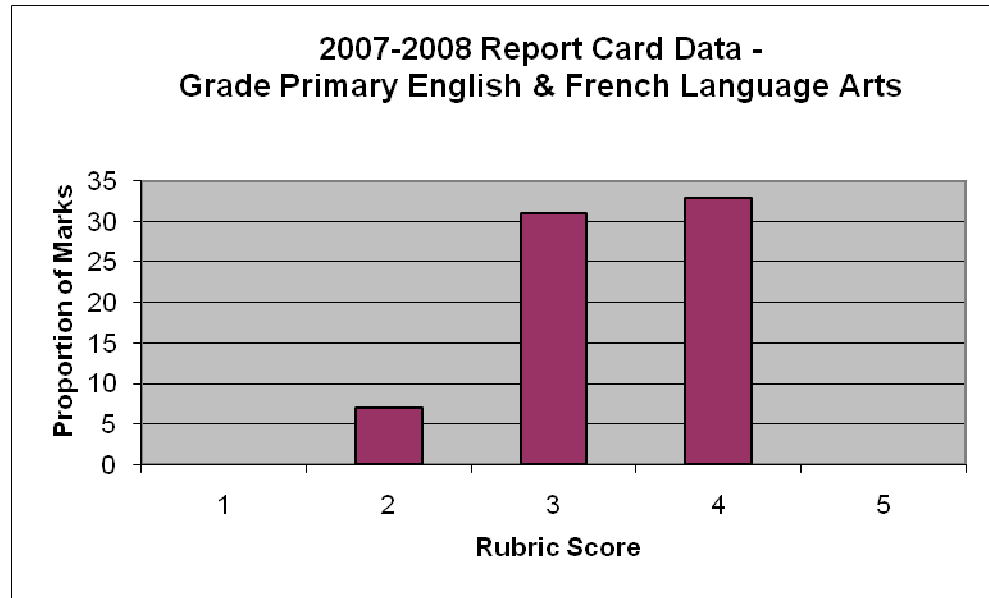|	
▪ Running and/or Reading Records ▪ Observational surveys ▪ Rubrics ▪ Self-Evaluations ▪ Peer evaluations ▪ Quizzes ▪ Checklists ▪ Oral presentations ▪ Projects	▪ Portfolios ▪ Samples ▪ Student conferences ▪ Anecdotal notes ▪ Learning centres ▪ Tests ▪ Technology (Power Point presentations) ▪ Artistic expression

Table 1.5   In what professional development activities have staff participated?

▪ Board and Department In-Services ▪ Professional Development Day ▪ PDAF Grants ▪ Professional Learning Communities ▪ French Literacy Mentor grade P-2	▪ Curriculum development sessions ▪ professional readings ▪ University studies ▪ Literacy Mentor for grades P-8

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel Activity completed by staff of TEC - Report Card Marks from E-Grades - Four Corners Activity (Teachers& Support Staff) - Grade 3 Early Language Literacy Assessment - Grade 6 Elementary Literacy Assessment - Grade 1-8 Writing exemplars - Grade P-8 Reading Assessments - Display during Parent-Teacher Interviews - School Advisory Council Meetings	- Reading assessments are not being completed on all students at TEC. - Students in grades P-2 are meeting expectations for reading, based on reading assessments. - Not all students in grades 3-6 are meeting expectations for reading, based on reading assessments. - There is not sufficient data for grades 7 and 8 for reading assessments. - Over half of the students in grade 3 did not meet expectations in the area of writing, on the ELLA. - The majority of Grade 6 students are meeting outcomes in the areas of reading and writing on the ELA. - Students scored between 8 and 12 on the school-based writing assessment, on a rubric with a range of 1 to 16. - Most students are achieving 3s and 4s on their report cards. - We are offering a wide range of programs and courses for all students. - Teachers report using a variety of assessment tools school-wide. - There are many different strategies used by teachers to enhance learning in language arts. - There are a lot of educational resources to support the language arts curriculum.

4. Presentation of Data

2007-2008 Report Card Data - Grade Primary English & French Language Arts

Proportion of Marks

Rubric Score: 1, 2, 3, 4, 5

2007-2008 Reading Assessments - Grade Primary

Emergent (A-C) — Beginning of Early (D-H) — End of Early (I-K) — Transitional (L-P) — Fluent (Q-Z)

**N.B. 3 out of 3 classes represented.
Primary Expectation is the Emergent Stage.**

2007-2008 Report Card Data - Grade 1 English & French Language Arts
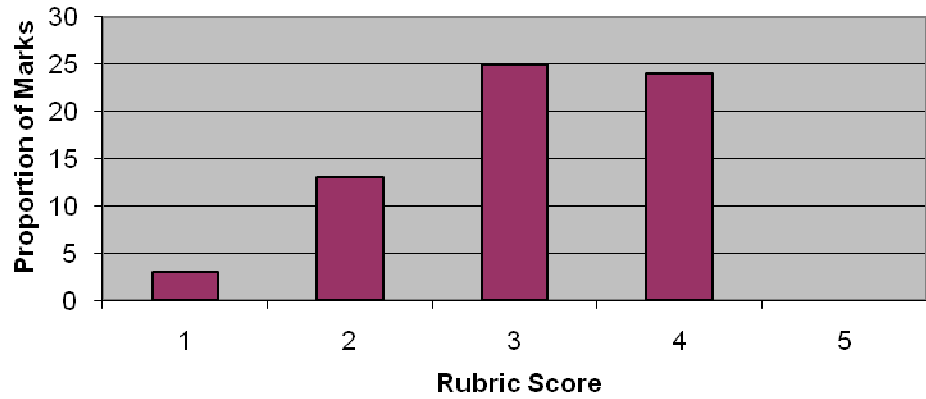
2007-2008 Reading Assessments - Grade 1
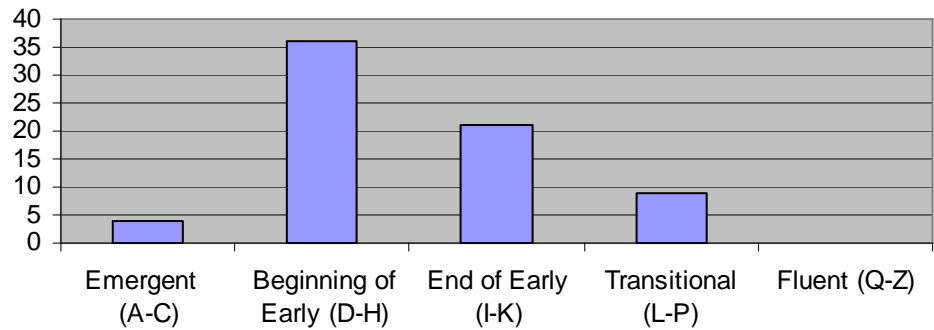
N.B. 3 out of 3 classes represented.
Grade 1 Expectation is the Emergent *to* Early Stage.

2007-2008 English Writing Exemplar - Grade One

A bar chart titled "2007-2008 English Writing Exemplar - Grade One" with the y-axis labeled "Percentage of Students" (0 to 40) and the x-axis labeled "Range of Scores". The bars show approximately:
- 0-7: 17
- 8-10: 36
- 11-12: 21
- 13-16: 26

2007-2008 Report Card Data -
Grade 2 English & French Language Arts

A bar chart titled "2007-2008 Report Card Data - Grade 2 English & French Language Arts" with the y-axis labeled "Proportion of Marks" (0 to 45) and the x-axis labeled "Rubric Score" (1 to 5). The bars show approximately:
- 2: 6
- 3: 42
- 4: 17

2007-2008 Reading Assessment - Grade 2
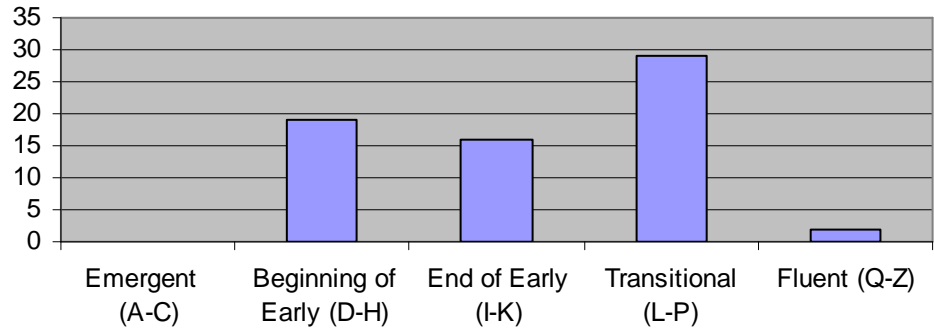
N.B. 3 out of 3 classes represented.
Grade 2 Expectation is the Early *to* Transitional Stage.

2007-2008 English Writing Exemplar - Grade Two
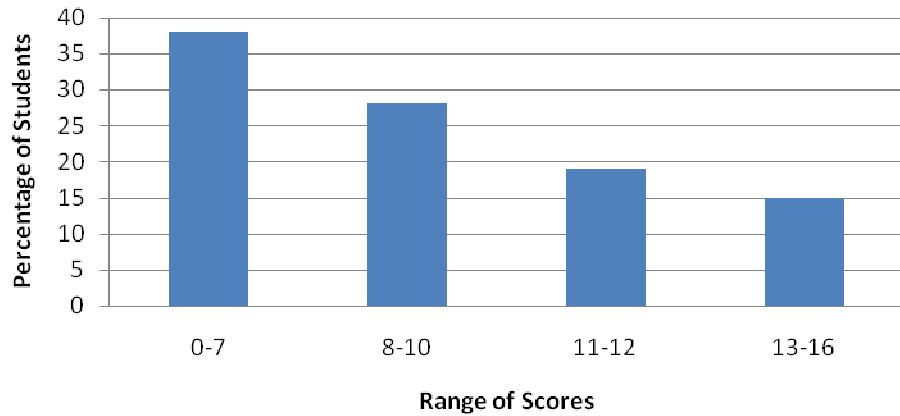
2007-2008 Report Card Data - Grade 3 English & French Language Arts
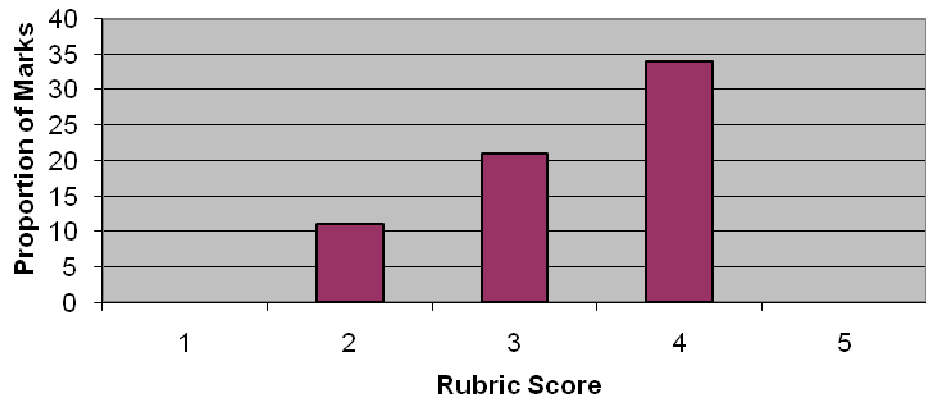
2007-2008 Reading Assessments - Grade 3
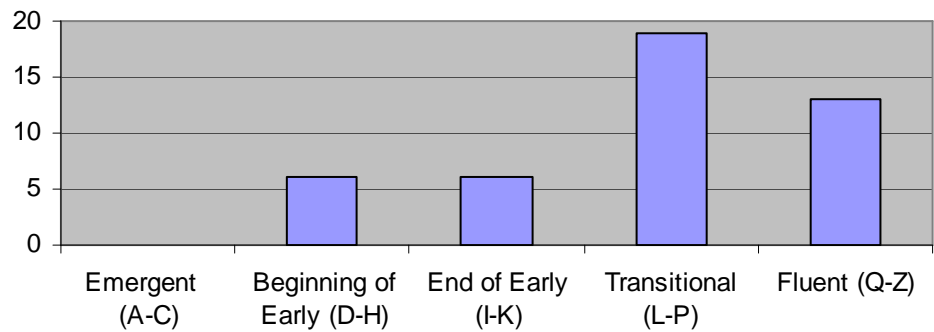
N.B. 2 out of 3 classes represented.
Grade 3 Expectation is the Transitional Stage.

2007-2008 English Writing Exemplar - Grade Three
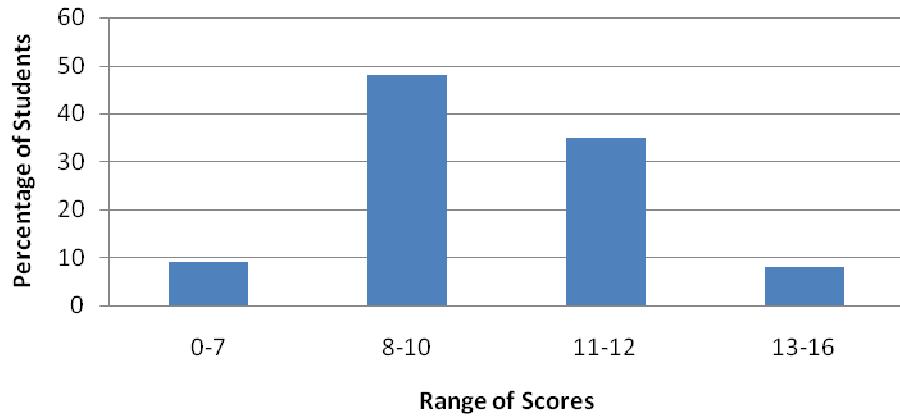
2007-2008 Early Language Literacy Assessment - Grade 3 Reading

- Met Expectations
- Did not Meet Expectations
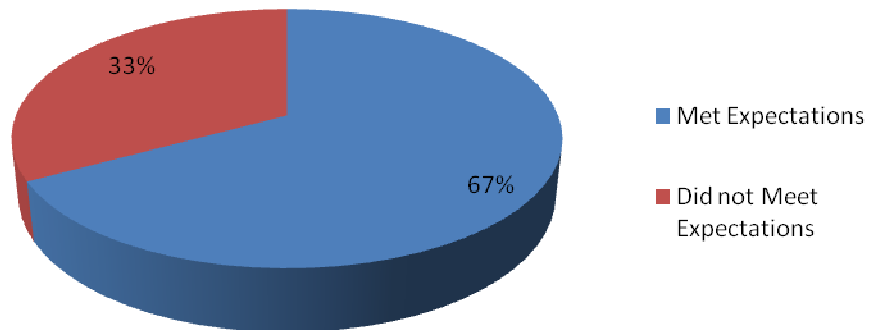
**2007-2008 Early Language Literacy Assessment –
Grade 3 Listening**

40%

60%

■ Met Expectations

■ Did not Meet
   Expectations
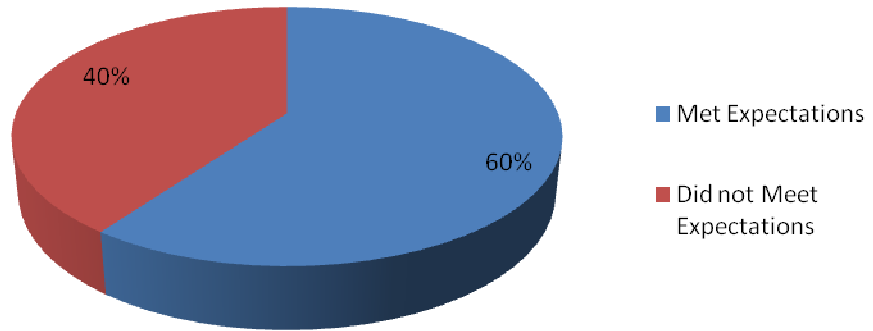
**2007-2008 Early Language Literacy Assessment –
Grade 3 Expository Writing**

49%

51%

■ Met Expectations

■ Did not Meet
   Expectations
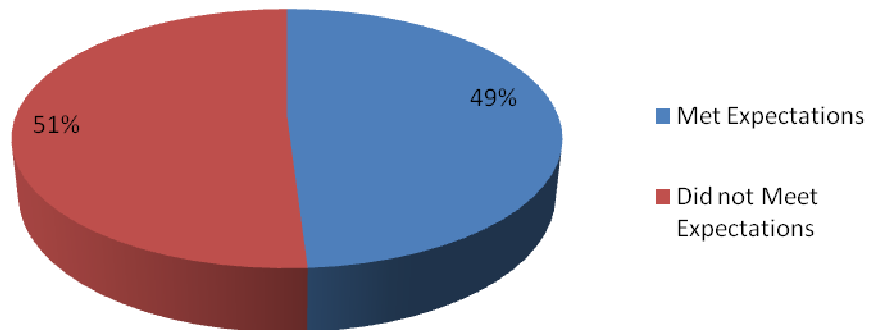
2007-2008 Early Language Literacy Assessment – Grade 3 Narrative Writing
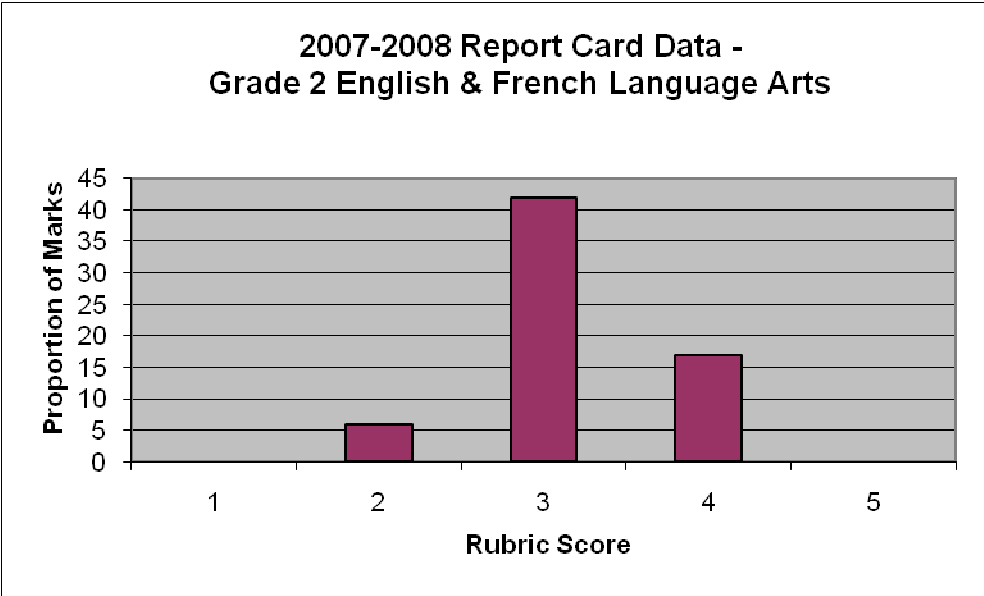

- 49% — Met Expectations
- 51% — Did not Meet Expectations
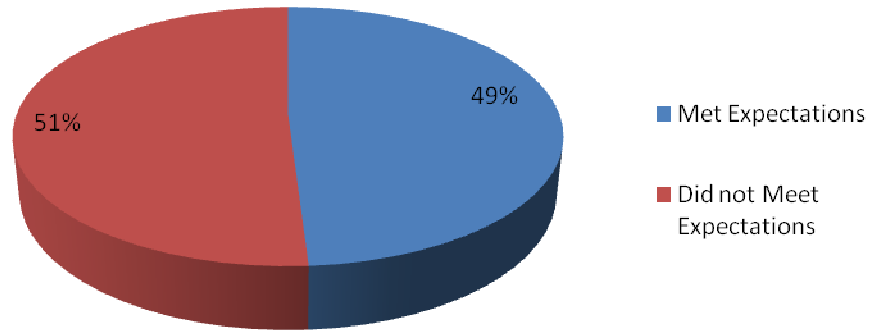
2007-2008 Report Card Data – Grade 4 English & French Language Arts

Proportion of Marks (vertical axis, 0–70)

Rubric Score (horizontal axis, 1–5)

2007-2008 Reading Assessments - Grade 4

Bar chart showing number of students by reading stage: Emergent (A-C) ≈ 1, Beginning of Early (D-H) ≈ 5, End of Early (I-K) ≈ 5, Transitional (L-P) ≈ 23, Fluent (Q-Z) ≈ 12.
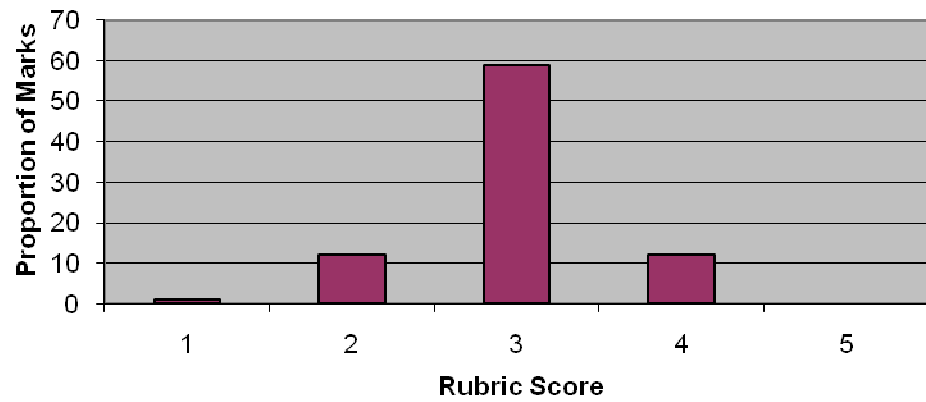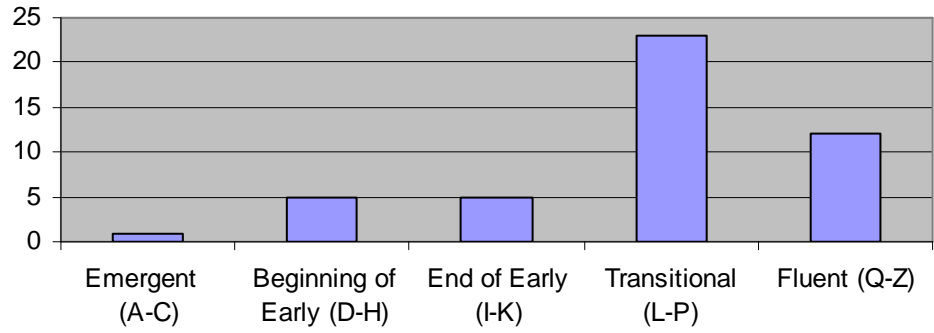
N.B. 2 out of 3 classes represented.
Grade 4 Expectation is the Transitional *to* Fluent Stage.

2007-2008 English Writing Exemplar - Grade Four

Bar chart with Percentage of Students on y-axis and Range of Scores on x-axis: 0-7 ≈ 43, 8-10 ≈ 30, 11-12 ≈ 20, 13-16 ≈ 7.

2007-2008 Report Card Data - Grade 5 English & French Language Arts

Proportion of Marks

70
60
50
40
30
20
10
0

Rubric Score: 1, 2, 3, 4, 5

2007-2008 Reading Assessments - Grade 5

12
10
8
6
4
2
0

Emergent (A-C) | Beginning of Early (D-H) | End of Early (I-K) | Transitional (L-P) | Fluent (Q-Z)
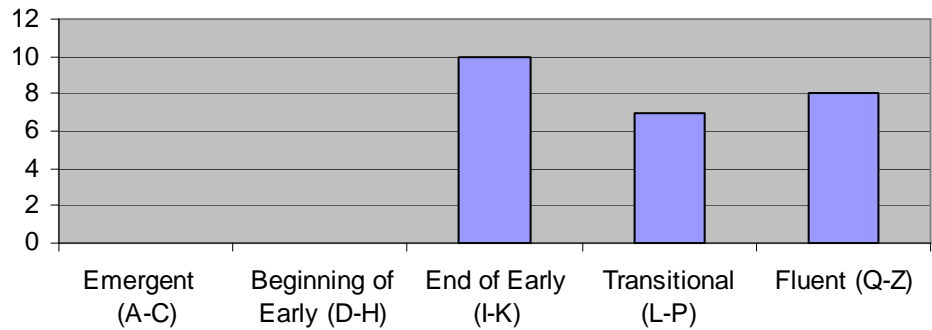
N.B. 1 out of 3 classes represented.
Grade 5 Expectation is the Fluent Stage.

2007-2008 English Writing Exemplar - Grade Five

Bar chart showing Percentage of Students by Range of Scores:
- 0-7: approximately 29
- 8-10: approximately 46
- 11-12: approximately 17
- 13-16: approximately 8

Y-axis: Percentage of Students (0 to 50)
X-axis: Range of Scores

2007-2008 Report Card Data -
Grade 6 English & French Language Arts

Bar chart showing Proportion of Marks by Rubric Score:
- 1: approximately 4
- 2: approximately 20
- 3: approximately 41
- 4: approximately 16
- 5: approximately 1

Y-axis: Proportion of Marks (0 to 45)
X-axis: Rubric Score

2007-2008 Reading Assessments - Grade 6

| | Emergent (A-C) | Beginning of Early (D-H) | End of Early (I-K) | Transitional (L-P) | Fluent (Q-Z) |

N.B. 3 out 3 classes represented.
Grade 6 Expectation is the Fluent Stage.

2007-2008 English Writing Exemplar - Grade Six
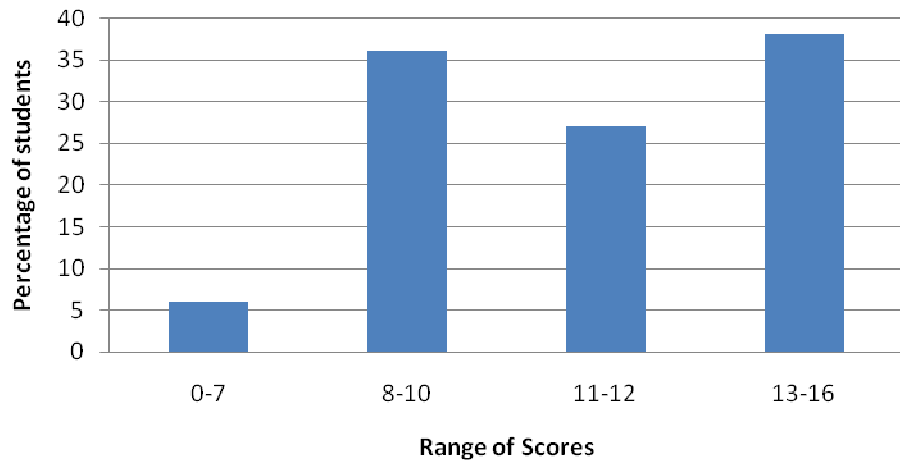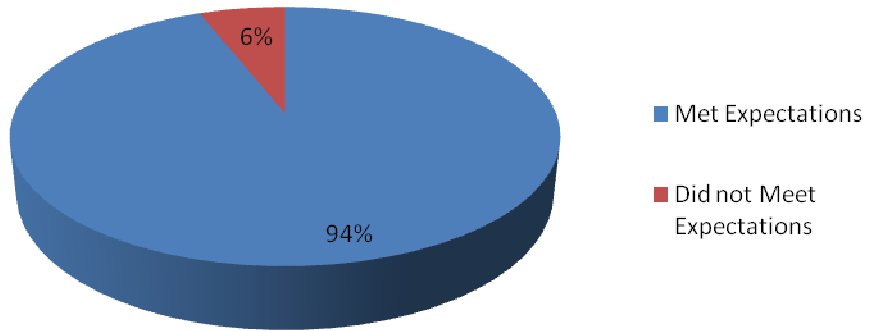
Percentage of students

Range of Scores

2007-2008 Elementary Literacy Assessment - Grade 6 Writing

- Met Expectations
- Did not Meet Expectations

6%

94%

2007-2008 Elementary Literacy Assessment - Grade 6 Writing

- Met Expectations
- Did not Meet Expectations

14%

86%
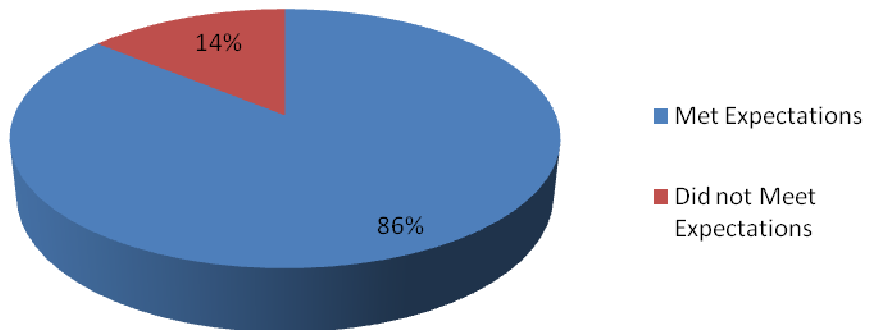
2007-2008 Report Card Data - Grade 7 English & French Language Arts
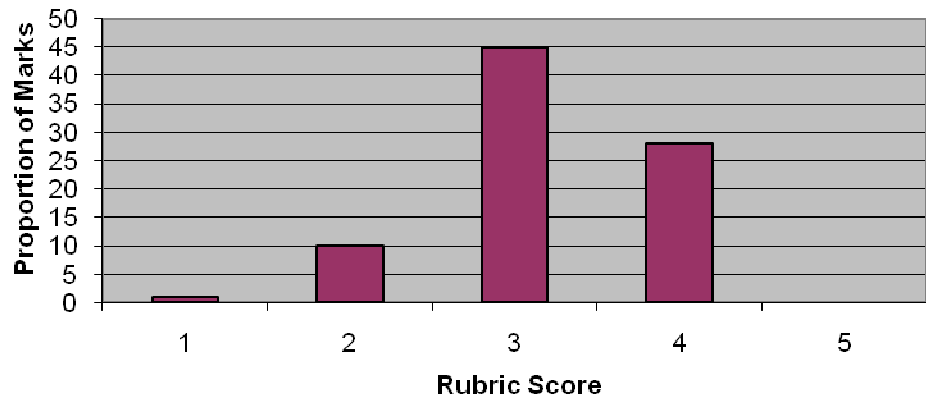
2007-2008 Reading Assessments - Grade 7
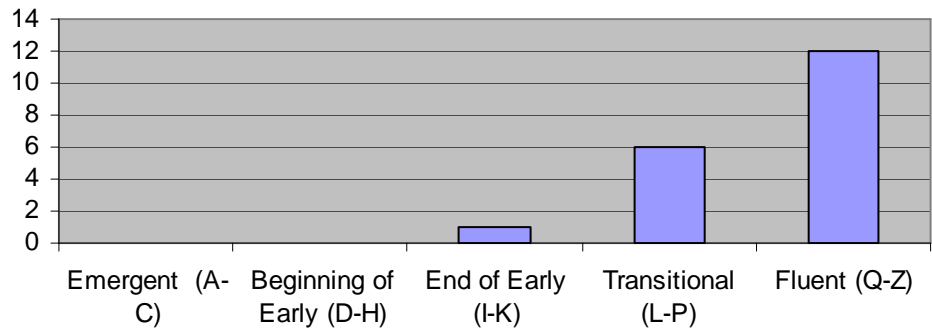
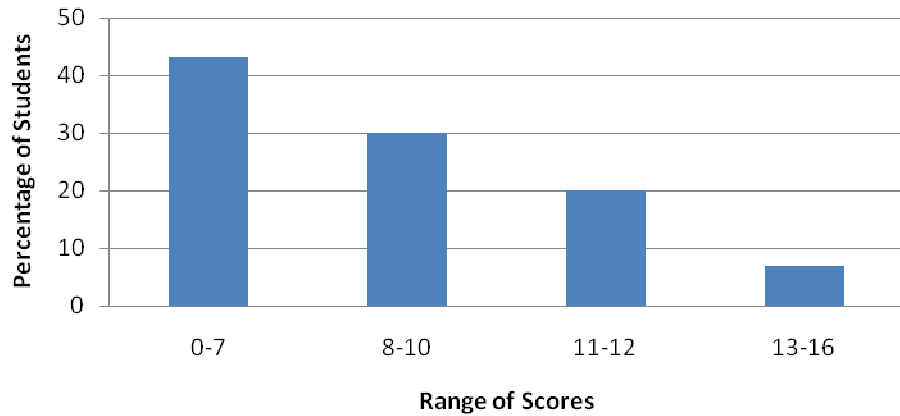**N.B. 1 out of 3 classes represented.**
Grade 7 Expectation is the Extended-Fluent Stage.

2007-2008 English Writing Exemplar - Grade Seven
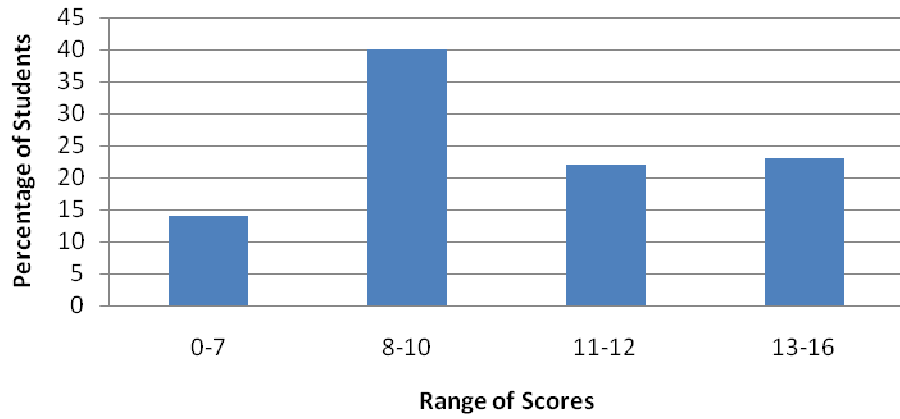
2007-2008 Report Card Data - Grade 8 English & French Language Arts

2007-2008 Reading Assessments - Grade 8

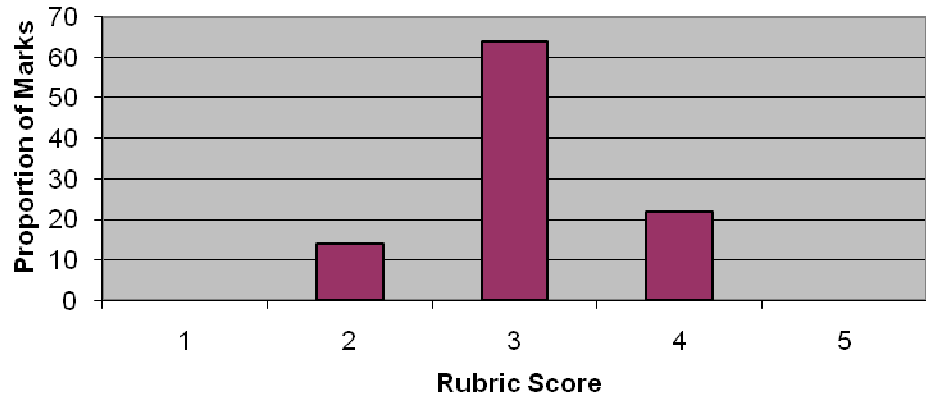| | Emergent (A-C) | Beginning of Early (D-H) | End of Early (I-K) | Transitional (L-P) | Fluent (Q-Z) |
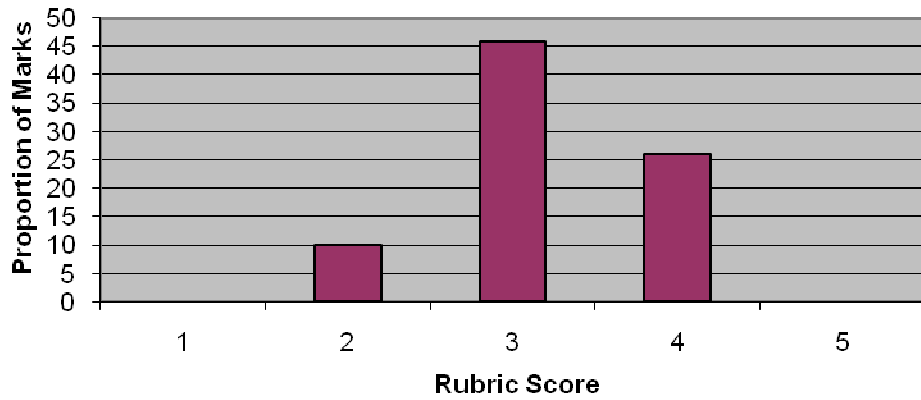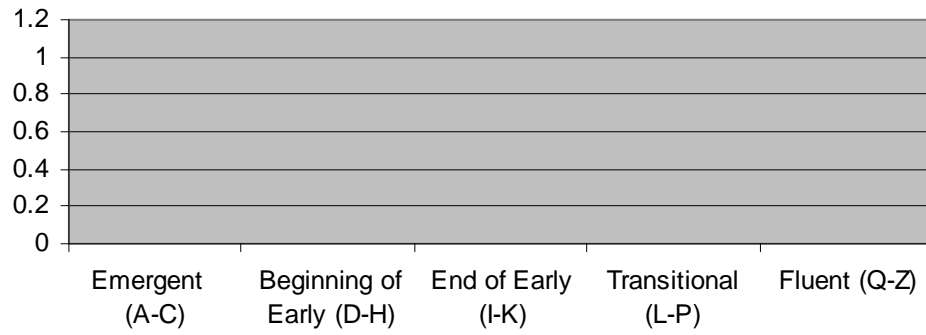
N.B. 0 out of 3 classes represented.
Grade 8 Expectation is the Extended-Fluent Stage.

2007-2008 English Writing Exemplar - Grade Eight
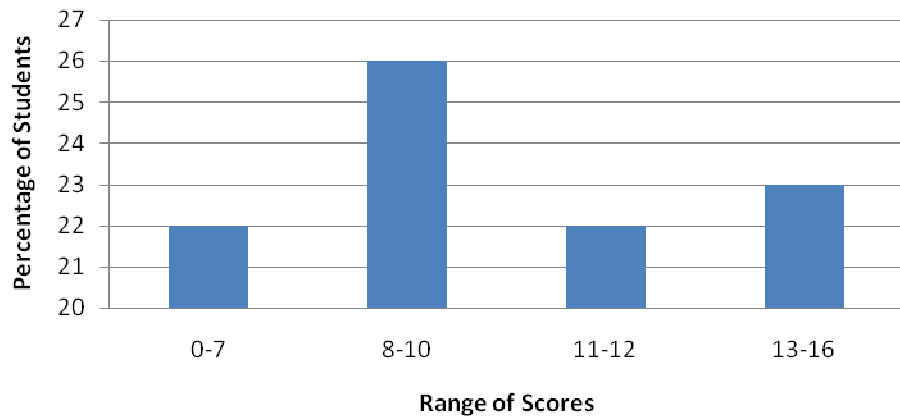
Percentage of Students vs. Range of Scores

Range of Scores	0-7	8-10	11-12	13-16
Percentage of Students	22	26	22	23

5. **Analysis and Interpretation of Data**
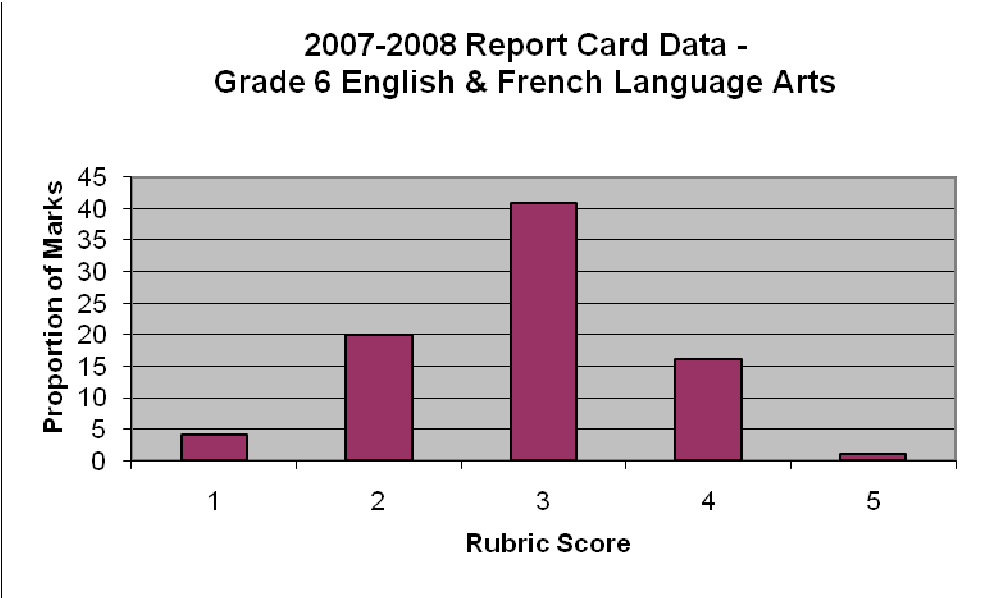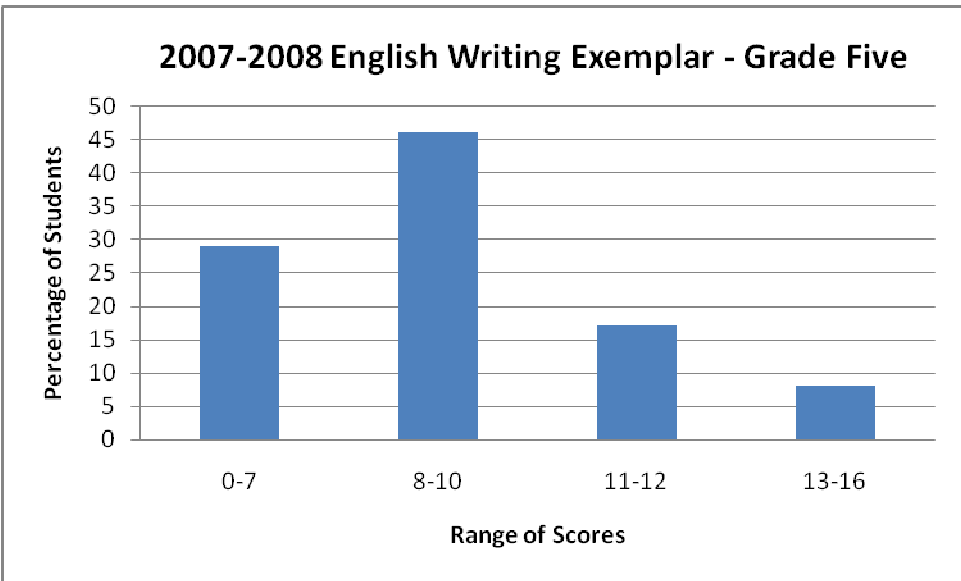   Parents/Guardians, Teachers, School Advisory Council and Support Staff
   were involved in the analysis and interpretation (see sources of data):

   - Reading assessments are not being completed on all students at TEC.
   - There is not enough data in grades 7 and 8 to make any conclusions.
   - Once students reach Grade 3 the number of students not meeting reading expectations increases.
   - Over half of the students in grade 3 did not meet expectations in the area of writing on the ELLA.
   - TEC staff have a variety of assessment tools/strategies at their disposal.
   - There is a conflict between the reading assessment data (gr. 3-6) and the grade 6 literacy assessment

6. **Conclusions**

Strengths	Needs
- We have many staff members who have expertise in the area of language arts. - We have the capacity within our building to use a variety of assessment tools/strategies. - P-8 language arts teachers can access the support of a literacy mentor throughout the academic year. - Students from grades 1-8 following the regular curriculum participate in a school-wide writing assessment bi-annually. - Intervention targeted at the early elementary level appears to be working based on reading assessment data.	- There is a discrepancy between school-based and provincial assessments. - Some students are having difficulty achieving grade level outcomes in reading. - We need to investigate the discrepancy between reading and writing data. - French Immersion teachers report that they have difficulty accessing literacy mentoring. - Efforts need to be focused on supporting students in grades 4-8.

SECTION F

Records of Evidence

1. **How well are our students achieving in Mathematics? (Achievement Question No. 5)**

2. **Opportunities Provided**

Table 1.1   What programs and courses are we offering?

▪ Grade P-8 Mathematics ▪ Adaptations ▪ Resource Support	▪ Daily Mental Math ▪ Individualized Program Plan ▪ Learning Centre

Table 1.2   What student learning opportunities and instructional practices are teachers using in their classrooms?

▪ Exploring and discovering concepts by students ▪ Use of manipulatives ▪ Different representations (pictorial, abstract and concrete) ▪ Teacher Assistant support ▪ After school support ▪ Math Tutors	▪ Daily Mental Math ▪ Math Word Walls ▪ Mental Math Warm-Up (Phys. Ed) ▪ Chess Club ▪ 100th Day Activities ▪ Youth Services Facilitator – Casual Day collection/tally ▪ Math websites

Table 1.3   What curriculum and learning resources are teachers using to support student learning?

▪ Manipulatives ▪ Van deWalle's books ▪ Marian Small's books ▪ Math Makes Sense ▪ Math To The Max ▪ Math websites ▪ Grade P-8 Curriculum Documents	▪ Centers ▪ Mental Math Strategies ▪ Focus On Understanding ▪ Math Smart. ▪ Math Mentoring

Table 1.4   <u>What assessment practices are teachers using in their evaluation of student achievement?</u>

- Observation   - Rubrics   - Student conferences   - Math Journal   - Work samples   - Grade 3 Provincial Assessment   - Grade 8 Strait Regional School Board Assessment   - Tests   - Daily assignments   - Self-Evaluations   - Homework   - Mad Minutes   - Math Bingo   - Daily Mental Math Activities   - Mental Math Assessment

Table 1.5   <u>In what professional development activities have staff participated?</u>

- Board initiated workshops   - In-services initiated by Department of Education   - Presentations given by Math leaders   - Presentation on developing of Mental Math slide show.   - Math Mentoring   - PRIME

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel Activity (Teacher & Support Staff) - Report Card Marks from E-Grades - Four Corners Activity (Teachers & Support Staff) - Early Mathematics Literacy Assessment (Grade 3) - SRSB Grade 8 Math Assessment - TEC P-8 Mental Math Assessment - Display During Parent Teacher Interviews - School Advisory Council Meetings	- 70% of Grade three students met the expectations on the EMLA. - 80% of students at TEC received a 3 or higher on their report card in mathematics - 75% of grade 8 students received a 3 or higher on their report card for mathematics - 75% of grade 8 students did not meet the expectations of the grade 8 SRSB Math Assessment. - Teachers reported that they had limited PD opportunities in Math. - Teachers report using many different strategies to enhance learning in Math. - Some educational resources are available for teachers and students to enhance learning. - Teachers report using a wide variety of assessment tools. - Grade 8 students scored lowest on the Patterns & Relations and the Probability Strands in the SRSB Math Assessment.

4. Presentation of Data

**2007-2008 Report Card Data -
Grade Primary Mathematics**

A bar chart showing Proportion of Students (y-axis, 0-50) versus Rubric Score (x-axis, 1-5). Bars appear at scores 2 (≈4), 3 (≈23), and 4 (≈44).

**2007-2008 Mental Math Assessment -
Grade Primary**

A pie chart showing: 4% (0-4), 27% (5-7), 69% (8-10).
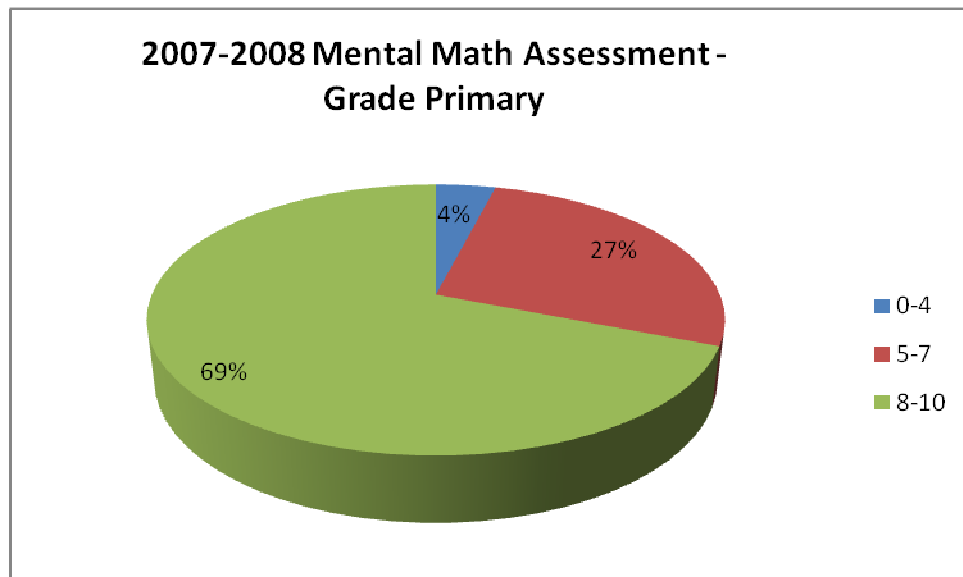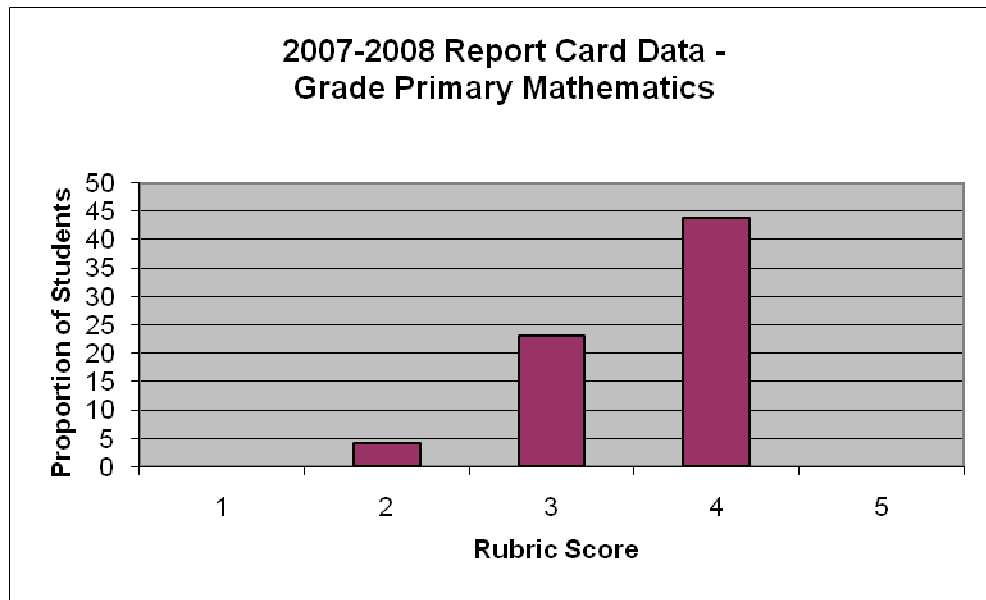
2007-2008 Report Card Data - Grade 1 Mathematics

Proportion of Students vs. Rubric Score

Rubric Score	Proportion of Students
1	2
2	11
3	30
4	22
5	0
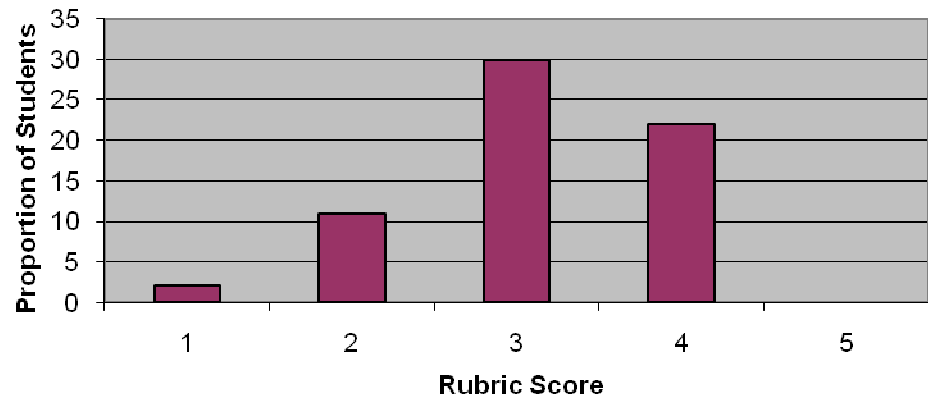
2007-2008 Mental Math Assessment - Grade 1

- 0-4: 9%
- 5-7: 40%
- 8-10: 51%

**2007-2008 Report Card Data -
Grade 2 Mathematics**

**2007-2008 Mental Math Assessment -
Grade Two**
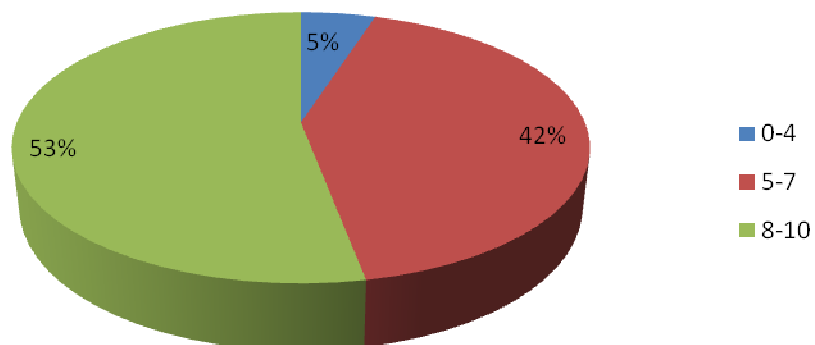
**2007-2008 Report Card Data -
Grade 3 Mathematics**
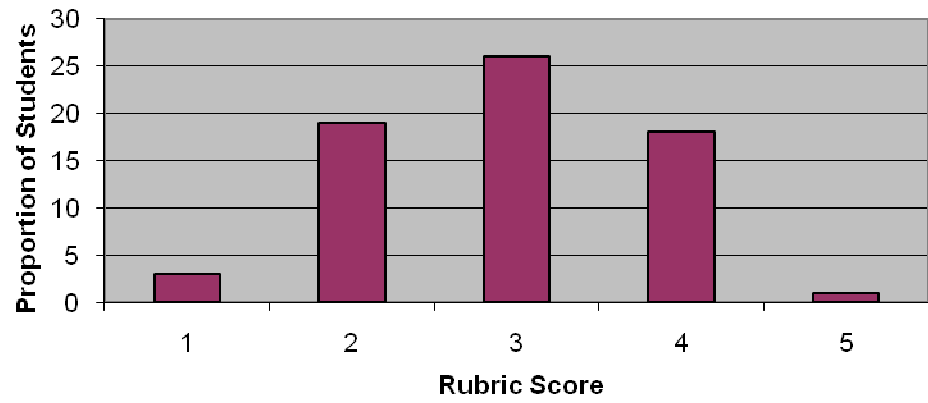
**2007-2008 Mental Math Assessment -
Grade Three**

Legend:
- 0-4
- 5-7
- 8-10
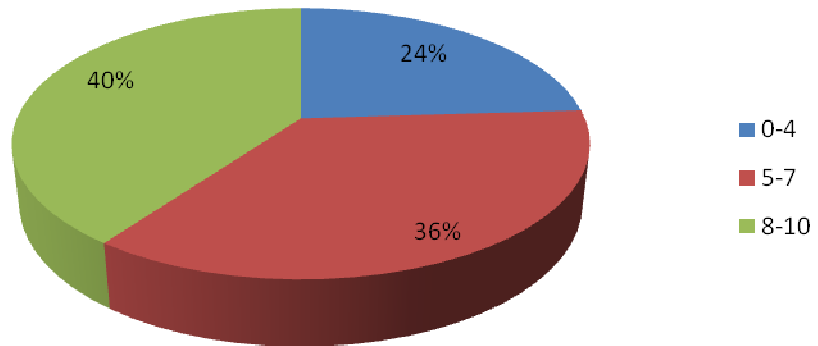
2007-2008 Elementary Mathematical Literacy Assessment - Grade 3 Math

- Met Expectations
- Did Not Meet Expectations

30%

70%
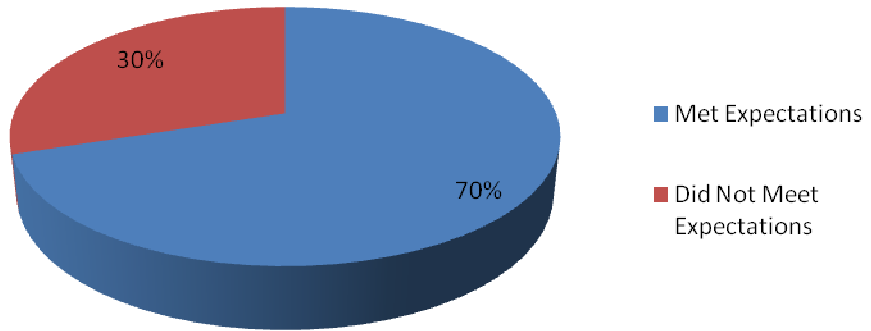
2007-2008 Report Card Data - Grade 4 Mathematics
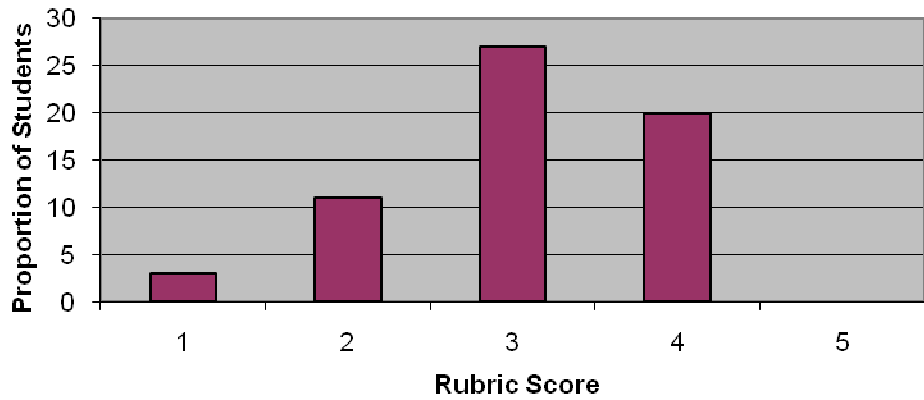
2007-2008 Mental Math Assessment - Grade 4

- 0-4
- 5-7
- 8-10

50%
40%
10%
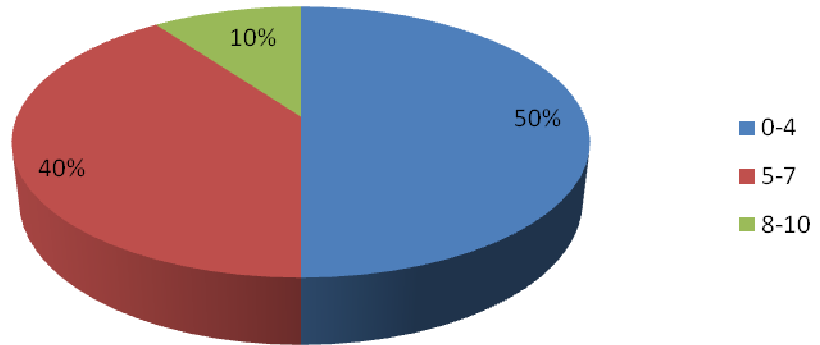
2007-2008 Report Card Data - Grade 5 Mathematics

Proportion of Students

Rubric Score
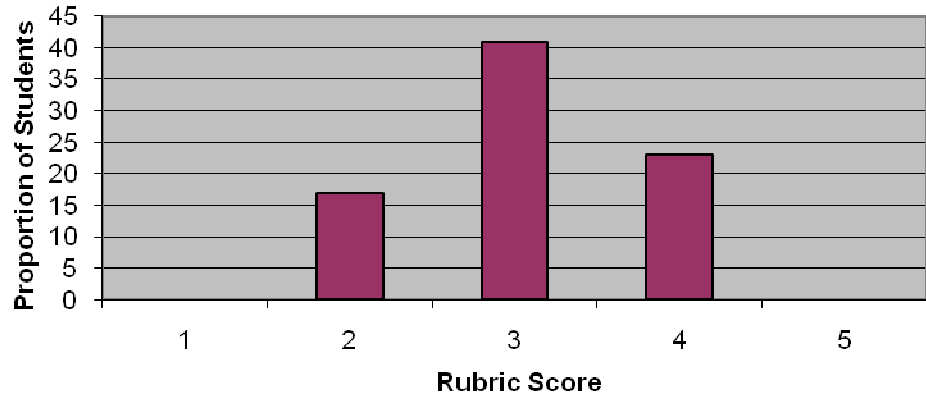
2007-2008 Mental Math Assessment - Grade 5

- 0-4: 28%
- 5-7: 38%
- 8-10: 34%
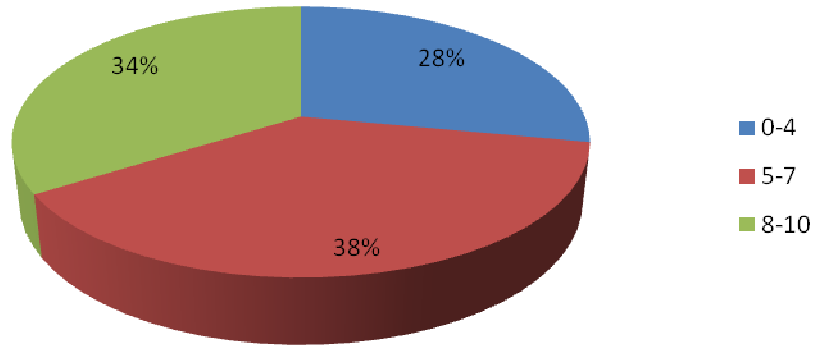
2007-2008 Report Card Data - Grade 6 Mathematics

70

2007-2008 Mental Math Assessment - Grade 6

■	0-4
■	5-7
■	8-10
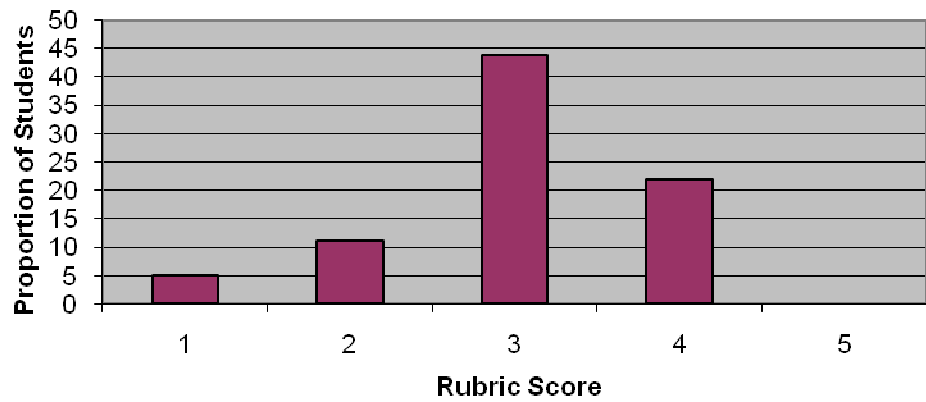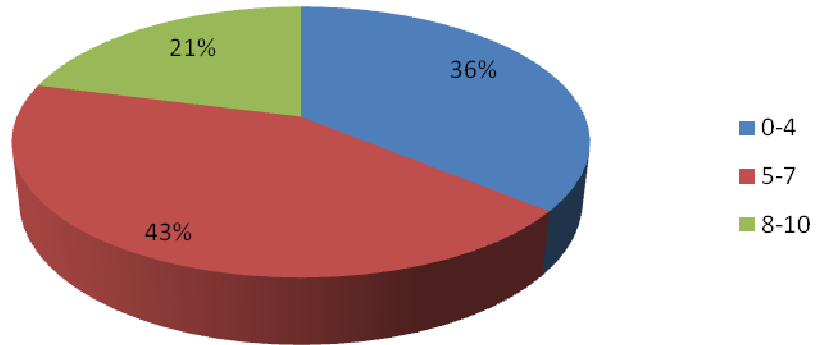
2007-2008 Report Card Data - Grade 7 Mathematics
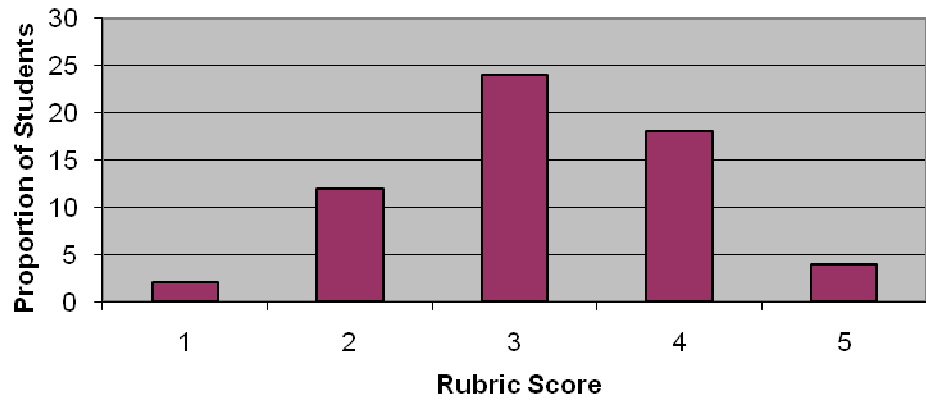
2007-2008 Mental Math Assessment - Grade 7

■	0-4
■	5-7
■	8-10
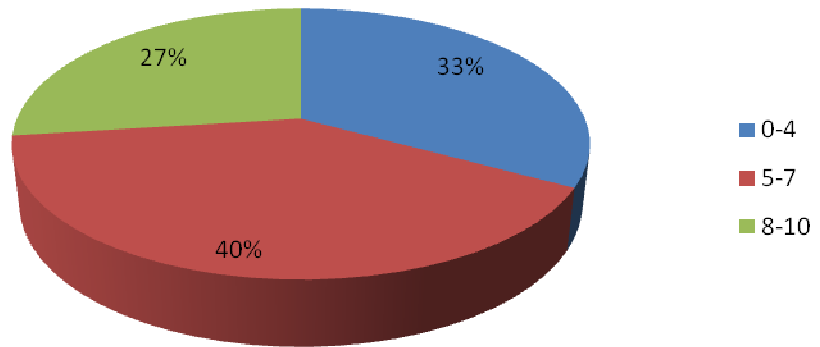
2007-2008 Report Card Data - Grade 8 Mathematics
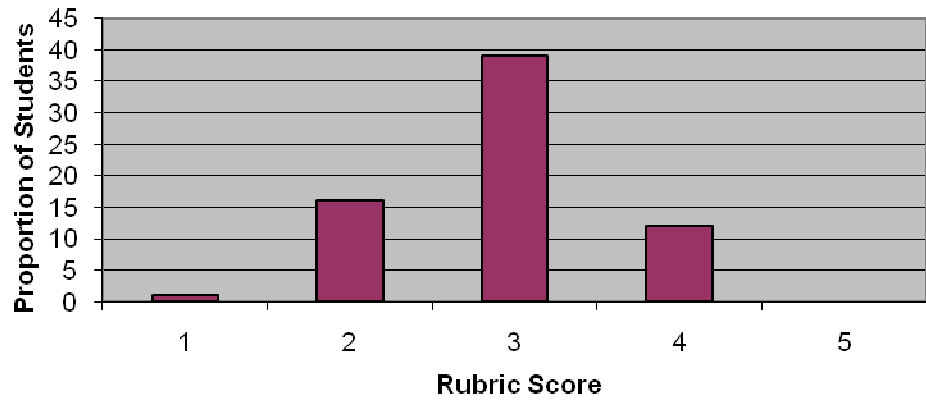
2007-2008 Mental Math Assessment - Grade 8

21% 0-4
56% 5-7
23% 8-10
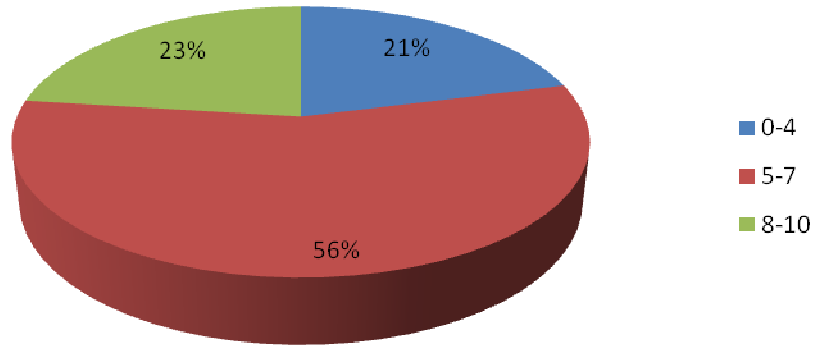
2007-2008 Grade 8 Assessment - Overall

	0-49	50-79	80-100
	76	24	0
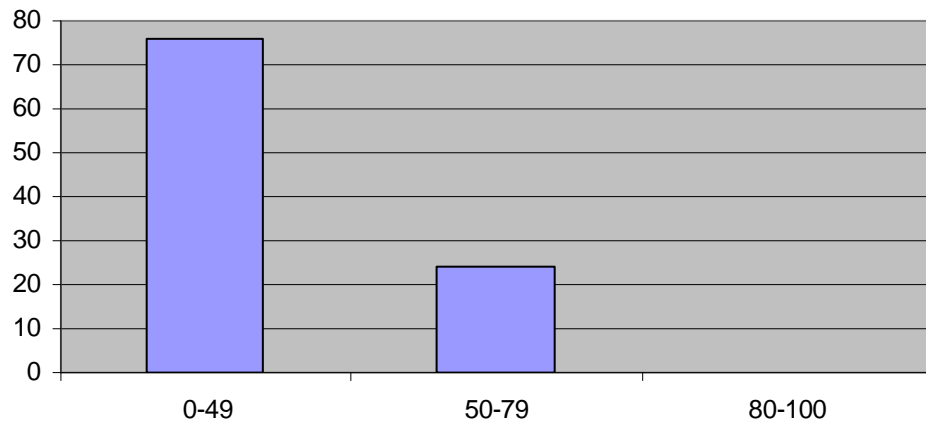
2007-2008 Grade 8 Assessment - Strand A:
Number Sense & Number Concepts

A bar chart with y-axis from 0 to 70 (intervals of 10) and x-axis categories: 0-49, 50-79, 80-100.
- 0-49: approximately 33
- 50-79: approximately 59
- 80-100: approximately 8
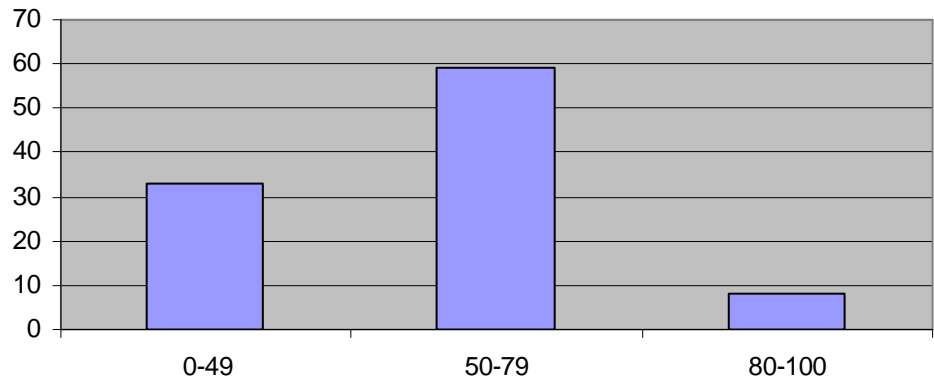
2007-2008 Grade 8 Assessment - Strand B:
Operation Sense & Number Operations

A bar chart with y-axis from 0 to 80 (intervals of 10) and x-axis categories: 0-49, 50-79, 80-100.
- 0-49: approximately 69
- 50-79: approximately 29
- 80-100: approximately 2
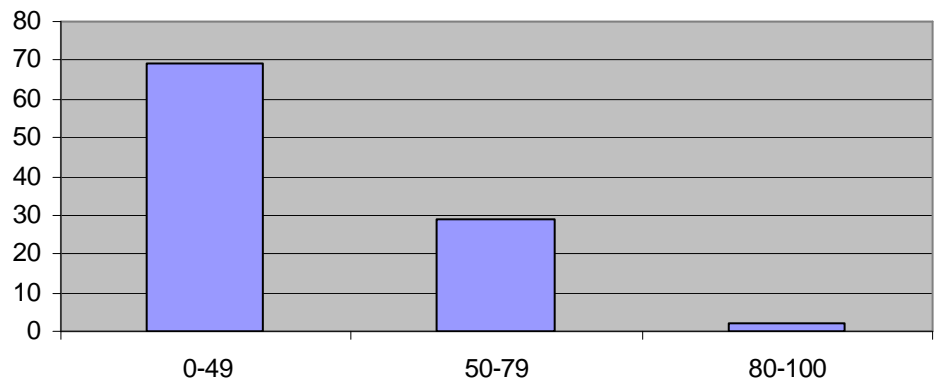
2007-2008 Grade 8 Assessment - Strand C:
Patterns & Relations

	90	
	80	
	70	
	60	
	50	
	40	
	30	
	20	
	10	
	0	

0-49   50-79   80-100
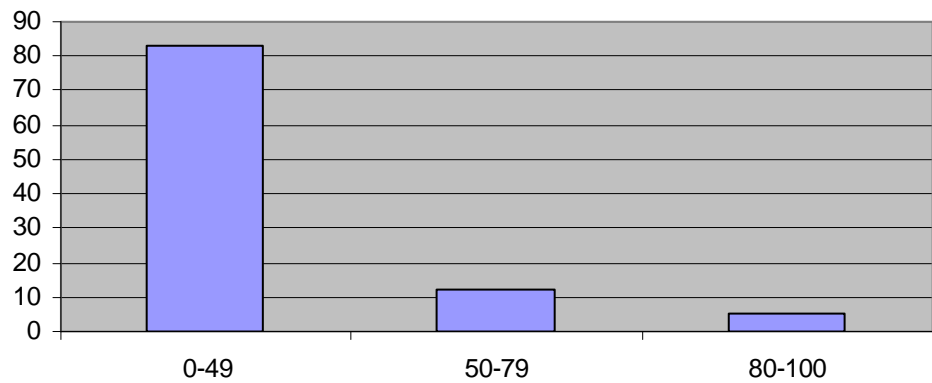
2007-2008 Grade 8 Assessment - Strand D:
Measurement

	90	
	80	
	70	
	60	
	50	
	40	
	30	
	20	
	10	
	0	

0-49   50-79   80-100
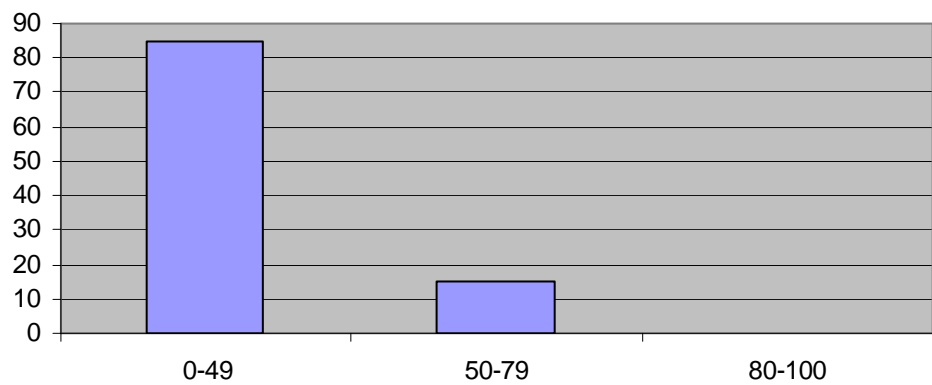
2007-2008 Grade 8 Assessment - Strand E: Geometry
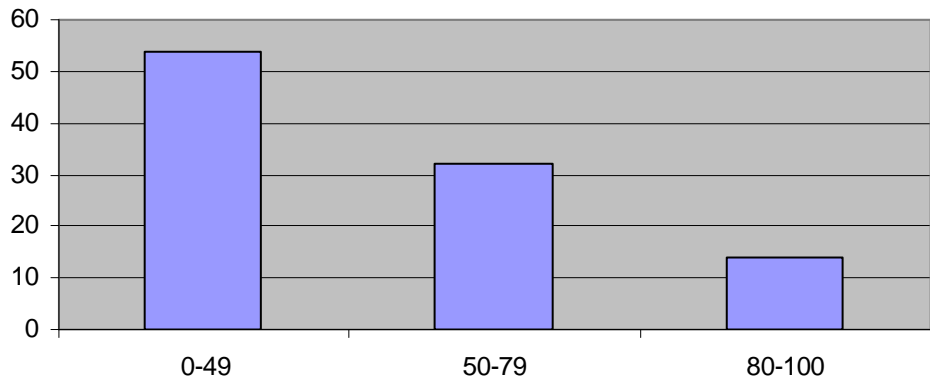
2007-2008 Grade 8 Assessment - Strand F: Data Management

2007-2008 Grade 8 Assessment - Strand G: Probability

A bar chart showing the number of students in three score ranges. The y-axis ranges from 0 to 120 in increments of 20. The "0-49" range has a bar reaching approximately 97. The "50-79" range has a very small bar near 3. The "80-100" range has no visible bar.
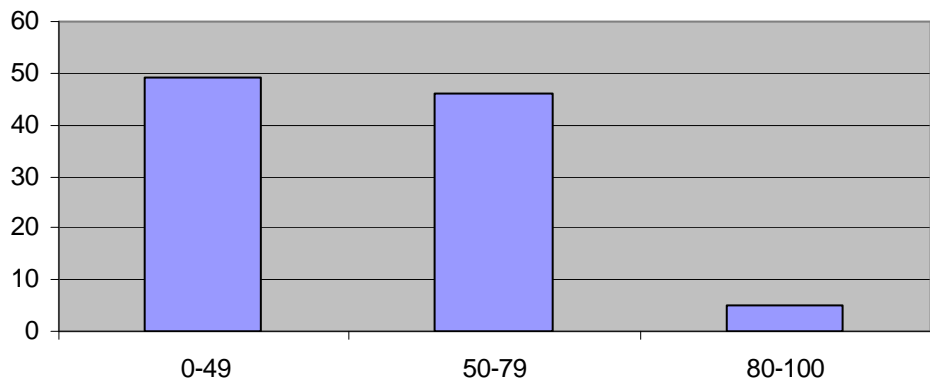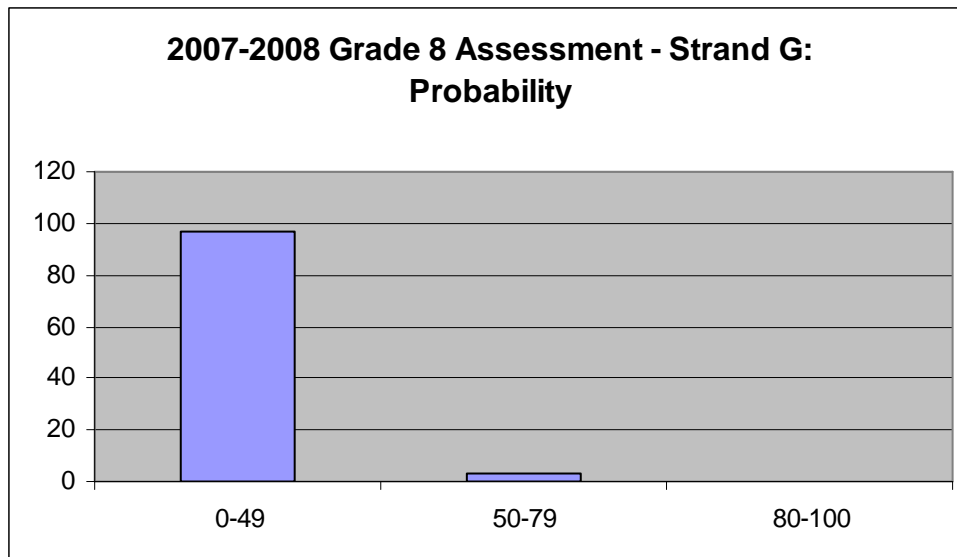
5. **Analysis and Interpretation of Data**
   Teachers, Support Staff, Parents/Guardians, School Advisory Council and Members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

   - Approximately 33% of students in Grade 5-8 scored below average on the TEC Mental Math Assessment.
   - According to the report card marks, 75% of grade 8 students met mathematical outcomes at their grade level whereas 75% of these same students did not meet expectations on the SRSB year-end math assessment.
   - Only 25% of Grade 8 students were able to meet expectations on the SRSB Math Assessment, with none scoring above 80%.
   - Teachers report needing more opportunities to access PD, above and beyond math mentoring.
   - TEC staff have knowledge of a variety of assessment tools, which are used school wide.
   - Many students are meeting grade level outcomes as indicated by report card marks.
   - Grade 8 students scored lowest on the Patterns & Relations and the Probability Strands on the SRSB Math Assessment.
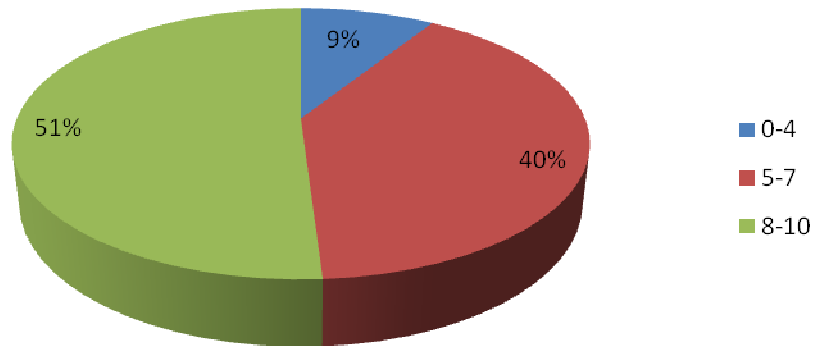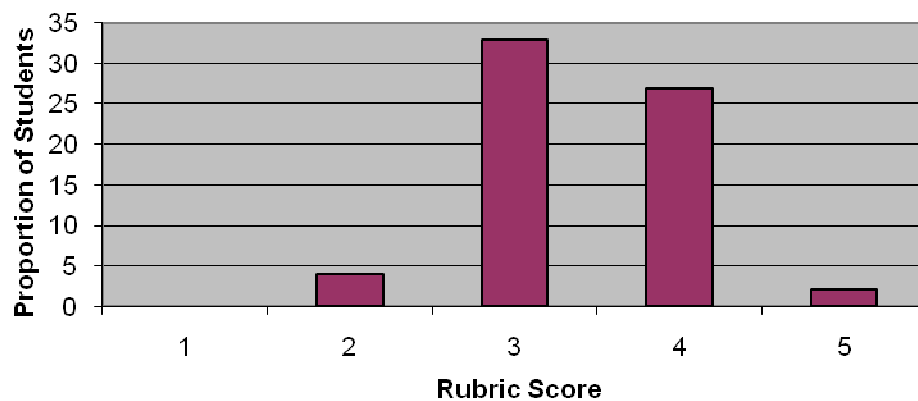   - 30% of grade 3 students did not meet the expectation of the provincial EMLA.

6. Conclusions

Strengths	Needs
- We have the capacity within our building to use a variety of assessment tools. - All teachers have the opportunity to access math mentoring. - Many students, according to the report card data, are meeting grade level outcomes in mathematics. - Students in grades P-2 are doing well in the area of Mental Math.	- We need to investigate why the Grade 8 Math Assessment was so challenging for TEC students. - Authentic assessment of what students know and can do independently - Math support at the junior high level, i.e. resource and/or curriculum support - School-based final exam at the grade 8 level - Examine the mismatch between formal testing (standardized) and report card marks

SECTION F

Records of Evidence

1. How well are our students achieving in Science? (Achievement Question No. 6)

2. Opportunities Provided

Table 1.1   What programs and courses are we offering?

▪ Grade P-8 Science curriculum ▪ Individualized Program Plan ▪ Adaptations ▪ Curriculum Support (English/French)	▪ Omni Sciences ▪ Science and Technology ▪ Pan Canadian

Table 1.2   What student learning opportunities and instructional practices are teachers using in their classrooms?

▪ Science Olympics ▪ Science Experiments ▪ Hands-on/observations ▪ Class trips to Eco-centre ▪ Text on CD	▪ Laboratory Reports ▪ Science Fair ▪ Environment Canada ▪ Nature Explorations

Table 1.3   What curriculum and learning resources are teachers using to support student learning?

▪ Grades P-8 Curriculum Documents ▪ Grade 6, 7, 8 Science Texts ▪ Grades 1-5 Pan Canadian ▪ DVDs/VHS ▪ Science Kits (St.F.X. Resource centre, Nova Scotia Museum of Natural History) ▪ Guest Speakers (NS Power)	▪ Internet ▪ Technologies ▪ Lab Supplies ▪ United Streaming ▪ Department of Natural Resource Presentations ▪ Lending Library in Mulgrave

Table 1.4   <u>What assessment practices are teachers using in their evaluation of student achievement?</u>

▪ Tests ▪ Quizzes ▪ Labs ▪ Written observations/assignments ▪ Journal entries ▪ Pictionary (vocabulary review) ▪ Projects –Science Fair	▪ Anecdotal records ▪ Pictures ▪ Questions & answers ▪ Class participation ▪ Learning centres ▪ Jeopardy (review)

Table 1.5   <u>In what professional development activities have staff participated?</u>

▪ Science Lead Team (5&6) ▪ Provincial in-services in June 2007 & 2008 (5 & 6) ▪ Professional Associations	▪ Regional in-services September 2007 (5&6) & 2008 ▪ Regional Science Fair committee ▪ School Science Fair (3, 5, 7)

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel Activity (Teacher & Support Staff) - Report Card Marks from E-Grades - Four Corners Activity (Teachers & Support Staff)	- The school provides opportunities for student growth in Science through projects. - Teachers report using a variety of assessment tools in their classrooms. - Teachers report using many innovative and engaging activities are being explored. - Technology is being used during instruction. - Partnership with St.F.X. (Science Kits, Resource Centre) - Teachers accessing Lending Library in Mulgrave. - Mostly 3s and 4s are being given in grades P-3 on report cards - Grades 4-8 report card marks follow the normal distribution

4. Presentation of Data

2007-2008 Report Card Data - Grade Primary Science
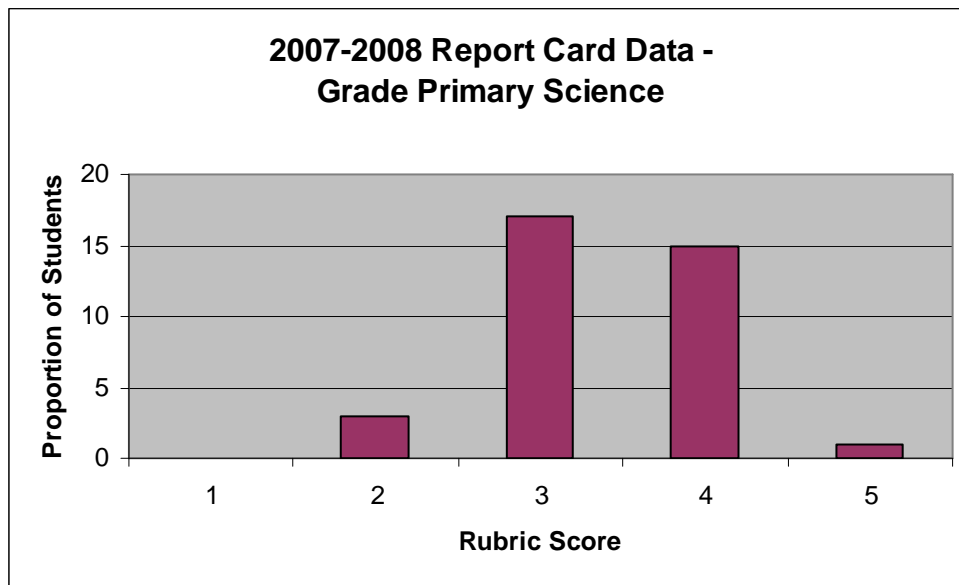
2007-2008 Report Card Data - 1 Primary Science
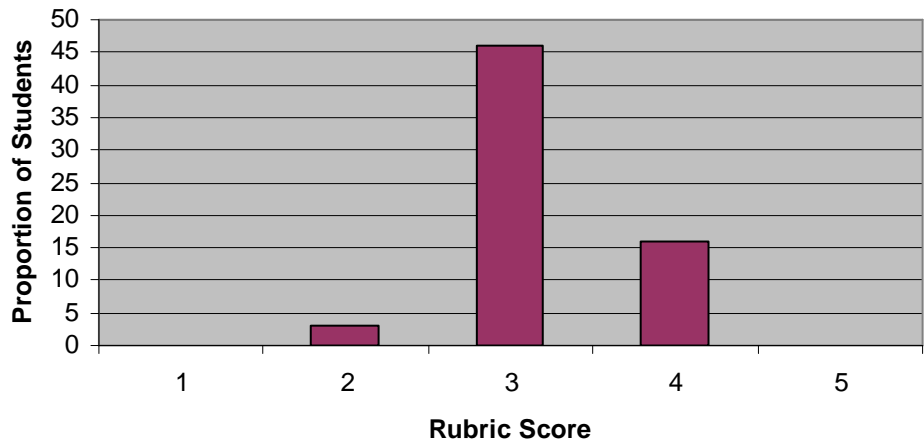
2007-2008 Report Card Data - Grade 2 Science
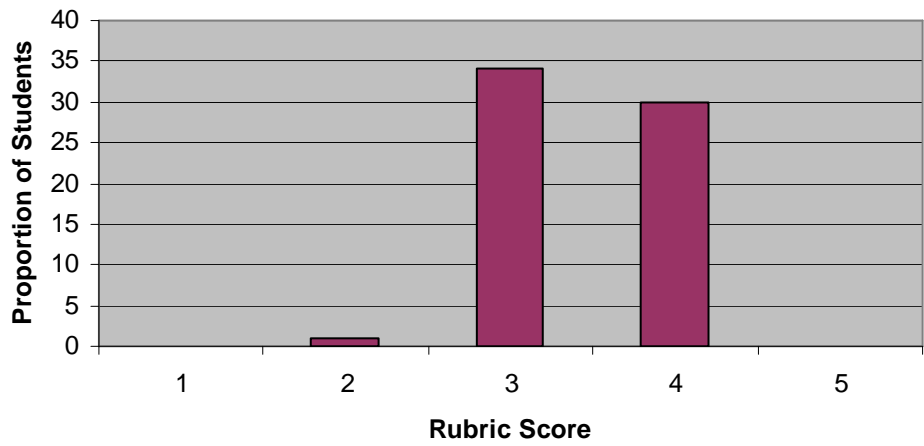
2007-2008 Report Card Data - Grade 3 Science

2007-2008 Report Card Data - Grade 4 Science
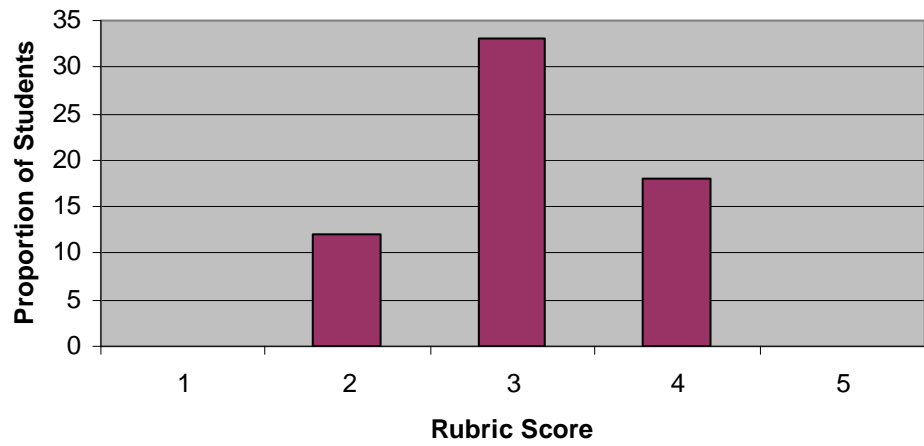
2007-2008 Report Card Data - Grade 5 Science
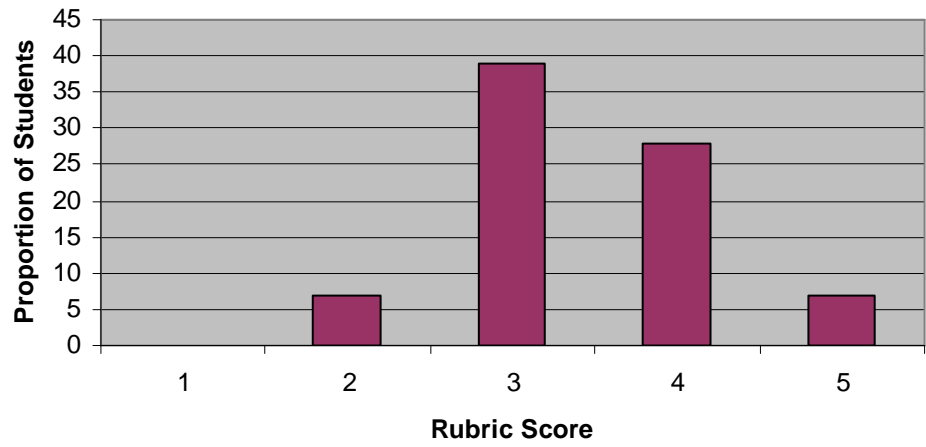
2007-2008 Report Card Data - Grade 6 Science
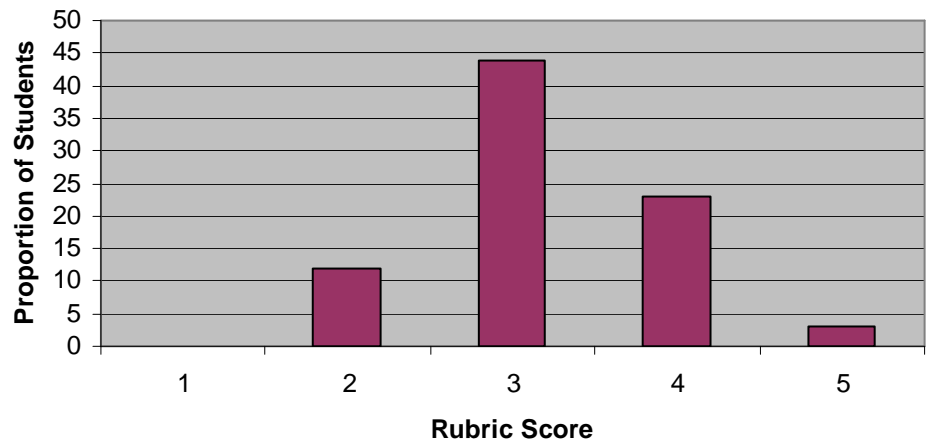
2007-2008 Report Card Data - Grade 7 Science
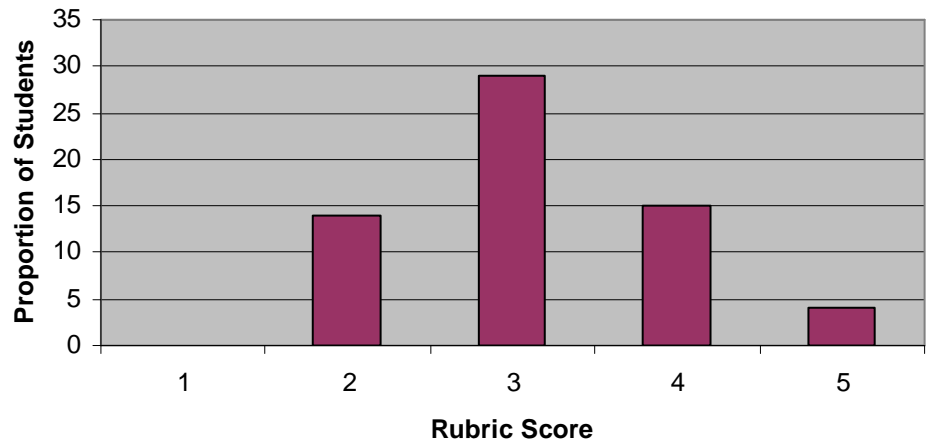
2007-2008 Report Card Data - Grade 8 Science
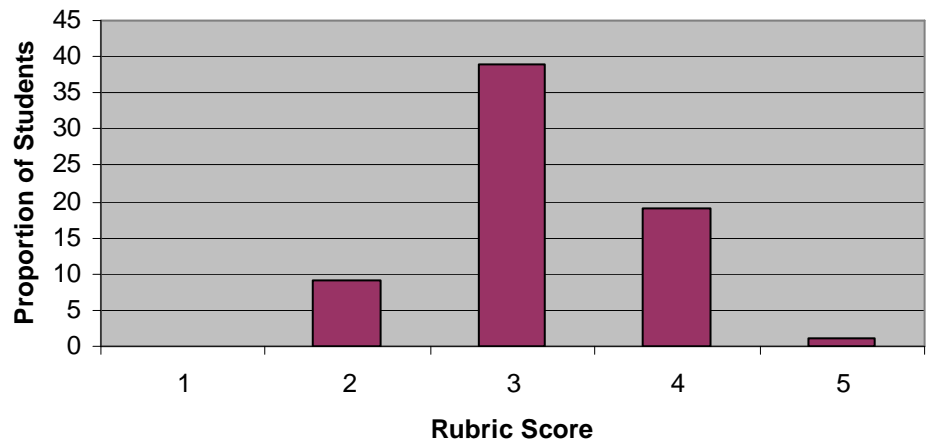
5. **Analysis and Interpretation of Data**
   Teachers, Support Staff and Members of the Internal Review Team were
   involved in the analysis and interpretation (see sources of data):

   - Report card marks in P-3 don't follow the "normal distribution" of
     scores, while those in grades 4-8 do.
   - There is a wide variety of curriculum and learning resources to support
     student learning.
   - TEC Staff report using a wide variety of assessment tools.

6. **Conclusions**

Strengths	Needs
▪ Teachers report using a variety of learning tools in the classroom. ▪ We have the capacity within our building to use a variety of assessment tools.	▪ A science lab is needed for Grades 7 and 8. ▪ Parental awareness of the difficulty of science concepts as grades level increases. ▪ We need to investigate why there is a discrepancy between P-3 and 4-8 report card marks, in relation to normal distribution of scores.

SECTION F

Records of Evidence

1. **How well are our students achieving in Second Languages? (Achievement Question No. 7)**

2. **Opportunities Provided****
   ** French Immersion carousel results were incorporated into specific subject area results, for example guided reading was incorporated into language arts.

Table 1.1   What programs and courses are we offering?

▪ Core French (4-8)	

Table 1.2   What student learning opportunities and instructional practices are teachers using in their classrooms?

▪ Songs (with actions) ▪ Games ▪ Modeling and repetition (language structures)	▪ Role Playing ▪ Modified vocabulary games ▪ Physical activities (VERBS and VOCABULARY)

Table 1.3   What curriculum and learning resources are teachers using to support student learning?

▪ Acti-vie ▪ Visage	▪ Communi-quete

Table 1.4   What assessment practices are teachers using in their evaluation of student achievement?

- Reflections - Self-evaluation - Portfolio - Goal setting - Question and answer periods - Communication Games - Oral assessments - Classroom Participation	- Rubrics - Anecdotal notes - Observations - Tests, quizzes - Journal - Oral presentations - Visual Journal

Table 1.5   In what professional development activities have staff participated?

Workshops through Department of Education	- Professional Associations - On-line professional development

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel activity 4 corners activity - Eclass grades report card data	- Core French instruction is activity based - Teachers report that there are limited resources to support programming in Core French - One third of grade 7 students are not meeting the outcomes for Core French according to report card marks - In the other grades, according to report card data, most students are meeting the outcomes - Teacher report using a variety of assessment practices being used, according to the carousel activity

4. **Presentation of Data**

2007-2008 Report Card Data - Grade 4 French

Proportion of Students (y-axis): 0, 5, 10, 15, 20, 25

Rubric Score (x-axis): 1, 2, 3, 4, 5

- Score 2: 5
- Score 3: 17
- Score 4: 23

2007-2008 Report Card Data - Grade 5 French

Proportion of Students (y-axis): 0, 5, 10, 15, 20, 25, 30

Rubric Score (x-axis): 1, 2, 3, 4, 5

- Score 1: 4
- Score 2: 9
- Score 3: 27
- Score 4: 19
- Score 5: 4

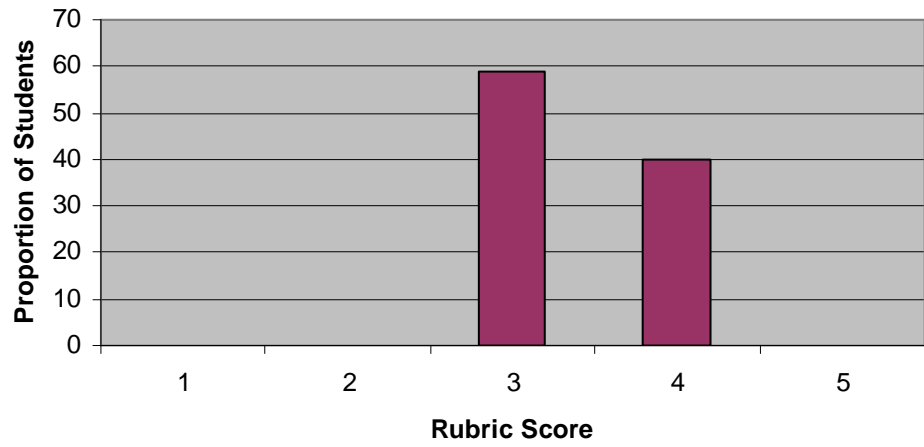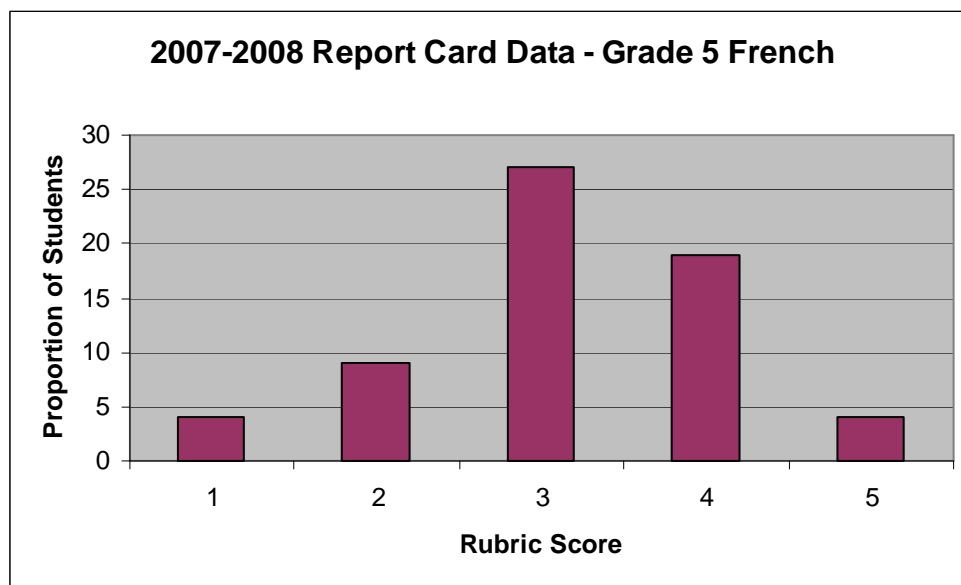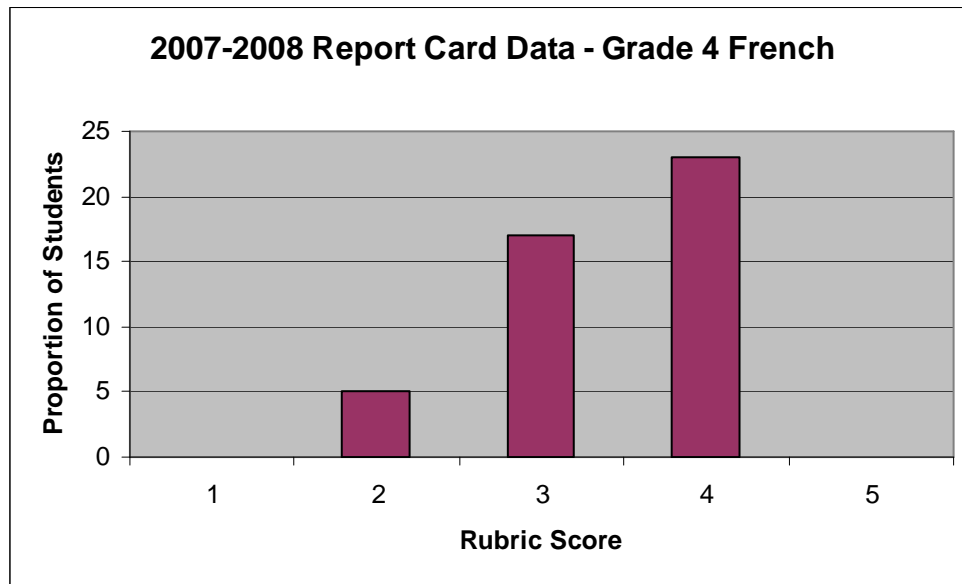**2007-2008 Report Card Data - Grade 6 French**
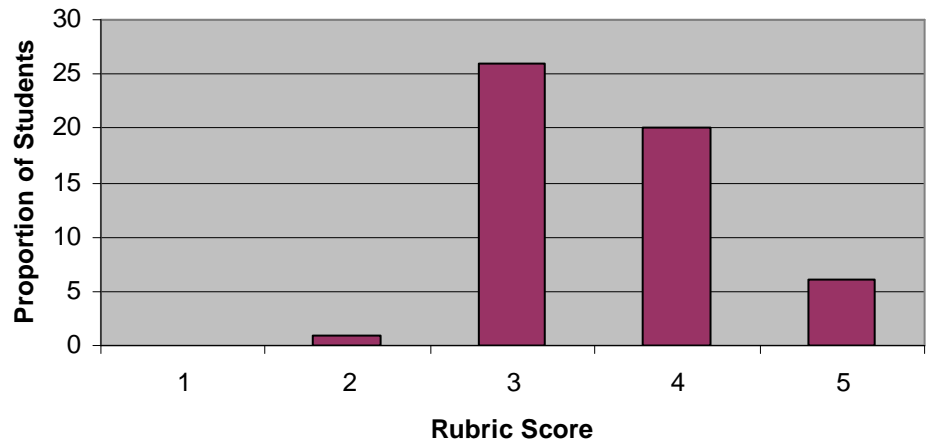
2007-2008 Report Card Data - Grade 7 French
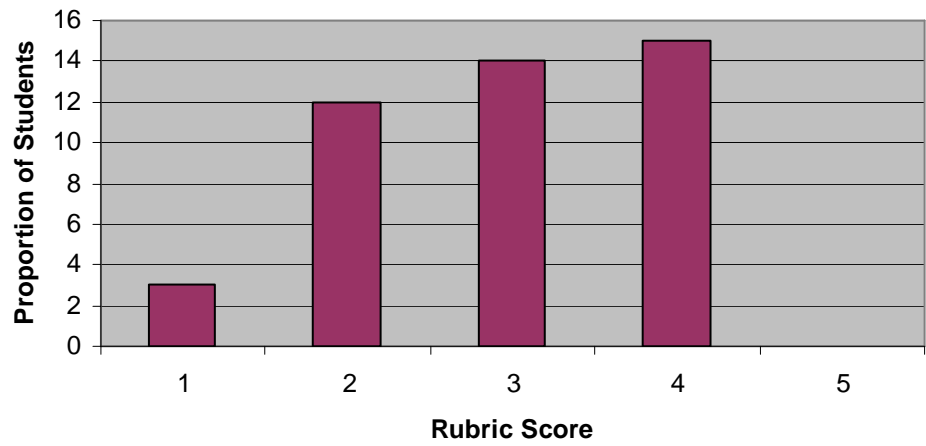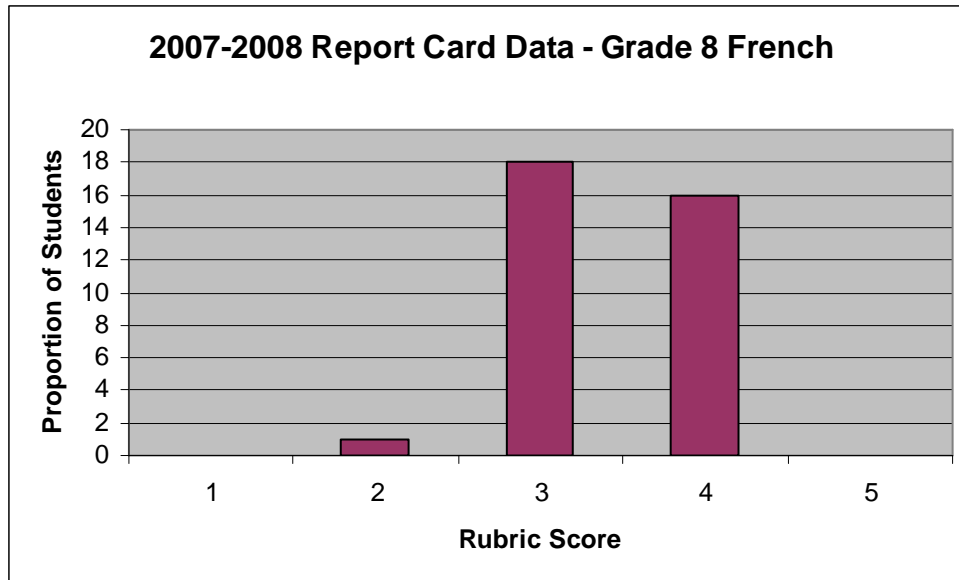
2007-2008 Report Card Data - Grade 8 French

A bar chart with y-axis "Proportion of Students" ranging from 0 to 20 and x-axis "Rubric Score" with values 1 through 5. Bar at score 2 ≈ 1, bar at score 3 = 18, bar at score 4 = 16. No bars at scores 1 and 5.

5. Analysis and Interpretation of Data

Teachers, Support Staff and members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

- The majority of student in grades 4-8, with the notable exception of grade 7, are meeting curriculum outcomes
- Teachers report that there are limited resources to support programming in Core French

6. Conclusions

Strengths	Needs
▪ Activity based curriculum ▪ Teachers report using a variety of assessment practices	▪ Teachers report that there are limited resources to support programming in Core French ▪ Clarification regarding specific curriculum outcomes per grade level because of the unit based curriculum document (grades 4-5 and grades 7-9) ▪ Need for a school-wide Core French plan

SECTION F

Records of Evidence

    1. How well are our students achieving in Social Studies? (Achievement Question No. 8)

    2. Opportunities Provided

Table 1.1   <u>What programs and courses are we offering?</u>

▪ Social Studies Curriculum (P-8) ▪ Curriculum Support (English/French)	▪ Individualized Program Plan ▪ Adaptations

Table 1.2   <u>What student learning opportunities and instructional practices are teachers using in their classrooms?</u>

▪ Field trips ▪ Community based activities ▪ Project based learning ▪ Heritage Fair ▪ Shared reading and discussion ▪ Community Member Interviews ▪ Medieval, Ancient Societies and Egypt themes ▪ Pictionary ▪ Mi'kmaq and Black History Months	▪ Role play ▪ Oral Presentations ▪ Learning Centres ▪ Guest Speakers ▪ Research projects ▪ Historica Minutes ▪ United Streaming ▪ Jeopardy ▪ Integrated Units ▪ Cooperative Learning

Table 1.3   <u>What curriculum and learning resources are teachers using to support student learning?</u>

- CIA World Fact Book - Websites - The Globe - Flat Stanley - GIS and GPS - Class trips to Art Gallery of Nova Scotia and Legislative Assembly - Library - Fortress of Louisbourg - United Streaming - History of Canada - Canadian Identity - Cultural Quest 6	- Computers/Internet research - Literature - Teacher initiated –guest speakers, contacts - Pen pals - United Streaming - Lions Quest - Museum of Industry - Heritage Minutes - CBC clips - Grade 7 Empowerment - Glace Bay Miners Museum

Table 1.4   <u>What assessment practices are teachers using in their evaluation of student achievement?</u>

- Self assessment - Peer assessment - Rubrics - Reflections - Interviews - Projects	- Journals - Student Led Conferences - Reflections - Tests &Quizzes - Portfolios - Observation

Table 1.5   <u>In what professional development activities have staff participated?</u>

- Professional Associations - Staff member (grade 8) on Department of Education Initiative	- French Immersion & English P-2 (introduction of new resource) - Personal readings and seeking information

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
▪ Carousel Activity (Teacher & Support Staff) ▪ Report Card Marks from E-Grades ▪ Four Corners Activity (Teachers & Support Staff)	▪ The school provides opportunities for student growth in Social Studies. ▪ Teachers report using a variety of strategies to enhance learning in Social Studies. ▪ There are no current Curriculum Documents for Grades 3, 4, 5 as of December, 2008. ▪ Teachers report using a variety of assessment tools ▪ Teachers report there are limited resources available to enhance learning. ▪ High rate of 5s in Grades 1, 3, 5 ▪ 3 times more 3s to 4s in Grade 8 ▪ Fewer 5s in Grades 6, 7, 8

4. Presentation of Data

2007-2008 Report Card Data - Grade Primary Social Studies
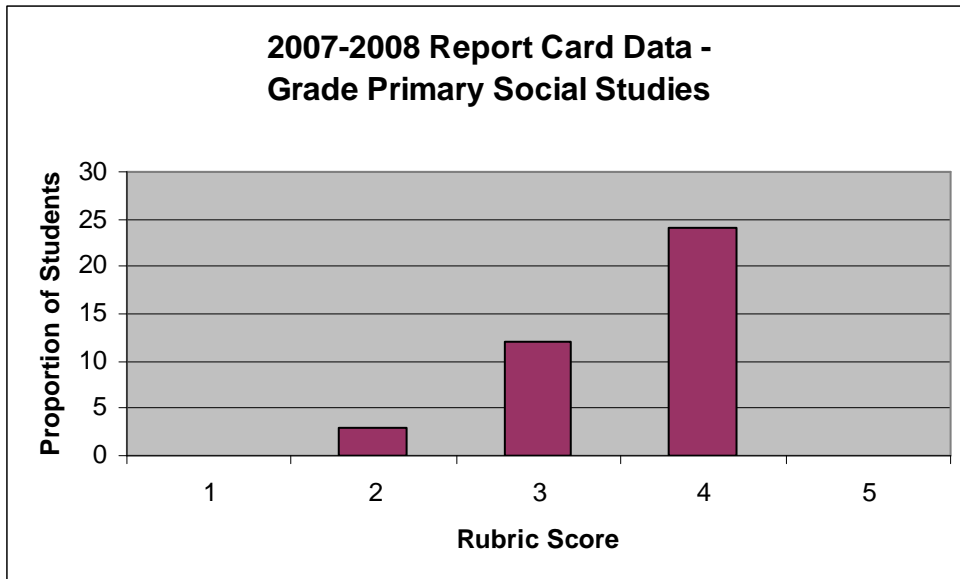
2007-2008 Report Card Data - Grade 1 Social Studies

Proportion of Students (y-axis): 0, 20, 40, 60, 80, 100

Rubric Score (x-axis): 1, 2, 3, 4, 5
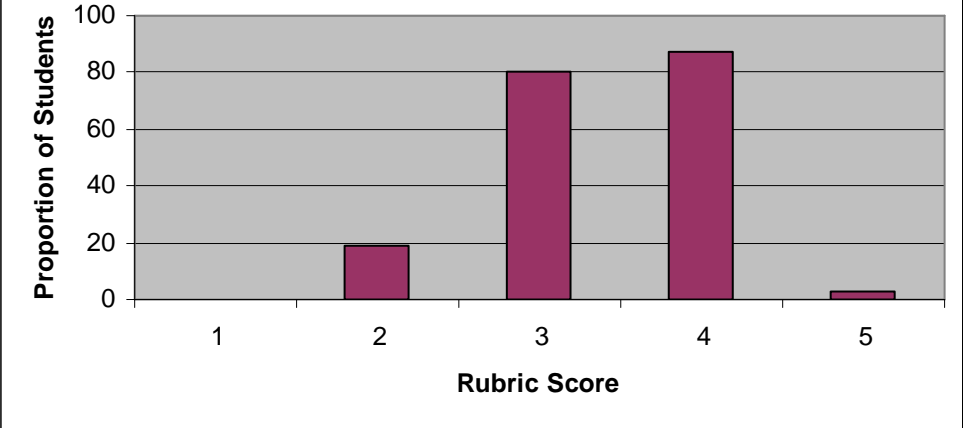
2007-2008 Report Card Data - Grade 2 Social Studies

Proportion of Students (y-axis): 0, 10, 20, 30, 40, 50

Rubric Score (x-axis): 1, 2, 3, 4, 5
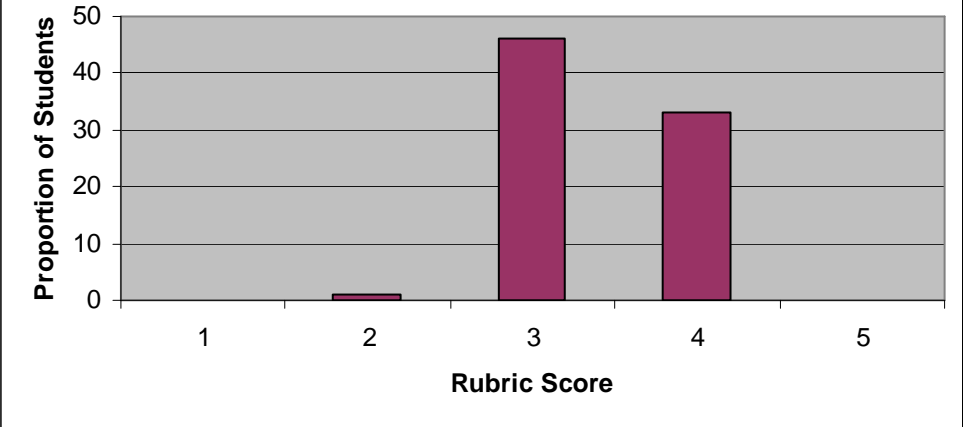
2007-2008 Report Card Data - Grade 3 Social Studies
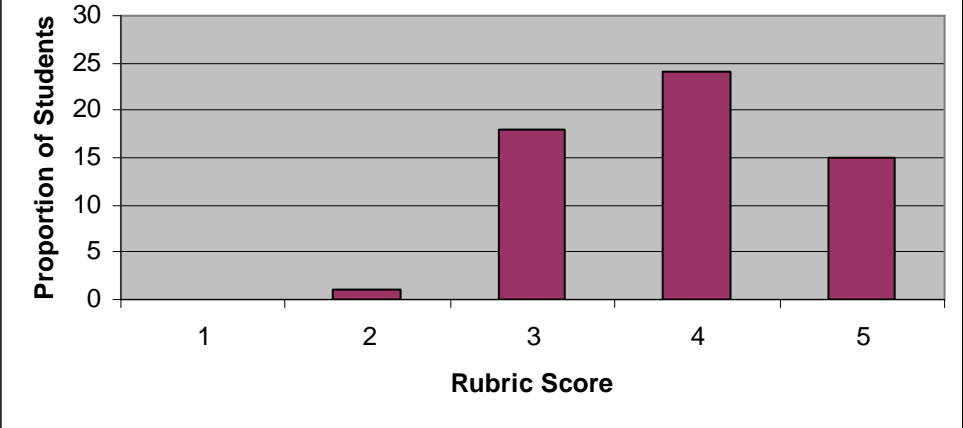
2007-2008 Report Card Data - Grade 4 Social Studies
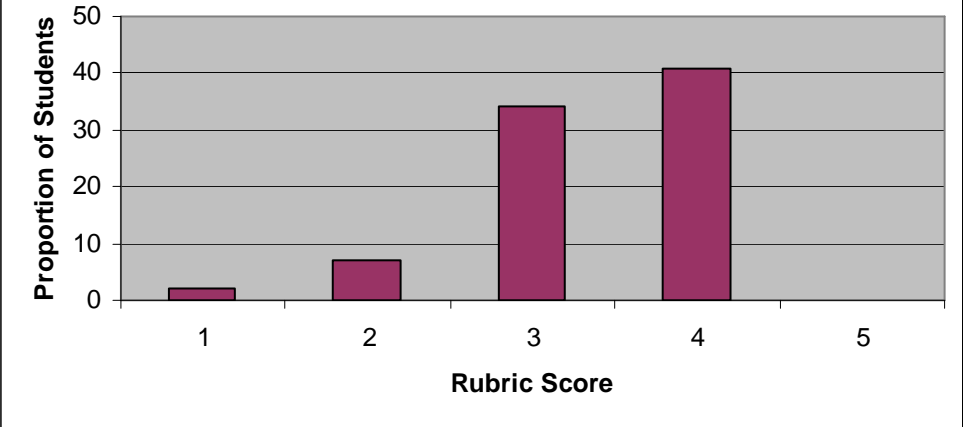
2007-2008 Report Card Data - Grade 5 Social Studies

Proportion of Students vs Rubric Score
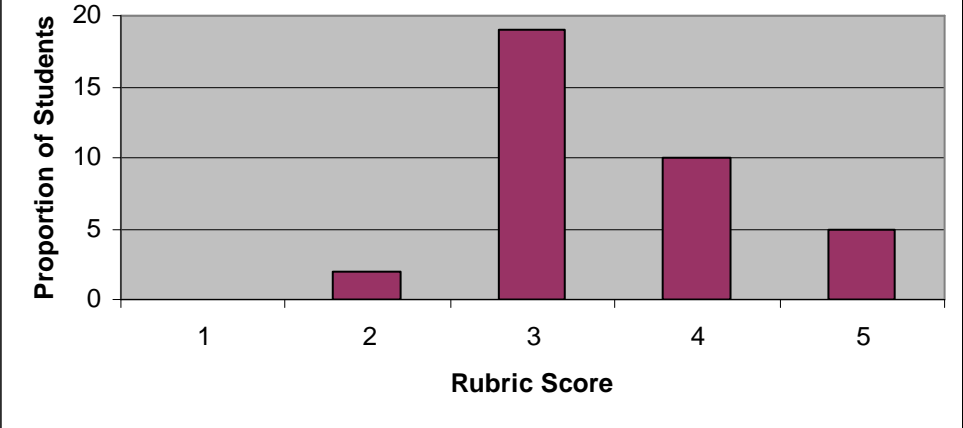
2007-2008 Report Card Data - Grade 6 Social Studies

Proportion of Students vs Rubric Score
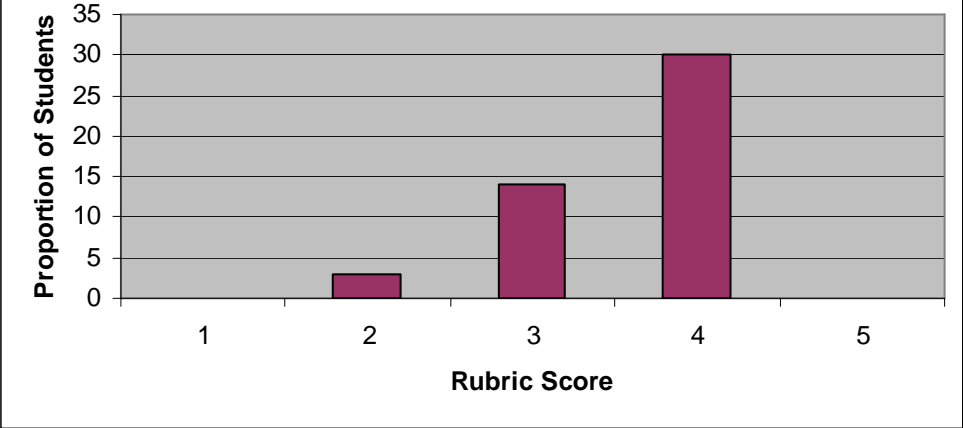
**2007-2008 Report Card Data -
Grade 7 Social Studies**
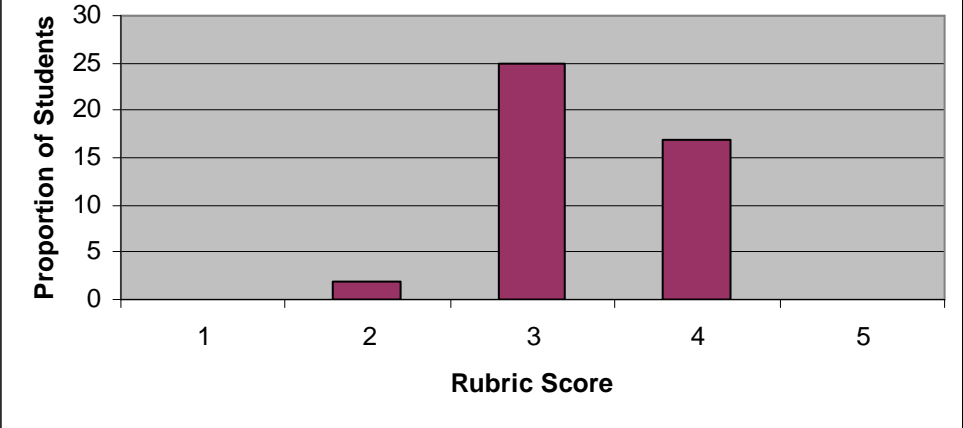
**2007-2008 Report Card Data -
Grade 8 Social Studies**
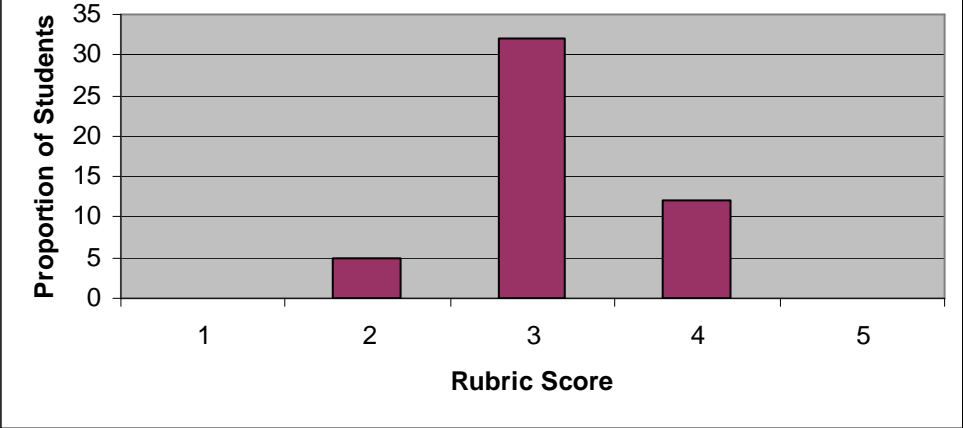
5. Analysis and Interpretation of Data
   Teachers, Support Staff, and Members of the Internal Review Team were
   involved in the analysis and interpretation (see sources of data):

   - In the lower grades there was a higher amount of 4s and 5s.
   - In the higher grades there are more students that have average scores.
   - Teachers in grades 3, 4, 5, and 6 require a curriculum document and
     resources.
   - Teachers at TEC have knowledge of a variety of assessment tools,
     which are used school wide.

6. Conclusions

Strengths	Needs
- We have the capacity within our building to use a variety of assessment tools. - Based on the data, students are demonstrating success meeting curriculum outcomes	- Some teachers are frustrated with the lack of provincial direction, curriculum documents and resources that are provided in Social Studies.

SECTION F

Records of Evidence

1. To what extent does the school meet the individual learning needs of students? (Performance Question No. 1)

2. Opportunities Provided

Table 1.1 <u>What programs are we offering?</u>

- Severe Leaning Disability
- Youth Services Facilitator (swim program, extra Physical Education, shopping, cooking)
- Resource (English and French)
- Learning Centre (Resource, Peer tutoring)
- Reading Recovery (English and French)
- Literacy Support
- academic and behaviour IPPs
- Adaptations
- Speech Language Services
- Psycho-Educational Assessments and Consultations
- Breakfast program
- Achievement testing (Key Math, Woodcock Johnson III, Test Of Written Language)
- behaviour tracking (check-in – check-out)
- Lion's Quest
- behaviour intervention
- intramurals
- band, choir
- Teacher Assistant medical needs training (insulin pumps, feeding)
- peer monitoring
- Reading Buddies
- Student Council
- Alternative Programs (Technology, Cooking, Shopping, Recycling, Swimming, Bowling, Guitar Club, Music Club, Yearbook Committee)
- Assistive Technology (FM headset)
- Writing with Symbols
- Behavioral Support
- The Writer
- Positive Effective Behaviour Supports
- School Planning Team
- Program Planning Team

Table 1.2   What practices are staff engaged in to facilitate this school performance area?

- School planning Team, allocates and oversees programming options
- Teacher Assistant support
- Various staff committees
- Differentiated instruction
- Special Olympics
- Offer Choice in Assignments/Projects
- Teaching Multiple Intelligences
- Peer Tutoring

Table 1.3   What resources are available?

- Gymnasium
- TA support
- Learning Centre (Kurzweil Scanner)
- swimming pool
- intramurals
- School Psychologist
- Speech Language Pathologist
- Autism Specialists (STAR, Edmark Reading Program)
- Occupational Therapist
- Physical Therapist
- Student Services
- APSEA – Vision and Hearing
- community and staff volunteers for breakfast program
- computer software programs
- Lion's Quest
- music room (Guitar Club)
- Lunch time program (gr7&8) in the music room
- Chess club
- Guidance
- Technology Education Room
- Computer Lab
- Family Studies Room (Cooking Lab)
- Severe Learning Disabilities Classroom
- Youth Services Facilitator Room
- Resource Rooms (2 Storage Rooms being used for Resource)

Table 1.4   <u>In what professional development activities have staff participated?</u>

- Non-Violent Crisis intervention
- CPR
- Continuing contact for Reading Recovery
- Masters Programs and Diplomas (Guidance, Special Ed., Admin., Math)
- Lion's Quest
- AYR
- Board, School based and Provincial in-servicing
- Math, Literacy and French mentoring
- Assistive Technology mentoring
- Lead Teams members for literacy, science, spelling, Assistive Technology and math

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel activity - Paper surveys completed by students, teachers, support staff and parents/guardians 4 corners activity - Display during parent teacher interviews - November newsletter supplement - Phone survey of randomly selected parents/guardians	- we offer a large number of Department of Education initiatives and programs, in addition to alternate programming and services provided by the school - according to the carousel results, teachers report they are using many different strategies to differentiate learning - membership on the School Planning Team is varied and representative of our school population - teachers are becoming increasingly adept at identifying students needs and strengths - the majority of individuals surveyed, with the notable exception of junior high (7-8) students, felt that we were meeting the individual learning needs of students - in the junior high (7-8) survey results, students felt that their teachers helped them but did not use a variety of teaching methods - additional intervention is available to grade 5-8 students, i.e. alternative programming (extra technology education, year book, guitar club, lunch time music, cooking, grocery shopping), and the Severe Learning Disabilities class - there are more students on the resource caseload in grades 6-8 than students with adaptations - half the students in grades 7-8 received some type of intervention at some point during the 2007-2008 school year

Student 3-6 Survey Results

1. To what extent does the school meet the learning needs of students?	Agreement*	Not Sure		
			87%	**
17. My teachers use many examples when explaining things.	91%	7%		
18. My teacher is interested in helping me to learn.	84%	12%		

Student 7-9 Survey Results

1. To what extent does the school meet the learning needs of students?	Agreement*	Not Sure		
			65%	**
1. My teachers help me with my specific learning needs.	72%	13%		
2. My teachers make my school work interesting.	47%	24%		
3. My teachers help me with my work in class.	81%	14%		
4. My teachers use a variety of teaching methods.	58%	35%		

Parent/Guardian Survey Results

1. To what extent does the school meet the learning needs of students?	Agreement*	Not Sure		
			80%	**
1. This school is meeting the specific learning needs of my child.	79%	10%		
2. This school provides for student learning in a variety of ways.	83%	10%		
3. I am satisfied with my child's academic progress at this school.	81%	10%		
4. This school provides appropriate academic challenges for my child.	81%	11%		
5. Teachers evaluate my child's learning in different ways.	76%	22%		

Teacher Survey Results

1. To what extent does the school meet the learning needs of students?	Agreement*	Not Sure		
			90%	**
1. Teachers select learning strategies appropriate for individual students in their classes.	92%	8%		
2. Teachers effectively address a variety of student learning styles at this school.	95%	5%		
3. Teachers use differentiated instruction and assessment.	89%	11%		
4. This school has an effective program planning process.	84%	11%		

Support Staff Survey Results

1. To what extent does the school meet the learning needs of students?	Agreement*	Not Sure		
			78%	**
1. Our school focuses on what is best for each student's learning.	93%	7%		
2. Our school provides for student learning in a variety of ways.	93%	7%		
3. This school has an effective program planning process.	73%	20%		
4. This school is meeting the learning needs of all of its students.	53%	40%		

2007-2008 Programming - Grade Primary

3%

- IPP
- Adaptation
- Regular Program

97%
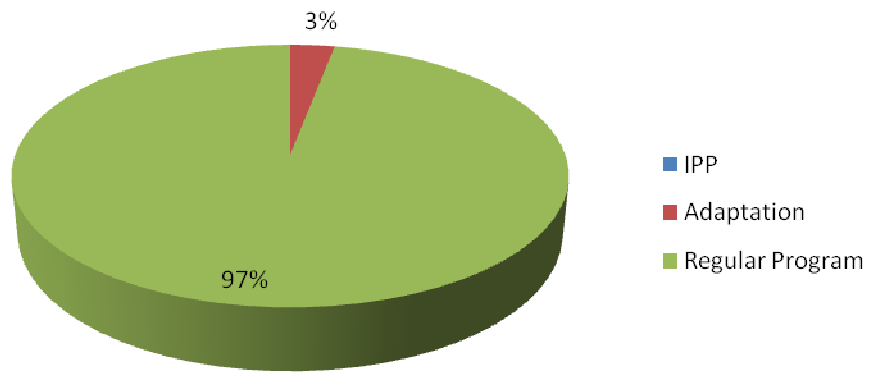
2007-2008 Intervention - Grade Primary
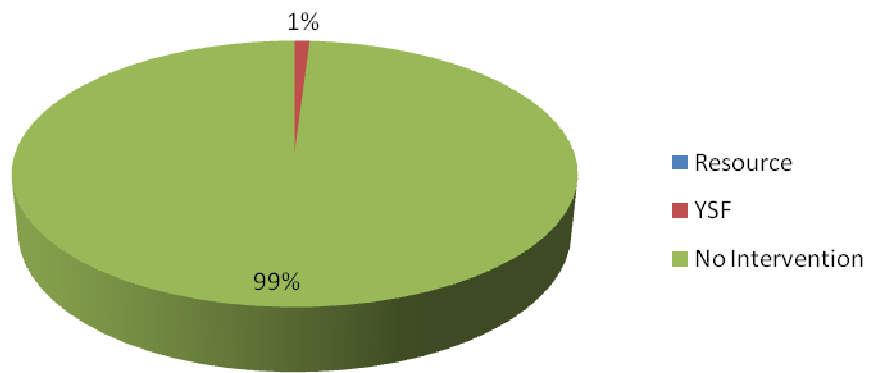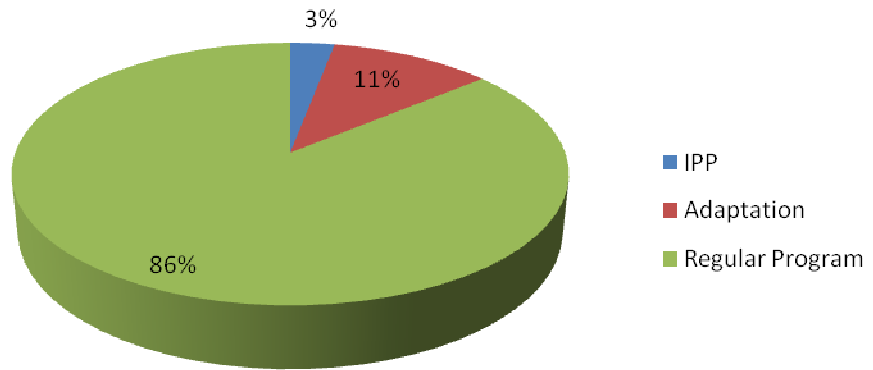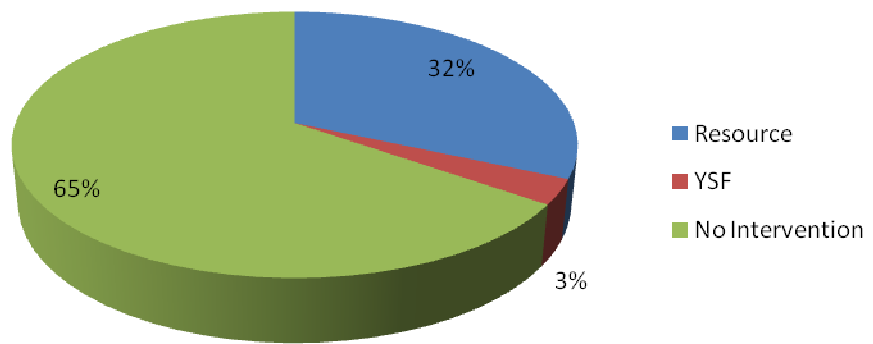
1%

- Resource
- YSF
- No Intervention

99%

2007-2008 Programming - Grade 1

- IPP — 3%
- Adaptation — 11%
- Regular Program — 86%

2007-2008 Intervention - Grade 1

- Resource — 32%
- YSF — 3%
- No Intervention — 65%

2007-2008 Programming - Grade 2

- IPP (3%)
- Adaptation (16%)
- Regular Program (81%)

2007-2008 Intervention- Grade 2

- Resource (13%)
- YSF
- No Intervention (87%)

2007-2008 Programming - Grade 3

2%

38%

60%

- IPP
- Adaptation
- Regular Program

2007-2008 Intervention - Grade 3

38%

59%

3%

- Resource
- YSF
- No Intervention

2007-2008 Programming - Grade 4

- IPP
- Adaptation
- Regular Program

11%
33%
56%

2007-2008 Intervention - Grade 4

- Resource
- YSF
- No Intervention

29%
3%
68%

2007-2008 Programming - Grade 5

IPP — 4%
Adaptation — 27%
Regular Program — 69%

Legend:
- IPP
- Adaptation
- Regular Program

2007-2008 Intervention - Grade 5

Resource — 23%
Alternative — 2%
No Intervention — 69%
YSF — 4%
SLD — 2%

Legend:
- Resource
- Alternative
- No Intervention
- YSF
- SLD

2007-2008 Programming - Grade 6

- IPP — 6%
- Adaptation — 20%
- Regular Program — 74%

2007-2008 Intervention - Grade 6

- Resource — 31%
- Alternative — 4%
- No Intervention — 59%
- YSF — 6%
- SLD

2007-2008 Programming - Grade 7

- IPP — 16%
- Adaptation — 27%
- Regular Program — 57%

2007-2008 Intervention - Grade 7

- Resource — 40%
- Alternative — 4%
- No Intervention — 44%
- YSF — 4%
- SLD — 8%

2007-2008 Programming - Grade 8

11%

21%

68%

- IPP
- Adaptation
- Regular Program

2007-2008 Intervention - Grade 8

4%   3%

39%

50%

4%

- Resource
- Alternative
- No Intervention
- YSF
- SLD
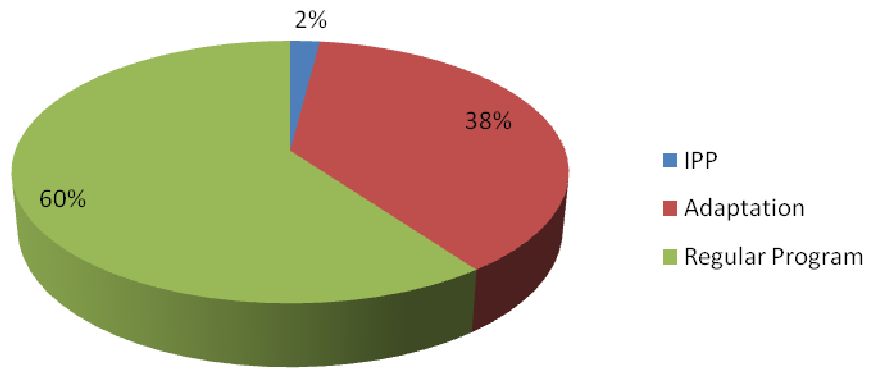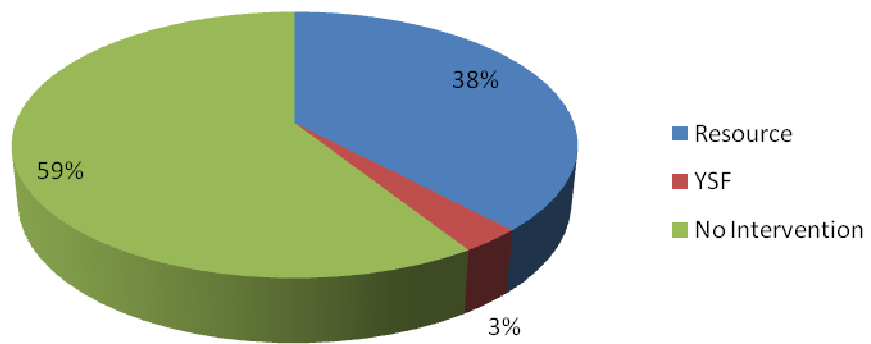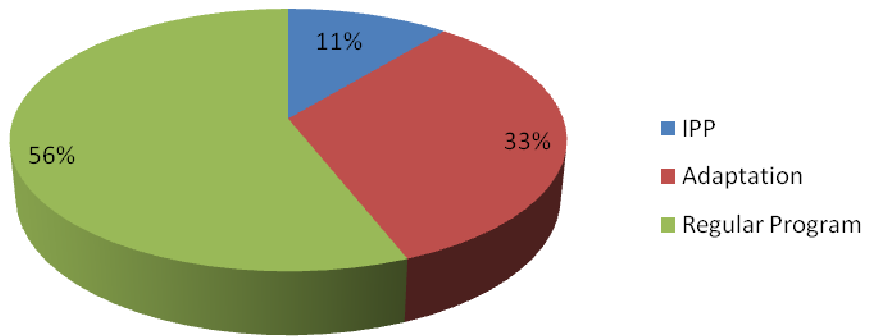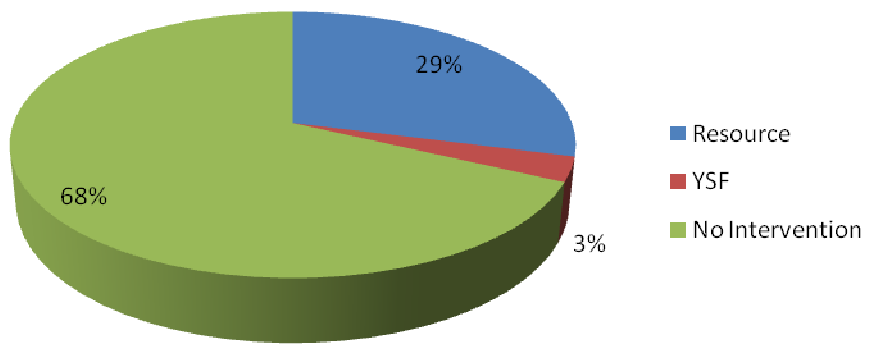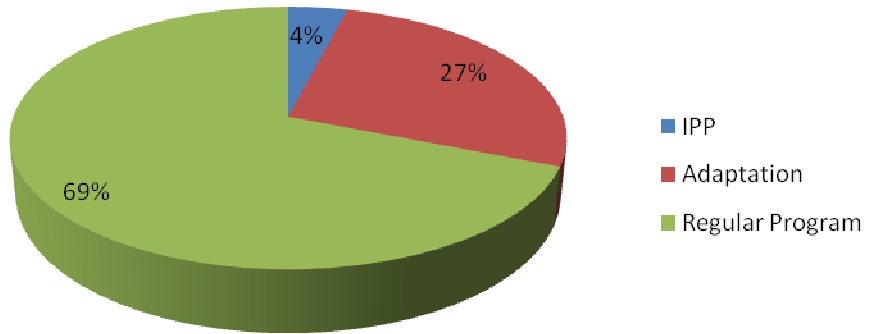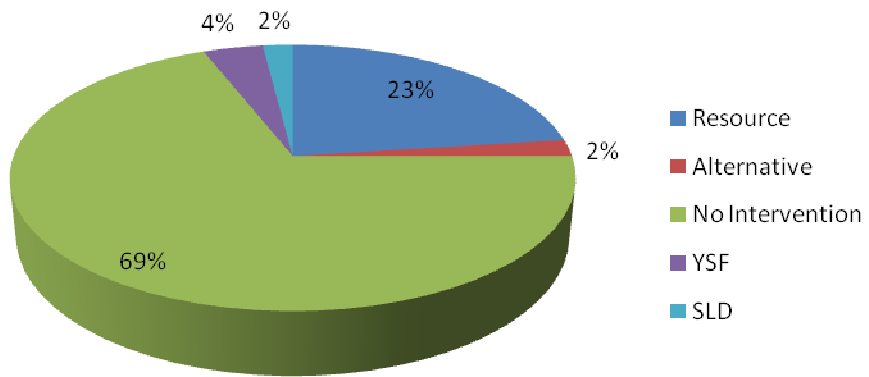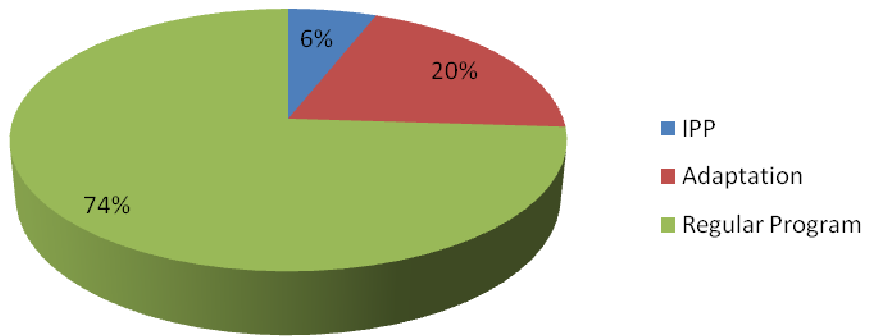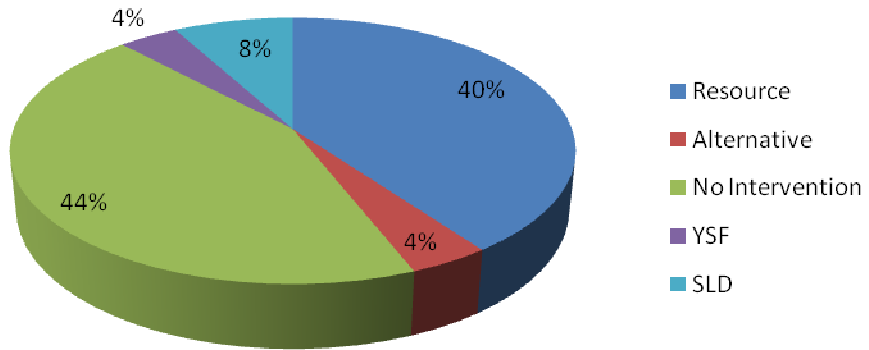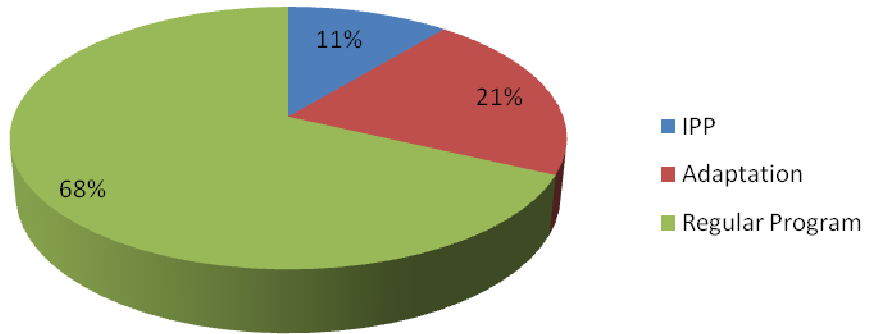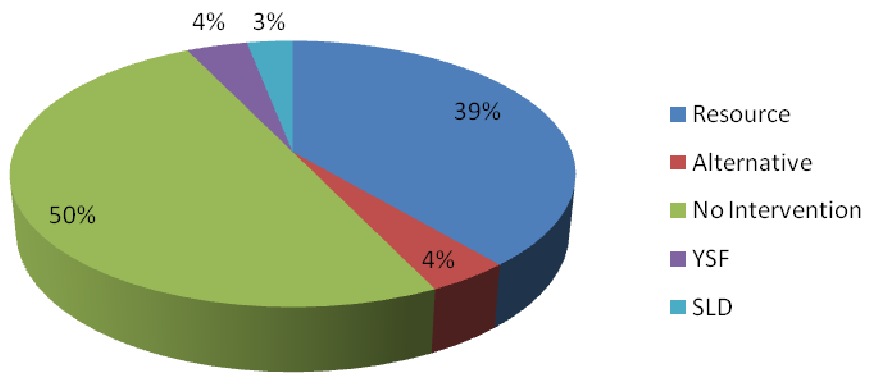
2007-2008 School-Wide Programming

6%

22%

72%

- IPP
- Adaptation
- Regular Program
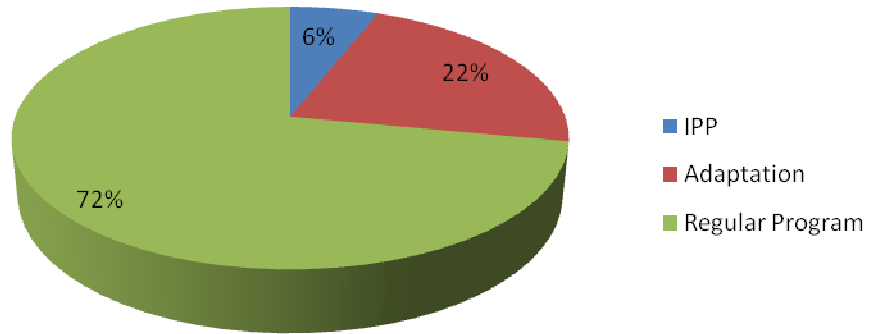
2007-2008 School-Wide Intervention
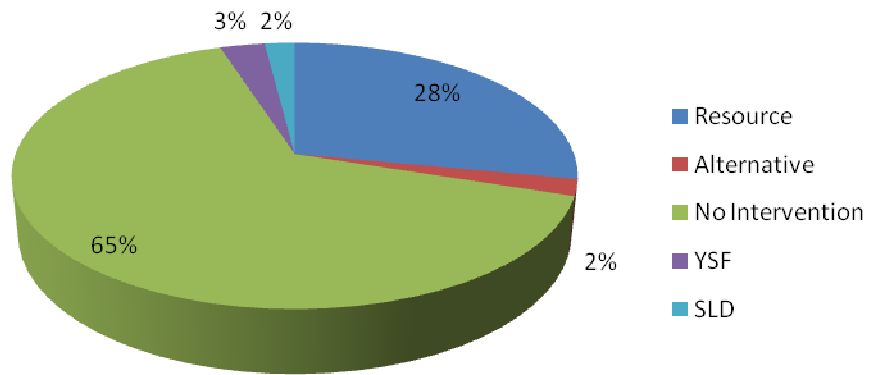
3% 2%

28%

65%

2%

- Resource
- Alternative
- No Intervention
- YSF
- SLD

5. **Analysis and Interpretation of Data**
   Parents/Guardians, Teachers, Support Staff, School Advisory Council and members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

   - at Tamarac Education Centre we are offering a number of programs and services to meet the individual learning needs of students
   - however, students in junior high (7-8) do not feel that we are meeting their needs

6. **Conclusions**

Strengths	Needs
- We are offering a number of programs and services to meet the individual learning needs of students - Based on survey results, parents are satisfied with the academic progress of their children - A vast majority of teachers view the program planning process as effective - Good match between needs and services focused at the grade P-5 level - The percentage of students with IPP is representative of what is expected in the general population (as described by the Nova Scotia Department of Education)	- We need junior high (7-8) students to report that their needs are being met - Explore contradictions between student and teachers' perceptions of varied teaching methods used - To gain more information on support staff's perceptions that we are not meeting the learning needs of all students - We need to further explore the discrepancy between the number of students on the resource caseload and the number of students with documented adaptations - Further investigate the level of support at the primary level

SECTION F

Records of Evidence

1. To what extent does the school meet the non-academic needs of students? (Performance Question No. 2)

2. Opportunities Provided

Table 1.1   <u>What programs are we offering?</u>

- Sport teams
- Special Olympics
- intramurals
- book buddies
- mentoring
- chess club
- student council
- student monitors
- drama (Dinner Theatre)
- music (band and choir)
- grade 7 and 8 music room at lunch
- breakfast program
- behavioural IPPs
- field trips
- Swiming and Bowling Program for YSF
- spirit days
- winter carnival
- socials
- Positive Effective Behaviour Supports (Timberwolves)
- monthly and weekly rewards
- signage re: PEBS
- concerts
- Terry Fox program
- TEC Talk
- Newspaper
- Year Book
- Casual Day collection
- Hallowe'en Party, Sock Hop, Grandparent's Day, Valentine Party, etc.
- Hackmatack Book Club
- Book Fair
- 100th Day
- CARE Program

Table 1.2   What practices are staff engaged in to facilitate this school performance area?

- coaches
- organizers of events
- mentors/leaders
- advocates for student participation
- community involvement
- refereeing
- teacher conferencing
- role-modeling
- Science and Heritage Fair judges
- supervising games
- chaperoning,
- school committees
- coordinator of the Christmas concert
- directors of drama productions

Table 1.3   What resources are available?

- Non-Violent Crisis Intervention,
- First Aid/CPR Training (many need recertification)
- Coaching clinics
- WHMIS
- Lion's Quest
- playground equipment
- uniforms
- soccer field
- track ($^1/_4$ km)
- basketball court
- Physical Education Grant
- PDAF Grants

Table 1.4   In what professional development activities have staff participated?

- Lion's Quest
- First Aid/CPR
- Coaching clinics
- WHMIS
- Non-Violent Crisis Intervention
- Referee Clinics

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel activity - Paper surveys completed by students, teachers, support staff and parents/guardians 4 corners activity - Display during parent teacher interviews - November newsletter supplement 7/8 Focus Group - Phone survey completed by randomly selected parents/guardians	- there are multiple activities and opportunities for students to participate in non-academic activities at our school - a large number of staff members have skills and competencies that meet the non-academic needs of students 31% of junior high (7-8) students felt that the school *did* treat students fairly 81% of junior high (7-8) students felt that they could participate in many school activities 54% of junior high (7-8) students felt their non-academic needs were being met 75% of parents/guardians felt that the school met the non-academic needs of students 78% of students from grades 3-6 felt that they belonged - a majority of support staff and teachers felt that we met the non-academic needs of students

4. Presentation of Data

Student 3-6 Survey Results

2. To what extent does the school meet the non-academic needs of students? **66%**

1.	*I feel like I belong at this school.*	*78%*	*17%*
3.	*Students are treated fairly at this school.*	*55%*	*24%*

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Student 7-9 Survey Results

2. To what extent does the school meet the non-academic needs of students?   **54%**

5. My teachers accept me for who I am.	69%	27%
6. My teachers understand my feelings.	36%	44%
7. My teachers care if I am not doing well.	62%	23%
8. All students are treated fairly at this school.	31%	26%
9. I can participate in many different school activities (clubs, teams, etc.).	81%	10%
10. I feel like I belong at this school.	46%	29%

Parent/Guardian Survey Results

2. To what extent does the school meet the non-academic needs of students?   **75%**

6. This school treats students of all races fairly.	76%	22%
7. This school treats students of all backgrounds fairly.	70%	23%
8. Teachers at this school care about students as individuals.	76%	17%
9. This school provides opportunities for my child's social and emotional needs.	73%	16%
10. This school provides a variety of student activities (clubs, teams, etc.)	79%	11%

Teacher Survey Results

2. To what extent does the school meet the non-academic needs of students?   **82%**

5. Teachers in this school use resources that reflect diversity.	73%	24%
6. Teachers treat students of all races fairly in this school.	95%	5%
7. Teachers treat students of all backgrounds fairly in this school.	86%	11%
8. This school promotes acceptance of students from diverse backgrounds.	92%	8%
9. This schools meets the emotional/cultural/racial needs of students.	65%	32%

Support Staff Survey Results

2. To what extent does the school meet the non-academic needs of students?   **89%**

5. Staff work to meet the needs of all students at this school.	79%	14%
6. Staff treat students of all races fairly at this school.	93%	7%
7. Staff treat students of all backgrounds fairly at this school.	93%	7%

7/8 Focus Group
On October 21, 2008 a group of ten (10) students from grades 7-8 were asked a series of eight (8) questions from the original survey administered. Rob Ryan facilitated this group and notes were taken by Shelley MacLean, co-chair.

- the majority of students felt a very strong sense of belonging to our school
- most students felt that students are sometimes treated fairly

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5. Analysis and Interpretation of Data
Parents/Guardians, Teachers, Support Staff, School Advisory Council and members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

- all adult stakeholders surveyed felt that the school was meeting the non-academic needs of students
- junior high (7-8) students felt that their non-academic needs were being met
- junior high (7-8) students felt that they were not always treated fairly
- a large number of staff members have skills and competencies that meet the non-academic needs of students
- a large number of students did not respond to many questions

6. Conclusions

Strengths	Needs
▪ We offer a number of programs and non-academic activities throughout the school week	▪ Staff feel we are meeting the non-academic needs of students, however students do not concur ▪ Explore why 32% of teachers feel that we are not meeting the emotional, cultural and/or racial needs of our students

SECTION F

Records of Evidence

    1. **To what extent does the school provide for a safe, healthy, and positive learning environment? (Performance Question No. 3)**

    2. **Opportunities Provided**

Table 1.1   <u>What programs are we offering?</u>

- Lion's Quest
- Breakfast Program
- Positive Effective Behaviour Supports
- Before, During and After school teacher supervision
- Supervised Dismissal
- Evacuation Procedures
- Curriculum Night
- Intramurals
- School Socials
- School Sports
- lock-down procedures
- sign-in and sign-out
- attendance check with phone calls
- DARE Program
- Good Touch/Bad Touches
- C.A.R.E
- Bus Safety Programs
- Snowplough safety (Sammy the Snowplough)
- ice Safety
- peer mediation
- healthy choices in cafeteria
- bus buddies
- Emergency procedure chart (color coded charts)
- Roots of Empathy
- Bully Smart
- Step Program
- Homework website (Strait Up)
- Homework club
- detentions
- Head Checks
- Fire Drills
- PA announcements

Table 1.2   What practices are staff engaged in to facilitate this school performance area?

- Sign In/ Sign out
- Timberwolves
- Late Slip
- Announce Departures (Buses)
- Emergency Codes clearly posted and practiced
- Lion Quest Training
- Coaching Certification
- Criminal Record Check
- teacher and sign-in tags
- staff supervision (voluntary time)
- Visitor Tag and sign-in policy
- One main entrance (Front) unlocked during the day and special events
- Crisis intervention team
- bus evacuation drills
- positive discipline/classroom management
- Drill practices (fire, code blue)

Table 1.3   What resources are available?

- Crisis Intervention Kit
- Lions Quest (Skills For Adolescents/Skills For Growing Kits)
- Bus Safety Guys
- Healthy Food
- Volunteers
- Police
- School security cameras
- Department of Transportation
- Sign in tags
- Crisis intervention team
- Occupational Health and Safety
- eye washout stations
- St John's Ambulance Course
- Phones in most classrooms
- RCMP (Liaison Officer, DARE Program)
- Sports Equipment (keep in a positive environment)

Table 1.4   <u>In what professional development activities have staff participated?</u>

- Lion's Quest Training,
- Positive Effective Behaviour Supports Training & Review of Matrix
- Evacuation Procedures(including Buses)
- Fire Safety Regulations
- First Aid Training
- CPI Training
- WHMIS
- Floor Care
- Guidance programs/masters programs

3. Data Collection

Methods Sources of Data	**Results** What did you find (facts)?
- Paper surveys completed by students, teachers, support staff and parents/guardians - Carousel Activity completed by staff of TEC - Four Corners Activity (Teacher & Support Staff) - 7/8 Focus Group - Summary of Office Discipline Referrals for 2007/08 - November newsletter supplement - display during November parent-teacher interviews - Phone survey completed by parents/guardians and members of the community	- We are working towards providing a safe and positive environment for all students. - When surveyed a majority of parents and/or guardians reported satisfaction with the sign-in policy and other safety measures - Parental perception was that students are safe at TEC - Parents felt that most students are not bullied (75%) - 88% of parents reported that their child knew what to do if they are bullied - both parents and teachers reported that students do not behave well at TEC - 43% of teachers felt that team spirit was good at TEC

4. Presentation of Data

Student 3-6 Survey Results

3. To what extent does the school provide for a safe and positive learning environment? **69%**

15. I feel safe at this school.	*70%*	*18%*
16. I enjoy being at this school.	*65%*	*18%*
20. I like my school.	*71%*	*16%*

Student 7-9 Survey Results

3. To what extent does the school provide for a safe and positive learning environment? **43%**

11. I feel safe at this school.	*56%*	*28%*
12. My teachers have good control of my classes.	*49%*	*31%*
13. My teachers enjoy teaching their students.	*40%*	*48%*
14. My teachers give me praise when I do well.	*48%*	*34%*
15. Students think it is important to do well at school.	*44%*	*33%*
16. There are many bullies at this school.	*29%*	*31%*
17. I enjoy being at this school.	*32%*	*24%*

Parent/Guardian Survey Results

3. To what extent does the school provide for a safe and positive learning environment? **72%**

11. This school has high standards for student behaviour.	*75%*	*17%*
12. This school has high standards for student safety.	*75%*	*14%*
13. Students behave well at this school.	*52%*	*34%*
14. This school is a safe place for my child to learn.	*82%*	*13%*
15. This school provides for a positive learning environment for my child.	*83%*	*11%*
16. This school effectively enforces rules for appropriate student behaviour.	*67%*	*18%*

Teacher Survey Results

3. To what extent does the school provide for a safe and positive learning environment? **68%**

10. This school is a safe place for teachers to work.	*89%*	*8%*
11. Students behave well at this school.	*68%*	*19%*
12. Teachers have a positive attitude toward students at this school.	*78%*	*14%*
13. Teachers receive praise, thanks, and other recognition for their work at this school.	*59%*	*14%*
14. There is a good team spirit in this school.	*43%*	*16%*
15. Our school has a positive learning environment.	*76%*	*19%*
16. This school has high standards for student behavior.	*62%*	*22%*

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Support Staff Survey Results

3. **To what extent does the school provide for a safe and positive learning environment?**   **82%**

8. Our school has high standards for student behavior.	80%	20%
9. Our school is a safe place for staff to work.	93%	7%
10. Students behave well at this school.	80%	13%
11. Staff have a positive attitude toward students.	100%	0%
12. Staff work with enthusiasm at this school.	80%	20%
13. Staff receive praise, thanks and other recognition for their work.	73%	13%
14. There is good team spirit in the school.	60%	33%
15. Our school has a positive learning environment.	93%	7%
16. Students treat staff members with respect.	80%	7%

2007-2008 Office Referrals - By Week Day

N.B. Total No. of Referrals for 2007-2008 was 174.
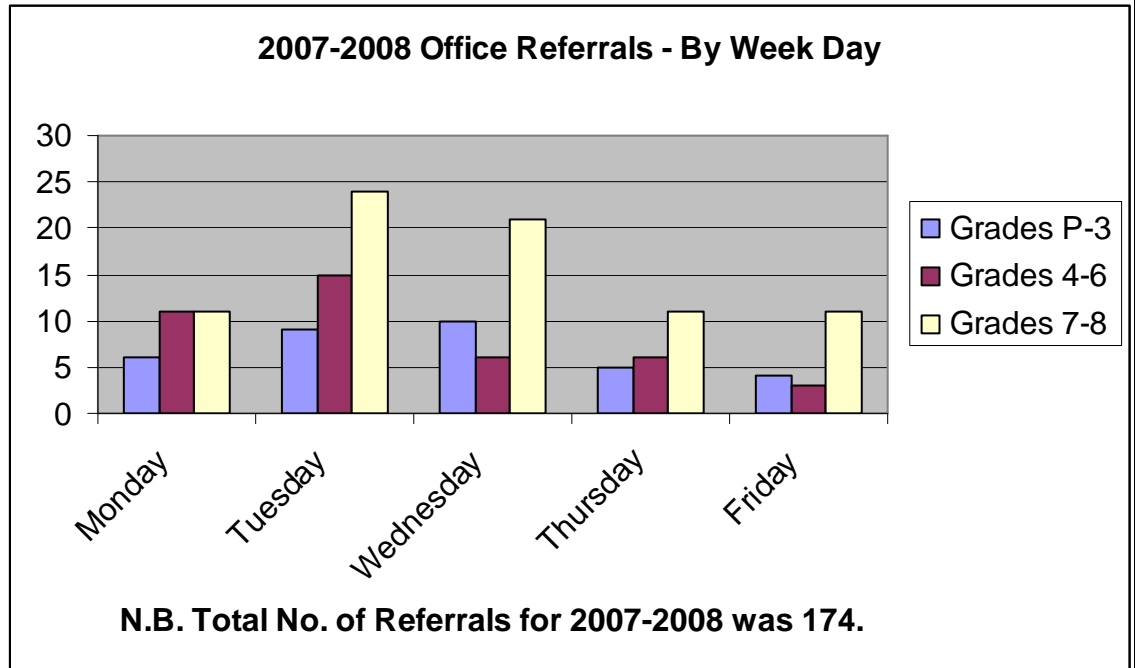
2007-2008 Office Referrals - By Grade Level
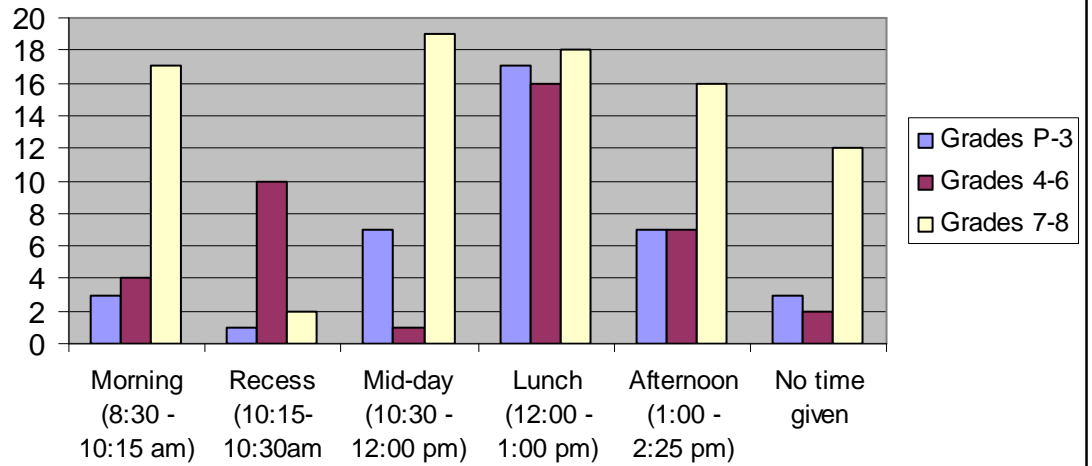
N.B. Total No. of Referrals for 2007-2008 was 174.

2007-2008 Office Referrals - By Sex
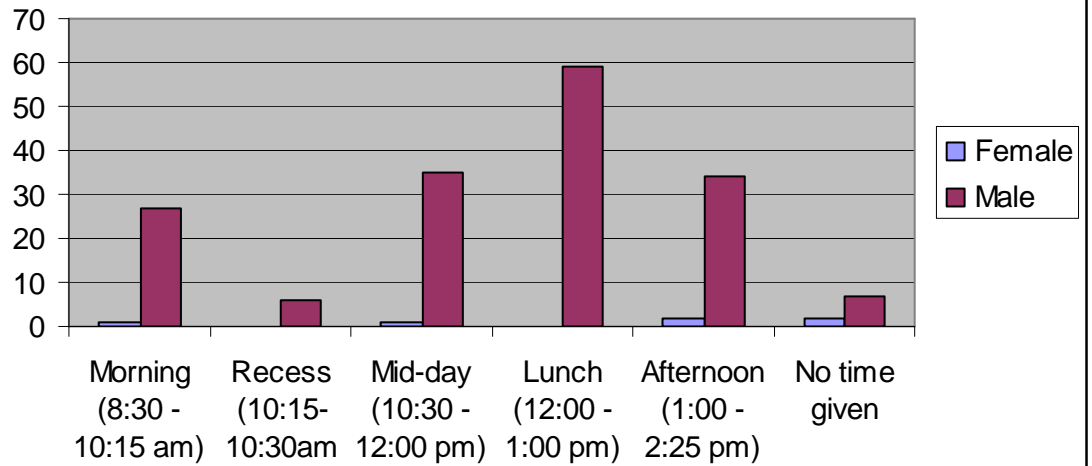
N.B. Total No. of Referrals for 2007-2008 was 174.

2007-2008 Phone Communication Survey - Bullying at Tamarac Education Centre

Bar chart comparing Agree, Disagree, and No Opinion responses for: Bullying has Decreased, Bullied Child Knows What to Do, My Child is a Victim of Bullying.
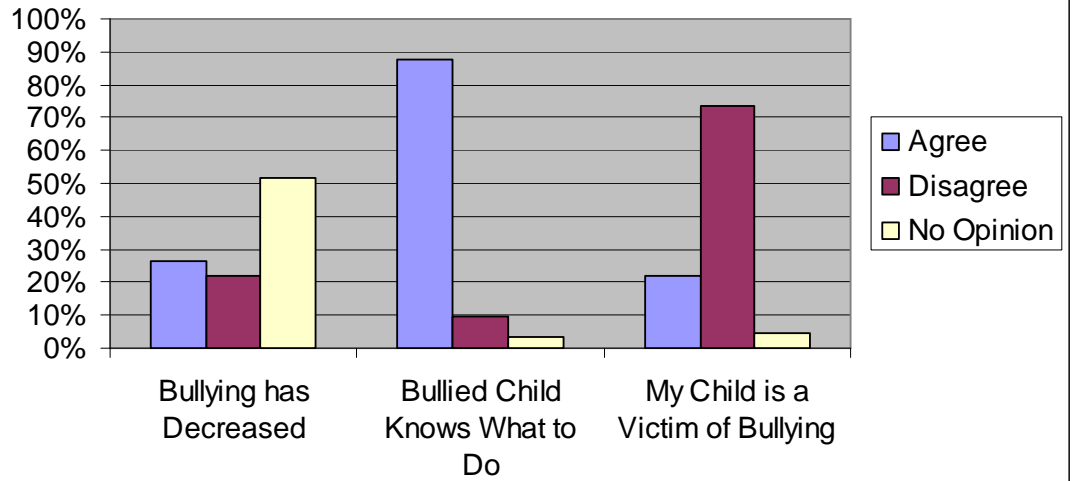
2007-2008 Phone Communication Survey - Safety at Tamarac Education Centre
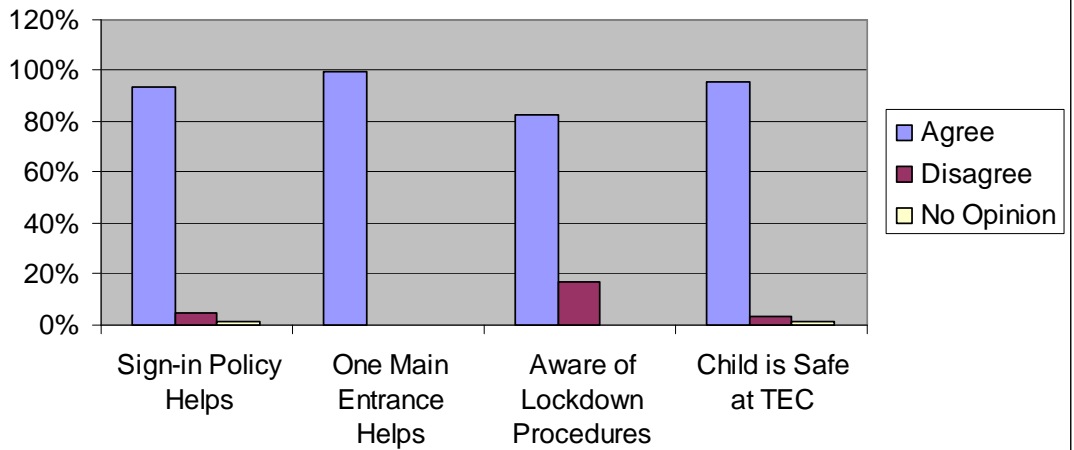
Bar chart comparing Agree, Disagree, and No Opinion responses for: Sign-in Policy Helps, One Main Entrance Helps, Aware of Lockdown Procedures, Child is Safe at TEC.

<u>7/8 Focus Group</u>
On October 21, 2008 a group of ten (10) students from grades 7-8 were asked a series of eight (8) questions from the original survey administered. Rob Ryan facilitated this group and notes were taken by Shelley MacLean, co-chair.

- All junior high (7-8) students (100%) felt safe at school
- Junior high (7-8) students said that Tamarac Education Centre was in a small town and that there weren't many "bad people"
- However, students also felt that all incidents of bullying were not being regularly reported

5. **Analysis and Interpretation of Data**
   Parents/Guardians, Teachers, School Advisory Council and Support Staff were involved in the analysis and interpretation (see sources of data):

   - Parents felt that TEC provides a positive learning environment for students.
   - Teachers at TEC felt that there is a lack of team spirit among staff.
   - The majority of office discipline referrals (ODRs) occur at lunchtime.
   - There are significantly more males than females being referred to the office for discipline.
   - The majority of ODRs are comprised of grade 7/8 students.
   - The Breakfast Program does not seem to have a positive effect on student behavior.
   - 100% of parents thought that only having one entrance open during the school day is an effective safety measure.
   - When surveyed a majority of parents and/or guardians reported satisfaction with the sign-in policy
   - Parents and/or guardians reported that most children are not bullied
   - Parents and/or guardians reported that their child knew what to do if bullied

6. Conclusions

Strengths	Needs
▪ The majority of staff at TEC are trained to deliver Lion's Quest. ▪ Staff members at TEC are actively engaged in professional development which focuses on promoting a positive learning environment. ▪ 89% of teachers and 93% of support staff felt that TEC was a safe place to work. ▪ There are systems in place to reinforce positive student behavior. ▪ Parents, according to the survey data, were aware and felt confident in the safety measures that have been implemented at TEC. ▪ 88% of parents reported that their child knew what to do if bullied. ▪ Teachers and support staff meet regularly and are involved in committees that focus on promoting a safe and positive learning environment for all students and staff. ▪ TEC is a PEBS school.	▪ 43% of junior high (7-8) students felt that TEC offered a safe and positive learning environment. ▪ Only 43% of teachers felt that there was good team spirit at TEC ▪ All staff members need to be consistent in completing office discipline referrals

SECTION F

Records of Evidence

       1. **To what extent is the school organized to maximize student learning? (Performance Question No. 4)**

       2. **Opportunities Provided**

Table 1.1   <u>What programs are we offering?</u>

- Severe Learning Disabilities
- Youth Services Facilitator
- Individual Program Plans
- Adaptations
- Physical Education
- Music
- Family Studies
- Technology Education
- Band
- Resource (Remediation, Compensation, Behaviour Intervention, Literacy Support, Alternative Programming, Assistive Technology)
- Reading Recovery
- YSF Swimming & Bowling
- Positive Effective Behaviour Supports
- Sports
- Student Council
- Student Monitoring
- Student Mentoring (Reading Buddies, Math Club)
- Behavioural Support
- YSF Grocery Shopping/Recycling
- Peer Tutoring
- Intramurals
- Parent Teacher
- Student Led Conferences
- Learning Centre
- Drama
- Field Trips
- French Immersion and Core French
- Service Learning Projects
- Special Presentations: Neptune Theatre
- Inter-disciplinary Unit

Table 1.2   <u>What practices are staff engaged in to facilitate this school performance area?</u>

- Parent Meetings
- Staff Meetings
- School Planning Team
- Professional Development
- Wing meetings
- Assemblies
- Parent volunteers
- Staff volunteers
- Committees
- Co-teaching
- Co-planning
- Curriculum Night
- Curriculum days
- Informal practices (teaching strategies, themes, classroom culture)
- Incorporating music
- Monthly Awards (P-8)
- Positive Effective Behaviour Supports Assemblies
- Gr. 8 Awards/Recognition

Table 1.3   <u>What resources are available?</u>

- Learning Centers
- Musical Instruments
- Kitchen equipment
- Pool
- walking track (for school and community)
- YMCA
- Rink
- Curling club
- Library
- Strait-up for parents
- TEC Talk-radio and newspaper
- TEC website
- Resource Center
- Book Room
- Community hiking trails

Table 1.4   <u>In what professional development activities have staff participated?</u>

- Provincial Conferences
- Lion's Quests
- Mentoring
- In-servicing
- Curriculum Meetings
- University Course Work (Masters, diplomas)
- Personal readings
- Autism Professional Learning Community
- Picture Exchange System training
- STAR Autism training
- Pivotal Response Treatment Training
- Running Records Training
- Observational Surveys Training
- Assistive Technology Professional Learning Community
- Severe Learning Disabilities Professional Learning Community
- Non-verbal Communication Training

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Carousel activity - Paper survey completed by students, teachers, support staff and parents/guardians 4 corners activity - display during parent teacher interviews - November newsletter supplement 7/8 Focus Group - Phone survey of randomly selected parents/guardians	- based on carousel results we are offering lots of programming to maximize student learning - some of the resources listed are being used to maximize the learning of students with special needs - only 55% of elementary students (3-6) felt that other students began to work when teachers asked them 65% of parents/guardians felt that we had high academic standards - only 41% of teachers felt that this school has good student attendance - only 54% of teachers felt they were involved in decision making - generally speaking all adult stakeholders felt we were a professional learning community 62% of teachers reported on the survey that the schedule at this school was designed to maximize time for learning

4. Presentation of Data

Student 3-6 Survey Results

4. To what extent is the school organized to maximize student learning? **75%**

8.	*My teachers expect me to finish my work.*	95%	5%
9.	*Students begin to work when the teacher tells them.*	55%	27%

6. To what extent is the school a professional learning community? **87%**

7.	*My teachers know a lot about what they teach.*	87%	10%

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Student 7-9 Survey Results

4. To what extent is the school organized to maximize student learning? **56%**

18. At the beginning of each class, teachers tell us what we are going to do.	*68%*	*14%*
19. My classes are rarely interrupted by announcements, visitors, etc.	*32%*	*31%*
20. Learning comes first at this school.	*64%*	*26%*
21. My teachers are well prepared for each class.	*62%*	*32%*

6. To what extent is the school a professional learning community? **65%**

28. My teachers know a lot about what they teach.	*76%*	*19%*
29. My teachers are up to date in how they teach.	*54%*	*38%*

Parent/Guardian Survey Results

4. To what extent is the school organized to maximize student learning? **74%**

17. Learning comes first at this school.	*77%*	*16%*
18. Events at this school focus on student learning.	*80%*	*15%*
19. This school has high academic standards.	*65%*	*29%*

6. To what extent is the school a professional learning community? **73%**

23. My child's teachers use up-to-date teaching methods.	*79%*	*16%*
24. My child receives high quality teaching at this school.	*77%*	*16%*
25. This school staff works together to improve teaching and learning.	*64%*	*30%*

Teacher Survey Results

4. To what extent is the school organized to maximize student learning? **69%**

17. Learning is a priority in this school.	*92%*	*8%*
18. There are few interruptions during the school day at this school.	*61%*	*3%*
19. The schedule at this school is designed to maximize the time for learning.	*62%*	*19%*
20. This school has good student attendance.	*41%*	*54%*
21. Classes in this school begin on time.	*89%*	*5%*

6. To what extent is the school a professional learning community? **71%**

27. Teachers share professional knowledge with each other.	*78%*	*16%*
28. Teachers take time to plan and learn together at this school.	*62%*	*14%*
29. School-based PD relates to school and teacher professional goals.	*78%*	*5%*
30. School leaders involve staff in discussing and making decisions about school issues.	*54%*	*19%*
37. Teachers use their talents and knowledge to help each other .	*84%*	*11%*

Support Staff Survey Results

4.	To what extent is the school organized to maximize student learning?		83%
	17. Learning is a priority in this school.	*93%*	*7%*
	18. There are few interruptions during the school day.	*60%*	*20%*
	19. Classes begin on time at this school.	*87%*	*13%*
	20. Students are engaged in learning in this school.	*93%*	*7%*

6.	To what extent is the school a professional learning community?		75%
	24. Staff are encouraged to pursue staff development opportunities.	*80%*	*20%*
	25. Staff have the opportunity in this school to develop new skills.	*80%*	*20%*
	26. Staff have opportunities to share ideas.	*73%*	*13%*
	34. Honest, open communications exist among staff members.	*67%*	*20%*

5. **Analysis and Interpretation of Data**
   Parents/Guardians, Teachers, Support Staff, School Advisory Council and members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

   - teachers felt they did not have a voice in decision making at the school level
   - only 55% of elementary students (3-6) felt that other students began to work when teachers asked them
   - 65% of parents/guardians felt that TEC had high academic standards
   - teachers reported that attendance was an issue
   - only 62% of teachers reported that the schedule is maximized for student learning

6. **Conclusions**

Strengths	Needs
- we are invested in improvement - we are a professional learning community	- teachers report that attendance is an issue - teachers reported that timetable scheduling is a need - involving all teachers in decision making

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SECTION F

Records of Evidence

1. To what extent are parents/guardians involved in their children's learning and their children's school? (Performance Question No. 5)

2. Opportunities Provided

Table 1.1   <u>What programs are we offering?</u>

- Parent volunteers/chaperones
- Lions Quest (Together Times booklets)
- Co-curricular activities (sports)
- Breakfast Program Volunteers
- Grandparent Day
- Field Trips
- Heritage Fair
- Science Fair
- Mother's Day Tea
- Classroom presentations/initiatives (Readers Theatre, Habitats, Rainforest Animals, Egyptian, Medieval Feast, etc)
- Concerts
- Raise a Reader
- DARE program
- Head Checks
- Drama/Dinner Theatre
- Musicals
- Microwave Volunteers
- CARE Program (Good Touch Bad Touch)
- Coaching
- Refereeing
- Student Led Conferencing
- Roots of Empathy
- Program Planning
- Band trips
- Halloween Centres
- Primary Portfolio Day

Table 1.2   What practices are staff engaged in to facilitate this school performance area?

- Newsletter
- Communication Plan
- Strait Up
- Parent Meetings
- Student Led Conferences
- TEC Talk
- Local Newspaper
- Band Parent Association
- Phone calls/e-mails
- Agendas
- Weekly Home Tasks
- Home Reading Programs
- Math Newsletters
- Special events
- Volunteers for Science Fair/Heritage Fair
- Breakfast Program
- TEC website
- Severe Learning Disabilities Class Information Sessions
- Lions Quest Parent Night Presentations
- Curriculum Night
- Parent Teacher
- Open House (Classroom Based Projects, Science Fair, Heritage Fair)
- School Advisory Council

Table 1.3   What resources are available?

- Lions Quest Together Times Booklets
- Strait Up
- Levelled Books for Home Reading Programs
- Agendas (gr. 5-8)
- Community Volunteers
- TEC Website
- Newsletter
- Local Radio Station
- Local Newspaper
- Office Notices
- Program Planning Guide for Parents
- School Advisory Council
- Program Planning and Subject Area Fact Sheets

Table 1.4   In what professional development activities have staff participated?

- Lions Quest – staff training
- Program Plan Process
- Curriculum Meetings
- Homework in-servicing for parents (how to help your child in school)

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3. Data Collection

Methods	Results
Sources of Data	What did you find (facts)?
▪ Carousel activity ▪ Paper surveys completed by students, teachers, support staff and parents/guardians ▪ 4 corners ▪ Display during parent teacher interviews ▪ November newsletter supplement ▪ Phone survey completed by randomly selected parents/guardians	▪ the majority of ways that parents/guardians are directly involved are through sports and music activities ▪ based on the carousel results, special events and presentations are typically supported by a large number of parents/guardians ▪ on a day-to-day basis parental/guardian involvement is most often at the elementary (P-3) level ▪ some parents/guardians are also involved in transporting children to extra- and co-curricular events ▪ staff facilitate this performance area mainly through the dissemination of information pieces, such as, the monthly newsletter or Strait-Up ▪ based on the carousel activity, there are not many opportunities for professional development and few resources in this area ▪ students in grades 3-6 felt their parents helped them with their school work ▪ parents/guardians felt they were involved in their child's learning

Methods Sources of Data	Results What did you find (facts)?
	• parents/guardians felt they didn't have a voice or an opportunity to become involved at school • students in junior high (7-8) felt that their parents took an interest in their school work • support staff felt that parents/guardians were made to feel welcome • teachers felt that they helped parents/guardians support their child's learning at home • students in grades 3-8, support staff and teachers felt that parents/guardians did not help out at school

4. Presentation of Data

Student 3-6 Survey Results

8. To what extent are parents/guardians involved in their children's learning and their children's school? **58%**

11. My parents/guardians help me with my school work.	*88%*	*7%*
13. My parents/guardians help at this school.	*28%*	*28%*

Student 7-9 Survey Results

8. To what extent are parents/guardians involved in their children's learning and their children's school? **67%**

32. My parents/guardians think it is important that I do well in school.	*95%*	*5%*
33. My parents/guardians talk with me about my school work.	*77%*	*10%*
34. My parent/guardians regularly attend school events (parent/guardian-teacher nights, etc.).	*60%*	*21%*
35. My parents/guardians help out with school activities.	*35%*	*16%*

Parent/Guardian Survey Results

8. To what extent are parents/guardians involved in their children's learning and their children's school? **71%**

30. Parent-teacher conferences focus on my child's achievement.	80%	8%
31. This school values parental input.	54%	23%
32. Teachers help me support my child's learning at home.	79%	12%
33. I feel welcome at this school.	73%	11%
34. I feel involved in my child's learning.	81%	9%
35. I feel parents'/guardians' efforts are appreciated by this school.	62%	22%
36. Parents/guardians are able to become involved in this school.	69%	18%

Teacher Survey Results

8. To what extent are parents/guardians involved in their children's learning and their children's school? **69%**

33. Teachers help parents/guardians to support their children's learning at home.	84%	14%
34. Parents/guardians are involved in this school.	54%	19%

Support Staff Survey Results

8. To what extent are parents/guardians involved in their children's learning and their children's school? **70%**

28. Parents/guardians are involved in helping their children learn.	53%	47%
29. Parents/guardians are made to feel welcome at our school.	87%	13%

5. **Analysis and Interpretation of Data**
   Parents/Guardians, Teachers, Support Staff, School Advisory Council and members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

   - there is a discrepancy between perceptions of parent/guardian involvement at home and at school
   - some parents/guardians felt that they didn't have a voice at TEC
   - students (3-8), support staff and teachers felt that parents/guardians didn't help out at school
   - students (3-8) felt that their parents helped them with their school work
   - teachers and support staff felt that parents/guardians were welcomed and given opportunities to participate
   - leadership was perceived as an issue at TEC

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6. Conclusions

Strengths	Needs
▪ parents/guardians are involved with their child's learning at home ▪ we seem to have extensive methods for distributing information	▪ we need to effectively encourage parent/guardian involvement at the school level ▪ parents/guardians need a voice at school ▪ we need to explore the differences of opinion in regards to parental/guardian involvement in our school ▪ we need to explore the barriers to parental/guardian school involvement ▪ need to find a way to increase parental/community involvement and establish direction connections with parents/guardians in school

SECTION F

Records of Evidence

    1. To what extent does the school facilitate communications with the school community? (Performance Question No. 6)

    2. Opportunities Provided

Table 1.1   <u>What programs are we offering?</u>

- Monthly school newsletters
- Monthly school calendars
- Classroom newsletters
- Classroom presentations
- Lions Quest (P-8)
- Parent Meetings
- TEC Talk (both local newspaper and local radio station)
- Strait-Up for parents
- TEC Website
- Board Website
- Class websites
- Office Notices
- Agendas
- School Advisory Council
- Teacher's Communication Plan/Letter
- Parent/Teacher Meetings
- Curriculum Night
- Student Led Conferences
- Report Cards
- Positive calls home
- YMCA after school
- Community use of school
- Strait Board e-mail

Table 1.2   What practices are staff engaged in to facilitate this school performance area?

- Newsletter
- Communication Plan
- Strait-Up for Parents
- Host curriculum nights
- Parent-teacher
- Portfolios
- Open House
- Parent Meetings
- Home Contact (phone calls, letters, e-mail)
- Parental Survey (paper & phone)
- Board Website and Class Websites
- Student Led Conferences
- Agendas
- TEC Talk (local newspaper and local radio stations)
- Band Parent Association
- Weekly Home Tasks
- Severe Learning Disabilities Class Information Sessions
- School Advisory Council
- Home Reading Programs

Table 1.3   What resources are available?

- Internet
- Radio
- Newspaper
- Agendas
- Classroom Newsletter
- School Newsletters
- Communication or Homework/message Bags
- Lions Quest (Together Times Booklets)
- Phone
- Strait-Up
- P-4 TEC Information Booklet
- Office Notices
- Program Planning Guide for Parents
- Program Planning and Subject Area Fact Sheets

Table 1.4   <u>In what professional development activities have staff participated?</u>

- Positive Effective Behaviour Supports
- Crisis Intervention
- Grief Counselling
- Student Led Conference Training
- Curriculum Meetings
- Lions Quest training

3. Data Collection

Methods Sources of Data	Results What did you find (facts)?
- Paper surveys completed by students, teachers, support staff and parents/guardians - Carousel Activity completed by staff of TEC 4 corners activity 7/8 Focus Group - November newsletter supplement - Display during November parent teacher interview - Phone survey completed by randomly selected parents/guardians	- We use communicate in many ways with the school community. - to the question, to what extent does the school have effective leadership, teachers replied 70%, parent/guardians replied 56%, students 3-6 replied 64%, students 7-9 replied 31% and support staff replied 67% - overall participants replied in the paper survey that leadership was an issue within the school - in the survey and the focus group, junior high (7-8) students did not feel they had opportunities to be leaders or to make decisions at school - Only 53% of support staff feel free to express their opinions. 59% of teachers feel staff and students in school trust and have confidence in each other. 51% of teachers feel honest, open communication exists among staff members.

Student 3-6 Survey Results

7. To what extent does the school have effective leadership?		**64%**
2. Students have opportunities to be helpers in this school.	*75%*	*19%*
19. When the teacher speaks, students listen.	*53%*	*26%*
9. To what extent does the school facilitate communications with the school community?		**85%**
12. My teachers listen to what I have to say.	*83%*	*13%*
14. My parents/guardians attend parent-teacher meetings at this school.	*86%*	*9%*

Student 7-9 Survey Results

7. To what extent does the school have effective leadership?		**31%**
30. Students have opportunities to be leaders in this school.	*37%*	*33%*
31. School leaders involve students in discussing and making decisions about this school.	*26%*	*34%*
9. To what extent does the school facilitate communications with the school community?		**47%**
36. I have opportunities to voice my concerns/opinions in school.	*27%*	*31%*
37. I feel comfortable communicating with adults in this school.	*44%*	*30%*
38. My teachers listen to what I have to say.	*58%*	*25%*
39. My parents/guardians are kept informed by the school.	*40%*	*33%*
40. My teachers talk to me about my school work.	*65%*	*22%*

Parent/Guardian Survey Results

7. To what extent does the school have effective leadership?		**56%**
26. This school provides opportunities for parents/guardians to take on leadership roles.	*54%*	*30%*
27. Students have opportunities to take on leadership roles at this school.	*60%*	*33%*
28. I feel confident in the leadership of this school.	*58%*	*21%*
29. This school is managed well.	*54%*	*25%*
9. To what extent does the school facilitate communications with the school community?		**72%**
37. This school keeps parents/guardians well informed.	*62%*	*15%*
38. This school provides helpful information about my child's progress.	*73%*	*14%*
39. The school makes it easy for parents/guardians and teachers to communicate.	*74%*	*11%*
40. The staff at this school is approachable by parents/guardians.	*78%*	*10%*

Teacher Survey Results

7.	To what extent does the school have effective leadership?		70%

31. Teachers are encouraged to take on leadership roles.	*76%*	*8%*	
32. Teachers are willing to take on leadership roles in this school.	*76%*	*19%*	
40. Staff and students in this school trust and have confidence in each other.	*59%*	*27%*	

9.	To what extent does the school facilitate communications with the school community?		69%

35. Honest, open communications exist among staff members.	*51%*	*24%*	
36. Our school has good communications with parents/guardians.	*81%*	*11%*	
39. This school has high expectations for teachers and administrators.	*76%*	*19%*	

Support Staff Survey Results

7.	To what extent does the school have effective leadership?		67%

27. Our administrators work together as a team.	*67%*	*33%*	

9.	To what extent does the school facilitate communications with the school community?		66%

30. I feel free to express my opinions in this school.	*53%*	*27%*	
31. Staff are regularly given feedback.	*64%*	*29%*	
32. There is good communication among staff in the school.	*67%*	*13%*	
33. Our school has good communication with parents/guardians.	*80%*	*13%*	

2007-2008 Paper Communication Survey
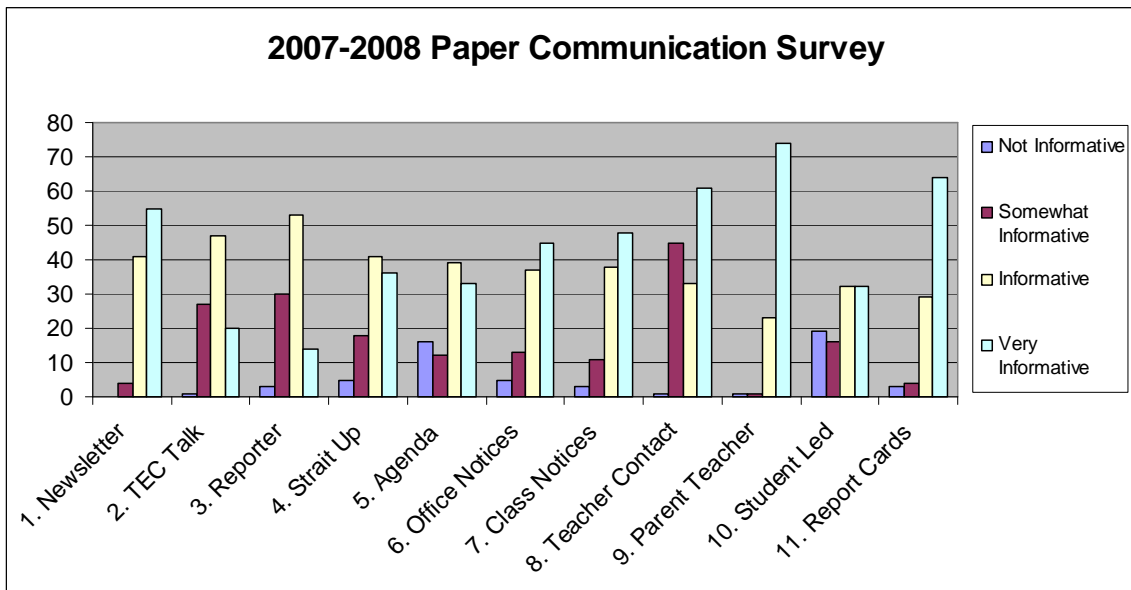
**2007-2008 Phone Communication Survey -
Home & School Communication**
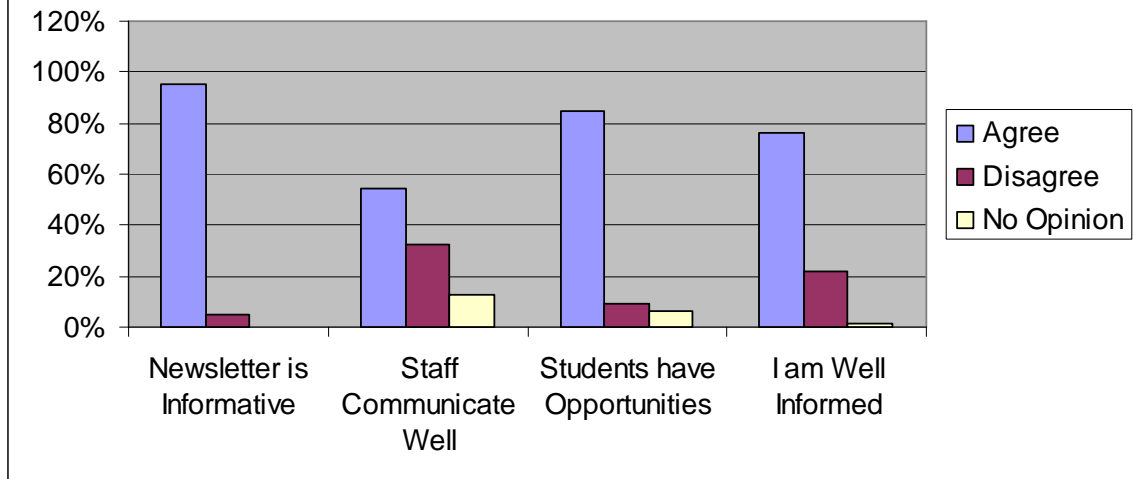
7/8 Focus Group

On October 21, 2008 a group of ten (10) students from grades 7-8 were asked a series of eight (8) questions from the original survey administered. Rob Ryan facilitated this group and notes were taken by Shelley MacLean, co-chair.

- 9 out of 10 junior high (7-8) students said that they did have a voice at school
- students defined having a voice as having an opinion and the authority to be able to share it
- students in junior high (7-8) did not feel they had opportunities to be leaders or to make decisions at school
- decisions are made for them not by them, for example, sports were taken at recess time, intramurals were changed and decisions regarding outside recess and lunch are made without student input

5. Analysis and Interpretation of Data

Parents/Guardians, Teachers, Support Staff, School Advisory Council and members of the Internal Review Team were involved in the analysis and interpretation (see sources of data):

- Students in junior high (7-8) felt that they didn't have a voice within the school, whereas students in grades 3-6 viewed communication more positively
- Based on the phone survey, parents/guardians felt that they did have opportunities for communication between school and home
- Teachers and support staff believe that TEC has good communication with parents/guardians.
- Teachers and support staff have difficulty communicating effectively among each other.
- TEC has numerous avenues by which it communicates with the school community.
- Parent teacher interviews are perceived, by parents, to be the most effective means of communicating
- Leadership was perceived to be an issue at TEC.

6. Conclusions

Strengths	Needs
▪ 80% of teachers and support staff felt we had good communication with parents. ▪ TEC has a variety of means of communicating with the school community. ▪ Face to face conversations are perceived, by parents, to be the most effective means to communicate	▪ Teachers and support staff felt that communication within the school could be improved upon. ▪ 27% of junior high (7-8) students felt that they did not have opportunities to voice concerns/opinions in school. ▪ Parents/guardians perceive traditional parent-teacher interviews as more informative than student led conferences. ▪ Leadership was perceived to be an issue

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SECTION G

Summary Analysis

Accreditation Questions
(Please refer back to this chart when viewing the summary analysis.):

Student Achievement
1. How well are our students achieving in Active Healthy Living?
2. How well are our students achieving in Arts Education?
3. How well are our students achieving in Business Education, Family Studies, and Technology Education?
4. How well are our students achieving in English
5. How well are our students achieving in Mathematics?
6. How well are our students achieving in Science?
7. How well are our students achieving in Second Languages?
8. How well are our students achieving in Social Studies?

School Performance
1. To what extent does the school meet the individual learning needs of students?
2. To what extent does the school meet the non-academic needs of students?
3. To what extent does the school provide for a safe, healthy, and positive learning environment?
4. To what extent is the school organized to maximize student learning?
5. To what extent are parents/guardians involved in their children's learning and their children's school?
6. To what extent does the school facilitate communications with the school community?

Our Strengths

	Student Achievement	School Performance
1	• Student achievement in Active Healthy Living is adequate.	• We are offering a number of programs and services to meet the individual learning needs of students • Based on survey results, parents are satisfied with the academic progress of their children • A vast majority of teachers view the program planning process as effective • Good match between needs and services focused at the grade P-5 level • The percentage of students with IPP is representative of what is expected in the general population (as described by the Nova Scotia Department of Education)
2	• Music is an area of strength.	• We offer a number of programs and non-academic activities throughout the school week
3	• Students can see their results in technology education and family studies immediately, in a positive atmosphere. • Students are experiencing success in family studies and technology education	• The majority of staff at TEC are trained to deliver Lion's Quest. • Staff members at TEC are actively engaged in professional development which focuses on promoting a positive learning environment. • 89% of teachers and 93% of support staff felt that TEC was a safe place to work. • There are systems in place to reinforce positive student behavior. • Parents, according to the survey data, were aware and felt confident in the safety measures that have been implemented at TEC. • 88% of parents reported that their child knew what to do if bullied. • Teachers and support staff meet regularly and are involved in committees that focus on promoting a safe and positive learning environment for all students and staff. • TEC is a PEBS school.

	Student Achievement	School Performance
4	- We have many staff members who have expertise in the area of language arts. - We have the capacity within our building to use a variety of assessment tools/strategies. - P-8 language arts teachers can access the support of a literacy mentor throughout the academic school year. - Students from grades 1-8 following the regular curriculum participate in a school-wide writing assessment bi-annually. - Intervention targeted at the early elementary level appears to be working, based on reading assessment data.	- We are invested in improvement - We are a professional learning community
5	- We have the capacity within our building to use a variety of assessment tools. - All teachers have the opportunity to access math mentoring. - Many students, according to report card marks, are meeting grade level outcomes in mathematics. - Students in grades P-2 are doing well in the area of mental math.	- Parents/guardians are involved with their child's learning at home - We seem to have extensive methods for distributing information
6	- Teachers report using a variety of learning tools in the classroom. - We have the capacity within our building to use a variety of assessment tools.	80% of teachers and support staff felt we had good communication with parents. - TEC has a variety of means of communicating with the school community. - Face to face conversations are perceived, by parents, to be the most effective means to communicate
7	- Activity based curriculum - Teachers report using a variety of assessment practices	
8	- We have the capacity within our building to use a variety of assessment tools. - Based on the report card data, students are demonstrating success meeting curriculum outcomes	

Areas Needing Improvement

	Student Achievement	School Performance
1	- Classroom teachers require more professional development in the area of First Aid/CPR. - Need resources to address curriculum outcomes in grades 7 & 8. - Additional space is required in order to meet curriculum outcomes in Active Healthy Living. - Students are not transitioning and applying skills taught to their everyday lives. - A wider variety of activities.	- We need junior high (7-8) students to report that their needs are being met - Explore contradictions between student and teachers' perceptions of varied teaching methods used - To gain more information on support staff's perceptions that we are not meeting the learning needs of all students - We need to further explore the discrepancy between the number of students on the resource caseload and the number of students with documented adaptations - Further investigate the level of support at the primary level
2	- Lack of consistency in art programming - No specialist teacher in art - Lack of resources for art programming - Fire regulations interfere with teachers ability to display therefore promote art programming - Teachers want more professional development in art - No one is asked if they are able or interested in teaching art, it is a timetable convenience	- Staff feel we are meeting the non-academic needs of students, however students do not concur - Explore why 32% of teachers feel that we are not meeting the emotional, cultural and/or racial needs of our students
3	Additional minutes in the timetable for a more in-depth exploration of family studies and technology education.	43% of junior high (7-8) students felt that TEC offered a safe and positive learning environment. - Only 43% of teachers felt that there was good team spirit at TEC - All staff members need to be consistent in completing office discipline referrals

	Student Achievement	School Performance
4	- There is a discrepancy between school-based and provincial assessments. - Some students are having difficulty achieving grade level outcomes in reading. - We need to investigate the discrepancy between reading and writing data. - French immersion teachers report that they have difficulty accessing literacy mentoring. - Efforts need to be focused on supporting students in grades 4-8.	- Teachers report that attendance is an issue - Teachers reported that timetable scheduling is a need - Involving all teachers in decision making
5	- We need to investigate why the Grade 8 math assessment was so challenging for TEC students. - Authentic assessment of what students know and can do independently - Math support at the junior high level, i.e. resource and/or curriculum support - School-based final exam at the grade 8 level - Examine the mismatch between formal testing (standardized) and report card marks	- We need to effectively encourage parent/guardian involvement at the school level - Parents/guardians need a voice at school - We need to explore the differences of opinion in regards to parental/guardian involvement in our school - We need to explore the barriers to parental/guardian school involvement - Need to find a way to increase parental/community involvement and establish direction connections with parents/guardians in school
6	- A science lab is needed for Grades 7 and 8. - Parental awareness of the difficulty of science concepts as the grade levels increase. - We need to investigate why there is a discrepancy between P-3 and 4-8 report card marks, in relation to the normal distribution of scores.	- Teachers and support staff felt that communication within the school could be improved upon. 27% of junior high (7-8) students felt that they did not have opportunities to voice concerns/opinions in school. - Parents/guardians perceive traditional parent-teacher interviews as more informative than student led conferences. - Leadership was perceived to be an issue.
7	- Teachers report that there are limited resources to support programming in core French - Clarification regarding specific curriculum outcomes per grade level because of the unit based curriculum document (grades 4-5 and grades 7-9) - Need for a school-wide core French plan	
8	Some teachers are frustrated with the lack of direction, curriculum documents and resources that are provided in Social Studies.	

SECTION H

Declaration

We declare that the information in this report is complete and accurate.

Signature	Name	Position	Date
	Sheila Hawley	Co-Chair	**November 29, 2008**
	Shelley MacLean	Co-Chair	**November 29, 2008**
	Lori Richard	Co-Chair	**November 29, 2008**
	Jack MacDonald	Principal	**November 29, 2008**
	Almon Chisholm	SAC Chair	**November 29, 2008**

Appendix A